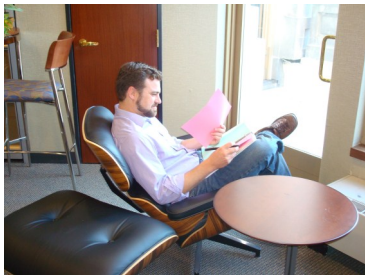


Center *for* Teaching Excellence

2011-2012 Annual Report

CTE Mission

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.



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Suffolk University
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Boston, MA
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Executive Summary

This Annual Report from the Center for Teaching Excellence (CTE) describes the ways that the CTE facilitated excellent teaching by disseminating pedagogical information and methodologies, and by supporting interaction among members of the academic community that promotes the sharing of best teaching practices in 2011-2012. The following is a brief summary of the CTE's activities this past year.

Overview

- ◇ The CTE had 359 visits from faculty and staff, including 281 individual faculty and staff visits. This represents a 13% increase for overall visits and a 25% increase for unique visits from last year (pp 5-7).
- ◇ The CTE hosted visitors from four institutions to share information about our programming and structure. Colleagues visited from Hawai'i Pacific University in Honolulu, Stellenbosch University in South Africa, Curry College in Milton, MA, and Fisher College in Boston.
- ◇ The CTE offered a wide range of services to the Suffolk community including a campus-wide technology symposium, teaching and learning workshops and discussions, a new faculty orientation, multi-day course design institutes, individual consultations, midterm student feedback sessions, department workshops, and faculty writing groups.
- ◇ The CTE provides services to other Suffolk offices and teaching-related advice to committees. In 2011-2012, CTE staff collaborated with at least fifteen Suffolk offices and served on six committees (p 20).
- ◇ CTE staff were invited to present nine times for seven different campus groups with information presented to over 120 members of the campus community including faculty, staff, administrators, part-time lecturers, and graduate student teaching assistants.

Teaching Programs and Events

- ◇ The CTE offered five Course Design Institutes in 2011-2012 for over 50 faculty and staff participants. In May 2012, the CTE hosted 13 faculty and staff from Curry College in Milton, MA, in a combined four-day Course Design Institute with Suffolk faculty and staff (p 9).
- ◇ The CTE hosted seven book groups for 20 participants with book selections such as *Teaching What You Don't Know* by Therese Huston and *What the Best College Teachers Do* by Ken Bain.
- ◇ Eleven teaching and learning workshops and eight afternoon tea discussions were hosted in 2011-2012 on topics ranging from *Creating Assignments Worth Grading* to *Dealing with Students in Distress*. Workshops and tea discussions were hosted by over 20 members of the Suffolk community. The most popular workshops on *How Chinese Students Learn* and a panel on veteran students drew over 30 participants each.
- ◇ The second annual Technology Symposium held in May 2012 and co-hosted with ITS had over 100 participants from across campus with presentations from 17 Suffolk faculty and staff (p 14).

Executive Summary



Scholarly Support and Research Grants

- ◇ The CTE instituted academic year faculty writing groups that meet weekly through the fall and spring semesters. In 2011-2012, 19 faculty and staff attended at least one writing group meeting, with many participants attending multiple meetings throughout the year (p 10).
- ◇ The new Writing Lock Down program launched in Spring 2012 had 18 unique faculty, staff, and administrator participants with many choosing to repeat the program throughout summer 2012 (p 10).
- ◇ The CTE distributed over \$9,000 in the first cycle of the Teaching and Learning Innovation Grant (TEALIG) Program to eight faculty representing all three colleges (p 11).

Assessment and Research

- ◇ In 2011-2012, CTE staff and trained consultants provided 21 midterm feedback sessions, enabling more than 480 students, from freshman to graduate students, to offer constructive feedback to their instructors.
- ◇ The CTE staff will publish the first scholarly article about CTE programs, “Creating Space for Adjunct Faculty: The Multiple Roles of Centers for Teaching and Learning,” this summer in the *Journal for Centers of Teaching and Learning*.
- ◇ In 2011-2012, CTE staff made three national conference presentations and published three peer-reviewed articles and three non-refereed publications (pp 23-24).

