



**SUFFOLK
UNIVERSITY**
MADRID CAMPUS

Faculty HANDBOOK

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Welcome to Suffolk University Madrid Campus! We are very glad that you are a member of our community.

This document includes information that will be useful to you as a Suffolk University Madrid faculty member. Please take a moment to read it over, and ask any questions that you have.

Suffolk University Madrid Campus is founded on the conviction that study in a foreign context, when appropriately directed, is not only exciting and challenging, but can frequently release new personal and intellectual potentials, often to a student's professional advantage. Spanish and other entering students are offered a form of instruction that prepares them in the General Education requirements necessary to transfer in good academic standing to the Suffolk University Boston Campus. Furthermore, such students acquire the study skills, intercultural awareness and intellectual self-reliance to function successfully on the home Campus. U.S and other study abroad students, sometimes from other universities, not only learn about a different culture, but also, consequently, begin to reassess their own. This is consistent with Suffolk University's stated commitment to "providing an integral educational experience that builds confidence and empowers our students to become successful contributors to our global world." (Quotation "Suffolk University Mission Statement").

Language of Instruction

The language of instruction is generally English, although some courses, especially those within the Spanish Department, are mainly offered in Spanish. Courses also exist for students still working to bring their English language skills up to the required standard. Additional courses taught in Spanish are available through direct enrollment at Universidad C.E.U. San Pablo as part of our agreement with this prestigious Spanish private university.

Academics

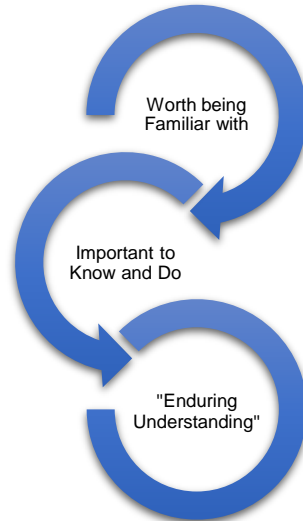
Course Design

Suffolk University encourages the Backward Design method while designing and developing courses. Identifying the *learning goals* and *objectives* is an essential first step.

Think about the following questions as you start to plan your course:

- What do you want your students to *know and understand*?
- What do you want your students to *be able to do*?
- How will you collect *evidence* that ALL students are *learning*?
- Which *inclusive* teaching and learning *strategies* will you implement to promote equitable student learning?
- How will you *measure learning*?

While you think about what to include in your course, it is necessary to wade through an abundance of information. As you work to prioritize what content to include, think about [Wiggins and Tighe's](#) (Understanding by Design) Three Rings of Content.



Wiggins and McTighe's three-layer filters information to identify learning goals. Adapted from Wiggins and McTighe (1998)

- First ring: content that students should be *familiar* with. This ring considers the big picture or foundational information for a course.
- Second ring: Content that is *important* to know and do. This will help to give context or prerequisite knowledge to students.
- Third ring: content that is *essential* for enduring understanding. The final ring incorporates big ideas and core tasks as well as content that students should remember after the course has finished.

