Center for Teaching and Learning
Newsletter

CTL November Newsletter

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

Highlights from our November issue include:

- Vincentian Mission: Opportunity and Responsibility – No. XXXVIII Teaching, Learning and Making Peace
  - Fred Cocozzelli
  - page 2

- Faculty Growth Grant Program
  - page 3

- Faculty News
  - page 4

- LIBRARY RESOURCES
  - Natural Medicines Comprehensive Database
  - Victoria Tamborrino
  - page 5

- The Exemplar Program: An Enlightening Experience
  - Peter P. Cardalena, Jr.
  - page 6

- Student Course Evaluation at St. John’s University – Improving the “Class Climate”
  - Steven W. Glogocheski
  - page 7

- University Archives and Special Collections
  - page 7

- Academic Lecture Series – Strategies for Success in the STEM Disciplines: Creating Your Career Mosaic
  - Marie Nitopi
  - page 8

- Term Papers Anyone?
  - Page 8

- St. John’s University and New York Campus Compact Faculty Institute on Academic Service-Learning
  - page 9

- Active Learning with Blackboard: Is Learning Ever Passive?
  - Claire O’Donoghue
  - page 9

- Faculty Writing Retreat
  - page 10

Dates to Note!!

Monday, December 17
Faculty Writing Retreat
10 a.m. to 4 p.m.
IWS, Library room 150*

Tuesday, January 22
Conversations on Teaching
9 a.m. to 2 p.m.
Bent Hall 277A *

Monday, January 28
Adjunct Faculty Colloquium
4:30 to 6 p.m.
Bent Hall 277B

*Queens Campus

TO REGISTER VISIT:
www.stjohns.edu/ctl.
In this series, Vincentian Research Fellows from across the University share their experience in advancing the Vincentian character of St. John’s through curriculum, pedagogy or research. Below, Professor Fred Cocozzelli of the Department of Government and Politics reports on the manner in which he engages students in the “double game” of relating theoretical and practical aspects of peace-making, a major need in today’s complex web of societal structures and political relationships. In his graduate course on “International Conflict Resolution and Peace-making,” Dr. Cocozzelli responds to the students’ need to acquire conceptual knowledge and understanding but also to actually experience conflict resolution and peace-making. In short to be both well informed and proficient in this praxis, students must understand the world around them and translate that understanding into engaged action for peace, a cause Professor Cocozzelli pursued for several years while working with Catholic Relief Services in war-torn areas.

Teaching at the university level can be thought of as double game. We teach students so that they can understand the world around them, but at the same time we seek to prepare them to engage in that same world. Engagement without a foundation of understanding can lack direction and, all too often, result in more problems than solutions. But at the same time, understanding that is not translated into engaged action can lack a sense of meaning, and, likewise, can often become so abstract as to become disconnected from reality. This link between understanding and engagement reflects the relationship between theory and practice that is best characterized by the idea of praxis. For me, this is most clearly felt in my graduate course on international conflict resolution and peacemaking.

At both the level of the subject matter, and the way in which the students themselves relate to the material, the symbiotic relationship between learning and making peace is strongly demonstrated. The course itself focuses on mediation and negotiations to end violent conflicts around the world. We begin with a study of the history, methodology, and practical techniques of conflict resolution, looking at such concepts as behavioralism, types of mediation, interests versus positions, and interactive conflict resolution practices. From there the course engages in a number of case studies of efforts to resolve violent conflicts around the world. The class studies the negotiations that ended the Mozambique civil war, as well as some of the various negotiations around the conflicts of the former Yugoslavia, including the Dayton peace process to address the Bosnian war, and the Rambouillet conference to address the Kosovo conflict. Finally, the class looks at both the Oslo and Good Friday accords, addressing the Middle East and Northern Ireland, respectively, with an eye toward the challenges of implementation. Through all of these case studies, we seek to examine how the theories of peacemaking have been put into action, and in turn, re-think those theories in light of actual experience.

