Center for Teaching and Learning Newsletter

CTL March Newsletter

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

Highlights from our March issue include:

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*Remember:* The best places to look for faculty-related information are the [CTL Webpage](http://www.stjohns.edu/ctl) and the [CTL Forum](http://www.stjohns.edu/ctl).

**Dates to Note!!**

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<td>Wednesday, April 3</td>
<td>Information Literacy</td>
<td>Library 110*</td>
<td>1:50 to 3:15 p.m.</td>
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<td>Tuesday, April 9</td>
<td>Beyond Citation Counts: Using the Web of Science as a Literature Review Tool</td>
<td>Library 110*</td>
<td>12:15 to 1:40 p.m.</td>
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<td>Monday, April 15</td>
<td>Interdisciplinary Research Roundtable: VISA and the University Mission</td>
<td>DAC 416C*</td>
<td>12:15 to 1:40 p.m.</td>
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<td>Monday, April 15</td>
<td>International Travel and Research</td>
<td>DAC 407*</td>
<td>1:50 to 3:15 p.m.</td>
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<td>Wednesday, April 17</td>
<td>Treasures Within Our Walls</td>
<td>Library 307*</td>
<td>12:15 to 1:40 p.m.</td>
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<td>Thursday, April 18</td>
<td>CTL Fellows’ Presentations on Research in Teaching and Technology</td>
<td>Bent 277A</td>
<td>1:50 to 3:15 p.m.</td>
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<tr>
<td>Monday, April 22</td>
<td>Interdisciplinary Research Roundtable: Writing Biography</td>
<td>DAC 401</td>
<td>12:15 to 1:40 p.m.</td>
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*Queens Campus

**TO REGISTER VISIT:**

[www.stjohns.edu/ctl](http://www.stjohns.edu/ctl)
The Library Can “Guide” You Through the Exploration of Technology in Higher Education

Gina Marandino (University Libraries, marandig@stjohns.edu)

Technology is becoming an integral part of teaching and scholarship. In the library we are frequently testing out new technology tools for their usefulness in a higher education environment and exploring ideas in technology that relate to higher education. As we find useful tools and discover new ideas we compile online informational guides, using our Campus Guides system.

When we create these guides we try to make them a complete resource. Content in the guides includes items such as, why a topic is important in education, information about how a tool can be employed in education, examples of a tool’s applications, instructions on using a tool, links to resources related to a tool or idea, a lesson plan that you can utilize when teaching the topic to others, and contact information for the person/people who created the guide and can help you with the tool. Whenever we give an educational technology workshop in the Library we create a related guide so that attendees have something to take home with them as a resource. The guides focus on general technology topics, such as distance education, and mobile apps for education, and specific technology tools such as GoogleScholar, and Audacity. Below are some examples of guides we provide.

Mobile Apps for Education: [http://stjohns.campusguides.com/appsfored](http://stjohns.campusguides.com/appsfored)
This guide explains what an app is and gives examples of different apps that can be used for teaching and learning. The apps are broken down by category: Creative Apps, Office Apps, Productivity Apps, Social Engagement Apps, Subject Specific Apps, and Teaching and Learning Apps. Under each subject app for Android and iOS are descriptions of the app, cost of the app, and whether the app is applicable to faculty members, students, or both.

This guide talks about the relationship between “Social Web” tools (twitter, blogs, podcasts, RSS, etc.) and Information Literacy. It describes what the Social Web is, gives a history and resources about Information Literacy, and provides links to different Social Web tools.

Movie Editing Tips, Tricks, and Resources: [http://stjohns.campusguides.com/editingmovies](http://stjohns.campusguides.com/editingmovies)
This guide gives information about creating movies. The guide discusses strategies for filming, explains why editing movies is important, gives tips for shooting footage, and provides resources for content that can be imported into a video. Instruction is given on using Movie Maker and iMovie to edit clips, add text, images and sound, and add special effects to create a movie.

