The CTL Newsletter is distributed electronically every month during the academic year. Highlights from our May issue include:

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**Remember:** The best places to look for faculty-related information are the [CTL Webpage](http://ctl.stjohns.edu) and the [CTL Forum](http://ctl.stjohns.edu/forum).
St. John’s University has been using WEAVEonline®, a web-based assessment management system, to support, document and track the planning, implementation, and results of assessment initiatives at the academic program level throughout the University since the 2007-2008 academic year. School/College WEAVEonline coordinators (see list below), are the primary individuals responsible for inputting (or assigning appropriate individuals to input) programmatic data. In the past 5 years, WEAVEonline coordinators, with support from the Associate Director of Academic Assessment, have contributed to many improvements which have greatly enhanced our assessment efforts. Our most recent upgrades include:

- A comprehensive review of the measurement instruments used to assess programs at St. John’s. Where applicable, we have been replacing measures which are either outdated or are no longer appropriate to assess particular outcomes, with more reliable instruments, such as rubrics. This will give St. John’s the data needed to accurately assess the effectiveness of our programs and implement changes as needed.

- The “Document Management” feature is now used as a repository for linking objectives to sources of evidence. For example, WEAVEonline coordinators have been uploading syllabuses into the repository and connecting course objectives to the overall objectives listed in the WEAVEonline system. This process illustrates the relationship between faculty’s individual course-based outcomes and the broader assessment efforts at the program level.

- The University has recently partnered with the company Digication to provide electronic portfolios to all of our students in the coming years. Going forward, these e-portfolios will highlight students’ academic achievements and will be used in tandem with WEAVEonline to complement findings on program objectives.

The current WEAVEonline Data coordinators are:

**St. John’s College of Liberal Arts and Sciences**: Dr. Michael Wolfe, Dr. Laura Schramm (Associate Deans)

**College of Professional Studies**: Dr. Ellen Tufano (Associate Dean)

**The Peter J. Tobin College of Business**: Dr. Victoria L. Shoaf (Dean), Dr. Adrian Fitzsimons (Professor)

**The School of Education**: Dr. Richard Sinatra (Associate Dean of Academic Affairs), Nancy Garaufis (Coordinator of Accreditation and Program Registration)

**School of Pharmacy and Allied Health Professions**: Dr. Sandy Zito (Professor), Anthony C. Marziliano (Assistant to the Dean), Dr. Marc. E. Gillespie (Associate Professor)

We encourage all faculty members to review the data which has been entered on WEAVEonline at [http://app.weaveonline.com/stj/login.aspx](http://app.weaveonline.com/stj/login.aspx). For login information, or more details on the updates/features listed above, contact Steven Glogocheski, Associate Director of Academic Assessment at glogochs@stjohns.edu or (718) 990-6998. In addition, a complete overview of assessment at St. John’s University, along with our Institutional Assessment Plan, can be found at: [http://www.stjohns.edu/about/ir/surveys](http://www.stjohns.edu/about/ir/surveys).
Summer Technology Exploration
This summer the CTL is again taking flight with a series of workshops where faculty will discuss some of the latest technology tools and how they can be used in teaching—and in research too.

All sessions will be held from 12:45 to 2 p.m. in Library room 110. Lunch will be served at 12:30.

Thursday, May 31
Caroline Fuchs and Charles Livermore, University Libraries
Wikis/Blogs—Join us for a friendly debate on the relative merits of these two social media tools. You may find that one of them is right for your teaching style.
REGISTER NOW

Thursday, June 7
Sharon See, College of Pharmacy and Allied Health Professions
Clickers—Research shows that Audience Response Systems or clickers improve student engagement. Here is an opportunity to investigate this useful teaching tool.
REGISTER NOW

Thursday, June 14
Ross Barbera and Belenna Lauto, St. John’s College of Liberal Arts and Sciences
Facebook—Since this social media site is all the rage with students, maybe it’s time to learn how you can use it in your teaching.
REGISTER NOW

