CTL February Newsletter

The _CTL Newsletter_ is distributed electronically every month during the academic year.

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**Dates to Note!!**

**Monday, March 4,**  
Avoiding Poverty Tourism: Challenges of Meaningful Engagement with the Global South  
1:50 to 3:15 p.m.  
DAC 416A*

**Thursday, March 7**  
Keywords for American Cultural Studies  
1:50 to 3:15 p.m.  
Library 110*

**Tuesday, March 12**  
Thinking Outside the Box Across Curricula  
12:15 to 1:40 p.m.  
Library 110*

**Monday, March 18**  
Women and Publishing: What the Research Reveals  
1:50 to 3:15 p.m.  
Bent 277A*

**Tuesday, March 19**  
Quantitative Reasoning  
1:50 to 3:15 p.m.  
Library 110*

**Saturday, March 23**  
Faculty Writing Retreat  
10 a.m. to 4 p.m.  
Library 150*

**Monday March 25**  
Study Abroad and Encounters with the Global South  
1:50 to 3:15 p.m.  
Bent 277B*

**Tuesday, March 26**  
Flipped Classroom  
12:15 to 1:40 p.m.  
Kelleher Center Lower Level, Staten Island Campus

*Queens Campus

**TO REGISTER VISIT:**  
[www.stjohns.edu/ctl](http://www.stjohns.edu/ctl)
Vincentian Chair of Social Justice: A Rich Perspective on St. Vincent’s Mission

Lucy Pesce (Executive Director for Mission, pescel@stjohns.edu)

On January 25, 1617, set against a backdrop of political corruption, a lack in oversight of the Catholic Church, and a general disregard for the safety and well-being of the poorest in society, St. Vincent de Paul delivered a homily that was to inspire many to reconnect with their faith through general confession. This sermon, delivered at the request of Madame de Gondi in a small church in Folleville, France, was so significant that the date is traditionally referred to as the founding of the Vincentian Community, the Congregation of the Mission (C.M.).

Almost 400 years later, on the anniversary of this inspirational sermon, Vincentian Chair of Social Justice and Board of Trustee member, Rev. Hugh O'Donnell, C.M., presented to a gathering of faculty members from the Academic Planning Committee and the University Core Curriculum Committee, offering a modern day inspiration in the academic realm. Fr. O'Donnell focused on two key areas: the Vincentian history and mission of St. John's University, and the role of Systemic Change in the Vincentian tradition. Briefly describing the key elements of each, he also shared more personal insights into St. Vincent's experience of addressing the needs of the poor and marginalized at a time when there was little support or precedence for work on such a grand scale. Using the analogy of an alchemist who transforms "common materials into gold," Fr. O'Donnell highlighted St. Vincent's ability to recognize the gifts and skills of each person he encountered, and assist in shaping those attributes to best contribute to the greater good of society. Following each portion of Fr. O'Donnell's presentation, faculty members participated in small group discussions, inspired to share on how these ideas could be incorporated into further enhancing a "Vincentian Culture of Academic Excellence" at St. John's University.

Described as “thought-provoking” and “refreshing,” Fr. O'Donnell’s presentation captured the essence of what is unique about the type of educational experience that can be expected for a St. John’s student. With a commitment to addressing issues of poverty and social justice through research and enhanced opportunities for qualified students, St. John’s seeks to create an environment of Academic Excellence based on a foundation of the Vincentian heritage and culture. This is best achieved by providing professional development and resources for faculty members to continue to build their body of knowledge on the Vincentian Mission. Similar to Fr. O'Donnell’s description of St. Vincent as an alchemist, St. John’s faculty members have the unique opportunity to touch the lives of a wide audience, from the students in their classrooms, to the readers and beneficiaries of their research on poverty and social justice throughout the world. In addition, faculty members are shaped by the students they instruct. Many faculty members who participated in the session commented that they were left with a desire to continue to learn more and better understand how the key elements of St. John’s Vincentian history and mission can best be incorporated into their own work and research.
CAREER CORNER

Using Technology to Launch Your Career

Patrick Holton (Career and Internship Advisor, holtonp@stjohns.edu)

The face of technology in career search has changed significantly over the past few years, as Monster and CareerBuilder have been surpassed by LinkedIn and other search tools. Not only are students facing the challenge of creating a positive digital footprint, but they also must battle the advances in applicant tracking.

