



# Center for Teaching and Learning Newsletter

## Dates to Note!!

**Thursday, May 1**

[Mapping Tools: GIS/Google Earth](#)

1:50 to 3:15 p.m.  
DAC 310  
DAS 208

**Monday, May 19**

[Faculty Writing Retreat](#)

10 a.m. to 4 p.m.  
IWS, Library 150

**For more information and to register visit:**

<http://stjohns.campusguides.com/ctlevents>

Vol. 19, No 7

April/May 2014

## CTL April/May Newsletter

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

Highlights from our April/May issue include:

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**Remember:** The best places to look for faculty-related information are the [CTL Webpage](#) and the [CTL Forum](#).

### **Follow Us on Twitter**

The CTL is pleased to announce that it is now on Twitter [@sjuctl](#). Follow us for the latest news in teaching and learning as well as announcements of upcoming events.



## Vincentian Mission: Opportunity and Responsibility No. XLVI Researchers in the Vincentian Tradition

Sr. Margaret John Kelly (Executive Director, Vincentian Center for Church & Society, [kellymj@stjohns.edu](mailto:kellymj@stjohns.edu))

While this column generally features the current scholarship of the Vincentian Research Fellows, it seems appropriate as we celebrate Research Month to look back into the history of Vincentian scholars. Hearing the stories of our colleagues of previous eras offers a reminder of the continuing contributions we can and must make to the seeking of truth which can enrich and sustain our world. This brief essay is based on a presentation given by Sr. Margaret John Kelly, Executive Director of the Vincentian Center for Church and Society, during Founder's week of 2013 entitled "Be Vincentian: Scholar and Servant."

It is not surprising that the Vincentian family has a significant listing of recognized researchers, a veritable Hall of Fame built over almost four centuries. St. Vincent (1581-1660) led the post-Council of Trent effort in France to raise educational standards for priests by careful faculty selection. As his community grew around the world, his successors set up colleges for the laity and seminaries for the Vincentian community as well as for the local diocesan church. The brilliant Louise deMarillac (1591-1660), foundress with Vincent DePaul of the Daughters of Charity in 1633, established schools and technical programs as a protection against poverty and discrimination, especially among little girls and women and the elderly. She excelled in pedagogy as well as in administration of a wide range of academic services. Since Vincent and Louise, the roster of outstanding Vincentian scholars has continued to grow. A brief description of the work of Vincentian Father Jean Pierre Armand David (1826-1900) and Daughter of Charity Sr. Hilary Ross (1894-1982) offers a glimpse of two highly competent and recognized researchers, models of the Vincentian tradition of which we are a part.

### Father Jean Pierre Armand David CM (1826-1900)

In his life, Fr. David served as a missionary to China while he made very valuable contributions to the fields of botany, zoology and paleontology. Born near Bayonne in the French Pyrenees, his father was a magistrate and doctor who loved nature, a gift that his son inherited. He entered the Vincentian community in 1848 and after his ordination he taught science at the college level where he was revered by his colleagues and students. However, he felt a call to China and volunteered to go there. When the directors of the Museum of Natural History in Paris and a number of eminent scientists who knew of his work heard of his assignment in China, they requested that he collect specimens for the Paris museum. Very quickly after a few reports were sent back to Paris, the Parisian scientists and curators saw what his brilliance, discipline and energy could achieve for his home country. They requested Father David's superiors in Paris to relieve him of his priestly duties and to allow him to concentrate on the documentation and description of various species in China. Father David's superiors in Paris reminded him that his missionary work in China was his first responsibility. It appears that his productivity as a missionary and as a scientist never slipped and neither did the satisfaction of his peers in Paris so he balanced things well.

Father's dedication to his missionary work did not prevent him from making several expeditions requested by various French museums and universities, the first of which was to Mongolia. Another one of his famous expeditions was to Tibet where he collected zoological, botanical, geological and paleontological specimens. He was lauded by scientists on the continent and he received a great deal of academic rec-

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**CAMPUS GUIDES: CTL TEACHING AND LEARNING FORUM**

The site's main aim is to highlight the great teaching strategies developed by St. John's faculty.

Please visit: <http://stjohns.edu/campusguides.com/ctlforum>.

