Center for Teaching and Learning
Newsletter

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Teacher Exemplars

Kathleen Vouté MacDonald (Dean, College of Professional Studies, macdonak@stjohns.edu)

We would like to congratulate the Teacher Exemplars of the College of Professional Studies! Nine extraordinary professors have made significant contributions to the continued development of teaching excellence in our College. Over the past three years, in groups of three, these faculty have shared their joy of teaching, defined its magic, given subtle and broad hints, and case examples of what they believe comprise excellence in teaching. With admiration, we call them Teacher Exemplars. Given the university-wide focus on student engagement, we are so proud to celebrate our own as they model the art of extraordinary teaching.

These nine faculty members have been designated Exemplars because this word connotes the best of the best; the epitome of excellence. Like the heroes of old described by Joseph Campbell, these Exemplars have “a thousand faces” as well as a thousand skills.

The Exemplars present their charisma to the non-tenured faculty in CPS thereby ensuring that this level of teaching excellence continues into the future with the millennial generation and beyond. Some insights and highlights from our Exemplars include:

Dr. Joyce Boland-DeVito, Professor of Business Law, gave enthusiastic examples about how to use a variety of teaching styles.

Dr. Frank Brady, Professor of Communication Arts & Journalism, discussed how class preparedness was essential to being spontaneous.

Dr. Maura Flannery, Professor of Biology, shared her parents’ love of reading and how it inspired her to explore the “magic of teaching.”

Center for Teaching and Learning

Dates to Note!!

Thursday, April 2
Faculty Research Forum
11 a.m. to 1:30 p.m.
Council Hall

Monday, April 6
Research Roundtable: Writing Biography
Noon to 1:30 p.m.
Law School Private Dining Room

Wednesday, April 15
Going from Teaching 3 Days a Week to 2: Planning Now
1:30 to 2:30 p.m.
Library 110, Queens

Thursday, April 16
Going from Teaching 3 Days a Week to 2: Planning Now
12:15 to 1:15 p.m.
Rosati Conference Room, Staten Island

Monday, April 20
Research Roundtable
Global Education: How Research Interests and Teaching Meet
Noon to 1:30 p.m.
Library 110, Queens

Wednesday, April 22
CTL Fellows’ Presentations on Teaching and Technology
2:30 to 4:30 p.m.
Bent Hall 277A

Monday, April 27
Research Roundtable
Exploring Visual Literacy Across the Disciplines
Noon to 1:30 p.m.
Library 110, Queens

To RSVP phone us at ext. 1859 or email us at CTL@stjohns.edu.
Dr. Jack Franzetti, Professor of English, offered crystal clear examples based on 50+ years of teaching. “Open the windows” is one of his famous phrases.

Dr. Deborah Greh, Professor of Mass Communication, Journalism, & Television, cited how her professors impacted the development of her own teaching style.

Professor Bernard Helldorfer, Professor of Legal Studies, pointed out how student engagement occurs in places outside as well as inside the classroom.

Dr. Thomas Kitts, Professor of English, shared in Dr. Brady’s theme by saying that he never came to class unprepared. Dr. Kitts also brings his enthusiasm for research to the classroom.

Dr. Barbara Morris, Professor of English & Speech, spoke of the University’s special mission and how this impacts her teaching.

Dr. Robert Tomes, Professor of History, discussed bringing technology to class content and the need to adjust to this new generation.

We look forward in the future to celebrating the teaching skills of many more outstanding faculty in CPS.
Dr. Dolores Augustine (History, augustid@stjohns.edu) gave the following papers: “A Transnational Approach to the Visual Culture of the Nuclear Age in 1950's Germany” at the annual meeting of the German Studies Association in St. Paul MN (October 2008); “Atomic Power and Atomic Warfare in the East German Popular Press” at the annual meeting of the American Association for the Advancement of Slavic Studies in Philadelphia (November 2008); “The Power Question in GDR History” at the “Writing East German History: What Difference Does the Cultural Turn Make?” conference at the University of Michigan, Ann Arbor (December 2008); and “Atomic Utopias and Dystopias in Divided Germany, 1950-1963” at the American Historical Association meeting in New York (January 2009).

Professor Joyce Boland-DeVito, Esq. (Administration and Economics, bolandj@stjohns.edu) published a commentary “How to be a COOL Teacher in 4 Easy Steps!” in the Columbia University’s TCR -Teacher's College Record; she was invited to submit an article because of her number two ranking on the Rate-MyProfessors.com website.

