Center for Teaching and Learning
Newsletter

Vol. 23, No. 6     May 2019

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

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Dates to Note

OPEN and Low Cost Course Materials
Thursday, May 16, 1:50 p.m.

Faculty Writing Retreat
Monday, May 20, 10 a.m.

Introduction to Blackboard Ultra
Monday, June 3, 10 a.m.

Online Teaching Essentials New Facilitator Information Session
Tuesday, June 4, 10 a.m.

Online Teaching Essentials New Facilitator Information Session
Tuesday, June 4, 10 a.m.

Blackboard Ultra Conversion
Tuesday, June 11, 10 a.m.

Teaching Narratives Symposium: Engaging Digital Learners
Thursday, June 13

Introduction to Blackboard Ultra
Wednesday, June 19, 1:30 p.m.

Blackboard Ultra Conversion
Thursday, June 27, 1:30 p.m.

Introduction to Blackboard Ultra
Tuesday, July 2, 10 a.m.

Blackboard Ultra Conversion
Wednesday, July 10, 10 a.m.

Introduction to Blackboard Ultra
Wednesday, July 10, 10 a.m.

Blackboard Ultra Conversion
Thursday, July 18, 1:30 p.m.

Blackboard Ultra Conversion
Monday, July 22, 1:30 p.m.

Introduction to Blackboard Ultra
Tuesday, July 30, 10 a.m.

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

Teaching Narratives Symposium 2019
Engaging Digital Learners

Date: Thursday, June 13
Time: 8:30 a.m. to 3:30 p.m.
Location: D’Angelo Center 416
Register Now
**Student Engagement of Business Executives via Video Interviews**  
**Charles Wankel**, The Peter J. Tobin College of Business, Management  
I have enrolled my students in an international United Nations supported project called AIM2Flourish, based at Case Western Reserve University. This project introduces the students to the 17 sustainable development goals (SDGs) of the United Nations, which include both environmental and economic ones. Indeed, they relate strongly to St. John’s Vincentian mission. The students locate executives, largely online, whose firms are doing well, say financially, while doing good, successfully addressing one or more of the SDGs. Many are located through LinkedIn. Some are St. John’s alumni. Some are in New York; some are in far-flung places like China. Students arrange interviews that video-recorded, often online via WebEx or Skype. Students develop skills in locating people online who satisfy certain constraints. Their video shooting and editing skills are often enhanced. They develop skills in developing protocols of questions on important topics and in professionally conducting interviews. The AIM2Flourish project is an off-shoot of Principles for Responsible Management Education (PRIME) of which St. John’s is a Signatory Institution. PRIME is an off-shoot of the UN’s Global Compact program. One of my students won a top award for an alleviating poverty interview on Staten Island.

**Improving ADA Accessibility for Library-related Teaching, Research and Resources in an Online Environment**  
**Kathryn Shaughnessy**, University Libraries  
The Americans with Disabilities Act, passed in 1990. It initially centered on handicap-accessibility in the physical environment; however, more recently, ADA accessibility advocates are pointing the importance of breaking down barriers in our online learning environments as well. My project centered on researching the tools and strategies for improving ADA accessibility in evaluating our library-related resources and in creating ADA-friendly instruction materials.

**Expanding the Boundary: 3-D Printmaking**  
**Claudia Sbrissa**, St. John’s College of Liberal Arts and Sciences, Art and Design  
3-D printing is fueling a revolution in art and design. Printmaking has always embraced new technology and so is strategically positioned to integrate innovative practices towards the creation of a new visual vocabulary. These technological innovations offer possibilities of expanding existing printing projects to move more freely between 2-D and 3-D matrixes.

My fellowship involved the integration of 3-D technology within an existing project that utilized traditional practices of relief printmaking. Students were able to learn a variety of new techniques to expand their skills in developing their own artwork, as well as enhancing their competitiveness through the acquisition of these new skills.
The project also contained a service learning component, where the printmaking students conducted an onsite, one-day workshop with a group of children from St. Mary’s Hospital. The printmaking students were able to apply their classroom learnings to a structured opportunity by teaching the children how to use the 3-D stamps to create their own personalized artwork. The printmaking class had previously created their own artwork in the form of cards and bookmarks, which was gifted to the participating children the day of the workshop.