Today’s recruiters are employing technology like never before to eliminate candidates before looking for the best candidates. Leveraging LinkedIn profile searches, and resume scoring, recruiters no longer need to spend hours scouring paper resumes to find the best candidates. Using heavy bonded resume paper or sending your resume by mail does little to help your chances because the job will probably be filled before your resume makes it up from the mailroom. Instead, recruiters are now able to create Boolean searches, which provide match scoring to your profile and resume, otherwise known as your social resume. They also will use a Google search at some point to see who you really are as a candidate. What does this mean for students of today? Although teens and young adults are seen as computer savvy, they need to manage their career search in a different way than they manage their personal lives. They have grown up tweeting and posting their every move to Twitter and Facebook, all of which had little consequence, but now has become a testament to how they spend their weekends, and who they spend them with. All of this allows a potential employer to decide if the candidate is someone other employees can spend 40+ hours per week with for the foreseeable future.

Students need to change their focus to a more professional image or brand, creating a profile on LinkedIn and locking down their settings on Facebook, so only their closest friends know what they did last weekend. They should expand their networks to include former and potential employers, faculty and alumni. Students can make themselves more visible in their industry of choice by blogging about trends and industry news, as well as participating in message boards throughout these communities.

Searching for jobs will remain a challenge for students, but the better they get at maneuvering through today’s recruitment strategies, the sooner they will find success in landing a job in their field.

Registration for Student Research Events

We wanted to remind you that this year’s Student Research Events will take place on Thursday, April 11. We ask that you think back to any research projects from the Fall 2012 semester that stand out to you, as well as interesting work surfacing in your Spring 2013 courses. To showcase your students’ accomplishments, please encourage them to participate.

The deadline for students to register is Wednesday, March 6, 2013. Students can register online.
Faculty News

Dr. Zhe-Sheng Chen (Pharmaceutical Sciences, chenz@stjohns.edu) published “Reversal of MRP7 (ABCC10)-mediated Multidrug Resistance by Tariquidar” in PLoS ONE, and “Anticancer Role of Phosphodiesterase-5 inhibitors” as a book chapter in The Research and Biology of Cancer (iConcept Press).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) published an article, “Herbarium of the Museum of Evolution at Uppsala University in Sweden,” in Vasculum (January 2013).

Mr. Rahul Karnik (Information Technology, rahul@stjohns.edu) was one of the experts that worked with InfoComm to develop the standard Audiovisual Systems Energy Management published by the American National Standard Institute (June 2012).

Dr. Richard Stalter (Biological Sciences, stalterr@stjohns.edu) presented the paper, “The Non-Native Vascular Flora at Brookhaven National Laboratory, Long Island, New York,” at the Weed Science Society of America meeting (February 2013).

Dr. Yue (Angela) Zhuo (Sociology and Anthropology, zhuoy@stjohns.edu) published “Social Capital and Satisfaction with Crime Control in Urban China” in the Asian Journal of Criminology (June 2012); coauthored the article, “Cross-Sibling Effects in Parent-Adult Child Exchanges of Socioemotional Support,” in the Research on Aging (March 2012), and the book chapter “Crime Control Attitudes in Contemporary Urban China: An Empirical Test of the Symbolic and Instrumental Perspectives” in The Emergence of New Urban China (September 2012); co-presented the papers “Approach and Avoidance Dimensions of Craving Predict Drinking Following Treatment Initiation in Patients Diagnosed with a Severe Mental Illness and Alcohol Use Disorder” at the Research Society on Alcoholism Annual Scientific Meeting in San Francisco, CA (June 2012) and “Predictors of Cognitive-Behavioral Smoking Cessation Treatment Attendance among Pregnant Smokers” at the American Psychological Association Annual Convention in Orlando, FL (August 2012); and she presented “Migration and Satisfaction with Crime Control in Contemporary Urban China” at the American Society of Criminology Annual Meeting in Chicago, IL (November 2012).

