CTL March Newsletter

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

Highlights from our March issue include:

- Vincentian Mission: Opportunity and Responsibility
- Changing the World with Charity and Justice
  Francine Guastello
- CTL Fellow’s Presentations on Research in Teaching and Technology
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- Faculty Research Forum
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- CTL Fellows Program Call for Applications
- Faculty Growth Grants Program
- Interdisciplinary Research Roundtable Lunch: Writing Biography
- Junior Faculty Research Colloquium (JFRC)
- Conversations on Catholic Social Thought and Higher Education:
  A Way to Justice and Peace
- WWW: Websites Worth Watching

Faculty News

If you would like to send an entry to “Faculty News,” the deadline for the April issue is April 9. 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.

Dates to Note!!

Thursday, April 8
Faculty Research Forum
11 to 1:30 p.m.
D’Angelo Center 416

Monday, April 12
Interdisciplinary Research Roundtable:
Writing Biography
Noon to 1:30 p.m.
Law School PDR

Monday, April 19
Interdisciplinary Research Roundtable:
VISA
Noon to 1:30 p.m.
Library 110

Wednesday, April 21
CTL Fellows’ Presentations on Teaching and Technology
2:30 to 4:30 p.m.
Bent Hall 277B

Monday, April 26
Interdisciplinary Research Roundtable:
Global Education
Noon to 1:30 p.m.
Library 110

To RSVP phone us at ext. 1859 or email us at CTL@stjohns.edu.
Vincentian Mission: Opportunity and Responsibility-No. XXVII in the Series: Changing the World with Charity and Justice

Francine Guastello (The School of Education, guastelf@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, Professor Fran Guastello describes her work and that of her associates with an Educational Center in Queens which serves marginalized women in a holistic manner. The Center prepares women, who for a variety of reasons have not received a high school diploma, to acquire their GED, their passport to further education and better work opportunities.

During the past year and a half, many in the University community have been reading and reflecting upon the accomplishment of Greg Mortenson revealed in Three Cups of Tea which records one man’s relentless quest to reduce the effects of poverty and injustice in remote villages of Pakistan and Afghanistan by building schools for young girls. Others at St. John’s have read and discussed Half the Sky, in which Nicholas Kristof and Sheryl WuDunn present the pervasive brutal oppression of women in Asia and Africa. Such poverty, neglect and downright atrocities move the reader deeply but they are not unique to these foreign lands. Indeed they exist here in the US as well.

This past summer I had the privilege of meeting five extraordinary women, of the School Sisters of Notre Dame, whose mission is to assist such poor and marginalized women living in Queens. The Sisters have recently relocated their Educational Center for Women to St. Thomas the Apostle Parish in Woodhaven where they have opened their doors to give women the opportunity to overcome poverty and improve their lives through education, the same goal of Mr. Mortenson and Mr. Kristof. Many of the women here in Queens live in poverty because they have been denied job opportunities or advancement in the workplace since they lack a high school diploma or GED, their passport to a better life.

Sr. Cathy Feeney, the Director of the Education Center, sought my advice to determine how St. John’s could help the Sisters evaluate the literacy and math abilities of these women and prepare an effective educational program for them. Joining me in this endeavor was Dr. Alice Listi, one of our literacy adjuncts, and Kristen Doheny, one of our literacy graduates. Through this team effort, we have provided diagnostic assessments and outlined a program of instruction for the Sisters to implement. We administered a survey to each woman in which they indicated their level of confidence in understanding specific literacy and math skills. Based on the results, we helped each of the women to formulate specific and realistic educational goals to be achieved during the course of the year. The women have remarked that these goals have helped them direct their learning and have given them new hope to reach their ultimate goal of passing the GED.

These self-motivated women range in age from 19 to 60 years old and come from various ethnic backgrounds, each with her own history of disenfranchisement. Their educational backgrounds are limited as many were forced to leave school before completing eighth grade. Very few had one or two years of high school. Most are single mothers, abandoned by their spouses and struggling to raise their children.
Some were brought here to this country for various reasons and have been left homeless and living in shelters. Several have been incarcerated as a result of turning to crime to put food on the table only to be subsequently separated from their children. These women, who are our neighbors, are not much different from those we have read about on other continents. They have been forced into a life style that erodes their dignity and self-worth, diminishes their self-esteem and negates the talents and abilities God has given them.