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ognition. Fortunately in the late 1880's, he summarized his work and this reprise gives insight into the scope and value of his scholarship. He reported that he had found in China 200 species of wild animals, 63 of which were not previously documented and 807 species of birds, 65 of which had not been documented and described before. His botanical findings are equally amazing including 62 types of rhododendrons and 70 types of gentians.

Because of its universal appeal, one accomplishment stands out in the literature about Father David. At the time Father was in China there was much interest among scientists in a bear recently sighted in China which turned out to be the unclassified panda. While Paris wanted samples, Father's love of nature prevented him from killing an animal for study. He strongly disapproved of killing an animal to display its skin as well. Fortunately in his travels he came upon a panda skin which had been kept as a souvenir and he was able to send that to Paris. Later, a living panda travelled to Paris, where the species is still a major attraction. While today Fr. David is certainly not a household name in France or in the US, his research has been seminal and has impacted many subsequent studies of the natural assets of China.

**Sister Hilary Ross (1894-1982)**

Sister Hilary's background is as varied as her career. The daughter of a Swedish father and Finnish mother, she and her family migrated to the USA and lived in Berkley, CA. In a very short time, she experienced the drowning death of her fisherman father as well as the great San Francisco earthquake. These combined tragedies caused the family to be homeless for awhile but the children and their very strong mother rallied. Hilary was a religious searcher and free spirit. She showed this by attending different churches and questioning ministers and others about their faith. After quite a religious journey, she became a Catholic at 19 and in just a few years decided to enter the Daughters of Charity in St. Louis. After her religious formation, she became a nurse and nursed patients during the 1918 influenza epidemic. Surgery on her mastoid gland resulted in facial paralysis and disfigurement which caused her to leave nursing. Despite residual headaches, she studied pharmacy and then went to the National Leprosarium in Carville, Louisiana to serve among the outcast lepers. This leprosarium had been moved from Boston to a remote location where there were already "lepers from the state." A Hansen's disease diagnosis at the time meant leaving the outside world totally and living a segregated existence in Carville forever. Fortunately with the advance in medicine, this extreme separation is no longer the standard of care and patients are treated by outpatient services. At the time, however, contagion was thought to be a very high risk. The Daughters of Charity staffed this federal service until the 1980's when the facility was converted to a prison for a range of offenses, including white collar crime.

Having benefitted from her nursing service and pharmacy education, Sister Hilary almost on arrival set up a laboratory there in Carville. She studied the effects of the Hansen bacteria on the body as well as the effects of various treatment modalities. She published her findings in respected medical journals and was able to draw attention to this relatively low incidence disease which did not attract a lot of research support. She hosted many impressive visitors in her laboratory. These visitors, mostly federal health officials, medical school professors or scientific researchers often expressed amazement at the patients' good attitudes which were attributable to the Daughters who lived in the same compound with the patients. Sister Hilary spent 37 years at Carville serving the sick and abandoned and

continuing her research. She retired at 66, the mandatory age for a federal employee, and then volunteered to serve in Japan in a hospital for crippled children. She died there at age 88. She was recognized and honored for her work in many ways and by many organizations and groups. She left Carville for a new service to those in need.

So often in the long line of research and discovery, the researcher does not live long enough to see the influence his or her work has had in effecting a major breakthrough. Sister Hilary was unable to rejoice "in this world" when recently the National Institute of Allergy and Infectious Diseases confirmed one of her theories. For many years, Sister explored the hypothesis that armadillos had a part in the transmission of the Hansen bacteria to humans. She had thought, studied and written on this and shared her research freely. The National Institute in 2012 confirmed that humans can contract Hansen's Disease by contact with infected armadillos or by eating armadillo meat. They also reported that a third of those who contract it annually in the US have been infected by the armadillo.



## Faculty News

**Dr. Blase Billack** (Pharmaceutical Sciences, [billackb@stjohns.edu](mailto:billackb@stjohns.edu)) authored the article, "An Academic Service Learning (AS-L) Activity within an Undergraduate Course in Pharmacology," in the *Journal of Toxicological Education* (December 2013).

**Dr. Meghan Clark** (Theology and Religious Studies, [clarkm1@stjohns.edu](mailto:clarkm1@stjohns.edu)) published *The Vision of Catholic Social Thought: The Virtue of Solidarity and the Praxis of Human Rights* (Fortress Press, April 2014); and was accepted for the 2014-15 Teaching and Learning Workshop for Pre-Tenure Religion Faculty at Colleges and Universities run by the Wabash Center for Teaching Theology and Religion.