New 2011-2012 Initiatives

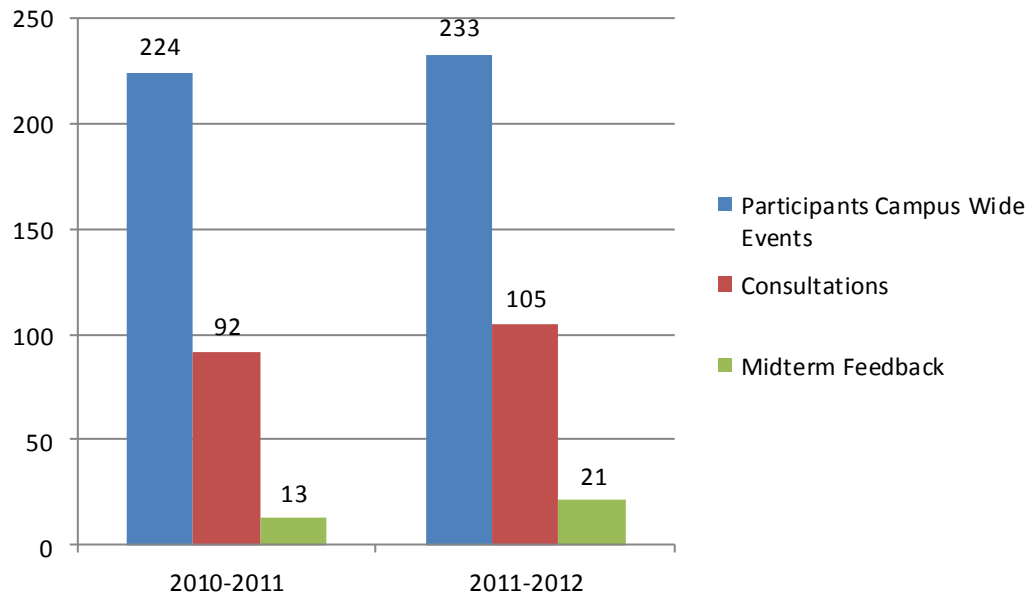
- ◇ The CTE launched the “Thank-a-Prof” program in Spring 2012 and received over 130 messages from students that were sent to professors across Suffolk’s three colleges (p 12).
- ◇ The Spring 2012 Pass-the-Book Group gave 25 faculty the chance to read and discuss Carol Dweck’s *Mindset* (p 13).
- ◇ The CTE collaborated with the Disability Services office to offer the first Sensory Disabilities Institute for 12 faculty and administrators who will be teaching students with vision and hearing disabilities (p 11).

Summary of CTE Services

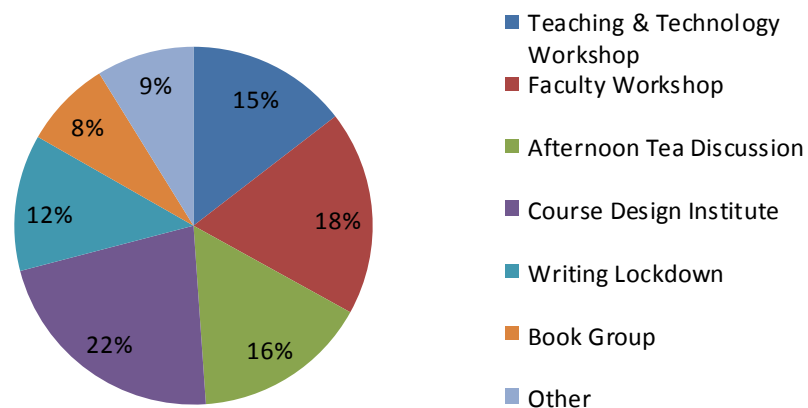
◆ Total Number of Services Provided for CTE Clients

(Some individuals received multiple services)

	2010-2011	2011-2012	%Inc.
◇ Participants in CTE Campus-Wide Programs (book groups, workshops, annual events, etc.)	224	233	4%
◇ Consultations	92	105	14%
◇ Midterm Student Feedback Sessions	13	21	61%
◇ Total	319	359	13%



