

FCPE Newsletter – Issue No. 4 – Fall 2003

Assessing Writing in Content-Based Courses: A Pedagogical Opportunity or a Chore?

by Lahney Preston-Matto

(This article grew out of the talk I gave at the Assessment Forum last May.)

Many instructors (and I include myself in this number) do not spend enough time in class talking about writing and what we expect of students in their writing, particularly essays. This makes sense, because we're teaching content-based courses – we all know that we don't have enough time in the term to get through the material we want to cover as it is, whether it's in an English, Biology, History or any other content-based course. This means, though, that there is a fundamental disconnect between content and form – we are teaching one particular kind of content, but we are asking students to demonstrate their knowledge of this content in a form that we are not teaching them. But, for various reasons, we don't want to only assign exams and quizzes – we want them to demonstrate their knowledge through writing and particularly in essay format.

What this assumes, however, is that students know how to write an essay and, more specifically, that they can produce the ideal essay for the discipline in which they're taking the course, regardless of the discipline and how many different disciplines they might be taking in a single term. After all, they've had an entire semester of Art and Craft of Writing, right? But this neglects two things, one more important than the other. For one, a lot of our students do not have to take Art and Craft of Writing, because they are transfer students from other colleges who may have different ideas about writing. More importantly, and regardless of what writing course they have taken, there are no conditions under which we would say that someone who has taken a semester-long course is an expert in any discipline (in fact, they are often still considered beginners). Additionally, Art and Craft of Writing is not focused on any one discipline, but instead on the expository essay, so the transformation that needs to take place from Art and Craft of Writing to, say, business writing, scientific writing, social sciences writing, humanities writing, etc. is not addressed at all. And yet we still expect our students to be able to negotiate this gap, often within the same semester if, like many of my students, they are simultaneously taking English courses, Education courses and a science general education requirement.

For me, this fundamental disconnect between teaching a content-based course, while asking students to demonstrate their knowledge of that content in a form that I am not technically teaching, means talking more about writing in class than I would like to. It means making difficult decisions about what content I need to cut in order to spend anywhere from a week to a week and a half over the course of the term to talk about writing. I understand that not everyone can or will make the time to talk about writing in class; this is only one strategy. On a fundamental level, though, I believe that there are a few things that we are all looking for in an essay, regardless of discipline, and those things are:

- An overall idea or thesis statement
- An inclusion, explanation and interpretation of primary/secondary sources
- A structure that includes a beginning, middle, and end
- The concept of an audience for the essay, regardless of what the audience is.

In order to see improvement in students' writing, I think we need to set goals for ourselves at the beginning of the term, which means that we need to address specifically at least one of these categories and focus on it when we talk about writing in class. For example, if a student is capable of a simple thesis such as "women writers reevaluated Victorian values" at the beginning of the term, perhaps by the end of the term, a complication of that idea such as "some women writers of the Victorian era simultaneously uphold and subvert the values of their time in their work, creating conflicting models for the contemporary reader" (or even the first part of that complication) is an achievable goal. Or perhaps at the beginning of the term students have a difficult time incorporating primary sources, and let those sources speak for themselves instead of explaining and interpreting them for their audience, but by the end of the term, they can explain what the source means to them and what they interpret that to mean in terms of their main argument. There are numerous things that we could pick to focus on, such as:

- not letting any secondary source overwhelm the student's own voice

- not letting simple summary of primary text take over the writer's essay
- establishing a balance between analysis and summary or a balance between number of texts incorporated
- analyzing the relationship between the beginning and end of the essay
- addressing a specific audience.

What we focus on individually depends on what is most important to us as instructors, and what we most want to see our students be able to demonstrate in an essay.

As you can see, though, in the brief list of things I've provided, we really need to pick our battles. It is unrealistic to think that we can, in the course of a single term, "make the student a perfect-essay writer." We can improve aspects of a student's writing, but the chances of them writing a perfect essay (whatever that is) by the end of the term are negligible – this will always be a process for both them and us.

I have found three things most helpful in assessing writing in a content-based course:

- to set goals for myself for what I want students to improve on over the course of the semester
- to address these goals in class and in written format in essay prompts and in commentary on both drafts and final essays
- to make the students responsible to a certain extent for articulating their own improvement.

I have not spent much time in this article on the last of these points, but it is an incredibly important one, and I am happy to talk to anyone about the ways that I do this, and also to get some ideas from you about how you go about this!

David Parkin – Associate Professor, Department of Chemistry

I teach first year students, and I try to keep the fires of the excitement of learning burning bright instead of quenching them with the burden of "learning everything".

A brief overview of your background, area of expertise, research and teaching.

I have traveled extensively most of my life, since my father was in the Navy and keep going since my University days. I have two professional interests, primarily the education of science majors and enzyme characterization from medically relevant parasites or bacteria. I have over 15 years University Teaching experience with 3 years focused research as a Senior African Research Fulbright Fellow Kenya looking at African Sleeping Sickness. Most recently I taught at the University of Dundee, Dundee, Scotland, where I initiated the use of small groups to assist first year students learn important professional transferable skills and the discipline of biochemistry.

A good summary of my teaching philosophy is:

I illuminate and you see
I clarify and you hear
I understand and you learn
I look and see you change

What do you feel strongly about in regards to teaching or your specialization?