**Dr. Maura C. Flannery** (Computer Science, Mathematics and Science) published a review of *The Reindeer Botanist: Alf Erling Porsild, 1901-1977* by Wendy Dathan in *Archives of Natural History* (Spring 2014).

**Dr. Emese Ivan** (Sports Management, [ivane@stjohns.edu](mailto:ivane@stjohns.edu)) presented and co-authored a paper, "Financing Sports in Russia," at the Annual Meeting of Eastern Economic Association in Boston (March 2014); also presented a paper, "Are We There Yet? The Role of Olympic Athletes in a Transitional Society," at the 2nd International Forum on Athletes and Social Change at the Muhammad Ali Center in Louisville.

**Dr. Michele H. Jones** (Director, Global Language & Culture Center, Languages & Literatures, [jonesm@stjohns.edu](mailto:jonesm@stjohns.edu))

published a revised edition of her book, *The Beginning Translator's Workbook, or the ABCs of French to English Translation* (University Press of America: March 2014).

**Dr. Marian Maskulak** (Theology and Religious Studies, [maskulam@stjohns.edu](mailto:maskulam@stjohns.edu)) published an article, "The Monks of Tibhirine: Mission, Interreligious Dialogue, and Conversion," in *Cistercian Studies Quarterly* (2014).

**Professor Mary Noe** (Criminal Justice and Legal Studies, [noem@stjohns.edu](mailto:noem@stjohns.edu)) gave a presentation on New Ideas about Teaching Legal Writing to the Northeast Regional section of the American Association for Paralegal Educators in Boston, MA (March 2014); and presented a paper, "The New Employment Battleground: Facebook," at the MBAA International Conference in Chicago, IL (March 2014).

**Dr. Richard Stalter** (Biological Sciences, [stalter@stjohns.edu](mailto:stalter@stjohns.edu)) coauthored the paper, "Flora of Plum Island, Suffolk County, New York," in the *Journal of the Torrey Botanical Society* (April 2014).

### Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the September issue is **August 18**. 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."

## CAREER CORNER

### Can Liberal Arts Students Find Jobs? Yes, They Can!

Here are two perspectives from an English Professor in St. John's College and a Career and Internship Advisor

**Raj Chetty** (St. John's College of Liberal Arts and Sciences, [chettyr@stjohns.edu](mailto:chettyr@stjohns.edu))

**Karen Acampado** (Career and Internship Advisor, University Career Services, [acampadk@stjohns.edu](mailto:acampadk@stjohns.edu))

"English Major? What are you going to do with that? Teach?"

Yes. (At least initially.) That was precisely the reason I was getting a BA in English at the University of California, Riverside: I wanted to teach high school English. But even as an undergraduate, I was not so naïve to miss what was behind those questions, the widely-held assumptions about what English majors can—or, really, can't—do. In other words, I knew that people who ask those questions typically can't fathom the idea that an English major could become anything other than—heaven forbid!—a teacher.

Even if I sold out on high school teaching to pursue teaching in higher education, I'm still a teacher; I just get a fancier title ("professor" or "doctor"). So my answer to that set of questions is still a resounding yes. But on the long journey from BA to MA to PhD in English, I have realized that if my "Yes" as an undergrad still holds true today, it is an insufficient answer to others—including undergraduate English majors—who want to understand what, precisely, makes an English degree, or, really, any degree in the Liberal Arts, so worthwhile. And as valuable as teachers are for the health of our society, the value of a degree in English cannot be circumscribed within that one career path.

Broadly speaking, being an English major has helped me become quite good at listening to and reading others' arguments, and critically evaluating them. Does this mean everyone who majors in English is an attentive listener to and patient reader of others' opinions? Nope. But developing that skill is central to majoring in English. I've also developed an ability to insert myself into conversations—about literature, to be sure, but also about politics, culture, society, justice, belief—that have been going on for decades, centuries, even millennia. I have learned how to enter these conversations carefully but confidently, knowing that I belong in them because I have been listening to and reading about and thinking critically about what already has been said and written. Finally, I have developed an approach to thinking and writing that automatically includes re-thinking, re-writing (revising), and reflecting, a process often referred to as recursive. And perhaps most importantly, I have learned to *take pleasure* in the recursive nature of the process.