Thursday, June 21
Derek Owens, St. John’s College of Liberal Arts and Sciences
ePortfolios—The university provides Digication ePortfolios to all full-time faculty and a growing number of students. Learn why this is an important tool and how you can use it yourself as well as with your students.
REGISTER NOW

Thursday, June 28
Caroline Fuchs and Gina Marandino, University Libraries
Mobile Devices—Because tablets and smart phones are becoming ubiquitous, it makes sense to learn how to use their potential in teaching.
REGISTER NOW

Social Media for the Visually Inclined
Scoop.it is a tool that allows you to bookmark websites and share them with others (http://scoop.it). You can create what it describes as “magazines” or webpages that “scoop” up brief descriptions and images from websites and collect them on a page devoted to a particular topic. For example, if you are interested in aardvarks, you can scoop up sites devoted to this creature and put them into your “aardvark” Scoop.it page, then other aardvark aficionados can enjoy what you’ve found and even suggest additions. Essentially it is Twitter with pictures, and in fact, it’s easy to link your Twitter and Scoop.it accounts. Even if you don’t want to create a magazine of your own, you might find interesting sites on other’s Scoop.it pages. It’s a great way to widen your research net.
Pharmacy Faculty Member Receives Prestigious Teaching Award

Sue M. Ford, Associate Professor of Toxicology in the College of Pharmacy and Allied Health Professions, is the recipient of the 2012 Society of Toxicology’s Undergraduate Educator Award. It was presented at the organization’s annual meeting in San Francisco in March 2012.

Sue joined the St. John’s faculty in 1987 and worked to establish a new undergraduate curriculum in toxicology in which she has been very successful. Her enthusiasm for her students is indicated by her service as faculty advisor to the St. John’s Undergraduate Toxicology Club T and as chair the Educational Policy Committee for the undergraduate toxicology program. Her teaching was recognized in 2005 with the St. John’s University Award for Excellence in Undergraduate Teaching. She has also been a Center for Teaching and Learning Fellow in its Teaching and Technology Program.

Dr. Ford’s accomplishments in undergraduate toxicology teaching reach beyond the university and include a highly active record of contributing to undergraduate education initiatives within the Society of Toxicology. It has benefited from her years of commitment to undergraduate toxicology education as she has enthusiastically contributed to undergraduate education workshops held by SOT and served on an instrumental SOT Focus Group on Undergraduate Education. As the citation for her award reads: “For her unwavering and steadfast commitment to undergraduate education, the Society of Toxicology is pleased to recognize Dr. Sue M. Ford with the 2012 SOT Endowment Fund Undergraduate Educator Award.”
Highlighting a Library Resource: The Gale Virtual Reference Library

William Keogan (University Libraries, keoganw@stjohns.edu)

The Gale Virtual Reference Library’s (GVRL) generic sounding title masks a fascinating collection of subject encyclopedias and other works. This online resource, available in the library’s A to Z of databases, includes works ranging from the annual Business Plans Handbook to Beacham’s Guide to the Endangered Species of North America, and from the Encyclopedia of Crime and Justice to the Encyclopedia of Modern China.

Many of the questions reference librarians at St. John’s answer arise from projects students are doing for core courses—especially philosophy and theology classes. GVRL allows such students – whether on campus, taking a distance learning course, or in the study abroad program — to use the Encyclopedia of Philosophy, the New Catholic Encyclopedia and the Encyclopedia of Religion. It might be noted that links to titles included in the GVRL can be found in the library’s catalog.

People using GVRL can search all its resources or individual titles. Searchers also can browse the indexes of the reference works included. Checking for such subjects as free will, John Dewey, game theory, Thomas Hobbes, and consciousness all resulted in multiple hits. Search results can be viewed in either text versions or PDFs (images of pages as they appeared in the hard copy edition). GVRL makes it easy to print or email search results, and to export citations to bibliographic management tools such as RefWorks and EndNote.

