



Center for Teaching and Learning Newsletter

Dates to Note!!

Thursday, January 15
SJU Tech Innovations

Friday, January 16
Faculty Writing Retreat

Tuesday, January 20
Conversation on Teaching

Tuesday, January 27
Adjunct Faculty
Colloquium

For more information and
to register visit:

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

Vol. 20, No 4

December 2014

CTL December Newsletter

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

Highlights from our December issue include:

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

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Vol. 20, No 4

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CAREER CORNER

Big Data Program and St. John's University

Donna Haynes (Director of Employer Relations, University Career Services, haynesd@stjohns.edu)

St. John's University's College of Professional Studies recently launched a new M.S. degree program in Data Mining and Predictive Analytics. Career opportunities abound in the field, reflecting "Big Data's" impact on many sectors of the economy, including healthcare, retail, and government agencies. Graduates of the program will be well prepared for positions as data scientists, statisticians, operations research analysts, and management analysts, among others.

The program's first cohort began this fall with students selecting a sub-specialty in Marketing Analytics or Healthcare Analytics. Several courses for the Marketing track are offered by the Tobin College of Business. IBM is providing SPSS Statistical Software for use in the new graduate initiative.

So what is Big Data, why does it matter?

Big Data is a popular term used to describe the exponential growth and availability of data. Big Data refers to extremely large data sets that may be analyzed computationally to reveal patterns, trends, and associations, especially relating to human behavior and interactions. Big Data may be as important to business, and society, as the Internet has become. Why? More data may lead to more accurate analyses. More accurate analyses may lead to more confident decision making. And better decisions can mean greater operational efficiencies, cost reductions and reduced risk.

Big Data emerged from large scale internet companies such as Google, Yahoo, and Amazon that collected unprecedented levels of data and whose business model was predicated on the collection and analysis of data. Now, Big Data is being generated by almost everything around us at all times. Every digital process and social media exchange produces it. Systems, sensors and mobile devices transmit it. Big Data is arriving from multiple sources at an alarming velocity, volume and variety. The greatest challenge is what insight and value can companies and organizations draw from this data.

The ability to achieve the full potential of Big Data analytics requires not just data, tools, and infrastructure, but also quantitative skills to analyze the huge mountains of data. A significant challenge organizations face is recruiting people with the skills to navigate all this data. The skills shortage in Big Data analytics is significant and is predicted to escalate. Some estimate the shortage to be in the hundreds of thousands in the US alone. In particular, many organizations are unable to fill the Data Scientist role that they have deemed so critical for Big Data analytics.

What is the Career Outlook in Big Data?

There are lots of occupations that work with Big Data in one way or another. Most workers who deal with Big Data are known as Data Scientists, Data Analysts or have some other designation. The term Data Scientist is so new that the U.S. Bureau of Labor Statistics (BLS) does not even have it included in its job description bank yet. The BLS currently classifies these types of workers as statisticians, computer programmers or other occupations. BLS predicts both statistician and computer programmer positions

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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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to have significant growth between 2010 and 2020 of more than 50,000 new jobs.

Gartner, however, finds that by 2015, the demand for data and analytics resources will reach 4.4 million jobs globally, but only one-third of those jobs will be filled. The emerging role of data scientist is meant to fill that skills gap. And the job pays well — whether in San Francisco (an average annual salary of \$104,000), New York (\$102,000) or Chicago (\$86,000), according to [Indeed.com](http://indeed.com). The average salary is \$74,000, says the site SimplyHired. The job site Glassdoor.com currently lists 17,699 jobs in Big Data.

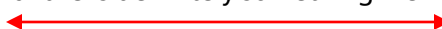


Journal Club

This semester, the CTL sponsored three "Journal Club" luncheons where we discussed articles related to classroom practice. The first dealt with the [Classroom Implications of Mindfulness](#). It is from the book *Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning* by Daniel P. Barbezat and Mirabai Bush (Jossey-Bass: 2014). They make a strong case that short periods of mindfulness in class, in the context of the course material, can be a powerful tool promoting student learning. They define mindfulness as "being aware in the present moment, not judging but accepting things as they are—everything that arises: the sound of voices outside the window, the text that seemed so dense when you first read it, the blank page waiting for your paintbrush." A focus on breathing is a good way to enter as state of mindfulness, which can lower stress and allow students to be more attentive to the course material. Barbezat and Bush then go on to give examples of mindfulness used in teaching courses as diverse as psychology, art, physics, and management.