Course design: Learning outcomes according to Bloom's Taxonomy

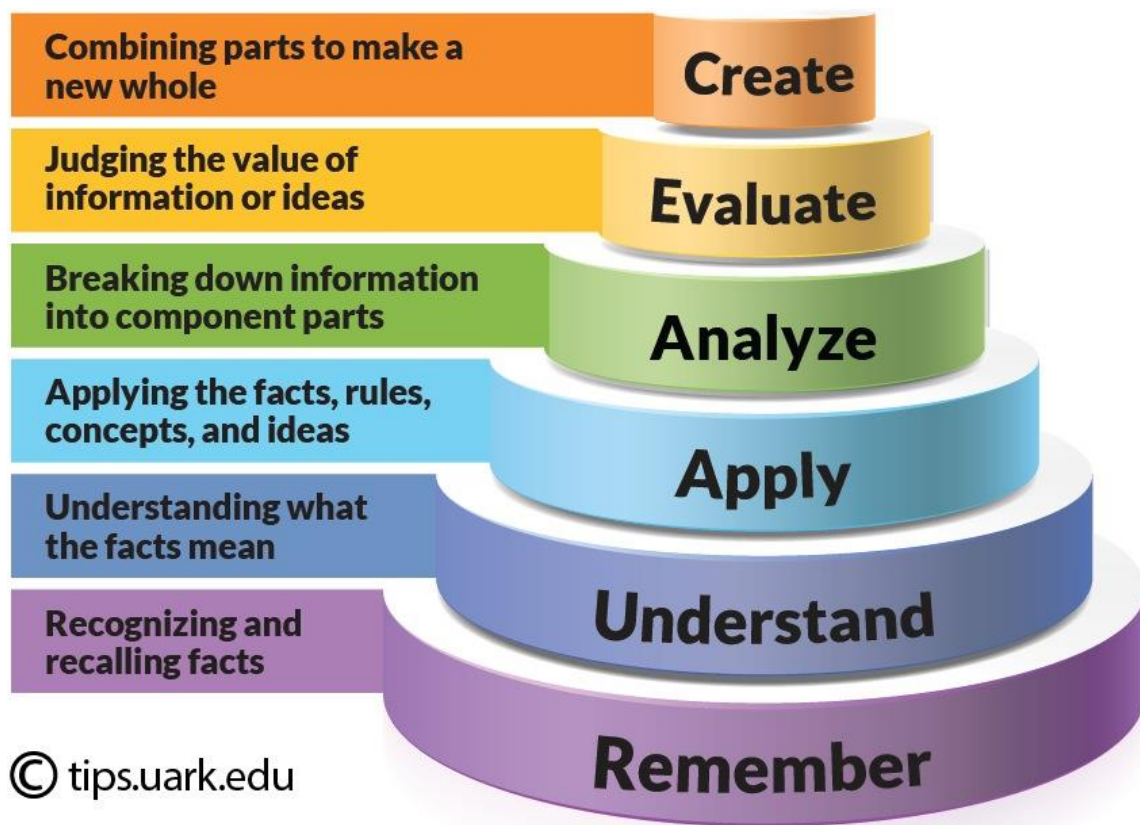
(as explained by the University of Arkansas: <https://tips.uark.edu/using-blooms-taxonomy/>)

Bloom's Taxonomy is a classification of the different outcomes and skills that educators set for their students (learning outcomes). The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The terminology has since been

updated to include the following six levels of learning. These 6 levels can be used to structure the learning outcomes, lessons, and assessments of your course:

- **Remembering:** retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding:** constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying:** carrying out or using a procedure for executing or implementing.
- **Analyzing:** breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** making judgments based on criteria and standards through checking and critiquing.
- **Creating:** putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Like other taxonomies, Bloom’s is hierarchical, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. You will see Bloom’s Taxonomy often displayed as a pyramid graphic to help demonstrate this hierarchy. Here is the pyramid turned into a “cake-style” hierarchy to emphasize that each level is built on a foundation of the previous levels:



© tips.uark.edu

Bloom's taxonomy is a powerful tool to help develop learning outcomes since it explains the process of learning:

- Before you can understand a concept, you must remember it.
- To apply a concept you must first understand it.
- In order to evaluate a process, you must have analyzed it.
- To create an accurate conclusion, you must have completed a thorough evaluation.

However, we do not always start with lower order skills and proceed all the way through the entire taxonomy for each concept you present in your course. That approach would become tedious—for both you and your students! Instead, start by considering the level of learners in your course:

Are lots of your students in their first year? Is this an “Introduction to...” course? If so, many of your learning outcomes may target the lower order Bloom's skills, because your students are building foundational knowledge. However, even in this situation we would strive to move a few of your outcomes into the applying and analyzing level, but getting too far up in the taxonomy too quickly could create frustration and unachievable goals.

