Dave Burdick  
**Associate Professor of Psychology**  
Dr. Dave Burdick's specialized interest is in adult development and aging. He has coordinated Stockton's Gerontology Certificate Program for most of his 18 years at Stockton. Dr. Burdick brings an interest and additional expertise to the Institute in the area of evaluation of teaching and learning outcomes. His doctoral dissertation at the University of Notre Dame assessed learning outcomes among participants in a 6-year, federally funded, training program for service providers to the aged in New Mexico and Indiana. In subsequent years, Dr. Burdick has further developed skills in evaluation and outcomes assessment research, and he's ready to assist faculty who want to design projects to evaluate the impact of their innovative teaching strategies. "The nice thing about the Institute is that the services are there if you want them and when you need them. The cart (assessment) isn't placed before the horse (teaching)!

Monir Sharobeam  
**Associate Professor of Engineering Science**  
Monir Sharobeam earned his B.S. and M.S. degrees in Mechanical Engineering from Cairo University, Egypt, in 1976 and 1982, respectively. He received his Ph.D. in Solid Mechanics from The University of Tennessee in 1990. He has 25 years of industrial and academic experience.

Monir is currently an Associate Professor of Engineering Science at Stockton College. He is a member of several professional engineering societies and also Project Kaleidoscope Faculty for the 21st Century. His research interests are in the areas of Fracture Mechanics, Computational Mechanics and Spatial Visualization. He has published several articles on his research activities in international journals and conference proceedings. In his recent research on spatial visualization, he has been examining the student ability to visualize two and three-dimensional objects. This research may have an impact on how instruction is delivered in the classroom. Some students may not perceive graphical instructions the same way faculty do. It may also reveal some facts about how students select their majors. There is some correlation between a person's academic discipline or profession and spatial visualization ability.

Gordon Grguric  
**Assistant Professor of Marine Science**  
Dr. Gordon Grguric received his bachelor's degree in Chemistry and Computer Science from Lehigh University in 1988. His graduate work was done at Florida Institute of Technology, where he received a Master's degree in Chemical Oceanography in 1990 and a doctorate in Oceanography in 1993. His work has centered on physical and chemical processes in closed seawater systems such as aquaria and mariculture facilities. Dr. Grguric has authored publications in *Aquarium Sciences and Conservation, Chemosphere* and *Water Research*. Some of his educational innovations involving the use of computer modeling have been published in the *Journal of Chemical Education*.

Pamela Cross  
**Coordinator of the Writing Center**  
Pamela Cross has been running the Writing Center at Stockton College since 1986. Besides recruiting, training, and supervising the peer tutors who work in the Writing Center, she also teaches in the Basic Studies and Writing programs. Each summer she teaches in the Educational Opportunity Fund (EOF) Program. Each fall term she teaches a freshman seminar, usually as part of the Basic Studies program.

Pam also enjoys working with students at the other end of their undergraduate careers. Her *Writing for the Workplace* course helps students understand how writing in an academic environment differs from writing at work. Pam employs technology to some degree in all her courses. All tutors in training need to create a Web page that gets linked to the Writing Center's homepage, and she uses Caucus in all her courses. She finds the on-line...
conferencing system ideal to help shy or reticent students engage more fully in class discussions.

Pam’s areas of research interest include teaching students with disabilities, and the role of the Writing Center in the teaching of writing.

Marilyn E. Vito
Associate Professor of Business Studies
Marilyn E. Vito earned her B.S. in Business Studies from Stockton State College in 1980, graduating with highest honors and program distinction, and completed her MBA at Monmouth College in 1985. She is a certified public accountant, licensed in both New Jersey and Pennsylvania, and a certified management accountant.

Marilyn joined the Stockton faculty in 1993, following twelve years of experience as a senior financial manager in the financial services industry. Her range of experience encompasses the casino industry, the savings and loan industry, commercial banking and mortgage banking. She served as chief financial officer (CFO) of a commercial bank just five years after earning her bachelor’s degree, and subsequently as CFO of one of the top fifty mortgage banking companies in the country. Marilyn also served on a number of committees and professional boards, including a term as the national president for the American Society of Women Accountants in 1992 - 1993.