The artwork that resulted from this exchange was compiled into a book of original prints that showcases the collaborative efforts of the printmaking class alongside the participating children of St. Mary’s Hospital. This book is scheduled to be exhibited at an International Printmaking conference that will take place in China in 2020.

Utilizing Active Learning Strategies for Enhanced Student Engagement and Performance

Vivek Gupta, College of Pharmacy and Health Sciences, Pharmaceutical Sciences

This project was designed to evaluate the potential of active learning and flipped classroom strategies in enhancing student engagement, participation, and retention in STEM courses, specifically taught in professional Pharm.D. curriculum at St. John’s University.

As compared to lecture-based traditional classroom teaching, flipped classroom pedagogy transfers the responsibility of learning on students’ shoulders, by providing them all the relevant tools outside the class. In flipped classroom/active learning pedagogy, the classrooms are used for collaborative projects among the students, problem based learning, and for learning how to connect multiple concepts for addressing a real world scenario. This approach provides students with an understanding of interprofessional collaboration, and also helps them with getting ready to address learning objectives tied to higher levels of bloom’s taxonomy i.e. analyzing, applying, evaluating and creating new information.

In this pilot study, we flipped a portion of the 3 credit hour course (PHS4602) in Pharm.D. curriculum. Students were given access to the learning material (lecture slides and videos) few days prior to the class; and in-class time was utilized for active learning group activities. The response for students’ perception was recorded by an anonymous survey. The responses received suggested that students overwhelmingly felt better prepared and more confident for the class after watching lecture videos. At the same time, students felt that flipped classroom/active learning pedagogy was immensely helpful in better retention of information, and for exam preparation. This pilot study thus suggests that transitioning to active learning strategies could be a very valuable tool to enhance student engagement and satisfaction.

Writing Mexican Foodways with Digital Tools

Steven Alvarez, St. John’s College of Liberal Arts and Sciences, English

My project has focused on the pedagogical potential of using the social media application Instagram and the blogging platform WordPress for teaching writing about food. This builds off work I have previously undertaken in a course I designed titled "Taco Literacy: Writing Mexican Foodways," which explored Mexican culture in the US through the prism of food. This developed into my newest foodways course, "Queens Foodways," where St. John’s students have explored the diverse foods of the borough. To see more on Instagram, see the hashtags #QueensFoodways and #TacoLiteracy. You can also see more on the class websites, tacoliteracy.com and queensfoodways.org.
Faculty News

Ebtesam Ahmed, Pharm.D. (Clinical Health Professions) presented on, “The Impact of Rescheduling Tramadol on the Pain and Palliative Care Community,” at the Expert Committee Drug Dependence meeting in Geneva, Switzerland (November 2018); published the article, “Antidepressants in Patients with Advanced Cancer: When They’re Warranted and How to Choose Therapy,” in the Cancer Network Home of the Journal Oncology (February 2019).


Nicole Bradley, Pharm.D. (Clinical Health Professions) published the article, "Management of Candida auris Fungemia," in the Journal Emerging Infectious Diseases (March 2019).

Tina Caliendo, Pharm.D., Olga Hila, Pharm.D. (Clinical Health Professions) presented the poster, “Student Perceptions on Simulated Electronic Medical Record Use and Value Within an Introductory Experiential Pharmacy Course,” at the ACCP Global Conference in Seattle, WA (October 2018); and published the article, “Mild Cognitive Impairment,” in the US Pharmacist (November 2018).

John Conry, Pharm.D., Jennifer Bhuiyan, Pharm.D. (Clinical Health Professions) presented the poster, “The Success of the Project Renewal HIV Clinic,” at the Epidemic Summit in Albany, NY (December 2018).