Are most of your students juniors and seniors? Do your students have a solid foundation in much of the terminology and processes you will be working on your course? If so, you should not have many remembering and understanding level outcomes. You may need to incorporate a few of these outcomes for any radically new concepts specific to your course. However, these advanced students should be able to master higher-order learning objectives. Too many lower-level outcomes might cause boredom or apathy.

How Bloom's works with learning outcomes

Fortunately, there are “verb tables” to help identify which action verbs align with each level in Bloom's Taxonomy (see below).

You may notice that some of these verbs on the table are associated with multiple Bloom's Taxonomy levels. These “multilevel verbs” are actions that could apply to different activities. For example, you could have an outcome that states “At the end of this lesson, students will be able to explain the difference between H₂O and OH⁻.” This would be an understanding level outcome. However, if you wanted the students to be able to “...explain the shift in the chemical structure of water throughout its various phases.” This would be an analyzing level verb.

You can locate Bloom's verb charts that will list verbs at levels different from what we list below. Just keep in mind that it is the skill, action or activity you will teach using that verb that determines the Bloom's Taxonomy level.

Bloom's Level	Key Verbs (keywords)	Example Learning Outcome
Create	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	<i>By the end of this lesson, the student will be able to design an original homework problem dealing with the principle of conservation of energy.</i>
Evaluate	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	By the end of this lesson, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.
Analyze	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	<i>By the end of this lesson, the student will be able to differentiate between potential and kinetic energy.</i>
Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	<i>By the end of this lesson, the student will be able to calculate the kinetic energy of a projectile.</i>
Understand	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	<i>By the end of this lesson, the student will be able to describe Newton's three laws of motion to in her/his own words</i>
Remember	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	<i>By the end of this lesson, the student will be able to recite Newton's three laws of motion.</i>

Learning outcome examples adapted from, Nelson Baker at Georgia Tech: nelson.baker@pe.gatech.edu

Class Activities and Assessments

Once you have designed your course with this taxonomy in mind, you will need to get down to the details: readings, presentations, assignments, class discussions, papers, etc. While preparing courses, instructors are encouraged to incorporate a variety of activities to demonstrate learning in different ways which allow a diverse range of students to be successful.

When designing your course, keep in mind that resources should:

- meet the *goals* and *objectives* of the course
- promote *active learning*
- allow for *assessment* of learning
- be *diverse* and cater to a variety of learning styles as well as feature different types of people and experiences

Assessments are designed to provide students with feedback about the learning process in addition to helping them understand and apply what they have learned. Students benefit from seeing a real-world application of concepts and materials (this is just going up the pyramid/cake). Professors should strive to incorporate both formative and summative assessments in their courses:

Formative assessments are on-going and continuous. This type of assessment provides feedback about the learning process and helps students to identify strengths and areas for improvement and promote more autonomy in students as they allow them to be more conscious of where they are in the learning process. Some examples of formative assessments are:

- Graphic organizers/concept maps
- Short written or visual summaries
- Drafts or proposals of a paper
- Quizzes
- Homework
- Discussions

Summative assessments show learning at the end of a unit or topic and are usually compared against standards or benchmarks. Examples include:

- Exams
- Final projects
- Final papers
- Prepared debates
- Comprehensive presentations
- Series of podcasts

Authentic Assessments

Authentic assessments are often defined in contrast to more traditional assessments, like exams. Whereas traditional assessments typically ask students to show you **what they have learned**, authentic assessments ask students to demonstrate **how they can use what they have learned by applying their knowledge and skills to “real-world or authentic contexts”** (Mueller, 2005, np). Assessment expert Grant Wiggins (2011) describes authentic assessments as simulating “what mathematicians, scientists, and historians *do*, not just what they know” (p. 63). Authentic assessments encourage deep engagement with material and transferable learning. They ask students to think critically and require them to apply their knowledge and skills to solve problems.