The importance of process—and reflection, specifically—to what English majors do as writers, readers, and thinkers was highlighted in a recent *New York Times* Sunday Review article, "[Scientific Pride and Prejudice](#)," by Michael Suk-Young Chwe. In the article, Chwe, a professor of Political Science at UCLA, argues that the abilities we develop as students of literature are meaningful to scientists. This is because, as he puts it, "To deal with the problem of selective use of data, the scientific community must become self-aware and realize that it has a problem. In literary criticism, the question of how one's arguments are influenced by one's prejudgments has been a central methodological issue for decades."

To put it differently, Chwe highlights the way the scholars of literature—what English majors are becoming—have been concerned with reflecting on their own processes, debating not just the validity of arguments about literature but also how these arguments are made, including the influence of each scholar's own history, background, and biases. Literary studies, then, trains students to think of "one's prejudgments" not as a problem to overcome, but as a fact to acknowledge and a source of reflection. Chwe's point is that science would do well to learn this from literary studies, citing Robert Millikan's lab notebooks to prove his point. Undergraduates majoring in English: you can now say that literary studies meaningfully contributes to experimental physics.

So, fittingly, I need to revise my answer to the perennial question posed at the start, “What are you going to do with *that*, teach?” Maybe. But teaching isn’t the logical outcome of majoring in English. Teaching actually requires training specific to itself that is distinct from what English majors do. (Incidentally, this is why those who major in Math, Physics, or any field, can and do become excellent teachers and why not all English majors become excellent teachers.) What a degree in English does is provide a set of specific abilities in writing, thinking, analysis, and argumentation that are attractive to a wide range of professions. One of those just happens to be teaching.

Of course, as important as finding a job after college is, understanding the value of majoring in English can’t be reduced to a mere calculation of how much you will earn or if you will be able to earn anything at all (you will). In their [foreword](#) to the recently released report, “How Liberal Arts and Sciences Majors Fare in Employment: A Report on Earnings and Long-Term Career Paths,” Carol Geary Schneider and Peter Ewell argue that “beyond the purely vocational or economic case,” fields in the humanities and social studies, including English, “build the capacity to understand our collective histories, ideals, aspirations, and social systems. They are indispensable to the vitality of our democracy and to the future of global understanding, engagement, and community.”

As English majors, that is one of the strongest cases for your relevance in today’s job world, and prospective employers know it. What’s more, these employers know that you can communicate your relevance in clear and compelling ways, because more than just about any other major, yours is giving you training and practice to be able to do so. It’s no surprise, then, that an array of employers is interested in hiring you. Go see Karen Acampado if you need a list.

### **References**

- Michael Suk-Young Chwe, “Scientific Pride and Prejudice,” *New York Times’ Sunday Review*, 31 Jan. 2014, Web, 24 Mar. 2014.
- Carol Geary Schneider and Peter Ewell, Foreword, *How Liberal Arts and Sciences Majors Fare in Employment: A Report on Earnings and Long-Term Career Paths*, by Debra Humphreys and Patrick Kelly, Washington, D.C.: Association of American Colleges and Universities, 2014, Web, 24 Mar. 2014.

English majors are needed in a variety of industries ranging from investment banks to libraries to large corporations. In a recent panel hosted by University Career Services in collaboration with the English department, the consensus was that English majors are needed for a variety of reasons. One of the key points made throughout the panel was that many people lack the writing skills that English majors have.

Steve Strauss, Senior USA TODAY Small Business Columnist, wrote an article titled “Why I Hire English Majors.” In the article, he states, “I think what I appreciate most about English majors is that they are taught to think critically, and that is exactly what I want in my business. Busy with a start-up, a new book to finish, speeches, and running my regular business to boot, what I need is to be able to give someone an assignment and have them do it. Period. That is exactly what I get from the English majors. They know how to think, to think for themselves, and how to analyze a problem.... But the English majors are used to getting a tough assignment, figuring it out, and getting it done, (usually) on time.”

Will an English major get a job at a publishing company right out of college if they have no relevant experience? Probably not. However, the same can be said about a science major that never had an internship and is looking to work in a lab after graduation. My job as a Career and Internship Advisor is to educate the English majors on the opportunities available to them in all industries. In my role, I inform students on the importance of gaining practical work experience through an internship so that they are prepared for the “real world” after graduation.