Professor Linda Butti (Fine Arts, buttil@stjohns.edu) has an exhibit, “Trees—Work from a Private Place,” at the Berkeley Gallery, New York (March 2009).

Dr. Zhe-Sheng Chen (Pharmaceutical Sciences, chenz@stjohns.edu) co-authored with Dr. Charles Ashby (Pharmaceutical Sciences, ashbyc@stjohns.edu) the article, “Cepharanthine is a Potent Reversal Agent for MRP7 (ABCC10)-Mediated Multidrug Resistance,” in Biochemical Pharmacology (February 2009).

Dr. Christopher D. Denny (Theology and Religious Studies, dennyc@stjohns.edu) presented a paper, "The Imitation of Christ's Spiritual Interiority Dramatized in Elckerlijc/Everyman," at the “The Medieval Morality Play Everyman” colloquium held at the University of Nancy, France (January 2009).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) published an article, “Writing Across Rome,” in The American Biology Teacher (January 2009).

Dr. Marie I. George (philosophy; georgem@stjohns.edu) presented a paper, "Aquinas on Whether One Ought to Confide All One’s Problems to True Friends," at the annual meeting of the American Catholic Philosophical Association, Omaha, NE (October 2008); gave two lectures: "Les Fondements de L'éthique Environnementale Catholique" to the Servantes des Pauvres in Angers, France (December 2008) and "Aquinus on Intelligent Design" at Blackfriars, Oxford, England (February 2009); published a paper, "Aristotle vs. the Neo-Darwinians: Human Nature and the Foundations of Ethics," in Virtue's End (South Bend: St. Augustine's Press, 2008), and received a MA in Pastoral Theology from St. Joseph’s College of Maine (December 2008).

Dr. Felix Lessambo (Accounting and Taxation, lessambf@stjohns.edu) published the book Taxation of International Business Transaction.

Dr. Vivian Valvano Lynch (English and Speech, lynchv@stjohns.edu) published the entry on American author William Kennedy in the online Literary Encyclopedia (December 2008).

Professor Fiorentina Russo (Languages and Literatures, russof@stjohns.edu) was chosen to receive "Educator of the Year Award for Higher Education" on behalf of the AIAE (Association of Italian-American Educators).

Dr. Abu Serajuddin (Pharmaceutical Sciences, serajuda@stjohns.edu) presented lectures on “Challenges and Strategies in Dosage Form Development of the New Generation of Poorly Water-Soluble Drugs” to the Bay Area Pharmaceutical Discussion Group, San Francisco, CA and “How to Build a Portfolio for Careers in Pharmaceutical Industry” to the American Association of Pharmaceutical Scientists (AAPS).
Students Chapter, University of Pacific, Stockton, CA (January 2009); his paper entitled, “Solid Dispersion of Poorly Water-Soluble Drugs: Early Promises, Subsequent Problems, and Recent Breakthroughs,” in the Journal of Pharmaceutical Sciences was the most cited paper among all papers published in the journal (2008).

Dr. Richard Stalter (Biological Sciences, stalterr@stjohns.edu) co-published the paper, “The Vascular Flora of Disturbed Sidewalk Plots in Queens and Kings Counties, New York,” in the proceedings of the Northeastern Weed Science Society.

Faculty News
If you would like to send an entry to “Faculty News,” the deadline for the April issue is April 2. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in “Faculty News.” Material included in CTL Faculty News will be sent to Dominic Scianna for distribution in a news release.

Publish and Flourish in an Economic Downturn

Elaine Carey (St. John’s College of Liberal Arts and Sciences, careye@stjohns.edu)

From 1993 to 1997, I worked as an Editor and ultimately Managing Editor of the New Mexico Historical Review (NMHR), the only bilingual scholarly state historical journal. That position paid for my Ph.D., but it also gave me an in-depth knowledge of academic publishing and many in the field became close friends whom I continue to call upon for help, guidance, and gossip.

Publishing in academia is a stressful prospect because tenure is partially based on publications. Despite the stresses, vibrant scholars are frequently excellent teachers because they are engaged in their fields. In this article I outline some basic aspects on publishing in the academic world. To many, this piece may seem common knowledge that one gains during graduate school. From my conversations with many faculty members as well as trade and academic editors, that is not the case. For many, academic publishing is enveloped in mystery. If not, why would there be so many how-to books, journal articles, and magazines for writers helping them to break the secret codes?

