Welcome to the CTL September Newsletter.

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

Highlights from our September issue include:

- Perceptions and Plans of our Graduating Students
  - Clover Hall and Yuxiang Liu  page 2

- Faculty News  page 4

- PAF Workshop Schedule  page 5

- “Reading Memoirs” Book Discussion Group  page 5

- Globalization 101
  - Diane Paravazian  page 6

- Faculty Writing Retreats  page 7

- Vincentian Mission: Opportunity and Responsibility XXVIII in the Series: Teaching and Learning Theology in a City of Immigrants
  - Jean Pierre Ruiz  page 8

- Classroom in the Clouds Brown-bag Lunch Series  page 9

- Creating a Successful Study Abroad Proposal  page 10

- Distance Learning Pedagogy 1 Course  page 10

- Student Development for Athletes DID YOU KNOW......  page 11

Faculty News: If you would like to send an entry to “Faculty News,” the deadline for the October issue is October 1. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in “Faculty News.”

Remember: The best places to look for faculty-related information are the CTL Webpage and the CTL Teaching and Learning Forum.
Perceptions and Plans of our Graduating Students

Clover Hall (Vice President of Institutional Research & Academic Planning, hallc@stjohns.edu)
Yuxiang Liu (Director of Institutional Assessment, liuy@stjohns.edu)

An ongoing collaborative effort of the Office of Institutional Research, University Events, Information Technology, Career Center and other offices.

In spring 2010, an online survey was administered to graduating students, except the School of Law. The purpose was to gain insight into some aspects of their experiences at St. John’s, as well as to collect information on their future professional and educational plans. This was an expanded version of a survey used for the first time in spring 2009. A total of 2,680 students responded, representing 68% of the 2009-10 graduating population (74% undergraduates and 60% graduate students). Respondents were representative of the graduating student population in student demographics and by college. Below are highlights of the 2010 survey results and comparisons to 2009 results where applicable. Unless explicitly noted, findings are similar for undergraduate and graduate students. A more detailed analysis is available at www.stjohns.edu/about/ir/surveys. Separate reports have been developed for each school/college and shared with the respective Deans. Information related to scholarships and fellowships for graduate study along with other information have been shared with appropriate offices for follow-up.

Overall satisfaction improved slightly from 2009 to 2010: 94% of undergraduates were very satisfied / satisfied with their overall St. John’s experience in 2010 compared to 90% in 2009. For graduate students, 92% were very satisfied / satisfied for both years. About four-fifths of students rated the quality of instruction as excellent / good, and the ratings were similar in 2009. About two-thirds of undergraduates and four-fifths of graduate students strongly agreed / agreed that tuition paid was a worthwhile investment, a slight drop from 2009.

A larger proportion of students in 2010 than in 2009 perceived that the Catholic and Vincentian Mission had a very positive / positive impact on their experience: for undergraduates it increased from 69% to 74%, and for graduate students from 61% to 63%. Seventy percent of undergraduates and 62% of graduate students indicated that their experience at St. John’s allowed for the development of a faith dimension in their life.

(continued on next page)
Student overall satisfaction had the strongest positive correlation with their perception of the quality of instruction. College GPA was positively related to student ratings on quality of instruction and tuition as a worthwhile investment (Figure 1).

The percentage of students who were very satisfied/satisfied with the University’s support of internship programs increased from 77% to 81% for undergraduates and from 80% to 84% for graduate students. Students with internships were more likely to get a job offer than students without internships. Collaborative efforts should be continued to help more students find internships, thus making them more competitive in the job market.

Around three-fifths of undergraduates and approximately one-quarter of graduate students were planning to pursue further studies in Fall 2010 or Spring 2011, same as in the previous year. Of the undergraduates in the job market, 70% were still looking, 14% indicated that they would keep their current jobs, 10% had accepted a job offer, and the remaining 6% had no plan (Figure 2). Among graduate students, 53% were still looking, 27% indicated that they would keep their current jobs, 17% had accepted a job offer, and the remaining 3% had no plan.

