

2009-2010 Center for Teaching Excellence Annual Report

Submitted by Donna M. Qualters, Ph.D., Director

I. Past Objectives and Future Goals of the CTE

A: Objectives

The CTE has continued to grow over the past academic year. Our work is driven by the mission statement developed by the faculty in all three colleges of the University which states: *The Center for Teaching Excellence embodies Suffolk University's long tradition and belief in the practice and scholarship of learning and teaching. The CTE is committed to creating an environment that values and reward teaching as a noble endeavor.*

The CTE objectives for the 09-10 academic year were as follows:

The CTE plans to:

- Continue to increase participation in programming
- Enhance the CTE website to provide more resources
- Institute a new program on sustainability pending faculty approval.
- Expand CTE and Suffolk's reputation through presentations and publications

B. Assessment of Objectives

Objective 1: Continue to increase participation

The first measure of our success is demographic usage. In the past academic year 239 individual full time faculty/staff have used at least one service of the CTE. Adding in our adjuncts, we had a total of 271 individuals attending CTE programs this year. See Appendix A for list of programs and events for 2009-2010. This is up from 240 the previous academic year (see last year's report for specifics). We are very pleased to see this increase in the number of faculty/staff utilizing the CTE this year as compared to last year's figures. While some of the

individuals have, of course, been counted each year; we now have a total of 437 different faculty/staff in our cumulative 3 yr. database. Appendix B contains tables which break down participation by colleges and position.

A second measure of assessment involves perceptual satisfaction of programming, but more importantly concrete evidence of improved teaching. While Suffolk does not have a centralized teaching evaluation which would provide some quantitative data, the CTE does survey all faculty who have used the services at the end of the academic year. Breakdown of the data is located in the appendix C. In general, the survey demonstrated that 31 of the 40 responders cited that CTE programming was “extremely to very helpful” to their teaching. Qualitative comments are in the appendix the following comment summarizes the general feedback.

“The CTE is one the best things I have encountered at Suffolk. It demonstrates and inspires excellence in all of us.” ~ Anonymous faculty member

But the more important statistic follows the research on individual change. Individuals change along a continuum (Prochaska, DiClemente and Norcross) and must have interventions to bring them through the stages of change. Change is hard but the true value of a teaching center is to introduce people to new and different ideas that they can try in their own classes. No one wants to stagnate in their teaching. Our survey was designed to measure this continuum of teacher change. The results this year demonstrate that 32 out of 38 of attendees think differently now about their teaching; 28 out of 38 now have a new idea or technique to try; 26 out of 38 actually tried something new as result of interacting with the CTE. These are encouraging statistics in creating change in faculty teaching.

An additional indicator of our increased influence can be measured by the requests from faculty and departments in the individual colleges to address particular issues. For example –

CAS has asked CTE to be heavily involved in both the assessment committee and the linked courses. We have offered workshops, attended meetings, and helped strategize approaches for these topics. SBS has asked us to meet with the faculty over the question of measuring effective teaching. We are ex officio in their Teaching Task Force and have been charged by the Faculty Meeting to develop a report on the research and possible instruments to measure teaching. We have also interacted with curriculum planning for the Accounting department. Lastly, the Law School has invited us to participate in their Marshall Brennan Constitutional Program which takes place in the Boston Public Schools. Activities like these speak to the increased awareness of the value of CTE in the academic life of the university.

Objective 2 – Enhanced Website

As part of involving faculty in the CTE who may not be available when sessions are offered or are just reluctant to self identify, we have enhanced the CTE website. See appendix D for the CTE homepage. This was started this Spring, and will continue through the summer/fall semester. The new alias is also easier for faculty to find www.suffolk.edu/cte. We have added more literature and articles on areas of teaching that often generate the most questions; we have added a section for short paper written by CTE, faculty advisory board or any other member of the faculty with quick ideas and suggestions; we have also added a section with helpful links to information on teaching, learning, assessment, evaluation etc. We also have obtained a site license for The Teaching Professor Newsletter that can be accessed by any Suffolk faculty and have inaugurated our bi-year Newsletter, “Excellence in Teaching Matters” in PDF form on the site. (See appendix E for copy of the newsletter) This Newsletter contains articles about teaching written by faculty from Suffolk, as well as information from national sources, workshops available etc.

We have also noticed that many of our younger faculty colleagues use Facebook to communicate. Christina DiRico has created a CTE Facebook site with information, pictures, links about the CTE <http://www.facebook.com/pages/Boston/Suffolk-University-Center-for-Teaching-Excellence/112761858759870?ref=ts> (See appendix F)

Both the new website and the Facebook will be “unveiled” to faculty this Fall with a special announcement and incentive to use the site. We hope this will also make information more available to lecturers and adjunct faculty who may not be on campus except for their classes. This way they have a forum to access up-to-date information and see some of our events, which may lead them to come to additional ones.

Objective 3: Develop a series on Sustainability

This is our most challenging objective. In partnership with Erica Mattison, the Sustainability Coordinator, we created a small faculty focus group from the three schools to socialize this concept and get their feedback, we then passed it by the CTE board with their support and then presented it to the Sustainability Committee. At this level we received significant pushback over governance issues and a misunderstanding of the project objectives. At this point, we are still moving forward but in a more cautious manner. This year we offered a couple of voluntary workshop/tea on the concept of growing green courses which were well attended. We are currently in the process of planning a series on “Growing Green Courses” for next year to expand the idea and offer other opportunities for faculty to learn about how they can make their courses more eco-friendly. While we have not abandoned this objective we are viewing it as a longer term goal with incremental growth of the program.