To begin, every scholar should create a list of publishers and journals whether in bookmarks, rss feeds, or a paper file. Homepages are very important to editors since they created submission guidelines to avoid extensive manuscript preparations. Many presses have cut their staff positions, thus much of the manuscript preparation falls to the author. Use the correct citation format, image requirements, and page/word counts that are mentioned in the guidelines. All journals and presses provide maximum word counts; think like a journalist and meet that word count. In one journal I edited, my co-editor and I spent weeks convincing an author to cut a manuscript. This contributor argued with us over every deletion; the words were gold. To us, it was fool’s gold, and we eventually dropped the article because it exceeded the word count by thirty percent which added to our costs. Through our contacts, we learned that this author repeatedly engaged in squabbles with editors. With the rush to submit work, meet the guidelines, ensure that your submissions are free of typographical, grammatical, and spelling errors, and listen to the advice of the editors.

Book Reviews:
Book reviews are a great way to develop a portfolio of professional writing. To place your name on a reviewers’ list, write the book review editor an email that expresses your desire to review with your specific and general areas of interests. Also include a brief CV. These two steps are important especially if you do not have an extensive publication record. Having worked as a book review editor, I was always relieved to have a new person to assign a book that was sitting on the shelf. Just a note, I
would space out these inquiries over a couple of months or a year. Do not mail fifteen at a time. If a book has recently been released in your field, you may only review it once. You do not want to receive ten review queries in a span of three months or have to write a stream of rejection letters to editors that you just solicited.

Scholarly Journals:
This will be redundant: read the purpose of the journal, the submission guidelines, and follow them closely. When you submit your article, it will go through an in-house review. The top journals in any field receive many submissions. An in-house review is simple but brutal. They examine the manuscript for argument and claim, if it adds to the body of knowledge, the sources, and research methodology. However, editors also consider style, spelling, grammar, and punctuation. If it is poorly written—it does not matter the brilliance of the argument—it will not go out for peer review. Do not submit a fictional piece to an academic journal that specializes in nonfiction. When I edited for the *NMHR*, we received songs, plays, fictional re-enactments, and memoirs even from top scholars.

Getting an article to peer review is a compliment whether it is ultimately accepted or not. Being sent out for review signifies that your work has been acknowledged as significant by the editors. Peer review includes four criteria:
1. Publish
2. Publish with Revisions
3. Revise and resubmit
4. Reject

For junior scholars, the likely responses are the final two unless the manuscript has been acquired by the editor who plans to work closely with you. Many feel rejected by the revise and resubmit and never resubmit. Your chances of getting published are high with this criterion if you revise the manuscript in a timely manner. As Susan Schmidt Horning mentioned in the context of reviewing manuscripts, most of your peers want to see other scholars succeed in their publishing endeavors. Many craft their comments and reviews to guide the author in order to achieve the best work. If a piece is ultimately rejected, respectable scholars have provided your feedback and revision suggestions. Revise your manuscript along those recommendations and submit it to another journal. Be persistent.

The Dissertation: Book to Proposal
You have spent years writing your dissertation, your opus. Remember, your target audience for that work was four to five people. For an editor, that is not an acceptable audience for even a scholarly book. A word of warning, be very careful of publishers that offer to publish your dissertation “as is.” These publishers have a small market of exclusively institutional sales that are limited to research libraries. This may seem like a way to get your book published quickly, but no other academic press will republish your research after such a publication. A more reputable press will review your work and ask for substantial revisions of your dissertation for a market beyond your committee members and your graduate school writing group.

If your dissertation has not been acquired, use conferences to shop your dissertation to publishers. Do not bring fifteen copies of the dissertation; editors will never read it. Instead, write a book proposal of no more than 10 to 15 pages include a cover page with your contact information and an abstract as well as a sample chapter. Briefly prepare what you will say to an editor at the conference. Do not give a ten to fifteen minutes description of your dissertation, instead keep it to two to three minutes. An acquisitions editor will ask follow up questions.

