



Center for Teaching and Learning Newsletter

Dates to Note!!

Tuesday, December 1
[WebEx Chat: Up and Running with lynda.com](#)

Wednesday, December 2
[Introduction to Digital Measures](#)

[WebEx Chat: How to Meet with WebEx](#)

Thursday, December 3
[Introduction to Office 365](#)

Monday, December 7
[Share Your Passion!](#)
[Intro to Blackboard](#)

Wednesday, December 9
[Intro to Blackboard Community and Content](#)

Thursday, December 10
[Backing Up Your Blackboard Course](#)

Monday, December 21
[Faculty Writing Retreat](#)

To see a list of all upcoming events go to: <http://campusguides.stjohns.edu/ctlevents>

Vol. 21, No 3

November 2015

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.





Center for Teaching and Learning Newsletter

Vol. 21, No 3

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CAREER CORNER

Supply and Demand: Internships Continue to Rise in Importance for College Graduates

Jennifer Friary (Career/Internship Advisor, friaryj@stjohns.edu)

Michelle Kyriakides (Director, Experiential Learning, kyriakim@stjohns.edu)

As faculty and administrators, we are all aware that internships are important to the professional development process. We know that internships help students build confidence, enhance skills and apply lessons from the classroom to real world scenarios. We emphasize internships because we know they are instrumental for students to gain experience and make a seamless transition from the classroom to industry.

Increasing internship opportunities for all St. John's students is a university-wide initiative and responsibility. Under the overarching goal of enhancing student success sits the desire to ensure our students are participating in internships, research opportunities, and other high-impact practices in preparation for their chosen careers. According to NACE (National Association of Colleges and Employers), "Sixty-five percent of bachelor's degree graduates from the Class of 2015 participated in an internship and/or co-op, the highest percentage recorded for any graduating class since NACE's Student Survey report was first published in 2007."

The NACE survey found that of the students who took part in an internship or co-op, 58% worked for a private, for-profit company, 25.7 % worked for a nonprofit organization, 12% worked for a state or local government agency, and 3.5% worked for a federal government agency. In addition, there is a common myth that paid internships are limited and are difficult to come by but data shows that 61% of interns were paid. Whether an internship is paid or unpaid is dependent on industry with unpaid experiences most common in the social services industry (81.7 %), followed by education, government, healthcare, other support services, and recreation/hospitality (50.4 to 63.9 %).

Clearly the data show that regardless of industry, a higher percentage of students are engaging in these career-preparing initiatives and employers' participation rates seem to be increasing, suggesting that employers value their commitment to preparing students for industry.

It is no surprise that employers value work experience when they are recruiting candidates. In fact, 75% of employers, who participated in the NACE's Job Outlook 2015 survey, reported that they prefer to hire job candidates who have had work experience, preferably relevant experience. Though work experience itself is not enough, 60% of employers indicated that they prefer the experience to be obtained through an internship or co-op experience.

An effective internship experience for both students and employers is one that is well structured with stated learning outcomes. This assures that faculty, employers and students are all engaged in the process so that the immersion is building on theoretical knowledge while also allowing for opportunities to discover new practical knowledge. As such, faculty and staff must monitor progress at students' intern-

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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.

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ship sites and provide intervention when necessary.

Also, as with all experiential learning, reflection is a key part of the learning process for an internship experience. In most academic internships students are asked to complete a log of their hours and record what types of activities they have completed as part of their work. These logs can serve as a basis for reflection. Students can be asked to identify recurring themes, ideas or thoughts that surface in the logs.

Another option would be to post weekly discussion prompts, which may included some of these :

- What has been the most interesting part of your work this week?
- What tasks did you enjoy the most/least? How does this impact your future career plans?
- Was there anything that surprised you about the way decisions are made at your organization?
- Describe your company/department's culture? What has this taught you about what you will look for in a potential employer?
- What have you learned about the skills that are necessary to succeed in your industry? How will you highlight your achievements from this internship to demonstrate you have these skills?
- Have you met a potential mentor? What advice would you seek from this person?
- What has been your greatest challenge? How have you worked to overcome this challenge?
- How do you think your knowledge and skills can help you contribute to your organization?
- How has this experience enhanced what you have learned in class?

These types of questions require students to think about themselves and their experience, and thoughtfully reflect on what they have gained. This type of reflection will not only enhance their education, but also will help to prepare them to discuss the experience on an interview or when meeting potential employers.

The *Class of 2015 Student Survey*, was administered to 39,950 students at the associate's, bachelor's, master's, and doctoral degree levels through NACE's college members from February 11, 2015, to April 30, 2015. The focus of the survey report is the 9,184 bachelor's degree students who indicated that they would be graduating—or already had graduated—during the 2014-2015 academic school year (July 1 to June 30), and were thus members of the Class of 2015.