Objective 4: Enhance CTE and Suffolk's external reputation

The goal of this objective was to make the work of Suffolk faculty more visible to the great academic community. To promote this goal CTE has provided funding for faculty first, to attend conferences of interest in the area of teaching/learning/assessment. To date we have funded 15 faculty to attend teaching conferences or to present their work at their discipline conferences that address teaching/learning assessment issues. Next, we continue to provide faculty development funds to the schools for individual projects that enhance the education for Suffolk students, but also allow them to have new ideas that they can publish or present on. This year CAS utilized the funding for their Peace and Social Justice Seminar involving 8 faculty and SBS again offered TEALIG grants to over 7 faculty to fund innovation in teaching.

The next focus of this objective was to bring CTE to the national stage as well so that the academic community at large sees the work of CTE as valuable both to the institution but also to "the Academy". This year, as director, I have increased my involvement in the American Council of Education Women's Leadership group as co-chair of the Massachusetts group; and am the Regional Conference Coordinator for the New England Faculty Development Association. I was also asked to sit on the faculty advisory board of The Teaching Professor, a national publication and conference which attracts over 800 faculty from across the country. I have also been asked to serve on an NSF panel. In the area of scholarship this year I have a forthcoming book from Jossey-Bass New Directions on experiential education and have published an additional book chapter on the Scholarship of Teaching and Learning and an article on Spirituality in faculty development.

D: Resources

Suffolk University has been very generous to the CTE which has allowed us to produce the breadth and depth of programming. I can say with confidence that with just two member of the Center, we have produced a teaching center that rivals other colleges with a much larger staffing of 5-8 individuals. With the addition of an Assistant Director we are providing the foundation to institute our CTE new 3 year strategic Plan as well as continue the services of the CTE during the Director's year also serving as interim chair for the Education and Human Services Department.

E. Five year Goals

The CTE spent the last year formulating a new 3 year strategic planning with our advisory board this year. This plan has been completed and will form the basis of our goals and objectives for next year. This plan outlines three major goals and the actions steps and resources needed. Over the next three years the CTE will strive to:

1. Develop and facilitate the scholarship of teaching and learning
2. Develop systems and programs to outreach to lecturers and growing number of teaching assistants
3. Foster continuing innovation in teaching excellence

An outline of this plan is available in the Appendix G

II. Review of on-going activities

A. New Initiatives

Though our staff is small and at capacity, we did manage to add a few new programs to our current offerings. This year the CTE added:

1. Universal Course Design Workshop Series

This programming in conjunction with the Office of Disability Services provided a series of workshop to help faculty incorporate the universal design principles into any course. The value of this design work is that these principles, though geared for those with learning challenges, is best practices in teaching overall.

2. Growing Green Course Series

We offered a couple of workshops in this area and will extend this series over the next academic year.

B. Noteworthy Accomplishments

- Again increased the number of faculty who have taken advantage of the programs and services offered by the CTE. Our attendance increased by 12% over last year. See appendix for details of various programs offered.
- Greatly increased our interactions with the individual schools and colleges. This year the CTE participated in:
 - CAS Core assessment committee
 - Linked Course Initiative
 - SBS Teaching Task force
 - Revising the SBS teaching evaluations
 - Worked on teaching articles with Law faculty
 - Worked with various departments on curriculum planning issues, teaching initiatives, assessment issues
- Forthcoming publication from Jossey-Bass New Directions in Teaching and Learning Series – “Experiential Education: Making the Most of Learning Outside the Classroom”

C. Service within the University:

- EHS Educational Studies
 - New mission & program outcomes for Teaching Training working group
 - Graduate Information Session Fall/Spring representative
 - EHS 311/12 & 811/12 Fall Semester faculty
 - EHS 202 new course in Educational Psychology Spring Semester
- Provost working group on Educational Technology
- Ballotti Center – provided workshops for BLC staff on motivation
- Member of Core Assessment Committee
- NEASC standard committee
- Bias Incident Committee

D. Service Outside the University

- Board of Directors New England Faculty Development Consortium
 - Co-editor of The Exchange Newsletter
- Executive Committee Massachusetts ACE Women's Leadership Network
 - Elected Co-chair
 - Chair – Awards Committee

E. Publications

Books:

- *Experiential Education: Making the Most of Learning Outside the Classroom*
(forthcoming, 2010). New Directions in Teaching and Learning. San Francisco:
Jossey-Bass.

Book Chapter:

- Barr, J. and **Qualters, D.**, (August, 2010). “The Scholarship of Teaching and Learning: Turning teaching into scholarship”. In What Matters in Teaching and Learning: Application to Pharmacy Education. Eds. Lynn Sylvia and Judith Barr: Bartlett and Jones: London.

Peer Reviewed Articles:

- **Qualters, D.**, Dolinsky, B., and Woodnick, M. (2009). *Searching for Meaning on College Campuses: Nurturing the Spirit. To Improve the Academy.* Vol. 27., pp.166-180.

