

Dates to Note

Faculty Writing Retreat

May 14, 10 a.m. to 4 p.m.

Teaching Narratives Symposium

May 31, 9 a.m. to 3 p.m.

Summer Technology Lunches

June 7, 12:30 to 2 p.m.

June 14, 12:30 to 2 p.m.

June 21, 12:30 to 2 p.m.

June 28, 12:30 to 2 p.m.

REMINDER:

Annual Faculty Activity Report (AFAR) is due May 31.

Vol. 22, No. 7

May 2018

CTL May Newsletter

The *CTL Newsletter* is distributed electronically several times throughout the academic year. Highlights from this issue include

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Date: Thursday, May 31

Time: 9 a.m.—3 p.m.

Location: D'Angelo Center 416ABC

[Symposium Program Details](#)

More information on page 6

[REGISTER NOW](#)

CTL Fellows on Research in Teaching and Technology

On April 23, the 2016-2018 CTL Fellows presented on their projects that deal with integrating technology into teaching. Over the two-year fellowship, faculty explored active-learning strategies and technologies that you might also find useful in your teaching. Short descriptions of the projects follow:

Use of Simulation in Medical Education

Louise Lee, College of Pharmacy and Health Sciences, Clinical Health Professions

Simulation-Based Clinical Education (SBCE) re-creates the clinical setting for the purpose of clinical training. This can be done using several methods (e.g., role-play, scenario-based teaching) and the use of a variety of technologies (e.g., mannequins, virtual patients, standardized patients). Having a long history of use in specialized areas of medical education, simulation has now become a central thread in the fabric of all medical education. However, proper understanding and “buy-in” on the part of faculty can be challenging and sometimes even frustrating since transitioning to a “SimInstructor” places faculty in a new, unfamiliar role. This project covered the benefits of simulation in clinical education, the role and competencies of the SimInstructor, and SBCE techniques and best practices.

Auditing ERP for Fraud

I. Hilmi Elifoglu, The Peter J. Tobin College of Business, Accountancy

An ERP system is a complex and integrated set of activities supported by multimodule application software that helps manufacturers and other types of business organizations manage almost every aspect of their businesses, including accounting, finance, human resources, project management, production planning, tracking orders and managing inventories, interacting with vendors and customers.

Oracle and SAP are the biggest names in the ERP field with their most popular modules in accounting, finance, sales force automation, customer relationship management, business intelligence, and supply chain management.

ERPs have substantially changed the field of business administration. In an ERP system, data entry and data validation for most business transactions are handled automatically by the computer. Most critical business transactions such as accounting, finance, payroll, inventory management and logistics are managed with limited human interference.

Most ERP platforms are very secure. However, countless alternatives for customization during the installation process may create vulnerabilities to the system. Since getting the system up and running is a primary concern during the customization process, security concerns are usually ignored.

Once the installation is complete, the administrative focus should shift to segregation of duties. Because of limited human involvement, errors easily discovered in non-ERP environments will go undetected if a well-designed segregation of duties policy is established. A manual segregation of duties is difficult to practice. Fictitious vendors and payments to those fictitious vendors are some of the consequences of this difficulty. In this study, some of the potential risks that may surface in the absence of an organizational level segregation of duties policy.

CENTER FOR TEACHING AND LEARNING**DIRECTOR:**

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2016—2018 FELLOWS:

Sophia Bell
 Phyllis Conn
 Ibrahim Elifoglu
 Roseanne Gatto
 Louise Lee
 Shante Smalls

CAMPUS GUIDES:**[CTL TEACHING AND LEARNING RESOURCES](#)**

This site provides faculty with information about teaching at St. John's.

Teaching Immigration with Oral History

Phyllis Conn, St. John's College of Liberal Arts and Sciences, Institute for Core Studies

My CTL Fellows project has centered on the use of oral history to study immigration in my Discover New York courses. Sophie Bell, my partner in this project, and I both worked with students on forms of oral history projects in order to connect students with their own social histories as well as to the diverse nature of social histories at St. John's and in New York City. Our CTL Fellowships enabled us to enrich our methods of conducting these projects through merging our disciplinary approaches.

As a result, I revised a major assignment in my Discover New York courses that connects immigrants' experiences in arriving in New York City to students' experiences of arriving in New York (either within their own lifetimes or in earlier generations of their families). I converted the assignment to an audio format, training students to use *Audacity* software for their recordings. I incorporated best practices from the discipline of oral history that include informed consents, training on listening to interviewees, and attending to the interview environment.

The CTL Fellows program supported my attendance at the annual meeting of the Oral History Association in Minneapolis in October 2017. I attended workshops and panels on using oral history in the classroom, transcribing and archiving oral histories, ethical considerations and procedures, creating and managing an oral history project, and connections between oral histories and politics and activism. Some of the training workshops have informed my work with students in Discover New York and in history classes. I am grateful to the Center for Teaching and Learning for what I've learned and how my teaching has evolved through this program.