Authentic assessments present students with complex real-world problems and ask them to develop solutions that address specific stakeholder, audience or client needs. For example, students might be asked to:

- analyze a case study and propose a plan of action,
- write a research-based memo to advocate for a policy change
- respond to a scenario by formulating a decision and providing a rationale

To apply learning to these novel contexts, students must determine which knowledge and skills are relevant, as well as how to use them effectively.

Feedback & Rubrics

Feedback is an essential part of any academic experience. Professors should make sure to communicate expectations and what high quality work looks like to their students. Suffolk University Madrid prioritizes constant communication between students and professors.

A rubric identifies the assessment criteria that will be used to evaluate student performance and describes different levels of achievement. Rubrics include the following information: criteria of performance which identify specific descriptors of the different levels of success for the various aspects of the assignment as well as performance levels that identify the areas of mastery.

Rubrics give information about what is required and clarify what makes up high-quality work as well as guide students in completing assignments. In addition to providing a framework for evaluating student work, a rubric is an important tool that provides transparency about the evaluation process. It can be very interesting for professors and students to complete a rubric with a sample assessment so that all parties can understand the evaluation process. When designing rubrics, professors are made the think about the purpose of the assignment, what high quality work looks like and how students might develop their work.

Experiential Learning

Given that Suffolk University Madrid values experiential learning, professors are encouraged to arrange trips or excursions in order for students to see the real-world application of what they are learning in the classroom. Proposals for well-prepared guest lectures, debates, contests and any other initiative that is discipline-specific or multidisciplinary is very welcome. Professors should contact [Silvia Salazar](#) before the start of the semester to organize and prepare any off-campus trips and make sure to include this information in the syllabus. Why is Experiential Learning important? Because we want to help students be good lifelong learners and agents of positive change.

But what exactly is Experiential Learning? Watch this video for an initial approach to this learning theory: <https://experientiallearninginstitute.org/resources/what-is-experiential-learning/>

In a nutshell, this is Kolb's theory of learning:



<https://experientiallearninginstitute.org/resources/what-is-experiential-learning/>

David Kolb's work on the experiential learning cycle is among the most influential approaches to learning. The experiential learning cycle is a four-step learning process that is applied multiple times in every interaction and experience: Experience – Reflect – Think – Act.

It's a learning process initiated by a concrete experience, which demands reflection, review and perspective-taking about the experience; then students participate in abstract thinking to reach conclusions and conceptualize the meaning of the experience; This will lead to a decision to act, engaging in active experimentation or try out what they have learned.

The Experiential Learning Theory is based on 6 propositions:

- learning is a process with no final outcome or endpoint.
- all learning is relearning.
- effective learners are capable of adapting to new ideas.
- learning is a lifelong process that includes the whole person, including thoughts, feelings and behavior.
- learning involves people interacting with their environment.
- every field requires unique skills and different learning processes.

This cycle is so natural and organic that people engage in it without being aware that they are learning. It happens almost effortlessly all the time and is constantly transforming our lives. Most people have preferences for the way they use this learning cycle, focusing on some modes more than others.

Examples of Experiential Learning Projects

Oral History Project – a collection of traditions

- do preliminary research & define the focus of their project
- determine why this topic is necessary/important
- develop questions to ask interviewees
- decide on method of collection (record, videotape, etc.)
- interview variety people
- collect and organize information
- share information with the Suffolk University Madrid community and local organizations involved in the preservation of history

Guide for Suffolk University Madrid students – In Spanish or English

Students:

- participate in a reflection activity and analyze students' experience during their time in Madrid
- work together to think about aspects students enjoyed, where they were most successful, areas where students struggled, etc.
- compile information into a brochure, presentation, video, collection of podcasts, etc.
- share Guide with the Professor, Staff and greater Suffolk Madrid community.
- reflect on experience and gather student feedback