Irene Dabrowski, Ph.D. (Sociology and Anthropology) co-presented a paper, “Pursuing Human Flourishing: On the Partnership of Sociologists and Those They Study,” at the annual meeting of the Eastern Sociological Society in Boston, MA (March 2019).

Gladys El-Chaar, Pharm.D. (Clinical Health Professions) coauthored the article, “Intravenous Acetaminophen for the Management of Pain During Vaso-occlusive Crisis in Pediatric Patients,” in the P&T Journal (January 2019); presented at the 60th Pharmacy Congress (March 2019).

Farah Khorassani, Ph.D., Maha Saad, Pharm.D (Clinical Health Professions) published the article, “Emerging Treatments for the Dravet and Lennox Gastaut Syndromes,” in the U.S. Pharmacist (January 2019).

Regina Ginzburg, Pharm.D. (Clinical Health Professions) copresented "Improving Primary Care Providers' Comfort Level in Prescribing and Managing Novel Diabetes Medications," at the Family Medicine Education Consortium (FMEC) regional conference in Rye, NY (November 2018).

Lisa Hochstein, M.L.S. (Clinical Health Professions) presented, “Inter-Professional Education: A Pilot for Future Collaboration” at the Clinical Laboratory Educators’ Conference in Baltimore, MD (February 2019).


Elsen Jacob, Pharm.D. (Clinical Health Professions) published the article, “Procalcitonin-guided Anti-
Faculty News


Sum Lam, Pharm.D. (Clinical Health Professions) coauthored the article, “Betrexa: A Novel Factor Xa Inhibitor for the Prevention of Venous Thromboembolism in Acutely Ill Medical Patients,” in the Cardiology Review (2019); presented a poster, “Antipsychotic Use and Effects on QTc Intervals in Elderly Patients with Delirium,” at the ACCP Global Conference, Seattle, WA (October 2018).


Sandra E. Reznik, M.D., Ph.D. (Pharmaceutical Sciences) received the grant, “OM-85 for the Reversal of High Fat Diet Induced Gut Dysbiosis,” for $150,000 from Vifor Pharma.

Josh Rickard, Pharm.D. (Clinical Health Professions) presented the poster, “Evaluation of a Pharmacy-Driven Population Health Service in a Hospital-Based, Internal Medicine Clinic,” at the ACCP Global Conference in Seattle, WA (October 2018).

Sharon See, Pharm.D. (Clinical Health Profession) gave the following presentations: “Functioning on the Front Line: Lessons from a Pharmacist,” at the ACCP Global Conference on Clinical Pharmacy meeting in Seattle, WA, and “My Struggle with Class Participation: How to Increase Student Engagement” for the CTL (October 2018).


Richard Stalter, Ph.D. (Biological Sciences) presented the paper, “The Effect of Global Warming and Sea Level Rise on Coastal South Carolina Vascular Plant Species,” at the annual meeting of the South Carolina Academy of Science at Francis Marion University (March 2019).


Faculty News

If you would like to send an entry to “Faculty News,” the deadline for the next issue is September 6. 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).
Celebrate Research
Held each year in April, Research Month is a celebration of academic excellence, where St. John’s students and faculty present their research to the University community. The poster and film session took place on Thursday, April 11 from noon to 3 p.m. in Taffner Field House and the oral presentations were held on Thursday, April 25 from 9 a.m. to 2:30 p.m. in the D'Angelo Center.

We are pleased to announce this year’s student award winners.

