CENTER FOR TEACHING AND LEARNING

NEWSLETTER

September 2012

Vol. 18, No 1

Dates to Note!!

Thursday, September 20
Using Wikipedia to Promote Students Research, Writing and Critical Thinking Skills
1:50 to 3:15 p.m.
Library room 110*

Monday, October 1
Using Digication with Your Students
1:50 to 3:15 p.m.
Library room 110*

Tuesday, October 2
The New E-Archive: EEBO and ECCO
12:15 to 1:40 p.m.
Library room 110*

Thursday, October 4
Engaging Students in International Education
1:50 to 3:15 p.m.
Bent Hall 101A*

Tuesday, October 9
Inquiry Based Learning and Preparation for the ‘Real World’
12:15 to 1:40 p.m.
Library 110*

*Queens Campus

TO REGISTER VISIT:
www.stjohns.edu/ctl

FALL CALENDAR OF EVENTS

DIRECTORY

Remember: The best places to look for faculty-related information are the CTL Webpage and the CTL Forum.

CTL September Newsletter

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

Highlights from our September issue include:

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Career Corner: Partnering for Student Success
Michelle Kyriakides (Associate Director, Career Center, kyriakim@stjohns.edu)

It’s hard to believe that a new school year is upon us once again. As we strive together to reach the goals presented in the Repositioning of the Strategic Plan, the Career Center has implemented some exciting initiatives. We look forward to launching even more new partnerships and programs throughout the upcoming year.

The first and most visible change occurred at the end of August. We are thrilled to announce that our Queens location has moved into temporary space on the second floor of the library, while a new space on campus is being renovated. A Grand Opening of our new and improved center is scheduled for the Spring of 2013. To assure our students have easy access to our services during this transition, we have made plans for our Career Advisors to connect with students throughout campus and at various times throughout the week. During the fall semester, you will see our advisors holding office hours in the D’Angelo Center, the Institute for Writing Studies, the Residence Halls, and the University Learning Commons. We have also extended our hours to include three evenings during the week and several Saturdays to meet students’ needs outside of traditional business hours.

In an effort to better prepare students for career success during their first few weeks on campus, we have organized our annual Majors Fair event to run concurrently with our Fall Career Fair on October 4th. The Majors Fair, which has traditionally sought to provide students with the chance to learn about the various academic options that are available to them, will now also help them to connect their chosen field of study to the variety of opportunities available at the Career Fair. After students speak to the faculty, our Career Peer Educators will be available to take students on tours of the Career Fair, and to discuss tips about identifying potential internship sponsors or employers, how to dress for a job fair, and how to approach a recruiter.

One of our primary goals for this year is to be more accessible to faculty. We are eager to assist you in preparing your students for success, whether you are interested in having a Career Advisor present to your classes, or want the most current employment information for recent college graduates in your field. We are also currently working on creating a “Faculty Tool Kit” to aid you in developing career-related course materials for your classes, including presentations, handouts, and rubrics for assessing student work. We would be happy to help you adapt those materials for your discipline. In the coming weeks, faculty members will also be welcomed into CareerLink, so you will have full online access to all of the job and internship opportunities that are posted for our students and alumni, as well as access to all career-related events run by our office.

For a full calendar of these events, please visit the Career Center web site at: www.stjohns.edu/careerevents. We also would like to invite you to bring your class to any of our events, if appropriate. If you are interested in bringing your class to a session, or have any questions about our programs, please contact me at kyriakim@stjohns.edu. We look forward to seeing you throughout the semester, and working with you to help assure our students’ career success.
Global Certificate Program
As part of the University's Global Initiative, the Office of Global Programs and the Center for Teaching and Learning designed a Certificate Program in Global Education for faculty. The certificate will be awarded to those who complete at least three of the six workshops being offered in the program this semester.

Engaging Students in International Education
Thursday, October 4, 1:50 to 3:15 p.m., Bent Hall 101A

Bringing International Scholars to Campus
Thursday, October 18, 1:50 to 3:15 p.m., Bent Hall 277B

Helping Non-native Speakers of English Succeed Academically
Thursday, October 25, 1:50 to 3:15 p.m., Bent Hall 277A

Using The New York Times to Encourage Your Students to Think Globally
Monday, November 5, 1:50 to 3:15 p.m., D’Angelo Center 416A

What International Education Means at St. John’s
Wednesday, November 14, 12:15 to 1:40 p.m., Library 110

How to Write a Study Abroad Course Proposal
Monday, November 26, 1:50 to 3:15 p.m., Bent Hall 277B

For more information and to register go to: www.stjohns.edu/ctl.

