



Center for Teaching and Learning Newsletter

Dates to Note!!

Monday, February 3

Using Portfolios in the College Classroom

12:15 - 1:40 p.m.
Marillac Hall 427*

Tuesday, February 4

Why Higher Education is a Public Good, Not Just a Private Investment

1:50 - 3:15 p.m.
Bent Hall 277A*

Thursday, February 6

Copyright and eReserve

12:15 - 1:40 p.m.
Library 110*

Monday, February 10

BUG: Course Organization

1:50 - 3:15 p.m.
Q: D'Angelo 310
SI: DaSilva 208
M: TBA

Tuesday, February 11

Converting Conference Presentations into Articles

1:50 - 3:15 p.m.
Library 110*

Thursday, February 13

Mapping Tools: GIS/Google Earth

1:50 - 3:15 p.m.
Q: D'Angelo 310
SI: DaSilva 208
M: TBA

*Queens Campus

TO REGISTER VISIT:

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

Vol. 19, No 4

January 2014

CTL January Newsletter

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

Highlights from our January issue include:

CAREER CORNER Graduating Class of 2014: "ACTION REQUIRED!" Elisa Zeros	page 2
Faculty News	page 4
National Institutes of Health (NIH) Opportunities and Mechanisms Jared Littman	page 5
Spring 2014 Events for Faculty	page 6
eBooks	page 6
Invitation to Attend Upcoming Webinars on Retention and Student Success Christine Goodwin	page 7

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.



CAREER CORNER

Graduating Class of 2014: "ACTION REQUIRED!"

Elisa Zervos (Career/Internship Advisor, Career Services)

"Success is where preparation and opportunity meet."

Bobby Unser

As we look towards May 2014 and University's initiative of matching 95% of our graduates to positions within 6 months of graduation, the importance of partnering with University Career Services should be the first priority on every senior's "To Do List." In the past 5 years, working with 2,000+ individuals at St. John's and folks in transition due to losing their jobs, I can boil down the "mystery of job search" into 6 steps. However, before taking that first step, students must understand where they are and where they need to go. Building a bridge from "Point A" to "Point B" requires very specific actions, sustained focus and a positive attitude in landing a job. Setting ongoing appointments with a Career Advisor is not only the smart thing to do; it allows the student to "own" the process of transitioning from an academic environment to a professional one.

Step 1 - Resume Finalized & Approved – Hopefully by senior year every student has at least a draft of a resume, unfortunately we see far too many that haven't even begun. Career Advisors are kept up-to-date on resume standards for each industry, understand how technology is used in sourcing resumes and can assist in tailoring all experiences (over the past 4-5 years) to create a resume that is an impactful, *achievement-oriented* document and easily read. Formatting a resume isn't as simple as you may think. In order to significantly increase your chances of being part of the 25% selected by an Applicant Tracking System (software that sources resumes from the internet) you must understand how it "reads" an uploaded resume. Almost all Fortune 500 firms, most large corporations and at least half of mid-size companies use this software to eliminate 75% of resumes.

Step 2 - Key Components of Cover & Thank You Letters – The majority of cover letters that are reviewed on a daily basis, no matter where the person is in their career, are missing two very critical components. The first mistake is that most people feel that whatever skills they've acquired over the years are, in general, "good enough" to be hired, because they are good at them. When a company is looking for "A, B & C" skills, they are not interested in the fact that you are great at "D, E & F," if it has nothing to do with the job at hand. You must create a "skills vs. requirements match" using the language in the job description and speaking to what is needed for that particular department. A second mistake is that the applicant never speaks about *why* they want to work for *that* particular employer. It's all about connection these days and relationship building. Thank You letters need to be concise, to the point, reiterate discussion highlights and yes, even when you have interviewed with 5 people and were not selected, send that "Thank You Anyway" letter. You never know who you will run into again...it really is a small world.

Step 3 - Build a Strong Virtual Brand - There is no way around it, 93% of companies are using social media to recruit, 96% go to LinkedIn, 65% to Facebook and 55% to Twitter. (Jobvite Survey 2013) Every generation **must** be aware of how to use each one of these social platforms (please note I said "aware," not necessarily "be active on") to stay fresh and understand the world in which incoming millennials are most comfortable.