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

Guides to Library Technology and Educational Technology
Among the great resources available through the University Libraries website are a series of guides to using online information resources. Links to a number of these are available at http://stjohns.campusguides.com/index.php?gid=3356. Among the guides listed here are ones that deal with:

- Mobile Apps for Education
- Off-Campus Troubleshooting: Library Resources
- Screencasting: Definition, Uses, Examples, and Instructions for Using Screencast-O-Matic
- Using Google Docs/Drive for Collaboration
- Podcasts for Research and Fun
- Privacy, Copyright, Plagiarism -- Ethics in a Web 2.0 World
- Using ePortfolios to Incorporate Learning Objectives and Rubrics
- Social Web for Research and Fun: ICT Literacy
- Movie Editing Tips, Tricks, and Resources
Research and Teaching Related to Asia

Blythe Roveland-Brenton (University Libraries, rovelanb@stjohns.edu)

The Chin Ying Asian Library on the Queens campus was established in 2006 through a generous gift from Professor and Mrs. Chin Ling Wang. Professor Wang was a librarian for many years at St. John’s. The Asian Collection was housed in St. Augustine Hall for decades until it moved to its beautiful new setting in Sun Yat-Sen Hall. The room features carved panels once part of the Pavilion of the Republic of China at the 1964/1965 New York World’s Fair – “One Hundred Birds and the Phoenix” and “China’s Four Great Inventions” (typography, paper, sericulture and the compass).

What began as a collection of a few hundred books in the early 1960s, has grown to a library of tens of thousands of titles. The strengths of the library's collection include Chinese philosophy, theology, history and literature, as well as Asian art, business/economics and political science. A considerable number of the publications are in English, not just in Chinese, Japanese and Korean. Numerous works have a broader relevance to teaching and research beyond Asian Studies. We encourage faculty and students to utilize the reference and circulating collections in their lovely surroundings. The semester hours and contact information are posted at http://www.stjohns.edu/academics/libraries/general/hours/archives_hours.stj. In addition to the scheduled hours, the Chin Ying Asian Library is also open by appointment.

If you or your students are looking for resources relating to Asia, you may find the online Bibliography of Asian Studies of considerable research value – accessible via the Libraries’ Databases A-Z page. It contains over 800,000 records on all subjects regarding East, Southeast, and South Asia, and Asian communities around the globe. While it indexes work published worldwide from 1971 to the present, selected journals pertaining to Southeast Asia are indexed back to 1779. The scope of the disciplinary coverage encompasses the humanities, social sciences, architecture, and the natural sciences that have a strong human component like medicine, public health, and environmental studies. Citations are provided to Western-language periodical articles, chapters in edited volumes, conference proceedings, anthologies, and Festschriften as well as monographs (published before 1992). More than one hundred journals considered to be the most significant titles within Asian Studies are “fast-tracked” and indexed as quickly and completely as possible.

In an age when access to library resources and full-text articles is expected in one click, BAS may not prove hugely popular with students. However, you can assure them that, equipped with the bibliographic information provided in the BAS entry, it is not difficult to search our catalog and databases to ascertain whether the source is available through the University Libraries – electronically or in print. Seek out assistance from a librarian for further information on using this or any of the other rich library resources.

Website for DNY Projects

Each semester, students produce research projects in their Discover New York classes. Details of these projects are available online at the “Project DNY” website, http://projectdny.pbworks.com.