When discouraged English majors come into my office, I reassure them that there are opportunities out there; it’s all in how you market yourself. There are many opportunities posted on our job search site,

CareerLink that are open to all majors. For example, Goldman Sachs, an investment bank, was recently interested in recruiting English majors for a site visit. The fact that an investment bank was specifically seeking English students, says a lot about the type of employee they want. Employers want well rounded individuals that have excellent communication skills, writing skills, the ability to research, and people that can work in a team based environment—skills that English majors possess.

The following list includes notable English majors in areas such as government, business, and entertainment. The list gives hope to English majors everywhere that they can end up in any industry. Notable English majors include: Mario Cuomo (former governor of New York), Conan O'Brien (comedian), Sting (musician), Andrea Jung (former CEO of Avon), Michael Eisner (former Disney CEO), Carol Browner (former head of the White House Office of Energy and Climate Change Policy and former head of the EPA), Dr. Benjamin Spock (childcare writer), and Hank Paulson (former chairman and CEO of Goldman Sachs and former Secretary of the Treasury).

Now...would you hire an English major?

### References

Strauss, Steve, "Why I Hire English Majors." Huffington Post, 23 Jun. 2013. Web. 3 March. 2014.



## Academic Service-Learning Certificate Program

The Office of Academic Service-Learning will be hosting an Academic Service-Learning Certificate Program on Thursday, June 19, 2014 facilitated by academic service-learning pioneer, Dr. Edward Zlotkowski, Professor of English at Bentley University. It is designed for faculty who want to explore and deeper, their understanding and practice of academic service-learning.

**Date:** June 19

**Time:** 8 a.m. to 5 p.m.

**Location:** Bent Hall 277 A/B

Program Objectives:

- To explore or deepen your understanding of academic service-learning
- To design or re-design your course outline to include an academic service-learning component
- To identify ways to build a community partnership

For questions or to sign up to attend this session, please contact **Valerie Kutcher** at [kutcherv@stjohns.edu](mailto:kutcherv@stjohns.edu) or by calling (718) 990-8289.



## Faculty Growth Grant Program

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

**May 1, 2014**

If you have any questions regarding the application procedures look at our website under [Growth Grant Program](#) or email us at [CTL@stjohns.edu](mailto:CTL@stjohns.edu).

## Digital Public Library of America: Academic and Civic Engagement at its Best

Kathryn Shaughnessy (University Libraries, [shaughnk@stjohns.edu](mailto:shaughnk@stjohns.edu))

You may have heard some of the buzz surrounding the launch of the Digital Public Library of America (DPLA) last April, but as this national treasure turns a year-old, we highlight the promise that DPLA holds for our teaching, research, mission, and the scholarly communication cycle.

### DPLA Overview:

The mission of the [Digital Public Library of America](#) (DPLA) is to “bring together the riches of America’s libraries, archives, and museums, and to make them freely available to the world.” The DPLA project ([dp.la](#)) is the result of collaboration among leaders from libraries, foundations, academia, and technology projects. It launched in April of 2013 offering access to 2.5 million items; At the one-year anniversary mark, the portal now offers us a one-stop-researching interface for over 7 million items, with new items from a variety of cultural heritage institutions added daily. DPLA’s bold goal is that this national digital library will offer access to the “full range of human expression,” in a glorious variety of formats with no barriers, except internet access.

The breadth and depth of DPLA’s goal is best seen in contrast with the Google Books search project. Robert Darnton, noted historian and head of Harvard Libraries, crystallized the library world’s main objection to the Google settlement this way: by taking the *donated* content of major libraries, and turning it into a *commercial* enterprise, the Google Books Settlement “would turn the Internet into an instrument for privatizing knowledge that belongs in the public sphere.” DPLA sought to learn from the pitfalls of the Google Books agreement, while DPLA recognized the need for manpower and money to digitize content. They also saw the need for a large, mobilized, distributed network of content providers, who would look to DPLA to support, manage, and organize multiple digital contributions over the long-run. One year after DPLA’s launch, “about 99% of the archive is text and image,” however, the genius of the DPLA platform is that it has been built to grow at a sustainable rate, and can ingest metadata for many kinds of digital objects, including photographs, manuscripts, books, sounds, moving images, and more. Additionally, the copyright issues that arose during the original Google Books shaped DPLA’s efforts in promoting the inclusion of “orphan works” and in working to create a “rights” filter to ensure that the copyright status of all DPLA-materials are made as clear and complete as possible.