The article for the second Journal Club session was "[Mindsets Toward Learning](#)," a chapter from *The New Science of Learning: How to Learn in Harmony with Your Brain* by Terry Doyle and Todd Zakrajsek (Stylus: 2014). They make the powerful point that mindset, your attitude about yourself as a learner, can significantly support or retard learning. The important element here is that mindset can be changed. Many of us have probably had experiences where our attitude or mindset has contributed to our success or failure in some effort, so it is easy for us to relate to the problems students may have in this regard. A fixed mindset is not conducive to learning, it assumes that abilities are fixed and that there is little the learner can do to change it. A growth mindset, on the other hand, involves the attitude that learning is possible, that the mind can change if the right approaches are used.

The last Journal Club focused on an [article](#) on the importance of student failure to student success in learning; it appeared in *The Chronicle of Higher Education* (May 5, 2014). In it, Anne Sobel of Northwestern University in Qatar argues that while we all have experienced the value of failure as part of the learning process, the academic grading system works against students' valuing failure. It's just not good for their grade. Sobel tries to alleviate this problem by establishing "at the start of the term that a certain amount of "failure" is encouraged. On the first day of class, I like to read relevant quotes, play TED Talks, and share anecdotes about personal failure. I let students know that this is a safe space for them to push boundaries." Failure is also something that's inherent in teaching, and so dealing with failure is definitely something we have in common.



Faculty News

Dr. Sandra Schamroth Abrams (Curriculum and Instruction, abramss@stjohns.edu) published *Integrating Virtual and Traditional Learning in 6-12 Classrooms: A Layered Literacies Approach to Multimodal Meaning Making* (Routledge: 2014); co-edited the volume, *Bridging Literacies with Videogames* (Sense), and co-authored the article, "Gamified Vocabulary: Online Resources and Enriched Language Learning in the *Journal of Adolescent & Adult Literacy* (2014).

Dr. Jody B. Cutler (Art & Design, cutlerj@stjohns.edu) published, "Wish You Were Here: Artist Postcards at the Studio Museum in Harlem," a review of an institutional program at the museum, in the *International Review of African American Art* (Fall 2014).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) presented a poster, "*Darlingtonia californica*: The History of an Iconic American Plant," at the annual meeting of the History of Science Society in Chicago (November 2014).

Dr. Abigail M. Jewkes (Curriculum & Instruction, jewkesa@stjohns.edu) has been appointed Co-Editor of the *Journal of Early Childhood Educa-*

tion, the official journal of the National Association of Early Childhood Teacher Educators and published by Taylor & Francis.

Professor Catherine Ruggieri (Management and Marketing and Dean Emerita, College of Professional Studies,) was awarded the Bruce Chaloux Memorial Scholarship Award by the Online Learning Consortium (formerly the Sloan Consortium) in the non-presenter category to attend the Consortium's Conference in Orlando, FL. She was selected as one of two scholarship recipients from 75 applicants nationally (October 2014).

Professor Syed Uddin-Ahmed (Discover New York, uddinahs@stjohns.edu) published the article, "The Historical Challenges of Nationalism: Through the Eyes of Chatterjee and Appleby," in the *International Journal of Humanities & Social Science Studies* (November 2014).

Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the January issue is **January 12**. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in "Faculty News."

SJU Faculty Article Wins ICWA Award

Two members of the English Department, Dr. Anne Geller and Dr. Harry Denny, have recently had their co-written article, "[Of Ladybugs, Low Status, and Loving the Job: Writing Center Professionals Navigating their Careers](#)," win the 2014 International Writing Centers Association award. The article, which appeared in *The Writing Center Journal* 33:1 (2013), examines the career paths, professional identities, and subjective experiences of Writing Center Professionals in different academic institutions.

Harry and Anne thank the St. John's Faculty Writing Initiative and its Writing Retreats where they worked on the article.

Faculty Writing Retreat

Date: Friday, January 16

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

Location: Institute for Writing Studies, Library room 150

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

Vincentian Mission: Opportunity and Responsibility No. XLV Re-Engineering the Criminal Justice Program in the Post 9/11 Era

Thomas J. Ward (Former NYPD Officer and Assistant Commissioner of the NYC Department of Corrections and Founding Director of the Graduate Program in Criminal Justice Leadership in the College of Professional Studies, wardt@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, Dr. Thomas Ward describes the very complex task of transforming systems, attitudes and curricula in response to the 9/11 experience. The academic programs, graduate and undergraduate, had to adapt courses to reflect the changes in police service, the courts and correctional service as well as legislative and policy changes and the impact of domestic and foreign threats. The challenges continue as change accelerates and more complex issues surface, but the Vincentian values continue to inform the programs and prepare the graduates for the emerging world.