However, in Woodhaven these courageous women are committed to moving forward. They know that transforming their lives will take time, dedication and self-discipline. The School Sisters of Notre Dame are giving these women the chance to convert their stumbling blocks into stepping stones toward a brighter future. What is even more important is that the center has become a safe harbor where the women share their stories, reclaiming the goodness within each of them and thus restoring their dignity. The Sisters fortify these women in a faith-filled environment where time for prayer each day is a vital part of the program. It is edifying to see how these women support each other in their journey. There is no doubt that the Sisters who minister to these women in an out-of-the ordinary manner, have created extraordinary differences in the lives of these women.

Perhaps the most inspiring aspect of working with these very special ladies is their motivation for coming to the center each day. It is not just about getting the GED, or a better job, or making life better for them or their families. These women look to the future with hope that they can someday serve others as teachers, social workers, counselors, or nurses. Their spirit of generosity transcends their difficulties as they wish to return the kindness that has been shown to them.

St. John’s has become an integral part of this educational center for women and offers another opportunity for us to continue the ministry of education which is part of the heritage left to us by Vincent, Louise and Mother Seton. We are honored to work with the Sisters continuing the legacy and destiny of the Vincentian mission bringing both charity and justice to these very special women.

**CTL Fellows’ Presentations on Research in Teaching and Technology**
The next group of CTL Fellows in Teaching and Technology are completing their two-year programs and are ready to share their research and teaching strategies with other faculty. Please join us for this great opportunity to learn more about the many different ways technology can enhance teaching and learning.

**2008-2010 CTL Fellows:**
- **Danielle Ezzo**, College of Pharmacy and Allied Health Professions
- **Paula Lazrus**, Institute of Core Studies
- **Charles Livermore**, University Libraries

**Date:** Wednesday, April 21  
**Time:** 2:30 to 4:30 p.m.  
**Location:** Bent Hall 277B  
**To register:** Contact the CTL at CTL@stjohns.edu or ext. at 1859.
**Faculty News**

Dr. Vipul Bansal (Economics and Finance, bansalv@stjohns.edu), Dr. Anna D. Martin (Economics and Finance, martina@stjohns.edu), and Dr. Takeshi Nishikawa (Economics and Finance, nishikat@stjohns.edu) coauthored the article, “The Impact on Return Volatility of Removing the Uptick Rule for Short Selling,” in the *International Journal of Global Business and Economics* (2009).

Dr. Zhe-Sheng Chen (Pharmaceutical Sciences, chenz@stjohns.edu) coauthored the editorial, “The Role of Stem Cell Markers in Multidrug Resistance Mediated by ABC Transporters,” in *Leukemia Research* (February 2010).

Professor Judy Cooperman (Fine Arts, coopermj@stjohns.edu) her photographic work on women and the contemporary beauty culture is in the gallery exhibitions “Personality” at Caladan Gallery in MA and ”Impact Attitude Impression” at the Union Street Gallery in IL (March – April 2010); her work is also included in the exhibit, ”Women's History Month,” at Nassau Community College, NY (March 2010).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) was elected a Fellow of the American Association for the Advancement of Science in the History and Philosophy of Science Section.

Dr. Joseph A. Giacalone (Economics and Finance, giacaloj@stjohns.edu) presented a paper, “Long-Term Care as a Threat to China’s Economic Growth,” at the 17th Annual Conference of the American Society of Business and Behavioral Sciences (February 2010).

Professor Neil D. Jespersen (Chemistry, jespersn@stjohns.edu) was elected to the Board of Directors of the American Chemical Society (ACS) to represent District I and has been appointed to the following committees: Budget and Finance, Program Review Advisory Group, and Public Affairs & Public Relations.

Dr. Vivian Valvano Lynch (English & Speech, lynchv@stjohns.edu) presented a paper, “Historical Nightmares in Sebastian Barry's The Secret Scripture,” at the American Conference for Irish Studies Southern Regional Conference entitled Crafting Infinity: Struggle and Rebirth at Winthrop University, Rock Hill, SC (March 2010).

