



Center for Teaching and Learning Newsletter

Dates to Note!!

Monday, December 2
*Questioning Authority:
The Synergy of Critical
Thinking and Information
Literacy*
1:50 to 3:15 p.m.
Library 110*

Tuesday, December 3
New Faculty Luncheon
12:15 to 1:40 p.m.
Library 110*

Friday, December 20
Faculty Writing Retreat
10 a.m. to 4 p.m.
IWS, Library 150*

*Queens Campus

TO REGISTER VISIT:
www.stjohns.edu/ctl.

Vol. 19, No 3

November 2013

CTL November Newsletter

The *CTL Newsletter* is distributed electronically every month during the academic year.

Highlights from our November issue include:

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Remember: The best places to look for faculty-related information are the [CTL Webpage](#) and the [CTL Forum](#).

Follow Us on Twitter

The CTL is pleased to announce that it is now on Twitter [@sjuctl](#). Follow us for the latest news in teaching and learning as well as announcements of upcoming events.





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LIBRARY RESOURCES

There's an Educational App for That

Gina Marandino (Educational Technology Specialist, marandig@stjohns.edu)

Those of us who have smart phones and tablets know they are only as good as the apps you install on them. Apps are useful for many things such as entertainment (playing games, watching videos, listening to music), organization (reminders, calendars), and retrieving information (dictionaries, maps), to name a few. One market of apps that is sometimes overlooked is educational apps. There are many out there that are useful to faculty and students inside and outside of the classroom.

Run or Attend an Online Course - Many of us want access to our courses wherever we are. With the Blackboard Learn app this is possible. Blackboard Learn is the learning management system that St. John's University uses to run all online courses. The Blackboard Learn app enables faculty and students to access their courses on the go. Faculty are able to put up content, post announcements, and read students' discussion posts. Students can read content, post to discussion boards, and take exams.

Give Engaging Presentations and Lectures - If you want to get away from delivering the standard lecture or relying on PowerPoint for all presentations consider Socrative and Prezi. Socrative is a polling app that allows the presenter to create multiple choice or open-ended questions. The questions are delivered to the audience via an online room and the audience uses their smart phone, tablet, or computer to answer the questions. Socrative Teacher is used to create and distribute questions and Socrative student is used to answer questions. Prezi is a tool that allows users to create presentations that are more engaging and less linear than PowerPoint. With the Prezi viewer apps for Android and iOS, users can display their Prezi presentations on a smartphone or tablet. iOS devices also have an app for creating Prezis.

Organize, Backup, and Access Files and Bookmarks Across Devices, and Share Them with Others - Nowadays most of us are on file overload, and sometimes trying to find where we saved a file is harder than finding Waldo. If you have multiple devices this adds to the confusion. Dropbox and Google Drive are tools that allow you to save your documents in the cloud. With the Dropbox and Google Drive apps, you can access your files on any mobile device and share files and folders with others. Google Drive also allows multiple people to work on one document, such as a text document, presentation, or spreadsheet. Delicious is a social bookmarking tool. It allows users to save Internet bookmarks in the cloud so they can be accessed on any device. These bookmarks can also be shared with others. With the app, you can access your bookmarks on any mobile device.

Rethink Field Trips - One of the main goals of a field trip is to engage students and make what they are learning real. Instead of sending them to a specific place: museum, landmark, etc. consider letting them explore an area and get their own information about places and landmarks related to what they are learning. Two apps that can help with this are Foursquare, and Google Goggles. Foursquare is an app that allows users to check in to places that they visit. When they check in they can get tips from others

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CAMPUS GUIDES:**CTL TEACHING AND LEARNING FORUM**

The site's main aim is to highlight the great teaching strategies developed by St. John's faculty.

Please visit: <http://stjohns.edu/campusguides.com/ctlforum>.

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who have visited the place, see photos, and get information relating to the place. Google Goggles is part of the Google App. It allows users to take a photo of a place or object to get information about it.