GRADUATE SCIENCE POSTERS
FIRST PLACE – POSTER # 155
Abbas Kabir
College of Pharmacy and Health Sciences
Conformational Change Mediated Inhibition Of Gankyrin-Tumor Suppressor Interactions Due to Small Molecule Binding
Mentor: Dr. Aaron Muth, College of Pharmacy and Health Sciences, Pharmaceutical Sciences

SECOND PLACE – POSTER # 170
Rahanna Khan
College of Pharmacy and Health Sciences
Acute Lead Exposure Alters Phagocytic Activity and Morphology in Primary Microglia
Clare Boothe Luce Women in Science Program
Mentor: Dr. Francis Schanne, College of Pharmacy and Health Sciences, Pharmaceutical Sciences

THIRD PLACE – POSTER # 167
Alcina Rodrigues, Nai’a Habeeb
College of Pharmacy and Health Sciences
Distinct PI3K Isoforms are Required for BMP7-evoked Chemotropic Signaling
Mentor: Dr. Jeanette Perron, College of Pharmacy and Health Sciences, Pharmaceutical Sciences

GRADUATE HUMANITIES POSTERS
FIRST PLACE – POSTER # 215
Anna Zak
School of Education
Does Service Abroad Help Form Global Citizens?
Academic Service Learning, Academic Center for Equity and Inclusion
Mentor: Dr. Xiaojun Chen, School of Education, Curriculum and Instruction

SECOND PLACE – POSTER # 234
Casey Armata
St. John’s College of Liberal Arts and Sciences
Irrational Beliefs as Mediators of the Association Between Personality Dysfunction and Depression, Social Anxiety, and Anger
Mentor: Dr. Wilson McDermut, Psychology

THIRD PLACE – POSTER # 232
Sarah Bowker
St. John’s College of Liberal Arts and Sciences
Telling the Truth: Towards an Understanding of What’s Missing from American History Books and How to Fill in the Gaps
Mentor: Professor Anthony Rodriguez, St. John’s College of Liberal Arts and Sciences, Sociology and Anthropology
UNDERGRADUATE SCIENCE POSTERS

FIRST PLACE – POSTER # 43
Sin Sil Ha
College of Pharmacy and Health Sciences
*Development of Novel Benzimidazole Derivatives as Chemotherapeutics*
*Mentor:* Dr. Vikas Dukhande, College of Pharmacy and Health Sciences, Pharmaceutical Sciences

SECOND PLACE – POSTER # 25
Alisha Memon, Andrew Nunez, Sedariest Hammond
St. John's College of Liberal Arts and Sciences
*Studies on Synthesis and Fluorescence Spectroscopy of Hybrid Magnetic Nanoparticles (Fe3O4-Au) Linked with Fluorescent Molecules*
Graduate Admissions Assistance Program, Clare Boothe Luce Women in Science Program
*Mentor:* Dr. Gen Long, St. John's College of Liberal Arts and Sciences, Physics

THIRD PLACE – POSTER # 50
Naomi Charles, Ammaarah Carrington
St. John's College of Liberal Arts and Sciences
*Spanish Article Use in Bilingual & Monolingual Spanish-Speaking Children*
McNair Scholars Program
*Mentor:* Dr. Peggy Jacobson, St. John's College of Liberal Arts and Sciences, Communication Sciences and Disorders

UNDERGRADUATE HUMANITIES POSTERS

FIRST PLACE – POSTER # 123
Yeonah Suk, Sin Sil Ha, Na Ae Kim
College of Pharmacy and Health Sciences
*US Maternal Mortality Crisis: How Effective Legislation Can Save Lives*
*Mentor:* Dr. John Fitzgerald, St. John's College of Liberal Arts and Sciences, Theology

SECOND PLACE – POSTER # 122
Megan Wolyniec
St. John's College of Liberal Arts and Sciences
*Knot Without You: Knitting and the Benefits It Poses to the Community as a Whole*
Ozanam Scholars Program
*Mentor:* Professor Anthony Rodriguez, St. John's College of Liberal Arts and Sciences, Sociology and Anthropology

THIRD PLACE – POSTER #: 104
Paige Brigham
St. John's College of Liberal Arts and Sciences
*The History and Linguistics of the Italian Language*
*Mentor:* Dr. Florence Russo, St. John's College of Liberal Arts and Sciences, Language and Literature

GRADUATE ORAL PRESENTATIONS

FIRST PLACE
Melissa Robbins
*The Rise and Fall of Russia*
*Mentor:* Dr. David Kearns, St. John's College of Liberal Arts and Sciences, Government and Politics

