



# Center for Teaching and Learning Newsletter

## Dates to Note!!

Monday, February 2  
[Big Data and Statista](#)

Monday, February 2  
[Feedback Loops and Assessments](#)

Tuesday, February 3  
[FWI: Writing Around Life Constraints](#)

Tuesday, February 3  
[Turnitin](#)

Tuesday, February 3  
[Introduction to Blackboard](#)

Wednesday, February 4  
[CampusGuides/e-Reserves](#)

Friday, February 6  
[Transition to MySJU](#)

Tuesday, February 10  
[Transition to MySJU](#)

Wednesday, February 11  
[The Flipped Classroom](#)

Wednesday, February 11  
[BUG: Moving from Face-to-Face to Online](#)

Thursday, February 12  
[Essentials of Student Learning Assessment](#)

Tuesday, February 17  
[Providing Support for Veterans](#)

Tuesday, February 17  
[What Do You Use for ePortfolios?](#)

Wednesday, February 18  
[Transition to MySJU](#)

For more information and to register visit:  
<http://campusguides.stjohns.edu/ctlevents>

Vol. 20, No 5

January 2015

## CTL January Newsletter

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

Highlights from our January 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. 20, No 5

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## Transition to MySJU Updates

The university has completed the transition from Central to MySJU on January 7<sup>th</sup>. With the transition, we are working with faculty and students to answer their questions regarding the new service.

Here are two user tips for faculty who are intending to use MySJU for hosting their academic content rather than Blackboard.

### User Tip – Course Consolidation

Faculty members that **used Central to Consolidate** their courses into one will **no longer** be able to do this in MySJU. In order to consolidate courses, we recommend our faculty migrate to Blackboard and to email the eStudio which sections they would like “merged”. We have had several faculty members who have transitioned from Central to Blackboard to take advantage of the merge and the other great features of Blackboard.

### User Tip – Emailing Students

Faculty members that **used Central to Email Students** are able to do this through **UIS** but will need to **have an email client** (Outlook or Apple Mail) configured. UIS can be found on the “How Do I” page within MySJU. If you don’t have or want to have an email client configured, we recommend that you transition to Blackboard and leverage the excellent Email tool available. Similar to Course Consolidation, we have had several faculty members transition to Blackboard successfully to take advantage of the Email tool and other great features of Blackboard.

### User Tip – Activating Blackboard

As with Central, Blackboard is **not activated**, by default, in MySJU. If you are intending to use Blackboard, click on the [link](#) to download instructions on “[Activating Your Course in Blackboard.](#)”

If you have any questions or concerns, please feel free to contact the eStudio via phone at (718) 990-6402 or via email at [estudio@stjohns.edu](mailto:estudio@stjohns.edu).



## Transition to MySJU Workshops

Friday, February 6 at 10 a.m.

Tuesday, February 10 at 12:15 p.m.

Wednesday, February 18 at 1:50 p.m.

To register go to: <http://campusguides.stjohns.edu/ctlevents>

**CENTER FOR TEACHING AND LEARNING****DIRECTOR:**

Maura C. Flannery

**ASSISTANT TO THE****DIRECTOR:**

Lisa Getman

**DEPARTMENTAL****ASSISTANT:**

Judy Lam

**2014-2016 FELLOWS:**

Alyse Hennig  
Samantha Jellinek-Cohen  
Raeann Kyriakou  
Zaidalynet Morales  
Richard Waller

**2013-2015 FELLOWS:**

Joan Ball  
June Chen  
Randall Clemens  
Roberta Hayes  
Maureen Weicher

**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>.

Follow Us on  
Twitter

**LIBRARY CORNER: Statista**

Lucy Heckman (University Libraries, [heckmanl@stjohns.edu](mailto:heckmanl@stjohns.edu))

Statista, an online statistics portal, is one of the latest additions to the collection of databases subscribed to by the St. John's University Library. Statistics on just about any topic are available—from population, industry data, sales data, homicide statistics to average number of Facebook friends, box office revenue for motion pictures, and GDP data. Statista provides access to over 1,000,000 statistics from over 18,000 sources. In addition, forecasts for industries and other topics are included.