The proposal may be given in person or mailed to the presses in your field. You may submit proposals (continued on page 10)
Second Life

P. Charles Livermore (University Libraries, livermop@stjohns.edu)

Last semester in Second Life I met with over 50 students, both individually and in small groups, showing them how to access and search the library resources they needed to complete one of their assignments. Giving these presentations “in-person” (via my avatar) I was able to respond immediately to the questions they had and establish a more immersive relationship than with written instructions. And when I’m not available in Second Life my slide presentations are available for them 24/7.

Before I go further I should offer some explanation of what Second Life is. It’s a world that exists out on the internet. You gain access to that world with a free download to your computer (www.secondlife.com). It is a “multi-user-virtual-environment” or MUVE. In this world you create your own person, your avatar, that walks, flies, runs, talks and interacts with the other avatars you meet in Second Life. And you can do all of these things without paying a single penny. Owning land can be costly but there are lots of places in Second Life that permit you to meet with your students and interact with the materials available – again with no cost.

I have been using Second Life for almost two years. The first year was spent trying to figure out the mechanics of Second Life technology that would allow me to develop the presentations I wanted.

As a librarian my goal was to adapt some of the training sessions I give in classrooms to the Second Life experience. I was fortunate that Dr. Charles Wankel had established Emgeetee Island in SL for his business classes and was quite receptive to my working with his students.

I reviewed Dr. Wankel’s business assignments and created SL presentations that would demonstrate to students how to use the libraries’ resources to complete their research assignment. I created slide presentations to demonstrate search procedures – and made them available 24/7 so students could return to review the slides at their own pace.

Pictured above is my Second Life classroom showing the presentation area with about 15 chairs and three other levels offering access to training sessions and our databases - again 24/7 and from anywhere in the world.

Elsewhere in Second Life you can visit the Sistine Chapel, Harlem, and the Land of Lincoln – all with a few clicks. On page 7 are some pictures of me visiting these locations. The person in the red shirt is me – or I should say it’s my avatar – I created him and he is my persona in SL. He can walk, run, fly, fall off 20 story high buildings then get up as if nothing happened.
Here I’m visiting the Vassar SL site where I viewed a model of the Sistine Chapel. I “flew” to the ceiling for a close-up look at those magnificent panels – students have an opportunity to do the same – giving them an opportunity to talk to others about where they are and what they are seeing.

To the right I’m in Harlem visiting the Cotton Club. Concerts are sometimes given there. I just missed a streetcar that would have taken me on a tour – it’ll be along again soon. On this tour there is a Harlem brownstone that is open to the public, and the Apollo Theatre.

Last month I attended a program in the World of Lincoln and toured Lincoln’s house (it was based on plans provided by the caretakers of the original house). About 50 of us listened to a guide who talked about how the site was developed and the educational opportunities they are developing for the site. Close by was a Civil War campground and a model of the White House.

This is an all-too-short review of what’s available in Second Life; but, if you think there may be a place for Second Life in your class setting I’d be willing to work with you to make it a reality. In addition, I’d be quite happy to develop a library guide in SL designed around the requirements of your assignments.

Here are the links to the sites mentioned. A Second Life account is required (free). For assistance, a demonstration, or more information contact, P. Charles Livermore at 718-990-5330 or livermop@stjohns.edu.

Cotton Club: http://slurl.com/secondlife/Virtual%20Harlem/135/50/30
Emgeetee Island: http://slurl.com/secondlife/Emgeetee/75/86/24
Lincoln’s Home: http://slurl.com/secondlife/Land%20of%20Lincoln/63/172/22
Sistine Chapel: http://slurl.com/secondlife/Vassar/122/131/26
The Elder Law Clinic: Promoting Financial Justice for the Elderly

A Public Interest Law Firm on Campus
Vincentian Mission: Opportunity and Responsibility – No. XX in the Series
Ann L. Goldweber, JD (Law School, goldweba@stjohns.edu)

In this series, Vincentian Research Fellows share their experience in actualizing the University Mission through their research, teaching and service. Below, Professor Goldweber describes the manner in which faculty guide students in the Elder Law Clinic to work for justice for the vulnerable elderly through their efforts in representation, legislative advocacy, and community education.