CENTER FOR TEACHING AND LEARNING**DIRECTOR:**

Maura C. Flannery

ASSISTANT TO THE**DIRECTOR:**

Lisa Getman

DEPARTMENTAL**ASSISTANT:**

Judy Lam

2013-2015 FELLOWS:

Joan Ball
Keith Carrington
June Chen
Randall Clemens
Roseanne Gatto
Roberta Hayes
Maureen Weicher

2012-2014 FELLOWS:

William Ryall Carroll
Julie Carter
Emese Ivan
Maria Leibfried
Joseph Trainor
Ben Turner

**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>.

Follow Us on
Twitter



Students should be building LinkedIn profiles as early as freshman year, gathering relevant contacts (someone who can speak for their professionalism or character). Creating a unique summary and concise scopes of work with an embedded achievement (not a mirror image of a resume), joining groups that compliment their future positions, following news and posting industry related articles are ways to build an interesting profile and virtual brand. Remind students to "Google" themselves every six months to see how they are "showing up" ...the employers reading their resumes sure will!

Step 4 - Have a Solid Awareness of your Brand & Value Proposition – Second to composing a resume, this is the most difficult step that anyone of any age has a hard time articulating. From that "Tell me about yourself..." interviewing question to your "30-Second Elevator Pitch" when meeting someone new, to a tagline on a business card or top of a resume/LinkedIn profile, EVERYONE must be able to define the value they bring to any organization. This requires asking yourself a few key questions, scripting a solid paragraph outlining your core competencies, giving an example(s) and/or "proof" of what you are an expert in and most important, aligning those skills to meet the requirements of the job. Leave out the "fluff," every detail of your life, and avoid going off on tangents. Give clear, concise and succinct, information that will set the stage for any interview or chance meeting. When you "nail" this, your confidence meter soars!

Step 5 - Practice Interviewing Skills & Negotiating Techniques – Let's face it, you never know who you are going to be sitting in front of during an interview, sort of like the "box of chocolates" analogy. I've interviewed many, watched my colleagues (while in the private sector) muddle through an interview (cringing at every off-beat question) and have been on the receiving end of an interview or two myself. There is nothing like preparation, presentation and practice when it comes to PAR stories (Project, Action, Results). I like to call them "mini scripts" of projects or situations you can use to answer a whole host of questions. Understanding how, when and which questions to ask during an interview that presents a skilled, enthusiastic and focused applicant are all reasons for working with a Career Advisors. How about being filmed on your interviewing skills and receiving feedback on the spot? Most of us know that hardly ever happens mainly due to legal ramifications. Practicing with a Career Advisor on how to "perform" (to some extent it actually is a performance) during an interview, understanding the market value of that position to better negotiate the offer, and how to properly close an interview certainly creates a more confident applicant.

Step 6 - Create a Marketing Plan Using the 5 Job Search Strategies - I am often asked, "What is the best job search strategy?" and my answer is always the same... "a blend of strategies." In order of priority: Networking (online, in-person, phone calls, joining professional associations, informational interviews, alumni), Response to Published Openings, Targeting Companies, Recruiters and "Fishing" your Resume on Niche Sites are all areas that you have to proportionately allocate your time during a job search. Defining **SMART** (specific, measured, action-oriented, realistic, time sensitive) goals in each of these areas is how you develop your marketing plan. The final tip is to understand that a job search is a marathon and you do not stop until a written offer or offers are in your hands. All it takes is ONE yes! There will be highs and lows, it is a matter of perseverance, holding yourself accountable, keeping positive and surrounding yourself with a great support system.

So, I ask... "Can Career Advisors increase the chances of a student landing their first position by working with them on these six steps?" ... **YOU BET!** Help us give a "shout out" to our Class of 2014 and reaffirm the importance to come in "early and often"! Preparing them to be "market ready" candidates will help catapult them towards a successful professional career.

Faculty News

Dr. Blase Billack (Pharmaceutical Sciences, billackb@stjohns.edu) coauthored the articles: "Epigenetic Changes Brought about by Perinatal Stressors: A Brief Review of the Literature" in the *Journal of Pharmacological & Toxicological Methods* (December 2012) and "Ebselen Analogues Reduce 2-chloroethyl Ethyl Sulphide Toxicity in A-431 Cells" in the *Archives of Industrial Hygiene and Toxicology* (June 2013).