Patrons using Statista can search for data by keyword or browse statistics arranged within specific categories. For instance a key word search on box office and films leads to a variety of results among which is a chart of the global box office revenue of the most successful films of all time (Avatar, Titanic, and Marvel's The Avengers are the top three). To browse, select specific headings: Industries, Companies and Topics, and Infographics. For industries, select from the list of reports available among which are media and advertising; retail and trade; construction; finance, insurance, and real estate, internet; and metals and electronics. For companies and topics, select from a list of leading companies including Amazon, Microsoft and Twitter and also from topics such as online shopping, fast food industry, video game industry and coffee market. For example under online shopping, a chart of how much consumers spend on online retail shopping (2008-2014) on Thanksgiving, Black Friday and Cyber Monday is compared and contrasted. Infographics or Complex Subjects Visualized contain, among other topics, charts of data on America's best selling vehicles in 2014 and deaths from drug resistant infections.

Many of the statistics can be downloaded by creation of an account, which is free to patrons at St. John's and other Libraries. They can be saved as a graphic (PGN), Excel file (XLS), Power Point (PP), or PDF file.

Statista is accessible on the [Libraries Databases A to Z list](#) on the Libraries home page.

**Big Data and Statista Workshop**

Monday, February 2 from 12:15 to 1:40 p.m. in Bent Hall 277B

**[REGISTER NOW!](#)**

**Essentials of Student Learning Assessment**

On **Thursday, February 12 from noon to 3 p.m. in Bent 277A&B**, Dr. Jodi Levine Laufgraben will give faculty in all colleges an overview of best practices in the assessment of student learning, with a focus on both course and program-level assessment.

Dr. Laufgraben is Vice Provost for Academic Affairs, Assessment, and Institutional Research at Temple University. She currently serves on the Middle States Commission on Higher Education Steering Committee on Standards Review.

Click [here](#) for more information.

## Online Teaching Essentials

St. John's University's Office of Online Learning and Services offers formal training for faculty members interested in teaching hybrid (*aka* blended, mixed-mode) or fully online courses. **Online Teaching Essentials** is a four-week, facilitated online course focused on online course design and pedagogy through online discussion and project-based assessment. In addition to covering some basic Blackboard navigation and tools, the course provides foundational training in discussion forum facilitation, aligning course goals with instructional strategies and assessments, and creating content for online instruction. The course is facilitated by current St. John's University faculty with considerable online teaching experience.

For more information go to the Online Teaching Essentials [website](#).

The next section of the Online Teaching Essentials is offered from **March 2 – March 29, 2015**. To register, please complete the [online registration form](#).

If you have any questions about the course or registration, please contact:

**Paul Desmarais**, Senior Instructional Designer  
Online Learning and Services  
[desmarap@stjohns.edu](mailto:desmarap@stjohns.edu)  
718-990-6819

## Twenty-Five Years of the Clare Boothe Luce Program at St. John's

**Marie Nitopi** (IRB and Women in Science Coordinator, [nitopim@stjohns.edu](mailto:nitopim@stjohns.edu))

The Clare Boothe Luce (CBL) program recently celebrated 25 years of providing grants that support women in science, technology, mathematics, and engineering. St. John's University is one of 13 "Designated Institutions" named in Mrs. Luce's bequest that participate in this program and receive funds in perpetuity. For one and a half days in October (October 20 and 21), Dr. Elise Megehee and Dr. Marie Nitopi (Co-Coordinators of the Women in Science Program) represented St. John's at the CBL 25<sup>th</sup> anniversary meeting held at the Henry Luce Foundation in Manhattan. Each of the 13 institutions shared multimedia presentations that reflected on how 25 years of the CBL program has contributed to and supported women in the STEM fields. Furthermore, Dr. Carlotta Arthur, CBL program director, presented each institution with a beautiful crystal memento commemorating the program's 25 years. Dr. Lynn Pasquerella, the president of Mount Holyoke College, opened the meeting, stating that "we need science more than ever," and applauded the fact that Mrs. Luce founded a program that "opened doors and made the world a welcoming, respectful and affirming place for all the astonishing work ahead."