About two-fifths of students indicated that they had no exposure to a global experience while at St. John’s, whether through studying abroad, in the classroom, or student activities. Of those who had such exposure, three-quarters rated it excellent/good. This should be a challenge and area for improvement particularly in light of the fact that Global Education is one of the institutional priorities in the 2008–2013 Strategic Plan.

When asked how well St. John’s integrated technology into the learning experience, approximately 80% rated it as good/excellent. Regarding the quality of academic advising, approximately 70% rated it as good/excellent.

(continued on page 5)
Faculty News

Dr. Tracey-Anne Cooper (History, coopert@stjohns.edu) was a participant in an NEH Summer Institute, “Representations of the ‘Other’: Jews in Medieval Christendom,” in Oxford, England (July-August 2010); presented a paper, “Episcopal Power, Property and Performance: Connections between the Anonymous Law Codes and a Cattle-Theft Charm in Textus Roffensis,” at the Textus Roffensis Conference at the University of Kent, England (July 2010); and presented the paper, “Piety, Masculinity and Tears in Late Anglo-Saxon England,” at the International Medieval Congress, at Leeds University (July 2010); published “Judith in Anglo-Saxon England,” in The Sword of Judith: Judith Studies Across the Disciplines (Open Book Publishers: Cambridge, UK, 2010).

Dr. Christopher Denny (Theology and Religious Studies, dennyc@stjohns.edu) published an article, “Which Holy Child? German Romantic Rivals to Balthasar’s Theology of Youth,” in Communio: International Catholic Review (April 2010); was given the College Theology Society’s award for the best article, “Iconoclasm, Byzantine and Postmodern: Implications for Contemporary Theological Anthropology,” published in 2009 by a CTS member in Horizons (June 2010); and presented two papers, “You Are Not Harmed’: Vedic Horse Sacrifice and the Transformation of Suffering,” at the annual meeting of the Mid-Atlantic American Academy of Religion in New Brunswick, NJ (March 2010) and “Francis’s Role in the Apocalyptic Histories of Spiritual Franciscans and Leonardo Boff,” at the annual meeting of the College Theology Society in Portland, OR (June 2010).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) published an article, “Compare, Compare,” in The American Biology Teacher (August 2010).

Dr. Flora Keshishian (Rhetoric, Communication & Theatre, keshishf@stjohns.edu) was selected to serve as a reviewer for communication applications by the Fulbright Scholar Program administered by CIES; and published the article, “Factors Influencing Pharmacy Students’ Choice of Major and Its Relationship to Anticipatory Socialization,” in the American Journal of Pharmaceutical Education (2010).


Dr. Sandra E. Reznik (Pharmaceutical Sciences, rezniks@stjohns.edu) published two articles: as corresponding author and in collaboration with Dr. Ralph Stephani (Pharmaceutical Sciences and Chemistry, stephanr@stjohns.edu) “Blockade of Endothelin-1 With a Novel Series of 1,3,6-Trisubstituted-2-carboxy-quinol-4-one’s Controls Infection-Associated Preterm Birth,” in American Journal of Pathology (2010) and “Synthesis and Pharmacological Activity of 1,3,6-Trisubstituted-4-Oxo-1,4-Dihydroquinoline-2-Carboxylic Acids as Selective ET_A Antagonists,” in Bioorganic Medicinal Chemistry Letters (2010); authored “Prevention of Inflammation-Associated Preterm Birth by Knockdown of the Endothelin-1—Matrix Metalloproteinase-1 Pathway,” in Molecular Medicine (2010) and “The Matrix Metalloproteases and Endothelin-1 in Preterm Birth,” in Obstetrics and Gynecology International (2010); co-authored “Persistent Cognitive and Motor Deficits After Successful Antimalarial Treatment in Murine Cerebral Malaria,” in Microbes and Infection (2010).

Dr. Kelly Rocca (Rhetoric, Communication & Theatre, roccak@stjohns.edu) published “Student Participation in the College Classroom: An Extended Multidisciplinary Literature Review” in Communication Education (2010); and co-authored “Siblings Motives for Talking to each Other” in the Journal of Psychology (2010).