I am a student-centered teacher. My goal in education is to provide a learning environment where students can choose to become Self-Directed Critical Thinkers. Since I am a fellow learner, my classrooms are just a learning environment for both me and my students. I might have more "chemistry" knowledge, but my students offer me their unique experiences and their excitement of learning. I teach first year students, and I try to keep the fires of the excitement of learning burning bright instead of quenching them with the burden of "learning everything".

Why did you come to Adelphi?

I choose to come to Adelphi University because it was time to return to the USA– having lived abroad since 1994. The school is in a new phase and I love being a creator and I feel that my creativity will be empowered. I do rock boats if I feel there is a need, and I defend my students and their rights to have

positive learning environments. Adelphi is a very brave school whose people have the ability to rise above serious problems. I feel the words of William Wallace when facing a battle with the English are very appropriate "all men die, it's how you live that will matter to the world". I missed the students in the USA, for they still have the ability to dream, something most of the people I have been associated with abroad have seem to have lost. I need to be with visionaries and university students have that, the ability to dream. My students are great, like all the students I have ever taught.

Dennis Payette – Associate Professor, School of Business

Adelphi is a wonderful place to work and teach and I say that from the perspective of three and one half decades of work in many colleges and universities.

A brief overview of your area of expertise, research and teaching.

After serving as an administrator (Chief academic office, Provost and Vice President for student affairs) who always loved to teach, it was my goal to return to the classroom which is where I started my career in higher education. I am particularly interested in the field of leadership and corporate responsibility and have done some writing and research in that area, specifically the role of fiduciary responsibility of directors and officers of corporations.

Why did you come to Adelphi?

I began by teaching several courses on leadership in the graduate GOAL program which led to the opportunity for a fulltime faculty position in the Management department in the School of Business.

What has been your experience so far?

Adelphi is a wonderful place to work and teach and I say that from the perspective of three and one half decades of work in many colleges and universities.

What do you wish to contribute? What do you feel strongly about in regards to teaching or your specialization?

I hope mostly to engender passion for scholarship and helping students understand the business environment they will work in when they leave Adelphi. I also look forward to working with my faculty colleagues on the AACSB accreditation process.

What do you wish to impart to your students?

I am hopeful that my students gain knowledge how to think and act strategically in their careers and life.

Grant Updates and News

by Mary Cortina

Health Insurance Portability and Accountability Act (HIPPA) and Research

I am sure if you have been to a doctor or pharmacy in the last few months, you were asked to read a two-to-three page document and sign on the dotted line – you had just encountered HIPPA. On April 14, 2003, the Department of Health and Human Services released the final privacy regulations under the Health Insurance Portability and Accountability Act of 1996 (HIPPA). The HIPPA regulations, for the first time, created national standards to protect the personal medical records and health information of individuals.

The Privacy Rule requires all "covered entities" that is, health plans, health care clearinghouses and health care providers who engage in the electronic transmittal of protected health information to notify patients about their privacy rights and how their information can be used. It requires that covered entities adopt and implement privacy procedures, train employees to understand the privacy regulations, and secure patient records containing individually identifiable health information so that they are not readily available to those who do not need them.

Protected health information (PHI) is defined as "individually identifiable health information" such as, name, address, employer, relative's names, dates of (birth, admission, discharge, death), age, telephone

number, fax number, email or IP address, Social Security number, medical record number, account numbers, certificate/license numbers, vehicle identifiers, voice/fingerprints, photos, and any other unique identifying numbers, characteristics or codes.

The Privacy Rule and Research

Under HIPPA, a covered entity that contracts with “business associates”, that is an individual or an organization that performs certain functions or activities for the covered entity i.e., billing, claims processing, or data analysis, must have certain protections for personal health information included in the language of the contract. The Privacy Rule affects research because it may affect access to information, but it does not regulate research or independent researchers. Here are some questions and issues that have arisen regarding the impact of HIPPA on the research process.

Informed Consent: Are informed consent and HIPPA authorization the same thing? Does authorization replace informed consent?

HIPPA authorization is written permission to disclose PHI (protected health information) for research purposes. This does not replace informed consent, which represents the individual’s agreement to participate in the study, as required under the Common Rule. Researchers must still obtain informed consent and detail that process, as well as HIPPA authorization. HIPPA authorization may be acquired in a separate document that is signed and dated, or it may be incorporated in a specific section of the larger informed consent document. Authorizations must specify a number of elements, including a description of the protected health information to be used and disclosed, the person authorized to make the use or disclosure, the person to whom the covered entity may make the disclosure, an expiration date, right to revoke the authorization, and the purpose for which the information may be used or disclosed.

Waiver of authorization: Are there conditions under which HIPPA authorization is not needed?

A waiver of authorization allows the use or disclosure of PHI without written approval by the individual. A waiver may be granted by the institution’s IRB or specially created Privacy Boards under the following conditions: 1. the use/disclosure of the PHI involves “minimal risk” to the individual’s privacy; 2. there is an adequate plan to protect identifiers from improper use/disclosure; 3. there is an adequate plan to destroy identifiers at the earliest opportunity consistent with the conduct of research; 4. there are adequate written assurances that the PHI will not be reused, disclosed to, or shared with any other person or entity (except as required by law); 5. the research could not practicably be conducted without the waiver; and 6. the research could not be conducted without access to and use of the PHI. When granting a waiver the IRB must document the procedure and have the needed information and assurances from the researcher.