There is a rich tradition of dialogue between practitioners of mediation and negotiation, and the academic and research community. The practice of peacemaking can be likened, in some ways, to the practice of medicine. Practicing doctors rely on active research to further their understanding of how the
body works in order to increase their ability to help heal human sickness and injury. Similarly, practitioners of conflict negotiation and peacemaking build their ability to seek settlements, agreements, and reconciliation on a foundation of understanding of a diverse human experiences. Peacemakers must throw their net especially wide in seeking theoretical insights. Because conflict itself derives from so many different aspects of humanity, we must look broadly to seek insights into how it can be resolved. Political science, sociology, economics, and psychology, as well as theology and philosophy all contribute to the theoretical foundations of conflict resolution. My own professional training is in political science, so that is the perspective from which I teach. At the same time, I try to instill in my students an appreciation for the necessity of a broad, inter-disciplinary approach to the study and practice of peacemaking.

Moving from the subject matter itself though, to how the students relate to the material provides another insight to the relationship between theory and practice. Although I have every confidence in the future success of our students, the reality is that very few are likely to find themselves negotiating peace agreements at the level of international conflict. Not many of us ever become active peacemakers of the type that end civil wars and violent confrontations. But at the same time our students, and in fact, not only our students, but all of us, become “potential constituencies for peace,” as it is termed in the conflict resolution literature. With a further understanding of how negotiations and mediation function, as active citizens outside of the classroom, students become more likely to support both efforts at negotiation, as well as the settlements that these negotiations generate. The vital role of active and committed popular support for peace is, in fact, one of the lessons that both researchers and practitioners have come to agree upon. In learning about peace, and practical peacemaking methods, students actually contribute to the long-term prospects for peace. In this sense, a praxis of peace becomes a part of their lives.

Teaching the theories and practices of peacemaking can be seen as part of the process of laying the foundation for further peace. For me, one of the roles of a Catholic, Vincentian and metropolitan university, is to attempt to play a part in making peace possible in the world. Promoting peace, through teaching and learning is certainly one of the “needs of a dynamic world” which our Mission pledges us to meet.

Faculty Growth Grant Program
The upcoming deadlines to apply for a Faculty Growth Grant are:

    February 11, 2013
    April 22, 2013

If you have any questions regarding the application procedures look at our website under Growth Grant Program or email us at CTL@stjohns.edu.
Faculty News

Dr. Frank A. Barile (Pharmaceutical Sciences, barilef@stjohns.edu) co-authored the articles: “Trace Metals Alter DNA Repair and Histone Modification Pathways Concurrently in Mouse Embryonic Stem Cells” in Toxicology and “Epigenetic Histone Acetylation and Deacetylation Mechanisms in Experimental Models of Neurodegenerative Disorders” in the Journal of Pharmacological & Toxicological Methods (2012).

Dr. Blase Billack (Pharmaceutical Sciences, billackb@stjohns.edu) gave two lectures: “Tumor Biomarkers for Ovarian Cancer” and “Breast Cancer - How it is Studied in the Lab” at the New Jersey Science and Engineering Festival; he was interviewed by the local television channel and the interview can be found at: http://youtu.be/KzVCkmdut9c.

Dr. Zhe-Sheng Chen (Pharmaceutical Sciences, chenz@stjohns.edu) was invited as a keynote speaker at the Congress on Advances in Anticancer Personalized Chemotherapy for Cancer and Anticancer Drug Research in Shenzhen, China (July 2012); gave invited seminars at: Guangdong Pharmaceutical University, Jinan University School of Pharmacy, Peking University School of Pharmacy, Chinese National Center for Nanoscience and Nanotechnology, Chinese Medical University (May 2012), Fudan University, Hualing College of Technology, University of Science and Technology of China, Sun Yat-Sen University School of Chemistry and Chemical Engineering, Guangzhou Medical University, Guangdong General Hospital, Sun Yat-Sen University Cancer Center, Central South University, and Huazhong University of Technology (July 2012); published: with Dr. Tanaji Talele (Pharmaceutical Sciences, talelet@stjohns.edu) “Current Status on Marine Products with Reversal Effects on Cancer Multidrug Resistance” in Marine Drugs and “Nilotinib Potentiates Anticancer Drug Sensitivity in Murine ABCB1-, ABCG2-, and ABCC10-Multidrug Resistance Xenograft Models” in Cancer Letters; served as a co-chair and presented the abstract: “AV-951 Reverses Multidrug Resistance by Inhibiting ABCB1 and ABCG2 Activity, an abstract with Dr. Tanaji Talele: “Nilotinib Potentiates Anticancer Sensitivity in Murine Multidrug Resistance Xenograft Models,” two abstracts with Dr. Charles Ashby (Department of Pharmaceutical Sciences, ashbyc@stjohns.edu): “Vemurafenib, a BRAF Enzyme Inhibitor, Modulates ABCB1-, ABCG2, and ABCC10-meditated Multidrug Resistance,” and “Masitinib (AB1010) Antagonizes Multidrug Resistance (MDR) Mediated by ABC Transporters ABCC10 and ABCG2” at the 9th North American ABC Workshop, NCI-Frederick, MD (September 2012).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) presented an invited paper, “The Herbarium: A Link between Art and Science,” at the European Science Council Conference on Imaging Technology: Truth and Trust held in Norrköping, Sweden (September 2012).