Professor Ann Tedesco (Fine Arts, tedescoa@stjohns.edu) performed a solo piano concert at the Rockville Centre Library, in Rockville Centre, NY (May 2010).
In general, results were consistent with findings from other surveys: student overall satisfaction is strongly related to their perception of the quality of instruction; there is a positive relationship between college GPA and student overall perceptions; ratings by females are higher than by male students; Asian students are less satisfied than students of other ethnicities; and ratings were generally higher by undergraduates on the Staten Island campus than those at Queens.

Comments mirrored the ratings, with the majority of respondents indicating that they had a great / good and worthwhile experience at St. John’s. The main concerns related to cost / value of tuition and financial aid.

The results of this survey reflect the perceptions of students who have successfully completed their programs at St. John’s. We can all use these results in our efforts to provide an exceptional experience for our students. This is the second administration of the survey. We will continue to administer it annually along with other surveys in order to develop a more comprehensive picture of our students, and ways in which we can ensure success for all.

Please share any initiatives you develop to respond to these results with Dr. Yuxiang Liu in the Office of Institutional Research at liuy@stjohns.edu.

Personnel Action Forms (PAF) Workshops
All documentation necessary for the personnel action procedures are posted on the Provost’s Web Page: http://www.stjohns.edu/academics/provost/resources.

Years 1-2 Actions & Promotion to Full Professor Actions
Date: Tuesday, September 14
Time: 1:30 to 2:50 p.m.
Location: Sullivan Hall B4

Years 3-5 Actions
Date: Wednesday, September 15
Time: 1:20 to 2:50 p.m.
Location: St. John Hall 309

Tenure Actions
Date: Thursday, September 16
Time: 1:30 to 2:50 p.m.
Location: St. Augustine Hall B3

To register: Call the CTL at ext. 1859 or email us at CTL@stjohns.edu.

“Reading Memoirs” Book Discussion Group
The University Libraries invites you to join the “Reading Memoirs” book discussion group. All discussions will take place in the D’Angelo Center room 301 at 4:30 p.m. Click here for more information.
Globalization 101
Diane Paravazian (Institute for Core Studies, paravazd@stjohns.edu)

For learning and teaching a subject with an international component, a good place to begin is by consulting the Levin Institute’s Globalization101.org and attending the Website Users Workshops. Although modestly titled, this website provides a great deal of materials including background information, briefs, articles on current issues, and most importantly, input by professors who have created best practices in their respective fields. In short, Globalization 101 takes a movement which has existed for hundreds of years and brings it up to date, exploring its multifaceted nature and complex influences in today’s world.

Globalization 101 is among the key activities of the State University of New York’s Neil D. Levin Institute of International Relations and Commerce in New York City. The Institute was established in memory of Neil D. Levin, Executive Director of the Port Authority of New York and New Jersey, who lost his life at the World Trade Center on September 11, 2001. The Institute seeks to achieve sustainable competitiveness for New York State and New York City in a global world; it fosters collaborations among institutions of higher learning and relevant organizations in the public and private sectors with a view toward sharing information and research through programs, conferences and websites. Globalization 101 actualizes salient parts of the Institute’s mission as it clearly delivers “models of learning for students and working professionals to develop the needed skills to compete successfully in the 21st Century world.”

According to Rebecca Smolar, Project Manager for both the Globalization 101 website and the conferences, information and materials on the site are designed to be accessible to users of all backgrounds, but more specifically to upper level high school and introductory level college students. Issue briefs and news analyses are written by graduate students and interns from all over the world and reviewed by professors and professionals in the field, including Ms. Smolar. Interns propose story lines in two categories, current events of global concern and subjects impacted by globalization which would not be found elsewhere on the Web and would be of interest to young readers, for example, beauty and eating disorders. There is also a teachers’ section on the website where conferences, lesson plans, and other helpful materials are posted. The website is updated once a month with news analyses and video interviews, while issues briefs are updated once a year.