Institutional Review Board: What is the role of the IRB as it relates to HIPPA?

For most institutions, the IRB is serving as the Privacy Board, reviewing and approving HIPPA authorizations, and waivers of authorization. The primary responsibility of the IRB is still the protection of human research participants. An institution may create Privacy Boards whose sole responsibility is to ensure the privacy of personal health information in the research process.

Limited data set: What is a limited data set and how does it relate to HIPPA?

A limited data set is protected health information from which certain specified direct identifiers of individuals and their relatives, household members, and employers have been removed. A limited data set may be used and disclosed for research, public health, and health care operations, as long as the data user enters into an agreement that safeguards the private health information contained within the data set.

Data collected prior to April 14, 2003: Do researchers need to obtain authorization from participants enrolled in a study or for data collected prior to the final HIPPA regulations of April 14, 2003?

Researchers are not required to obtain written authorization or waiver of authorization for any data collected prior to the final regulations. Data collected or study participation consent on or after April 14, 2003 need written authorization or waivers.

Activities Preparatory to Research: What is required from researchers who need to review protected health information to design a study protocol or determine study feasibility?

Protected health information may be used or disclosed to a researcher without written authorization or waiver of authorization from the individuals involved. However, the covered entity must obtain written or oral assurances from the researcher that the use/disclosure is solely to review PHI to prepare for the research, the PHI is not removed from the site, and the PHI is necessary for the research.

For more information, the websites of the Department of Health and Human Services (www.dhhs.gov) and the National Institutes of Health (nih.gov) have a good amount of useful information about HIPPA and its impact on research.

History Department Launches Online Electronic Journal

by M. Cristina Zaccarini

The Adelphi History Department Journal is an electronic journal that is published annually. The journal publishes articles and reviews written by undergraduates and submitted by their professors to the editors of the journal. The department saw a need for this forum because history professors recognize the importance of representing the best student work, both as a reward for exemplary students and as a guide for students enrolled in history courses.

This journal illustrates the various types of papers that students are encouraged to write for all of our courses. This journal provides examples of how to write a history paper for our classes, the kinds of topics that they might select, and strategies for the various approaches that they might use in their history papers. Some examples of student papers included in this journal are: "historiographical" papers, which explain historians' interpretations of particular topics; essays that take issue with or evaluate existing scholarship and introduce new ways of looking at existing subjects; and studies of oft-ignored topics and primary sources related to them. The journal will also highlight the projects and publications of history department faculty and students in order to encourage faculty-student debate and cooperative efforts such as co-authoring and research.

Adelphi students with a password will have access to the papers while those outside of the Adelphi community can read the abstracts. Students are encouraged to use these exemplary papers as a guide for their work, while being careful to cite and paraphrase appropriately. The journal will include a forum where students can post reactions to the papers, hopefully after reflecting on their course readings.

We welcome submissions of papers related to history from all departments within the Adelphi community. All papers must be submitted via electronic mail with an accompanying abstract. While the abstracts will be made available both to those within and outside Adelphi University, access to full papers will be given only to those with passwords. Each volume will appear in the fall of the academic year and remain open until spring of that year. As new articles are received they will be added to the current volume at the end of each spring. Articles can be pre-published in the Adelphi electronic journal and re-submitted for publication in print journals.

To view the site, please follow the link below.

<http://academics.web-dev.adelphi.edu/artsci/his/journals/index.shtml>

Renee White-Clark – Associate Professor, School of Education

I wish to continue my research and course integration regarding multiculturalism. It is an integral component of any teacher education program because we must prepare all educators to teach in our culturally pluralistic classrooms.

A brief overview of your background, area of expertise, research and teaching.

I am an associate professor in the Literacy Department. This is my 9th year in higher education. I have previously taught in the NYC schools as a classroom teacher, and as a reading teacher in NYC and VA..

What do you feel strongly about in regards to teaching or your specialization?

I wish to continue my research and course integration regarding multiculturalism. It is an integral component of any teacher education program because we must prepare all educators to teach in our culturally pluralistic classrooms.

Why did you come to Adelphi?

I came to Adelphi because of its excellent reputation in the field of education. I knew that the institution would support my professional and research aspirations. Adelphi has been very welcoming and supportive in my endeavors thus far. A collegial and collaborative climate is evident.

Spring Health Symposium: Protecting Children from Environmental Exposure

by Bruce Rosenbloom

(with contributions from Audrey Blumberg, Senior Associate Provost)

On April 2nd, 2003, Adelphi held the second in a series of public education symposiums, entitled, "Our Children at Risk-Protecting Children from Environmental Exposure." Like the previous event last October, the focus concerned the links between various environmental exposure and children's health and developmental concerns, but with an emphasis on how to remedy these issues. Over 300 persons attended, representing a wide spectrum of society from health care professionals, parents, school officials, hospital administrators, educators and representatives from local government.