Dr. Joseph A. Giacalone (Economics and Finance, giacaloj@stjohns.edu) presented a paper, “China, the World Trade Organization, and the Market for Rare Earth Minerals,” and served as a discussant at the Clute Institute Conference in Las Vegas, NV (October 2012).

Sue Peterson (The Language Connection, peter- sos@stjohns.edu) co-authored Writing Power 3 and Writing 4, a four-level ESL composition textbook series (Pearson Education: 2012).

Dr. Sandra E. Reznik (Pharmaceutical Sciences, rezniks@stjohns.edu) presented the talk entitled “N, N-Dimethylacetamide Prevents Infection-Associated Preterm Birth,” at the 2012 Society of Gynecologic Investigation Summit in Brisbane, Australia (Summer 2012); also co-authored three papers: “Hypoglycemia, Hyperglucagonemia and Feto-placental Defects in Glucagon Receptor Knockout, Mice: A Role for Glucagon Action in Pregnancy Maintenance” in The American Journal of Physiology—Endocrinology and Metabolism, “Altered Regulation of Akt Signaling with Murine Cerebral Malaria, Effects on Long-term Neurocognitive Function, Restoration with Lithium Treatment” in PLoS One and, in collaboration with Dr. Ralph Stephani (Pharmaceutical Sciences, stephanr@stjohns.edu), “A Novel Endothelin Receptor Antagonist Prevents Cerebral Microvascu-

(continued on next page)
lar Hemorrhage When Used in Conjunction with an Anti-malarial Agent in *Plasmodium berghei* ANKA-infected Mice” in *Life Sciences*.

**Dr. May Webber** (Humanities, web-berm@stjohns.edu) published “As the World Turns: Catholicism and Embryonic Stem Cell Research” in the *Internet of Catholic Bioethics* (November 2012).

---

**LIBRARY RESOURCES**

**Natural Medicines Comprehensive Database**

Victoria Tamborrino (University Libraries, tamborrv@stjohns.edu)

Have you ever wondered if a certain vitamin, herb, or other natural product actually works? Are you curious about what natural remedies are available to treat a specific condition? Do you want more information about a dietary supplement your doctor has recommended? Then, *Natural Medicines Comprehensive Database* may be just the resource you need.

*Natural Medicines Comprehensive Database* provides unbiased, scientifically reliable answers to questions about hundreds of natural supplements and alternative therapies. Updated daily, the *Database* contains information on products’ uses, safety, effectiveness, side effects, medication interactions, and much more.

Use the search box on the *Database* home screen to enter any natural product or ingredient name (e.g., glucosamine, *Echinacea*, omega-3). Or, search by disease or condition (e.g., diabetes, headache, memory). Finally, you can search by alternate treatment modality (e.g., acupuncture, magnet therapy, yoga). Your search will bring you to a full product monograph and to other relevant information. The “Patient Education Handout” summarizes information most important to you as the consumer.

For the health professional, 1,100 highly detailed natural product monographs are complemented by a drug interaction checker, nutrient depletion checker, and the Clinical Management Series, which offers practical evidence-based information on using natural medicines for specific conditions. Special topics reports are also included. You may browse commercial products, USP verified products, Canadian licensed products, and fixed herbal combinations. The advanced search feature allows you to more selectively search the *Database* for very specific product information.