F. National Conference Presentations:

Spring, 2010 Do Student Want to be Active?, 9th Annual Teaching Professor Conference, Cambridge, MA. Invited Speaker

Fall, 2009 Building Bridges to Millennial Learning, 34th Annual Professional Organizational and Development Network in Higher Education (POD), Houston, TX

Fall, 2009 Staying Alive: A Reflective Approach to Faculty Life: New England Faculty Development Consortium, annual conference, Worcester, MA

G. Non – Refereed Publications:

- *National Faculty Development Guide*, (forthcoming) Magna Publications – Teaching Professor. Series of faculty development guides for Magna Publications national webinars for faculty development

H. Invited Talks:

Spring, 2010 **Northeastern University, Boston, MA.** *Giving Students Feedback They will Listen To!*

Fall, 2009 **Northeastern University, Boston, MA.** *Writing a Teaching Statement that Works!* National NSF Advance Grant Presentation to future women and minority faculty,

Purdue University at Calumet, Indiana, *Assessing the Unassessable: Experiential Education Made Easy!*,

Fisher College, Boston. *“Impossible Dream: Motivated Students in Rigorous Course”* Convocation Key note Address

I. College Goals:

1. Improve Retention: CTE provided workshops, facilitation, and resources to faculty and staff to support the CAS initiatives in Linked Courses and Core Assessment Committee.
2. Foster Diversity: CTE offered a Universal Course Design workshop series for faculty to incorporate best practices for teaching diverse students.

Appendix A

Center for Teaching Excellence
Fall 2009 Event Brochure

CENTER FOR TEACHING EXCELLENCE

Fall 2009

EVENTS CALENDAR



SUFFOLK
UNIVERSITY

www.suffolk.edu/research/cte

Center for Teaching Excellence
Spring 2010 Event Brochure

CENTER FOR TEACHING EXCELLENCE

spring 2010
EVENTS CALENDAR

www.suffolk.edu/research/cte

SUFFOLK
UNIVERSITY



Center for
Teaching Excellence

2009-2010 Programs

WORKSHOPS

FALL 2009

Encouraging Reflection and Assuring Academic Quality in Experiential Learning

John Berg, Professor and Chair, Government

Creating Active Learning Materials

Monika Raesch, Assistant Professor, Communication & Journalism

OMG, They're at it again: Using Conflict as a Teachable Moment

Debra Harkins, Associate Professor, Psychology

Picture This: Teaching with Visual Media

Pamela Buck, Lecturer, English

Class Act: Using Acting Theory in the Classroom

Allan Tow, Associate Professor, Education & Human Services

Ethics and Ethic0ing: Teaching Ethics Across the Disciplines

Lydia Segal, Associate Professor, Business Law & Ethics

Five Secrets You Need to Know to Communicate More Effectively

Beverly Flaxington, Lecturer, Management

SPRING 2010

Help! My Students Can't Write a Grammatical Sentence

Greg Fried, Professor & Department Chair, Philosophy

Nailing Item 14!

*Morris McInnes, Associate Dean, Dean for Academic Affairs, & Professor,
Accounting*

Participant-Centered Learning: Using Case Studies to Reinvigorate the Classroom

*Brenda Bond, Brendan Burke, Aimee Williamson; Assistant Professors, Public
Management*

Exploring Experiential Learning: Incorporating Archives into the Classroom

*Julia Collins, University Archivist & Director, Moakley Institute
Ken Cosgrove, Assistant Professor, Government
Nicole Feeney, Assistant Archivist, Moakley Institute*

Psychological Contract and Cafeteria Style Assessment in the Classroom

Alberto Zanzi, Professor, Management

**Growing Greener Courses: How to incorporate sustainability into your classes
operationally, academically, and experientially**

*Sushil Bhatia, Executive in Residence, Strategy & International Business
Karen Clarke, Associate Professor, NESAD
Erica Mattison, Campus Sustainability Coordinator*

TEACHING & TECHNOLOGY SERIES

FALL 2009

Using Excel to Teach Basic Statistics

Tim Poynton, Assistant Professor, Education & Human Services

**Top Your Students' Playlists: Using Voice Comments to Provide Feedback
on Students' Memoranda**

Sabrina DeFabritiis, Assistant Professor, Legal Writing

Classroom Assessment Techniques: Understanding Classroom Dynamics

Elaine Garofoli, Academic Learning Technologist, SBS

SPRING 2010

Ice-Breakers as a Pathway to Building a Learning Community

Elaine Garofoli, Academic Learning Technologist, SBS

Using the Web for Data Collection: The Classroom and Beyond

Peter Vernig, Lecturer, Psychology

Using Google Earth and ArcGis for Teaching and Research

Scott Lussier, Instructor, Physics

AFTERNOON TEA DISCUSSIONS

FALL 2009

Is There a Place for Sustainability in Your Class?

Erica Mattison, Campus Sustainability Coordinator

Manage Stress Without Boiling Over

Beverly Flaxington, Lecturer, Management

**Building and Sustaining Researcher-Practitioner Partnerships: Challenges
and Opportunities**

Brenda Bond, Assistant Professor, Public Management

Managing a Multi-Skilled Classroom

Jodi Detjen, Instructor, Management

SPRING 2010

Beyond these Walls: What Will Your Students Take With Them?

Leigh Mello, Assistant Professor, Legal Writing

The Kids are Alright: Can Academic Skills Be Taught Through Social Media?

