Center for Teaching and Learning Newsletter

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CTL March/April Newsletter

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

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2019 Student and Faculty Technology Surveys conducted by the Educause Center for Analysis and Research

St. John’s University has chosen to participate in an exciting national initiative. To gain information on the faculty perspective on technology issues, we invite you to participate in the biennial 2019 Faculty Technology Survey.

Please complete the survey by clicking on this link. This survey will take about 25 minutes to complete.

If you have any questions or problems, please contact the IT Service Desk at 718-990-5000 or email benchmarking@educause.edu.

Thank you very much for your participation!
CTL Teaching and Technology Fellows

The 2017-2019 Fellows will be completing their second year in the program and will present their final projects on Monday, April 29, 2019. The Fellows have done impressive work integrating technological learning tools into their teaching. You are invited to apply to join this endeavor, which provides encouragement and support for faculty who are interested in exploring ways to enrich their teaching and enhance student learning through the use of technology.

• The CTL Fellows program is structured as a learning community that focuses on assisting faculty in developing technological aspects of their courses. The program is not targeting those who are technologically savvy nor those on the opposite end of the spectrum; rather, the focus is on taking faculty to the next step, regardless of your starting point.

• At any given time, there are approximately 10 Fellows, drawn from the University’s full-time faculty.

• Fellows serve for two years. The first few months are used to develop their projects.

• Fellows are obligated to meet formally at least once a month to explore relevant literature, discuss plans, address concerns, and report on the status of their projects. The CTL takes this commitment seriously and suggests that you not apply if you have significant time constraints that will prevent you from fulfilling this commitment.

• Each Fellow will be funded up to $2,000 for support (excluding hardware) to enhance technological aspects of their course or to attend a workshop/conference to develop knowledge and skills related to teaching with technology.

• Fellows are expected to share what they learn with other members of the faculty through presentations and other forms of “publication.”

• Support from the e-Studio and University Libraries is an essential part of this program and primarily takes the form of expertise on which the faculty can draw to achieve their goals. Specific individuals will be identified as liaisons for the Fellows Program.

• Application deadline is May 3, 2019

Application Process:
Eligibility: Full-time faculty who have not been a CTL Fellow in the past five (5) years.
Deadline: Submit completed application to the Center for Teaching and Learning at CTL@stjohns.edu.

Application must include ALL of the following items:
• A description (1-2 pages) how you envision changing your course as a result of your involvement in the Fellows Program.
• Explain how you intend to use the Fellowship funds.
Research Month 2019 Queens Campus Events

The research activities of St. John's students and faculty are increasingly diverse and impressive: grant dollars continue to rise; publications are flourishing; students are presenting papers at national and international conferences. We have good reason to celebrate our accomplishments. We expect that through Research Month activities the St. John's Community will become increasingly aware, mutually supportive and proud of the great research performed by students and faculty.

Monday, April 1
**Interdisciplinary Research Roundtable: Research & Scholarship for Global Justice**
12:15 to 1:40 p.m., D'Angelo Center 416A

Monday, April 8
**Interdisciplinary Research Roundtable: Pass the Mic (ACEI)**
12:15 to 1:40 p.m., D'Angelo Center 416A

Thursday, April 11
**Student and Faculty Poster Session**
Noon to 3 p.m., Taffner Field House

Monday, April 15
**30th Annual Grants Reception**
1:50 to 3:15 p.m., D'Angelo Center 416A&B

Thursday, April 25
**Student and Faculty Oral Presentations**
9 a.m. to 3 p.m., D'Angelo Center

Saturday, April 27
**Division of Library & Information Science Annual Student Research Symposium**
10 a.m. to 4 p.m., Online via WebEx

Monday, April 29
**Interdisciplinary Research Roundtable:**
**Establishing a Submission Agenda: What Funding Opportunities are Right for You?**
12:15 to 1:40 p.m., D'Angelo Center 416C

Monday, April 29
**CTL Fellows' Presentations on Teaching with Technology**
1:50 to 3:50 p.m., D'Angelo Center 416C

Thursday, May 2
**Annual Book Reception**
1:50 to 3:15 p.m., Writing Center, St. Augustine Hall, Room 150

For more information go to the Research Month [website](#).