St. John's University shared video featuring interviews with CBL scholars, faculty and alumni. All emphasized the importance of forming bonds with fellow students and faculty, and the critical contribution of faculty mentorship. Current students expressed the fact that the scholarship eased a financial burden, allowed them to focus on their studies, and provided the opportunity to engage in hands-on research as an undergraduate student. Since 1989, St. John's has awarded 139 Undergraduate Research Scholarships, 17 Graduate Fellowships, and 7 Professorships. Looking ahead, St. John's continues to focus on identifying and encouraging promising candidates through the Woman in Science Program, implemented in 1990 and connecting to high schools and elementary schools to make them aware of the opportunities in the STEM disciplines.

For more information regarding the Clare Boothe Luce Scholarship and the Women in Science program, please contact **Marie Nitopi** [nitopim@stjohns.edu](mailto:nitopim@stjohns.edu)



## Vincentian Mission: Opportunity and Responsibility No. XLVI Collaborative Health Integration Research Program (CHIRP): Building Research Capacity to Reduce Health Disparities

Elizabeth Brondolo (St. John's College of Liberal Arts and Sciences, [brondole@stjohns.edu](mailto:brondole@stjohns.edu))

*In this series, Vincentian Center Research Fellows from across the University, share their experiences in advancing the Vincentian Mission of St. John's through curricula, pedagogy, service and research. In this issue, Dr. Liz Brondolo describes a unique collaboration with the local hospital and diverse professionals to reduce health disparities and to sponsor a research training program. This is an excellent example of the manner in which the higher education community and the health care providers in an area can join forces in forming effective research and educational models which impact positively on the health of the community. Its interdisciplinary character enhances the learning experience for all the participants and ultimately to local health care outcomes.*

*Dr. Liz Brondolo is a recognized psychologist, author and teacher on the relationship of emotions and stress on physical health as well as on the role of research and education in improving access to health care at the individual and community levels. She has studied the influence of racism on the health of persons across three minority groups. She has received several prestigious grants and awards and has appeared on various media speaking on the relationship of negative emotions and stress on health especially among minorities and in poor areas. Her consistent interest professionally has been to relate education and practice and to draw professionals, as well as students, together in projects that assist the individual but also strengthen community health and influence. In the following article Dr. Brondolo introduces a current project CHIRP which is directed to improving community health and expanding the research opportunities for teams of professionals and students of several levels.*

This year, St. John's University and Jamaica Hospital Medical Center, Department of Family Medicine (JHMC), launched a collaborative research training program – The Collaborative Health Integration Research Program (CHIRP). The overall goal of CHIRP is to reduce health disparities by generating new knowledge and providing research training in health disparities. CHIRP trainees conduct mechanistic research investigating the role of psychosocial factors in the development and management of chronic disease in high risk populations. The projects are designed to provide information that can guide the formulation of provider, patient, and system-based interventions to improve health outcomes.

CHIRP trainees include JHMC Family Medicine Residents and SJU undergraduate students in psychology and biology, and masters and doctoral-level graduate students in psychology. This year the program also includes a high school student from the Bronx High School of Science. All trainees work together on behavioral medicine research projects; and in the process, learn to become competent researchers.

Project ideas emerge from clinical observations and existing data sources. The JHMC Family Medicine Residents propose research ideas based on their observations of the clinical needs presented by patients at JHMC. It serves a low-income culturally diverse group of patients, many of whom have chronic conditions, including diabetes and hypertension. Each day residents confront the challenges of preventing and managing chronic diseases in patients facing many psychosocial stressors with few resources. The residents generate ideas about the factors that increase risk for chronic conditions and create barriers to effective health care. We use CHIRP projects to test some of the residents' hypotheses. Other projects emerge from our previously funded projects on stress and health.

This year trainees are working on projects in three main areas of research:

**Studies of psychosocial predictors of treatment adherence:** Treatment for Type II diabetes is complex and demands high levels of motivation and conscientiousness on the part of the patient. In this project we are examining the relationship of patients' knowledge, beliefs, and attitudes towards diabetes and assessing the relationship of these factors to treatment adherence and outcome.

