



# Center for Teaching and Learning Newsletter

Vol. 11 No. 7

March 2006

## Dates to Note!!

### Tuesday, April 4

*Teaching and Technology  
Fellows Program*  
12:15

Bent 447, Q  
Flynn Board Room, SI

### Wednesday, April 5

*Faculty Research Forum*  
11 a.m. to 2 p.m.  
Council Hall

### Wednesday, April 19

*Other Passions*  
2 p.m.  
Bent Hall 277A

### Tuesday, April 25

*CTL Fellows' Presentations  
on Research in Teaching  
and Learning*  
2:30 p.m.  
Bent 277A

To **RSVP** phone us at ext.  
1859 or email us at  
CTL@stjohns.edu.

## College Experiences of First-Year Students at St. John's University

### Results from the 2005 Your First College Year (YFCY) Survey

Prepared by: Office of Institutional Research

#### Introduction

Your First College Year (YFCY), initiated in 2000, is a survey developed through a collaboration between the Higher Education Research Institute (HERI) at UCLA and the Policy Center on the First Year of College at Brevard College. It is administered to undergraduate students near the completion of their first year of college. YFCY is designed as a follow-up survey to the annual Cooperative Institutional Research Program (CIRP) Freshman Survey and provides longitudinal information on the academic and personal development of first-year college students. It can also be used as a stand-alone instrument. In Spring 2005, St. John's University participated in YFCY for the first time with first-year students (Fall 2004 cohort) completing the survey at the Freshmen Centers during their advisement week.

#### Highlights of Results

- St. John's first-year students interact with academic advisors/counselors more often than students in private institutions, with 59% of Queens and 43% of SI students interacting with advisors/counselors at least one or two times per month, compared to 34% in private institutions.
- Similarly, St. John's students are significantly more satisfied with academic advising (81% for Queens, 93% for SI, and 59% for private).
- When asked how they describe themselves now as compared to one year ago, the top three areas that students rated as stronger or much stronger are:
  - General knowledge (86% for Queens and 88% for SI)
  - Knowledge of a particular field or discipline (83%, 84%)
  - Ability to make their own decisions (77%, 70%)
  - In addition, from their first-year experiences St. John's resident students gained more than commuters in knowledge of people from different races/cultures and ability to get along with others.
- After one year in college, more St. John's students chose "helping to promote racial understanding" and "helping others who are in difficulty" as their personal goals.
- St. John's students rate themselves slightly higher on computer skills and the Staten Island students are slightly more satisfied with computer facilities than students in private institutions.

Students of St. John's and private institutions share the top five personal goals:

- Being very well off financially (85% for Queens, 84% for SI)
- Raising a family (78%, 82%)

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*This newsletter is published monthly during the academic year by the Center for Teaching and Learning.*

*Managing Editor:*

*Lisa Getman*

- Helping others who are in difficulty (77%, 74%)
- Becoming an authority in my field (72%, 72%)
- Obtaining recognition from my colleagues for contributions to my special field (69%, 66%)

Consistent with the 2004 Student Satisfaction Inventory (SSI), the YFCY results indicate that St. John's first-year students on the Queens campus are less satisfied than students at Staten Island and private institutions in overall college experience and overall quality of instruction.

Also, consistent with the 2004 National Survey of Student Engagement (NSSE) results, YFCY reveals that St. John's first-year students:

- Participate less often than their peers, in discussing course content with fellow students outside of class and speaking up in class.
- Spend less time per week studying/doing homework than their peers (7.4 hours for Queens; 6.5 for SI; vs. 9.9 for private).

These are issues of engagement. According to the *Seven Principles of Good Practice in Undergraduate Education* (Chickering & Gamson, 1987), faculty can help students become more engaged by: making it clear that full-time study is a full-time job that requires forty or more hours a week; underscoring the importance of regular work, steady application, sound self-pacing, and scheduling; and giving students adequate amounts of homework. Student engagement cannot be over-emphasized because it contributes to every aspect of educational experiences and outcomes.

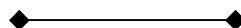
*As part of the ongoing collaboration between the Office of Institutional Research (IR) ([www.stjohns.edu/about/ir/](http://www.stjohns.edu/about/ir/)) and the CTL, we are featuring highlights of studies on various aspects of University life prepared by IR for institutional assessment and improvement.*



## Faculty and the Catholic Intellectual Tradition

The Catholic Education Institute is sponsoring a program called FACIT, Faculty and the Catholic Intellectual Tradition). This ten-day workshop will be held at Marist College in Poughkeepsie, NY from June 14 to June 24. It will explore the Catholic intellectual tradition in two areas, English literature and the health sciences.