Founding a Club

- compile list of current student interests
- calculate a proposed budget
- create bylaws or procedures to follow for members and officers
- organize different activities for students
- publish club on campus
- carry out activities
- evaluate the success of the club and propose improvements

Case Study

- learn content information from course
- understand a specific, real-world problem/case
- identify main problems
- analyze problems
- develop and evaluate possible solutions (applying knowledge from course)
- propose recommendations for action

Midterm & Final Semester Review

At Suffolk University Madrid, professors are asked to review student grades six weeks into the course as well as at the end of each semester and complete a Grade Report Form for all students who have earned any grade of C- or lower, Incomplete (I) or Lost (L). While calculating this grade, professors should consider the exam, if applicable, as well as all other aspects that are a part of the course: homework, participation, assignments, papers, presentations, projects, etc. up to that point in the course. Suffolk University Madrid faculty are asked to include a minimum of 3 graded assignments (quizzes, short essays, presentations, reflections, test, groups work, discussions, debates, etc.) by the midterm point and that the final average encompasses as least 7 evaluated assignments. Midterm grades need to be completed and handed in personally while final grades are entered into the system by each professor for his/her students. The Academic Standing Committee which consists of faculty and staff members will review all Grade Report Forms and make suggestions for follow up with students as necessary.

Communication

Communication with the Academic Team at Suffolk Madrid is of utmost importance. Faculty members are in contact with students daily and often detect problems or hear about difficulties that students are facing before staff do. If a faculty member sees that a student has missed more than two consecutive classes without a reasonable excuse, seems to be having trouble coping or keeping up with the work, has taken a turn for the worse academically, hygienically or socially or if the faculty member hears of a problem, please reach out to [Sarah Mackin](#) so that she can follow up with the student.

Please remember that Suffolk University uses the Maxient program to identify and track students of concern for many different reasons. Faculty members are encouraged to fill out a [General](#)

[Wellbeing Referral](#) on any student of concern. This report will be kept private and will be shared with Suffolk University staff and administrators on a need-to-know basis.

Student Population

Suffolk University has a very diverse student population including many international students; people from all backgrounds, experiences, voices and identities are valued. Suffolk University Madrid promotes courses and activities that foster inclusion and equity and values different learning styles which means that professors need to include different ways for students to access content, incorporate activities that cater to different learning styles and provide a variety of assessment avenues which promote success among all students.

Teaching Expectations

All faculty members are responsible for designing and conducting courses at the appropriate level within the context of the department's planned curriculum, meeting the learning objectives stated in the course syllabus, creating a classroom environment that is conducive to learning, providing feedback on assignments and in-class activities in a timely manner and managing the course effectively.

Academic Team

Nuria González
Associate Director of Academics – Madrid Campus
ngonzalez@suffolk.edu
620 432 544

Silvia Salazar
Madrid Program Development Coordinator
ssalazar@suffolk.edu
639 519 690

Sarah Mackin
Madrid Academic Welfare Assistant
sarah.mackin@suffolk.edu
650 678 522

Grading System

The following grading system applies to all undergraduate students.

Letter Grade	Honor Point Equivalent
A	4.0
A-	3.7
B+	3.3

B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1
D-	0.7
F	0

“A”, “A-”, “B+”, and “B” are honor grades. “B-”, “C+” and “C” represent satisfactory work. “C-”, “D+”, “D”, and “D-” represent passing but unsatisfactory work. “F” is a failing grade which indicates that the student has not completed all course requirements in a satisfactory manner.

Once grades are introduced into the system, they will not be changed, unless there’s been a miscalculation or a mistake by the faculty member. Late submissions are NOT a reason for grade changes.

Students who stop attending a course without having complied with the official withdrawal procedure can anticipate receiving a grade of "F". The “F” grade becomes a permanent part of a student’s record and cannot be expunged even if the course is successfully retaken. An undergraduate student who violates the academic honesty policy is subject to an automatic grade of "F".