Elaine Pascale, Assistant Director, Second Language Services

Critiquing a Generation Expecting Instant Feedback

Philip Kaplan, Associate Professor, Legal Writing

BOOK GROUPS

FALL 2009

Why Don't Students Like School? By Daniel Willingham

Discussion led by *Donna Qualters, Director, CTE*

The Skillful Teacher by Stephen Brookfield

Discussion led by *Rosa Kim, Associate Professor, Legal Writing*

SPRING 2010

State College 101- A Freshman Writing Class by Alan Feldman

Discussion led by Monika Raesch, Assistant Professor, Communication & Journalism

Everything is Miscellaneous: The Power of the New Digital Order by David Weinberger

Discussion led by Elaine Garofoli, Academic Learning Technologist, SBS

Teaching Critical Thinking: Practical Wisdom by bell hooks

Discussion led by Debra Harkins, Associate Professor, Psychology

**Lives on the Boundary: A Moving Account of the Struggles and
Achievements of America's Educationally Underprepared by Mike Rose**

*Discussion led by Elizabeth Stillman, Associate Professor, Academic
Support, Law School*

UNIVERSAL COURSE DESIGN WORKSHOP SERIES

FALL 2009 – All facilitated by Kirsten Behling, *Director, Office of Disability Services*

Introduction to Universal Course Design

The Universally Designed Syllabus

Universal Course Designed Instructional Strategies

SPRING 2010 – All facilitated by Kirsten Behling, *Director, Office of Disability Services*

Introduction to Universal Course Design

The Universally Designed Syllabus

Universal Course Design Instructional and Assessment Strategies

ANNUAL SPRING LUNCHEON

IMPROVing Our Students' Learning Experience

The Center for Teaching Excellence cordially invites you to join your colleagues at our delicious annual spring luncheon. This year, we will be joined by the **BOK CENTER PLAYERS** - members of Harvard University's newest improv troupe - who will address teaching issues in the classroom during a memorable interactive performance.

SMALL GROUP INSTRUCTIONAL DIAGNOSIS – (Mid Term Feedback Sessions)

Fall 2009 – 13 Faculty Evaluations

Spring 2010 – 7 Faculty Evaluations

FACULTY LUNCH SERIES

Looking for a great way to meet your fellow faculty members? Enjoy an informal lunch at the CTE. We'll provide sandwiches, drinks and dessert! You can also bring your own lunch.

September 17th

October 15th

November 19th

February 18th

April 15th

Appendix B

CTE Events: Academic Year 09-10

Date	Event Title	Admin	CAS	Law	SBS
09/15/2009	FA09 Open House	5	12	3	9
09/16/2009	Using Excel to Teach Basic Statistics		2		3
09/22/2009	Encouraging Reflection and Assuring Academic Quality in Experiential Learning		4		
09/23/2009	Creating Active Learning Materials		3		
09/24/2009	Is there a place for sustainability in your class ?		3		
09/29/2009	Why Don't Students Like School?		3	1	1
10/01/2009	Manage Stress Without Boiling Over	1	2	1	4
10/05/2009	The Skillful Teacher		4	4	1
10/06/2009	OMG, they're at it again : Using Conflict as a Teachable Moment		4		
10/07/2009	Picture This: Teaching with Visual Media		6		1
10/10/2009	Why Don't Students Like School?		3	1	1
10/13/2009	Universal Course Design	1	3		3
10/14/2009	Top Your Students' Playlist: Using Voice Comments to Provide Feedback on Students Memoranda		2	5	
10/20/2009	Class Act: Using Acting Theory in the Classroom		7	1	2
10/27/2009	Ethics & Ethic-ing: Teaching Ethics Across the Disciplines		2	1	6
10/29/2009	Building and Sustaining Researcher-Practitioner Partnerships: Challenges and Opportunities				3
11/03/2009	Universal Course Design: The Universally Designed Syllabus	1	5	1	
11/05/2009	Managing a Multi Skilled Classroom		2		1
11/12/2009	The Skillful Teacher		4	4	1
11/17/2009	Classroom Assessment Techniques: Understanding Classroom Dynamics		5		3
11/18/2009	Five Secrets You Need to Know to Communicate More Effectively		4		3
11/24/2009	Why Don't Students Like School?		3	1	1

Date	Event Title	Admin	CAS	Law	SBS
12/01/2009	Universal Course Design: Instructional Strategies	1	2		5
12/03/2009	The Skillful Teacher		4	4	1
01/25/2010	Beyond These Walls: What Will Your Students Take With Them?		4	1	4
01/27/2010	Ice Breakers as a Pathway to Building a Learning Community		3		3
02/02/2010	Universal Course Design	3	2		
02/03/2010	Help! My Students Can't Write a Grammatical Sentence		6		
02/09/2010	Using the Web for Data Collection: The Classroom and Beyond		4		2
02/11/2010	Everything is Miscellaneous	1	5	1	2
02/16/2010	Nailing Item 14		4		17
02/16/2010	State College 101: A Freshman Writing Class	1	2		
02/18/2010	Everything is Miscellaneous		4	1	2
02/18/2010	Teaching Critical Thinking		3		1
02/22/2010	AIM Faculty Meeting	12			
02/24/2010	Lives on the Boundary	1	1	1	
02/24/2010	Using Google Earth and ArcGIS for Teaching and Research	1	2		2
03/01/2010	AIM Faculty Meeting	12			
03/02/2010	State College 101: A Freshman Writing Class		5		
03/02/2010	Universal Course Design: The Universally Designed Syllabus	3	2		
03/10/2010	The Kids are Alright: Can Academic Skills be Taught Through Social Media?	1	1		
03/11/2010	CTE Annual Spring Luncheon	8	25	6	22
03/11/2010	Everything is Miscellaneous		2	1	3
03/11/2010	Teaching Critical Thinking		3		1
03/23/2010	Participant-Centered Learning: Using Case Studies to Reinvigorate the Classroom	1			8
03/24/2010	Critiquing a Generation Expecting Instant Feedback		2	1	1