The Elder Law Clinic at St. John’s University School of Law provides free legal representation to low-income seniors living in Queens. Law students represent clients under the supervision of Professor Ann L. Goldweber, Director of the Elder Law Clinic and Professor Gina M. Calabrese, Associate Director. Nearly 1,000,000 people 65 and older live in Queens and many live on modest fixed monthly incomes. Seniors have been targets of financial abuse by unscrupulous lenders, brokers, home improvement contractors and debt collectors. Seniors are targeted because they are often asset rich (owning a home, free of encumbrance) and cash poor, live alone, may be lonely, and some may start to experience competency issues. As more seniors struggle with possible foreclosure of their homes of 40-50 years and with mounting credit card debt, the Clinic has responded to community needs.

Professor Goldweber is working with the New York State Office of Court Administration to implement a foreclosure pilot program in Queens Supreme Court. She trains attorneys who will represent borrowers pro bono in foreclosure actions. Appropriately 15,000 foreclosure actions are now pending in Queens County Supreme Court. New cases are being filed at a rate of approximately 500 a month. Queens seniors have been impacted by this crisis.

In one case, the Clinic’s client was a 94-year-old man with Alzheimer’s disease whose home of over 40 years was stolen from him by a family acquaintance, who took a mortgage on the house. The Clinic filed a Quiet Title Action in Queens Supreme Court, asking the court to determine ownership to the property. The client was then served with foreclosure papers. Students drafted an answer with counter-claims, (suing 8 additional parties), a motion for a joint trial of the two cases, and a motion for the appointment of guardian ad litem, as the client had dementia. Students argued and won both motions in court. Further, the Clinic retained a handwriting expert to ascertain whether legal documents have been forged. The client also owned a second small income producing property, where a $410,000.00 mortgage was fraudulently obtained in his name. He was also recently sued for foreclosure on the second property, and the Clinic is representing him. Students investigated the underlying facts and delivered a detailed narrative with supporting documentation to the Queens District Attorney’s Office, Economic Crimes Unit. The District Attorney’s Office brought felony charges against the perpetrators; one has pled guilty to grand larceny and committing a hate crime against an elderly person. She awaits sentencing. The other is scheduled for trial. Unfortunately, the Clinic’s client passed away on Christmas Eve, but the Clinic will continue to represent his 70-year-old daughter who was his legal guardian for the past year. The Clinic plans to rid these houses of the mortgages, restore title to his home, and give his daughter the inheritance she is entitled to.

The Clinic also tackles policy issues. Professor Calabrese has been active in a successful effort to reform New York’s rules for enforcing judgments against bank accounts. A judgment creditor may freeze a judgment debtor’s bank account even if it contains funds that are exempt from judgment enforcement, such as Social Security, pension, or disability. Over the past decade, the Clinic has experienced an increased volume in requests from seniors to unfreeze their bank accounts. Often, the debt is disputed.
or invalid because of mistaken identity or other reasons. The freezes tie up their Social Security for weeks or months, leaving the elderly without funds to pay for food and medicine, and result in hefty bank fees. All of that changed on January 1, 2009, when the Exempt Income Protection Act went into effect. The new law prohibits a bank from restraining the first $2500 of any natural person’s bank account when the account contains directly deposited funds that are reasonably identifiable as exempt. It also institutes new notices and forms that are designed to facilitate the release of restrained exempt funds without requiring the debtor to go to court. The Clinic’s involvement began with Professor Calabrese’s testimony before the New York Assembly on debt collection practices after which the Assembly invited Professor Calabrese and other consumer advocates to propose a legislative remedy. Clinic students performed research in connection with the reform effort. The Clinic, under Professor Calabrese’s direction, in collaboration with other legal advocates for the poor, advised lawmakers about the nature of the problem, explained what reforms would solve it, and proposed model legislation to address the problem. Both houses passed the bill in 2008 and the Governor signed it in September 2008.

The Elder Law Clinic also has a community outreach and education component. Each student team makes a presentation at a senior citizen center in Queens that provides information on common consumer scams targeted at senior citizens and how to avoid them. During the past year, the Clinic provided such community education to approximately 250 Queens seniors at senior centers.

The Elder Law Clinic’s work in the debt collection area has also attracted press attention. Business Week magazine had a story about one of the Clinic’s clients in an article on a new type of credit card intended for medical and dental debt. Business Week photographed our client in the Clinic offices. The students assigned to the case coordinated with the reporter and photographer, learning about press outreach and press strategy – a key lawyering skill in our media-saturated world. They also learned what a powerful tool the press can be, particularly in public interest matters. After the story ran, the creditor agreed to cancel her debt.