“I” (Incomplete) indicates that a student has done passing work in a course but has not yet submitted all outstanding work required for a formal evaluation. The “I” is awarded at the instructor’s discretion, only if the student has completed at least half of the course requirements satisfactorily by the end of the semester and there is a reasonable expectation that all course requirements can be completed in one academic year. An "I" must be formally re-evaluated by the instructor within one academic year, resulting in an evaluation grade or an extension of the "I," or it will automatically convert to an "F". Students must complete coursework with the original instructor. The change in the "I" grade must be made by the original instructor, and in his or her absence, by the department chair. If this is not possible, arrangements must be made through the department chair in concurrence with an assigned instructor.

“IP” (In Progress) can be issued whereby nature of the course content the course may not be complete by the end of the term. IP grades automatically convert to an "F" after one academic year.

“W” signifies official withdrawal from a course. A “W” is assigned administratively if a student:

1. Drops a course, following proper university procedure, between the end of the drop/add period and the withdrawal deadline of the semester, or
2. Drops a course or withdraws from school after the deadline of the semester with the written approval of the Student Affairs Office. Permission is given only for a valid cause such as debilitating illness, relocation, serious family crisis or other circumstances beyond the student’s control.

“AU” (Audit): in an audited course, a student will not receive credit or honor points; however, the student must pay the same tuition as if taking the course for credit. Under no circumstances may a student change from the evaluative letter grade system to audit or vice versa after the first two weeks of classes. A student who audits a course is responsible for attending classes and completing required coursework.

“P” (Pass): A Pass-Fail option is available to students in lieu of a traditional letter grade subject to the following limitations and regulations:

- eligibility is restricted to students in good academic standing who have completed a minimum of 15 semester hours of coursework at Suffolk University. This option is limited to 12 credits per student.
- the pass/fail option is only applicable to electives and cannot be used for courses that fulfill specific degree, core, major or minor requirements. Students who are unsure as to whether a course is an elective for their specific program should check with the Associate Director of Academics or the Undergraduate Academic Advising Center.
- students will designate courses as Pass-Fail after registration, but before the end of the course change period, by completing a Pass/Fail Declaration Request form. No changes from the designation of Pass-Fail to the letter grade system or vice versa are permitted after the course change period has elapsed at the opening of any semester or summer session.
- a Pass may be applied toward fulfilling degree credits but may not be applied toward the grade point average. Students planning to attend law school or other graduate schools should be aware that many professional and graduate schools prefer students to submit traditional letter grades.

“PC” (Pass/Credit) is awarded in courses successfully completed with a grade of "C" or better at an affiliated study abroad program or approved course work at a consortium institution after matriculation at Suffolk University. "PC" grades may be applied toward fulfilling degree credits, but they may not be applied toward the grade point average.

“NP” (No Pass) is awarded in courses unsuccessfully completed at an affiliated study abroad program or approved course work at a consortium institution after matriculation at Suffolk University. "NP" grades do not earn academic credit and are not applied toward the quality grade point average.

Courses officially dropped during the add/drop period will not appear on the student's record.

General Information for all Courses

Class syllabus

There is a certain format and some fixed content for class syllabi. Professors will be provided with an updated template before each semester. They are expected to complete the template with the content, assignments, class calendar, class norms and assessment information. Syllabi will be submitted to [Nuria González](#) a few weeks before the semester begins so she can review them and return them before the beginning of classes. The professor is expected to post the revised syllabus on their course page on the Canvas Learning Management System.

Office Hours

All Suffolk Madrid professors need to establish fixed office hours, at least one hour weekly, and notify students of this in the syllabus as well as on Canvas.

Student Supports & Accommodations

All professors should know that there are many services available to students and professors from the Boston campus through the [Center for Learning and Academic Success](#) (CLAS).