The University’s subscription to *Natural Medicines Comprehensive Database* is provided by the College of Pharmacy and Health Sciences. It is available from the Libraries’ *Databases* page and from the *Medicine & Health* and *Pharmaceutical Sciences* Resources by Subject pages. Information within is not intended to replace the advice of your doctor or other healthcare professional.

---

**Faculty News:**

If you would like to send an entry to “Faculty News,” the deadline for the December issue is **December 4**. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in “Faculty News.”
The Exemplar Program: An Enlightening Experience

Peter P. Cardalena, Jr. (College of Professional Studies, cardalep@stjohns.edu)

A Greek philosopher taught that the world was in a constant state of change. I believe this is particularly true of education. There is an initiative at St. John’s University that meets this challenge. It is called the Exemplar Program and was instituted about six years ago. The idea was developed by the Dean of the College of Professional Studies, Dr. Kathleen Vouté MacDonald, with the assistance of the Center for Teaching and Learning. Because I have been invited to participate, this article will address my own experience. My goal is to give my colleagues an insight into this program.

For me, the process began with an inquiry from the Dean. She outlined the process in its entirety. The program would meet four times during the academic year. There would be three faculty members from CPS selected as Teacher Exemplars. Each session would have a theme, the Exemplars would speak, and the discussion would then be opened to all in attendance. I admit I was somewhat apprehensive as to my role. My ego is such that it would not allow me the thought that I am any more effective in teaching than any of my colleagues. In fact I have a strong belief that there is a wealth of talent in this College and I was proud to be part of the group. After some serious thought I was comforted in believing that the selection process was rotational. Each faculty member would have the opportunity, and in that case, I would have hoped to be picked later, but actually after attending, was happy to have been selected sooner.

At the designated time I arrived at the meeting and was cordially greeted by Dr. MacDonald. I was somewhat disappointed in the attendance but later learned that would not be a handicap to the dialogue. There was an excellent hot buffet and beverages. The moderators reminded us to relax, unwind and let the educational interchange flow. What added to the endeavor was meeting different colleagues. Other than at committee meetings our usual gatherings are at Faculty Council. The seating there is usually by necessity with our own respective divisions. Listening to a variety of viewpoints without an agenda was refreshing.

The theme for this particular session was technology in the classroom and beyond. The session began with each Exemplar presenting their philosophy on the meeting theme. For me this was extremely challenging. I am not a fan of online courses but well understand the definitive need for the same. Although my opinions were in the minority, this did not prevent some lively discussions. Listening to how each of the different disciplines fostered the use of technology was an eye-opener, to say the least. The moderator of what at times was heated discussion, Dr. MacDonald directed the participants to an orderly and worthwhile exchange of educational thought. Her manner demonstrated a professional approach to the discussions. The dialogue was so spirited that no one welcomed the end of the program, but all were looking forward to round two.

When I left the meeting, something interesting occurred. I could not stop thinking of my colleagues’ input. Sometimes when you are involved with a particular style of teaching for a long period of time, you may feel a false sense of how effective you are. You may believe that you have a patent on your teaching style. Comments from your colleagues, an occasional award, a sneak peek at Rate My Professor may allow for complacency. Accordingly, this Exemplar Program was indeed an awakening for me. For new faculty it is an absolute must. For all, it is a worthwhile event. I hope to see many of my CPS colleagues there. P.S. I am now looking forward to an online course.
Student Course Evaluation at St. John’s University – Improving the “Class Climate”

Steven W. Glogocheski (Associate Director of Academic Assessment, glogochs@stjohns.edu)

St. John’s transitioned to an online course evaluation system (Class Climate) in the Fall of 2007. Since that time, we have implemented promotional and instructional strategies in an ongoing effort to increase the response rate for this important institutional priority. For example, last year we updated the system so that students had the opportunity to complete all of their evaluations through a single e-mail. Prior to this update, a student would receive a separate e-mail with a link to the evaluation for each course he/she were enrolled in throughout the semester. A new feature for the Fall 2012 semester will automatically direct students towards their evaluations which have not yet been completed after submitting their initial online evaluation, making it possible to finish all outstanding assessments directly from Class Climate.