The DPLA strives to meet its stated mission via its “Three-P” approach. The DPLA project is:

1. A **portal** for discovery that delivers students, teachers, scholars, and the public to incredible resources, wherever they may be in America.
2. A **platform** that enables new and transformative uses of our digitized cultural heritage.
3. An advocate for a strong **public option** in the 21<sup>st</sup> century.

The first approach means DPLA is a growing, open research database with simultaneous search capability across multiple collections, enabling researchers to find unique primary resources, with reliable citation and contextual information, including provenance. The latter two approaches mean that academics from every discipline/community can both draw from, and contribute, to the long-term scholarly success of this portal — one of the most exciting “public works” projects for research. As a higher learning institution, with a social justice mission, St. John’s is in a position to leverage this resource in ways that promote engaged learning, instill technological and information-communication technology skills, and contribute to open scholarship at the undergraduate, graduate and professional levels.

### DPLA as PORTAL:

DPLA has pulled together previously-disparate and previously-unfindable collections into one search portal, so that a researcher can now run a federated search for objects across multiple libraries, archives, historical societies and museums. DPLA harvests metadata records for digital objects from these partner in-



stitutions, but all of the digital items discovered via the platform are still housed by, and owned by, the original contributing partner. The results for a DPLA search offer a thumbnail image and item description as well as a link back to the partner institutions to see the original object, where even more “gems” can be found within that partner site.

The **main search** page offers a “google-like” search box, but facets in the results screen allow the user to narrow down results by format, contributing institution, partner/hub, date, subject heading, etc. Searching for the history of a word or concept? The **browse by timeline** feature lets you see results at the century, decade, and year level (as well as individual item level). Looking for primary resources from a certain area of the country? Browsing via the **map interface** displays those objects which have geolocation information, and map to the place where the item was created (e.g.: map-search for “Trinity Church” can map to Boston, New York, etc.). Miss the bricks-and-mortar library layout? The **search by bookshelf** feature is akin to serendipitous browsing on a shelf, a search in the bookshelf pulls only book, journal and periodical results, but related images are displayed on the bottom right of the interface.

If you are new to DPLA, or are thinking of how you might use the DPLA resources in your course, the **exhibition** feature of DPLA features specific topics of national significance, often with a “local” angle; Current topics include Activism in the United States, Prohibition, and European emigration to the United States during the 19th and 20th centuries (a joint exhibition with Europeana). These exhibitions include full photographs and detailed information about special topics.

Like any good research resource, one can **register for a DPLA account**, which facilitates creating lists, saving items and searches, and sharing these lists privately or publically.

#### **DPLA as PLATFORM**

In order to distribute the responsibilities of creating and maintaining a national digital library, DPLA has developed an extended network of partners, consisting of two types of hubs: Content Hubs and Service Hubs. **DPLA Content Hubs** are large digital libraries, museums, archives, or repositories that have committed to providing, editing and maintaining metadata records for their contributed items. The **DPLA Service Hubs** are state or regional digital libraries that aggregate information about digital objects from local/regional libraries, archives, museums, and other cultural heritage institutions and offers these local partners “a full menu of standardized digital services, including digitization, metadata assistance and training, data aggregation and storage services, as well as locally hosted community outreach programs, bringing users in contact with digital content of local relevance.” By implementing this network of Service Hubs, DPLA offers a sustainable way for smaller organizations to more fully participate in the open-digital landscape. All data brought into the DPLA from its partners is normalized to the DPLA Metadata Application Profile (MAP) and may be additionally enriched with useful information, such as geospatial data (to facilitate the map search, mentioned above).

The DPLA platform hosts the content metadata, so that the contributed items are discoverable, but it is also a powerful **open API** to allow users to pull metadata for transformative uses of the DPLA records and to encourage developers to build tools, programs, widgets, plug-ins, etc. The **DPLA App Library** showcases some of the applications built by independent developers, faculty and students who have re-mixed the open cultural heritage data in a variety of ways. In addition, the platform was built to ensure that the data in the DPLA repository (and provided through the API) is available for download. The data-downloads include the standard DPLA fields, as well as the complete record received from the partner.