For more information on this program, visit the FACIT website at <http://www.marist.edu/connections/facit/summer.html>. If you are a full-time faculty member and are interested in participating, please contact the CTL at ex. 1861 or email us at [CTL@stjohns.edu](mailto:CTL@stjohns.edu).



## Faculty News

If you would like to send an entry to "Faculty News," the deadline for the **April** issue is **April 5**. We prefer that you email the information to [CTL@stjohns.edu](mailto:CTL@stjohns.edu). We reserve the right to edit all material received. Material included in CTL Faculty News will be sent to Dominic Scianna for distribution in a news release.



## Faculty News

March 2006

**Drs. Lisa Charneski, Danielle Ezzo, Olga Hilas, and Sharon See** (Clinical Pharmacy Practice, [charnesl@stjohns.edu](mailto:charnesl@stjohns.edu), [ezzod@stjohns.edu](mailto:ezzod@stjohns.edu), [hilaso@stjohns.edu](mailto:hilaso@stjohns.edu) and [sees@stjohns.edu](mailto:sees@stjohns.edu)) recently passed the Board Certification Specialty Exam in Pharmacotherapy (BCPS).

**Dr. Irene Dabrowski** (Sociology, [dabrowsi@stjohns.edu](mailto:dabrowsi@stjohns.edu)) has been elected President of The New Jersey Chapter of the World Future Society, an affiliate of the international World Future Society.

**Dr. Rhonda Dawn Farkas** (Administration and Instructional Leadership, [farkasr@stjohns.edu](mailto:farkasr@stjohns.edu)) was selected to appear in *Who's Who in America* (2005-2006).

**Dr. Carmen Fernandez Klohe** (Languages and Literature, [klohec@stjohns.edu](mailto:klohec@stjohns.edu)) published a book, *Rosa Chacel y las artes plásticas*.

**Dr. Josh Gosciak** (English, [gosciakj@stjohns.edu](mailto:gosciakj@stjohns.edu)) published a book, *The Shadowed Country* (Rutgers Press, 2006).

**Dr. Beverly Greene** (Psychology, [greeneb@stjohns.edu](mailto:greeneb@stjohns.edu)) published three articles: "Psychology, Cultural Diversity & Social Justice: Beyond heterosexism and across the cultural divide," *Journal of Counseling Psychology Quarterly* (December 2005); "Working with culturally diverse clients in practice: What every practitioner needs to know" in *Twenty first century challenges to multicultural practice: The personal is the professional is the political*; and co-authored "Multicultural Feminist Therapy: Theory in Context," in *Women & Therapy* (2005); invited Colloquium presenter, "Psychotherapy with LGBT Clients of Color: Understanding Difference and Multiple Identities" at the Ferkauf Graduate School of Psychology, Yeshiva University, Bronx, New York (December 2005); gave the 2006 Helms Awards Address "Delivering Psychological Services in the Midst of Social Injustice" at the Cross Cultural Winter Roundtable, Teachers College,

Columbia University, New York (February 2006); received two awards: the 16<sup>th</sup> Annual Janet Helms Award for Mentoring & Scholarship and the 2005 Stanley Sue Award for Distinguished Professional Contributions to Diversity in Clinical Psychology; presented "Psychology, Diversity and Social Justice: Beyond Heterosexism and Across the Cultural Divide" at the Doctoral Clinical Psychology Colloquium Series at Long Island University, Brooklyn (February 2006).

**Dr. Smita Guha** (Early Childhood and Adolescent Education, [guhas@stjohns.edu](mailto:guhas@stjohns.edu)) published an article, "Using mathematics strategies in early childhood education as a basis for culturally responsive teaching in India," in the *International Journal of Early Years Education* (2006).

**Dr. Paul Gyllenhammer** (Humanities, [gyllenhp@stjohns.edu](mailto:gyllenhp@stjohns.edu)) presented, "Sartre's Account of Literature Viewed in Light of Bad Faith," at the Sartre Circle, held in conjunction with the Eastern Divisional Meeting of the American Philosophical Association, Hilton, New York (December 2005).