The apps mentioned in this article represent a small sampling of the educational apps that are available on Android and iOS devices. The University Libraries are committed to exploring apps that are useful to the faculty and students at St. John's. If you are interested in learning more about these apps and want to explore more apps visit our Mobile Apps for Education guide at <http://stjohns.campusguides.com/appsfored>.



Research Month 2014

The research activities of St. John's students and faculty are increasingly diverse and intense: grant dollars continue to rise; publications are flourishing; students are presenting papers at conferences. We have good reason to celebrate our accomplishments. We expect that through Research Month activities the St. John's University Community will become increasingly aware, mutually supportive and proud of these impressive activities. For more specific information go to:

[Student Research Events](#)

[Faculty Research Events](#)

Thursday, April 3

- Faculty Research Forum
- Annual Faculty Book Reception

Monday, April 7

- Interdisciplinary Research Roundtable

Tuesday, April 8

- 25th Annual Grants Reception

Thursday, April 10

Student Research Day: Queens Campus

- Poster Presentations
- Oral Presentations, Panel Discussions, and Roundtable
- Fine Arts Presentations
- Film Screening/Performance Art

Monday, April 14

- Interdisciplinary Research Roundtable
- Research Day – Staten Island Campus

Thursday, April 24

- CTL Fellows' Presentation on Research in Teaching and Technology

Monday, April 28

- Interdisciplinary Research Roundtable

Faculty News

Dr. Elaine Carey (History, careye@stjohns.edu) and her former student Raymond Pun received a grant for a teambuilding workshop on Japanese studies that took place at Harvard University from the North American Coordinating Council (August 2013); she served on the Board of Advisors for McGraw Hill's new world history textbook *Panorama*; she published "Quality of Education: High Schools, MOOCs and Mentors" (June 2013) and "The Historians Craft of Teaching" (November 2013), both in *Perspectives on History* as well as books reviews in the *American Historical Review*, *Diplomatic History*, and the *Hispanic American Historical Review*.

Dr. Zhe-Sheng Chen (Pharmaceutical Sciences, chenz@stjohns.edu) with **Dr. Ralph Stephani** (Pharmaceutical Sciences, stephanr@stjohns.edu) published "PD173074, a Selective FGFR Inhibitor, Reverses ABCB1-mediated Drug Resistance in Cancer Cells" in *Cancer Chemotherapy and Pharmacology*, "Repurposing Phosphodiesterase 5 Inhibitors as Chemoadjuvants" in *Frontiers in Pharmacology*, "Triterpenes and Triterpenoids as Reversal Agents for Anticancer Drug Resistance Treatment" in *Drug Discover Today*, "BBA, a Synthetic Derivative of 23-hydroxybutulinic Acid, Reverses Multidrug Resistance by Inhibiting the Efflux Activity of MRP7 (ABCC10)" in *PLoS ONE*; with **Dr. Charles Ashby** (Pharmaceutical Sciences, ashbyc@stjohns.edu) published two articles "ABC Subfamily C Member 10 (ABCC10): Recent Advances Regarding its Role in the Efflux of Antineoplastic Drugs" in *Chinese Journal of Cancer*, and "Vemurafenib (PLX4032, Zelboraf®), a BRAF Inhibitor, Modulates ABCB1-, ABCG2-, and ABCC10-mediated Multidrug Resistance" in the *Journal of Cancer Research Updates*; presented with **Dr. Louis Trombetta** (Pharmaceutical Sciences, trombetl@stjohns.edu) an abstract "Quizartinib (AC220) Potentiates the Antineoplastic Activity of Wild-type ABCG2 and ABCB1 Substrates" at AACR-NCI-EORTC International Conference on Molecular Targets and Cancer Therapeutics at the Hynes Convention Center in Boston, MA (October 2013).