The annual workshops bring together like-minded faculty of different disciplines to dialogue on the process of internationalizing their courses and programs. Along with a number of St. John’s colleagues, I attended two of the three Globalization 101 workshops offered to date. Workshops take place at Levin’s elegant mid-town brownstone. The auditorium is state-of-the-art and the welcome extended by the staff is as warm and friendly as the presentations are varied and inspiring. Discussions are encouraged and enriched by the diverse backgrounds and experience of the participants. Participant input on the website at this year’s conference, for example, is currently being used to redesign it. Thus, in addition to gaining knowledge and validation of new ideas, workshop participants/contributors become a meaningful part in what Ms. Smolar describes “as a think-tank within the university system – a bridge between campuses and work.” In fact, building bridges is what Ms. Smolar likes most about her work at Levin. She came to the Institute five years ago with solid diplomatic credentials of Officer of Public Affairs at the Embassy of Israel, seeking to expand her horizons in the world Thomas Friedman had redefined as “flat.”

I followed Ms. Smolar’s bridges on the website in three areas I have worked in as a Non-governmental organization (NGO) at the UN and in my teaching and research: women’s issues, languages and human rights. Easily accessible with respect to language, the issues were covered with impressive depth, particularly in the area of human rights where treaties and documents were cited and explained in legal and philosophical contexts, as well as with respect to the current status of their implementation. I looked at materials on languages and plan to use them next semester. I found the lesson plan on the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) excellent as it includes a
country report and a shadow report by NGOs, as well as meaningful activities for students. The outcome of this lesson will enable students to follow the proceedings at a session of CEDAW. In this sense, the site accomplishes its mission, providing a bridge between the university and the “real” world. As women and the education of girls are such an important part of development, it would be useful to design a follow-up lesson comparing the reports of two countries in very different stages of development and in their engagement with the Millennium Development Goals, a major issue this year as the UN is gearing up for the MDG+10 Summit.

As St. John’s is involved in developing the Strategic Plan’s globalization initiative, colleagues at all levels of the University would find exploring the Levin Institute’s programs and initiatives most useful. Levin was awarded a three-year U.S. Department of Education USIFL (Undergraduate International Studies and Foreign Language) grant in 2009. This grant, working with SUNY Brockport and Cortland, has three main components: integrating globalization modules into Gen Ed courses, piloting a Mandarin Chinese language course via videoconference, and creating a “Global Scholar Certificate.” Levin also recently received a Carnegie Corporation of New York grant for “New York in the World,” which is designed to inform the public and political debate over New York’s future in the global economy. Levin will involve SUNY campuses in the research and public engagement. In the words of Dr. Maryalice Mazzara, Director of Academic Affairs, “These grants, in combination with Globalization 101, provide a terrific opportunity for Levin to work with and support SUNY schools in their own global initiatives.”

WAC and the CTL Invite You to Two Faculty Writing Retreats

The Faculty Writing Retreats on Saturday, October 2 and Monday, November 1 from 10 a.m. to 4 p.m. offer 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 colleagues at other institutions who regularly host faculty writing retreats – all tell 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 retreats, 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 12:30pm. And, if you would like some feedback on your writing, we are quite sure you will be able to find another colleague who would also like feedback – and the IWS has wonderful spaces for such exchanges. But you are not required to share your writing or seek feedback. This day is about spending time writing, writing, revising, writing, revising and writing among your colleagues who are doing the same; then ending each day by celebrating the feeling of having gotten some substantial writing done.

There’s good evidence that writing retreats are valuable, especially if faculty arrive with realistic goals, use the weeks leading up to the retreat preparing to write (researching, thinking, organizing), and use the weeks following to keep writing without losing momentum. Perhaps some faculty writing/response groups might even form out of this retreat. Research shows such groups help faculty become more productive.

We hope you will be able to join us for one or both of these days. Please remember that participation is limited; please RSVP at ctl@stjohns.edu or ext. 1859. If you have any questions, email Anne Geller (gellera@stjohns.edu) or Maura Flannery (flannerm@stjohns.edu). If you would like to learn more about writing retreats or you are interested in research about faculty writing productivity, go to the CTL Forum Writing Page at http://stjohns.campusguides.com/aecontent.php?pid=71651&sid=589816.