Invitation to Attend Upcoming Webinars on Retention and Student Success

Christine Goodwin (Director of Data Management Analysis, and Reporting, Institutional Research, goodwinc@stjohns.edu)

The Office of Institutional Research participates in the Consortium for Student Retention Data Exchange (CSRDE). This Consortium of two-year and four-year institutions is dedicated to achieving the highest levels of student success through sharing data, knowledge, and innovation including providing benchmark retention data among members. As part of our membership, we are able to participate in four upcoming CSRDE webinars on retention and student success. We invite you to join us in the Provost’s Conference Room (Newman Hall 242) from 2:00 p.m. to 3:00 p.m. on April 10, May 8, June 13 and July 17 for these informative and timely webinars:

Academic and Student Affairs: Intentionality and Collaborations in Retention Efforts
April 10, 2013
Kim Sousa - People, Kristen Christman and Jessica Quattrucci of University of North Carolina at Greensboro present the work of two retention focused committees, Retention SWOT Team and First Year Task Force. These committees identify at-risk students and make recommendations to improve retention and graduation rates. REGISTER NOW

Finding and Listening to Student Stories: Communication Plans for Currently Enrolled Students Who Have Requested a Transcript and/or Not Registered for Subsequent Terms
May 8, 2013
Sharon Wright of the University of Dayton addresses interventions based on data gathered from communication with students. Wright discusses the creation of reports to target students who are leaving the university in order to open a line of communication. REGISTER NOW

Supplemental Instruction: A Proven Tool for Improving Student Performance and Retention
June 12, 2013
Fiona Brantley and Ralph Rascati of Kennesaw State University discuss a retention initiative, Supplemental Instruction, which consists of peer-led review sessions as academic support for classes that have been identified as difficult. REGISTER NOW

Raising Retention Rates with Peer Mentoring
July 17, 2013
Erika Gillette, Henry Conover and Lynn Gillette of Sierra Nevada College present the success of their peer mentoring program for academically at-risk students in terms of student success and financial impact. REGISTER NOW
Faculty News

Dr. Frank A. Barile (Pharmaceutical Sciences, barilef@stjohns.edu) published Principles of Toxicology Testing (2nd edition CRC Press, Taylor & Francis Group 2013).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) published an article, “Flatter than a Pancake: Why Scanning Herbarium Sheets Shouldn’t Make Them Disappear,” in Spontaneous Generation (2012).

Professor Dan Milner (Discover New York/History, milnerd@stjohns.edu) published “The First Irishman in New York” in the current issue of New York Irish History.


Professor Mary Noe (Criminal Justice and Legal Studies, noem@stjohns.edu) presented a paper on “Special Education” at the Mariposa Autism Service Center, Las Cruces, New Mexico (February 2013); presented the paper, “NLRB Employee Facebook Postings,” at the MBAA International Conference, Chicago, IL (March 2013); and published "Date Breaches" as the cover story in The Litigator (Summer 2012) and The Senior Lawyer (Fall 2012).

Faculty News:
If you would like to send an entry to “Faculty News,” the deadline for the April issue is April 5. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in “Faculty News.”

Faculty Research Forum
As part of Research Month, the Office of the Provost and the Center for Teaching and Learning would like to invite you to the annual Faculty Research Forum on Monday, April 8.

This event is an opportunity to explore some of the research our colleagues are working on and to discuss their projects. The research displays will be set up between noon and 3 p.m. in D’Angelo 416.

We hope that you are able to join us!

Student Research Events
You are invited to this year’s student research events that will take place on Thursday, April 11. These are opportunities to see the fine work that our students have been producing over the year. Because of the variety of approaches taken and the many disciplines represented, a number of venues have been organized for these presentations. Please join us at one or more of them.

For more information go to: http://www.stjohns.edu/academics/provost/research_month/student_research_events.stj
LIBRARY RESOURCES

Librarians as Resource

Caroline Fuchs (University Libraries, fuchsc@stjohns.edu)

In recent months, the CTL Newsletter has included short articles highlighting useful resources in the University Libraries. While these indeed are valuable research tools that are vital to learning and scholarship, I would like to highlight a library resource that is often overlooked: the librarians themselves.

In addition to degrees in Library/Information Science, librarians at St. John’s hold additional masters degrees or Ph.D.’s in a wide variety of subjects and disciplines from Anthropology to Business and Economics to Government & Politics to Pharmacy. Because of their subject-area expertise, they are often liaisons to academic departments throughout the University. Twenty librarians at St. John’s are full-time tenured faculty.

In addition to collecting appropriate scholarly and curriculum-support materials for the University Libraries, librarians provide a variety of services including reference, bibliographic instruction and information literacy sessions, and interlibrary loan. They are available for one-on-one research assistance as well as small group or classroom instruction, and can create tutorials or guides that pertain specifically to your courses and assignments. In-person reference assistance is available at the third-floor service desk or through AskUs! our email reference service. Librarians are willing—and able—collaborators and may potentially be a research partner.