Communication among faculty and administrators plays an important role in the evaluation process. Last year, the provost communicated the University Senate’s recommendation to set aside class time during the first week of the evaluation period for students to complete the online Class Climate Course Evaluation. We thank the deans for reinforcing this to the faculty, and faculty, we thank you for your efforts in this important endeavor. This initiative, dubbed “evaluation week,” was one of the factors which contributed to the increase in student participation (6% over the previous academic year). With continued effort, we can have significant improvement going forward.

The Fall 2012 course evaluations will be administered from November 19th – December 10th. In continuation of the University Senate’s recommendations, we encourage you to plan to set aside time in class during the first full week of this period – to the extent possible – for students to complete the evaluation. In addition, please consider sharing with your students how you are using their feedback to improve the learning experience. Students will be more inclined to participate if they are assured that their responses impact the educational environment.

All faculty members will receive their course evaluation results the week of December 30th. Aggregated results by college (separated by undergraduate and graduate responses) can be found online at: http://www.stjohns.edu/about/ir/surveys/SCE_Results.

For more information regarding student course evaluations, please contact Steven Glogocheski, Associate Director of Academic Assessment (glogochs@stjohns.edu).

University Archives and Special Collections

In October, the CTL hosted a workshop on the use of the University Archives and Special Collections in teaching. This event was a reminder to all of us that the University Archives contain the records of St. John’s University; our campuses, student organizations, sports teams, academic departments, faculty members, university memorabilia, and other historical items.

Special Collections contains many unique resources available for students and faculty in conducting their research, such as manuscript collections, rare books, artwork, limited editions, and other primary resources.

To conduct research in the Archives and Special Collections, please make an appointment at ext. 1465 or archives@stjohns.edu.
Academic Lecture Series – Strategies for Success in the STEM Disciplines: Creating Your Career Mosaic

Marie Nitopi (IRB and Women in Science Coordinator, Office of Grants and Sponsored Research nitopim@stjohns.edu)

On Monday, October 15, 2012, the St. John University Women in Science Society (WIS) hosted guest speaker Susan Fitzpatrick, Ph.D., who spoke about the opportunities and challenges of a career in the Science, Technology, Engineering and Mathematics (STEM) disciplines. The WIS Society established in 1990 supports and encourages women who major in and plan careers in the STEM disciplines, areas wherein women have been historically underrepresented.

Dr. Fitzpatrick received a B.S. from St. John’s University and a Ph.D. in Biochemistry and Neurology from Cornell University Medical College. She currently is Vice President of the James S. McDonnell Foundation which supports university-based research in the biological and behavioral sciences, and serves on the board of the Association of Women in Science (AWIS). Founded in 1971 AWIS is the only multidisciplinary professional organization for women in STEM dedicated to achieving equity of women across all disciplines and employment sectors, and providing valuable information, resources, referrals and mutual support to members.

Dr. Fitzpatrick referred to her own career path as a model and stressed the fact that earning a St. John’s degree is the first step on the way to a successful career. She noted that careers in the STEM disciplines are rewarding as well as challenging and it is important to remain open and adaptable. While the gender share of overall employment is equally distributed among men and women, women hold only 24% of the STEM jobs. Women still lag behind men because of the absence of technical skills, therefore it is important to build and translate their “soft skills” into technological knowledge. In addition, according to an AWIS report, awards and prizes for research achievements in these disciplines go mainly to men, despite growth in women’s participation. This disparity has resulted in a climate that hinders the advancement and retention of women as leaders in STEM. Furthermore, women in particular, face additional challenges imposed by gender stereotypes, implicit bias, and societal norms regarding women’s roles. Whereas STEM trainees begin their careers in an academic setting, less than 50% will stay in academia for an entire career and more than half will be employed by for-profit firms.

Overall STEM opportunities will be increasing over the next five to ten years, therefore it is important for students to be flexible, build on their basic science knowledge and look for new and unique opportunities to use these skills. Dr. Fitzpatrick emphasized the importance of translating knowledge and skills gained during education into a variety of contexts and employing strategies such as joining organizations like AWIS that can help students combine their talents, interests, and education into a rewarding career. It is not just about how to get women into the sciences but also how to help our students build careers in the sciences.

