



Center for Teaching and Learning Newsletter

Dates to Note!!

Monday, March 10

Tegrity
1:50 to 3:15 p.m.

Tuesday, March 11

*Databases for Research and
Teaching on Women and
Gender*
12:15 to 1:40 p.m.

Thursday, March 13

*Using Portfolios in the Col-
lege Classroom*
12:15 to 1:40 p.m.

Thursday, March 13

*Creating and Application for
a Program Abroad*
1:50 to 3:15 p.m.

Monday, March 17

*Global Solidarity Network
Project*
1:50 to 3:15 p.m.

Tuesday, March 18

*Big Data in the Humanities
and Sciences*
12:15 to 1:40 p.m.

Wednesday, March 19

*Prezi Presentations for
Faculty and Students*
1:50 to 3:15 p.m.

Thursday, March 20

*The Nature of the Future:
Dispatches From the Social-
structured World*
1:50 to 3:15 p.m.

Monday, March 24

Flipped Classroom: Part II
1:50 to 3:15 p.m.

**For more information and
to register visit:**

[http://stjohns.campusguides.com/
ctlevents](http://stjohns.campusguides.com/ctlevents)

Vol. 19, No 5

February 2014

CTL February Newsletter

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

Highlights from our February issue include:

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Remember: The best places to look for faculty-related information are the [CTL Web-page](#) and the [CTL Forum](#).

Follow Us on Twitter

The CTL is pleased to announce that it is now on Twitter [@sjuctl](#). Follow us for the latest news in teaching and learning as well as announcements of upcoming events.



Vincentian Mission: Opportunity and Responsibility No. XLV Reciprocity in Poverty Research

Jaime E. Rodriguez (College of Professional Studies, rodrigu@stjohns.edu)

In this series, Vincentian Center Research Fellows from across the University share their experiences in advancing the Vincentian mission of St. John's through curricula, pedagogy, service and research. In this issue, Professor Jaime Rodriguez illustrates how the mandate of St. Vincent DePaul remains relevant and extremely compelling. Reciprocity is an essential part of our relationships with those who live in poverty whether we are conducting research or offering assistance.

"The poor have much to teach you. You have much to learn from them." These succinct and wise words of St. Vincent DePaul summarize the impact studying the poor in Mexican cities has made on my historical research.

My curiosity in urban Mexico began in the 1970s when my parents took my family on three 2,000-mile road trips from the Pacific Northwest to see family in Monterrey, Mexico. Coming into contact with the urban poor in Mexico's third largest city shaped my perceptions of historical, social and economic change. The city juxtaposed the dualities of modernity and tradition, order and disorder, and economic development and underdevelopment. A cacophony of sound reached a crescendo in the streets of the slums as street vendors, delivery trucks, horse-drawn wagons, and boys playing soccer battled for space in the dusty streets.

These indelible memories inspired me to return to Monterrey in the 1990s to research on Monterrey's birth as an industrial city. Historians such as Asa Briggs, a British urban historian, have described European and American cities undergoing similar urban transformation as "shock cities" of the industrial age. Instead of focusing on the history of Monterrey's factories or its economic elite, I became drawn to the plight of the urban poor. The anthropologist Eric Wolf used the concept of "people without history" to describe social groups such as the urban poor whose stories needed to be known and interpreted.

While foreign observers a century ago celebrated the Monterrey's new factories, thousands of people lived on the edge of survival in the growing slums of Monterrey. Many migrated from rural regions because of limited economic opportunities which compelled them to seek jobs and higher wages in faraway cities. A host of migrants worked as day laborers in the informal economy. Others became peddlers hawking their wares in the streets. Still others gained permanent jobs at the new factories. Women worked in jobs ranging from seamstresses to domestic servants. These histories have helped me paint a much richer picture of the lives of the urban poor in this Mexican "shock city."

My research also examines the negative attitudes of city and state governments toward the urban poor because their struggle contested the model of Monterrey as an industrial paradise. Although railroads, street cars, and grand boulevards dotted the urban landscape, beautification efforts could not hide the huts and hovels that sprang up with every new wave of migrants. Nor could government authorities hide the problems of overcrowded and make-shift housing, high infant mortality rates, and endemic and epi-

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Joseph Trainor
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**CAMPUS GUIDES:
CTL TEACHING AND
LEARNING FORUM**

The site's main aim is to highlight the great teaching strategies developed by St. John's faculty.