The Speakers

In introducing the forum, Adelphi President Robert A. Scott expressed his conviction that universities, such as Adelphi, must take a leadership role in shaping our societal obligations to protect our children. Dr. Scott asserted: "The presenters demonstrate the best application of the alignment of research, education and policy. How we continue their efforts, may represent one of the most significant legacies we leave for our children"

Patricia Wood, executive director of Grassroots Environmental Education and visiting scholar at Adelphi spoke first about the "joint statement" resulting from the first symposium. This document, signed by many legislators, health professionals and academics, is seen as a vehicle for making change on a local, state and national level. As stated in its' first paragraph, "We join together as parents, scientists, physicians, legislators, and other care givers to affirm our belief that all children have the right to a safe and supportive environments which helps ensure their health, development, and well-being...."

Ms Woods called for creating a "new paradigm for children's health" in order to address increasing incidences of childhood autism, cancer, and asthma. Arguing that environmental factors have been shown more important than genetics as the cause for illness in children, Ms. Woods claimed that "we have failed as a society" and stressed that education forums – like this symposium, was one way to address these critical issues.

Senator Hillary Clinton sent a video-taped greeting. Congratulating participants on the conference, she went on to affirm her position, "to stand with us and be a partner in this cause. We need to take the special needs of children into account, now." Senator Clinton emphasized the need to pass new legislation, enforce existing environmental laws, and protect the public from the excesses of industry.

The third speaker, **Attorney General Elliot Spitzer** gave a spirited presentation about the lack of accountability in public and private life. Corporations, he stated, often make decisions which may benefit their bottom line at the expense of the public good. As an example, Spitzer cited an alarming statistic that the average CEO compensation has gone from forty times an average workers wages in 1980, to over 400 times that worker as of 2001.

The Clean Air Act, Spitzer reported, is being diluted by the current administration, leading to more acid rain, dead forests and Adirondack lakes, and increased childhood asthma. "The Bush administration is the first and only administration that has tried to weaken this act." Power plants in the mid-West are a

major cause of this problem, but are getting a reprieve from an Administration that seems antithetical to environmental regulations.

In a similar fashion, diesel emissions from trucks and busses are posing a real health concern that is largely unaddressed by the regulatory process. The EPA, Spitzer pointed out, averages diesel emissions over a three year period, which makes the problem seem non-existent and any remedial action unnecessary. Recent studies however, show that school children are exposed to high levels of diesel exhaust when they ride school buses or sit in schools adjacent to idling busses. A simple law, proposed by the Attorney General, to turn off the engines when school buses are not in use, provides a simple remedy to improve the situation.

In the area of pesticides, Spitzer's office also has been quite active. The Attorney General's office worked out a consent decree to have Dow Chemical desist from giving insufficient warnings on its Dursban pesticide. Without these warnings, this popular pesticide, in the same family as nerve gas, is being casually applied to lawns, educational facilities, and other areas that children are exposed to. New York State is now considering a lawsuit to force compliance "from a company that makes billions, yet refuses to spend a small amount to properly educate the public."

A forth speaker, **Dr. John Wargo**, a professor of environmental policy and risk analysis at Yale University, and is an expert in pesticide effects on children. Professor Wargo asked the provocative question, "Can we learn from our mistakes?" Reviewing over 100 years of environmental blunders and tragedies (e.g. atomic weapons testing and DDT overuse), he wondered whether the EPA is protecting the public from the thousands of chemicals in circulation. The Clean Water act, that the EPA enforces, currently only addressees 90 out of thousands of chemicals found in our water. Many hazardous chemicals are allowed to stay in our water, Wargo claimed, due to influence and pressure from business interests. A further weakness in the EPA approach, Wargo discussed, was the regulation of one pesticide at a time, instead of passing regulations for groups of pesticides with similar properties. Consequently, when a pesticide like DDT was banned, industry introduced dozens of similar pesticides, making review and regulation of each virtually impossible.

Professor Wargo also stressed the importance for testing pesticides in real life situations. For example, children are exposed to a lot more pesticides due to their diet (like drinking apple juice), their small size, and the uniformity of their diet. Given the rate of growth in small children, certain developing organ systems are more susceptible to pollution since they are growing rapidly. Regulations, Wargo argued, need to be written with the most vulnerable population in mind. In most instances of pollution, that population is the very young. He described his studies which put monitors on children to detect diesel fume exposure, which reveal much greater exposure than 3-year averages.

The final speaker was **Dr. Herbert Needleman**, a pediatrician and pioneer in research on heavy metal toxicity in children. Legislation to limit lead levels in gasoline was largely attributable to his studies which clearly demonstrated a dose-specific relationship between lead and aggressive behavior, and brain damage in youngsters. Since Roman times, humans have been aware of the dangers of lead exposure, yet it was in the 1990's that any effective legislation was passed to limit its spread.

Dr. Needleman and his colleagues were the first to study the long-term effects of lead on children. He conducted a ground-breaking study that clearly linked high lead levels to aggressive and anti- social behavior in children. Years later, he tracked down many of the same subjects, who often had dropped out of schools and were in prison. A further study of prisoners clearly showed that lead toxicity was present in a significant proportion of the prison population. Needleman proposed that unemployed people should be trained to remove lead from inner-city environments, to help eliminate this risk factor for hurting another generation of children.

The symposium ended with a question and answer period when participants asked about issues like the quality of Long Island water, how to diagnose toxicity in children, and steps the public need to take to protect communities. It was clear that this symposium, like the first, struck a cord of concern with the

audience. Both speakers and attendees seemed motivated toward working for increased environmental protection and ensuring further education efforts to keep the public abreast of these concerns.