Date	Event Title	Admin	CAS	Law	SBS
03/30/2010	Exploring Experiential Learning: Incorporating Archives into the classroom		2		1
03/31/2010	Lives on the Boundary	2	1	1	
04/01/2010	Everything is Miscellaneous		3	1	2
04/06/2010	Building the Conversation		18		
04/06/2010	State College 101: A Freshman Writing Class	1	4		
04/06/2010	Universal Course Design: Instructional & Assessment Strategies	1	6		
04/07/2010	Psychological Contract and Cafeteria Style Assessment in the Classroom		2		4
04/14/2010	Growing Greener Courses: How to incorporate sustainability into your classes operationally, academically, and experientially	1	5		1
04/27/2010	Teaching Critical Thinking		3		1
05/05/2010	Lives on the Boundary	2	1	1	
	Total	60	214	42	126

Appendix C

2009-2010

FACULTY PARTICIPANT SURVEY RESULTS

(Results are from 40 survey participants)

1. Please check any program you participated in:

- 41% Spring Teaching Luncheon
- 34% Book Group
- 31% Faculty Lunch Series
- 31% Teaching & Technology Series
- 26% Great Teaching Workshops
- 21% Afternoon Tea Discussions
- 17% CTE Open House
- 9% Midterm Semester Feedback (SGID)
- 7% Teaching Consultation
- 7% Linked Course Session
- 7% CTE Co-Sponsored Events
- 7% Universal Course Design Series
- 7% Lending Library

2. Tell us a bit about yourself: (out of 40 faculty who responded)

a. School

4 – Law 9-SBS 26 – CAS 1- NESAD

b. Position/Rank

6-Professor 10-Associate Professor 8-Assistant Professor

9- Lecturer 5 – Instructor 2 – Staff

c. Years Teaching

4 – *Less than 3 years*

5 – *3-5 years*

3 – *5-7 years*

6 – *7-10 years*

10 – *10-20 years*

12 – *Over 20 years*

d. Years at Suffolk

8 – *Less than 3 years*

12 – *3-5 years*

3 – *5-7 years*

5 – *7-10 years*

9 – *10-20 Years*

3 – *Over 20 years*

3. What motivated you to come to a CTE activity?

81% Desire to learn something new

73% The particular topic was of interest

68% Desire to talk with others about teaching

29% Looking for information

12% Had a particular challenge regarding teaching

0.1 Other

0.05% Heard about the CTE from a colleague

4. Did you recommend the CTE to any colleagues?

93% - Yes

7% - No

5. Strongly Disagree (1) to Strongly Agree (5)

- a. The CTE activities attended were helpful to my teaching – 4.1
- b. The CTE activities attended stimulated me to think differently about my teaching – 4.2
- c. The CTE activities attended gave me new ideas and techniques to try – 4.1
- d. The CTE activities attended led me to try something new in my teaching – 3.9
- e. The CTE activities attended allowed me to meet new people from the university – 4.5
- f. The CTE activities attended contributed to my on-going growth as a teaching – 4.2

6. How did you sign up for an activity?

80% - Email

20% - Online

12% - Dropped In

7% - Called

7. Do you find the CTE website easy to navigate and find information:

94% - Yes

6% - No

8. Please provide any feedback, both positive and constructive, regarding the CTE website:

- don't think I've been to it
- no problems for me. I like the older stuff is still listed as it provides a nice resource
- I don't use it

- Is there a way to create a link to the "Teaching Professor," or other comparable publications?
- Rarely use the website. I depend on e-mails from your office.
- I check my email but I do not check the CTE website all the time. I use it to check on the advance schedule.
- I haven't actually looked at the CTE website, sorry!

9. Please list any feedback, both positive and constructive, that you feel will be valuable for the continued growth of the CTE:

- The activity hours are over-used. Morning (9 a.m.) or after-hours (5:30 p.m.) event?
- Love the offerings, but always seem to be crunched for time with other meetings/activities going on at the university. There also seem to be stimulating topics during student advising periods, which is almost impossible to attend. Perhaps checking with a master calendar (CAS has recently developed) would avoid some conflicts for bigger events.
- I find it terrific that there was such an open and candid discussion at the events I attended.
- Everything is good.
- The CTE is one of the few places where faculty from the different colleges get an opportunity to interact. This is a very worthwhile role.
- The CTE is one of the best things I have encountered at Suffolk. It demonstrates and inspires excellence in all of us. Donna Qualters is always helpful in her advice and directs the programs expertly. I try to attend as many of the events and programs as I can as I always learn from them new ideas and techniques about teaching.
- Keep up the good work. Always look forward to these collegial and supportive events.

- I think Donna and Christina do an amazing job in providing valuable services to faculty.
- I think that you're meeting a broad range of needs and doing so with scant resources.
You're to be congratulated!
- Thank you for all you do!
- Keep up the good work. Vary the topics, as you have done, and especially focus on technology.
- I like the afternoon tea session because the session is not too long, informative and relaxed. It is a good break for me from teaching.
- Have more events at the law school or pair up law school and university faculty for brown bag lunches or discussions.
- Sometimes the seminars are not described sufficiently and the presentations are not exactly what we expected. But, overall it is a very valuable and necessary resource for part time instructors such as myself.