On September 11, 2001, first-responders and those who work in the *American Criminal Justice System* recognized instantly that their professions had changed dramatically. From that fateful and horrific day forward, it was apparent that America's public safety system and network had to be reconceptualized and expanded; it had to be reengineered at the local, state, and federal levels of government. This, of course, was a complex task that involved extensive planning and the coordination of numerous law enforcement agencies, and it involved our government having to make several legislative and policy decisions to balance the frequently conflicting demands of *freedom versus order*.

An entirely new and equally pressing demand was placed on the *St. John's University's Criminal Justice* faculty to fine-tune its courses to reflect and respond to the rapid changes that were taking place in the police service, the courts, and the correctional service.

A new Cabinet department was proposed by President George W. Bush and approved by Congress, which established the *U.S. Department of Homeland Security* on November 25, 2002. As the world changed rapidly and became more perilous, our nation had to come to terms with an *American Justice System* that would now have to address both domestic and foreign threats to its homeland. This transition had to take place while the *American Criminal Justice System* still had to fulfill its conventional responsibilities to prevent and reduce crime, develop new patrol and investigative methodologies to enhance public safety, establish new and effective partnerships between law enforcement agencies and the communities they served, address a burgeoning prison population, and adapt to its enlarged role in protecting our homeland from terrorist attacks. Again, the academic programs had to be responsive.

The *American Criminal Justice System* had become more complex and its multifaceted mission had to be redefined; it had to address the formidable objective of meeting its traditional law enforcement roles while now embracing a widening and all-encompassing role in combating terrorism, including—what is now commonly referred to as—homegrown terrorism.

The *American Legal System* had to weigh privacy interests against demands for more aggressive and perhaps more intrusive counterterrorism and intelligence-gathering efforts, and this balancing initiative added to the complexity of the transition. Furthermore, the often forgotten and hidden element of our Criminal Justice System—*American Corrections*—had to deal with a crisis that had our nation's prison and jail populations expanding to 2.4 million inmates, making the U.S. the nation with the greatest number of prisoners in the world. There also was the recognition that radicalization of inmates had become an urgent problem requiring swift solutions.

While all of this was happening, the faculty of the *Division of Criminal Justice, Legal Studies, and Homeland Security* had to prepare a curriculum which reflected more accurately the changing mission of the

new *American Homeland Security and Criminal Justice System* and its redefined objectives. There was also this acknowledgment that the role of *Corporate America* had changed and now had a critically important function in protecting our nation's infrastructure and its natural and financial resources. As an example, the ever-present threat of cyber crime is clearly a responsibility of both government and the private sector—and this has resulted in a number of innovative and cooperative programs aimed at protecting the national interest.

As the faculty of the *Division of Criminal Justice, Legal Studies, and Homeland Security* incrementally transformed its undergraduate and graduate curricula to meet these new and pressing demands, it made state-of-the-art changes to bridge the gap between traditional theoretical constructs and the ever-changing world. This *new reality* now includes sophisticated white-collar crimes, new and inventive crime typologies—such as health care fraud, and the ever-present threat of terrorism, while still having to protect society from “street” crimes—including gang-driven violence and property-related crimes.

Now lest anyone get the impression that the *Criminal Justice Program at St. John's University* specifically deals with crime reduction and suppression and little else, it is important to stress the point that the mission of the *American Justice System* is to pursue the *truth* as a means of reaching a just and fair outcome. It is indeed an adversarial legal system, but its core mission is to pursue the *truth* and abide by ethical principles; it rejects expediency, situational ethics, and any notion that the ends justify the means.

The academic mission of the *Division of Criminal Justice, Legal Studies, and Homeland Security* is consonant with the *Vincentian Mission of St. John's University*; it seeks justice and compassion; it accepts and supports redemption and rehabilitation as a path to justice and enhanced public safety; and, it respects the dignity of all human beings and strives to protect and preserve our precious God-given inalienable rights and our U.S. Constitutional rights.