Upcoming Faculty Training: Emergency Readiness and Sexual Harassment and Discrimination Prevention

Sexual Harassment and Discrimination Prevention Training (two sessions)
Target Audience: Full-time faculty who have not yet attended a classroom session on this topic

Date: Monday, October 22
Time: 10 a.m. to noon
Location: President’s Room, Carnesecca Arena

or

Date: Monday, October 22
Time: 2 to 4 p.m.
Location: President’s Room, Carnesecca Arena

Emergency Readiness and Identifying and Responding to Students in Distress training (two sessions)
Target Audience: Full-time faculty who have not yet attended a classroom session on this topic

Date: Tuesday, October 11
Time: 2 to 4 p.m.
Location: President’s Room, Carnesecca Arena

or

Date: Friday, December 7 (Study day)
Time: 11 a.m. to 1 p.m.
Location: President’s Room, Carnesecca Arena

To view a calendar with all upcoming programs click here: Training Calendar.
For registration instructions click here. Note: instructions also include log in for E-Studio classes.
Faculty News

Dr. José G. Centeno (Communication Sciences and Disorders, centenoj@stjohns.edu) published the co-authored chapter, “Aphasia in Multilingual Populations,” in Aphasia and Related Neurogenic Communication Disorders (February 2012), and the chapter, “Morphosyntactic Expressive Features in Spanish-English Bilinguals with Aphasia,” in Aphasia in Multilingual Speakers (June 2012); co-presented an invited paper titled, “Training Students to Serve Individuals in Multilingual-Multicultural Environments,” at the Global Summit on Higher Education in Communication Sciences and Disorders, Annual Convention of the Council of Academic Programs in Communication Sciences and Disorders in Newport Beach, CA (April 2012).

Dr. Zhe-Sheng Chen (Pharmaceutical Sciences, chenz@stjohns.edu) was selected as Editor-in-Chief of the Journal of Cancer Research Updates; published: “Autophagy and Transporters Based Drug Resistance” in Cells; “Sildenafil and Vandetanib Reverse Multidrug Resistance by Inhibiting the Efflux Function of MRP7 (ABCC10) Transporter” in Cancer Science; “Zafirlukast Antagonizes ATP-binding Cassette Subfamily G Member 2-mediated Multidrug Resistance” in Anti-Cancer Drugs; “Enhancing Chemosensitivity in ABCB1- and ABCG2-Overexpressing Cells and Cancer Stem-Like Cells by An Aurora Kinase Inhibitor CCT129202” in Molecular Pharmacaceutics; “Neratinib (HKI-272) Reverses ABCB1-Mediated Chemotherapeutic Drug Resistance in vitro, in vivo and ex vivo” in Molecular Pharmacology; with Dr. Vijaya Korlipara (Pharmaceutical Sciences, korlipav@stjohns.edu), “OSI-930 Analogues as Novel Reversal Agents for ABCG2-mediated MDR,” in Biochemical Pharmacology; with Dr. Tanaji Talele (Pharmaceutical Sciences, talelet@stjohns.edu) “GW583340 and GW2974, Human EGFR and HER-2 Inhibitors, Reverse ABCB2- and ABCB1-Mediated Drug Resistance” in Biochemical Pharmacology and “Saracatinib (AZD0530) Is a Potent Modulator of ABCB1-mediated Multidrug Resistance in Vitro and in Vivo” in International Journal of Cancer; also co-authored: “N-arylphenyl-2,2-dichloroacetamide Analogues as Anti-cancer Agents: Design, Synthesis and Biological Evaluation” in Bioorganic & Medicinal Chemistry Letters; “The Novel BCR-ABL and FLT3 Inhibitor ponatinib is a Potent Inhibitor of the Multidrug Resistance-associated ATP-Binding Cassette Transporter ABCG2” in Molecular Cancer Therapeutics; “Enhanced Chemosensitization in Multidrug-resistant Human Breast Cancer Cells by Inhibition of IL-6 and IL-8 Production” in Breast Cancer Research and Treatment; “Tyrosine Kinase Inhibitors as Modulators of ABC Transporter-mediated Drug Resistance” in Drug Resistance Updates.