Please visit: <http://stjohns.edu/campusguides.com/ctlforum>.

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demic disease. The government authorities instead tried to shape the growth of the city to keep the slums separate from the central business district and elite neighborhoods.

The “Barrio de San Luisito” was a slum of Monterrey that became the symbol of a divided city. Separated from the center of the city by an intermittent river, thousands of people crowded into this barrio set on the slope of one of Monterrey's steep hills. The barrio did not benefit from municipal improvements such as a new underground water system or paved streets. New rules and regulations attempted to make the main streets of Monterrey safe for its business community, but law and order agents rarely ventured into the barrios such as San Luisito where crime persisted. Slums such as San Luisito became an afterthought to city leaders.

A massive flood in 1909 brought into striking relief the consequences of ignoring the predicament of the urban poor. The floodwaters destroyed a large section of San Luisito. Officials and journalists estimated the death toll to be in the thousands. According to one newspaper, the city organized work brigades to dig trenches and bury the anonymous dead. Within days, the city changed the name of San Luisito and the barrio disappeared from the map.

St. Vincent's words about learning from the poor are as relevant in today's Mexico as they are in historical research. Every time I go to Mexico, I gain insight through observation, conversation, and research. I can never forget the quiet dignity of a Mexican family sitting across from me on a train bound for Monterrey with all of their earthly belongings stuffed into a gunny sack. Like so many other migrants to Mexican cities from the past, their story had just begun. Let us learn from them.



Administration of 2013-214 HERI Faculty Survey Underway

Clover Hall (Vice President of Institutional Research and Academic Planning, hallc@stjohns.edu) and **Piyaporn Nawarat** (Associate Director of Institutional Assessment, Office of Institutional Research, nawaratp@stjohns.edu)

The Higher Education Research Institute (HERI) at UCLA is conducting its triennial national survey of faculty. The survey provides important information about the nature of the professoriate, including faculty satisfaction, goals, and experiences. Institutional results are an important means of charting progress and providing a way to identify areas in need of improvement. Results can also be used to facilitate self-study and accreditation activities and enhance faculty development programs.

St. John's faculty members recently received an email from the Provost announcing the survey, and encouraging participation. By now you should have received an invitation and a link to the survey from cirpsurveys@datstat.com. As many of you will recall, we participated in the last administration of the survey in 2010-2011. Some survey items were incorporated as Outcomes Measures into the last strategic and repositioning plans <http://www.stjohns.edu/about/leadership/strategic-planning>. We anticipate that the results of the 2014 survey will be a critical component of our next strategic plan and we encourage everyone's participation.

Summarized results from the HERI Faculty survey and other surveys are shared with the University community and are available at <http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys>.

Faculty News

Dr. Blase Billack (Pharmaceutical Sciences, billackb@stjohns.edu) coauthored the article "Ebselen Reduces the Toxicity of Mechlorethamine in A-431 Cells via Inhibition of Apoptosis" in the *Journal of Biochemical and Molecular Toxicology* (June 2013).

Dr. Zhe-Sheng Chen (Pharmaceutical Sciences, chenz@stjohns.edu) accepted into his laboratory a visiting scholar, Dr. Liuya Wei, from Weifang Medical College, Shangdong, China; published two articles with **Dr. Charles Ashby** (Pharmaceutical Sciences, ashbyc@stjohns.edu) and **Dr. Tanaji T. Talele** (Pharmaceutical Sciences, talelet@stjohns.edu) entitled " β -Elemene, a Compound Derived from *Rhizoma Zedoariae*, Reverses Multidrug Resistance Mediated by ABCB1 Transporter" in *Oncology Reports* and "Vemurafenib (PLX4032, Zelboraf®), a BRAF Inhibitor, Modulates ABCB1-, ABCG2-, and ABCC10-mediated Multidrug Resistance" in the *Journal of Cancer Research Updates*; he published two articles: "Antineoplastic Activity of *Holoptelea Integrifolia* (Roxb) Planch Bark Extracts" in the *Pakistan Journal of Pharmaceutical Sciences*, and "Tivozanib Reverses Multidrug Resistance Mediated by ABCB1 (P-glycoprotein) and ABCG2 (BCRP)" in *Future Oncology*.