**Studies of racism and health:** This research is an outgrowth of our NHLBI-funded program on the relationship of racism to cardiovascular health. Our current studies focus on the well-documented relationships of racism to two risk factors for cardiovascular disease: depression and smoking. We examine the conscious and non-conscious psychological processes and interpersonal behaviors that may explain the link between racism and depression and other health behaviors, including smoking and sleep.

**Work stress and health:** The work stress and health projects investigate the relationship of occupational stress to depression and PTSD in understudied high risk populations. These projects emerged from our NIOSH-funded study of web-based interventions to reduce the mental health risks associated with medical examiner work. Studies of work-related stress provide trainees with an opportunity to examine situational and contextual factors that can affect health.

CHIRP uses a collaborative experiential approach to training. Knowledge acquisition and skill development occur as trainees engage in the research process. Trainees work on projects that are conceptualized and implemented at a level suitable for publication. They serve as apprentices in the research process, accepting responsibility for different parts of the projects based on their skills level and experience. As trainees acquire new skills, they assume more responsibility and train others.

For each project, JHMC family medicine residents work with STJ students to gather literature and generate specific testable hypotheses. Doctoral-level graduate students supervise the work of masters-level students and undergraduates in small group recitations. They share the results of their work with the JHMC residents who read and review the material. All trainees practice research protocols in group meetings. Together, they build portable laboratories and collect data at JHMC ambulatory care sites. JHMC residents “try-out” the protocols, and discuss modifications. Once the protocols are finalized, the St. John’s team collects data. Each step of the process is supervised by myself and Wan Ng, the program coordinator.

The collaborative process extends to the data analyses needed for the studies. The psychology team conceptualizes and conducts the analyses. Students learn skills in data management and analysis, using multiple programs including Excel, SAS, and SPSS. Initially, all data are analyzed in group meetings using SAS. The data are projected onto a white board, and students take turns running the analyses. Once students have basic data manipulation skills, they can analyze portions of the data on their own and present their findings to the group.

CHIRP trainees have the opportunity to consult with internationally recognized biostatisticians to provide guidance on analysis. As the data are analyzed, SJU students and I present the analyses to the JHMC residents. These experiences provide an opportunity for the students to serve as research consultants to physicians, and offers the JHMC resident physicians an opportunity to develop a greater understanding of the fundamentals of data analysis and interpretation.

CHIRP collaborators share ideas both in person and remotely using Drop-Box, an online file-sharing system; and on Skype, an online communication program that enables screen-sharing. These technologies enable CHIRP collaborators to meet despite working in different locations and facing busy schedules. These technologies permit team editing of literature reviews and protocols, and allow collaborative data analysis.

As part of the class, all trainees learn to work effectively with research participants. All CHIRP trainees complete NIH certification in the responsible execution of research with human participants. They follow dedicated protocols and testing procedures to insure that participant care is the most important priority. The values driving the research and the study process are discussed repeatedly and serve as the topic for written reflections that are required of all SJU trainees.

CHIRP trainees have been presenting data from these projects at conferences and submitting abstracts to new conferences. We write papers and grants collectively, projecting the material on the screen and editing collaboratively. This term we have submitted two papers and residents have presented at 3 conferences. We are preparing new abstracts for conferences this Spring. We have submitted two grants, one to NSF and one to NIHMD based on the racism and health projects.

The program as a whole is supervised by myself, Dr. Alan Roth, Chair of the JHMC Department of Family Medicine, and Dr. Gina Basello the JHMC Family Medicine Residency Director. The technical coordinator for the program is Wan Ng, a graduate of the St. John's undergraduate and masters program who has worked in the Social Stress and Health laboratory for 4 years. Our doctoral-level supervisors this year are Robert Lane and Emily Wolodiger from the Clinical Psychology Doctoral Program. The undergraduate and graduate student trainees from St. John's University receive course credit each semester for their participation. JHMC residents meet their training in research requirements through participation as well, and our student from the Bronx High School of Science is completing requirements for the Intel Science Competition.

CHIRP contributes to the pipeline of researchers, including those from underrepresented groups, who are committed to health disparities research. The CHIRP trainees report that they are excited to be learning "real-world" research skills they will use in the future. They enjoy the contact with patients at JHMC. As CHIRP trainees collect data, they can see their ideas in action. Their hypotheses come to life in the clinic and the lab. Family medicine residents become better clinicians as they turn clinical observations into research questions and evaluate the existing literature. Most important, CHIRP trainees are proud that they are conducting studies that can affect the health of others. They know their research is consistent with the Vincentian mission and can help patients to help themselves to improve health and benefit from health care.



