



# Center for Teaching and Learning Newsletter

## Dates to Note!!

Thursday, March 26

[Living Comfortably with Copyright Law](#)

Thursday, March 26

[PMAC: Caribbean Identity](#)

Monday, March 30

[Assessment Ideas from EDU](#)

Tuesday, March 31

[Smartphone Journalism: Tools, Techniques and Thoughts](#)

Thursday, April 9

[Introduction to Blackboard Content and Community](#)

Thursday, April 9

[Globalization and the Humanities](#)

Monday, April 13

[Writing Biography](#)

Tuesday, April 14

[Mapping Technology & Library Resources](#)

Monday, April 20

[Emerging and Infectious Diseases](#)

Wednesday, April 22

[Introduction to Blackboard Content and Community](#)

Thursday, April 23

[CTL Fellows' Presentations on Research in Teaching and Technology](#)

Monday, April 27

[NYC as a Research Focus](#)

For more information and to register visit:

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

Vol. 20, No 7

March 2015

## CTL March Newsletter

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

Highlights from our March 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.



## An Interview with the Instructional Designers

*This month, Drs. Liz Ciabocchi & Amy Gaimaro sat down with Paul Desmarais and Tara King, instructional designers for the Office of Online Learning and Services, to discuss their new roles and responsibilities at St. John's University.*

**Amy: Can you briefly describe your role and responsibilities here at St. John's?**

*Paul:* Tara and I have three main areas of focus. First, we work with faculty both one-on-one and in groups to assist with the design of their online classes. Second, we develop workshops and online courses such as [Online Teaching Essentials \(OTE\)](#), a four-week introduction to online teaching, to help St. John's faculty make the transition from teaching face-to-face to teaching online. Third, and finally, we investigate new instructional techniques and new technologies for hybrid and online learning.

**Liz: When would a faculty member typically request to meet with you and what should they expect?**

*Tara:* We meet with faculty when they are assigned to teach a new hybrid or online course, or when they want to improve an aspect of their existing online class. This could include trying out a new teaching method or including educational technology they haven't used before. Our consultations with faculty are private, and we will typically meet several times before their course begins. Some of the things we discuss in a consultation include learning objectives, course content, syllabus review, and assessment strategies. We begin by analyzing their course goals and then enter the design phase, during which we often problem-solve, test out ideas, and create a plan of action including a design timeline.

*Paul:* Part of every consultation is an analysis of the faculty member's skill set, and then we look for strategies that play to their strengths. All in all, our consultations include a very diagnostic process.

**Amy: So to reiterate, you usually meet a faculty member more than once before a course starts?**

*Tara:* Yes, we will meet with a faculty member several times before their online class starts.

*Paul:* When we meet with a faculty member more than once, it gives us time to sculpt a customized solution that fits both their needs and their students' needs.

**Amy: You both have a great deal of experience designing courses. You must have encountered some challenges in this process. Can you describe a few of the more common course design challenges for our readers?**

*Tara:* I think the hardest challenge for a faculty member that is new to online teaching is conceptualizing the difference between a face-to-face class and an online class. I think they can find it challenging to transition the human interaction and class participation that occur naturally in a face-to-face class into the online environment. Through our meetings, faculty come to realize that they need to go beyond transitioning content and must intentionally create an interactive environment in their online class. Another challenge some faculty members face is designing an online course with the correct amount of content. Often times, we can create what is referred to as a "course-and-a-half" when first transitioning to the online environment.

*Paul:* I agree with Tara. Some faculty members think of an online course as a repository or a shelf in which to put information, but they should really think of it as their virtual classroom, because it is a space where they will go to teach.

**CENTER FOR TEACHING AND LEARNING****DIRECTOR:**

Maura C. Flannery

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**2014-2016 FELLOWS:**

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Samantha Jellinek-Cohen  
Raeann Kyriakou  
Zaidalynet Morales  
Richard Waller

**2013-2015 FELLOWS:**

Joan Ball  
June Chen  
Randall Clemens  
Roberta Hayes  
Maureen Weicher

**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

**Liz: Can you briefly describe how your responsibilities differ from those of your colleagues in Information Technology?**

*Paul:* A simple way to differentiate us from IT is that IT is the "how to," and we are the "what, why, and when to." IT will show you how to use a tool. Their approach is more technical. We look at how that tool integrates into your teaching.