#### **DPLA as PUBLIC OPTION:**

In keeping with the traditional notion of libraries in America, DPLA champions public access to a wide variety of materials for free. This is not just to perpetuate an “old” tradition, but rather to re-vivify the argument that literacy and knowledge help create an informed and engaged citizen. In its efforts to promote a “a broad and deep open access ecology” DPLA is not a replacement for local libraries, rather it is a conduit for re-connecting communities with with local collections; and it serves as an umbrella organi-

zation and brain-trust to provide sound and creative arguments against undue legal, technological, or economic restrictions to access. The “open” element of the DPLA mission (access with no barriers, except internet access) not only addresses open coding and promotion of technical know-how, hardware, and ICT infrastructure, but also takes on the role of advocate in public policy debates surrounding Net Neutrality and E-Rate modernization programs.

### **DPLA and Higher Education: An open “Call for Proposals”**

The DPLA is still in its nascent stages, but the creative, co-operative work that made DPLA a reality should be a source of inspiration to those of us in higher education who would also champion open access and foster a multidisciplinary approach to problem solving. It is clear how History, Education and LIS programs can use the DPLA as a portal, but a wider number of disciplines can use this tool as a means of teaching about scholarship in general (provenance, citation, copyright and creative commons, etc). As a platform DPLA offers us a means of meeting technology literacy standards and applied learning standards in constructive ways; and as a public option, it offers a means for us to rethink how any scholar can “give back” in an open scholarship ecology. While a Computer Science class might use the API to create a new app, why stop there? Perhaps a course might examine the structure of the portal to analyze gaps and suggest improvements. If law students were presented with the DPLA as the ideal towards which copyright law might strive, how might they aid the DPLA in creating arguments regarding Orphan Works. How might the Communications department’s research inform a response to the FCC’s ruling in relationship to Net Neutrality? Economics folks might examine the current DPLA funding models (which currently include grants and some crowdsourcing) to offer creative solutions for sustainable funding. DNY faculty might lend their expertise regarding local NYC history at a community history event. Faculty and students currently engaged in any digital humanities can work with local service hubs to be sure that the projects they are creating meet the standards for future inclusion, or work with local community reps to get their feet wet in applying standards by participating in a hack-a-thon. DPLA has a few official mechanisms for [getting the public involved](#), including participation in DPLA forums, events, or open Board or Committee meetings (covering Advisory, Content Strategy, Legal, Marketing and Outreach, and Technical Advisory Committees); but let’s not be constrained by what DPLA currently is. Looking toward how it might be, we might think of the DPLA project as a multidisciplinary “call for proposals,” and as St. Vincent encourages us, we should be creative unto infinity in answering that call.

If you have any questions about DPLA, I would look forward to hearing from you and working with you.



## **What You Missed**

The CTL frequently receives messages from faculty who are unable to come to a session, but wonder if it could be recorded. We don’t have the staff to do this at the moment, but very often there are other ways to catch up on what you might have missed if you can’t attend a presentation. Here are two examples:

**Digital Humanities:** Jen Travis (SJC, English) gave a wonderful presentation on the Digital Humanities. She is working with Caroline Fuchs (University Libraries) and they have developed two websites that might be of interest. One is a [blog](#) and the other is a [Library Guide](#), both have links to many resources, including ways you can get involved in this burgeoning field. Caroline also suggests you might want to check out this [collection of DH tools](#).

**Journal Rankings:** Bill Keogan, Arthur Sherman, and Maureen Weicher, all from the University Libraries, discussed journal rankings, how you can find out about them, and how they are calculated. To learn more about rankings and citation indexing, go to the [website](#) of resources they created.

## Remember:

The best places to look for faculty-related information are the [CTL Web-page](#) and the [CTL Teaching and Learning Forum](#).

## Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the September issue is **August 18**. 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."

[www.stjohns.edu/  
CTL](http://www.stjohns.edu/CTL)

*This newsletter is published monthly during the academic year by the Center for Teaching and Learning.*

**Managing Editor:**  
Lisa Getman



## Faculty Writing Retreat

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 12:30pm. 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) and click on Spring 2014 Events**. 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>.

If you have any questions please contact the CTL at [CTL@stjohns.edu](mailto:CTL@stjohns.edu).

**Date:** Monday, May 19

**Time:** 10 a.m. to 4 p.m.

**Location:** Institute for Writing Studies, Library Room 150, Queens Campus

**[REGISTER NOW!](#)**