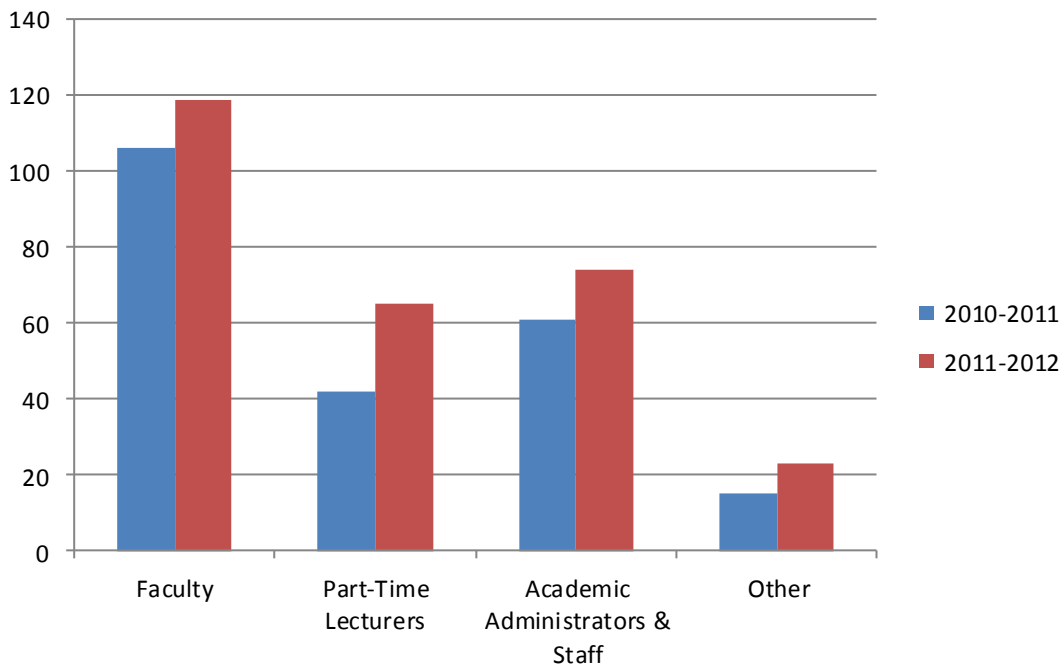
Breakout of CTE Programs



Summary of CTE Services

◆ Total Number of Suffolk Individuals Served	2010-2011	2011-2012	%Inc
◇ Faculty	106	119	12%
◇ Part-Time Lecturers	42	65	55%
◇ Academic Administrators and Staff	61	74	21%
◇ Other (grad students, visiting instructors)	15	23	53%
◇ Total	224	281	25%

Total Number of Individuals Served



Summary of CTE Services

CTE Consultations

The CTE Staff offer a variety of consultation methods for the Suffolk community:

- ◇ Classroom Observations
- ◇ Midterm Feedback Sessions
- ◇ Teaching Consultations (on course design, teaching techniques, etc.)
- ◇ Evaluation Consultations (to assess and improve upon student ratings of instruction)
- ◇ Research, Grants, and Presentation Consultations (for instructors engaging in the scholarship of teaching and learning or presenting on their teaching at a conference)

In 2011-2012, the CTE staff held 105 consultations with 63 individuals.

Of the 18 clients who received consultations and responded to our annual participant survey, the following Agreed or Strongly Agreed that their individual consultation:

94.5% (17/18) Was helpful to their teaching.

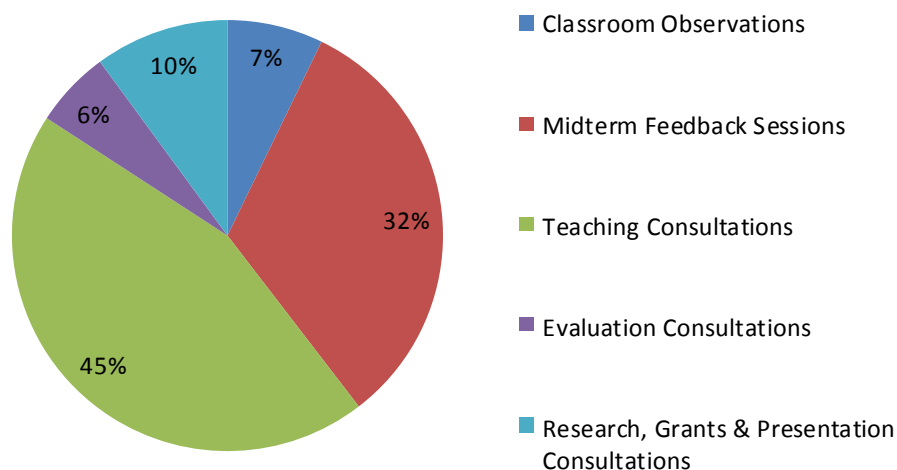
88.9% (16/18) Stimulated them to think differently about their teaching.

94.5% (17/18) Gave them new ideas and techniques to try.

88.9% (16/18) Led them to try something new in their teaching.

94.5% (17/18) Contributed to their ongoing growth as a teacher.