Professor Vito believes in teaching by providing demonstrative learning opportunities. She integrates experiential learning into all of her classes through the use of service learning, case studies, practice sets, and collaborative learning exercises, so that students can encounter reinforcement of their studies through their own practices.

LEARNING FROM TRAGEDY
Marilyn E. Vito

Will any of us ever forget that first moment when we saw, with horror, the September 11, 2001 terrorist attack on the World Trade Center and the Pentagon? At home grading papers on that Tuesday, I knew as I watched continuous news coverage of the unfolding events that our lives were being changed forever. As I prepared to return to my classroom the following morning, I wondered if my students shared that realization and how they were dealing with it.

Faculty members were encouraged to invite students to share their reactions and to engage in dialogue about the events. To do otherwise was nearly impossible in the wake of the travesty wrought by cultural and ideological clashes. Nonetheless, I was convinced that our collective response to the terror must be to move forward with a normal agenda of resisting fear, anxiety and the natural tendency to dwell on the acts of terror. I wondered how I would even be able to teach a normal class in the emotionally charged environment after the event.

I need not have worried. While the students indeed, needed to express their fears and their rage over the events, they also expressed a natural curiosity about what it would mean in the context of our course Introduction to Financial Management. As we discussed the financial markets and the structure of the financial system in the US, we could hardly avoid dialogue about how the tragedy would impact the stock market, the long-term financial viability of the airlines and the US economy as a whole. It seemed almost easy to relate the unfolding events in the context of a financial manager’s responsibilities and decision making exercises. Moreover, I could hardly hope to find more demonstrative events to explain how options work in the stock market or what insider trading means or what the SEC can do about it.

Was this connectedness unique to Financial? Apparently not, for many faculty members found it a challenge in making the "real life" connection between the events and the material they covered in their classes.

For some it was a natural fit with the course material. Paul Lyons easily adapted his course discussions in Ethnic-Minority Relations by describing the ethnic and cultural differences among the Arab, Islamic, Muslim, Iranian and Jewish populations. Paul’s US History: 1920-Present class, the discussion begins with the legacy of WWI and naturally led itself to exploration of the fall of the Ottoman Empire, the Balfour Declaration, Arab nationalism and the resulting rift between cultures. Paul’s Social Welfare Policy class opens with the pre-modern world, and discussion was easily directed toward the resentmen
among Islamic fundamentalists toward the perceived subversion of traditional values by U.S. modernization.

Likewise, Carol Ritter's classes, Perspectives on Genocide and Non-Jewish Victims of Nazis, offered a natural segue into discussions about justice, revenge and retaliation. Professor Ritter scoured the media for relevant articles and essays to share with her classes and used them to help students articulate their own feelings and reactions. And, of course, she asked her students to identify any connection between the 9/11 tragedy and the course content, following up with a "think piece" for them to read and critique.

Maria Simone teaches media courses, so the extensive coverage of the 9/11 events and following days provided a "real life" focus for her courses. She asked students to critique an article dealing with the tragedy, exploring the responsibility of the media to balance sensitivity to victims and their families with the public's "right to know." After President Bush addressed the joint Session of Congress and the nation on September 20, she invited her students to discuss the tone and appropriateness of the message. In Media, Culture and Society, Professor Simone encouraged her students to look at the ways in which culture shapes our perspective on the world and used the Discovery Channel airing of Behind the Terror as a frame of reference. The absence of advertising on network channels for days following the terrorist attack afforded an opportunity for Professor Simone's Advertising class to discuss this unprecedented action and to segue into the ethics of advertising.

In other courses, the connection was more obscure but meaningful nonetheless. Juan Tolosa encountered a student who could not understand how the hijackers had been allowed to take pilot training in the U.S. He pointed out that her study of Calculus I could ultimately be used in many contexts, some good and some not so good for mankind, reflecting the reality that what matters is how acquired knowledge is used.

In Elaine Bukowski's Musculoskeletal Physical Therapy class, some class members experienced direct loss of family members in the tragedy. Sharing of sympathy and sadness was an integral part of the class's reaction, and Elaine has facilitated their sense of community by starting each class with a few moments for reflection. The ensuing course discussion of psychosocial issues encompassed the types of reactions and emotions that therapists might expect to see in patients undergoing treatment as a result of the tragedy. Elaine also offers students and faculty Reiki sessions (healing energy techniques) to relieve stress and pain from the emotional upheaval stemming from the September 11 tragedy.