#StJohnsResearchMonth
Faculty News


Sandra E. Reznik, M.D., Ph.D. (Pharmaceutical Sciences) received a grant titled “Novel Approaches to Trauma-Induced Pro-inflammatory Responses,” from the Nassau Healthcare Corporation, for the third year in a row, bringing the total funding of her research program from this source to $45,000; she presented an invited talk, “The Treasure Under Our Noses: N,N-Dimethylacetamide and Its Analogs for the Prevention of Preterm Birth,” at the inaugural meeting of the North American branch of the Preterm Birth International Collaborative; coauthored with Charles Ashby, Jr. (retired) the article, “Saturated and Unsaturated Fatty Acids Differentially Regulate in vitro and ex vivo Placental Anti-Oxidant Capacity,” which was featured on the cover of the American Journal of Reproductive Immunology; they published the paper, “Immune Tolerance Attenuates Gut Dysbiosis, Dysregulated Uterine Gene Expression and High-Fat Diet Potentiated Preterm Birth in Mice,” in the American Journal of Obstetrics and Gynecology, and Dr. Reznik presented the poster "Palmitic Acid Increases Placental Exosome miR-NA Cargo Associated with Preterm Birth," at the New York Academy of Sciences Extracellular Vesicles in Diagnostics and Therapeutics Conference.

Faculty News

If you would like to send an entry to “Faculty News,” the deadline for the next issue is April 1. 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).

Library Corner: Have You Heard the Scuttlebutt? Things are Happening in the Library!

Heather Ball, Student Success Librarian

The University Libraries have been busy this semester and we are excited to share some of our new initiatives with the St. John’s community.

During spring break in early March, the University Libraries partnered with St. John’s College (shout out to Molly Mann and Brittany Dotson!) to run our first ever “Dissertation Deep Dive,” aimed at giving SJC Ph.D. candidates a dedicated collaborative-and quiet-space in the main Queens campus library, access to library resources, and the availability of on-call library faculty for research intensive consultations to help them “dive” into their dissertation work. This week-long program ran from 8 am-4 pm daily, and included research-based informational sessions, as well as motivational/inpirational sessions to help keep creativity flowing. Plans are in the works to run a similar event over the summer for doctoral students in the School of Education. Feel free to reach out with questions or comments to Caroline Fuchs, Associate Dean, via email at fuchsc@stjohns.edu.

In addition, we have also started two new peer-to-peer student book clubs, Novelous and LGBT Book Club. Novelous meets biweekly in the Queens campus library on Mondays during common hour and will be reading contemporary fiction. Spectrum’s LGBT Book Club meets monthly and brings together two sources (one print, one media) to read and discuss at each topically-themed meeting. Both groups are open to new members, so let your students know to reach out to Professor Heather Ball at ballh@stjohns.edu for more information.
Office of Disability Services (ODS): Exam Accommodations Process

Jason Luchs, Associate Director, Office of Disability Services

The Office of Disability Services (ODS) routinely interfaces with faculty when making exam accommodation arrangements for eligible students. While faculty are welcome to administer exams with accommodations directly, they often do not have the space or time in their schedule and thus rely on ODS to administer their exams with appropriate accommodations. In fall 2018, ODS administered approximately 700 exams – with over 200 during finals week.

In order for ODS to effectively administer this volume of exams in our testing room, we ask that students schedule exam appointments 1-2 weeks in advance and request even more lead time for final exams. We also ask that faculty provide ODS with the exam no later than 48 hours prior to administration to avoid delays in service provision. Faculty should email exams with all instructions to disabilityservices@stjohns.edu, or drop off in person to Marillac 134. It is essential to include all instructions for exams such the standard amount of time the class is given, in addition to permission to use notes or a formula sheet. Without these key details, students taking exams at ODS may be put at a disadvantage.

It is also important to note that students with disabilities approved for testing accommodations have completed a thorough registration process to determine the appropriateness of extended time or other exam accommodations such as readers or assistive technology. Additionally, ODS strictly observes academic integrity and students taking exams in our testing room are closely monitored and understand that irregularities or suspected instances of cheating will be reported to their instructors.

We thank all faculty and staff we work with each semester for continued support and recognize that this process is most efficient when instructors, students and ODS staff work collaboratively.

Career Development Support for Students with Disabilities

Joni O’Hagen, Director, Career Development

An article in The Chronicle of Higher Education states that based on “an estimated prevalence of one in 10,000 in the 1980s, federal officials now estimate autism affects one in 68 children.” With an enrollment of 20,881 that means that approximately 307 of our students fall into this category. Couple this number with students with other disabilities and it is clear that we needed to focus more attention on this particular population.

An article published in the Journal of Vocational Rehabilitation states that transition outcomes for students’ with disabilities from culturally, linguistically, and economically diverse backgrounds lag further behind those of the broader population of students with disabilities. Further, an article in the special education journal, Exceptionality, mentions that staff members within college and university career centers need to develop “a comprehensive approach to assist students with disabilities” with both career choices and with how their accommodations will transfer into employment.

In 2017, workers with a disability were three times less likely to be employed than workers with no disability, according to the US Department of Labor (USDOL), and unemployment rates for persons with a disability were higher than for persons without a disability across all educational attainment groups. In New York City (NYC), 79% of people with disabilities are not in the labor force and many of those who are working are underemployed.