Dr. Richard Stalter (Biological Sciences, stalter@stjohns.edu) presented the poster, “Corson’s Woods, Staten Island, New York,” at the Million Trees, NYC Conference at the New School (March 2010); coauthored “Non-native Vascular Plant Species Richness in Four Northeastern Cities” in the proceedings of the Northeastern Weed Science Society.

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**Annual Faculty Book Reception**

The institute for Writing Studies and the University Libraries, in conjunction with the Office of the Provost and the Center for Teaching and Learning, are pleased to announce the 13th Annual University-Wide Reception honoring those faculty members who have published a book since March 2009.

**Date:** Thursday, April 15  
**Time:** 3:30 to 5:30 p.m.  
**Location:** Library Room 150  
If you have any questions please contact Anne Ellen Geller at gellera@stjohns.edu
Comprehensive Academic Program Review Underway at St. John’s

Dr. Clover Hall (Vice President of Institutional Research & Academic Planning, hallc@stjohns.edu) and Dr. Diane Hergenrother (Associate Provost for Academic Planning & Resource Management, hergenr@stjohns.edu)

In a December 2009 letter to faculty, chairs and deans, the Provost reminded everyone that “To ensure the quality of undergraduate and graduate academic programs, it is important that we periodically undertake a full-scale review of all of our programs.” The 2009-2010 academic program review process is now underway.

The main goals of academic program review are to: (1) Maintain high-quality programs that are competitive and consistent with the University’s mission; (2) Encourage and support program improvement; and (3) Advance the strategic direction and institutional priorities of St. John’s University as defined in the 2008-2013 Strategic Plan http://www.stjohns.edu/about/strategicplan. The process also promotes linkages between Academic Program Planning, Assessment, Academic Support Services, and School/College Strategic Plans. Results of the review are expected to provide a basis for future planning and resource allocation decisions.

The first phase of the review process is now underway with faculty and chairs developing comprehensive self-studies of each program, using templates populated with enrollment and other institutional data specific to each program and made available online at www.stjohns.edu/about/ir/apr. Other materials including program review guidelines, standards, timelines, development plan, and access to additional internal and external resources, are also available at the above link.

Each School/College is responsible for managing its review process internally. All self-studies and program development plans should be submitted to the respective Dean by April 6, 2010. The Dean will provide an Executive Summary, approved program development plans and recommendations to the Provost by June 15, 2010.

If there are any questions about the Program Review Process, please contact Dr. Clover Hall at hallc@stjohns.edu or 718-990-1924, or Dr. Diane Hergenrother at hergenr@stjohns.edu or 718-990-1428.

Student Research Week 2010

Film & Documentaries Movie Day: Monday, April 19
Little Theatre, Queens Campus (10 a.m. to 6 p.m.)

Research Day Poster Symposium: Thursday, April 22
Taffner Field House (11 a.m. to 1 p.m.)

Student Research Oral Presentations: Tuesday April 20
D’Angelo Center Seminar Rooms: 301, 311, 312 (11 a.m. to 1:30 p.m.)

Interactive Panel Discussions: Tuesday, April 20
D’Angelo Center Seminar Rooms: 402 (11 a.m. to 1:30 p.m.)

Undergraduate Applied social Justice Research Essay Competition Awards Reception: Thursday, April 15
Bent Hall 277A (12:15 to 1:15 p.m.)

Fine Arts Showcase: Tuesday, April 20
D’Angelo Center room 416A (11 a.m. to 1:30 p.m.)

Discover New York Performance Art: Tuesday, April 20
D’Angelo Center Room 416B (11 a.m. to 1:30 p.m.)

If you have any questions please contact studentresearch@stjohns.edu.
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 Thursday, 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 11 a.m. and 1:30 p.m. in the D’Angelo Center room 416. We hope that you are able to join us.