Dr. Phyllis Conn (Institute for Core Studies, connp@stjohns.edu) presented "The 'Rise of the West' in the History Survey Course" at the American Historical Association annual conference (January 2014); also presented "A Question of Identity: Russian Jews in New York City, 1880s and 1980s" at the Researching New York Conference

in Albany, NY (November 2013).

Dr. Christopher Denny (Theology and Religious Studies, dennyc@stjohns.edu) received the Lionel Basney Award from the Conference on Christianity and Literature for his essay, "Revisiting Dante's Promised End: Eschatological Implications of Péguy's *Jeanne d'Arc Mysteries*," in *Christianity and Literature* (December 2013).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) published an article, "Five Herbaria in Five Days" in *Vasculum* (January 2014).

Dr. Flora Keshishian (Rhetoric, Communication, & Theatre, keshishf@stjohns.edu) published "Hypercapitalism, Not the Medium, Is the Message: Communication Technologies and Culture" in *Explorations in Media Ecology* (2013).

Dr. Richard Stalter (Biological Sciences, stalterr@stjohns.edu) co-authored "The Biological Flora of Coastal Dunes and Wetlands: *Distichlis littoralis* (Engelm.) H.L. Bell & Columbus" in the *Journal of Coastal Research* (January 2014); and "Vascular Flora of the Levy Preserve, Nassau County, New York" in *In Vivo* (Fall 2013).

Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the March issue is **March 10**. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow

Faculty Growth Grant Program

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

May 1, 2014

If you have any questions regarding the application procedures look at our website under [Growth Grant Program](#) or email us at CTL@stjohns.edu.

CAREER CORNER

Acing the Brand Marketing Interview: Three Questions Your Students Should Be Prepared To Answer

Tracy Vitale (Career Advisor, Career Services, vitalet@stjohns.edu)

We have all heard about the typical interview questions asked during job interviews: “tell me about yourself,” “what are your strengths and weakness” and “take me through your resume”. However, there are also three questions that can be asked on a marketing interview that students may not be prepared to answer.

Brand Marketing interviews for entry level professionals are structured in many ways like any other interviews. They start off with a brief professional history of yourself and then detail some strengths and how your experience will translate to fit their company. However, there are some key questions that can be asked in a marketing interview that if a candidate is not prepared, could cost the student the position.

Question 1-The Magazine Test: How many of your students have read a magazine lately? In most industries keeping up with current trends is a must. Particularly in marketing, it is important to know what ads are current, competitor’s information, and strengths and weakness of other campaigns. The magazine test is simple- the interviewer presents the candidate with a magazine; has them search for an ad they like or dislike; and asks them to explain their answer. What the recruiter is looking for is language. How does the candidate talk about the ad? What words do they use to describe it? Have they talked about the target market and are they correct in who it is? What is their thought process behind why the ad is good or bad? Can they speak the language of a marketer?

Question 2-Product Test: When you meet with a true brand marketer you know that it is in their DNA to utilize their 5 senses when creating a marketing plan around a product. What better way to test that skill then to utilize a real product. In the interview there will be a product on the desk, without a label. The candidate is then asked to describe who they think this product is marketed to and why? Here the recruiter is looking to see whether the candidate smells the product, feels or demonstrates the product. How do they utilize these aspects in the campaign they describe? Did they mention the packaging and how it relates to the product and the potential consumer? If the candidate doesn’t feel or smell or even touch the product, it’s an instant fail.

Question 3-Current Campaign: Going back to the notion of keeping up with the current market trends this next question will demonstrate that. Here the candidate is asked to discuss current product or marketing campaign that they feel is successful and speaks to the right target market and why. What better way to show their knowledge of a company than by using a newly launched product or campaign of their own. The students should be prepared to discuss all aspects of the campaign including print, digital and media, as well as who the target market is and what makes the product so successful from their perspective. A follow-up question here that can be asked would be, “what would you have done differently if you were on this marketing team?” This question would help a candidate showcase whether they are an out-of-the-box thinker, innovative and creative.