Dr. Zhe-Sheng Chen (Pharmaceutical Sciences, chenz@stjohns.edu) published the articles: "Reversal of MRP7 (ABCC10)-mediated Multidrug Resistance by Tariquidar" and "BIRB796, the Inhibitor of p38 Mitogen-activated Protein Kinase, Enhances the Efficacy of Chemotherapeutic Agents in ABCB1 Overexpression Cells" in *PLoS ONE*, and "The Pim Kinase Inhibitor SGI-1776 Decreases Cell Surface Expression of P-glycoprotein (ABCB1) and Breast Cancer Resistance Protein (ABCG2) and Drug Transport by Pim-1-dependent and-independent Mechanisms" in *Biochemical Pharmacology*.

Dr. Christopher Denny (Theology & Religious Studies, dennyc@stjohns.edu) co-edited the book, *Empowering the People of God: Catholic Action before and after Vatican II* (New York: Fordham University Press, 2014).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) presented a paper, "How the Web Can Help Disseminate Herbarium Culture," at the annual conference of the Botanical Society of America in New Orleans (July 2013).

Dr. Amy Gansell (Art and Design, gansella@stjohns.edu) presented a paper on Art and Memory in Ancient Mesopotamia at an international conference in Rome, Italy (November 2013).

Dr. Joseph A. Giacalone (Economics and Finance, giacaloj@stjohns.edu) presented a paper, "The Implications of the Affordable Care Act for the Medical Tourism Industry," at the Clute Institute International Academic Conference in Orlando, FL (January 2014). The paper received a "best paper" award and was published in the conference proceedings.

Dr. Emese Ivan (Hospitality, Tourism & Sports Management, ivane@stjohns.edu) co-presented a paper, "The Youth Olympic Games: To Educate, To Build Cultural Competencies, or to Manage Power Relations?," at the North American Society for the Sociology of Sports in Quebec City, Canada (November 2013); and presented a paper, "Transnationalism in the Early 20th Century: Establishing Sports Clubs in the US and in Hungary," at the Association of East European, Eurasian, and Slavic Studies Conference in Boston (November 2013).

Dr. Samuel Jackson (Curriculum and Instruction, jacksos3@stjohns.edu) has established an Undergraduate Student/Faculty research group "The CRG: Cogen Research Group" in St. John's School of Education with the goal of understanding the role of student voice and its implications in our teacher preparation program.

Dr. Flora Keshishian (Rhetoric, Communication, & Theatre, keshishf@stjohns.edu) co-authored "Culture and Post-Soviet Transitions: A Pilot Study in the Republic of Armenia" in the *International Journal of Politics, Culture and Society* (2013).

Professor Mary Noe (Criminal Justice and Legal Studies, noem@stjohns.edu) delivered a paper, "Places to Go and Things to Know about Grants," at the National Meeting of the American Association for Paralegal Educators in Phoenix, AZ (October 2013).

Dr. Susan Schmidt Horning (History, schmidts@stjohns.edu) gave a talk about her new book, *Chasing Sound: Technology, Culture, and the Art of Studio Recording from Edison to the LP* (Johns Hopkins University Press: November), at the National Jazz Museum in Harlem <http://jazzmuseuminharlem.org/> (December 2013).

Dr. Sharon See (Clinical Pharmacy Practice, sees@stjohns.edu) published an article, "Rediscovering Community—Reflections After Hurricane Sandy," in the *Annals of Family Medicine* (<http://annfammed.org/content/11/6/571.full>) (November 2013).

(continued on next page)

Dr. Ann C. Wintergerst (Languages & Literatures, winterga@stjohns.edu) co-presented a talk entitled "Challenging Classroom Activities for Teaching Culture" at the New York State Teachers of English to Speakers of Other Languages (NYS TESOL) Conference, White Plains, NY (November 2013); published an article, "Seven Steps to Writing a Great Term Paper," in *Idiom* (Fall 2013); her latest co-authored book, *Tips for Teaching Culture: Practical Approaches to Intercultural Communication*, was translated into Chinese by Tsinghua University, Beijing, China (January 2013).

Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the February issue is **February 3**. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in "Faculty News."

National Institutes of Health (NIH) Opportunities and Mechanisms

Jared Littman (Director, Office of Grants and Sponsored Research, littmanj@stjohns.edu)

The Office of Grants and Sponsored Research (OGSR) would like to welcome everyone back from the winter recess and wishes the entire SJU community a prosperous new year. The OGSR is a full-service sponsored programs office, dedicated to assisting University faculty and administrators with grant proposals and projects, and provides support to faculty and administrative departments engaged in external grant research. The office assists in: identification of appropriate funding opportunities, preparation of complete and responsive grant proposals, regulatory compliance issues, negotiation of agreements and contracts and establishing sub-contractual arrangements with other universities, labs and hospitals.

Each year, we encourage our scientific research community to pay heed to the diverse array of prestigious grant programs offered through the National Institutes of Health (NIH) www.grants.nih.gov whose mission is to seek fundamental knowledge about the nature and behavior of living systems and the application of that knowledge to enhance health, lengthen life, and reduce illness and disability. As a service to the SJU community, the OGSR is highlighting four prestigious grant mechanisms

The NIH ***SMALL GRANT PROGRAM*** (R03) grant mechanism is designed to support small research projects that can be conducted in a short period of time with limited resources. Applicants may request up to two years of funding and a budget for direct costs of up to \$50,000 per year. The R03 mechanism specifically compliments self contained research studies, the development of research methodology and new research technology, and secondary analysis of existing data. Application due dates are February 16, June 16 and October 16.

The NIH ***EXPLORATORY/DEVELOPMENTAL RESEARCH*** (R21) grant mechanism is intended to encourage exploratory and developmental research by providing support for the early and conceptual stages of project development. The scope of this funding mechanism compliments proposals noting exploratory, novel studies that break new ground or extend previous studies toward new directions or applications. An applicant can request funding for up to two years, and the award amount of \$275,000 for direct costs can be requested for full projects. Proposals for the R21 grant mechanism are accepted during three deadline cycles throughout 2014. Application due dates are February 16, June 16 and October 16.

The NIH ***ACADEMIC RESEARCH ENHANCEMENT*** (AREA R15) grant mechanism supports small-scale research projects in the biomedical and behavioral sciences conducted by faculty and students at educational institutions that have not been major recipients of NIH grant funding. Project periods are limited to three years, and direct costs are limited to \$300,000 over the entire project period. The AREA funding mechanism supports meritorious research, compliments academic growth by exposing students to research, and

strengthens the research environments of funded institutions. Proposals for the R15 grant mechanism are accepted during three deadline cycles throughout 2014. Application due dates are February 25, June 25 and October 25.

The NIH **RESEARCH PROJECT GRANT PROGRAM** (R01) is the original and historically oldest grant mechanism used by the NIH, and provides support for health-related research and development based on the mission of the NIH. R01 proposal can be investigator-initiated or can be in response to a program announcement or request for application. Applications for an R01 award are not limited to dollars, but need to reflect the actual needs of the proposed project. Applications are generally awarded for 1-5 budget periods, each normally 12 months in duration. Proposals for the R01 grant mechanism are accepted during three deadline cycles throughout 2014. Application due dates are February 5, June 5 and October 5.

St. John's University is eligible to apply to each of these programs, and we strongly encourage your pursuit of interest. Please contact an OGSR representative (noted in the directory below) in concern to any and all questions in regard to each of these mechanisms, or to establish a time for a meeting so that they can help you devise a submission agenda complimenting any of the noted deadline cycles.

Title	Name	Email	Phone
Director	Jared Littman, M.P.A.	littmanj@stjohns.edu	(718) 990-2920
Assistant Director	Christopher Egan, M.S.	eganc@stjohns.edu	(718) 990-1903
Grants Specialist	Chanel Orkopoulos, M.A.	orkopouc@stjohns.edu	(718) 990-6051
Grants Analyst	Clare Byrne, M.B.A., M.L.S	byrnecl1@stjohns.edu	(718) 990-6588
Administrative Assistance	Adrianna Berlingerio, B.S.	berlinga@stjohns.edu	(718) 990-6276
IRB Coordinator & Women in Science Coordinator	Marie Nitopi, Ed.D.	nitopim@stjohns.edu	(718) 990-1440
Faculty Coordinator for Women in Science	Elise Megehee, Ph.D.	megeheee@stjohns.edu	(718) 990-5276



Spring 2014 Events for Faculty

This calendar provides a list of events that are of interest to faculty, including CTL workshops, many of which have cosponsors including Information Technology, Online Learning, Office of Global Studies, University Libraries and Writing Across the Curriculum Program.