Using Interviewing to Share Stories about Race

Sophia Bell, St. John's College of Liberal Arts and Sciences, Institute for Writing Studies

I have enjoyed the opportunity to serve as a Teaching and Technology Fellow in order to develop digital interview projects in my classes. I have also enjoyed the chance to work with Phyllis Conn, my colleague in the Institute for Core Studies, on our shared interests in oral history and interviewing.

Our work has allowed us to help St. John's students explore the diversity of their lived experience and cultural backgrounds, as well as giving them a chance to engage each other's worldviews through exchanging cultural stories.

This project transformed my work using digital story-telling, making it more rigorous, richer in resources and methodologies. While I initially aimed to make this work more public, I have learned, through this project, the benefit of maintaining a focus on pedagogical uses of oral history, given the important ethical issues involved in moving such work into the public realm.

Beginning in Fall 2016, I revised my First-Year Writing 1000c "Listening Project on Race" assignment, in which students conduct video interviews with friends and family on the impact of race in their lives. I converted this project from video to audio to increase its accessibility and ease of editing. My students and I learned to use *Audacity*, *Sound Cloud*, and *WordPress* in-order-to create a smooth process for

recording, editing, uploading, sharing, and presenting their interviews with each other.

In addition, Phyllis and I discussed our use of oral history, shared assignments, and exchanged classroom visits. This was a vital part of developing our thinking and practices with interviewing in class.

Finally, we sponsored a professional development session for faculty and administrators on oral history and interviewing, led by the faculty founders of the Brooklyn College Listening Project. This presentation provided helpful practices for the ethical and practical aspects of teaching interviewing. We hope it will lead to further collaboration on campus.

Faculty News

Vibhuti Arya, Pharm.D. (Clinical Health Profession) selected to be one of two panelists for the Centers for Medicare and Medicaid (CMS) New York Regional Office taping of the TV show 'CMS & You' Regarding the Opioid Crisis; and appointed to serve as co-chair of the Strategic Engagement Committee for AACP (2018).

Vibhuti Arya, Pharm.D., Khusbu Patel, Pharm.D., (Clinical Health Professions) published the article, "Pharmacists as Providers: Demonstrating Benefit to Patient Care," in the *American Association of Colleges of Pharmacy's Newsletter* (July 2017).

Patrick Blessinger, Ed.D. (Administration and Instructional Leadership) published "Reaching Hard to Reach Students through Student Learning Communities" in *The Journal of Educational Innovation, Partnership and Change* (2017); co-presented the paper, "Improving Student Engagement through Faculty Learning Communities," at the Creating Inclusion and Diversity in Higher Education Conference at the University of the West of Scotland (July 2017).

Joyce Boland-DeVito, Esq. LL.M., J.D., M.B.A. (Administration and Economics) co-presented the talk, "Team Work: Small Group Project Presentations," at the McGraw-Hill Education Business Law Symposium in San Diego, CA where her team won first place in the competition (March 2018).

Jody B. Cutler, Ph.D. (Mass Communication) chaired the panel, "African Americans and US Law in Visual Culture," at the College Art Association annual conference in Los Angeles, CA (February 2018).

Gladys El-Chaar, Pharm.D. (Clinical Health Professions) published the article, "Reducing Antibiotic Use in Respiratory Syncytial Virus – A Quality Improvement Approach to Antimicrobial Stewardship," in the *Wolters Kluwer Health, Inc. Pediatric Quality & Safety* (December 2017).

Tina Kanmaz, Pharm.D. (Clinical Health Professions) presented "Overview of Medical Affairs Education at Colleges and Schools of Pharmacy" at the Accreditation Council in Medical Affairs and at the ACCP Updates in Therapeutics 2018 meeting in Jacksonville, FL (February 2018); and participated in the NSF Joint Committee on GMP for Over the Counter Drugs (2018).

Farah Khorassani, Ph.D. (Clinical Health Professions) invited to be a reviewer the chapter, "General Psychiatry," for *ACCP Updates in Therapeutics Prep Review and Recertification Course* (2018); and presented "Antipsychotic Drug Selection with Cobicistat-containing Antiretroviral Regimens" at the College of Psychiatric and Neurological Pharmacist (CPNP) conference in Indianapolis, IN (April 2018).

Sum Lam, Pharm.D. (Clinical Health Professions) presented a poster, "Impact of Immunization Education Led by a Pharmacy Resident among Hospitalized Older Adults," at the ACCP annual meeting in Phoenix, AZ (October 2017).