## St. John's University vs. Carnegie Peers: Results from 2014 National Survey of Student Engagement

Yuxiang Liu (Director of Institutional Assessment, Institutional Research & Academic Planning, [Liuy@stjohns.edu](mailto:Liuy@stjohns.edu))

In the previous two issues of the CTL Newsletter, two themes from the 2014 National Survey of Student Engagement (NSSE) results were presented: a) Global Perspectives, and b) Engagement Indicators. Following are the 2014 NSSE results at the survey item level: student engagement at St. John's University as compared to the Carnegie peer institutions. The data for the Carnegie peers came from the 29 participating institutions (Doctoral/Research Intensive), including DePaul, Seton Hall, University of San Francisco, University of St. Thomas, and Hofstra.

The 2014 NSSE results at the item level are grouped into four sections: a) Areas in which St. John's 1<sup>st</sup>-year students were more engaged than Carnegie peers, b) Areas in which St. John's 1<sup>st</sup>-year students were less engaged, c) Areas in which St. John's senior students were more engaged than Carnegie peers, and d) Areas in which St. John's senior students were less engaged.

### A. Areas in which St. John's 1<sup>st</sup>-year students were more engaged than Carnegie peers

- 84% of St. John's first-year students *Often / Very Often* had discussions with people of a different race or ethnicity vs. 73% of Carnegie peers.
- 79% of St. John's first-year students *Often / Very Often* had discussions with people of a different economic background vs. 74% of Carnegie peers.
- 78% of St. John's first-year students *Often / Very Often* had discussions with people of a different religious belief vs. 68% of Carnegie peers.

- 45% of St. John's first-year students *Often / Very Often* gave a course presentation vs. 37% of Carnegie peers.
- St. John's first-year students wrote an average of 60 pages of papers or reports during the academic year vs. 50 pages for Carnegie peers.

**B. Areas in which St. John's 1<sup>st</sup>-year students were less engaged than Carnegie peers**

- 38% of St. John's first-year students *Often / Very Often* asked another student to help understanding course material vs. 47% of Carnegie peers.
- 44% of St. John's first-year students *Often / Very Often* prepared two or more drafts of a paper or assignment before turning it in vs. 53% of Carnegie peers.
- 62% of St. John's first-year students perceived that their experience at this institution contributed *Quite a Bit / Very Much* to their skills in writing clearly and effectively vs. 72% of Carnegie peers.

**C. Areas in which St. John's senior students were more engaged than Carnegie peers**

- 80% of St. John's seniors *Often / Very Often* had discussions with people of a different race or ethnicity vs. 74% of Carnegie peers.
- 65% of St. John's seniors *Quite a Bit / Very Much* experienced a campus environment that encourages contact among students from different backgrounds (social, racial/ethnic, religious, etc.) vs. 55% of Carnegie peers.
- 44% of St. John's seniors *Quite a Bit / Very Much* experienced a campus environment that helps students cope with non-academic responsibilities (work, family, etc.) vs. 33% of Carnegie peers.
- 69% of St. John's seniors *Quite a Bit / Very Much* experienced a campus environment that emphasizes attending campus activities and events (performing arts, athletic events, etc.) vs. 58% of Carnegie peers.
- 58% of St. John's seniors *Quite a Bit / Very Much* experienced a campus environment that emphasizes attending events that address important social, economic, or political issues vs. 50% of Carnegie peers.
- 28% of St. John's seniors participated in a study abroad program vs. 14% of Carnegie peers.
- 44% of St. John's seniors *Quite a Bit / Very Much* experienced a campus environment that helps students cope with non-academic responsibilities (work, family, etc.) vs. 33% of Carnegie peers.
- St. John's seniors spent an average of 6.2 hours participating in co-curricular activities (organizations, publications, student government, sports, etc.) vs. 4.5 hours by Carnegie peers .
- 75% of St. John's seniors perceived that their experience at this institution contributed *Quite a Bit / Very Much* to their understanding of people with other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) vs. 65% of Carnegie peers.