**Professor Jim Pavlicovic** (Fine Arts, [pavlicoj@stjohns.edu](mailto:pavlicoj@stjohns.edu)) is exhibiting new artwork in the show, "Regarding The Art Of Others.....dedicated to Susan Sontag," at the Guild Gallery II, Hudson Guild Fulton Center, New York (March-April 2006).

**Dr. Frank Retzel** (Fine Arts, [retzelf@stjohns.edu](mailto:retzelf@stjohns.edu)) had the premiere performance and recording of his composition *Tamarind* in Katowice, Poland by the National Polish Radio Symphony Orchestra (March 2006)—the work is being recorded for release on an Opus One Compact Disc; *Love Divine and Crucifer*, compositions commissioned by the Diocese of Brooklyn for the October 1995 Mass with Pope John Paul II, are to be published by Seesaw Music Press; recently completed a new work *Mosaic* for an octet of wind and string instruments.

**Dr. Sharon See** (Clinical Pharmacy Practice, [sees@stjohns.edu](mailto:sees@stjohns.edu)) published a case report, "Penicillin-Induced Jarisch-Herxheimer Reaction" in *Annals of Pharmacotherapy* (December 2005); gave a grand rounds presentation entitled "The Nuts and Bolts of Medicare Part D" to the Department of Family Medicine at Beth Israel Medical Center, NY (February 2006).

**Dr. Richard Stalter** (Biology, [stalterr@stjohns.edu](mailto:stalterr@stjohns.edu)) published a paper, "The historical and extant flora of Great Gull Island New York" in the *Journal of the Torrey Botanical Society* (2005).

## Additional Websites of Note

William Keogan (*University Libraries*, [keoganw@stjohns.edu](mailto:keoganw@stjohns.edu))

As a follow-up to last month's piece, below are more web sites that I hope you will find useful, or humorous, or intriguing.

### Arts and Humanities Daily

<http://aldaily.com/>

A very useful site providing blurbs about, and hot links to, current articles and book reviews. A menu at the left side of the page has an extensive list of links to newspapers, magazines, columnists, and notable blogs.

### Babelfish Translation Service

<http://babelfish.altavista.com/tr>

Need a rough translation of text in Portuguese or ten other languages? Try this website.

### Baseball Reference

<http://www.baseball-reference.com/>

Anyone fascinated by baseball statistics should set aside a couple of hours for this site.

### Best Book Buys

<http://www.bestwebbuys.com/books/>

Compares book prices of web vendors.

### Dictionary of the History of Ideas

<http://etext.lib.virginia.edu/DicHist/alpha/>

A new edition of this standard reference work appeared in paper in 2005, but this 1974 edition-- with entries written by such notable authors as Asa Briggs, Herbert Butterfield, Sidney Hook, Mary Daly, Lewis Coser, Mircea Eliade, Felix Gilbert, and Jaroslav Pelikan-- is still useful.

### Dilbert

<http://www.unitedmedia.com/comics/dilbert/>

This site includes a one month archive of the Dilbert cartoon series. Even better, under the *Games* section, are a Mission Statement Generator and a Performance Review Generator, each of which is priceless.

### Economist Style Guide

<http://www.economist.com/research/StyleGuide/>

With the popularity of the book, *Eats, Shoots, and Leaves*, many people have been paying closer attention to grammar and punctuation. This site is one of many that offers guidance in this area.

### Harper's Index

<http://www.harpers.org/HarpersIndex.html>

This monthly feature in *Harper's Magazine* offers interesting factoids. For instance, from the December 2005 issue:

"Percentage of **British** adults who are members of any of their country's three major political parties: 1.2

Percentage who are members of the Royal Society for the Protection of Birds: 1.9"

### Hoovers

<http://www.hoovers.com>

This free version of Hoovers includes basic information about corporations, colleges, and other organizations. A premium version with more extensive information is available on the university library's a-z database list:

[http://www.stjohns.edu/academics/libraries/resources/databases/Databases\\_AtoZ.sju](http://www.stjohns.edu/academics/libraries/resources/databases/Databases_AtoZ.sju).

### **IRS forms and publications**

<http://www.irs.gov/formspubs/lists/0,,id=97817,00.html>

If you need an IRS tax form or publication, go to this site, select what you need and print it out.

### **Metropolitan Museum**

<http://www.metmuseum.org>

A treasure trove for art lovers. Aside from information about current exhibits, hours, dining facilities, etc., this site also includes images for 6,500 art works in the Met's collection.