The calendar also includes presentations hosted by Academic Service-Learning, Human Resources, Junior Faculty Research Colloquium, the Vincentian Center for Church and Society, Women and Gender Studies, University Libraries, and Writing Across the Curriculum Program.

To view this list go: <http://stjohns.campusguides.com/ctlevents>.

eBooks

If you haven't used e-books from the University Libraries, you might want to first look at their guide to e-readers: <http://stjohns.campusguides.com/ereaders> that includes a page on e-books: <http://stjohns.campusguides.com/ebooks>. There are different services providing e-books' and they sometimes have different policies. Also, different tablets and e-readers have varying download procedures, making the guide pages particularly useful.

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 February issue is **February 3**. We prefer that you email the information to 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



Invitation to Attend Upcoming Webinars on Retention and Student Success

Christine Goodwin (Director of Data Management, Analysis, and Reporting, goodwinc@stjohns.edu)

The Office of Institutional Research participates in the Consortium for Student Retention Data Exchange ([CSRDE](#)). This Consortium of two-year and four-year institutions is dedicated to achieving the highest levels of student success through the sharing of data, knowledge, and innovation including providing benchmark retention data among members. As part of our membership, we are able to participate in six upcoming CSRDE webinars on retention and student success. We invite you to join us for these informative and timely webinars in the Provost Conference Room (Newman Hall 242) from 2:00 p.m. to 3:30 p.m. on any or all of the following dates: February 19, April 9, May 14, June 11, August 13, and September 10. **Please register as soon as possible.**

Summer Bridge: A Model for Impacting Student Retention

Wednesday, February 19, 2014

Leroy Hamilton and Kyshawn Smith of Norfolk State University will present a study that explored the effectiveness of a summer bridge program in fostering academic success and retention at a mid-sized, urban, historically black college/university (HBCU). [CLICK HERE TO REGISTER](#)

An Ever Improving Formula for Success in General Chemistry: Increasing Student Performance in a Barrier Course

Wednesday, April 9, 2014

Jesse Edwards, Christy Chatmon, Mark Howse, and Serena Roberts from Florida A&M University will present on increasing student performance in General Chemistry courses. [CLICK HERE TO REGISTER](#)

Closing the Achievement Gap: The University Transition Opportunities Program and 25 Years of Collaborative Support for Underrepresented Student Populations

Wednesday, May 14, 2014

Samuel Lopez and Cynthia Wolf Johnson of the University of North Carolina at Charlotte will present an overview of their programs including a summer bridge program, a peer mentoring program and a program to support students in the STEM disciplines that incorporates academic support and enrichment to meet the unique needs of underrepresented students. These programs assisted in eliminating the graduation gap between both the Hispanic and Black student populations and their Caucasian peers at this institution. [CLICK HERE TO REGISTER](#)

The Attrition is in the Details: Students, Faculty and Textbooks

Wednesday, June 11, 2014

Nick Capo of Illinois College will discuss the role of textbook possession and access in student performance and retention. [CLICK HERE TO REGISTER](#)

Politics, Logistics, and Support: The Creation and Growth of a Centralized Peer-Volunteer Tutoring Center

Wednesday, August 13, 2014

Elizabeth Coghill and Jayne Geissler of East Carolina University will present how their university transitioned from a decentralized tutoring model to a centralized tutoring center by explaining the growth process and the perceptions of all involved. [CLICK HERE TO REGISTER](#)

Strategically Bridging the Gap for Low-income Students Between College Access and Success: Academic and Retention Outcomes

Wednesday, September 10, 2014

Sarah Collins and Dale Tampke of the University of North Texas will present the development of access and success programs for low-income first year students at their institution in order to assist in increasing the academic attainment of these students. [CLICK HERE TO REGISTER](#)