Tutoring. Students can sign up for class/specific tutoring from their Navigate account or email clas@suffolk.edu.

Coaching. Academic coaching is an option for students who could benefit from accountability and organization. Academic coaching can be set up by emailing odowney@suffolk.edu

Office of Disability Services. Students who require specific academic accommodations will need to register with the Office of Disability Services in Boston to receive an official Accommodations Letter. It is the students' responsibility to communicate this information with the professor in advance of any alterations to typical class organization, assignments, assessments, attendance, etc. Professors should be open to discussing individual academic accommodations with students in order to promote their academic success. All accommodations that require a separate space or extended time should be coordinated with through Sarah Mackin. Questions about specific academic accommodations can be address to Andrew Cioffi acioffi@suffolk.edu.

If professors see that a student is struggling more than expected, they should refer students to Sarah Mackin in the office so that she can follow up. Moreover, faculty should always feel free to fill out a [General Wellbeing Report](#) for any student that they are concerned about.

Faculty Supports

All faculty members are able to take advantage of the many different supports and services that are available to all Suffolk University faculty. Specifically, Suffolk University Madrid faculty should be aware of:

[CTSE](#) (Center for Teaching and Scholarly Excellence) offers help with preparing syllabi, activities or resources, information on teaching practices, knowledge about educational practices and assessment strategies and provides tools to support teaching and learning. The CTSE staff members are available for confidential consultations, classroom observations, feedback analysis or curriculum design.

FPLCs (Faculty Professional Learning Communities) are small groups of faculty members from varying disciplines that meet periodically to share experiences and learn from each other. Interested faculty members can email the CTSE: ctse@suffolk.edu for more information.

PLCs (Professional Learning Circles) consist of small groups of colleagues that want to focus on a specific teaching or learning topic. PLCs tend to meet 3-4 times during a semester. Interested faculty members can email the CTSE: ctse@suffolk.edu for more information.

The Lending Library at the CTSE offers access to over 400 books, journals and videos. Click [here](#) to access the virtual library.

Online [Course Design Institutes](#) are offered through the CTSE to help faculty design or redesign courses for different learning environments or with a new focus.

[CLAS](#) (Center for Learning and Academic Success) provides support and services to students including tutoring and academic coaching (virtually for students in Madrid). Faculty members may encourage students to reach out to CLAS directly or contact Sarah to help support them in connecting with any necessary services.

Academic Skills Workshops. The CLAS also offers specific workshops that focus on concrete academic skills. Professors can request an in-class (virtual) workshop if they believe that their students would benefit from a review of or learn a specific skill. Past workshops have focused on time management, note-taking, specific technology or presentations to name a few. Professors who are interested in setting up a workshop should talk to Sarah Mackin or fill out the form at the link below:

<https://www.suffolk.edu/academics/advising-student-services/academic-success-services/tutoring-study-groups/clas-academic-skills-workshops/clas-program-request-form>

[ODS](#) (Office of Disability Services) strives to educate all members of Suffolk University about best practices for working with students with disabilities and can act as a resource for professors who have questions about student needs.

Suffolk Madrid professors can apply for funding to cover the cost of attending conferences, professional membership fees or exceptionally to help subsidize educational trips. See Silvia Salazar for more information.

Absences

Attendance is mandatory for all Suffolk University Madrid courses. A maximum of two unjustified absences is permitted for each course and each additional absence will cause a reduction in the final grade. All absences should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also an acceptable justification.

If a student misses more than two consecutive classes, justified or not, or if a student accumulates numerous absences through the term, professors should inform Sarah Mackin for follow up.

Change of Exam Dates

If a student has three or more exams scheduled for the same day or two exams at the same time, it is possible for one exam to be moved to the specified make-up day. Students must communicate the conflict, coordinate with the necessary professor(s) and complete the Request Change of Exam Date form (located outside the Main Office). It is necessary to include the reason for changing the exam, receive approval from the professor via their signature and turn the form into the Office in order for the change to take place.