On a similar track, Marcello Spinella used the events to discuss reactions to acute trauma/stressors in Aging and Mental Health. The discussion included the immediate emotional, cognitive, and physiological reactions to a traumatic event, the stages of adaptation, and how people deal with their losses over time.

In his Experience of Literature course, Fred Mench shared poems and prose in order to encourage discussion about the sharing of life and death and the difference between a personal tragedy and a public one. As the week wore on, he moved away from "special material" and began using references to the event only as the context pertained to scheduled readings.

Indeed, finding faculty who did not engage in some discussion of the events and the impact on our personal lives and our society in general would be a challenge. However, in those classes where the events of September 11 have been incorporated into the lesson plans, the students' learning experience must surely be enhanced. For it is certain that none of our students will ever forget the events and visual references of that date. And, if we can put those images and memories into some relevant context of learning, if we can give our students a translation of actions and reactions that enables them to embrace a generous spirit toward justice and humanitarianism, then we can indelibly emblazon those lessons in the students' memory banks as well.

Beginning a new semester: Like opening an envelope!
(Ben Dickenson, Professor of Gerontology, Balor University College of Medicine, reprinted with permission from AGHE Exchange-Vol 25, No 1. Editor David Burdick)

About this time in August, I think of the summer being too short and that before I know it, the fall semester will be in full swing. As a result of a first-time summer experience in parasailing, I had an attitude adjustment about classes beginning. This whole
experience this summer helped me to appreciate what Rick Reilly in a recent article in Sports Illustrated on Lance Armstrong, the cyclist, said about this remarkable human being. Reilly stated that Armstrong approaches “every day as an envelope you can’t wait to tear open.” This summer I had the opportunity to go parasailing. This experience was all new to me – an envelope waiting to be opened. It not only reminded me of the importance of doing something different, but helped me see starting another academic year differently.

In parasailing, you start usually on the back of a boat attached to a very thin rope with a canopy flapping in the wind above you. Right before you depart from the boat, the person in charge asks if you have ever done this before. My response was “no.” She responded by saying “Good luck. Hope we see you again” – an envelope waiting to be opened. Once you are 800 feet above water, you can see so much more than you can in the boat. As a result, you begin to think of ordinary things in an extraordinary way. I guess this is how it is with some of us in the college/university setting. Perhaps we are too close to the water to fully appreciate how much more we can see with a little bit of distance or change of scenery. It is my opinion that being a professor at a university is too wonderful and the students too important to accept it as simply a routine of classes, committee meetings and grading.

Anticipating the new semester brought the realization that imagination should play a critical role in striving to make the new academic year as productive and meaningful for our students – an envelope waiting to be opened. It is natural and normal to simply repeat what you have done in previous years; but I want to challenge you to employ your imagination and make the beginning of this school year unique – an envelope waiting to be opened for each and every student. What follows are suggestions that you might want to consider in designing a different kind of school year.

Develop a list describing how students are appreciated. Recently, we started a page describing fifty ways to show our appreciation. Examples of some of these ways include a smile; e-mail them birthday greetings; recognize their summer activities; recognize significant events in their lives in class; include significant others in events; etc.

Invite recent graduates to share their success and any secrets they may have to be successful in studying your discipline.

Schedule small luncheon meetings with students where they can share their aspirations and interests, perhaps having a picnic or making it a brown bag luncheon.

Develop economical trips where they begin to see the numerous opportunities for careers in your field.

Announce the opportunities your professional organization provides for students and work closely with those desiring to participate.

Re-structure classes so that there will be more opportunities for students to take leadership roles.

Encourage students to become active in professional gerontological organizations through submission of academic papers and proposals for presentation at professional conferences.

Plan socials after athletic events.

Recognize ethnic students in activities that provide them an opportunity to share their culture and feel their importance as part of the student body.

Request incoming students to establish e-mail contact with those students performing internships away from your college or university.

Encourage and provide opportunities for humor and laughter.

Surely you can add to this list. Think of one of your summer activities that was new and different and imagine how it changed your perspective!