The Nature of the Future: Dispatches From the Socialstructured World: video presentation by Marina Gorbis

This session will be video conferenced between the Queens, Staten Island and Manhattan Campuses. See locations below.

Date: Thursday, March 20

Time: 1:50 to 3:15 p.m.

Location: Queens: D’Angelo 310, Staten Island: DaSilva 208, Manhattan: Room 216

[REGISTER NOW!](#)

Summary of Research Month Events for 2014:

Faculty Research Forum

Thursday, April 3, Noon to 3 p.m., D'Angelo Center 416

Annual Faculty Book Reception

Thursday, April 3, 3:30 to 5:30 p.m., Institute for Writing Studies, Library 150

Interdisciplinary Research Roundtable: Digital Humanities

Monday, April 7, 12:15 to 1:40 p.m., D'Angelo Center 401

Jennifer Travis, St. John's College of Liberal Arts and Sciences

25th Annual Reception Honoring Recipients of Grants

Tuesday, April 8, 5 to 7 p.m., D'Angelo Center 416A&B

Student Research Events – Queens Campus

Thursday, April 10

Student Poster Session

1 to 3 p.m. Taffner Field House

Oral, Panel and Roundtable Presentations

Noon to 4 p.m., D'Angelo Center: 210, 212, 301, 311, 312, 401

Fine Arts Presentations

10 a.m. to 2:30 p.m., D'Angelo Center 416C

Film Screening and Performance Art

Noon to 4 p.m., Little Theatre

Interdisciplinary Research Roundtable: Tuning the Core

Monday, April 14, 12:15 to 1:40 p.m., D'Angelo Center 401

Elaine Carey, St. John's College of Liberal Arts and Sciences

Tracey Anne Cooper, St. John's College of Liberal Arts and Sciences

Elizabeth Herbin-Triant, St. John's College of Liberal Arts and Sciences

Philip Misevich, St. John's College of Liberal Arts and Sciences

Alejandro Quintana, St. John's College of Liberal Arts and Sciences

Research Day: Staten Island Campus

Thursday, April 24, 1:50 to 3:15 p.m., Kelleher Center Lounge

Writing Biography Luncheon

Tuesday, April 22, 12:15 to 1:40 p.m., D'Angelo Center 416C

Natalie Byfield, St. John's College of Liberal Arts and Sciences, author of *Savage Portrayals: Race, Media and the Central Park Jogger Story*

Exploring Students' ePortfolios

Wednesday, April 23, 12:15 to 1:40 p.m., Bent Hall 277A

Derek Owens, Vice Provost

CTL Fellows' Presentations on Research in Teaching and Technology

Thursday, April 24, 1:50 to 3:15 p.m., Queens: DAC 310, Staten Island: DAS 208, Manhattan: Room 216

William Ryall Carroll, The Peter J. Tobin College of Business

Julie Carter, The School of Education

Emese Ivan, College of Professional Studies

Maria Leibfried, College of Pharmacy and Health Sciences

Joseph Trainor, The Peter J. Tobin College of Business

Ben Turner, University Libraries

Interdisciplinary Research Roundtable: Social Media

Monday, April 28, 12:15 to 1:40 p.m., Bent Hall 277B

Caroline Fuchs, University Libraries

Gina Marandino, University Libraries

Faculty Research Forum

As part of Research Month activities, the Office of the Provost and the Center for Teaching and Learning are sponsoring the 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. If you have visual materials you want to share, there will be poster boards available (36x48 white tri-fold boards), or you can use your laptop to show slides, run a video, make a presentation, or use software you've developed.

Maybe your research is text-based and you feel leery about standing in front of a poster board with a 20-page paper set out page by page. You can take a different approach. Bring a few copies of your articles and share them with colleagues. Still another alternative is for a group of colleagues to make a poster presentation together. No matter how you decide to participate, the important thing is to share your work because you will be contributing to the vitality of the intellectual life at the University.