### **MIT Open Courseware Site**

<http://ocw.mit.edu/index.html>

MIT received a lot of attention in the media when they opened this site. It contains course information—course descriptions, assignments, readings, calendar, related resources and, occasionally, class notes and audio versions of course lectures—for a wide selection of undergraduate and graduate courses.

### **NADA**

[www.nada.com](http://www.nada.com)

Use this to find the book value for a used car.

### **Official U. S. Time**

<http://nist.time.gov/>

If you need to know the exact official time, you can find it here.

### **Seat Guru**

<http://www.seatguru.com/index.php>

If you are flying Air France, or Jet Blue, or more than 20 other carriers, check this site to see which seats on your plane are desirable or not.

### **Tiny URL**

<http://tinyurl.com/>

Ever run into a massive url that you wish you could convert into a more reasonable size? Use Tiny URL. Copy and paste the long URL. Click "Make Tiny URL," and out comes... a tiny url.

### **Wayback Machine**

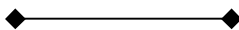
<http://www.archive.org/>

Do you have any interest in what the St. John's University's website looked like five years ago? The Wayback Machine contains an archive of millions of old websites.

### **Zip Decoder**

<http://acg.media.mit.edu/people/fry/zipdecode/>

A curiously fascinating way to search which locations are covered by which zip codes.



## **Faculty Growth Grants Program**

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

**Monday, April 3, 2006**

If you have any questions regarding the application procedures look at our website under Growth Grants Program (<http://www.stjohns.edu/academics/centers/teach/growth.sju>) or email us at [CTL@stjohns.edu](mailto:CTL@stjohns.edu).

## New CTL Webpage: Conversations of Teaching

We present the third installment of the Conversations on Teaching website. If you would like to access the other sections, they are available on the CTL website at <http://new.stjohns.edu/academics/centers/teach/conversations>

### CLASSROOM MANAGEMENT

#### Consider How You Want to Manage Your Classroom

Your classroom is your **space**, arrange it any way you would like. Get to know the geography of the space; picture yourself there. Think about how you and your students can most effectively use that space. Also, remember that everyone contributes to the atmosphere of the class. Engage your students so they contribute their best. Move around the room, you do not have to stay in the front and pay equal attention to students on the left-hand and right-hand sides of the room.

#### You should be strict and careful

##### Being strict means:

- Sticking to deadlines and other rules you make
- Starting class on time
- Expecting good behavior and performance from students

##### Being careful means:

- Being well-prepared
- Grading papers well and quickly
- Starting class on time
- Answering the questions you said you would find answers to

#### Some Rules of Classroom Etiquette

On the first day, tell students what your expectations are, so that right from the beginning they know how to behave in your class; it is much more difficult to set perimeter later. Keep your rules simple; the more rules you make, the more confused you and your students will become. But most importantly, follow through on your rules and enforce them fairly and consistently.

##### For students:

- Come on time
- Come prepared
- Hand in work on time
- No talking, reading papers, doing work for other courses
- No leaving in the middle of class
- Participate in class
- Do more than is asked of you
- Do not cheat

##### For faculty:

- Come on time
- Come prepared
- Hand back work in a timely fashion
- Keep good records of student performance
- Provide a full, rich class
- Do more than is asked of you
- Prevent cheating

#### Getting Students to Read

- Ask them to come to class having marked the three most significant statements in reading with Post-Its or highlighter. Or ask them to mark the portions that were most unclear to them, or that they consider more controversial or most interesting.
- Begin class with a short quiz on the reading, or have students complete an online quiz before coming to class. Have them work in groups on interpreting a reading.

## ASSESSMENT

One of the purposes of assessments is to have students gain confidence in their abilities, to see that they know something and can do something with that knowledge.

**Teaching for understanding:** To gauge a person's understanding, ask that person to do something that puts the understanding to work--explaining, solving a problem, building an argument, constructing a product.

- Traditional quizzes and tests are adequate for things worth being familiar with and important to know and do.
- Performance tasks and projects are better for enduring understanding.

**Use a variety of assessment techniques;** these could include:

- Multiple-choice questions
- Short-answer questions
- Essay questions
- Writing assignments: Thought papers, research papers, article reviews
- Portfolios
- Artworks and other projects
- Poster presentations

**For projects and papers:**

- Give explicit instructions
- Develop a rubric, a set of criteria used in grading. This will make your life a lot easier, because it will give you a reference to justify your grades. You may want to share the rubric with students so they know what you expect for a particular grade: what an A paper must have, for example. A set of guidelines on developing rubrics might give you a clearer idea of what's involved in their use.