Dr. Christopher Denny (Theology and Religious Studies, dennyc@stjohns.edu) published an essay, "Christians and Vedic Sacrifice: Comparing Com-

munitarian Sacrificial Soteriologies," in the *Journal of Hindu-Christian Studies* (November 2013); and presented a paper, "Between Aesthetic Eidesis and Moral Mimesis: Levinas, Marion, and Dante's *Purgatorio*," at the Patristics, Medieval, and Renaissance Conference at Villanova University (October 2013).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) published an article, "Plant Collections Online: Using Digital Herbaria in Biology Teaching," in *Bioscience* (Spring 2013).

Dr. Mary Theresa Kiely (Human Services and Counseling, kielym@stjohns.edu) co-presented the paper, "Instructional Decision-making: A Useful Tool to Better Understand Teacher Learning," at the annual Council for Exceptional Children (CEC) Teacher Education Division (TED) conference in Ft. Lauderdale, FL (November 2013).

Dr. Steve Puig (Languages and Literatures, puigs@stjohns.edu) published an article, "'Banlieue Noire': La Question Noire Dans La Littérature Urbaine Contemporaine," in *Présence Francophone* (September 2013).

Dr. Richard Stalter (Biological Sciences, stalterr@stjohns.edu) delivered a presentation on the ecology of old growth trees at 50 home sites, Montvale, New Jersey at the 46 annual MACB meeting at Bergen County Community College (October).

Faculty News:

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SERIES ON COLLEGE RATINGS AND RANKINGS PART III: U.S. News and World Report “2014 Best Graduate Schools” Rankings

Clover Hall (Vice President of Institutional Research and Academic Planning, hallc@stjohns.edu)

Kathleen Beier (Research Analyst, Office of Institutional Research, beierk@stjohns.edu)

Overview

Despite ongoing controversies and questions about the validity and usefulness of rankings and ratings of colleges and universities, interest in them by prospective and current students, parents, alumni and others, continues unabated. In addition, institutions are quick to acknowledge high or improved standings on their websites and promotional materials. As pointed out in many articles on the subject, we “can’t live with them, can’t live without them.” Over the course of this academic year, we are highlighting different rankings and ratings by providing an overview of the methodology and the results pertinent to St. John’s, and encouraging dialogue and action where appropriate. In the last two issues of the CTL newsletter, we addressed the Princeton Review’s 2014 Edition ratings and the *US News and World Report’s* “2014 Best Colleges” rankings, respectively. In this issue we focus on the *US News and World Report’s* “2014 Best Grad Schools” rankings, and specifically on the three schools that are included in the University’s Outcomes Measures – law, business and education.

U.S. News and World Report “2014 Best Graduate Schools” Rankings

The *U.S. News* 2014 Best Graduate Schools rankings, released in March 2013, evaluated programs in business, law, medicine, engineering, education, social sciences and humanities, and library and information studies. As described by *US News*, “Rankings are based on two types of data: expert opinions about program excellence and statistical indicators that measure the quality of a school’s faculty, research, and students.” To gather the peer assessment data, *US News* asked deans, program directors, and senior faculty to judge the academic quality of programs in their field on a scale of 1 (marginal) to 5 (outstanding). Some programs (e.g. Pharmacy) are ranked periodically, based on peer assessment surveys only.



In business, education, engineering, law, and medicine, they also surveyed professionals in the respective fields. For the statistical data, the weight given to each category, such as Selectivity, Faculty Resources or Placement Success varies by discipline. Job-placement statistics are also used to gauge the effectiveness of business schools and law schools, and salary data factored into the rankings for business schools. Final scores were rescaled so that the highest-scoring school was assigned 100; the other schools’ scores were recalculated as a percentage of that top score. The scores were then rounded to the nearest whole number and schools were placed in descending order.

ST. JOHN’S RANKINGS

Best Graduate Schools	2014	2013	2012	2011
Law (out of 194 schools)	98	79	95	72
Business (out of 140)	128 (RNP)	125 (RNP)	131 (RNP)	125 (RNP)
Education (out of 235)	127	84	104	74

For Business, RNP=Rank Not Published. *US News* ranks all 140 programs but only publishes the Top 72 in the print version and the Top 105 online. We are included alphabetically among the list of schools with their Rank Not Published.