Yumi Lee, Pharm.D., Samantha Moore, Pharm.D. (Clinical Health Professions) published the article, "Bezlotoxumab (Zinplava) for Clostridium Difficile Infection: The First Monoclonal Antibody Approved to Prevent the Recurrence of a Bacterial Infection," in the *P&T Journal* (December 2017).

Faculty News

Maria Mantione, Pharm.D., Carmela Avena-Woods, Pharm.D. (Clinical Health Professions) published "Reaching Out to Combat Meningococcal Disease: Pharmacist Managing Vaccinations Options" in the *Pharmacist Times* (December 2017).

Stephen Miller, Ph.D. (English) published: "The Abstract Expressionist Housewife: Fracture, Transposition, Williams, and the Three Phases of Modernism," in the *William Carlos Williams Review* (2018), "Ginsberg: Parallel Poetic Communities" in *The Poetic Legacy of Whitman, Williams, and Ginsberg* (The Poetry Center at Passaic County College 2018), and "My" in *Evidence of Fetus Diversity* (Winter 2018).

Khusbu Patel, Pharm.D. (Clinical Health Professions) presented "Development of an Interprofessional Education Program during Clinical Rotations" at the AACP INSPIRE conference in Long Beach, CA (February 2018).

Josh Rickard, Pharm.D. (Clinical Health Profession) was appointed as a clinical instructor at Mount Sinai (2018).

Sarah Smith, Pharm.D. (Clinical Health Professions) presented "Ketogenic Diet" at the Pediatric Pharmacy Advocacy Group in Salt Lake City, UT (April 2018).

Alyssa C. Quinlan PA-C, MPAS. (Clinical Health Profession) received a Faculty Growth Grant from the Center of Teaching and Learning (December 2017).

Richard Stalter, Ph.D. (Biological Sciences) presented a paper, "Forty-Seven Years of Vascular Plant Species Change on Three Abandoned Rice Fields, Hobcaw Barony, Georgetown, SC," at the annual ASB meeting in Myrtle Beach, SC (March 2018).

Ann C. Wintergerst, Ed.D (Languages and Literatures) presented a paper, "Exploring Chinese ELLs' Writing Experiences and Perspectives," at the New York State Association for Bilingual Education's annual conference in Melville, NY (March 2018); and serves on the *New York State TESOL Journal* Advisory Board (September 2017).

Faculty News

If you would like to send an entry to "Faculty News," the deadline for the next issue is **September 7**. We prefer that you e-mail the information to CTL@stjohns.edu. Please follow the "Faculty News" style: Name, degree (Department) "title of publication" in *Journal* (date) or "title of presentation" at conference (date).

2018-2019 CRS University Faculty Learning Commons Theme: Human Trafficking

The 2018-2019 Catholic Relief Services University theme will be Human Trafficking. Through the Faculty Learning Commons, and in partnership with the Center for Human and Civil Rights at the University of Notre Dame, free online modules will be available.

Seven Modules will be available:

- Human Trafficking: An Overview
- Root Causes of Human Trafficking
- Complexities of Labor Trafficking
- Complexities of Sex Trafficking
- Other Manifestations of Modern Slavery
- Effective Responses to Human Trafficking
- Human Trafficking and Catholic Social Teaching

[The FLC & How to Use it in Class](#)
[CRS Blog: Human Trafficking](#)

If you have any questions please contact [Dr. Meghan Clark](#) or the [CRS Committee faculty member from your college](#).

TEACHING NARRATIVES SYMPOSIUM

SHARING INNOVATIVE PEDAGOGIES



Please join us for a full-day event for faculty to share their personal experiences using innovative pedagogies to foster student learning and success. Attendees can choose from active learning workshops, information sessions and roundtable conversations. The event will also feature presentations by two internationally recognized experts in innovation and pedagogical excellence: Lawrence Ragan and Alexandra Pickett.

[Symposium Program Details](#)

KEYNOTE ADDRESS: FACULTY AS LEADERS OF INNOVATION IN TEACHING AND LEARNING



LAWRENCE C. RAGAN

Principal Community Aggregator, Penn State EdTech Network

Dr. Lawrence C. Ragan is the Principal Community Aggregator for the Penn State EdTech Network. In this role, Dr. Ragan fosters relationships between members of the Penn State community who share a dedication to advancing innovation in education.

PLENARY SESSION: CONCEPTUALIZING ACTIVE LEARNING FOR THE ONLINE CLASSROOM



ALEXANDRA M. PICKETT

Director, Open SUNY Center for Online Teaching Excellence

Dr. Alexandra Pickett is a pioneer in instructional design and faculty development for asynchronous web-based teaching and learning environments. Dr. Pickett has, since 1994, led the development of the instructional design methods support services, and resources used by SUNY.

May 31, 2018

D'Angelo Center Ballroom, Room 416ABC

8:30 a.m.–3:30 p.m.