Academia.edu

If you haven’t signed up for academia.edu, you are missing an opportunity to connect with other faculty all over the world, as well as with your colleagues at the University (through http://stjohns.academia.edu). This website could be termed Facebook for academics and connects not only with people but with publications as well.
Summary of Research Month Events for 2013:

Thursday, April 4
- Encouraging and Supporting Students’ Research Projects
  Writing Across the Curriculum
  1:50 to 3:15 p.m., Institute for Writing Studies Conference Room, Library 150

Monday, April 8
- Faculty Research Forum
  Noon to 3 p.m., D’Angelo Center 416
- Grants Reception
  1:50 to 3:15 p.m., D’Angelo Center 416
- Annual Faculty Book Reception
  3:30 to 5:30 p.m., Institute for Writing Studies, Library 150

Thursday, April 11
Student Research Day: Queens Campus
- Poster Presentations
  1 to 3 p.m., Carnesecca Arena
- Oral Presentations, Panel Discussions, and Roundtable
  Noon to 4 p.m., D’Angelo Center
- Fine Arts Presentations
  Noon to 4 p.m., D’Angelo Center 128
- Film Screening/Performance Art
  Noon to 4 p.m., The Little Theatre

Monday, April 15
- Interdisciplinary Research Roundtable: Academic Service Learning
  12:15 to 1:40 p.m., D’Angelo Center 416C
  Richard Sinatra, The School of Education
  Lynn Stravino, Director, Academic Service Learning
  St. John’s Faculty Presenting on AS-L
- International Travel and Research: A Look at the Ideas and Strategies Behind the Creation of the Exhibition “Sublime Porte: Art and Contemporary Turkey”
  1:50 to 3:15 p.m., D’Angelo Center 407
  Academic Lecture Series
  Paul Fabozzi, St. John’s College of Liberal Arts and Sciences
  Parvez Mohsin, Director, University Art Gallery

Wednesday, April 17
- Treasures Within Our Walls: Using the University’s Archives and Special Collections for Teaching and Research
  12:15 to 1:40 p.m., Library 307
  Blythe Roveland-Brenton, University Libraries

Thursday, April 18
- CTL Fellows’ Presentations on Research in Teaching and Technology
  1:50 to 3:15 p.m., Bent Hall 277A
  Roger M. Casselman, The Peter J. Tobin College of Business
  Rev. Patrick Flanagan, C.M., St. John’s College of Liberal Arts and Sciences
Bonnie MacKeller, College of Professional Studies  
John Neumann, The Peter J. Tobin College of Business  
Jennifer Travis, St. John’s College of Liberal Arts and Sciences  
Tian Xiao Zhang, University Libraries

Monday, April 22  
- Interdisciplinary Research Roundtable: Writing Biography  
  12:15 to 1:40 p.m., D’Angelo Center 401  
  Jane Paley, author of Hooper Finds a Family, College of Professional Studies

Thursday, April 25  
- Research Day: Staten Island Campus  
  1:50 to 3:15 p.m., Kiernan Suite, Kelleher Center

Monday, April 29  
- Interdisciplinary Research Roundtable: Undergraduate Research  
  12:15 to 1:40 p.m., Bent Hall 277A

Faculty Research Forum  
As part of Research Month activities, the Office of the Provost and the Center for Teaching and Learning are sponsoring the annual Faculty Research Forum. This event will provide an opportunity for all faculty, funded or not, to showcase their research through posters, interactive presentations, exhibits, and personal discussions with their colleagues. In furthering the University’s goal of fostering a culture of academic excellence, we hope that you will consider participating by presenting your research. If you have visual materials you want to share, there will be poster boards available (36x48 white tri-fold boards), or you can use your laptop to show slides, run a video, make a presentation, or use software you’ve developed.

Maybe your research is text-based and you feel leery about standing in front of a poster board with a 20-page paper set out page by page. You can take a different approach. Bring a few copies of your articles and share them with colleagues. Still another alternative is for a group of colleagues to make a poster presentation together. No matter how you decide to participate, the important thing is to share your work because you will be contributing to the vitality of the intellectual life at the University.