To see a full list of librarians and their subject specialties visit http://bit.ly/subspec.

We look forward to working with you!

Blogs Worth Considering

Blogs are webpages in which individuals or groups express their opinions or provide information on particular themes. Blogs range from authoritative presentations to meaningless rants. Now most newspapers, magazines, museums, and a host of other institutions have one or more such sites. In other words, in today’s digital environment, it’s difficult to ignore blogs nor would you want to. They are great sources of information, and since they usually contain hyperlinks to other sites, they are useful when exploring a new topic.

Right now, three of my favorite blog sites are:

- New York Public Library blogs page has links to the latest posts from NYPL’s many blogs (Thanks to graduate student, Ray Pun, for this suggestion).

- Collage of Arts and Sciences from the Smithsonian has wonderful examples of the connections between art and science. And from there you also have access to other Smithsonian blogs, including the Smithsonian Collections Blog.

- There are also several blogs on the HASTAC website devoted to the digital humanities. HASTAC (pronounced haystack) stands for the Humanities, Arts, Science, and Technology Advanced Collaboratory. If you are interested in how technology is being used in teaching and research across of variety of fields, this is the place to go. (Thanks to Jennifer Travis of the English Department for this suggestion.)
The G.L.C.C.: Helping You Put Your Language Skills Into Practice

Michele H. Jones (Global Language & Culture Center Director, jonesm@stjohns.edu)

St. John’s GLCC (Global Language & Culture Center), now in its third year, is a well known resource center among students registered in language classes at the university. It is also well used by them: last year alone the center reported some 8000 visits. But even though it serves the same function as the Writing Center or the University Learning Commons as a resource center for the St. John’s community at large, it nevertheless still remains relatively unknown in some circles. The following is meant as a quick introduction to the center and its functions, services and overall objectives.

History and Structure of the Center
The GLCC was created in January 2010 to replace the former language laboratory and moved from the basement of St. Augustine Hall to Council Hall where it remained for just one semester until moving again to its present location, better suited and more spacious, in rooms 104, 105 and 106 of St John Hall.

The center is part of the Department of Languages & Literatures and its director reports to the Chair of that department. It also partners with the Institute of Asian Studies.

The GLCC currently employs 39 language assistants for the 15 languages taught at St John’s (Arabic, ESL, French, German, Ancient Greek, Modern Greek, Hindi, Italian, Latin, Portuguese, Russian, and Spanish - languages offered by the Department of Languages & Literatures, and Chinese, Japanese and Korean - offered by the Institute of Asian Studies). Language coordinators from the Department and the Institute work in close cooperation with the center, helping select qualified candidates, training these assistants in methodology, and meeting with them on a regular basis for follow up and guidance.

GLCC assistants are recruited from among the best students in our language programs, students who have taken required courses for the major and have accumulated at least a 3.7 GPA in the language they tutor. They undergo a strict regimen of training, with a shadowing period during which they watch experienced staff, and—to make them truly accountable—are evaluated every semester online by the students who use their services.

GLCC Services
The following is a list of some of the services provided by the center:

- Peer tutoring for language practice (the most popular service)
- Cultural events: foreign movie nights, lectures on language and culture (also popular)
- Hosting of events to raise money for language societies
- Poetry contests in the languages with a major: French, Italian and Spanish
- Hosting of induction ceremonies for language honor societies
- Access to language supersites that supplement the textbooks used in class
- Books and magazines in the target language
- Videos and DVDs of films and documentaries in the target language
- Placement testing for students intending to major or minor in French, Italian or Spanish
- Workshops to prepare students for internships abroad: how to write a resume in French/Italian/Spanish and how to prepare for the interview

Objectives and Purpose
In the former language lab, students used technology—mainly audio and video files—in order to learn and practice a new language. Students sat individually in front of a computer and did their exercises, monitored or not by a supervisor.

In contrast, the language and culture center has a much more ambitious objective and offers many more options. In addition to access to language supersites and technology via computers, and the viewing of
cable TV in the target language, it puts the emphasis on the human approach through peer tutoring, interactive practice, and cultural events.