With the knowledge that students need to be able to demonstrate core competencies to secure employment and the necessity that we, as professionals, need to increase our knowledge, we felt it was
our responsibility, and saw a unique opportunity, to provide access and opportunity tailored specifically to students with disabilities through establishment of an intentional partnership with the NYC Mayor’s Office for People with Disabilities, the Office of Disability Services, and employer partners.

University Career Services sought to:

1. Empower students to successfully tackle professional and workplace challenges
2. Expand the diversity toolkit of career services and student affairs professionals
3. Develop and provide access to a broader range of employer partners seeking to hire candidates with disabilities
4. Increase awareness among targeted students of the vast support services and opportunities available to them.

Specifically, the partnership forged between Career Services, the Office of Disability Services and the NYC Mayor’s Office for People with Disabilities set a goal to positively impact the experience, internship awareness and first-destination outcomes of students with disabilities throughout campus.

Students with disabilities are a challenging group with whom to connect. A large number do not self-identify, therefore marketing requires mentoring, direct communication if possible, and ongoing encouragement. Over the past two years a series of 15+ events/trainings have been held in partnership with the NYC Mayor’s Office and a myriad of employers to ensure that both students and staff are well connected to resources and equipped with the knowledge to impact the success of students with disabilities.

This spring we will partner with Goldman Sachs Diverse Abilities, which is an interactive event that brings undergraduate freshmen and sophomores with disabilities together to learn more about the company’s innovative and collaborative summer internship program; BNP Paribas, one of the world’s largest global banks, for its 2019 Mentoring & Networking Day; and NYC At Work, a program run by the NYC Mayor’s Office. The purposeful partnership has created a pipeline that provides access and opportunity to our students while assuring that our professional team is equipped with the knowledge and resources to best serve our students. To date the collaborative partnership has seen encouraging results on campus. Forty-six percent of the students who disclosed their disability and registered with the Office of Disability Services participated in at least one program during the first semester after rollout.

Further, the collaborative partnership has served as an additional gateway for us to connect with and engage employers to connect with our students. Through these efforts, we have cultivated new and deepened existing relations with a host of employers, including Bank of New York, HSBC, Bloomberg, Standard Chartered Bank, BNP Paribas, JPMorgan Chase, Bank of NY Mellon, EY, Deloitte, PwC, KPMG, Barclay’s, Morgan Stanley, Goldman Sachs, Jet Blue, Northwell Health and the New York City Department of Administrative Services.

In summary, the partnership that has been formed at St. John’s University between Career Services, the Office of Disability Services, employer partners, and the NYC Mayor’s Office for People with Disabilities is a positive step in a necessary direction, drawing both on- and off-campus community members into the important work of supporting student career development. This semester we’ve expanded the partnership to include tailored and specific outreach to our student population; increased number of employer sessions on campus with hiring interests in students with disabilities; and the establishment of drop-in hours for career advisement specifically for students with disabilities.

University Career Services places a great deal of importance on assuring that all of our students are connected to opportunities. Our goal is to reach out and communicate effectively with information on the services, internship/job opportunities and events specifically for students with disabilities, therefore we invite students with disabilities to complete a waiver, which will allow the Office of Disability Services to share their name with Career Services. For more information don’t hesitate to email Bob Beaudet, Career and Internship Advisor at beaudetr@stjohns.edu.
We invite you to attend one of the first webinars created by the Office of Online Learning and Services. These webinars will be held via WebEx. You can choose to attend live and interact with the presenters or view a recording at your leisure. We look forward to seeing you online!

**Onboarding Online Students: A Tale of Success**
The Office of Online Learning and Services presents a webinar in collaboration with the Division of Library and Information Science.

Join us as we discuss a new and innovative collaboration between an instructional designer and an academic support assistant to provide an online orientation for graduate students that is responsive, effective, and engaging. This webinar will include a presentation of our partnership and the resulting orientation, a student's perspective as well as time for questions and answers.

**When:** Thursday, April 4, 1:50 to 3 p.m.
**Register Now**

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**Expand the Classroom Experience: Fostering Online Student Creativity**
This webinar will explore how to foster student creativity while expanding the classroom experience through authentic assessment activities.

Participants will explore a creative process that faculty can use to develop authentic activities and assessments that:
- bring real world experiences into the online learning environment,
- support and promote student creativity,
- expand the classroom experience beyond Blackboard and the St. John’s campus to broader communities,
- asks students to move from consumers of knowledge to producers of knowledge,
- align with Academic Service-Learning and the Vincentian Mission.

**When:** Thursday, April 11, 10 to 11:30 a.m.
**Register Now**
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Need IT Support
Log into MySJU and under the Spotlight tab scroll down to request a service or training appointment.

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Download the new mobile app: St. John’s University Connect to access resources, stay organized, and communicate with others on the campus.

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