Dr. Christopher Denny (Theology and Religious Studies, dennycc@stjohns.edu) was awarded a first place finish by the Catholic Press Association in the Best Feature Article--Scholarly Magazine category for the article, "'All Will Be Well': Julian of Norwich’s Counter-Apocalyptic Revelations," in Horizons: The Journal of the College Theology Society (June 2012).

Dr. Hannah Berliner Fischthal (English, fischthh@stjohns.edu) published "Jewish Ghettos in Sighet and Dąbrowa Górska" in Studies in American Jewish Culture.

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) presented a paper, “Herbarium in a Public Library’s History Room,” at the Society for the Preservation of Natural History Collections annual meeting at Yale University (June 2012).

Professor Richard A. Scorce (Computer Science, Math & Science, scorcer@stjohns.edu) published an article, “The Road to Successful Academic Service Learning Projects: Making the Right Choices,” in The Journal of Computing Sciences in Colleges (June 2012) and also presented the paper at the Consortium of Computing Sciences in Colleges (CCSC) Northeast Annual Conference (April 2012).

Dr. Richard Stalter (Biological Sciences, stalterr@stjohns.edu) published the article, “Plant Succession/Community Development,” in In Vivo (Spring 2012); co-authored the articles “Parsimony Analysis of East Coast Salt Marsh Plant Distributions” in the Northeastern Naturalist and “The Biological Flora of Coastal Dunes (continued on next page)
Two Messages for Adjunct Faculty

In the interest and for the benefit of the entire St. John's University community, in particular our students, the Office of Human Resources and the Office of the Provost are pleased to present Adjunct faculty members with a customized training program on Sexual Harassment and Discrimination Prevention. As stated in this year's adjunct faculty contract, the University now requires all Adjunct Faculty to complete this training, conveniently designed as an online course that you may take at a time and place of your choosing. More information is available at this link: http://www.stjohns.edu/academics/provost/resources/120215_hr_adjunct_harass.stj

From time-to-time, the University administration requires faculty to attend training that is either mandated by law or determined to be legally necessary to protect the University. As stated in this year's adjunct faculty contract, the Faculty Emergency Readiness Training and Identifying and Responding to Students in Distress (Part ONE) is one such program. In addition, you are strongly encouraged to complete At Risk, (Part TWO), an online training simulation which places you inside a virtual classroom where you can interact with potentially at-risk students. In an effort to provide a convenient approach to training, electronic links are available so that you can access the two-part course at a time and place of your convenience. More information is available at this link: http://www.stjohns.edu/academics/provost/resources/120215_provost_hr_adj_emg

JohnnyCon 2012

Please join us on Tuesday, September 25, 2012 for “JohnnyCon,” St. John’s University’s first annual celebration of comic books (#JohnnyCon2012). Special guest and keynote speaker will be Dr. Michael Bitz, founder of The Comic Book Project, which aims to engage “children in a creative process leading to literacy reinforcement, social awareness, and character development.” Participating students’ work (i.e. comics) are published and distributed to use as learning and motivational tools. Also on hand to answer comic-book questions will be “Mike,” STJ alum and co-owner of Royal Collectibles, along with an assortment of comic books, collectibles, and some giveaways. Light dinner will be served. The event will take place in D’Angelo Center Room 128 at 7 p.m. Faculty members are encouraged to bring their students. To RSVP, please send an email to engagement@stjohns.edu indicating that you (and/or your class) would like to attend JohnnyCon 2012.

For further information, please contact Prof. Caroline Fuchs, Outreach Librarian, at fuchsc@stjohns.edu.

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.”


Dr. Ellen Tufano (Computer Science, Mathematics and Science, tufanoe@stjohns.edu) successfully defended her doctoral dissertation “ePortfolios as Tools for Collaborative, Outcomes-Based Course Assessment” (April 2012).
LIBRARY RESOURCES

Highlighting a Library Resource: Naxos Music Library
Cynthia Chambers (University Libraries, chamberc@stjohns.edu)

You probably already use the library’s databases to locate online articles and reference books, but perhaps you didn’t know that there are library databases that provide other kinds of resources.