Location: Institute for Writing Studies, Library Room 150, Queens Campus

To Register: Contact the CTL at ctl@stjohns.edu or ext. 1859; participation is limited.
Vincentian Mission: Opportunity and Responsibility- No. XXVIII in the Series: Teaching and Learning Theology in a City of Immigrants

Jean Pierre Ruiz (St. John's College of Liberal Arts and Sciences, ruizj@stjohns.edu)

In this Series, Vincentian Research Fellows from across the University share their experiences in actualizing the Mission through their research, teaching and service. Below, Fr. Ruiz describes his efforts to guide his students to understanding and appreciating “the other” and “others” in our “shared world” which currently struggles with social issues such as refugee resettlement, immigration, religious intolerance, etc. Through the concepts of “cosmopolitanism” and Catholic social thought, and based on mutual respect and solidarity, Father has developed a curriculum and activities which keep the door between the classroom and the community open and wired for dialogue in this one world. His emphasis on immigration is particularly relevant to this place and this time.

Like many professors, I look forward to a late August laugh over the annual Beloit College Mindset List. Since 1998 it has provided “a look at the cultural touchstones that shape the lives of students entering college this fall” (http://www.beloit.edu/mindset/). As a senior fellow of the Vincentian Center for Church and Society, it was number ten on the list that caught my attention: “Entering college this fall in a country where a quarter of young people under 18 have at least one immigrant parent, they aren't afraid of immigration... unless it involves ‘real’ aliens from another planet.” Because my work with the Vincentian Center focuses on the Church’s response to migration, I look forward to meeting the Class of 2014 and helping them trace connections between their stories and the bigger picture, especially through the lens of Catholic social teaching in the spirit of Saints Vincent de Paul and Louise de Marillac. Whoever said that Catholic social teaching is the Church’s “best kept secret” has not spent much time at St. John’s.

Providing an expansive framework for Catholic Social Teaching, the Second Vatican Council’s Pastoral Constitution on the Church in the Modern World begins by insisting: “The joys and the hopes, the griefs and the anxieties of the men and women of this age, especially those who are poor or in any way afflicted, these are the joys and hopes, the griefs and anxieties of the followers of Christ. Indeed, nothing genuinely human fails to raise an echo in their hearts.” This global vision is key to the “big picture” with which my students connect as I teach “God and Religion in the City” this fall. As I explain in the course outline, “With a particular emphasis on the values of Catholic social teaching, the course considers the ways in which faith communities make their “homes” in urban environments... More complex than ever, twenty-first century cities in the United States and elsewhere are microcosms of the larger phenomenon of globalization—and cities are major players in the phenomena associated with globalization. Faith communities are not just bystanders. Contrary to what some scholars predicted during the latter part of the twentieth century, religion has not faded from global consciousness; it has not given way to universal secularization. Quite the contrary: religious beliefs and values have become more and more prominent on the global stage.”

Anticipating the question, “Why should I care about someone whose beliefs, values, and practices are different from my own, even if that someone happens to live next door?” I will draw on Kwame Anthony Appiah’s book, Cosmopolitanism: Ethics in a World of Strangers (New York: W. W. Norton, 2006) because Appiah’s notion of cosmopolitanism helps to advance the conversation. He explains:

There are two strands that intertwine in the notion of cosmopolitanism. One is the idea that we have obligations to others, obligations that stretch beyond those to whom we are related by the ties of kith and kind, or even the more formal ties of a shared citizenship. The other is that we take seriously the value not just of human life but of particular human lives, which means taking an interest in the practices and beliefs that lend them significance. People are different, the cosmopolitan knows, and there is much to learn from our differences. Because there are so many human possibilities worth exploring, we neither expect nor desire that every person or every society should converge on a single mode of life (Appiah, xv).
Appealing to cosmopolitanism provides a way out of the “relativism light” that often brings classroom conversations to an impasse that ends in “From where I stand, I am right. From where you stand, you are right.” And there would be nothing further to say. From our different perspectives, we would be living effectively in different worlds. And without a shared world, what is there to discuss?” (Appiah, 30-31). The explicitly theological appeal I will interweave with Appiah’s notion of cosmopolitanism, as an antidote to individualistic relativism, focuses on the conjoined principles of the dignity of the human person, solidarity, and the common good.