Faculty Survey of Student Engagement (FSSE)
Piyaporn Nawarat (Assistant Director of Assessment, Institutional Research, nawaratp@stjohns.edu)

A sample of St. John’s students are currently participating in the National Survey of Student Engagement (NSSE pronounced “nessie”) that asks about their college experience, how much time they spend studying, and the types of interactions they have with faculty. At the beginning of April, faculty will be invited to participate in the 2010 Faculty Survey of Student Engagement (FSSE). FSSE (pronounced “fessie”) was designed to complement NSSE and measures faculty expectations for student engagement in educational practices that are known to be empirically linked with high levels of learning and development. St. John’s last participated in FSSE in 2003. The voice of our faculty is important in any discussion about student engagement. It is even more important now, that student engagement is one of our institutional priorities. As in the past, the results will be used in a variety of ways, including strategic planning, assessment and institutional improvement.

Following are the main areas covered in the 2010 FSSE:
- **Faculty Time:** How faculty members spend their time on Research, Teaching and other professional activities such as Teaching and Scholarship;
- **Comparing NSSE and FSSE:** Student and Faculty Expectations, Supportive Campus Environment, Classroom Practice;
- **Other Teaching and Learning:** Deep Approaches to Learning; Learning and Technology, Scholarship of Teaching and Learning, and Study of Writing in College.

A Few Highlights of National FSSE and NSSE 2009 Results:
- **Expectations for time spent preparing for classes.** In general, NSSE and FSSE results reveal a considerable gap in the amount of time faculty members expect students to spend and how much time students actually report spending preparing for class. Results suggest faculty expect students to study about six hours per week for a single class, but students report nearly half that amount of time.
- **Perceptions of a supportive campus environment.** On average, students hold a higher regard for peer relationships on campus when compared to faculty perceptions of the same relationships.
- **Classroom learning activities among faculty and students.** The illustrations on page 7 offer a comparison among faculty and student respondents about the value for and level of engagement in various learning activities. Figure 1 identifies the percentage of faculty teaching lower division courses who consider the learning activities as ‘important’ or ‘very important.’ Figure 2 highlights the percentage of first-year students who responded as frequently (‘often’ or ‘very often’) participating in the same activities. For example, 70% of faculty believe it is important for their students in lower division courses to work on a paper or project that integrates ideas from various sources; 80% of first-year students report doing the same activity frequently.

(continued on next page)
Figure 1 Percentage of faculty teaching lower division courses who consider the selected learning activities as ‘Important’ or ‘Very important’

Figure 2 Percentage of first-year students who report frequently participating in the selected learning activities

For more information about FSSE and detailed results from the last 5 years administration including copies of the surveys, please visit www.fsse.iub.edu.

The Pedagogical Workshop as a Form of Faculty Development

Come join us on Wednesday, March 31 at 2 p.m. to talk about student work and your assignment sheets. Several years ago, to improve their teaching practice through collaborative discussion, five members of the Institute for Writing Studies faculty formed what they call a Pedagogical Workshop Group (PWG). In their regular meetings, working towards the objectives of learning from one another and fine tuning their teaching pedagogies, these colleagues take turns reading one another’s assignments or looking closely at student work. Attendees of this CTL session will have the opportunity to participate in an abbreviated version of a PWG meeting. If anyone is willing to volunteer their own assignment for small group discussion, please mention this when you RSVP for the session. It may not be possible to use everyone’s assignments.

Location: Library room 110 in the Academic Commons, Queens Campus
To register: Contact the CTL at CTL@stjohns.edu or ext. 1859.
CTL Fellows Program in Teaching and Technology

The Center for Teaching and Learning is pleased to announce this year’s call for applications for the CTL Fellows Program. The 2008-2010 Fellows are now completing their second year in the program, and will be making presentations on Wednesday, April 21. 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. There will also be guests invited to share their expertise in areas relevant to the Fellows’ projects.

- Each Fellow will be funded up to $2,000 for materials 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 Technology Learning Center 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 to other members of the faculty, particularly to members of their home departments or divisions. One of the best means to communicate with the larger higher education community would be through electronic course portfolios.