**Share Your Passion!**

The CTL is having a celebration of **faculty creativity** on **Monday December 7 at 1:50-3:15 pm in Bent 277A**. We invite you to share your expertise outside your discipline. Do you play an instrument, write poetry, do photography, paint, cook, create crafts, or in other ways express yourself? Feel free to bring examples of your work, just let us know (at getmanl@stjohns.edu) so we can set them up. In any case, please join us to learn more about our colleagues' hidden interests.

[REGISTER NOW!](#)

Faculty News

Prof. Larry Cunningham (School of Law, cunninl1@stjohns.edu) published an article entitled "Using Principles from Cognitive Behavioral Therapy to Reduce Nervousness in Oral Argument or Moot Court" in the *Nevada Law Journal*; the article is based on a presentation he gave at the University of Nevada, Las Vegas and was recently a "top ten download" on the Social Science Research Network and has been discussed internationally, including a recent feature by the Law Society of New Zealand (October 2015).

Dr. Irene J. Dabrowski (Sociology and Anthropology, dabrowsi@stjohns.edu) presented a paper "Words as Healing Tools: An Understanding Beyond Symbolic Interactionism," at the annual meeting of the Association for Applied and Clinical Sociology in Montgomery, AL (October 2015).

Dr. Christopher Denny (Theology and Religious Studies, dennyc@stjohns.edu) coedited the book, *A Realist's Church: Essays in Honor of Joseph A. Komonchak* (2015).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) participated in a panel, "Gender in History of Science Pedagogy" at the annual meeting of the History of Science Society in San Francisco (November 2015).

Dr. Marian Maskulak (Theology and Religious Studies, maskulam@stjohns.edu) published "Edith Stein's Trinitarian Ontology" in *Intersubjectivity, Humanity, Being: Edith Stein's Phenomenology and Christian Philosophy* (2015); also presented the paper, "The Human Being: The 'Becoming' Being in Relationship," at the International Edith Stein Conference: Edith Stein's Challenge to Contemporary Anthropology, held at the University of Vienna and the Hochschule Heiligenkreuz, Austria, (October 2015).

Dr. Richard Stalter (Biological Sciences, stalterr@stjohns.edu) presented "A Preliminary Study of the Vascular Flora of Caledon State Park, Virginia" at the annual MACUB Conference at Montclair State University (November 2015).

Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the December issue is **December 4**. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in "Faculty News."

A Technology Gem

Information Technology has just completed renovations on Library B-3, their technology training room in the basement of St. Augustine Hall on the Queens Campus. A serious flood during the summer severely damaged the equipment and led to a complete makeover of the space. It has been enlarged and equipped with six large monitors positioned around the room; they can be programmed to all present the same image or different ones. There is also video conferencing capability. This suggests the level of sophisticated technology built into the room, which also has a set of iPads that can be used by the 35 participants the room accommodates. The eStudio staff is now testing the facility, and CTL has been fortunate enough to hold a few sessions there. We've used two different configurations of the tables and chairs to test out which placement works best. It turns out that there is no one answer; it depends on the type of session being presented.

Even at this point, it's obvious that this facility is a wonderful space not only for workshops but for classes, and faculty are clamoring to use it. If interest is intense enough, perhaps more such spaces will be available in the future. However, keep in mind there are also upgraded learning spaces in several classrooms on the Queens campus and the new technology facility in the Loretto Memorial Library in Staten Island, as well as state-of-the-art equipment at the Manhattan campus.

LIBRARY CORNER

Altmetrics and Open Educational Resources

(Ben Turner, University Libraries, turnerb@stjohns.edu)

Open Educational Resources (OER), freely accessible on the web, are growing and increasingly rich resources available to faculty. To raise our awareness of their potential and diversity, contributors from the University Libraries will share articles about different aspects of OER each month. In this issue, Ben Turner discusses alternative metrics for measuring scholarly work.

Traditional ways of measuring the impact of scholarly communications have relied primarily on journal impact factor and citation counts, measured by subscription databases like Scopus and Web of Science, and more recently through [Google Scholar](#). Such measures, traditionally called “bibliometrics,” have typically been used for peer-reviewed publications by academics seeking to document the quality of their work.

With the advent of Web 2.0 over the past 10 years, however, new forms of alternative metrics, or “[altmetrics](#)” have emerged, and these offer the possibility of application to a broader range of non-traditional publications, including those associated with open education resources, such as Web pages, online videos, slideshows, and articles.

Altmetrics measures the impact of educational content on the social web, mining sources such as:

- Micro blogging ([Twitter](#))
- Short messaging services
- Social networking ([Facebook](#), [LinkedIn](#))
- Social bookmarking networks ([Delicious](#))
- Academic networks ([Academica.edu](#))
- Collaboratively edited online encyclopedias ([Wikipedia](#))

(Barnes 121)

Since their inception, altmetrics have been associated with the open access publishing movement, and their advocates argue that the “crowd source” nature of altmetrics makes them better suited to the open Web than do traditional bibliometrics, which are associated with for-profit publishers. (The likelihood of an open educational resource gaining popularity on Twitter or Facebook, for example, depends greatly on it being widely accessible.)