What does it mean to share the world in a city of immigrants, where the global and the local converge in countless ways, and what do religious beliefs and values have to do with it? My students will see what I have to say in my article, “Taking the Local: Toward a Contemporary Theology of Migration,” an outcome of the Vincentian Center’s 2004 conference on immigration. They will also read Bishop Nicholas DiMarzio’s “A Welcoming Church: Theory into Practice,” based on his presentation at the same conference. My students will have the opportunity to speak up for themselves at the Vincentian Center’s upcoming (Saturday afternoon, October 23: save the date!) conference on immigration, participating in dialogue with experts on immigration issues ranging from temporary protected status to education, from refugee resettlement to human trafficking.

The door between classroom and community will open in both directions for my students this semester, as they welcome community leaders ranging from pastors to school principals who work with immigrant newcomers to New York. Their course project will take them from the classroom into the community. When I recently taught the course, students made their way to places that included Grace Episcopal Church in Jamaica, founded in 1734 and still serving the needs of a changing immigrant community; Flushing’s Ganesh Temple; and the historic Eldridge Street Synagogue on Manhattan’s Lower East Side. Students returned amazed at the hospitality of the people they met and impressed at the services that faith communities provide for members and nonmembers alike. They brought back to the classroom a strong sense of the ways in which faith communities contribute to the life of the city, opening the door to immigrants, providing education, employment services, and health care to their members and to others in a spirit of unaffected solidarity. At the unique intersection of the global and the local that New York City offers, and in these days of anti-immigrant sentiment, religious intolerance and rising xenophobia, these are stories that need to be told, lessons of solidarity and mutual respect that need to be heard. I look forward to hearing and sharing them with my students this semester.

Classrooms in the Clouds

Please join Online Learning and Services for “Classrooms in the Clouds” a series of brown bag lunches devoted to exploring issues in distance learning pedagogy, hybrid or blended courses, and other varieties of Web-assisted instruction. The focus of the lunches will be on faculty group discussion; it will be a place to bring new paradigms and innovations, share best practices, and discuss problems as they arise. Topics may include: constructing community, developing a synchronic spontaneity, using wikis, blogs, gaming, podcasting, social networking, and exploring many other tools for teaching online across disciplines.

We are looking for faculty who would be willing to make a short presentation (15 minutes) at the start of lunch. Do you have a pedagogical tool, recent innovation, or notable experience to share? Please contact Dr. Jennifer Travis, travisj@stjohns.edu to schedule your talk.

Meetings are scheduled for Tuesdays September 14th, 28th, and November 9th and 30th in Bent Hall 277 from 12-1 p.m. For additional information contact Elizabeth Alexander at: alexande@stjohns.edu.
Creating a Successful Study Abroad Proposal

It’s that time of year—the deadline for summer 2011 faculty-led study abroad program proposals is just around the corner. Before October 1st comes, we at the Office of Global Studies wanted to provide a few pointers for how to create a successful program. Please feel free to contact Marisa Barone, who manages short-term programs, with any questions. She can be reached at baronem@stjohns.edu or x1951.

Choose a location
- Rome and Paris are ideal starting points if you have never led a group of students abroad. These campuses are fully staffed with both local and American personnel. They are also equipped with state-of-the-art classrooms and are centrally located.
- If you prefer to explore another part of the world, our office is happy to assist with this as well! In the past, faculty have led successful programs to Bermuda, the Galápagos Islands, Egypt, Vietnam, and Guatemala, to name just a few. So, it is possible to do a program in a variety of locations. With a lot of thought and early planning, the world is your oyster!

Course
- Choose a course that is already on the books and that does not need to go through a lengthy approval process.
- Think about the relevancy of the course you would like to offer to the location abroad. For example, offering an art course in Rome or Paris is very appropriate. If you want to offer a psychology course in Paris, how would you tie that city to the course? Why Paris as opposed to another location?