10. Please list any suggestions for programs, speakers, or workshops/teas that you would like to see offered by the CTE:

- Time management and life balance for effective academics. Treat the students with dignity and respect yet still remaining in charge of the class.
- Being on the tenure-track, my commitment to high-quality teaching is looked upon as "less desirable." I would appreciate a CTE series where faculty members present how their published non-pedagogical research was inspired by teaching and then incorporated into it.
- I think you already have diverse offerings.

- I wish I had taken advantage of the services a lot earlier in my teaching career. I will try to do so this summer.
- Senior capstone courses -- the variety of them, how can they figure into curriculum and assessment, and what is out there on this?
- Nothing comes to mind.
- Using social networking in the corporate environment.
- Classroom management and grading.
- More book discussions!

Appendix D

Center for Teaching Excellence Redesigned Website

The screenshot shows a web browser window displaying the website for the Center for Teaching Excellence at Suffolk University. The browser's address bar shows the URL <http://www.suffolk.edu/research/CTE.html>. The website features a blue header with the Suffolk University logo and navigation links: [SUFFOLK HOME](#), [ABOUT SUFFOLK](#), [ACADEMICS](#), [ADMISSION & FINANCIAL AID](#), [CAMPUS LIFE & BOSTON](#), [RESEARCH CENTERS & INSTITUTES](#), [OFFICES & SERVICES](#), and [ALUMNI](#). The main content area is titled "CENTER FOR TEACHING EXCELLENCE" and includes a breadcrumb trail: [Home](#) > [Research Centers & Institutes](#) > Center for Teaching Excellence. A central section titled "Welcome to the Center for Teaching Excellence" features a photo of two women and text explaining the center's mission: "Suffolk University's Center for Teaching Excellence (CTE) was founded to ensure that the University delivers on its promise to provide quality education through outstanding teaching." Below this, it states: "Building on the University's long-standing commitment to superb teaching, the CTE fosters an atmosphere where outstanding teaching is valued and rewarded. It provides a variety of resources and tools to further develop teaching knowledge and skills among Suffolk's already highly regarded faculty." Further down, it notes: "The CTE provides programming and services to the University's three academic units: the College of Arts and Sciences, Sawyer Business School, and Law School." and "Faculty interest and participation in the Center is essential and encouraged as a means toward continuing development and success. We invite all Suffolk faculty to attend our events, and to share new ideas or comments with any member of the CTE Advisory Committee." The center's director is identified as **Donna M. Qualters, Ph.D**, *Director, Center for Teaching Excellence & Associate Professor of Education and Human Services*. A left sidebar lists navigation options under "Research Centers & Institutes" and "Center for Teaching Excellence", including links to "Calendar of Events", "FALL 2010 Programs & Events", "Services for Faculty", "Teaching Newsletters", "Teaching Resources", "CTE Technology", "CTE Blog", "Past Programs & Events", "Advisory Board Members", "About the CTE", "Institutional Review Board", and "Political Research Center". A right sidebar contains a "Find us on Facebook" link, an "Events Calendar" icon, a "CTE SP10 Newsletter" link, an "EVENT REGISTRATION FORM" link, and an "Upcoming Events" section with "TBA" listed. The browser's status bar at the bottom shows "Internet" and "100%" zoom.

Appendix E

Excellence in Teaching Matters

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Professor Donna Qualters

Message from the Director:

"When my students and I discover uncharted territory to explore, then teaching is the finest work I know. At other moments, the classroom is so painful or confused--and I am so powerless to do anything about it"
Parker Palmer, 1998

Reading Palmer can be consoling and validating. It does take courage to teach - courage to be who we are, courage to make our passions and feelings transparent, and courage to affect human lives. Welcome to our inaugural issue of *Excellence in Teaching Matters*. We hope this serves as a medium to share and learn from each other to make us all better in the classroom.

Teaching Excellence: Not a Goal for the Faint-Hearted

The trepidation in his voice was unmistakable. Although a talented young scholar with a PhD in hand, he had never taken a graduate course to prepare him to teach at the college level. Did I have any advice? I took his anxiety as a good sign: no one should make the mistake of thinking that anyone can teach – let alone teach well – and no one should shy away from seeking guidance.

At Suffolk's *Center for Teaching Excellence*, our preeminent mission is to challenge all teachers, from the novice to the seasoned veteran, to reflect upon and enhance their teaching skills. To put it succinctly, we encourage all professors to strive for teaching excellence as the core of their professional role. Our teachers may also be graduate students, researchers, practitioners in their fields, and/or administrators; indeed, many wear several of these hats simultaneously. Some are teaching their first course, while others are award-winning veterans in the classroom. These differences matter not: we encourage all teachers to challenge themselves to refine their craft and bring

it to the next level.

There is no one route, no singular path to follow. Teaching excellence comes in a myriad of shapes and sizes. Although I offered this aspiring new professor armloads of books and journal articles on successful pedagogy and course design, he will have to discover the style that is right for him. Perhaps the Socratic method approach will fit his style, and his students will learn from probing questions and dialectical exchange. But his personality might be more conducive to a discussion-based classroom, with minimal boundaries and plenty of opportunities for peer learning. Alternatively, his flexibility with technology may lead him to deliver a media-enhanced lecture that keeps his students on the edge of their seats – with or without the popcorn. And that's the most crucial thing for him to know: there is no one path, no singular route, and no simple formula that we can provide him. Teaching excellence cannot be pigeonholed; individual differences in the classroom need to be supported and embraced.