The Forum will take place on Monday, April 8, 2013 from noon to 3 p.m. in the D’Angelo Center room 416. Displays may be set up between 11 a.m. and noon that day. The Research Reception will be held in the same location, with the annual presentation to take place during common hour. If you are willing to make a presentation at the Research Forum, please contact Lisa Getman at the Center for Teaching and Learning (getmanl@stjohns.edu) by Wednesday, March 13, indicating (a) the title of your presentation; (b) a paragraph-long abstract, 300 words or less, describing the research project which will be published in the brochure and on the CTL website; (c) include presenters’ names, College, Department (please note if a co-presenter is a student) and (d) whether you need a table or display board. Due to limited space, multiple presentations by one faculty member will be given no more than 2 presentation stations, but all abstracts submitted will be printed in the Research Forum booklet.
Evolution of Guides and Materials for Social Justice Education

Kathryn G. Shaughnessy (University Libraries, shaughnk@stjohns.edu)

In this series, Vincentian Center Research Fellows from across the University share their experience in advancing the Vincentian mission of St. John's through curricula, pedagogy, service and research. In this issue, Kathryn Shaughnessy, reviews the manner in which she and her collaborators have planned, identified and organized social justice sources and materials which can assist faculty and students. She describes historically how Information and Communication Technology can approach issues of access, pedagogy and research as she presents the close connection between her work at St. John’s Libraries and the Vincentian commitment to social justice. She provides a quick overview of specific contributions and collaborative efforts in Catholic Social Teaching which are available through the University Libraries.

I came to Academic Librarianship in 2005 with backgrounds in technology and philosophy, specifically applied ethics. Prior to working for St. John’s, I taught Applied Ethics and Social Justice courses at St. Joseph’s Seminary Institute of Religious Studies. Interacting with adult students from various professional backgrounds, we grappled with church Encyclicals which challenged us to find a way to move beyond examining “professional ethics” or “private ethics.” Together we explored how Catholic Social Teaching (CST) calls us to a “consistently-lived” ethic, applied to both the personal and professional life, individual and social relationships. At the same time, the Institute was studying the opportunities that online learning offered. We struggled with tackling the triple challenge of (1) technology access (2) Information and Communication Technology (ICT) - literacy among some older faculty and students and (3) finding a way to maintain both the intimacy of the classroom for discussion of theological and spiritual matters and the human-connection relationships among students and faculty.

This experience proved to be a good springboard for my work at St. John’s with Jeff Olson and Fr. Jean-Pierre Ruiz on the fledgling Masters degree in Global Development and Social Justice (GDSJ), a program jointly conceived by Dr. Annalisa Sacca and Dr. Ricardo Colassanti of the Idente Community in Rome. St. John’s Library had long been acquiring electronic resources and had been supporting online courses for students throughout the US. However, providing Library resources and research support for a primarily online-program which explores development-issues around the world through the lens of CST was a bit different. This program was geared toward students residing in developing countries. Consistent with the CST principles of participation the goal was to assist these students to offer solutions to development needs at the local level. While the university provided the hardware and software, the lack of access to ICT infrastructure (including access to reliable internet connectivity), lack of free-access to reliable information, and lack of ICT literacy were major obstacles and fell short of the Millennium Development Goals for developing nations. This meant that providing access to the necessary research materials would require finding low-or-no-band-width delivery mechanisms, gathering free, reliable resources in addition to our proprietary resources, and providing training not only on how to use library material for research, but also to create reliable research resources to share with the local populations and any other development professionals who lacked access to resources. In a world that is increasingly “technologized,” access to technology and “facilitated access to information” depend on CST principles of self-determination, participation, solidarity and the preferential option for the poor. Thus, themes of access and participation — as seen through the lens of the Church’s social justice teachings — became leitmotif for my work with students and faculty at St. John’s, as well as in dialogue with my fellow Library-professionals.