The Forum will take place on **Thursday, April 3** from **noon to 3 p.m.** in the **D'Angelo Center room 416**. Displays may be set up between 11:30 a.m. and noon that day. If you are willing to make a presentation at the Research Forum, please contact Lisa Getman at the Center for Teaching and Learning (getman@stjohns.edu) by **Wednesday, March 12**, indicating (a) the title of your presentation; (b) a paragraph-long abstract, 300 words or less, describing the research project which will be published in the brochure and on the CTL website; (c) include presenters' names, College, Department (please note if a co-presenter is a student) and (d) whether you need a table or display board. **Due to limited space, multiple presentations by one faculty member will be given no more than 2 presentation stations, but all abstracts submitted will be printed in the Research Forum booklet.**

Please note, we will have an area set aside to display reprints of faculty authors' publications. Send at least two copies of a reprint to the Center for Teaching and Learning, Bent Hall room 281, by March 26 to be included in this display.

If you would also like to display your poster at the **25th Annual Grants Reception** that will take place on **Tuesday, April 8 from 5 to 7 p.m.** please contact Adrianna Berlingerio at berlinga@stjohns.edu.



HR Faculty Training

Active Shooter Preparedness: Safety Tips

March 12 [Queens](#) | [Manhattan](#) | [SI](#)

April 4 [Queens](#) | [Manhattan](#) | [SI](#)

May 6 [Queens](#) | [Manhattan](#) | [SI](#)

Emergency Readiness Training

March 20 [Queens](#)

Sexual Harassment and Discrimination Prevention Training

March 28 [Queens](#) | [Manhattan](#)

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

April 9 [Queens](#) | [Manhattan](#)

Any questions contact: Elizabeth Arruda at arrudae@stjohns.edu or (718) 990-2330.

Remember:

The best places to look for faculty-related information are the [CTL Web-page](#) and the [CTL Teaching and Learning Forum](#).

Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the March issue is **March 10**. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in "Faculty News."

www.stjohns.edu/CTL

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Managing Editor:
Lisa Getman



Faculty Writing Retreat

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 as you. Published research – and our own experience from previous St. John's Faculty Writing Initiative writing retreats we've held – tells us the positive energy of being around faculty peers who are also writing (and struggling to write) helps faculty get substantial work done, even in one day.

As to the schedule for the retreat, you will arrive and begin writing. We are certain there will be much writing advice to be shared during lunch, which will be served at 12:30pm. We hope you will be able to join us. Please remember that **participation is limited; to register go to www.stjohn.edu/ctl and click on Spring 2014 Events**. If you have any questions, email Anne Geller (gellera@stjohns.edu) or Maura Flannery (flannerm@stjohns.edu).

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://stjohns.campusguides.com/aecontent.php?pid=71651&sid=589816>.

Date: Saturday, March 22

Time: 10 a.m. to 4 p.m.

Location: Institute for Writing Studies, Library Room 150, Queens Campus

[REGISTER NOW!](#)

Global Certificate Program

The certificate will be awarded to those who complete at least **three** of the **four** workshops being offered in the program this semester. These workshops will be video conferenced between the Queens, Staten Island and Manhattan campuses.

The next sessions are:

Global Solidarity Network Project

Monday, March 17, 1:50 to 3:15 p.m.

Barrett Brenton, St. John's College of Liberal Arts and Sciences

Charles Clark, The Peter J. Tobin College of Business

Basilio Monteiro, College of Professional Studies

Kevin Rioux, St. John's College of Liberal Arts and Sciences

Christopher Vogt, St. John's College of Liberal Arts and Sciences

The Relationship Between Global Studies and Issues of Multiculturalism

Monday, March 31, 1:50 to 3:15 p.m.

PMAC/OGS

Alina Camacho-Gingerich, St. John's College of Liberal Arts and Sciences

Bernadette Li, Institute for Asian Studies

Yvonne Pratt-Johnson, The School of Education

Konrad Tuchsherer, St. John's College of Liberal Arts and Sciences

Mapping Tools: GIS/Google Earth

Thursday, May 1, 1:50 to 3:15 p.m.

Barrett Brenton, St. John's College of Liberal Arts and Sciences

Paula Lazrus, St. John's College of Liberal Arts and Sciences

For more information and to register go to: <http://stjohns.campusguides.com/ctlevents>.