That said, I will offer him plenty of materials and support to help him get

started. No matter what presentation style best fits his natural tendencies, he will need help selecting course objectives, developing a range of appropriate assessments, preparing coherent and captivating lectures, and – the most challenging of all – grading in a manner that is fair yet discriminating. He'll need support and guidance to build a course that is challenging yet manageable, rigorous yet fun, skillfully organized yet spontaneous and exciting. The *Center for Teaching Excellence* is here to provide these and other resources to help him – and all Suffolk faculty – achieve their personal best in the classroom. Teaching excellence is not a goal or a destination: it is a continual process of challenging ourselves to be the best that we can be for each of the students in our classrooms. Join us as we engage in the process of exploring the art of teaching in this and subsequent editions of the CTE Newsletter.

Krisanne Bursik, PhD
Professor of Psychology
Associate Dean, College of Arts and Sciences
CTE Board Member

Professor Profile: Magid Mazen

“A course, like a good movie, can have an overarching message...”

Professor Magid Mazen

What advice would you give to your new, untenured colleagues?

Advice is seductive to give, hard to receive. Looking back, I learned a lot from my many failures in the classroom, from daring to try something new every semester, from remembering that fun and learning are not mutually exclusive, from remembering that teacher’s passion for the subject can be contagious, and from learning that a course, like a good movie, can have an overarching message to deliver beyond the topics of the course.

How do you keep your

students involved? What can faculty do to motivate them?

Engage them as partners in the learning process from the first day, and this is of a pedagogical philosophy than a technique. For example, two minutes into the first day of the class early this semester, I asked if the students’ traditional seating was optimal for effective communication during the term. Sure enough, they took matters into their own hand and redesigned class seating into a U-shape. Beside the functional utility of the new arrangement, the exercise was spiced with two other indirect messages: Questioning is important



to learning, and flattening the hierarchy between us can profit the learning process if they partner with me in assuming their own learning. I remember a quote from the old movie “Paper Chase” where John Houseman, playing a Harvard law professor, said: “You teach yourself law. I train your mind”.

What do you think is the best way to show your students how to apply what they learn in the

Teaching Tips {University of California Berkeley}

Ask students to write a "minute paper" At the end of a class period, ask your students to write for a minute or two on the following questions: "What is the most significant thing you learned today?" and "What question is uppermost in your mind at the end of today's class?" The resulting minute papers, submitted anonymously, will enable you to evaluate how well you have conveyed the material and how to structure topics for the next class.

Ask students to list key concepts or ideas. Ask students to write short phrases summarizing the three to five key concepts or main ideas about the class topic. You can review these lists to verify whether your students have grasped the important ideas.

Have students briefly paraphrase a reading assignment. At the beginning of the class period, you can request students to provide an oral or written paraphrase of the reading and then judge whether students have understood the assigned material.

Encourage students to form study groups. Study groups provide students with opportunities to learn from one another, and some students may find it easier to seek assistance as a group rather than as individuals.

What's New in Blackboard 9?

There's a good chance you are aware that the University is upgrading to the latest release Blackboard (BB9), our content management system, but you may not know what is new. Whether you teach f2f in the classroom and want to use Blackboard only occasionally, or teach using a hybrid format where some of weeks are conducted online, or you are teaching totally online, this new release of Blackboard contains features you can benefit from.

New Layout

Perhaps the first thing you'll notice when you log in is the overall look is much more visually appealing. But even more than that is the streamlined organization of different functions. You no longer have to go to a separate Control Panel page for faculty course changes

because Blackboard now makes extensive use of what they call "contextual menus". What this means to you is that you can take action on an item from one page. For example, if you want to add a course document, click on the course menu tab called "Course Documents".

Directly from the next screen you will be able to create:

- any type of file, text, or image
- a folder, create an external or a course link, create a syllabus or a module page
- a test, survey or an assignment
- a discussion board link, a blog link, a journal, or groups
- a Wimba Live Classroom, an iTunes U link, a wiki, or a Coursecast video link.

This may seem like a fairly insignificant layout change, but if you've used BB at all, you know how annoying it can be to have to click through unnecessary pages. I guarantee this is a change you will like.

New Tools

This new release has added new tools to its arsenal that should prove useful and easy to implement. Blogs and journals are two different instructional tools embedded into BB9. Individual journals are usually private between the faculty person and the student and are typically used by students to reflect on learning during the course. Blogs, on the other hand, can be either on an individual, group, or on the course level, and allow a sharing of thoughts and work at a variety of levels.

**Elaine Garofoli,
Academic Learning
Technologist,
Sawyer Business School**

2010 CTE Book Review

Barbara E. Walvoord.
Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education. San Francisco: Jossey-Bass, 2004.
(Sawyer Library Call Number: LB 2822.75 .W35 2004)

This book is intended for anyone asked to "do outcomes assessment" in higher education. The book is divided into

chapters by perspective; the first chapter identifies and discusses the essentials in assessment and should be reviewed by everyone, while each of the three remaining provide a different user focus. As a result, faculty may read only two chapters to understand the author's practical guidance for planning and undertaking a simple outcomes assessment process from their perspective.

The first chapter is intended for all readers. Student learning assessment is defined, and Dr. Walvoord identifies three steps for assessment:

- articulate the goals for student learning;
- gather evidence about how well students are meeting these identified goals; and,
- use the information for improvement.