At the GLCC the overall goal is to try and create a mini-immersion environment where students can come for help to boost their performance in language classes in all four skills: listening, speaking, reading and writing. They can improve their grades or simply get engaged and practice what has been learned in class, on a one-to-one basis if they prefer, or as a group for a more convivial atmosphere. At the GLCC, staff and assistants strive to put students at ease in a comfortable and relaxed atmosphere that is not as intimidating or formal as a classroom.

Just as there was mandatory attendance at the language lab, there is a GLCC requirement for every language class levels 1 through 4: students must attend 10 practice sessions over the course of the semester. GLCC attendance is recorded and represents a certain percentage of the final grade for all beginning and intermediate language classes. Students can satisfy this requirement by coming for individual sessions or small group sessions.

We often witness a change in the attitude of students as the semester unfolds. At first reticent at the idea of having to put in another half hour of practice weekly, by mid-semester most realize that the practice pays off: not only in better grades, but also in more interest in the language as they see it used, and used effectively by upper classmen. They come to the realization that a certain proficiency in a foreign language may make a difference in their CVs, in terms of making them more marketable to future employers. Learning another language and culture also opens new perspectives on the world. Students become aware of the importance of cross-cultural skills in a world that has become global. We often hear remarks like this: "To tell you the truth I was dreading the whole once-a-week tutoring thing when I first found out about it. You really made it fun. Next semester I'll definitely come back." We are rewarded by such comments and by seeing students gladly returning to the Center semester after semester. Some, having become quite proficient in one language, go on to try out another after their interest has been raised by watching it in practice at the Center. Others, enjoying the quiet environment during off peak hours, use the locale as a study area to do their language homework.

The overall objective of the GLCC is in alignment with the university’s strategic plan and the necessity for a global education and global awareness in the modern world: preparing students for the future with adequate language competencies, raising their awareness of cultural diversity, helping them shift from a socio-centric attitude to one that sees different perspectives and seeks to avoid conflicts by trying to find a common ground.

Over the past three years, the growth from language lab to language center has been substantial and so have the results. We look forward to further expansion as languages must take their due place in the curriculum of a university whose mission is global.

For more information about the GLCC please see its ePortfolio: https://stjohns.digication.com/glcc
Also see the following link on GLCC FAQs:
http://www.stjohns.edu/academics/undergraduate/liberalarts/departments/languages/lab/FAQs_GLCC.stj

Faculty Growth Grant Program
The upcoming deadline to apply for a Faculty Growth Grant is:
   April 22, 2013
If you have any questions regarding the application procedures look at our website under Growth Grant Program or email us at CTL@stjohns.edu.
**CTL Fellows Program**

The Center for Teaching and Learning is pleased to announce this year’s call for applications for the CTL Fellows Program. The 2011-2013 Fellows are now completing their second year in the program and will be making presentations on Thursday, April 18 from 1:50 to 3:15 p.m. in Bent Hall 277A. They have done impressive work integrating technological learning tools into their teaching. You are invited to apply to join this endeavor which provides encouragement and support for those interested in exploring how to enrich their teaching as well as their students’ learning through technology.

- This program is structured as a **faculty learning community** with the focus on assisting faculty in developing the technological aspects of their courses. This program is not targeting those who are technologically savvy nor those at the opposite end of the spectrum, rather, the focus is on taking faculty the next step, no matter where their starting point.

- Fellows serve for **two years**. The first few months are used to develop their projects.

- There are usually **ten Fellows**, drawn from full-time faculty throughout the University.

- There is a simple, **one-page application form** outlining the course and the technological aspects the applicant would like to enhance.

- The program begins with a **one-day retreat** in early Fall at which the Fellows develop their plans and discuss how best to structure the program.

- Fellows are obligated to meet at least **once a month** to explore relevant literature, to discuss plans, to deal with concerns, and to report on the status of their projects. The CTL takes this time commitment seriously and suggests that you not apply if you have significant time constraints.

- Each Fellow will be funded up to **$2,000** for support (excluding hardware) to enhance technological aspects of their course or to attend a workshop or conference to develop their knowledge or skills related to teaching with technology.

- Support from the eStudio and the University Libraries is an essential part of this program. The support is primarily in the form of expertise which the faculty can draw upon to achieve their goals. Specific individuals will be identified as liaisons with the Fellows Program.

- Fellows are expected to make presentations and other forms of “publication” so that their efforts are communicated with the larger higher education community would be through **electronic course portfolios**.