So, take the Gale Virtual Reference Library out for a test drive and recommend it to students. I think you’ll be impressed.

Personnel Action Forms (PAF)

The Office of the Provost, in conjunction with the e-Studio and the Center for Teaching and Learning, will sponsor a workshop on Preparing Personnel Action Forms (PAFs) and the May Memo. All documents necessary for the personnel action procedure are posted on the Provost’s Web Page: http://www.stjohns.edu/academics/provost/resources.

This is your opportunity to meet with representatives from the Provost’s Office regarding the 2012-2013 PAF. The second half of this workshop will focus on teaching portfolios. Chairpersons and Personnel Committee members are encouraged to attend.

More workshops will be scheduled for the Fall semester, dates and times to be announced.

Date: Tuesday, June 5
Time: 1 to 4 p.m.
Location: D’Angelo Center 406
To register: Call the CTL at ext. 1859 or email us at CTL@stjohns.edu.

A Librarian Recommends

One of the reference librarians pointed out a website called Futurity at http://www.futurity.org that publishes articles about the latest research being done at universities in the United States, the United Kingdom, Canada, and Australia. The research cited covers a broad variety of work in the sciences and social sciences. This site is a great place to find new material for class or to just keep up in your field.
Growing Fields of Employment for 2012 and Beyond

Roseann Sorensen (Career Center, sorensen@stjohns.edu)

Employers added 243,000 new jobs in January, the most in nine months, according to the US Labor Department. Although the job market has a long way to go before it is fully recovered, there are growing fields of employment. Listed below are some of the industries the Labor Department projects to be among the fastest-growing careers in 2012 and beyond.

1. **Accountants** – Accounting has been a stable career field in the past and the Labor Department projects that more than 279,000 accounting positions will become available between now and 2018. According to the Labor Department, the best job prospects are for those who pursue a master’s degree in accounting or business administration.

2. **Computer Systems Analysts** – With the increasing demand for technology, from iPads to iPhones, the need for information technology professionals is also on the rise. Based on data from the Labor Department, there should be more than 108,000 computer systems analyst openings in the next few years. To be considered for an entry level position, candidates need to have at least a bachelor’s degree in computer science or mathematics. Many companies who are looking to hire computer analysts in a corporate setting seek those with a master’s degree in business administration.

3. **Special Education Teachers** – Special education teachers work with children who have a variety of disabilities, whether they are cognitive, emotional or physical. Most special education teachers instruct students from pre-school to secondary school level. With the continued increase in the number of special education students, the job prospects are expected to be excellent for this profession. The number of special education teachers is expected to increase 17 percent by 2018 according to the Labor Department, which is faster than the average for all occupations. All States require candidates to complete a bachelor’s degree and an approved teacher preparation program. All 50 States also require special education teachers to be licensed.

4. **Social Workers** – Social workers help people to cope with significant changes in their lives. Also, with the aging of the U.S. population, the Labor Department projects an ongoing demand for these professionals throughout the country. They anticipate more than 103,000 new positions for social workers by 2018. Those considering social work as a career need at least a bachelor’s degree in psychology or sociology. There is an increasing demand for social workers who hold a master’s degree, especially in clinical social work.

5. **Sales Representatives and Sales Managers** – Sales representatives and managers are careers for those who have effective customer service skills and enjoy bringing in new customers to their company and services. Those in a managerial role need to have developed the ability to motivate their team to exceed their sales expectations. Companies often seek out candidates for these careers who have a bachelor’s degree in any major along with strong people skills. Professionals who are interested in pursuing a managerial role often obtain a master’s degree in business administration.

6. **Pharmacists** – Another one of the best jobs according to US News and World Report is pharmacist. Like many careers in the healthcare field, it has excellent job prospects. In addition, pharmacists earn one of the highest average salaries on their list of the Best Jobs of 2012. According to the Labor Department, employment of pharmacists is expected to grow by 17 percent from now to 2018 which is faster than the average of all occupations. Those students interested in pursuing a career as a pharmacist must earn a Pharm. D. degree from an accredited college or university.