The Egg and the President: Using Special Collections in Your Classes

by Elayne Gardstein

I will save the answer to the following question for last. What are the connections among a painted wooden egg, three United States Presidents, and the Cuban Missile Crisis? Special Collections in Adelphi University Libraries is a unique resource for teaching, learning, and research. I would like to introduce the faculty to Special Collections and describe how they might enhance student learning by utilizing these resources. Trends in digitizing rare materials are equally relevant to current teaching practices and to research accessibility. As we look towards the future, what are some directions our Special Collections will take?

What are Special Collections?

As I described in the Spring 2003 AdLibNews (Adelphi Libraries Newsletter), "Special Collections in Swirbul Library actually consist of 25 separate collections. Items date from 1556 to the present and represent a full range of print and nonprint materials. In addition to books, there are periodicals, unpublished manuscripts and correspondence, printed ephemera, broadsides and musical scores. There are also photographs, tapes, realia (objects, souvenirs, and models), musical instruments, architectural blueprints and drawings, posters, and prints." This year, with the assistance of the FCPE, I created a descriptive website for Special Collections. This is linked to the Library's homepage, and each of the 25 collections has a brief summary of its contents:

<http://libraries.web-dev.adelphi.edu/collections.shtml>.

These collections contain rare, valuable, fragile, and special titles that cannot be housed in the main stacks of the library. I might add that much of what we have is due to the efforts of librarian Donald Kelly in Collection Development.

How Can Special Collections Enhance Student Learning?

More recently, there has been increased interest on the part of the faculty in utilizing Special Collections to enrich their students' learning experiences. We have many primary source materials which provide firsthand evidence of information for students to analyze, question, and appreciate. Over the past several decades, we have acquired many secondary scholarly sources to support these collections as well. The following are several examples of Adelphi students' use of Special Collections.

All students using Special Collections learn how such departments work, not only at Adelphi, but also wherever their research may take them. Often appointments must be made in advance, and extra care is required for handling fragile materials. Yes, we are strict where preservation is a concern. However, the rewards of using actual objects rather than reducing everything to the same size on a computer screen can be great.

One way that students learn is to draw comparisons between contemporary subject matter and material more removed in time. Journalism classes study alternative voices in e-zines and compare them to radical writers of 200 years ago. Our Cobbett and Hone collections, described in the above website, are examples of the latter. Another method involves historical research. Students in the history department's senior research seminar are longtime users, studying documents housed in Special Collections and also in our Reference department. The McMillan Panama Canal Collection is a wonderful resource for studying Latin American and Caribbean history; students have been using rare materials published at the time the canal was built a century ago. English literature students are assigned nineteenth century publications to learn about and analyze the culture of Victorian times. Josef Albers' book, *The Interaction of Color*, was published 40 years ago, but its commentary and folders of color theory illustrations are studied by our art students today. Albers, who worked at the Bauhaus in Germany and later taught in the United States, dedicated his work, "This book is my thanks to my students."

Where Does Digitization Take Us?

Digital resources are another method of highlighting primary source materials housed here and all over the world. Sophomore history research students have been introduced to links for special collections and primary sources from our library webpage:

<http://libraries.web-dev.adelphi.edu/research/genint.shtml#special>

These links provide access to repositories of special collections as well as to excellent tutorials for research and strategies for finding these materials. Digitization also takes us to one of our own collections.

As an introduction to journalism of two centuries ago, our students viewed the extensive William Hone Collection website: <http://libraries.web-dev.adelphi.edu/bar/hone/index.html> I developed this site with Mieke Caris' collaboration at the FCPE for two reasons. First, I wanted to highlight the collection with biographical information, an online exhibit, a finding aid or inventory of the unpublished manuscript items, and links for further research. Second, I wanted to create a model for expansion of the brief summaries listed under Special Collections on our webpage. While not all of our collections will warrant the same degree of digital description, the enhanced access will greatly benefit our students. Imagine images of rare stringed instruments from the Stoelzer Chamber Music Collection linked to sound clips or dance video clips linked to items from the collection of Ruth St. Denis, the founder of Adelphi's dance department. One future project will involve hyperlinks from electronic records in our ALICAT online catalog to digital images from Special Collections.

When Will Special Collections See the Future?

This fall, University Archives and Special Collections will be moving to a new home in the lower level of the new dormitory building next to Swirbul Library. The move will allow us to review our priorities for preservation as the collections are reshelfed in a more spacious, climate controlled space. Due to the efforts of the University Archivist Eugene Neely, fragile university newspapers and heavily used course bulletins from University Archives may be among the first items slated for preservation microfilming and then digitization for computer access. We are learning about recent trends at the university level and are considering how to adapt them to our needs. Centers for digital initiatives and programs for networked scholarly resources will provide greater access to digitized text, images, audio, and video. Content management systems will facilitate display of special collections and provide us with the tools to publish, index, search, and share our treasures locally and globally.

The Answer

So, what are the connections among a painted wooden egg, three United States Presidents, and the Cuban Missile Crisis? Our McMillan Political and Presidential Letters and Memorabilia Collection includes memorabilia and correspondence from Adelphi alumnus Robert McMillan's political career. The blue egg is a souvenir from Ronald Reagan's Easter egg roll at the White House in 1986. A letter from Richard Nixon in 1983 concerned the Cuban Missile Crisis of 1962 during John F. Kennedy's presidency.