Professor Jeffrey P. Grossmann, Chairman of the Division of the Division of Criminal Justice, Legal Studies, and Homeland Security and a newly named Fellow at the Vincentian Center for Church and Society, aptly describes this academic mission:

“Our goal is to educate the next generation of principled and effective leaders in policing, law, corrections, and homeland and corporate security. We need bold and creative visionaries who are always willing to pursue the *truth* and remain faithful to the high ideals of the ethical leadership principles that serve as the foundation of all our academic programs. God knows that these are difficult times and we have to be grateful that our students are willing to risk their lives to serve others. They truly live the *Vincentian Mission*—and I must add, under very difficult circumstances.”



Transition from St. John's Central to MySJU—COMING SOON

Over the last few months, Information Technology has been preparing an upgraded version of St. John's Central which has been the SJU portal for over 10 years. The portal has been completely redesigned with a fresh new “look and feel” along with easier navigation, improved usability, mobile support, and user customization. To usher in these new features the portal has been rebranded and will be called “MySJU.” The transition to MySJU will be completed on January 7th, 2015 when it will be available to students. You are already able to explore MySJU by visiting mysju.stjohns.edu. MySJU will use the same credentials as Central during the introductory period. To better facilitate the preparation of spring courses by faculty who use Central for their course management, Information Technology will load both fall and spring courses into the MySJU without roster data. Any changes you make to your course will remain in place for the spring 2015 semester. It is important to note that Banner/UIS will not be connected to MySJU until the transition has been completed.

Global Perspectives: Survey Results from the 2014 National Survey of Student Engagement (NSSE)

Clover Hall (Vice President for Institutional Research & Academic Planning, hallc@stjohns.edu)

Yuxiang Liu (Director of Institutional Assessment, Liuuy@stjohns.edu)

In 2014, St. John's University participated in the National Survey of Student Engagement (NSSE). In addition to the questions in the regular NSSE survey form, St. John's also selected a topical module, the Global Perspectives — Cognitive and Social. NSSE partnered with the Global Perspective Institute, and this module was derived from the Global Perspective Inventory (GPI). The module probes the cognitive and social elements of a global perspective, asking about student experiences with global learning and views on intercultural understanding.

For NSSE 2014, all St. John's first-year and senior students were invited to participate in the survey. For the first-year students, 21% (N = 714) responded to the survey, and for the seniors, 17% (N = 401) did. The respondents were quite representative of the population in ethnicity, while female students had a higher response rate than male students. Therefore, the data is weighted by gender. This brief report presents the survey results of the Global Perspectives module. The survey results are compared between St. John's students and students from the 38 peer institutions (8,890 first-year students and 13,920 seniors) that also participated in the module. Comparisons are also made between St. John's senior and first-year students, and between students who had study-abroad experiences while at St. John's and those without such experiences.

The survey results indicate that in general, both St. John's first-year and senior-year students have a higher level of global awareness than students from peer institutions; St. John's senior students have a higher level of global awareness than St. John's first-year students; among St. John's seniors, the study-abroad students have a higher level of global awareness than their non-study-abroad peers. Following are some highlights of the survey results.

Comparison between SJU and peer institutions

The survey data reveals that, SJU first-year students have a **significantly higher level of global awareness** than students from the peer institutions in the following areas:

1. Only 36% of SJU students stated that most of their friends are from their own ethnic background as compared to 59% of students from peer institutions.
2. 61% of SJU students keep themselves informed of current issues that impact international relations as compared to 50% of peer institutions.
3. 62% of SJU students understand the reasons and causes of conflict among nations of different cultures as compared to 56% of peer institutions.
4. 72% of SJU students said that they understand how various cultures of this world interact socially as compared to 63% of peer institutions.
5. 75% of SJU students consider different cultural perspectives when evaluating global problems as compared to 66% of peer institutions.
6. 51% of SJU students intentionally involve people from many cultural backgrounds in their life as compared to 41% of peer institutions.
7. 64% of SJU students frequently interact with people from a different country as compared to 45% of peer institutions.
8. 80% of SJU students frequently interact with people from a different race/ethnic group as compared to 64% of peer institutions.

SJU first-year students have a **significantly lower level of global awareness** than students from the peer institutions in the following areas:

1. 27% of SJU students perceive that "some people have a culture and others do not" while only 19% of students from peer institutions think so.

2. 54% of SJU students stated that they put the needs of others above their own personal wants as compared to 60% of peer institutions.