(continued on next page)
SECOND PLACE
Snehal Shukla
Lipid Encapsulated Metformin as an Emerging Potential Drug Delivery System for Breast Cancer Treatment
Mentor: Dr. Vivek Gupta, College of Pharmacy and Health Sciences, Pharmaceutical Sciences

UNDERGRADUATE SCIENCE ORAL PRESENTATIONS
FIRST PLACE
Jonathan Farshadmand
*Synthesis of Novel Phosphine Ligands with an Imidazolium Tether for use in Biphasic Reaction*
Media Mentor: Dr. Richard Rosso, St. John’s College of Liberal Arts and Sciences, Chemistry

SECOND
Alexander K. Ng, Ishmal Siddiqui, Abigail Calvelo
*Density Functional Theory (DFT) and Hartree-Fock (HF) Studies on Memantine and Acetylcholinesterase Inhibitors*
Mentors: Dr. Rejwan Ali and Dr. Mostafa Sadoqi, St. John’s College of Liberal Arts and Sciences, Physics

UNDERGRADUATE HUMANITIES ORAL PRESENTATIONS
FIRST PLACE
Eleanor Myers
*The Bridge that Crowned Queens*
Mentor: Elizabeth Albert, St. John’s College of Liberal Arts and Sciences, Institute for Core Studies

SECOND PLACE
Linh Nguyen
*Responses to Clinical, Personality, and Affect Measures Across Languages: A Bilingual Study*
Mentor: Dr. William Chaplin, St. John’s College of Liberal Arts and Sciences, Psychology

Electronic copies of the booklets from the events can be found on the Research Month website.
- Student and Faculty Poster/Film Presentations—April 11, 2019
- Student and Faculty Oral Presentations—April 25, 2019

Thank you to all presenters for participating in this year’s Research Month events. Your willingness to share your research and showcase your academic accomplishments contributed to the success of the events, and we look forward to seeing you again next year.

Thank you to our judges for your time and expertise in evaluating student research.

Thank you to the faculty who dedicated their time and talent to organize these exciting events.

Give Us Your Feedback
We would appreciate your assistance in helping us plan for future research month events by completing an assessment form. It will take only a few minutes. You can fill it out online.
Getting Students to Enjoy Reading
Lequez Spearman, College of Professional Studies, Sport Management

Back in June 2018, I attended the Teaching Professor Conference in Atlanta as part of my Faculty Growth Grant from the Center for Teaching and Learning. The conference is a forum for academicians to share and learn about the best practices in instructional pedagogy. Attendees learned everything from how to engage students in the Z generation to using social media in the classroom. I was most impressed with a presentation by Dr. Patricia Becker, assistant professor in Special Education at Cardinal Stritch University in Milwaukee. I sat in on Dr. Becker’s presentation because she highlighted something with which I struggle: getting students to enjoy reading. She covered strategies that I now use in my face-to-face classes. Frontloading is useful because in the words of Dr. Becker, “Of all the factors considered in reading comprehension, none exerts more influence on what students understand and remember than the knowledge they possess.” I “frontload” readings by selecting texts that I believe can easily be related to issues with which students are most familiar. I do this by mining archival evidence on social media, including tweets from their favorite celebrities, viral videos on YouTube, and popular memes on Instagram and Twitter. I start the class by framing the discussion through the prism of what is relevant in popular culture. I believe this helps students because the professor is attempting to bridge the gap between the heady class readings and what they already know. Going forward, I intend to adjust this strategy to meet the needs of my graduate students who take classes online. More strategies that can be used to induce reading and increase comprehension include, instructing students on how to create graphic organizers, write journals and chronicle timelines to name but a few.

Faculty Growth Grant Program
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 ground-breaking 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 and an article in the CTL Newsletter.

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 17, 2019.
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) to improve student learning outcomes.
3. Explanation of how you will share what you have learned with your St. John’s colleagues.
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
Teaching Narratives Symposium 2019
Engaging Digital Learners

The Office of Online Learning and Services, Center for Teaching and Learning, and University Libraries are pleased to offer the second annual Teaching Narratives Symposium on June 13, 2019. The event is designed to allow people to share stories highlighting the teaching practices they use to successfully engage digital learners.