Breakout of Consultations



Description of CTE Services

Book Groups – CTE book groups meet a minimum of three times per semester and participants receive a copy of the book. In the fall, four groups were convened with three groups meeting in the spring. Books read and discussed this past year included Sharon Parks’s *Leadership Can Be Taught* and Sian Beilock’s *Choke: What the Secrets of the Brain Reveal About Getting it Right When You Have To*.

Midterm Feedback Program - CTE staff and faculty volunteers conduct mid-term evaluations for classes in the fall and spring semester. This involves attending a class, soliciting feedback from students, creating reports, and meeting with faculty to discuss the feedback. This service continues to be a popular program with 21 faculty and 482 students reached in 2011-2012.

Afternoon Tea Discussions – These informal get-togethers to discuss and process issues around teaching and learning have become a very popular way to quickly address topics that arise during the semester. (See a list of Afternoon Tea Discussion topics and facilitators on pages 15, 16 & 17)

Workshops-- CTE workshops for those wishing to present on teaching issues to their colleagues remain a core component of the CTE calendar of events. Eleven workshops were offered in 2011-2012. (See a list of Workshop topics and facilitators on pages 15 & 17)

Confidential Consultations – Part of CTE’s on-going mission is to provide support in a confidential, time-responsive manner to faculty. Consultations have increased in their popularity as the reputation and trust of the CTE has progressed over the last three years. As teaching changes so have consultations, while the face to face is still the most common, other forms have developed. CTE offers office visits, telephone conversations, and e-mail exchanges as methods of consultation.

Lending Library - CTE is continuing to acquire a selection of some of the best books on teaching and learning which are available to faculty on loan. Currently we have over 300 books in our collection. We also added a Kindle last year loaded with educational books. We continue to broaden the lending library with several DVDs on teaching excellence.

Course Design Institutes— One of the CTE’s most popular programs, the Course Design Institutes (CDIs) are four days of sessions on designing course goals and objectives, creating assignments and assessments, and learning about best practices regarding how students learn. The CTE now offers CDIs six times throughout the school year: once in the fall, two spring sessions, and three summer sessions. CDIs fill quickly and often have a waitlist.

Faculty Writing Groups— The CTE hosts a weekly writing group meeting for faculty and staff who are working on scholarly projects throughout the school year. Participants share their progress and set weekly goals in a collaborative journal. Many writing group participants also look forward to CTE’s new Writing Lock Down Program, which offers faculty and staff uninterrupted writing time at strategic times throughout the school year.

Course Design Institutes

The CTE Course Design Institutes have trained over 50 faculty and staff over 2011-2012.



May 2012



March 2012

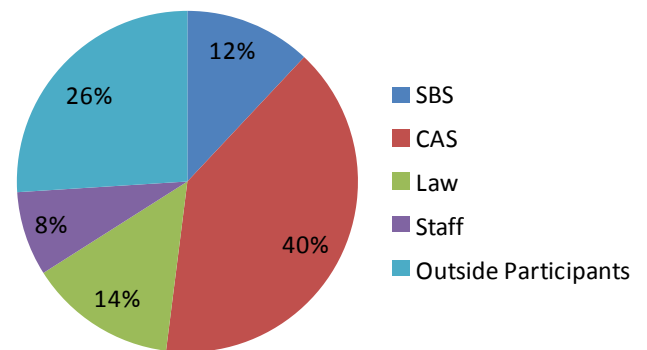


January 2012

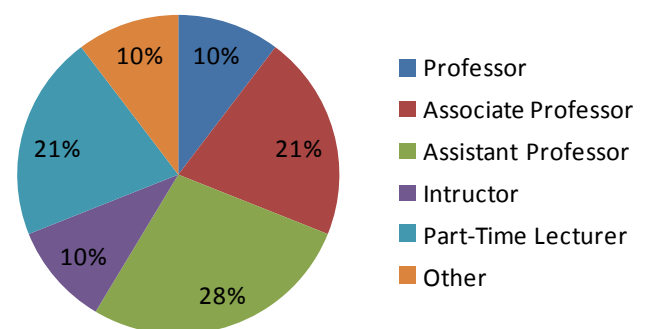


Fall 2011

Breakdown of CDI Participants



Breakdown of CDI Participants by Rank



New Initiatives 2011-2012

Faculty Writing Groups

Based on the popularity of last summer's writing group program, the CTE continued to host faculty writing group meetings weekly throughout the fall and spring semesters. In the spring, the number of writing group attendees doubled, necessitating the creation of two meeting times. During the fall and spring semesters, 19 faculty members attended at least one writing group meeting, with many faculty attending multiple meetings throughout the year. Faculty response to the writing group program has been positive, with participants noting the following components as the most valuable take-aways of the program:

- ◇ "The camaraderie that existed among the participants as well as the success stories of completed research projects."
- ◇ "The structure offered by the text and by the group and everyone publicly setting their goals has been very helpful."
- ◇ "Continuing need for accountability to myself as a writer."
- ◇ "To set and achieve manageable goals... I feel I have learned that setting a smaller goal and achieving it actually gives me MORE motivation to complete the larger and looming tasks I have in front of me."
- ◇ "I know that this is really the Center for TEACHING Excellence, but this is so helpful, I hope you keep doing this!"

Writing Lock Down Program

The Writing Lockdown Program is a time for faculty writers to dive into writing projects with concentrated time, effort, and support. Eighteen faculty, staff, and administrators participated in 2011-2012 and all participants either agreed or strongly agreed that the group writing atmosphere was conducive to productive writing. Out of all participants 17 of 18 agreed or strongly agreed that the program helped them achieve the writing goals they had set for the day.

Participant Feedback:

"It's nice to have a sense of community larger than my department."

"This has to be one of the jewels for faculty development! It is low-key, accessible to all, and very useful for those trying to carve out time to write and work on research projects."

"It was the most helpful thing I've ever done for myself and my writing."



New Initiatives 2011-2012

TEALIG Grants

In Spring 2012, the CTE launched a Teaching and Learning Innovation Grant Program (TEALIG) for full-time faculty in all three colleges. Faculty are eligible to receive up to \$2,000 for projects in one of the following three categories: Open Educational Resource Development, Scholarship of Teaching and Learning, and Travel Funds for Teaching and Learning conferences. In the first cycle of the grant, the CTE funded six projects for eight faculty members. Of the total amount requested by faculty, the CTE was able to fund 60%.

Spring 2012 Teaching and Learning Innovation Grants

Faculty Name	Department/College	Project Title
Abu Jalal	Finance, SBS	Student Awareness of Complexity
Tryan McMickens	Education and Human Services, CAS	Teaching and Learning about Race in Student Affairs and Higher Education Graduate Programs
Greta Meszoely	Strategy and International Business, SBS	Student Awareness of Complexity
Carmen Veloria	Education and Human Services, CAS	Relational Narratives in 'Figured Worlds:' Exploring College Transition, Social Interaction, and Language Usage
Kathleen Vinson	Legal Writing, Law School	Legal Writing, Reasoning, and Research- There's an App for that
Felicia Wiltz, Gini Mann-Deibert, and Erika Gebo	Sociology, CAS	Reinforcing Student Learning Competencies in Students and Faculty

Total Funded: \$9,150
Total Requested: \$15,150
Percentage Funded: 60%

Sensory Disabilities Institute

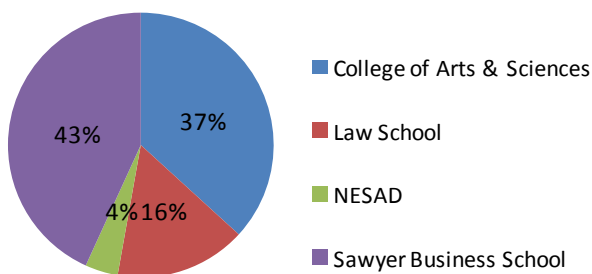
In collaboration with the Disability Services office, the CTE offered this event which provided faculty with an overview of how to effectively teach students with sensory disabilities, particularly those with vision and hearing disabilities. The institute included information on how students with sensory disabilities learn and what it takes the university to ensure that they have full access to courses. Twelve faculty and administrators attended this program in early summer 2012.