Submit a proposal form, syllabus and draft itinerary
- Have the form approved by your Chair and the Dean of your college.
- Once approved, forward all material to Marisa Barone in the Office of Global Studies.
- The deadlines for submitting proposals are standard every year:
  - Summer proposals – October 1
  - Winter intersession proposals – May 1
- Attach an updated syllabus that has been tailored to the location abroad. Keep in mind that the New York State Education Department requires that there be 15 hours of instruction and 30 hours of supplementary assignments for each course credit. For example, a typical 3 credit undergraduate course that meets for 3 hours per week, or a 3 credit graduate course that meets for 3 hours per week, would have 45 hours of instruction and 90 supplementary hours, for a total of 135 hours. Remember to detail how students’ time will be distributed on the supplementary assignments.

Service
- Service is part of the University’s mission both here and abroad. Therefore, service should be an important component of your program.

Distance Learning Pedagogy 1 Course

DL Pedagogy 1 sessions will run Monday, October 18 to Friday, December 3. This course is needed if you are planning to teach an online or hybrid course in Spring 2011. For more information: http://new.stjohns.edu/academics/undergraduate/distancelearning/faculty_resources/pedagogy1.

To enroll in the Distance Learning Pedagogy 1 course, please complete this form. If you need additional information, please email alexande@stjohns.edu or contact the Office of Online Learning & Services at (718) 990-2786.
A Record High 134 Scholar-Athletes were Named to the BIG EAST All-Academic Team?
To be eligible for the honor, a nominee must have competed in a BIG EAST-sponsored sport, attained a minimum grade-point average of 3.0 for the preceding academic year, and completed a minimum of two consecutive semesters or three consecutive quarters of academic work, with a total of 18 semester or 27 quarter credits, not including remedial courses.

60.8% of student-athletes Cumulative GPA are above a 3.0?
The number of Student-athletes above a 3.0 continues to grow each year (from 52% 5 years ago).

Every St. John’s Varsity Team Volunteered to Participate in a Community Service Event during the 2009-2010 Academic Year?
The St. John’s student-athletes are committed to being involved in the community and participated in numerous community service events including: St. John’s Bread & Life Soup Kitchen, raising awareness for Breast Cancer with annual Fun Run, St. John’s University Service Day, Habitat for Humanity, visiting St. Nicholas of Tolentine Men’s Shelter, participating in the Ozanam Hall of Queens Nursing Home Prom, New York Blood Services, participating in Relay For Life with the American Cancer Society, and St. Baldrick’s Foundation. All teams have been recognized for their strong commitment towards community service activities.

Two Student-Athletes Earned Prestigious Medals at St. John’s 2010 Graduation?
St. John’s student-athletes Amanda Pasciolla and Renee Cloutier were honored at graduation on May 16; Pasciolla won the President’s Gold Medal for the Peter J. Tobin College of Business and Cloutier won the Outstanding Student Achievement Medal.

Student-athletes face a unique set of challenges and circumstances. In addition to the enormous investment of time and energy, each student-athlete must adhere to strict NCAA guidelines regarding academic eligibility while balancing their athletic and academic pursuits. The Division of Academic Support Services, in collaboration with the Department of Athletics, has developed a comprehensive support and resource program to help maintain this balance. The Student Development for Athletes program provides a wide range of services from the recruiting stage through graduation. The program focuses on five key areas: academic support, career development, personal development, leadership and community service. For more information regarding the Student Development for Athletes program contact Eric Rienecker ext. 5687.

Writing Biographies
If you are interested in writing a biography or in exploring history through the lens of individual lives and experiences, join us for a discussion with Thomas Kitts, of the College of Professional Studies, author of Ray Davies: Not Like Everybody Else and Michael Lydon, author of Ray Charles: Man & Music.

Wednesday, October 6 1:20 to 3 p.m., D’Angelo Center 401

To register email us at CTL@stjohns.edu or call ext. 1859.

www.stjohns.edu/CTL

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

Managing Editor: Lisa Getman

Write Biographies
If you are interested in writing a biography or in exploring history through the lens of individual lives and experiences, join us for a discussion with Thomas Kitts, of the College of Professional Studies, author of Ray Davies: Not Like Everybody Else and Michael Lydon, author of Ray Charles: Man & Music.

Wednesday, October 6 1:20 to 3 p.m., D’Angelo Center 401

To register email us at CTL@stjohns.edu or call ext. 1859.