**For exams:**

- Write clear questions
- Give clear instructions
- Think about whether or not you want to return the questions
- Suggestion: don't give makeup exams; find other ways to deal with those who miss an exam

## Practical Reminders

**Keep up-to-date records** on grades and attendance--and keep them in duplicate. If you record them electronically, always print out a record after each set of entries. Bring **chalk or a white-board marker**, and it pays to carry an eraser with you as well.

You must give students a **course requirement sheet** within the first two weeks of class. This outline should include how you will compute their grade, what kinds of assignments and tests you will give, how you will structure the course, what types of class participation are expected, what textbook(s) students are required to buy and your attendance policy.

Students should only have their **laptops** open if **you** want them to use laptops. You have the right to ask them to keep them closed if you don't think the laptop is necessary to instruction at that moment.

It's good to always remember the basics: don't try to talk while you are writing on the board--students can't hear you when you are not facing them. Try to give equal attention to students on both sides of the room; most teachers tend to favor one side over the other--and some tend to pay more attention to the questions of one gender over the other.

**Remember: KEEP IT SIMPLE!!!**

## Student Research Day Information

On **Thursday, April 20, 2006** the annual Student Research Day will be held in Carnesecca Arena from **11:00 a.m. to 2:00 p.m.** It is co-sponsored by the Women in Science Society (Office of Grants and Sponsored Research); the Initiative to Maximize Student Diversity; and the McNair Scholars Program.

**Date:** Thursday, April 20, 2006

**Time:** 11:00 a.m. to 2:00 p.m.

**Set-up time:** 9:00 to 10:30 a.m.

### WEBSITE FOR THE STUDENT RESEARCH DAY FORM IS:

<http://digest.stjohns.edu/about/departments/provost/grants/srdform.sju>



## Faculty Research Forum

As part of Research Month activities, the Center for Teaching and Learning and the Office of the Provost are sponsoring the Eleventh Annual **Faculty Research Forum**. This event will provide an opportunity for all faculty, funded or not, to showcase their research through posters, interactive presentations, exhibits, and personal discussions with their colleagues. In furthering the University's goal of fostering a culture of academic excellence, we hope that you will consider participating by presenting your research.

Concurrently with this event, the Office of Grants and Sponsored Research will hold the Seventeenth Annual **Research Reception**. This honors faculty and administrators who have secured new grants or continued funding support from external sources during the past year to further the education, research and public service missions of St. John's University.

The Forum will take place on **Wednesday, April 5, 2006** from **11:00 a.m. to 2:00 p.m.** in **Council Hall**. Displays may be set up between 9:30 and 11:00 a.m. that day. The Research Reception will be held in the same location, with the annual presentation to take place at **noon**. If you are willing to make a presentation at the Research Forum, please contact Maura C. Flannery at the Center for Teaching and Learning ([CTL@stjohns.edu](mailto:CTL@stjohns.edu) or Bent 281) by **Friday, March 24 indicating** (a) the theme of your presentation; (b) a paragraph-long abstract describing the research project which will be published in the brochure; and (c) whether you need a table or display board (see the reverse side of this announcement for further details). **Each presenter will be expected to place his or her own order with Information Technology.**

We will have an area set aside to display reprints of faculty authors' publications. Please send at least two copies of a reprint to the Office of Grants and Sponsored Research by April 3<sup>rd</sup> to be included in this display. Other Research Month events include:

- **Thursday, April 6, *Student/Faculty Research Day: Poster Session, Staten Island Campus***—11 a.m. to 2 p.m., Kelleher Center Conference Room Lower Level
- **Tuesday, April 11, *Reception for Book Authors***—3:30 to 5:30 p.m., Academic Commons in the Library
- **Thursday, April 20, *Student Research Day: Poster Session, Queens Campus***—11 a.m. to 2 p.m., Carnesecca Arena
- **Tuesday, April 25, *CTL Fellows' Presentations on Research in Teaching and Learning***—2:30 to 4:30 p.m., Bent Hall 277A
- **Saturday, April 29, *54<sup>th</sup> Annual Undergraduate Research Symposium***—8:30 a.m. to 2:00 p.m., Bent Hall 277A/B
- **Mondays, April 3, 10 and 24, *Interdisciplinary Research Roundtable Lunches***—12 to 1:30 p.m., Bent Hall 447