One of those hidden gems is the Naxos Music Library. This online classical music library offers streaming access to more than 74,000 CDs, with hundreds of new CDs added every month. These include the complete Naxos and Marco Polo catalogs, as well selected titles from other labels including ARC, BIS, Chandos, EMI Classics, and Virgin Classics.

The Naxos database is searchable by keywords (composer, artist, title) and also by instrument, genre, recording label, country, and historical period. Most recordings include an image of the CD cover along with a list of tracks, and titles from Naxos and Marco Polo have the liner notes. Other supporting materials include a glossary, pronunciation guide, opera libretti, analyses of selected musical works, and music histories.

Even if you do not teach a course specifically in music, the Naxos Music Library can add a new dimension to your classes. There are many different ways that you could make use of this database: to provide a musical background for gathering time or to mark a transition to a new subject or activity, to inspire creative activities, or to help illustrate topics in a history or humanities class. For example, I often have students in my theology classes listen to musical settings of biblical passages that we are studying.

So, give the Naxos Music Library a listen! (Because the library’s subscription allows for a limited number of simultaneous users, please log-out using the red button at the top of the screen when you finish your listening session.)

Counteracting Absence Excuses
Pengfei Song (Institute for Core Studies, songp@stjohns.edu)

This past year was my first time teaching non-major freshmen science classes and I was a bit surprised to see large numbers of students missing classes and providing excuses that are not remotely plausible. At the end of the spring semester, I conducted an anonymous opinion survey from more than 100 students by asking them to vote for the most effective absence excuses that either they themselves have used or know someone who used it in their classes. They were also asked to explain why those excuses were effective. The collected information prompted me to think about what faculty members can do to improve attendance, which is known to be directly linked to freshman retention, student performance and student/professor satisfaction. I share below the excuses that students commonly use to skip classes and propose a few measures to counteract them, be they fact or faked.

Why Do Students Skip Classes
According to an unofficial survey, an average St. John’s student misses one out of five classes but still feels confident about passing the course, and three in ten students skip class regularly for non-legitimate reasons. Students self-revealed in the survey that they would miss classes and likely provide a fake excuse when the following situations occur: a schedule conflict with their part-time jobs, school activities, etc; unexpected traffic delays; trying to finish assignments from another course; a perception that the course is irrelevant to their lives; and having difficulty understanding the course content.
Popular Excuses from the Students

**Sickness** (30%) There is no doubt that most excuses we hear from students are medically related, be it stomach flu, car accident, dental appointment or dislocated joints. Students also recognize that a specific illness would be more convincing and the really clever ones would follow up after first notice. They believe illness is the top choice for three reasons: 1) Professors relate to illness which easily earns sympathy. 2) Some illnesses are hard to disprove and many self-resolve after rest. 3) Most professors hardly question a doctor’s appointment or ask for a note when sickness was the said reason.

**Technology** (18%) With our students having non-homogeneous computer literacy, it is difficult to tell when a student faked a technology excuse. Some of the common ones we hear often include, “my printer was out of ink,” “I’m a new Mac user and I’m experiencing strange problems,” “my computer magically deleted my homework from the hard drive,” and “I lost internet last night.” Students found most professors forgiving on their lack of knowledge in technology and do not believe that they should be punished for technical issues.

**Family** (15%) The third most popular excuse is related to family (and friends). Students believe that “family commitment is completely outside of the professor’s control” and “it hits the emotional soft spot.” Over 1/3 of votes in this category were for a funeral as if grandmas have many lives.

**Advisor Meetings and School Activities** (11%) Our students often have meetings with some administrator or counselor to schedule classes or discuss issues including financial aid. This creates an opportunity for some to fake excuses as the meeting “is scheduled inconveniently during your class time.” Some students also believe the following activities are priorities in college life and use them as excuses to skip classes: pledging for a fraternity or sorority, obligations to student government, required extra-curricular activity scheduled by another class, sporting events, etc.

**Transportation** (10%) Over 82% of St. John’s students commute and many use it as an excuse. On a bad weather day, it could be “my parents took the only car that we have at home,” and on a perfectly calm day, it could be “the bus left one minute early before its schedule and the next bus didn’t come,” or “I had a flat tire.”