*"Tell me and I'll forget,
show me and I may
remember, involve me and
I'll understand."
Chinese proverb*



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Book Review Continued

However, most of the information gathered from these assessments is not reported to departments or programs, and just as often is not used to inform or guide improvements in content or its classroom delivery. The chapter provides a model for direct assessment including the grading process and program assessment.

Chapter Three is intended for faculty in departments and programs. In this informative chapter, Dr. Walvoord discusses the development of the departmental assessment plan and how to conduct an assessment audit to learn what learning outcomes evidence may already be available. She identifies and explains the differences between direct and indirect measures concerning learning outcomes, and recommends steps to improve student learning once the evidence has been gathered and reviewed.

In addition to these two chapters, faculty are encouraged to peruse the rich information in the Appendices, such as sample rubrics for evaluating student classroom work, and practical examples of departmental learning goals and assessment reports.

Volunteer Opportunities for Fall 2010:

Great Teaching Workshops

Volunteer to present a topic of your choice in a 90 minutes workshop setting

Teaching and Technology Workshops

Volunteer to present a topic of your choice in a 90 minutes workshop setting on some aspect of technology in the classroom

Afternoon Tea Discussions

Volunteer for an afternoon tea discussion to facilitate a topic in an informal conversational atmosphere

Book Group Facilitator

Volunteer to facilitate a book group on an education book of your choice.

Please contact Christina DiRico at cdirico@suffolk.edu or at 617.573.8222 for more information.

Spring Teaching Luncheon March 11th, 2010

70 faculty, staff, and administrators joined the Harvard Bok Players in *Teaching Improv* on March 11th at the Law School. Good food, conversation and fun enlivened our learning about ways to enhance our classrooms. The Players reported back how impressed they were with the deep thinking and knowledge of our audience. BRAVO!



Appendix F

Center for Teaching Excellence Facebook Page

The screenshot shows a Windows Internet Explorer browser window displaying the Facebook page for the Suffolk University Center for Teaching Excellence. The browser's address bar shows the URL: <http://www.facebook.com/pages/edit/?id=112761858759870#/pages/Boston/Suffolk-University-Center-for-Teaching-Excellence/112761858759870>. The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The toolbar shows various icons for navigation and utility. The Facebook page header includes the Facebook logo, the page name "Suffolk University Center for Teaching Excellence", and navigation tabs for Wall, Info, Quick Links, Photos, Discussions, and Events. The main content area features a "What's on your mind?" text box, an "Attach" button, and a "Share" button. Below this, there are several posts from the page, each with a profile picture, text, and a date. The first post is dated June 30 at 2:23pm and mentions a website makeover. The second post is dated May 4 at 6:35pm and mentions a new addition to the CTE Lending Library. The third post is dated April 28 at 7:21pm and mentions a complete list of books in the CTE Library. The fourth post is dated April 28 at 6:29pm and mentions a CTE Bookgroup meeting. The fifth post is dated Spring 2010 and mentions a Spring 2010 event. On the left side of the page, there is a sidebar with the page's profile picture, a description of the center, and an "Information" section with details such as location (73 Tremont Street, 12th Floor, Boston, MA, 02108), phone number (617-573-8222), and hours (Mon - Fri: 8:45 am - 4:45 pm). There is also an "Insights" section and a "9 People Like This" section. On the right side, there is a "Get More Connections" section and a "Suffolk University Center for..." section with a profile picture and text.

Appendix G

Center for Teaching Excellence Strategic Plan

UPDATED 3.16.10

Mission Statement

The Center for Teaching Excellence embodies Suffolk University's long tradition and belief in the practice and scholarship of learning and teaching. The CTE is committed to creating an environment that values and rewards teaching as a noble endeavor.

Values: The CTE values

1. Excellence in teaching as a noble goal.
2. Appreciation of individual differences and respect for uniqueness of teaching methods and styles.
3. Facilitating growth as teachers through active and collaborative reflection
4. Promoting teaching that fosters student development, growth and engagement

Goals for 2010-2013

1. Develop and facilitate scholarship of teaching and learning assistants
2. Outreach and communication with lecturers and teaching
3. Fostering continued innovation and teaching excellence

Action Steps - See Chart on next page

Goals	Action Steps	Resources
<p>Goal #1 – Develop and facilitate scholarship of teaching & learning</p>	<ol style="list-style-type: none"> 1. Educate about SOTL 2. Support faculty already doing SOTL 3. Investigate SOTL Resources 	<ul style="list-style-type: none"> • Faculty Workshop, guest speakers • Meeting with Deans • Link with SOTL journals • CTE Website enhancement • Writing groups <ul style="list-style-type: none"> - Discuss Methodologies - Support sabbatical proposals • Contact new office of sponsored research • Explore financial support
<p>Goal #2 – Outreach and communication with lecturers and teaching assistants</p>	<ol style="list-style-type: none"> 1. Survey of Needs of Lecturers 2. Appreciation Dinner 3. Gather info about TA's 4. Develop On-Line Workshop 	<ul style="list-style-type: none"> • Survey Monkey • Funding Committee • Contact each Department with TA's
<p>Goal #3 – Fostering continued innovation and teaching excellence</p>	<ol style="list-style-type: none"> 1. Continue faculty workshops and best practices 2. Identify technology through focused workshops and books 3. Increase awareness of external-teacher related development opportunities 4. Create a task force for 	<ul style="list-style-type: none"> • Current resources • Develop survey with advisory board • Create site on our website • Subcommittee of advisory board