Advantages of altmetrics over traditional bibliometrics include the relatively short time period between publication and evidence of impact, which can be measured in days, rather than years. Altmetrics also measure impact on a more diverse audience, which include not only academics, but also “practitioners, clinicians, educators, and the general public” (Piwowar).

The following is a sampling of altmetric resources:

[Impact Story:](#) Allows users to measure the impact of slideshows, videos, websites, and articles. Includes factors such as social media posts, videos, Google+ posts, and Blog posts. Subscription Only (\$60 per year).

[Mendeley:](#) Free citation manager which includes a social media component that tracks the number of users who have saved a given resource to their library.

[Plum Analytics:](#) Collects article-level metrics, as well as information from data repositories, code source repositories, and scholarly social bookmarking sites. Subscription Only.

(continued in next page)

For more general information about Alternative Metrics, visit: <http://www.altmetrics.org>

Works Cited

Barnes, Cameron. "The Use Of Altmetrics As A Tool For Measuring Research Impact." *Australian Academic & Research Libraries* 46.2 (2015): 121-134. Library, Information Science & Technology Abstracts. Web. 19 Nov. 2015.

Piwowar, Heather. "Introduction Altmetrics: What, Why and Where?" *Bulletin of the American Society for Information Science and Technology* 39.4 (2013): 8-9. Print.



Faculty Conversations on Catholic Social Thought and Higher Education

Within higher education today, courses, programs, and activities advancing social justice are dramatically expanding. Throughout the country, more students in a variety of educational settings are engaged in studies and activities related to poverty, war, race, work, human rights, capital punishment, environmental degradation, health care, and other topics concerning the place of justice in our "human community." Catholic social thought serves as a resource for many of these efforts across the academy.

This expansion is very apparent at St. John's, and offers the faculty new opportunities to raise important questions of justice and social responsibility within specific disciplines. To support this effort, the Vincentian Center for Church and Society and the Vincentian Research Fellows sponsor an afternoon of "**Faculty Conversations on Catholic Social Thought and Higher Education**" each year. The program includes presentations and dialogue with Christopher Vogt, associate professor and chair of theology and religious studies, and Charles Clark, professor of economics. They are both senior fellows of the Vincentian Center for Church and Society. It concludes with a panel comprised of Vincentian Research Fellows representing the various schools of the University. This program complements the Faculty Vincentian Mission Workshop held in the fall Semester for new faculty. This seminar is *recommended for all faculty*.

If you have not already attended one of these annual sessions, **we invite you to join us Wednesday, January 13, 2016 in Ozanam Lounge, St. Vincent's Hall B-06 at 12:15 p.m.**

For more than a decade, attendees have expressed appreciation for the program. They also have applied the knowledge they have gained to their professional endeavors. Professors of different religious backgrounds who have participated in the workshop have found the program very informative and affirming.

Lunch will be available at 12:15 p.m. The program will begin promptly at 12:30 p.m. and conclude at 4:30 p.m.

Registration is required. To assure your seat, please e-mail vccs@stjohns.edu or call (718) 990-1612 by Monday, January 4. For more information, contact me at (718) 990-6311.



Faculty Growth Grant Program

The upcoming deadline to apply for a Faculty Growth Grant is:

May 2, 2016

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

Remember:

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

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Managing Editor:
Lisa Getman

Faculty Writing Retreat

The Faculty Writing Retreat offers you the opportunity to commit to a day of writing surrounded by your colleagues who will have made the same commitment as you. Published research – and our own experience from previous St. John's Faculty Writing Initiative writing retreats we've held – tells us the positive energy of being around faculty peers who are also writing (and struggling to write) helps faculty get substantial work done, even in one day.

As to the schedule for the retreat, you will arrive and begin writing. We are certain there will be much writing advice to be shared during lunch, which will be served at 12:30 pm. We hope you will be able to join us.

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://campusguides.stjohns.edu/ctlforum/writing>.

Date: Monday, December 21

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

Location: Institute for Writing Studies Conference Room, Library 150

[REGISTER NOW!](#)

Digital Measures

Digital Measures is a tool for academic faculty to track in- and out-of-classroom instructional; research; creative; clinical and service activities. By adding our scholarly achievements to this comprehensive repository, Digital Measures will enable us to enter information once for various individual, department, college, and university uses — such as annual faculty activity reports; midtenure, tenure and promotion applications; vitae and bio-sketches for grant applications; accreditation self-studies and college bibliographies.

Portable Professor Workshop: Introduction to Digital Measures

Wednesday, December 2

12:15 to 1:15 p.m.

[REGISTER](#)

CampusGuide: <http://campusguides.stjohns.edu/dm>