- **The deadline to apply is Monday, April 29, 2013!**

**Project DNY**

Project DNY is an online public forum for Discover New York student projects and research. The initiative began in Fall 2011 as a means of featuring research performed within Discover New York classes and sharing that work with the St. John’s University community and others through a publicly accessible wiki.

The student research projects are available at: [http://projectdny.pbworks.com](http://projectdny.pbworks.com).
As the university celebrates women’s history month I consider what we, as a gender, have accomplished over the years. We have fought our way into the workforce, into leadership positions, and have managed to still have families, care for loved ones, and pursue education and activities outside of our workdays.

Yet as far as we have come in being valued by organizations and recognized for our work, we are still women, still the nationally underpaid gender and primary child care providers. In my ten years with the University Career Services, I’ve heard many stories from freshman to alumnae, so stories about women being passed up for promotions because they were engaged or married, having responsibilities and titles stripped while on maternity leave, and being left out of office social activities due to time off for educational pursuits. Recently I’ve been struck by the degree to which these stories have reached my younger students, just out of high school, who are asking about majors and industries in terms of which offer the best work-life balance. They have no idea what they want to do but know having a family, outside interests, and a career are going to be important to them in another five to ten years.

Work-life balance has been a hot topic in recent years and especially for women. The most heated conversation started a few months ago by none other than a woman in a leadership role, Marissa Meyer. Meyer has the nation in a debate about work-life balance as she was appointed CEO of Yahoo! during her pregnancy and quickly indicated she would not be taking her full maternity leave. Back to work after just a few weeks she has continued to fuel the fire by reportedly installing a nursery for her child next to her office and simultaneously changing the company policy to end most telecommuting for employees from home. Comments about how she was missing an opportunity to be a role model and pioneer of change for women in the corporate world flooded social media sites. This was on the heels of another conversation about how women “can’t have it all,” as stated by the op-ed piece written by Ann-Marie Slaughter, first woman director of policy planning at the State Department. Her choice to leave her leadership role to spend more time with her family received backlash from women who feel she has given up what our gender has fought years to achieve.

While there are still many that are behind the curve, numerous organizations support and promote women across industries. The National Association for Female Executives recognizes and publishes the names of companies that have moved women into top positions and “created a culture that identifies, promotes and nurtures successful women.” Some of this year’s top 50 include some of our very own employers: Pfizer; KPMG; and Kraft Foods. There are also advocacy organizations such as A Better Balance that are helping to change the culture for other organizations by fighting for paid sick and family care leave. This is especially important for small organizations, such as non-profits and start-ups that may not abide by the regulations of the Family and Medical Leave Act if there are under 50 employees.

But work-life balance isn’t just about caring for families and procreating and it’s certainly not just about women. I’ve met many brilliant and driven women and men over the years who simply want a better balance to enjoy things outside of work including training for marathons, writing a book, and traveling—things that remain important to us at different stages of life.

As I meet more and more students here at St. John’s and see events celebrating, supporting, and encouraging the career development of women I am hopeful for their future. The University Career Services “Dress to Impress” event on March 26th will be educating students on how to present themselves professionally and for many, on a budget.

(continued on next page)
Remember:
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Faculty News:
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Mentorship and networking, key components in obtaining guidance and support, are facilitated through our C.O.A.C.H. Program (Count on Alumni for Career Help) which connects students with alumni in their field of interest who are willing to maintain meaningful professional relationships. Questions about industry cultures regarding work-life balance can be directed to these professionals. Additionally, our department has many conversations with students regarding job offer negotiations, which can begin with a focus on salary and lead to things like time off and work from home options. This helps educate students on how to value different offers and make the best decision.

In the coming years I look forward to more conversations with students when the aforementioned stories become few and far between, when we can celebrate another women’s history month and see yet again how far we have come, how we continue to grow, and how the world of work truly embodies everything we are.

Global Certificate Program
As part of the University’s Global Initiative, the Office of Global Programs and the Center for Teaching and Learning designed a Certificate Program in Global Education for faculty. The certificate will be awarded to those who complete at least three of the four workshops being offered in the program this semester.

The next sessions is:

**Expanded Horizons on the Global South: Looking Beyond STJ**
*Monday, April 29, 1:50 to 3:15 p.m., Bent Hall 277A*

To register go to: [www.stjohns.edu/ctl](http://www.stjohns.edu/ctl)