Wondering if you are teaching digital learners?
Here are seven traits used to identify these students: empowered learner, digital citizen, knowledge curator, innovative designer, computational thinker, creator and communicator, and global collaborator.

Not sure if you employ teaching practices that engage digital learners?
This is a great reason to come to the event and join our discussion about how we can best teach and engage our digital learners in both the traditional and online classroom. To learn more about digital pedagogy please feel free to start with a visit to the Hybrid Pedagogy Journal.

The keynote presenter this year will be Eric Stoller, a higher education writer, consultant and speaker. Eric frequently presents keynotes and workshops on the use of digital technologies for strategic communications, learning, and engagement and uses his own social media presence to share resources and curate content. For the past 9 years, he has been the Student Affairs and Technology blogger for Inside Higher Ed.

Eric is a keen proponent of teaching students, staff, and faculty about digital identity development and is especially interested in the interplay between organizational culture and the adoption of new technologies for enhancing the student experience.

REGISTER FOR THIS EXCITING EVENT HERE

Library Corner: Student Curated Exhibit

Rally the Home: World War II Propaganda Posters, an exhibition curated by students in St. John’s College’s M.A. Museum Administration and M.A. Public History programs, presented in the University’s Dr. M.T. Yeh Gallery, closed on Friday, April 26. Generated in Dr. Susan Rosenberg’s “Introduction to Curating” class, the research by student-curators Hannah Digate, Eric Haviland, Jaime Karbowiak, Lalaine Mercado, Linda Miller, Kristina Nolan, and Megan Payne, focused on issues such as, careless talk, fuel rationing, food rationing, nurse cadet recruitment, travel restrictions, victory garden and war bonds.

The result, which included seven in-gallery educational programs created and produced by the student-curators, offered the most detailed and significant information on this subject that currently available in any book or catalogue. In addition, the students discovered that St. John’s collection of World War II posters is one of the largest in the country. Because this exhibition attracted numerous faculty/students from many departments at the university, (including art history, communication, graphic design, illustration, journalism, among other subjects) it was one of the best attended in the gallery’s history.

To find out more about the M.A. Museum Administration program, contact Dr. Rosenberg at rosenbs3@stjohns.edu.
Summer 2019 Online Teaching Essentials Dates Announced
The Office of Online Learning and Services offers formal training for faculty members interested in teaching hybrid or fully online courses. Online Teaching Essentials (OTE) is a four-week, facilitated online course focused on online course design and pedagogy. The course provides foundational training in discussion forum management, aligning course goals with instructional strategies and assessments, and creating content for online instruction.

Successful completion of OTE is the primary method for certification to teach any of the University’s fully online or hybrid courses. We strongly encourage you to complete the OTE course at least one semester in advance of your first hybrid or online course offering.

Summer 2019 Dates: 6/3/19 – 6/30/19 CLICK AND REGISTER
Fall 2019 Dates: 10/14/19 – 11/10/19

Have You Ever Thought About Helping St. John’s Develop the Next Generation of Faculty Teaching Hybrid and Online Courses?
The Office of Online Learning and Services is looking for experienced faculty to share their passion for online teaching with the St. John’s community by facilitating the Online Teaching Essentials course. We have scheduled two short information sessions on Tuesday, June 4 to share more information about the role of the facilitator and the OTE course.

Who should attend?
− Faculty with experience teaching online and/or hybrid courses at St. John’s
− Faculty who are passionate about online and hybrid teaching and who would like to share that passion with their peers

Here is what a past facilitator had to say about teaching the course:
“Facilitating OTE was a wonderful experience. I got to put into practice all of the strategies and skills I learned when I took the course, and I was able to collaborate and support St. John’s instructors in their own journey to online teaching. I found myself gathering new ideas and information on how to make my own online courses more engaging and relevant. I truly appreciated all of the support from the department while working as a facilitator, and can’t wait to be asked again to teach another course!”
Aly McDowell, Adjunct Faculty, School of Education

To learn more, please register for our 30-minute information session:
June 4, 10 – 10:30 a.m.
June 4, 2 – 2:30 p.m.