To respond to these needs and to stress CST, we created a Library Guide, Information Resources for Global Development and Social Justice (GDSJ). Its purpose was two-fold: to provide one-stop shopping for current students with limited connectivity and to provide a platform to host free web-based resources for current GDSJ students as well as for GDSJ alumni. Students are encouraged to add to this resource, and continue to do so after their graduation.
The theory of **ICT-literacy** and instruction on using **social web tools** to enable GDSJ students to create and share resources at the local level, grew into a guide covering the hallmarks of social web tools and their importance for our university’s social justice mission, including:

- The role of free and open-source software to facilitate information access and sharing
- The role of open-publishing and open-access movements to facilitate scholarly research and publications from underrepresented scholars
- The reduction of ICT literacy which compounds problems for the people who need information the most
- The social contribution of data for GIS mapping of information from all disciplines, but especially data on poverty, human needs and environmental impacts

Scholarly research requires proper **citation**, but the creation of digital scholarly resources can complicate efforts at proper citation, copyright compliance, and respect for privacy for even the most vigilant of students. To that end the information literacy guidelines of “legal and ethical use of material” for GDSJ students evolved into a guide on **ICT ethics**, covering critical thinking, accuracy, information access, security, privacy, free speech, plagiarism and copyright – as well as copy-left or creative commons works.

The point of offering instruction on these tools was to encourage GDSJ students to use them, to share them with their peers and other development professionals, to teach each other from remote insight into what projects and conditions they are working on, and to offer new data/research for future researchers. To enhance their instruction and to “teach by example” I worked with the Vincentian Center to podcast the **Vincentian Center Lectures** to ensure that our GDSJ distance learning students, and other community members, could enjoy the benefits of such excellent programming in social justice.

The guide on **Catholic Social Justice and Catholic Social Teaching**, initially compiled to complement the resources GDSJ students read and discussed in theologian Chris Vogt’s course, developed into a separate guide. This grew out of questions raised by faculty beyond the GDSJ program who were trying to incorporate social justice components in their courses. Nancy Becker’s DNY students were looking at the role of information in relation to the evaluation of nutrition and food programs in NYC – an assignment inspired by Mayor Bloomberg’s fresh fruit and vegetable cart programs. Octavia Davis’s ENG students were trying to find information about the “supply chain” for a favored possession and related this to the anniversary of the Triangle Factory film and book and the “Story of Stuff.” In each case, the faculty member wanted the assignment to be an occasion for the students to know more about applied social justice, as well as getting help to find the information necessary to become informed about the issue, and perhaps offer a solution. The guide acts as a rudimentary primer on “social justice,” its relationship to Church history and CST’s relevance beyond the Church. The guide includes primary sources, applied social justice resources (organized by discipline) and living the social justice principles. Emphasizing applications by Catholic Relief Services, the international arm of the US Bishops in responding to crises and disasters, helps students see that CST principles are not to be dismissed as “idealism.” Catholic Relief Services (CRS) is a “genuine success story” when it comes to planning and executing broad-scale, effective relief and peace-building programs while working within the framework of these explicitly-espoused principles.

While working on the “CSJ resources by discipline” for the GDSJ program and the more general CSJ guide, I started to see an opportunity to meet a larger information need. The faculty whom I dealt with had various levels of “comfort” with Catholic Social teachings; some knew them but were at a loss about how to incorporate them into their courses, others did not see how they could cover “what needs to be covered” while additionally tackling the CST-viewpoint on issues. One resource that proved to be very helpful for our GDSJ faculty was the incorporation of the Catholic Relief Services’ “**Global Solidarity Network**” – an online participatory e-learning community that connects students and faculty in the U.S. to Catholic Relief Services policy experts and field staff to interact on current issues that impact poor and suffering persons overseas because of wars, storms, violence and other natural disasters.
Also, as a Fellow at the Vincentian Center, I have been working with CRS and the National Catholic Library Association to encourage Catholic academic librarians:

1. to promote extant CRS and GSN resources to individual students and scholars who would like to incorporate CST into their research;
2. to be familiar with what is available through CRS, so that librarians can act as liaisons to teaching faculty to encourage participation in the program (helping incorporate “global social justice literacy” akin to how we already help incorporate “information literacy”) – such liaison-work can happen in conjunction with centers of teaching and learning, academic committees, distance learning pedagogy courses, professional development workshops, Catholic Centers, etc;
3. to create zero-credit-mini-courses for students offered through the library or at the departmental level (rather than the course level). These would allow students to take the live GSN courses, if/when they don’t have a professor who is incorporating them in real-time. Depending on the topic, such enrichment courses are an opportunity for the library to collaborate with academic departments, student life, campus ministries, student clubs, and Catholic Centers, such as our own Vincentian Center. My most recent collaboration with Catholic Relief Services involves working on a comprehensive “resources by discipline” and “resource by issue” guide for their new Scholars in Global Solidarity program (forthcoming).