**D. Areas in which St. John's senior students were less engaged than Carnegie peers**

- 55% of St. John's seniors *Often / Very Often* worked with other students on course projects or assignments vs. 65% of Carnegie peers.
- 67% of St. John's seniors *Often / Very Often* asked questions or contributed to course discussions in other ways vs. 78% of Carnegie peers.
- St. John's seniors wrote an average of 66 pages of papers or reports during the academic year vs. 81 pages for Carnegie peers.
- 30% of St. John's seniors had a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) vs. 49% of Carnegie peers.
- 67% of St. John's seniors perceived that their experience at this institution contributed *Quite a Bit / Very Much* to their skills in writing clearly and effectively vs. 75% of Carnegie peers.
- 25% of St. John's seniors *Often / Very Often* came to class without completing readings or assignments vs. 19% of Carnegie peers.





## Calendar of Events for Faculty

This calendar provides a list of events that are of interest to faculty, including CTL workshops, many of which have cosponsors including Information Technology, Online Learning, Office of Global Studies, University Libraries and Writing Across the Curriculum Program.

The calendar also includes presentations hosted by Academic Service-Learning, Human Resources, Junior Faculty Research Colloquium, Women and Gender Studies, University Libraries, and Writing Across the Curriculum Program.

For the CTL workshops, there will be a detailed announcement prior to each event on the CTL web page and you can **register for a CTL workshop** at <http://campusguides.stjohns.edu/ctlevents>. If you have any questions please contact us at [CTL@stjohns.edu](mailto:CTL@stjohns.edu) or **ext. 1859**. For all other workshops, see the listings below for registration details.

**CTL Certificate Program:** If you attend **four or more** of our events during the Spring 2015 semester you will receive a certificate at the end of that semester and all of the sessions will be listed on the certificate. **\*\*Designated workshops are NOT included in the CTL Certificate Program**

**Global Certificate Program:** The certificate will be awarded to those who complete at least **three** of the **four** workshops being offered in the program this semester.

### ASSESSMENT IDEAS FROM THE COLLEGES

[College of Professional Studies](#)

Mon, Mar 2, 2015 1:50pm

[Peter J. Tobin College of Business](#)

Thu, Mar 5, 2015 1:50pm

[St. John's College of Liberal Arts & Sciences](#)

Thu, Mar 12, 2015 1:50pm

[College of Pharmacy & Health Sciences](#)

Thu, Mar 19, 2015 1:50pm

[School of Education](#)

Mon, Mar 30, 2015 1:50pm

### FACULTY WRITING INITIATIVE

[Writing Around Life Constraints](#)

Tue, Feb 3, 2015 12:15pm

[Mapping Your Writing & Research Plan](#)

Thu, Mar 5, 2015 12:15pm

[Faculty Writing Retreat](#)

Sat, Mar 14, 2015 10am

[Faculty Writing Retreat](#)

Tue, May 19, 2015 10am

### BROADENING PERSPECTIVES

[Providing Support for Veterans](#)

Tue, Feb 17, 2015 12:15pm

[Active Learning Strategies](#)

Tue, Mar 10, 2015 12:15pm

[PMAC Presentation: Caribbean Identity](#)

Thu, Mar 26, 2015 1:50pm

### GLOBAL CERTIFICATE PROGRAM\*\*

[Reflections on Global Passport](#)

Thu, Feb 19, 2015 1:50pm

[SJU Internationalization: Law School & TCB](#)

Mon, Mar 16, 2015 1:50pm

[Globalization and the Humanities](#)

Thu, Apr 9, 2015 1:50pm

[Mapping Technology and Library Resources](#)

Tue, Apr 14, 2015 12:15pm

### DIGITAL HUMANITIES

[What Is Digital Humanities Pedagogy?](#)

Mon, Mar 9, 2015 12:15pm

[The Pedagogy of History](#)

Mon, Mar 23, 2015 12:15pm

[Digital Humanities Research](#)

Tue, Mar 24, 2015 12:15pm

### LIBRARY AS UNIVERSITY HUB

[Big Data and Statista](#)