7. **Web Developers** – Web developers are responsible for the creation and technical aspects of a website. They determine the information that the site will contain and how it will be organized. They are often responsible for the visual appearance of the website and need to know design software so that they can create pages that appeal to the site’s users. The Labor Department projects that demand for Web developers will be strong and will continue to see employment increases through 2018. Overall employment for computer professionals is projected to increase by 30 percent.

(continued on next page)
Growth, however, will vary by specialty. If one is considering this “in demand” profession, employers will generally be seeking candidates with bachelor’s degrees in a computer-related field.

References:

A Friendly Data Reminder from the Office of Institutional Research
Christine M. Goodwin (Office of Institutional Research, goodwinc@stjohns.edu)

The Fall 2011 University Fact Book and enrollments reports are available on the Office of Institutional Research web site at www.stjohns.edu/ir. The Fact Book contains information on Student Demographics; Geographic Distribution of Students; Faculty, Administrators, and Staff Demographics; Enrollment; Admission Data; information on Resident Students; Degrees conferred; Retention and Graduation Rates; Costs of Tuition; Summary of Fiscal Year Activity for Grants and Research; Institutional Advancement – Donor Profile; and much more.

There is also a specific page - http://www.stjohns.edu/about/ir/enrollment - that provides a link to detailed trend data on enrollment. This includes enrollment by college/school and major by ethnicity, gender, class year, first-time students, and full-time/part-time. It provides enrollment for both the fall and spring semesters. However, fall enrollment should be used when reporting externally to be consistent with data provided by the Office of Institutional Research to the federal and state governmental agencies, publications, and accreditation agencies.

Our home page of http://www.stjohns.edu/about/ir also contains handy reference materials on the related links section on the right hand side. This includes the At A Glance page, a one page summary of the University; the IR Brochure which describes the Office of Institutional Research, some basic facts and figures about the University, as well as a brief summary of the University’s Strategic Plan and goals; and the Fast Fact Card.

If you cannot find the information that you need, please email Christine Goodwin at goodwinc@stjohns.edu or call the office at 718-990-1869, and we will try our best to provide you with exactly what you need!
The Office of Grants and Sponsored Research (OGSR) along with IIE/CIES are Pleased To Announce Two Updates

Fulbright Scholar Program to Haiti: OPEN
The Haiti program is active for the 2013-14 awards cycle, after over a decade of hiatus. For more information on the application process, please click on the Core Fulbright Scholar Program website. You are encouraged to review the Catalog of Awards for specifics on award offerings. Proposals will be accepted through August 1, 2012.

2013-14 Fulbright opportunities to Haiti include:

- **Rebuilding Higher Education** (#3526) - Applications are sought in all appropriate disciplines with a preference for Education; this is a teaching and research project affiliated with the Interuniversity Institute for Research and Development to engage in a national assessment of higher education institutions (grant length is 9 months).

- **Science and Technology** (#3527) - Applicant in the fields of Biological Sciences, Chemistry, Mathematics, and Physics and Astronomy are encouraged to apply. Specific requests have been made for laboratory management and teaching, research, and curriculum development in basic sciences and renewable energy; Ph.D. is required (grant length is 9 months).

- **Business Development** (#3528) - Partner with the Centre de Formation et d’Encadrement Technique to assist in the implementation of training programs for small entrepreneurs. Activities include curriculum design, development of a marketing and finance plan, and training seminars. The award requires an MBA, and is open to professionals (grant length is 6 months).

For more information, visit [http://catalog.cies.org/searchResults.aspx?wa=&dc=HA&di](http://catalog.cies.org/searchResults.aspx?wa=&dc=HA&di) contact Jennifer Fox at jfox@iie.org or Adrianna Berlingerio at berlinga@stjohns.edu.