New Initiatives 2011-2012

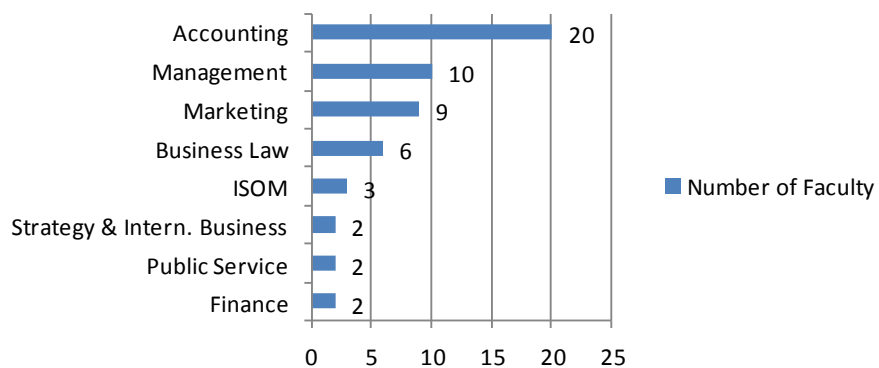
Thank-a-Prof

The Thank-a-Prof program allows students to send an instructor a thank you message for their dedication and effort in the classroom. Students can include their names or remain anonymous. A letter from The Center for Teaching Excellence is sent to each instructor that receives thanks at the end of the semester. Launched in Spring 2012, the Thank-a-Prof program resulted in over 130 messages from students sent to professors across Suffolk's three colleges. The CTE collaborated with residence life, the SBS honors scholars, the international student office, off-campus housing, the alumni office, and ITS to market the program.

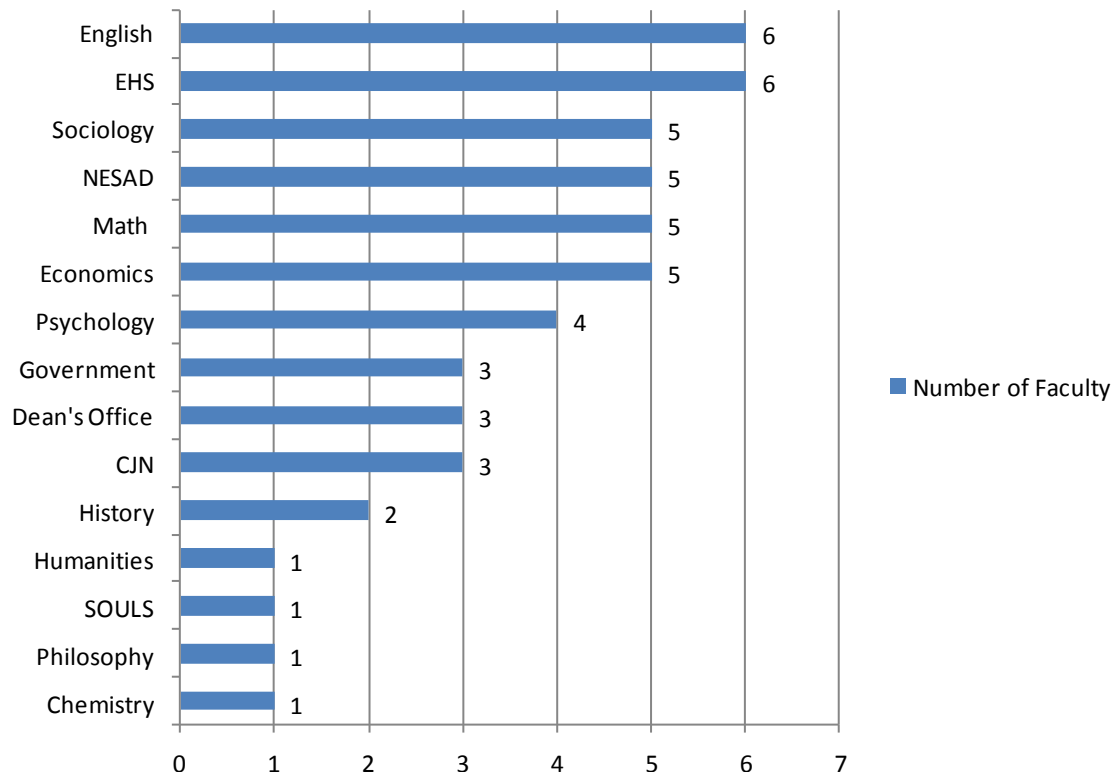
Breakdown of Recipients by School



Breakdown of SBS Departments



Breakdown of Recipients by CAS Departments



New Initiatives 2011-2012

Pass-the-Book Program

The Pass-the-Book Program was launched in Spring 2012 when ten members of the Suffolk community were mailed a copy of Dr. Carol Dweck's book *Mindset: The New Psychology of Success*. After two weeks, these ten participants passed on the book to a colleague of their choice. The cycle continued throughout the spring semester. By the end of the semester, 25 faculty had the chance to read *Mindset* and five participated in an end-of-the-semester discussion of the book.