Faculty Growth Grants Program

The upcoming deadline to apply for a Faculty Growth Grant is: April 12, 2010. If you have any questions regarding the application procedures look at our website under Growth Grants Program (http://www.stjohns.edu/academics/centers/teach/growth) or email us at CTL@stjohns.edu.
Interdisciplinary Research Roundtable Lunch: Writing Biography

Worship in Spirit and Truth
The Life and Legacy of H.A. Reinhold

Following the death of H. A. Reinhold in 1968, Godfrey Diekmann referred to him as a “liturgical prophet.” Diekmann, a liturgical giant in his own right, called on others to follow in Reinhold’s steps and “take up his mantle in the thorny task” of pastorally implementing the liturgical changes brought about by the Second Vatican Council. Over forty years later, that task remains every bit the challenge it was in Reinhold’s day. As cries for social justice resound, liturgy more than ever must be the tie of relevance that binds the Church to the world. It is this essential link—between liturgy and social justice—that Julia Upton discovered in Reinhold and that she wonderfully retrieves in tracing his life and legacy. In doing so, she takes up H. A. Reinhold’s prophetic mantle and inspires us to do so as well.

This book is now available at the University bookstore at the customer service counter.

Date: Monday, April 12
Time: Noon to 1:30 p.m.
Location: Law School Private Dining Room

If you would like to attend it is imperative that you contact the CTL at x1859 or CTL@stjohns.edu as seating is limited.

Junior Faculty Research Colloquium (JFRC)
Junior Faculty are invited to attend a colloquium where their peers present their research in an informal setting with an opportunity for discussion. All meetings are held from 12:15 to 1:15 p.m.

Alzheimer's Disease and Related Dementias
Linda Carozza (Communication Sciences and Disorders)
Date: Tuesday, April 6; Location: DAS 211, Staten Island Campus

Montaigne: The Founder of Liberalism
Mark Cohen (Languages and Literature)
Date: Thursday, April 29; Location: Library room 150, Writing Center Seminar Room
To register for a JRFC event: Contact Tracey-Anne Cooper (coopert@stjohns.edu) or Nerina Rustomji (rustomjn@stjohns.edu).

Call For Papers:
Although our Spring 2010 program is full, we would like to get a jump start on arranging presenters Fall 2010, so please get in touch if you have research that you would like to present next semester. Contact Tracey-Anne Cooper (coopert@stjohns.edu) or Nerina Rustomji (rustomjn@stjohns.edu).
Conversations on Catholic Social Thought and Higher Education: A Way to Justice and Peace

Fulltime faculty are invited to “Conversations on Catholic Social Thought and Higher Education: A Way to Justice and Peace” on April 7 from 1:15-4:30 in the Ozanam Lounge. The program is sponsored by the Vincentian Chair of Social Justice and will feature a team of eight Vincentian Research Fellows representing the six colleges across the University. New faculty are encouraged to attend as part of their orientation to the academic mission of the University. Presentations and dialogue will explore the foundational principles of Catholic Social Thought as well as the application of CST to various disciplines. Because of the integral nature of the conversations, it is expected that participants will be present for the entire program.

For further information contact Sister Margaret John Kelly at: ext. 6470 or kellymj@stjohns.edu and to registration contact vcss@stjohns.edu or Rosemarie McTigue at ext.1612.

Registration is required and must be received by Tuesday, March 30.

WWW: Websites Worth Watching

Here are few web resources that are worth taking a look at:

Time Magazine’s Top 50 Websites is a good place to start; there are a number of jewels here:
http://www.time.com/time/specials/packages/completelist/0,29569,1918031,00.html

One of the sites mentioned in the list above is Academic Earth, a portal to a large number of lectures in a variety of disciplines. These could be useful for educating your students, or yourself:
http://www.academicearth.org/

A site that bears visiting on a regular basis is “Seven Things You Should Know About . . . ” which provides brief but useful descriptions of new technology applications that can be helpful in teaching: http://www.educause.edu/7Things

One of the latest articles is about Google Wave, a tool that is still in the testing phase but promises to link email, wikis, and several other applications:

“Information Is Beautiful” is a blog dealing with the visualization of ideas, issues, knowledge, and data. You are sure to find a post here that relates to your interests or that stimulates your curiosity:
http://www.informationisbeautiful.net/

The National Science Digital Library is being designed to provide a way to electronically organize a vast amount of information and make it easily accessible to users. It is worth investigating for its teaching resources:
http://nsdl.org/