The Civil Legal Advice and Resource Center (CLARO), is a new pro bono civil legal advice clinic established to meet the needs of unrepresented people sued for consumer debts in New York City Civil Court. CLARO is a response to the influx of consumer debt collection lawsuits in the Civil Courts all over New York City. In 2008, 81,000 consumer credit cases were filed in Queens Civil Court. The Elder Law Clinic is a sponsor of Queens CLARO, along with the Queens County Bar Association Volunteer Lawyers Project and The Legal Aid Society. It is being implemented with the cooperation of the Queens Civil Court.

Professors Calabrese and Goldweber train law students and attorneys who volunteer for CLARO. St. John’s law students greet visitors, obtain basic intake information and advise them of the limited scope of the legal services. Volunteer attorneys from the Queens County Bar Association then interview and advise the visitor. Law students observe and assist in the interviews, and then advise the visitor on courthouse resources for obtaining and filing the proper forms. On January 25, 2008, CLARO began operation in the Queens Civil Court every Friday from 2 p.m. to 4 p.m. In 2008, CLARO had 700 visitors.

**Faculty Growth Grants Program**

The deadline to apply for a Faculty Growth Grant is: **April 6, 2009**.

If you have any questions regarding the application procedures look at our website under Growth Grants Program ([http://stjohns.edu/academics/centers/teach/growth](http://stjohns.edu/academics/centers/teach/growth)) or email us at CTL@stjohns.edu.
Reacting to the Past is "a method of teaching history, science, philosophy and theology classes that involves role playing informed by critical tests in complex contexts. Students drive the discussions, present oral arguments and write papers, coached and advised by faculty." University professors who utilize this methodology often report high student engagement, exciting and interactive classes, and more in-depth learning of complex issues.

To register or find out more information about this workshop please contact Dr. Paula Lazrus at: lazrusp@stjohns.edu.

(Publish and Flourish continued)
and sample chapters to multiple presses. Once a press requests an entire manuscript, go through the process with one press at a time unless you inform all the interested editors that your work is under consideration. Editors brag about brilliant junior scholars whose work they have just acquired. If they sense that you are working with more than one press at a time, they may drop your book. Prior to making a commitment, ask questions about the number of manuscripts in process or that have been acquired. If your editor has 100 manuscripts in process, consider what that means for your work. You must interview the press just as they have considered your research as part of their catalog. Your pointed questions are important in understanding the publication timeline. This may be particularly important if you have a tight deadline for tenure. Stay in contact with the editor. If the deadline passes with no response call your editor, send a follow up email asking the status of the manuscript. Be proactive. If a press has not provided any feedback for six months, as the author you should send an email asking the status. If the response is unacceptable to you, send the editor a letter that you are pulling the manuscript.

Resources and Creating Resources:
On campus, use the resources that are available: the Writing Center, the Center for Teaching and Learning, the Junior Faculty Research Colloquium, Research Month, and your department lecture series. Many of our colleagues are editors of journals or series editors at presses. When they invite you to contribute, do so because you are creating a body of work. We also live in New York City: the center of publishing. Textbook companies, scholarly journals as well as academic and trade publishers are based here plus numerous conferences bring other press to the area. Take advantage of that access to the fullest. One of my senior colleagues gave me some very good advice; he told me that he rarely turns down a publishing request because it always leads to other opportunities.

Stop: Don’t Cancel That Class!
Leadership Development at St. John’s University is offering its services to all faculty members through the “Don’t Cancel That Class” Program. If you must miss a class due to personal or professional obligations, and you cannot find another faculty member to cover your class, we urge you to not cancel it. Instead, schedule a trained educator to facilitate an interactive workshop for your class. Topic choices have been expanded to include alcohol and other drugs, diversity, leadership, career choices, and overall wellness.

If you are interested in the “Don’t Cancel That Class” Program, please review the workshop offerings (http://intranet.stjohns.edu/media/3/b53dd54df1fe4e59b9c40b443111ae50.pdf) and choose a workshop that would suit the needs of your students. We need a minimum of 1 week notice to coordinate your DCTC. If available, a trained educator will be scheduled to facilitate a workshop for your class.

Faculty Early Alert System
If you suspect a first-year student is experiencing academic or any other difficulty, please use the link: www.stjohns.edu/freshmancenter/earlyalert to alert the Freshman Center. The student will be contacted within 24 hours.