2012 Webinar Broadcast Schedule
IIE/CIES has developed a program of webinars designed to highlight specific world regions, components of the application, and academic fields within the context of the Fulbright Scholar Program. A full calendar of webinars, as well as an archive of webinars previously conducted this year is available online at [http://www.cies.org/Webinar/](http://www.cies.org/Webinar/).

Please contact Adrianna Berlingerio at 718-990-6276 or berlinga@stjohns.edu, or stop by the OGSR Office in Newman Hall Room 108.

Reframing Visual Arts Instruction with VoiceThread
Have you pondered the possibilities of using VoiceThread to demonstrate art techniques in video, explain complex studio projects, and create secure group critiques? Have you wondered what new curricular opportunities exist when you teach with a technology that empowers students to visually document, share, and discuss their reflections from anywhere?

On Friday, May 18 join Michelle Pacansky-Brock for a dynamic hour of learning and reflection with Heidi Upton (Assistant Professor, Core Studies, Discover New York) and Tammy Lockett (The Art Institute of Pittsburgh’s Online Division).

To register for this webinar: [https://www2.gotomeeting.com/register/944411626](https://www2.gotomeeting.com/register/944411626).
Where Does Technology Fit In?

The University has been developing a new technology strategic plan, and it seems as if all of higher education is doing the same. Things are changing so quickly that actions and reactions are needed on a regular basis. Where does that leave those of us who work in the classrooms, be they real or virtual? Just how much technology is enough? And what kind of technology is the right technology? Needless to say, I don’t have answers to these questions, but I am writing to say that no one else does either. This is time for experimentation, and for finding answers that work for you and your students now. I can almost guarantee that next year, you will at least have to make small modifications to the solutions you will use this fall. That’s the fun of technology. It might make teaching more difficult because there is always something new to learn, but it also keeps it interesting. There is never time for a dull moment.

Here I want to mention just a few of the articles I’ve come across recently that I found interesting, even though some contradicted the advice given in others. Randy Bass of Georgetown University and one of the senior scholars of the technology in teaching movement writes in EDUCAUSE Review that the formal curriculum is becoming less and less the focus of learning in college. Service learning, internships, online experiences, and co-curricular activities are all having an increasing impact. This trend obviously goes beyond technology, but technology is part of it and can be used to help weld all this learning together into a cohesive whole. The article is available at http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume47/DisruptingOurselvesTheProblemOf/247690. In line with this idea of using technology to knit learning together is another EDUCAUSE article, “Navigating the New Learning Ecosystem,” which deals with the fact that faculty are moving out from standard learning management systems to using a variety of web tools in both their online and face-to-face courses.

Next is a blog on the The Chronicle of Higher Education website (http://chronicle.com/blogs/next/) with a recent set of posts: “Did Anyone Ask the Students?” Jeff Selingo reports on his conversations with students at six institutions. Among the opinions that came through loud and clear are that more exploration about careers is needed even before college, that majors don’t matter—broader course selection might be more useful, that degrees do matter, and that face-to-face education is still important.

Related to this last point, there’s an article with a rather reactionary title: “Reclaiming the Classroom with Old-Fashioned Teaching” by Jennifer Brannock Cox which appeared in The Chronicle of Higher Education on April 29, 2012 (http://chronicle.com/article/Reclaiming-the-Classroom-With/131660/). Cox describes her outrage at her students’ inattention, at how even repeated reprimands didn’t stop some students from using their electronic devices. When she asked students to write about such behavior, she was shocked that several students responded that they didn’t care if they got caught. Such insolence! You might think that Cox is one of those baby-boomer faculty whom the Chronicle sees as clogging the higher education faculty pipeline, but no, she is junior faculty member in her early 30s. She saw her students lack of caring as a challenge which she met with less rather than more technology. She decided that students felt that they could use technology in class because faculty were doing the same. So she used less PowerPoint and found that classroom discussions—and student engagement—both improved.