**Liz: Would you say that I.T. is more for technology training?**

*Paul:* For example, take a tool like [Tegrity](#), which can have a lot of different uses in online classrooms. We will help you decide if you should use Tegrity, and when you should use Tegrity. Once you make that decision to integrate Tegrity into your teaching, you go to IT to learn how to use it.

**Amy: Since your arrival at the University, you have been busy working on many faculty development initiatives. Can you describe the major initiatives you are developing?**

*Tara:* One of the major initiatives that we have been working on is the creation of a new fully online faculty development course, [Online Teaching Essentials](#). This course replaces Online Pedagogy I. OTE is a fully online course taught in an asynchronous format over a four-week period that introduces faculty to the world of online teaching. The course focuses on online course design and pedagogy providing a solid foundation for faculty new to teaching online. OTE covers basic Blackboard tools, content creation, discussion board facilitation, and online assessment strategies. The course is running now in March, and we hope to have another section sometime in the summer.

Another major initiative we continue to engage with is the creation and presentation of faculty development workshops. We have worked with the Center for Teaching and Learning, the University Libraries and eStudio to develop a suite of spring workshops focusing on faculty development in online teaching, which are currently under way.

*Paul:* We are also working on another faculty development online course called Advanced Online Teaching Strategies, which will help faculty reach another level in their online teaching. We hope to announce a start date soon.

**Amy: What are some benefits to faculty members participating in an online course, like OTE, instead of classroom-based training?**

*Paul:* The benefits of participating in an online course as a student cannot be overstated. Experience is a great teacher, and it can be really valuable to see things from a student perspective. The OTE course is taught in Blackboard, so faculty can experience what their students will experience. It's also important for faculty to really believe in the online platform. Not just the tools and technology, but in the validity of the online approach. Faculty who learn online are going to feel more comfortable that their students will learn online, too.

*Tara:* When a faculty member proceeds through our OTE course, they can visualize and experience the course as an online student in a concrete way; the concepts become less abstract. Faculty can also replicate what they like in our course and apply concepts, tools, and ideas to their own course. OTE can serve as a model that they can refer back to. Faculty who participate in the OTE course become part of a cohort that they can connect with long term, which you wouldn't necessarily get with a workshop.

*(continued on page 5)*

## Faculty News

**Dr. Vipul K. Bansal** (Economics and Finance, [bansalv@stjohns.edu](mailto:bansalv@stjohns.edu)) presented two papers: "A Tracking Error Approach to Leveraged ETFs: Are They Really That Bad," and "Impact of Volatility on the Leveraged ETFs" at the annual conference of the American Society of Business and Behavioral Sciences; one of his papers was selected as the Best Paper of the track.

**Dr. Patrick Blessinger** (Administration and Instructional Leadership, [blessinp@stjohns.edu](mailto:blessinp@stjohns.edu)) published two books with a co-editor: *Inquiry-Based Learning for Faculty* and *Institutional Development and Inquiry-Based Learning for the Arts, Humanities and Social Sciences* (December 2014).

**Dr. Zhe-Sheng Chen** (Pharmaceutical Sciences, [chenz@stjohns.edu](mailto:chenz@stjohns.edu)) published with **Dr. Huizhong Xu** (Physics, [xuh@stjohns.edu](mailto:xuh@stjohns.edu)) and **Dr. Guanfang Chen** (Chemistry, [cheng@stjohns.edu](mailto:cheng@stjohns.edu)) "Silver Nanoparticles: Synthesis, Properties, and Therapeutic Applications" in *Drug Discover Today*; he also published "Cellular Mechanisms of the Cytotoxicity of the Anticancer Drug Elesclomol and Its Complex with Cu(II)" in *Biochemical Pharmacology*, "The Small Molecule Trosine Kinase Inhibitor NVP-BHG712 Antagonizes ABCC10-mediated Paclitaxel Resistance: A Preclinical and Pharmacokinetic Study" in *Oncotarget*, and "miR-200c Attenuates P-gp Mediated MDR and Metastasis by Targeting JNK2/c-Jun Signaling Pathway in Colorectal Cancer" in *Molecular Cancer Therapeutics*.