**Employment Related** (5%) Students who work to pay for tuition consider their job the priority that outweighs school. Although not many students voted this as a top excuse, it has been frequently used in classes, especially for late arrivers: “I have to work, otherwise I will be fired;” “My work schedule will be changed next week so that I can come to your class,” and “I had to skip class because of a job interview” are among these excuses.

**Others** (11%) Occasionally students will present seemingly factual excuses such as “My alarm didn’t go off,” hoping to get a reward for their honesty. Others use vague explanations to baffle the professor, e.g., a student told the professor that he couldn’t come to class because of the ticket he got, and without realizing that it was really a concert ticket the professor let him go.

Made-up excuses degrade students’ morals and those who do it often also tend to plagiarize. Professors with their busy schedule sometimes overlook attendance or grant student excuses without much scrutinizing, which eventually cause more students to miss classes. Granted, enforced mandatory attendance with harsh penalties is one way to solve the problem and has been applied by many. Such paternalistic tactics however can incur student resentment and discourage learning. Below I propose a few alternative measures.

**Discuss the Issues Early**

Issues that might affect attendance should be discussed as early as possible and repeated often. For freshmen, the topic should be brought up during student orientation, with a focus on students who commute and/or work part time.
**Be Empathetic**
Faculty also need to recognize different levels of preparedness among our students and use various instructional techniques to reach students with different learning styles. Constant encouragement and increased accessibility (both physically and virtually) will dispel their fears and tailoring the course to students’ needs will generate that inclusive feeling. Additionally, a clear grading policy in the syllabus, a customized resource guide, the early-alert system, a point of contact for students, and frequent reminders can all improve attendance. I also recommend professors to share a list of popular excuses with students in the first class meeting and privately allow a limited number of excuses per student considering life’s unexpectables.

**Be Proactive**
For students who are absent due to an illness, faculty member should consistently ask for doctor’s notes. Even when an illness does not require the student to visit a doctor, this will make it inconvenient/uncomfortable enough to stop the fakers from attempting. I however caution our faculty that internet companies that forge doctor’s notes have become popular in recent years. These companies provide fake medical/dental appointment notes, ER forms, funeral, jury duty and medical evaluation forms for less than $20. A list of such companies can be found at the end of the article. To counteract faked documentation, I urge our faculty to make active efforts to call the phone numbers on the notes, at least screen them randomly, and work with school administrators to make faked notes a violation of the honor code. This policy should be transparent to students. Additionally, for those who claim that they didn’t see a doctor or they have lost the documentation, extra homework should be assigned so that students do not fall behind lectures.

**Offer Technology Workshops**
Technology is a common excuse used for delayed assignment submission. As all our students do not have the same technology proficiency, the university might provide more workshops for freshmen. Contents that may be included are Microsoft offices (Word, Excel, Powerpoint, and Outlook), Paintshop or Photoshop, PDF Reader (and creator), e-Portfolio, Blackboard navigation, online literature search, and proper citations to avoid plagiarism. Pairing up with upper classman is another way to quickly learn the technical tips. These measures should prevent most of software related excuses. Hardware related excuses, such as printing issues, are easily avoidable when professors accept electronic submissions, which has additional advantage of student record keeping and prevention of opportunistic fakers who accuse the faculty of having “lost” a submitted homework. It is also a good practice to post the assignment early and remind students about the deadline and grading policy often.

**Work with Administration**
School administrators and faculty need to work together and communicate. Academic advisors should better assist students to select courses that do not conflict with their work schedule, sport activity or other school events. Faculty need to post detailed class calendars, ideally before class registration. Counselors and deans should avoid class time whenever possible when they book a student for an appointment, or else a written note should be provided. For students who have traumatic family issues, such as death of a family member, the university may set up “Absence Policies” similar to the “Grief Policy” in Purdue University (http://www.purdue.edu/odos/services/griefabsencepolicyforstudents.php).

**Websites that offer absence excuses, including fake doctor’s notes:**
http://madtbone.tripod.com
http://myexcusedabsence.com
http://www.bestfakedoctornotes.com
http://www.freedoctorsexcuses.com
Incentives for Students
Monserrat Ocampo-Washburn (St. John’s College of Liberal Arts and Sciences, ocampom@stjohns.edu)

There are many who cling to the idea that kindness is a sign of weakness. I am not one of them. Though I have due dates for all the work I give my students, I find myself extending deadlines *ad infinitum* to those who give reasonable excuses for their tardy submissions.