The United Nations Information network offers another vast, if unwieldy, set of resources that can help faculty incorporate applied social justice research into courses. In serving as an expert observer for the Holy See Mission, covering UN agenda items dealing with ICTs, sustainable development, UN-Women and the Advancement of Women, I have been fortunate to have access to reports, data and position papers from countries and not-for-profits that make the issues of poverty “come alive” to our students. Many of these reports are freely available but get buried in the various UN-agency or committee sub-sites of the UN. In conjunction with a DLIS alumni librarian at the UN, Israel Muchado, and with our St. John’s UN repository librarian, Rosemary LaSala, we are working to make these free and salient resources more accessible to our faculty and students who are bringing their academic knowledge to bear on solving issues of poverty. Recently, in conjunction with my librarian colleague, Prof. Caroline Fuchs, we have developed a LibGuide focusing on CSJ and UN research covering issues that disproportionately impact women in a negative way, as discussed the Freshman Read book, Half the Sky.

I am grateful to the students, faculty and Fellows mentioned above, with whom I have the great pleasure to collaborate, and I look forward to working with others in the future. I am grateful to my library colleagues, library deans, the Office of Distance Learning and the Center for Teaching and Learning who provided me the resources and latitude to work with GDSJ and our external partners. Finally, I am grateful to the University, and especially to the Vincentian Center for Church and Society, for making social justice centered research a priority for faculty and students alike.

Faculty Growth Grant Program
The upcoming deadline to apply for a Faculty Growth Grant is:
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.

Information Technology Strategic Plan
The University’s Information Technology Strategic Plan was presented to the Board of Trustees at its December 2012 and was enthusiastically received. It is a valuable document and well worth reading because it sets goals and describes the strategies and initiatives needed to achieve them.
Remember:
The best places to look for faculty-related information are the [CTL Webpage](http://www.stjohns.edu/ctl) and the [CTL Teaching and Learning Forum](http://www.stjohns.edu/ctl).

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

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**Faculty Writing Retreat**

**Location:** Institute for Writing Studies, Library Room 150, Queens Campus  
**Date:** Saturday, March 23, 2013 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 12:30p.m. We hope you will be able to join us. Please remember that **participation is limited; to register go to [www.stjohn.edu/ctl](http://www.stjohn.edu/ctl)**. If you have any questions, email Anne Geller ([gellera@stjohns.edu](mailto:gellera@stjohns.edu)) or Maura Flannery ([flannerm@stjohns.edu](mailto:flannerm@stjohns.edu)).

If you would like to learn more about writing retreats or you are interested in research about faculty writing productivity, go to the CTL Forum Writing Page at [http://stjohns.campusguides.com/aecontent.php?pid=71651&sid=589816](http://stjohns.campusguides.com/aecontent.php?pid=71651&sid=589816).

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**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 four workshops being offered in the program this semester.

The next sessions are:

**Avoiding Poverty Tourism: Challenges of Meaningful Engagement with the Global South**  
*Monday, March 4, 1:50 to 3:15 p.m., D’Angelo Center 416A*

**Study Abroad and Encounters with the Global South: Experiences from the Field**  
*Monday, March 25, 1:50 to 3:15 p.m., Bent Hall 277B*

**Expanded Horizons on the Global South: Looking Beyond STJ**  
*Monday, April 29, 1:50 to 3:15 p.m., Bent Hall 277A*

**To register go to:** [www.stjohns.edu/ctl](http://www.stjohns.edu/ctl)