SJU senior students have a **significantly higher level of global awareness** than students from the peer institutions in the following areas:

1. Only 42% of SJU senior students stated that most of their friends are from their own ethnic background as compared to 61% of students from peer institutions.
2. 65% of SJU students keep themselves informed of current issues that impact international relations as compared to 57% of peer institutions.
3. 67% of SJU students understand the reasons and causes of conflict among nations of different cultures as compared to 56% of peer institutions.
4. 71% of SJU students said that they understand how various cultures of this world interact socially as compared to 65% of peer institutions.
5. 80% of SJU students consider different cultural perspectives when evaluating global problems as compared to 74% of peer institutions.
6. 49% of SJU students intentionally involve people from many cultural backgrounds in their life as compared to 40% of peer institutions.
7. 67% of SJU students frequently interact with people from a different country as compared to 50% of peer institutions.
8. 77% of SJU students frequently interact with people from a different race/ethnic group as compared to 65% of peer institutions.

SJU senior students have a **significantly lower level of global awareness** than students from the peer institutions in the following areas:

1. 26% of SJU students perceive that “some people have a culture and others do not” while only 14% of students from peer institutions think so.
2. 55% of SJU students stated that they put the needs of others above their own personal wants as compared to 61% of peer institutions.
3. 19% of SJU students rarely question what they have been taught about the world around them as compared to 11% of peer institutions.

Comparison between SJU senior and SJU 1st-year students

The survey data indicates that for the majority of the areas listed in the survey, St. John’s senior students have a higher level of global awareness than SJU first-year students. Statistically, SJU senior students have a **significantly higher level of global awareness** than SJU first-year students in the following area:

1. 68% of SJU senior students stated that they think of their life in terms of giving back to society as compared to 61% of SJU first-year students.

There is no area in which SJU senior students have a **significantly lower level of global awareness** than SJU first-year students.

Comparison between SJU study-abroad and non-study-abroad students

The number of the first-year students with the study-abroad experiences is too small to make a meaningful comparison with the non-study-abroad students. Therefore, comparison is made only for the senior students.

For the total of 401 senior survey participants, 108 students had the study-abroad experience while 293 students didn’t. The survey data demonstrates that in general SJU study-abroad students have a higher level of global awareness than the non-study-abroad students. Statistically, the study-abroad students have a **significantly higher level of global awareness** than their non-study abroad peers in the following areas:

1. 75% of the study-abroad students think of their life in terms of giving back to society as compared to 64% of the non-study-abroad.
2. 73% of the study-abroad students understand the reasons and causes of conflict among nations

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Managing Editor:
Lisa Getman



- of different cultures as compared to 64% of the non-study-abroad.
3. 94% of the study-abroad students take into account different perspectives before drawing conclusions about the world around them as compared to 85% of the non-study-abroad.
 4. Only 12% of the study-abroad students rely primarily on authorities to determine what is true in the world as compared to 20% of the non-study-abroad.
 5. 15% of the study-abroad students do not regard volunteering as an important priority in their life as compared to 24% of the non-study-abroad.

There is no area in which the study-abroad students have a **significantly lower level of global awareness** than their non-study-abroad peers.

The results of the NSSE Global Perspectives module identified both strengths and challenges for St. John's University as compared to the peer institutions. The results also provided evidence for the positive impact of study abroad on student global awareness. The data is very useful, and can be employed with other data in the action plans for the University priorities as well as in program review and syllabus development.



Research Month 2015

The research activities of St. John's students and faculty are increasingly diverse and intense: grant dollars continue to rise; publications are flourishing; students are presenting papers at conferences. We have good reason to celebrate our accomplishments. We expect that through Research Month activities the St. John's University Community will become increasingly aware, mutually supportive and proud of these impressive activities. For more specific information go to: <http://www.stjohns.edu/research/research-month>

Monday, April 13

- Interdisciplinary Research Roundtable: Writing Biography
- Annual Faculty Book Reception

Thursday, April 16

- Faculty Research Forum

Monday, April 20

- Interdisciplinary Research Roundtable
- Social Justice Research Showcase (Staten Island)

Tuesday, April 21

- Student Research Day: Queens Campus

Thursday, April 23

- CTL Fellows' Presentation on Research in Teaching and Technology
- Research Day (Staten Island Campus)
- Social Justice Research Showcase
- Annual Grants Reception

Monday, April 27

- Interdisciplinary Research Roundtable

Any questions can be directed to studentresearch@stjohns.edu