**Dr. Maura C. Flannery** (Computer Science, Mathematics and Science, [flannerm@stjohns.edu](mailto:flannerm@stjohns.edu)) published a review of Daniela Bleichmar's *Visible Empire* in *Winterthur Portfolio* (Spring 2014).

**Dr. Mary Ellen Freeley** (Administration and Instructional Leadership [freeleym@stjohns.edu](mailto:freeleym@stjohns.edu)) coauthored the book *Become a Leader of Leaders: Raise Student Achievement* (Rowman & Littlefield: 2015).

**Dr. Aleksandr V. Gevorkyan** (Economics and Finance, [gevorkya@stjohns.edu](mailto:gevorkya@stjohns.edu)) published the chapter, "[Economic Crisis](#)" in *Wiley Encyclopedia of Management*.

**Dr. Joseph A. Giacalone** (Economics and Finance, [giacaloj@stjohns.edu](mailto:giacaloj@stjohns.edu)) presented the paper, "A Managerial Approach to Teaching Economic History," at the annual conference of the American Society of Business and Behavioral Sciences; it was published in the Conference Proceedings.

**Dr. Anna D. Martin** (Finance, [martina@stjohns.edu](mailto:martina@stjohns.edu)) published a co-authored article, "Influence of Financial Distress on Foreign Exchange Exposure," in *American Journal of Business* (2014).

**Dr. Richard Stalter** ([stalterr@stjohns.edu](mailto:stalterr@stjohns.edu)) co-authored the article, "Arborescent Composition of Bostwick Forest, Gardiners Island, New York," in *Bartonia* (2015).

**Professor Syed Uddin-Ahmed** (Discover New York, [uddinahs@stjohns.edu](mailto:uddinahs@stjohns.edu)) published "Formation of the Secular" and "Global Discourses & Teaching: Islam in World History" in *Inclusive* (January 2015).

**Dr. Julia Upton, RSM** (Theology and Religious Studies, [uptonj@stjohns.edu](mailto:uptonj@stjohns.edu)) presented a paper, "The Work and Works of Mercy: Learning from Catholic Worker Artist Adé Bethune," at the annual meeting of the North American Academy of Liturgy in Minneapolis, MN (January 2015).

## Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the April issue is **April 7**. 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."

## Faculty Growth Grant Program

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

**May 1, 2015**

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).

*(continued from page 3)*

**Liz: Quality assurance in online learning is a concern at many universities across the nation. What steps are you taking to ensure quality in course design and delivery at SJU?**

*Paul:* The Instructional Designers will be referring to the Quality Matters rubric for general guidance for quality course standards. It is not designed to be prescriptive, but rather it is a proposed series of guidelines with room to grow and interpret.

**Liz: Is there anything else you would like the readers to know?**

*Tara:* Yes, we would like faculty to know that we are a support system for them. We are here to help them achieve their goals.

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## HERI Survey

**Steven Glogocheski** (Associate Director of Academic Assessment, Office of Institutional Research, [glogochs@stjohns.edu](mailto:glogochs@stjohns.edu))

During the last academic year, St. John's University participated in the Higher Education Research Institute (HERI) faculty survey, which is designed to provide colleges and universities with timely information about faculty workload, teaching practices, job satisfaction, professional activities, and perceptions. The results are compared with the data of the 2010 survey (the last time this assessment was administered to faculty) as well as peer institutions (i.e. universities with similar student bodies and organizational structures).

The following are some of the highlights from the most recent HERI survey (full-time faculty):

- At SJU, 80% of faculty reported using real-life problems in all or most of their classes. This was an 11% increase from 2010 and 16% higher than peers.
- Furthermore, 59% of SJU faculty reported using student presentations in all or most of the time in their classes. This was an 8% increase from 2010 and 11% higher than peers.
- Finally, 75% of faculty stated that developing an appreciation for multiculturalism is either of the highest or high priority at SJU. This represents a 3% increase from 2010 and is also 31% higher than peers.