(continued on next page)

MEASURES AND WEIGHTS USED TO OBTAIN OVERALL SCORE / RANK FOR 2014 EDITION**A. LAW**

The annual rankings of 194 accredited law schools were based on a weighted average of 12 factors, described below. Per *US News*, a law school official at each school that responded to the statistical survey verified the data for accuracy.

FACTOR	WEIGHT
Quality Assessment	40.0%
Ratings by deans and 3 faculty members at each school	25.0%
Ratings by lawyers and judges (<i>9% response rate</i>)	15.0%
Selectivity	25.0%
Median LSAT scores	12.5%
Median undergraduate GPA	10.0%
Acceptance rate	2.5%
Placement Success	20.0%
Employment at graduation	4.0%
Employment nine months after graduation	14.0%
Bar passage rate	2.0%
Faculty Resources	15.0%
\$ per student for instruction, library, support services	9.75%
All other items, including financial aid	1.5%
Student/teacher ratio	3.0%
Volumes and titles in the library	0.75%
TOTAL	100.0%

For ranking purposes only, the 2014 placement measure was calculated by assigning various weights to the number of graduates employed in 22 different types and durations of jobs as defined by the American Bar Association. Full weight was given for graduates who had a full-time job lasting at least a year for which bar passage was required or a J.D. degree was an advantage; the least weight was applied to jobs characterized as part-time and short-term.

B. BUSINESS

The 448 master's programs in business accredited by the Association to Advance Collegiate Schools of Business (AACSB) were surveyed. Of the 380 that responded, 140 provided the data needed to calculate rankings based on a weighted average of the factors listed below.

FACTOR	WEIGHT
Quality Assessment	40.0%
Ratings by deans and directors of accredited programs	25.0%
Ratings by corporate recruiters and company contacts (<i>16% response rate</i>)	15.0%

Selectivity	25.0%
Average GMAT and GRE scores	16.25%
Average undergraduate GPA	7.5%
Proportion of applicants accepted	1.25%
Placement Success	35.0%
Average starting salary and bonus	14.0%
Employment rates at graduation for F/T M.B.A. graduates	7.0%
Employment rates three months later	14.0%
TOTAL	100.0%

C. EDUCATION

Graduate programs at 278 schools granting doctoral degrees were surveyed; 239 responded, and 235 provided data needed to calculate rankings based on the indicators listed below:

<u>FACTOR</u>	<u>WEIGHT</u>
Quality Assessment	40.0%
Ratings by Ed school deans and deans of graduate studies	25.0%
Ratings by school superintendents (<i>11% response rate</i>)	15.0%
Selectivity	18.0%
Mean verbal GRE scores of doctoral students	6.0%
Mean quantitative GRE scores of doctoral students	6.0%
Acceptance rate of doctoral applicants	6.0%
Research Activity	30.0%
Average total education school research expenditures	15.0%
Average expenditures per full-time faculty member	15.0%
Faculty Resources	12.0%
Ratio of FTE equivalent doctoral students to FT faculty	4.5%
Avg. % of FT faculty with awards or editorships	2.5%
Ratio of doctoral degrees granted to FT faculty	5.0%
TOTAL	100.0%

A copy of the *U.S. News* complete publication is available from the Office of Institutional Research (Newman B22, Extension 1869). Some results are available on the *US News* website at <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools>



CAREER CORNER

Introducing the Career Peer Mentor Program

Nicole Wolfrath (Career/Internship Advisor, wolfratn@stjohns.edu)

"They need to be proactive," Kaela says. She is trying to search for the right word and looks to her colleagues around the table. A senior accounting major, she has had her fair share of internship interviews but this is the first time she is asked to think as an employer. "They need to know about their college, life on campus, and what resources to suggest," Cydni chimes in. Her Texan accent strong as she reflects on her experiences within the last few weeks. "They need to be able to connect with someone on the spot..." Clarissa, a junior public relations major, says. "To engage and build trust?" I ask her to clarify. The three women nod with excitement in their eyes. In less than fifteen minutes, we have developed a comprehensive set of questions for the interview process of the 2014 cohort of University Services Career Peers.