I am work-oriented. No matter how and when, I want work from students. Without work, I have next to nothing on which to base grades. And grades are important. Sure they are. If they are not, students can’t move on to the next level, and someone somewhere can make life miserable for professors who don’t submit their grades on time. This adds to the many stressors professors already have just by being professors. For example, because I teach in higher education at a very reputable and respectable university in the United States of America, I have to win every “Words with Friends” that I play on Facebook with at least 5 or 6 people at a time from all over the world. I just have to... win! It is stressful but there is a joy that comes from competing and competing well. I see this trait in most of my students. Though many do not compete as well as they should, they like to get an A at the end of the term.

One of the first things I did was reform a few of the usual terms used in class. I know this is a bit deceptive but on the first day of class, I told my students in a very emphatic manner that I do not give assignments, classwork, quizzes, etc. The reaction was an immediate widening of the pupils and a contained gasp in many of the students. I finished it off with “Instead, I give you opportunities to gain points.” I saw how the pupils returned to their normal sizes and the gasps replaced by quiet sighs. Who was I kidding? What was I thinking? I realize that this did not sit well with the students but I had to be consistent for the rest of the semester so I heard myself saying constantly – “I am giving you another opportunity to gain points.” The sighs got louder as the semester went forward.

Call it a hunch, but what I thought of as a good incentive for students not just to do minimal work that they think they can get away with, but to do all the work they are required to do actually worked these last two semesters. On the first day of class, I would tell my students of my experience in college around the time of the finals. I would say that I hardly took any final exams because I was almost always exempted in every course. It never fails that after such an introduction, a student would ask if I gave exemptions from final exams. This would provide me with a smooth transition to a compromise position.

I would hear myself saying (and oh, so dramatically) “Here is what I can do for you. Any student who completes all his or her work (never forget to be gender inclusive) prior to taking the final exam will take the abbreviated version of the exam.” Then of course I would hear a student ask “What is abbreviated?” I would then say, “If there is a word you don’t know, the fastest way to get to its meaning is to log in to www.dictionary.com.” And of course I would know that was not what the student meant but it was a way for me to plug an online dictionary so that for the rest of the semester, I would not be bogged down by such a line of inquiry which only necessitates logging in to an appropriate website.

I would then explain my course of action, thus, “It is to your best interest and advantage to try to do assigned tasks in a timely manner so that you can qualify for the shorter version of the final exam. By that, I mean that if there are 10 essay-like questions, you may be asked to answer only 7 of them.” But what the students may not know is that the so-called abbreviated final exam always turns out to be pretty much as comprehensive as the complete exam. Besides, those who qualify would have done practically all the work that needed to be done. Why prolong the agony?

I found that I was busiest the week or two before the Final exam. The ploy’s success rate is 92%.
Center for Teaching and Learning
Fall 2012 Calendar of Events

We hope many of the CTL events listed below will interest you. There will be a detailed announcement prior to each event on the CTL web page and you can register for a CTL workshop at www.stjohns.edu/ctl. If you have any questions please contact us at CTL@stjohns.edu or ext. 1859.

**Personnel Action Forms (PAF)**
Part I: Tenure Actions and Promotion to Full Professor Actions**
Part II: Portfolios for PAFs**
  - Tuesday, September 11, 1:50 to 4:50 p.m., Bent Hall 277B
Part I: PAF Actions Years 1-5 Actions **
Part II: Portfolios for PAFs**
  - Wednesday, September 12, 1:50 to 4:50 p.m., Bent Hall 277B
Part I: General Session for All Actions**
Part II: Portfolios for PAFs**
  - Thursday, September 13, 1:50 to 4:50 p.m., D’Angelo Center 401

**Programs for New Faculty**
New Faculty and Mentor Luncheon
  - Thursday, September 6, 1:50 to 3:15 p.m., D’Angelo Center 210
Introduction to Grant Writing
  - Jared Littman, Director, Office of Grants and Sponsored Research
  - Wednesday, September 19, 12:15 to 1:40 p.m., Bent Hall 277B
New Faculty Luncheon: The Balancing Act
  - Tuesday, November 27, 12:15 to 1:40 p.m., Library 110