Faculty participants expressed a lot of enthusiasm for this program in the anonymous survey we sent to participants:

- ◇ "Please do more of these! It's the first book group in which I really felt the fellowship of other people participating, even though I couldn't see them."
- ◇ "I love this program! It was fun to be asked to join, and it's fun thinking about who to pass the book to."
- ◇ "The accompanying materials and the communications from the CTE were well organized, warm and inviting. The book was terrific. I was able to see how my mindset can, unfortunately, be fixed at times and learned techniques for helping to change that and to encourage growth and progress in my students."
- ◇ "The book was excellent. I especially enjoyed that it related the material to not only education, but business, relationships, parenting, coaching, etc., making it relevant to all areas of my life."

CTE Events

Technology Symposium

The second annual Technology Symposium, co-hosted with ITS, had over 100 participants from across campus with presentations from 17 faculty and staff.

A Spoonful of Technology (Sugar) Makes the Tax-Learning (Medicine) Go Down *Brigitte Muehlmann, Associate Professor, Accounting*

Complexity and Usability: How process based learning enables non-traditional designers to think spatially and visually
Sean Solley, Assistant Professor, NESAD

Mapping Our Way through the Information Age: GIS at Suffolk *Scott Lussier, Instructor, Physics & Afshan Bokhari, Assistant Professor, NESAD*

Using Prezi to Promote Dynamic Teaching *Amy Agigian, Associate Professor, Sociology*

Taking a Practical First Step Toward Hybrid Education *Mary-Joan "MJ" Pelletier, Instructor, Accounting*

Accessing Courses Through Technology: The experience of students with disabilities *Kirsten Behling, Director, Disability Services & Andrew Cioffi, Assistant Director, Disability Services*

Leverage Technology Tools To Make Your Teaching More Efficient and Flexible *Jodi Detjen, Instructor, Management*

EZAnalyze, a free alternative to SPSS for teaching basic statistical concepts *Tim Poynton, Associate Professor, Education & Human Services*

Muddiest Points and the Cool Tool – CourseCast *Mawdudur Rahman, Professor, Accounting*

The Demise of the Textbook and the Rise of ... Something Else *Doris Lewis, Professor, Chemistry*

Online Learning – Quo Vadis? - Managing, Teaching and Learning *Mawdudur Rahman, Professor, Accounting*

Sharing experiences and best practices with Connect and with Connect integration with Blackboard *Ariel Markelevich, Associate Professor, Accounting*

A Professor's Guide to Twitter: Expanding the Classroom and Promoting Scholarship *Gabriel Teninbaum, Associate Professor of Legal Writing, LAW & Sabrina DeFabritiis, Associate Professor of Legal Writing, LAW*

Revising Writing Pedagogy: Best Practices in Teaching Writing Online *Elaine Pascale, Assistant Director, Second Language Services & Linda Foley-Vinay, Director, Second Language Services*



Program Facilitators

FALL 2011

Faculty Workshop Series

How to Deal with Conflict

*Tom Bernheim, Lecturer, Management,
Sawyer Business School*

Writing Across Borders: International Students as Writers

*Katie Linder, Assistant Director
Center for Teaching Excellence
Elizabeth Stillman, Associate Professor
Academic Support, Law School*

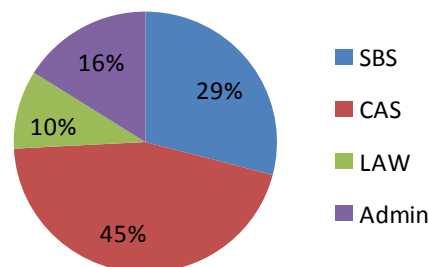
A Class Act: Teaching as Acting

*Allan Tow, Associate Professor,
Education and Human Services*

Grading to Learn

*Katie Linder, Associate Director
Center for Teaching Excellence*

Program Facilitators Fall 2011



Teaching & Technology Workshop Series

Blackboard Tools Tour

Elena Garofoli, Academic Learning Technologist, Sawyer Business School

Using Wikis in the Classroom

Mish McIntyre, Program Coordinator, NESAD

Facilitating Online Discussions

Elena Garofoli, Academic Learning Technologist, Sawyer Business School

Using Blackboard to Increase Student Interactivity

Michelle Bolser, Instructional Technologist, Academic Computing, CAS

What Twitter Is and How to Use It in the Classroom

Elena Garofoli, Academic Learning Technologist, SBS

Afternoon Tea Discussion Series

The Rowdy Classroom and How to Handle It

Jim Johnson, Part-Time Lecturer, English

Dealing with Students in Distress

Elizabeth Stillman, Associate Professor, Academic Support, Law School

Program Facilitators

Afternoon Tea Discussion Series continued...