For more information about AWIS please visit: http://www.awis.org

Term Papers Anyone?

G. Kim Blank, a Professor of English at the University of Victoria, argues that the term paper is a cultural construct developed for a form of education that no longer meets the needs of today’s students. This article, Let’s Kill the Term Paper, is in The Chronicle of Higher Education and is available online (http://chronicle.com/blogs/conversation/2012/11/20/lets-kill-the-term-paper/). You might not agree with Blank’s argument, but you might find yourself more appreciative of your students’ aversion for them.
St. John’s University and New York Campus Compact Faculty Institute on Academic Service-Learning

On January 22, 2013 St. John’s will be co-hosting with New York Campus Compact a Faculty Institute on Academic Service-Learning in the Kiernan Suite of the Kelleher Center on the Staten Island Campus. You are invited to join some of your colleagues from other colleges and universities at the St. John’s University and New York Campus Compact Faculty Institute.

Dr. Edward Zlotkowski, Professor of English at Bentley University and academic service-learning pioneer, will facilitate a one-day institute for faculty who want to explore and/or deepen their understanding and practice of the academic service-learning pedagogy. For those of you who are not familiar with Dr. Edward Zlotkowski, he is a well-known author and respected authority both nationally and internationally in the field of service-learning.

The Institute is open to all who teach at St. John’s. Your attendance at this program will result in certification in academic service-learning. You will be awarded a certificate along with a stipend for attending and an additional stipend for incorporating AS-L into one of your courses in the following academic year.

For any questions please contact Lynn Stravino, Director of Academic Service–Learning at stravinl@stjohns.edu.

Active Learning with Blackboard: Is Learning Ever Passive?
Claire O’Donoghue (College of Professional Studies, odonogc@stjohns.edu)

Life is frittered away by detail. Simplify, Simplify! Thoreau’s Walden (1864)

The following directives are not intended for all course designers to follow, but rather serve as suggested, simplified, and successful strategies that can smooth the way for both the professor and the student. I have developed them through years of teaching online courses including Women’s Voice in Literature (aka Virtual Estrogen).

SEND a welcoming letter and a course overview two weeks before the course begins. Request a reply.

DEFINE THE END OF THE WEEK: Eg. Sunday 8 PM.

INCLUDE attractive and evocative images that relate thematically to the week’s lesson. Consider using audio and/or video mashups to enrich or extend a lesson’s purpose.

STRUCTURE lessons and forums in a consistent format so students become comfortable and adjusted.

RESPOND to emails as they come in. Don’t delay a day. Establish the format for emails (not epistles) in the welcoming letter; eg. “Type on the subject line: English 1068 DL: A PROBLEM.”

ARCHIVE all correspondence in a Microsoft Office Outlook folder. When copying the course for a new semester, your emails (“messages”) to students will be lost.

DELAY until mid-semester, students’ introducing themselves to the class. Builds excitement and curiosity.

PROVIDE samples of model student (A) essays. Raises the bar for the inconfident, weaker writer.

(continued on next page)
Remember:
The best places to look for faculty-related information are the CTL Webpage and the CTL Teaching and Learning Forum.

Faculty News:
If you would like to send an entry to “Faculty News,” the deadline for the December issue is December 4. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in “Faculty News.”

Be Flexible and open to tweaking and adjusting a lesson’s focus depending on forum responses.

Track forum postings and post the Performance Dashboard on a special Content page for ALL to view. Those drifting off into a coma will awaken and become active.

Inject humor, visual/verbal, where possible. Avoid megadoses. Less sometimes is more.

Mix and shift voice when commenting on student essays.

Grade and return essays in Word within 24 hours. Allow students to comment on your comments.

Faculty Writing Retreat
Location: Institute for Writing Studies, Library Room 150, Queens Campus
Date: Monday, December 17, 2012 from 10 a.m. to 4 p.m.
Register now; participation is limited.

The Faculty Writing Retreat offers 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 own experience from previous St. John’s Faculty Writing Initiative writing retreats we’ve held – tells 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 retreat, 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 12:30 p.m. We hope you will be able to join us. Please remember that participation is limited; to register go to www.stjohn.edu/ctl. 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/aeccontent.php?pid=71651&sid=589816.