**Great Teaching Ideas**
Using Digication with Your Students
  - Elizabeth Albert, Institute for Core Studies
  - Monday, October 1, 1:50 to 3:15 p.m., Library 110
Inquiry Based Learning and Preparation for the ‘Real World’
  - Paula Lazrus, Institute for Core Studies
  - Tuesday, October 9, 12:15 to 1:40 p.m., Library 110
Active Learning with Blackboard
  - Wednesday, October 17, 12:15 to 1:15 p.m., Library 110
Teaching Literature in the Global Context
  - President’s Multicultural Advisory Committee (PMAC)
  - Monday, November 19, 1:50 to 3:15 p.m., Sullivan Café

**Teaching and Research Ideas from the Library**
The New E-Archive: Teaching, Scholarship, and Knowledge Production with EEBO and ECCO
  - Kathleen Lubev, St. John’s College of Liberal Arts and Sciences
  - Steven Mentz, St. John’s College of Liberal Arts and Sciences
  - Melissa Mowry, St. John’s College of Liberal Arts and Sciences
  - Andrew Sankowski, University Libraries
  - Tuesday, October 2, 12:15 to 1:40 p.m., Library 110
Enhancing Student Learning through Archives and Special Collections: A Librarian-Faculty Conversation
   Blyth Roveland-Brenton, University Libraries
   Claudia Sbrissa, St. John’s College of Liberal Arts and Sciences
   Monday, October 22, 1:50 to 3:15 p.m., Library 307

Thinking Outside the Box Across Curricula
   Lucy Heckman, University Libraries
   Tuesday, October 30, 12:15 to 1:40 p.m., Library 110

Staten Island
For ALL Personnel Actions & Portfolio Review
   Thursday, September 20, 1:50 to 3:15 p.m., DaSilva 209

Creating Digication ePortfolios
   Chiara Cillerai, Institute for Core Studies
   Marilyn Dono-Koulouris, Institute for Core Studies
   Roberta Hayes, Institute for Core Studies
   Tuesday, September 18, 9 to 10:30 a.m., Loretto Library Computer Lab

Introduction to Grant Writing
   Jared Littman, Director, Office of Grants and Sponsored Research
   Monday, October 15, 2 to 3 p.m., Kiernan Suite

Active Learning with Blackboard
   Tuesday, October 16, 12:15 to 1:50, DaSilva Conference Room, 3rd Floor

Creating Digication ePortfolios
   Chiara Cillerai, Institute for Core Studies
   Marilyn Dono-Koulouris, Institute for Core Studies
   Roberta Hayes, Institute for Core Studies
   Thursday, November 15, 1:50 to 3:15 p.m., Loretto Library Computer Lab

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 Derek Owens, author of *Memory’s Wake*.
   Monday, October 29, 1:50 to 3:15 p.m., Law School Private Dining Room

Faculty Writing Initiative (WAC/CTL)

Faculty Writing Retreat
   Saturday, October 20, 10 a.m. to 4 p.m., Institute for Writing Studies Conference room, Library 150

Publish and Flourish
   Monday, November 12, 1:50 to 3:15 p.m., Institute for Writing Studies Conference room, Library 150

Faculty Writing Retreat
   Monday, December 17, 10 a.m. to 4 p.m., Institute for Writing Studies Conference room, Library 150

To register for a CTL workshop go to [www.stjohns.edu/ctl](http://www.stjohns.edu/ctl).

The CTL Certificate Program! If you attend four or more of our events during the Fall 2012 semester you will receive a certificate at the end of that semester and all of the sessions will be listed on the certificate. **Are NOT included in the CTL Certificate Program**
Also of Interest:

Writing Across the Curriculum (WAC)
Using Wikipedia to Promote Students’ Research, Writing, and Critical Thinking Skills
(Writing Across the Curriculum/University Libraries/Center for Teaching and Learning)
Phyllis Conn, Institute for Core Studies
Jennifer Travis, St. John’s College of Liberal Arts and Sciences
Ben Turner, University Libraries
Thursday, September 20, 1:50 to 3:15 p.m. Library 110
To register go to: www.stjohns.edu/ctl.