In conclusion, SJU faculty find that developing critical thinking skills and promoting the ability to write effectively are essential educational goals. They are highly committed to the welfare of the institution and are strongly interested in the academic problems of undergraduates. However, there are some areas which can be improved, such as engaging students regarding research projects and collaborating with the local community in research and/or teaching. These results, along with all of the corresponding 2014 HERI data, can be found in the summary report on the Office of Institutional Research website at: <http://www.stjohns.edu/about/administrative-offices/institutional-research/heri-faculty-survey>.

The data from the HERI faculty survey can be extremely helpful to multiple stakeholders at St. John's, and should be used in tandem with other research to develop appropriate action plans. This process would support the University's strategic initiatives to engage student success and enhance the teaching and learning environment.

For more information regarding the HERI faculty survey, please contact **Steven Glogocheski, Ed.D** ([glogochs@stjohns.edu](mailto:glogochs@stjohns.edu)).



## CAREER CORNER

### Emerging Career Opportunities in NYC Start-Ups

Kristy L. Lamb (STEM Career Advisor, University Career Services, [lambk@stjohns.edu](mailto:lambk@stjohns.edu))

One of the most exciting industries of this era is the tech sector, and many St. John's students will be qualified to work in the tech industry upon graduation, regardless of major. While computer programming and data analysis skills are required for jobs on the technical side of these companies, social media savvy students, perhaps with backgrounds in communication or public relations, are well-qualified for the public-facing roles at tech firms. Sales and marketing are critical for these young companies. Community coordinators, project managers, account managers, and event managers can come from a variety of backgrounds; the common denominator is critical thinking and communication skills, common to every college degree.

Among Mayor DeBlasio's central campaign platforms was growing jobs in the technology services sector. Known as Silicon Alley, NYC is home to outposts of [Facebook](#), [Google](#), and [Pinterest](#). SJU students recently spent an evening at Pandora's NYC office on a site visit with University Career Services. Beyond the big names, there are more than 6,000 tech startups in NYC, at various stages of development. [Digital.nyc](#) is a website, run by city government, which maps tech start-ups, posts start-up jobs, catalogs courses and workshops happening around the region, and lists other events where those in the industry and those hoping to break in can learn and network.

While we call it the tech sector, not all companies in that space are overtly technical, and not all start-ups are technical in nature. For instance, a new offsite storage pickup and delivery service called [MakeSpace](#) is a NYC-based start-up. A start-up, according to the work of Silicon Valley pioneer Steve Blank, is a newly founded company looking to define and solve a problem with a repeatable and scalable business model. To accomplish this, start-ups need to be flexible. After the initial start-up phase, companies may be more stable but still change as the business grows and matures.

Though start-up jobs are trendy, they aren't for everyone. There is truth to the high risk/high reward trade-off; according to the *Wall Street Journal*, 3 out of 4 startups fail. Students who fear failure or do not see the value in investing in their network to be ready to find their next job may not like those odds. At a start-up or fast-growing tech company an individual may have a greater say in defining what their role looks like in the overall company, as opposed to someone coming in and taking over a role with a well-established task list. People with personalities that are more flexible and adaptable are more likely to thrive through company growth and culture change, restructuring in roles and responsibilities, and ultimately for most cases, acquisition by a larger organization. Folks who like established structure, pre-defined roles, and a set 9 to 5 schedule will be likely be happier in more firmly established, traditional companies, while those who cherish creative freedom and are driven to take ownership of their work and make it successful may thrive in at a start-up.

Many well-established tech companies operate with perks that have continued from their start-up days, particularly if they value the flexibility of the start-up culture and want to encourage their employees to think and work in similar patterns to those early days. While company-stocked kitchens and in-house fitness equipment have a certain appeal, those who work for start-ups may work long hours making these "conveniences" a reason to never leave the office.

Evaluating job offers from start-ups – especially when compared to traditional companies – can be tricky. This semester, Career Services introduced a new 45-minute presentation on evaluating overall compensation that covers many of the things one should consider in evaluating an offer. We are happy to give this workshop in your class, and of course can advise students one-on-one on evaluating job offers. If you are interested in a classroom presentation, please contact Dr. Michelle Kyriakides at 718-990-1361 or [kyriakim@stjohns.edu](mailto:kyriakim@stjohns.edu).