Faculty are welcome to contact me, Elayne Gardstein, X3563, for suggestions on how special collections may be used in your classes.

Time Management for the Harried Professor

by Samuel M. Natale

In the film, "The Hours" Virginia Woolf says "I am instructed by doctors of my interests". Regrettably, that seems to be the way of the world today with its ever increasing demands, requests, and requirements. We are instructed by doctors, lawyers, colleagues, administration, faculty, family, government and a host of other individuals and organizations of what we "must" do to achieve. For many of us who are blessed with a career that we find fulfilling and noble, we have the additional difficulty of being asked to choose so very often between good things. That is to say, we need to make decisions on which of the requests we have before us to act. So very often, all the requests are important, helpful and needed. How do we choose? Which do we decide upon? How do we know we have chosen wisely and prudentially?

All of the above has become folded into the concept of "Time Management". In reality, it ought to be called, "Self-Management". I offer some ideas below that may be of use to some of our readers. Nothing

here is new or particularly insightful but I find it often useful to “recall” what we already know and reposition it in our minds.

In some ways, the task is easier than we want to admit, once we shed our idea of our self-importance and the urgency of the demands around us. There are really only two options available to us: change ourselves or change the world. Since the world doesn’t seem to want to be changed by me or anyone else, I’m left with having to change myself. It’s really all about that.

Since most of us are of good heart and willingness to help, there is a tendency to say “Yes” to things and opportunities before we have a chance to really think them through. Hence, my first cardinal rule is:

- **NEVER** (and I do mean never) carry your appointment book with you. I know, it’s hard to imagine life without it but if you do not have the book with you, you must take time to go find it and check your availability...as well as a moment to get sane about what you really can do...or not do. Once you locate the book, you can take a broader view of your commitments and see where and how this request/necessity fits.
- **TIME OF DAY** is a critical variable. I recently sat on a doctoral dissertation committee which dealt with how each of us has a learning style as well as a most productive time of day. This is perhaps a genetic and developmental issue that determines when each of us is “at our peak”. I’m often amused when the curriculum people at some of the secondary schools speak of scheduling the “hard courses” in the early AM which tends to be, ironically, reported prime time for many teachers, while the current research on adolescents indicates that the adolescents are far more alert later in the afternoon when, I suspect, many of the faculty would prefer a book, a drink and a nap.
- **NO**. It’s a wonderful word and few of us use it with the respect it deserves. To be honest, our inability to say “No” is more about our desire to be liked and affirmed and to avoid others’ disapproval rather than our desire to be helpful to others. We are to be helpful to one another and to our common missions but that means fitting our abilities with the situation at hand and seeing how and if our skill base meets the criteria of mutual satisfaction and sensible productivity. The word “No” does not mean one doesn’t care but that simply, for many possible reasons, the request is not a priority or possible at the moment.
- **TO DO LIST** is a critical tool but it needs to be used sensibly and prioritized. Specifically, too often, our lists become catch alls for everything that we think we need to do and so at the end of the day we have completed 18 of the 24 items on our list...none of them time stamped as important or having primacy over the others. The “To Do” list is only as good as the prioritizing we do with it. The A’s need to be the urgent/primary things; the B’s are good to get done; the C’s...well, if we don’t get those done and we have prioritized them correctly, will either disappear or come back in another, more important form.
- **Pareto Formula** basically is an important control mechanism. It suggests that generally speaking we get 80% of our results from 20% of what we do...Just check your closet and notice that most of us wear that 20% of favorite clothes 80% of the time. It also seems to apply to many reports of teachers and executives who indicate that determining the critical 20% made the difference for them in time use.
- **Delegation** is an important and frequently mentioned technique but it makes me smile since in these days of more work with fewer people and since I am not a millionaire, I find it difficult to find anyone to whom to delegate. Remember when one delegates a project; we retain responsibility for its completion. A deadly trap (and one inexperienced managers often make) is to delegate that which they do not know how to do. Sure, it seems like it saves time but how can you supervise accuracy and efficiency when you do not know what is being done? Individuals need to go up the learning curve first themselves before they delegate responsibility for something.
- **Personal Time** is not free time. It may sound trivial but when we name time as “free” then it is available to other people and projects. Personal time is about the things one needs and prizes to do individually from personal care to exercise to reading and meditation.
- **Sacred Selfishness** is a concept taken from Bud Harris book of the same name. He defines it as “making a commitment to valuing ourselves and our lives enough to pursue the decision to become people of substance.” The extension of this is that we value ourselves such that what we do has meaning and significance and our work contributes not just to more paper pushing but to

the common good. The Scholastic adage “Nemo dat quod non habet”, (one cannot give what they do not have) is pertinent here. We need to have substance to get the job done intelligently and collegially.

- **The Telephone** There are few conveniences greater or more intrusive than the telephone. The issue is control. YOU must control it and not the other way round. Just because someone calls, does not mean that one must take the call. Obviously, one needs to return urgent calls but some people believe that every one of their calls is urgent. YOU need to make that call, not the caller. In fact, it is not a bad idea to screen all calls and take only those that appear or are truly urgent. As for calling back, one ought to simply group them and return calls either before lunch or before leaving time when people are more anxious to get on with their lives than dally on the phone. It actually works believe it or not!
- **The Knock on the Door.** Again, one does not have to answer every knock on the door. If you are in the middle of a project, it is more sensible to simply not answer the door. A “Do Not Disturb” sign can work on some occasions though there is a tendency for each of us to think that the sign is not meant for “us”. When the sign is not appropriate, then it is fine to get on with the project underway and respond at a later time to someone who may need attention. It also blocks the “time eaters” who roam the halls looking for something to occupy themselves...it ought not to be you... unless you are so inclined.