WAC Workshop TBA
Tuesday, October 23, 12:15 to 1:30 p.m., Institute for Writing Studies Conference room, Library 150
To register: Contact Dorothy Bukay at bukayd@stjohns.edu or x6910.

University Libraries
Library Research Workshops
For updates and to register for the Library Research Workshops please go to: http://bit.ly/QLibResearchWkshp. These workshops will be held in Library room 307. Bold location* indicates that workshop takes place outside Library 307 or online.

Improving Your Internet Search Skills
Monday, September 10, 6 p.m.
Monday, September 17, 6 p.m. *Note: Online
Monday, October 22, 6 p.m.

EEBO Database Workshop
Monday, November 19, 5 p.m.

ECCO Database Workshop
Monday, November 5, 5 p.m.

EBSCO Database Workshop
Monday, November 26, 5 p.m.

Using iMovie to Create Documentary Videos
Monday, September 24, 11 a.m.
Tuesday, October 16, 10:45 a.m. *Note: Library 110
Thursday, October 18 11 a.m.

Using Windows Movie Maker to Create Documentary Videos
Tuesday, October 9, 2 p.m. *Note: Library 110
Friday, October 12,11 a.m. -- Tentative
Monday, October 22, 1:50 p.m.
Thursday, November 8, 11 a.m.

Using RefWorks to Manage/Cite Research
Wednesday, October 17, 3 p.m.
Thursday, October 18, 1:50 p.m. *Note: Online
Tuesday, October 23, 5 p.m.
Monday, October 29, 5 p.m.
Thursday, November 8, 1:50 p.m. *Note: Online

Introduction to Using Zotero
Tuesday, October 30, 5 p.m.
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 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.”

Library Tech Workshops
For updates and to register for the Library Tech Workshops please go to: http://bit.ly/QLibTechWrkshps. These workshops will be held in Library room 110.

Using Google Docs/Drive to Collaborate and Work on Documents Anywhere (An Overview)
Wednesday, September 19, 10:30 a.m. to noon

Why Use a Screen Recording Tool?: Creating Interesting Projects with Screencast-O-Matic
Wednesday, September 26, noon to 1:30 p.m.

Moving Away from Linear Presentations: Using Glogster to Create Multimedia Collages that can be Presented Asynchronously
Wednesday, October 3, 1:30 p.m. to 3 p.m.

Using Movie Maker to Create Documentary Videos (for PCs)
Tuesday, October 9, 2 to 3:15 p.m.

Creating Collaborative Concept Maps using MindMeister
Wednesday, October 10, 3 p.m. to 4:30 p.m.

Using iMovie to Create Documentary Videos (for MACs)
Tuesday, October 16, 10:45 a.m. to noon

Using ePortfolios to incorporate Learning Objectives and Rubrics
Wednesday, October 17, 10:30 a.m. to noon

Using GSN to Incorporate Applied Social Justice Research in Your Courses
Wednesday, October 24, noon to 1:30 p.m.

Vanishing Web-Resource
Wednesday, October 31, 1:30 to 3 p.m.

Junior Faculty Research Colloquia
To register: Contact Elizabeth Herbin-Traint at herbine@stjohns.edu or Philip Misevich at misevicp@stjohns.edu.

Dyslexia and the Double-edged Sword of Compensation
Rebecca Wiseheart, St. John’s College of Liberal Arts and Sciences
Thursday, September 20, 1:50 to 3:15 p.m., Institute for Writing Studies Conference room, Library 150

"I Carry the Eyes of Ida B. Wells': Black Women Writing/Righting the Academy"
Carmen Kynard, St. John’s College of Liberal Arts and Sciences
Thursday, October 11, 1:50 to 3:15 p.m., Institute for Writing Studies Conference room, Library 150

Crowdsourcing, Databases and the Study of the Transatlantic Slave Trade
Phil Misevich, St. John’s College of Liberal Arts and Sciences
Thursday, November 8, 1:50 to 3:15 p.m., Institute for Writing Studies Conference room, Library 150

Not Everyone Is ‘LinkedIn’ onto Facebook and Twitter: Accounting for the Voices of on the Other Side of the Digital Divide
Patrick Flanagan, St. John’s College of Liberal Arts and Sciences
Thursday, November 29, 1:50 to 3:15 p.m., Institute for Writing Studies Conference room, Library 150