After an in-depth study by Grant Thornton, numerous reviews of university best practices, and a mandate set forth by the University strategic plan, the staff at University Career Services redeveloped the fairly new Career Peer program. From a previous cohort of 12 peers, representing a small fraction of majors and class levels, the group grew to 23 diverse and representative students who began serving our 20,000 plus St. John's community in September of this year.

The Career Peers spent two days training in August with program co-coordinators Joni O'Hagan and I, learning about their role within the new structure of University Career Services, a plethora of resources and programs, the process of advising students, and most importantly, the content of a strong resume and cover letter. Representing majors in science, business, liberal arts, finance, and pharmacy, this group of students ranges from sophomores to seniors. Selected not only for their commitment to their own career development through internships, study abroad and student leadership experiences, these students eloquently expressed the importance of packaging all of these things for employer marketability.

The program requires completion of 100 hours per semester which include both direct service and project work. The direct service hours include: serving students during quick question hours for resume and cover letter reviews; chatting with potential and current students and families during Open House and Parent Weekend; walking students through online resources during classroom presentations; co-facilitating workshops with the professional staff; and meeting with and escorting employers to panel discussions, career fairs, and on-campus recruiting events. Each peer has also been assigned two to three projects to be completed during hours in which they are not conducting direct service. Many of these projects have been assigned based upon peer interest and background.

Anthony Yam, a third year pharmacy student and member of Phi Delta Chi professional fraternity has been working on a resource to help members of the Greek community understand and learn how to leverage their organization's involvement in their career development. Miguel Mieses, a biology major, is working on a resource on how to apply to medical school. Communication and media students, Ann Marie Turton and Laura Van Vaketic, along with a few other peers, have created and are currently managing the new University Career Services blog. Louis Dessein and Merin Kurian, both students in the Peter J. Tobin College of Business, are working on a long term, student engagement project that will include benchmarking, conducting research, and bringing in fellow students for focus groups.

Through the projects, the peers are also growing and learning. Arcangelo Petretta, a junior economics major, is working with the employer relations team to identify potential employers. "I didn't realize all of the great programs some of these places have and some of the unique office cultures," he says. The large group is split into two cohorts, each managed by Joni and I with the help of graduate assistant, Devon Niccoli. The cohorts meet weekly to review projects and discuss student "cases." Recent

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conversations have included the disbelief that students are not prepared or even thinking about life after graduation. "This student was the same year as me and he didn't have anything on his resume!" said Dorionne Brown, a senior communications major with two internships completed and a hopeful third in the spring.

In addition to weekly meetings, each career peer sets learning objectives at the beginning of the term upon which tasks have been developed and goals will be evaluated. Another goal of the program is to make this role an equally important experiential opportunity as an internship.

As the semester reaches the half way point, the staff prepares to take on a minimum of 10 new peers to train and onboard in the spring, replacing our graduating seniors, in an effort to have everyone trained and prepared as the Class of 2018 enters next fall. Our current peers will be serving on the search committee and helping to select candidates.

We ask that faculty consider some of their top students and spread the word about our program. All referrals are welcome and encouraged.



Faculty Writing Retreat

Date: Friday, December 20

Time: 10 a.m. to 4 p.m.

Location: Institute for Writing Studies, Library room 150

[Register Now!](#)

If you would like to learn more about writing retreats or you are interested in research about faculty writing productivity, go to the CTL Forum Writing Page at <http://stjohns.campusguides.com/aecontent.php?pid=71651&sid=589816>.

If you have any questions please contact the CTL at CTL@stjohns.edu.

[www.stjohns.edu/
CTL](http://www.stjohns.edu/CTL)

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

Managing Editor:
Lisa Getman



Faculty Growth Grant Program

The upcoming deadlines to apply for a Faculty Growth Grant are:

December 2, 2013

May 1, 2014

If you have any questions regarding the application procedures look at our website under [Growth Grant Program](#) or email us at CTL@stjohns.edu.