Well, what are you waiting for? Get out there and start using your time creatively. It is, after all, the only time we will ever get. Good luck!

Victory and Values: Playing Fair Games in the World of Sports

by C. Roger Rees

Sport is a great educational tool. Everyone competes on a level playing field and at the end you have winners and losers. We do not care too much for losers, but we all want to be winners. In sports we do whatever it takes to win. That's what sport does, it teaches us to be winners, right? There's no question about it.

Whenever you hear that phrase (sports commentators love it) you should know that there is always “a question about it.” Growing up in Britain, the home of fair play and the stiff upper lip, I've seen the flip side of the “win at all costs” belief. For example, I played rugby at the high school, college and club level. This game has 15 players on each side and (at the time I was playing) one referee to control everything. So I could literally do anything to my opponent without the referee seeing, but he could do the same thing to me. In this situation, playing the game was functionally dependent upon a mutually accepted code of fairness. If players did not exercise a degree of self-control the game could never be completed. During my 10 years of playing I only saw one player cry, a teammate in high school who lost his composure, punched an opponent (right in front of the referee), and was sent off for “ungentlemanly conduct.” He cried because he was ashamed of his behavior, not because we lost the game. If I had ever shed tears over losing a game, my teammates would have thought that I was crazy. Winning was important, just not that important.

I have been able to draw upon my personal experiences as an athlete during my professional involvement in the sociology of sport and exercise. When I teach courses about social issues in sport and physical education I ask students to interrogate “myths” (truth claims that are rarely challenged) about sports, for example that participation “builds character,” or that winning in sports is all that matters. How to assess the importance of sport in society, decode the messages about values that are sent through it, and make these messages more positive for children, are questions that have motivated my research. Currently I am investigating what athletes think about fair play, or “sportspersonship” as it is now called (since girls and women also play sports). I have administered surveys to hundreds of high school students from Long Island, and to college athletes from Adelphi and elsewhere. I have also conducted in-depth interviews with physical education teachers and coaches who were college or professional athletes themselves.

The picture that is emerging from this research is one of functional dependency between fair play and victory. High school and college athletes value both winning and sportpersonship, and view them both as crucial components of competition. Playing fair is perceived as important because cheating cheapens the victory and makes it worthless and unearned. Evidence of this symbiosis between fairness and victory is also shown in the respondents' fair play anecdotes. Many athletes have vivid memories of important fair play incidents in their own sporting biographies, some of these memories from early competition in youth leagues. I have classified these memories into several themes; respect received for individual play from their opponents after a close win or loss, compassion showed by opponents after a serious injury, and examples of self-restraint in the face of provocation by opponents' talking trash or being violent. In all these cases the act of sportpersonship was made more memorable because it happened within a framework of intense competition driven by the desire for victory.

Although the high school and college respondents in my research accept that injury is part of sport, along with physical contact, and not giving weaker opponents a chance to win, they generally do not see intentional injury as a legitimate tactic in the pursuit of victory. This evidence calls into question the prevailing view that athletes are preoccupied with victory at any price, and use "game reasoning" to justify egocentric behavior such as intentionally injuring an opponent in order to get the win, without suffering any moral qualms themselves.

Most respondents in my studies are concerned with moral issues of how to play the game as well as with just winning. However, they have to make decisions about how to behave in sports against a backdrop of victory expectations by coaches and parents, media hype around the importance of being "Number 1", and bad behavior by professional athletes. Add to this mix the concept of what I call "strategic sportpersonship," the idea that to play fair is less a moral decision than it is a logical response to the rules to avoid being penalized or sent off. Like moral issues in life, moral issues in sport can be black and white when taken out of context, but can be gray in their application.

My research is helping me to see issues of fair play in sport in a new light. Rather than arguing whether or not sport teaches positive or negative life lessons, I am interested in understanding how athletes use fair play ideas to "negotiate" the sometimes conflicting demands of sport, and balance issues of outcome with issues of respect and injury. These insights can help us make sport a more positive force in our society. There is a lot more to sport than just winning the game, no question about it!

What is a Hybrid Classroom?

To meet the demand for multimedia classrooms without incurring the costs for expensive equipment and setup, the IT department has developed a "hybrid classroom" which provides much of the functionality of the "smart classrooms," but more economically.

The hybrid classroom is a classroom with a ceiling -mounted projector (shown below) and a wall mounted "breakout" box (shown below) for various cables and inputs, including laptops and other devices like a document camera.

The following 7 rooms are new hybrid classrooms:

Hagerdon 111, 217; Blogett 211; Science 205; Levemore 313; Swirburl 102; and Social Work 128.

Training on how to use a hybrid classroom will be jointly conducted by the IT and FCPE departments several times throughout the semester. Call Vivienne at X4221 to set up a demonstration of these rooms. Click in the link below to get instructions (in PDF format) on how to use a hybrid classroom.