## 2015 Research Month Events

[Download the calendar for the Queens Campus Events](#)

[Download the calendar for the Staten Island Campus Events](#)

**Monday, April 13**

[Interdisciplinary Research Roundtable: Writing Biography Luncheon](#)

*12:15 to 1:40 p.m., Institute for Writing Studies, Library 150*

[Annual Faculty Book Reception](#)

*1:50 to 3:15 p.m., Institute for Writing Studies, Library 150*

**Thursday, April 16**

[Faculty Research Forum](#)

*Noon to 3 p.m., D'Angelo Center 416ABC*

[Student and Faculty Readings, Presentations and Performances](#)

*1:50 to 3:15 p.m., Kelleher Center Lounge*

**Monday, April 20**

[Interdisciplinary Research Roundtable: Emerging and Infectious Diseases](#)

*12:15 to 1:40 p.m., D'Angelo Center 416A*

[Social Justice Research Showcase: Exemplary Student-Mentor Partnerships](#)

*1:50 to 3:15 p.m., Kelleher Center, Kiernan Suite*

[Communication Sciences and Disorders Department and Clinical Partners](#)

*4 to 5:30 p.m., Kelleher Center, Lower Level Conference Room*

**Tuesday, April 21**

**Student Research Events – Queens Campus:**

[Student Poster Session](#)

*1 to 3 p.m. D'Angelo Center 416ABC, 412*

[Oral Presentations and Panels](#)

*Noon to 2 p.m., D'Angelo Center: 210, 212, 301, 311, 312, 401*

[Fine Arts Presentations](#)

*10 a.m. to 3:30 p.m., D'Angelo Center 128*

[Film Screening and Performance Art](#)

*11:30 a.m. to 2:30 p.m., Bent Hall 101A*

**Vice Provost's Research Award Jury Presentations**

*1:50 to 3:15 p.m., Kelleher Center, Kiernan Suite*

**Thursday, April 23**

[Poster Session](#)

*1:50 to 3:15 p.m., Kelleher Center, Kiernan Suite*

[CTL Fellows' Presentations on Research in Teaching and Technology](#)

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

[Social Justice Research Showcase: Exemplary Student-Mentor Partnerships](#)

*1:50 to 3:15 p.m., D'Angelo Center 128*

[Special Public Research Forum: Imagining Staten Island](#)

*3:30 to 5:30 p.m., Kelleher Center, Kiernan Suite*

[Annual Reception Honoring Recipients of Grants](#)

*4:30 p.m., Faculty Club*

**Monday, April 27**

[Interdisciplinary Research Roundtable: New York City as a Research Focus](#)

*12:15 to 1:40 p.m., Bent Hall 277A*

More details will follow in the coming months, with specific invitations to participate in each event. Please keep an eye out for notices regarding them. See <http://www.stjohns.edu/research/research-month> for information.

## Remember:

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[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



## Office of Human Resources Faculty Training

### Active Shooter Preparedness Training: Safety Tips

April 17 [Queens](#)

### Emergency Readiness Training & Identifying and Responding to Students in Distress

April 16 [Queens](#)

### Sexual Harassment and Discrimination Prevention for Faculty

March 25 [Queens](#)

March 27 [Queens](#)

### Title IX: Reporting and Responding to Sexual Assault on Campus

May 1 [Queens](#)

Contact: **Liz Arruda** at [arrudae@stjohns.edu](mailto:arrudae@stjohns.edu) or ext. 2330

## Apply for the CTL Fellows Program

You are invited to apply to join this endeavor which provides encouragement and support for those interested in exploring how to enrich their teaching as well as their students' learning through technology. For more information visit <http://www.stjohns.edu/about/administrative-offices/provost/center-teaching-and-learning/teaching-technology-fellows>.

The deadline to apply is **MONDAY, APRIL 27, 2015!**

## Final Exam Schedule

The final exam schedule is available at: <http://www.stjohns.edu/academics/office-registrar/final-exam-schedule>