Honorizing a Course

Suffolk University in Madrid does not have specific honors courses so students in the honors program are able to honorize any course while in Madrid with the approval of the professor. Courses that are honorized require students to meet with professors outside of class as well as complete additional activities, projects or assignments that will be included in the honorization. Professors are encouraged to work with students to develop specific activities and assessments that include a real-world application of information or enrich and deepen the academic experience for students to broaden their understanding of the topic and prepare them for higher level work. Honors students must maintain a 3.5 GPA and complete at least 26 honors credits in order to graduate as an Honors Scholar.

Course Evaluations

Courses with new professors or courses offered for the first time will be evaluated at the midterm mark and all new professors will be observed at least once. Members of the Academic Team will discuss the results of the midterm evaluations as well as the observations with the professor.

Students complete an evaluation of all courses at the end of each semester. They will receive instructions and the specific evaluations that they need to complete through their Suffolk email. In order to maximize response rates, professors are asked to set aside 10-15 minutes of class time (preferably at the beginning of class) for students to complete the forms. Responses are collected automatically in Qualtrics. Any questions about the process can be directed to the Office of Institutional Research: OIRA@suffolk.edu.

Once evaluations results are reviewed by the Academic Team, they are sent to each professor with an offer or invitation for discussion. Together, the Academic Team and professors will consider ways to improve the teaching-learning experience.

Campus Involvement

Suffolk University is an educational community that values community and relationships. Professors are required to attend periodic faculty meetings when convened and strongly encouraged to attend informal meetings or gatherings with faculty, staff and/or students. The commencement ceremony is an important tradition at Suffolk University Madrid and all staff members are strongly encouraged to attend. Academic activities such as trainings or workshops are essential to ensure continuous improvement in teaching as well as a fluid adaptation to new methodologies, education movements or Suffolk University Madrid norms. Faculty will need to attend these activities as determined by the Academic Team at Suffolk Madrid.

Platforms, Textbooks and Course Fees

By the Fall 2023 semester all courses will be held on the Canvas Learning Management System. Professors should make sure to organize the learning experience for students in a way that is easy to access and incorporates all the necessary information for students to be successful.

If professors are not familiar with Canvas, they can take advantage of the resources provided by the Center for Teaching and Scholarly Excellence (CTSE) <https://sites.suffolk.edu/ctse/events/canvas-workshops/>. Professors may also contact the CTSE with specific questions (CTSE@suffolk.edu) or reach out to Sarah Mackin or Silvia Salazar.

Professors may choose the textbook or resources that they use for their classes as long as they are easily attainable. Students are responsible for registering in any required platform or purchasing necessary materials.

Certain courses have additional fees that offset the cost of off-campus visits.

Administrative Tasks

Throughout your time at Suffolk University Madrid you will inevitably need to communicate with different members of the staff. Please refer to the list below to become familiar with the roles and departments of the staff members.

Suffolk University Madrid Campus Staff Directory

Raffi Muroy – Madrid Campus Director, Boston based
rmuroy@suffolk.edu

Elisa Álvarez – Director of Operations
ealvarez@suffolk.edu

Tom Biedermann – Associate Director of Admissions
tbiedermann@suffolk.edu

Daniel Commerford – Front Desk Assistant
dcommerford@suffolk.edu

Nuria González – Associate Director of Academics
ngonzalez@suffolk.edu

Dalila Lacobino – Madrid Receptionist
dalila.lacobino@suffolk.edu

Sarah Mackin – Academic Welfare Assistant
sarah.mackin@suffolk.edu

Kristina Petrovic – Financial Manager
kpetrovic@suffolk.edu

Mohit Naregalkar – Student Life Coordinator
mohit.naregalkar@suffolk.edu

Silvia Salazar – Program Development Coordinator
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