[Hybrid Classroom Instructions](#)



Workshops on Diversity in the Workplace

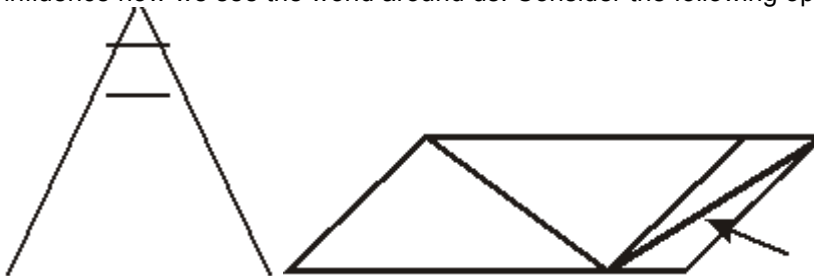
by Jeffrey Goldstein

Since last May, Adelphi's employees have been participating in a cultural diversity workplace program consisting of a 2 hour workshop presented by myself, Prof. Jeffrey Goldstein, Ph.D. of the School of Business. The purpose of the program is to re-educate and re-sensitize the members of the community as well as employees of organizations throughout the NYC area regarding issues arising from working in a diverse workplace plus legal work authorization facts.

The program is directed by the Metropolitan Jewish Council, and the Jewish Community Center of Coney Island (JCCCI), in collaboration with Brooklyn's Business Outreach Center Network (BOCNET) for micro-enterprise development, funded by a special "9/11 Disaster Recovery" grant from NYS Bureau of Refugee and Immigration Affairs(BRIA), "World Trade Center Emergency Services Fund Award."

I specifically became involved in this program because of my work since 1989 in the area of diversity in the workplace. Myself and colleagues have visited many different types of work organizations in order to interview all levels of workers as to the kinds of issues they were confronting that had to do with working in an environment of diversity, including different genders, ages, cultural and ethnic backgrounds, and so forth. I have worked with colleagues in developing interventions that would aid employers in dealing with these issues.

The main focus of Adelphi's workshop is on sensitivity to difference. Specifically, the emphasis is on how cultural and other types of differences shape our perceptions, thinking processes, and job-related attitudes. For example, perception is an area where research has shown how cultural differences influence how we see the world around us. Consider the following optical illusions:



Concerning the first illusion, research has demonstrated that people from a European background tend to see the upper horizontal line as longer than the one below it, whereas people from Melanasia, Micronesia, and Polynesia tend to see them as the same length, which is their actual length. In reference to the second illusion, people from a European background in South Africa tend to see the second diagonal line indicated by the arrow as either the same or shorter than the diagonal line on the left, yet people from an African background in South African tend to see the diagonal line on the right as longer than the one of the left, that is, they see it correctly since the one on the right is actually longer than the one on the left.

The program also covers tendencies toward a squelching of diversity, for example, the idea of America as "The Melting Pot" has an implicit ideology that one's diverse background should be curtailed in favor of joining the mainstream. Also, civil rights legislation, although a great protection for all employees, puts the onus on employers treating everyone the same before the law, which is great from a legal protection point of view but at the same time tends towards avoiding the issue of diversity at work altogether. Another

example of how diversity is squelched consists of the typical categories by which people are grouped on governmental forms: Caucasian; African-American; Hispanic; Asian; Native American; and so on. Why are so-called "Caucasians" not included under "Asian" since the Caucasus Mountains are actually in the western part of Asia? And, why are people from countries where Spanish is the main tongue linked together as "Hispanic," referring to their language, whereas no other category is based on language? Indeed, why are Brazilians supposed to check "Hispanic" when they don't even speak Spanish, but Portuguese! And, what exactly is common among people from Asia that they are all grouped together? Indeed, the same can be said about the label "African-American" since Africa is a huge continent with a huge amount of diversity.

Another item covered in the program concerns the diverse attitudes of people to work related situations. In this regard, the Dutch researcher Gert Hofstede interviewed and psychologically tested over 117,000 employees in countries all over the world. Hofstede found a great difference among countries concerning such job-related categories as attitudes to authority such as supervisors, openness to new ideas, inclination to be assertive in social relationships, and individualistic or collectivist inclinations.

Then, there are the differences in how we perceive and think about people in regard to whether they are members of our in-groups or not. For example, we perceive much greater detail and differentiation among people in our in-groups than we do about persons who are not. This is the origin of believing that people of some group other than our own "all look alike." Also, people tend to reach different conclusions about the behavior of members of their own cultural in-groups in contrast to members of their cultural out-groups. For example, research has shown that if a member of one's in-group does something wrong, there is a tendency to conclude it was caused by something external such as an accident but if a member of an out-group does something wrong, there is a different tendency of concluding it was caused internally.

Finally, information is shared concerning legal status of immigrants to work in the United States. In general there are a variety of immigration statuses and all an employer needs to know if a prospective employee is allowed to work legally is to see the right stamped documents. This means that, in addition to a green card, there is other documentation given to immigrants allowing them to work before they receive the actual green card.

Participants have found the program informative and it appears to have stimulated awareness of the issues since I have received many emails from attendees alerting me to this or that news items involving diversity. There has also been a call for more of these types of employee workshops. As I said in the workshop, becoming re-sensitized to diversity in the classroom is only one piece of an ongoing conversation on diversity in which we all need to participate.