Mon, Feb 2, 2015 12:15pm

[Digital Public Libraries of America](#)

Tue, Mar 17, 2015 12:15pm

[Copyright & Creative Commons](#)

Thu, Mar 26, 2015 12:15pm

**BLACKBOARD USERS GROUP**[Moving from Face-to-Face to Online](#)

Wed, Feb 11, 2015 1:50pm

[Moving from Online to Face-to-Face](#)

Tue, Mar 3, 2015 12:15pm

**TECHNOLOGY CONVERSATIONS**[Feedback Loops: Learning from Videogaming](#)

Mon, Feb 2, 2015 1:50pm

[Smartphone Journalism: Tools & Techniques](#)

Tue, Mar 31, 2015 12:15pm

**HOW-TO TECH WORKSHOPS**[Turnitin](#)

Tue, Feb 3, 2015 12:15pm

[CampusGuides/e-Reserves](#)

Wed, Feb 4, 2015 10:40am

[MovieMaker to Create/Edit Video](#)

Wed, Mar 4, 2015 10:40am

[iMovie to Create/Edit Video](#)

Wed, Mar 11, 2015 1:50pm

[Bibliographic Managers: RefWorks & Zotero](#)

Wed, Mar 18, 2015 1:50pm

**WHAT DO YOU USE FOR . . . ?**[e-Portfolios](#)

Tue, Feb 17, 2015 1:50pm

[3-D Visualization and Printing](#)

Wed, Mar 4, 2015 12:15pm

[Mapping](#)

Mon, Mar 16, 2015 12:15pm

[Blogging and Content](#)

Tue, Mar 24, 2015 1:50pm

**ONLINE LEARNING WORKSHOPS**[Grading with Rubrics](#)

Wed, Jan 28, 2015 10:40am

[The Flipped Classroom](#)

Wed, Feb 11, 2015 10:40am

[Taming the Grading Center](#)

Wed, Mar 11, 2015 10:40am

[Effective Discussions](#)

Wed, Mar 25, 2015 10:40am

**PORTABLE PROFESSOR WORKSHOPS\*\***[Transition to MySJU](#)

Thu, Jan 29, 2015 12:15pm

[Introduction to Blackboard](#)

Tue, Feb 3, 2015 12:15pm

[Transition to MySJU](#)

Fri, Feb 6, 2015 10am

[Transition to MySJU](#)

Tue, Feb 10, 2015 12:15pm

[Transition to MySJU](#)

Wed, Feb 18, 2015 1:50pm

[Introduction to Tegrity](#)

Thu, Mar 19, 2015 12:15pm

[Intro to Bb Content & Community](#)

Mon, Mar 23, 2015 12:15pm

[Intro to Bb Content & Community](#)

Thu, Apr 9, 2015 12:15pm

[Intro to Bb Content & Community](#)

Wed, Apr 22, 2015 12:15pm

**RESEARCH MONTH EVENTS**[Roundtable: Writing Biography](#)

Mon, Apr 13, 2015 12:15pm

[Faculty Book Reception\\*\\*](#)

Mon, Apr 13, 2015 1:50pm

[Faculty Research Forum\\*\\*](#)

Thu, Apr 16, 2015 12pm

[Roundtable: Emerging Infectious Diseases](#)

Mon, Apr 20, 2015 12:15pm

[Social Justice Research Showcase: SJ\\*\\*](#)

Mon, Apr 20, 2015 2pm

[Student Research Day: Q\\*\\*](#)

Tue, Apr 21, 2015 All day

[CTL Fellows Teaching & Tech Research](#)

Thu, Apr 23, 2015 1:50pm

[Social Justice Research Showcase: Q\\*\\*](#)

Thu, Apr 23, 2015 2pm

[Annual Grants Reception\\*\\*](#)

Thu, Apr 23, 2015 4:30pm

[Roundtable: NYC as a Research Focus](#)

Mon, Apr 27, 2015 12:15pm

More information can be found at: <http://www.stjohns.edu/research/research-month>

**UNIVERSITY LIBRARIES\*\***[Queens Library Research Workshops](#)[Staten Island Library Research Workshops](#)

## Remember:

The best places to look for faculty-related information are the [CTL Web-page](#) and the [CTL Teaching and Learning Forum](#).

## Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the February issue is **February 2**. We prefer that you email the information to [CTL@stjohns.edu](mailto:CTL@stjohns.edu). Please have your entries follow the style presented in "Faculty News."

[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



### ACADEMIC SERVICE LEARNING \*\*

[Mini-Grant Information Session](#)  
Thu, Feb 19, 2015 1:50pm  
[Faculty and Community Service Sites](#)  
Thu, March 19, 2015 12pm  
[Mini-Grant Showcases](#)  
Tue, Mar 24, 2015 12pm  
Thu, Mar 26, 2015 1:50pm

Contact: [kutcherv@stjohns.edu](mailto:kutcherv@stjohns.edu) or ext. 8289

### JUNIOR FACULTY RESEARCH COLLOQUIUM

[Junot Diaz, African American Literature & Black Recognition](#)  
Thu, Apr 23, 1:50pm

Contact: [misevicp@stjohns.edu](mailto:misevicp@stjohns.edu) or ext. 5238

### HUMAN RESOURCES: FACULTY TRAINING\*\*

[Active Shooter Preparedness](#)  
Wed, Feb 11, 2015 9am  
[Emergency Readiness & Responding to Students in Distress](#)  
Wed, Feb 18, 2015 2pm  
[Business Ethics Training](#)  
Tue, Feb 24, 2015 2pm  
[Title IX: Reporting and Responding to Sexual Assault on Campus](#)  
Thu, Mar 12, 2015 9am  
[Active Shooter Preparedness](#)  
Fri, Mar 20, 2015 9am  
[Title IX: Reporting and Responding to Sexual Assault on Campus](#)  
Tue, Apr 21, 2015 9am  
[Business Ethics Training](#)  
Wed, Apr 29, 2015 9am  
[Sexual Harassment and Discrimination Prevention](#)  
Wed, Mar 25, 2015 2pm  
[Sexual Harassment and Discrimination Prevention](#)  
Fri, Mar 27, 2015 9:30am

Contact: [arrudae@stjohns.edu](mailto:arrudae@stjohns.edu) or ext. 2330

### ST. JOHN'S COLLEGE \*\*

[Why Not Capitalism?](#)  
Mon, Feb 2, 2015 4:30pm  
[Out of Poverty](#)  
Wed, Feb 4, 2015 6pm  
[Is God's Charity Broad Enough for Bears?](#)  
Thu, Feb 5, 2015 1:50pm  
[The History of Women in the US Farm-worker Justice Movement](#)  
Mon, Feb 9, 2015 1:50pm  
[Staten Island as Global Melting Pot, 1840-2014](#)  
Mon, Feb 9, 2015 1:50pm (SI)  
[What is College For?](#)  
Tue, Mar 3, 2015 4pm  
[You Were the Girl: A Memoir of Love, Grief, and Sicily](#)  
Mon, Mar 23, 2015 1:50pm (SI)  
[The Wishtory and History of the American Frontier](#)  
Thu, April 9, 2015 1:50pm (SI)  
Thu, April 16, 2015 1:50pm (Q)  
[The Political Consequences of Migration](#)  
Thu, Apr 16, 2015 7pm (SI)

### WOMEN AND GENDER STUDIES\*\*

[Dishing Gender: An Informal Conversation](#)  
Mon, Feb 9, 2015 1:50pm  
Mon, Mar 9, 2015 1:50pm  
Mon, Apr 20, 2015 1:50pm

Contact: [travisj@stjohns.edu](mailto:travisj@stjohns.edu) (ext. 5608) or [schmidts@stjohns.edu](mailto:schmidts@stjohns.edu) (ext. 5608)

### WRITING ACROSS THE CURRICULUM (WAC)

[Leveraging What's Learned in the Core and Introductory Courses for Students' Later Writing](#)  
February 2015  
[Mentoring Students through the Writing of the Major](#)  
March 2015  
[Transferring Disciplinary Writing to the Professional World Beyond](#)  
April 2015

Contact: [gellera@stjohns.edu](mailto:gellera@stjohns.edu) or ext.6993