[REGISTER NOW](#)

Faculty Growth Grants

Faculty Growth Grants are intended to provide support for full-time faculty members who seek to enhance their teaching skills, to further integrate technology in the curriculum, or to develop groundbreaking courses. A limited number of grants are available each year.

Growth Grant recipients must prepare a report describing how your growth grant project will improve student learning. The report is to be submitted within three (3) months after attending the funded program or developing your teaching materials, with copies sent to the CTL Director, Dean, and Department/Division Chairperson. By accepting this grant, you also agree to present your results in the form of a CTL workshop, an article in the CTL Newsletter, or an equivalent internal University activity.

Application Process:

Eligibility: *Full-time faculty* who have not received a growth grant in the past two (2) academic years.

Deadline: Send completed [application](#) to the Director of the Center for Teaching and Learning at phillipc@stjohns.edu on or before **Friday, May 18, 2018**.

Timeframe: Funding is for grant-related programs that take place within six-months **AFTER** the grant is awarded. Funding will **NOT** be provided for activities completed before the grant is awarded.

Application must include a two-page abstract with specific details related to **ALL** of the following items:

1. Title and description of the conference/workshop you would like to attend (including dates and location) and a brief explanation of why you have selected this program.
2. Explanation of how you intend to incorporate information and skills learned into your course(s).
3. Explanation of how you will share what you have learned to help your St. John's colleagues incorporate technology into their courses.
4. Budget breakdown of program-related expenses. Growth grants are for reimbursement of expenses only and do not include stipends or funds for a faculty member's time.
5. Letters of recommendation from Dean **and** Department/Division Chair.

[CLICK HERE FOR THE APPLICATION](#)

Send completed application on or before **Friday, May 18, 2018** to:
Cynthia Phillips, Director of the Center for Teaching and Learning at phillipc@stjohns.edu.

Unpaywall Browser Extension: Finding the "Open" Version of Research Articles

Kathryn Shaughnessy (University Libraries, Open Educational Resources Librarian)

In case you missed it, UnPayWall browser plug-in is a legal, free tool that helps researchers locate legal, open access versions of articles (from open repositories, DOAJ, DOAR, etc.)

I have tried it out and found it to be easy to install and use. Of course, not everything has an Open version to find, but a great shortcut for finding the free version when it does exist. Also great for putting together "cost-free" course materials. More info here: <https://unpaywall.org/faq>

Office of Online Learning and Services

The Office of Online Learning and Services offers formal training for faculty members interested in teaching hybrid (*aka* blended, mixed-mode) or fully online courses. [Online Teaching Essentials](#) is a four-week, facilitated online course focused on online course design and pedagogy through online discussion and project-based assessment.

[Advanced Online Teaching Strategies](#) (AOTS) is an **optional** three-week online course covering topics and materials that build upon the teaching techniques covered in the Online Teaching Essentials course. AOTS addresses critical areas of online teaching including engagement and interaction, active learning, and authentic assessment.

Faculty News

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Please follow the "Faculty News" style: Name, degree (Department) "title of publication" in *Journal* or "title of presentation" at conference (date).

stjohns.edu/CTL

This e-newsletter is published during the academic year by the Center for Teaching and Learning.

Managing Editor:
Lisa Getman

Faculty Writing Retreat

Date: Monday, May 14

Time: 10 a.m. — 4 p.m.

Location: Writing Center Conference Room, Library 150

[REGISTER NOW](#)

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 to write. Published research – and our own experience from previous St. John's Faculty Writing Retreats – tells us that the positive energy of being around faculty peers who are also writing (and struggling to write) helps faculty accomplish a significant amount of work, even in one day.

As to the schedule for the retreat: you will arrive and begin writing; lunch will be served at 12:30, during which there will be much writing advice to be shared; and you will continue writing after lunch until the retreat ends at 4:00. Feedback from past writing retreats has been consistently positive. We hope you will be able to join us.

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://campusguides.stjohns.edu/ctlforum/writing>.

NATIONAL CENTER FOR FACULTY DEVELOPEMENT AND DIVERSITY (NCFDD)

Claim your free Institutional membership.

- Go to www.FacultyDiversity.org/join
- Select "St. John's University" from the member list

Questions can be emailed to cassagnm@stjohns.edu.
Technical questions can be directed to Membership@FacultyDiversity.org.

Spring 2018 Grants Bulletin

The Office of Grants and Sponsored Research (OGSR) represents the *pre-award* administration office and nonfinancial *post-award* administration at St. John's University. They provide service and support related to research activities across all schools and units at the University and work closely with the Office of Business Affairs regarding post-award items such as the financial management of sponsored projects.

Sponsored programs include research, instruction and training, public service, evaluative testing, and other scholarly and creative activities conducted under the direction of University faculty and staff and funded by organizations external to the University in accordance with award regulations.

For more information, visit [here](#).