Spring 2019 Grants Bulletin
The Spring 2019 Grants Bulletin is available. In this issue, learn more about the Seed Grant/Venture Capital Fund Program and proposal deadline, the Graduate Research Advancement in Science Scholarship Program, the Student Research Opportunity Center, electronic routing and submission systems, and the National Institutes of Health deadline updates.
Announcing Official OLS Digital Badges

The Office of Online Learning (OLS) has begun issuing digital badges! The spring 2019 Online Teaching Essentials and Advanced Online Teaching Strategies cohorts are the first faculty members to receive digital badges from the Office of Online Learning.

What is a digital badge? A digital badge is a way to recognize, support and track professional development. One benefit of digital badges is that they are easy to track and share on your own website and social media websites like LinkedIn. The data connected to digital badges tells a story of the badge, who issued it, and the competencies associated with it.

We invite you to visit our website to view the current OLS digital badges, the number of badges we have issued to date, and digital badges in development.

Advanced Online Teaching Strategies Returns This Fall

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. Participants who successfully complete this course will receive a certificate of completion. Certification to teach online at St. John’s is a prerequisite for enrolling in the AOTS course.

Fall 2019 Dates: 10/14/19 – 11/3/19

For additional information on any of the above professional development opportunities please contact Tara King at kingt1@stjohns.edu.

OPEN and Low Cost-Course Materials

Thursday, May 16, 1:50 p.m.
St. Augustine Hall Room 404
REGISTER NOW

Tackling the cost of required course materials is one of the most direct, efficient ways that faculty can help ease the financial burdens that students feel each semester. Early, unfettered access to course materials can be essential for engaging students and fostering academic success.

Join us for a brief presentation by Library and Bookstore partners, followed by a discussion about approaches to finding low-cost course alternatives including: Open Education Resources (OER), Print/Digital course reserves, as well as Open and low-cost textbook options.
Password Expiration and Reset

Last fall, as part of our ongoing efforts to strengthen the security of our systems, the Office of Information Technology implemented new requirements for your network password. This password is used to log on to your computer (i.e., laptop and/or desktop), as well as the SJUMobile wireless network. For many of you who changed your password at that time, the 180-day expiration date is approaching and you will soon need to reset your password.

As a reminder, the password requirements are as follows:

- At least 10 characters in length
- Contains at least one upper and one lowercase letter
- Contains both numeric and alphanumeric characters, including at least one special character
- Cannot reuse any of your last 5 passwords

If you have not already enrolled in the new self-service password reset tool, please take the opportunity to do so now. This will assist you with resetting your password. To enroll in this service, visit MySJU and click “Enrollment for Password Recovery” above the login button.

Faculty Writing Retreat

Date: Monday, May 20
Time: 10 a.m. to 4 p.m.
Location: Writing Center, St. Augustine Hall 150

REGISTER NOW!

The Faculty Writing Retreat offers you the opportunity to commit to a day of writing surrounded by your faculty colleagues who will have made the same commitment. Published research – and our own experience from previous writing retreats – tells us that the positive energy of being around faculty peers who are also writing (and struggling to write) helps faculty to get a substantial amount of work done, even in one day.

The writing retreat is a Faculty Writing Initiative that is co-sponsored by the Center for Teaching and Learning and Writing Across Communities. Regarding the schedule for the retreat; writing begins as soon as you arrive. Attendees gather for lunch and discussion at 12:30 pm, during which time they share their advice and challenges about writing. We hope you will be able to join us.

If you would like to learn more about Faculty Writing Initiatives, or you are interested in research about faculty writing productivity, go to the CTL Forum Writing Page at http://campusguides.stjohns.edu/ctlforum/writing.