Scholarship of Teaching and Learning (SOTL) 101

Donna Qualters, Director, Center for Teaching Excellence

Katie Linder, Associate Director, Center for Teaching Excellence

Creating the Optimal Student-Professor Dynamic

Rosa Kim, Associate Professor, Legal Writing, Law School

Book Group Discussions

Teacher: The One Who Made the Difference, by Mark Edmundson

Facilitated by Rich Miller, Associate Professor, English

Teaching What You Don't Know, by Therese Huston

Facilitated by Susan Alessandri, Assistant Professor, Communication and Journalism

Academically Adrift: Limited Learning on College Campuses, by Richard Arum and Josipa Roksa

Facilitated by Rachael Kipp, Associate Professor, Chemistry

New Faculty Orientation

The First Day

Lydia Segal, Associate Professor, Business Law & Ethics, SBS

Magid Mazen, Professor, Management, SBS

Understanding the Big Picture

Katie Linder, Associate Director, Center for Teaching Excellence

Eric Dewar, Assistant Professor, Biology, CAS

Active Engagement & Informative Assessment

Adam Glessner, Assistant Professor, Mathematics

Mid-Semester Feedback

Elena Garofoli, Academic Learning Technologist, Sawyer Business School

Laurie Levesque, Associate Dean, Sawyer Business School

Dana Rosengard, Assistant Professor, Communication & Journalism

Course Design Institute

Elena Garofoli, Academic Learning Technologist, Sawyer Business School

Patricia Hogan, Associate Professor, Physics

Program Facilitators

SPRING 2012

Mid-Semester Feedback

Elena Garofoli, Academic Learning Technologist, Sawyer Business School

Laurie Levesque, Associate Dean, Sawyer Business School

Dana Rosengard, Assistant Professor, Communication & Journalism

Course Design Institute

Kirsten Behling, Director, Disability Services

Curry College Co-Presenters

Cassandra Volpe Horii, Rob MacDougall, and Sarah Smith

Sensory Disability Institute

Kirsten Behling, Director, Disability Services

Faculty Workshop Series

Writing Course Goals and Learning Objectives 101

Katie Linder, Director, CTE

How to Create a Climate of Learning and Critical Thinking in the Classroom

Tom Bernheim, Lecturer, Management

How to Improve Your Students' Writing—Without All the Fuss!

Greg Fried, Professor & Chair, Philosophy

Creating Assignments Worth Grading

Katie Linder, Director, Center for Teaching Excellence

Writing Course Goals and Learning Objectives 102

Katie Linder, Director, Center for Teaching Excellence

Is it He or Ho? Getting a Grip on How to Say Our Student's Names

Christopher Dakin, Director, Language Laboratory & Asian Languages Coordinator

Easing the Pain: Using Student Ratings of Instruction to Improve Student Learning

Dr. Dakin Burdick, Director, Center for Teaching Excellence at Endicott College

Battling Bias in the Classroom

Jacinda Felix-Haro, Director, Diversity Services

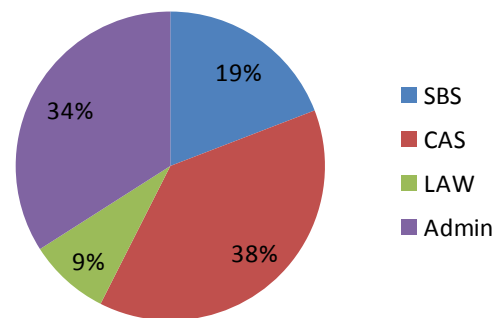
Teaching & Technology Workshop Series

Assistive Technology 101

Kirsten Behling, Director, Disability Services

Andrew Cioffi, Assistant Director, Disability Services

Program Facilitators
Spring 201



Program Facilitators

Teaching & Technology Continued...

Wikis in the Classroom

Mish McIntyre, Program Coordinator, New England School of Art & Design

Say Yes! to Social Media: Innovative Approaches to Student Engagement and Peer-Centered Learning

Nina Huntemann, Director, Seminar for Freshmen and Associate Professor, Communication & Journalism

Afternoon Tea Discussion

Hovering Too Close: The Ramifications of Helicopter Parenting in Higher Education

Kathleen Elliott Vinson, Professor of Legal Studies

Say Yes! to Social Media: Innovative Approaches to Student Engagement and Peer-Centered Learning

Nina Huntemann, Director, Seminar for Freshmen and Associate Professor, Communication & Journalism

Addressing Those Frustrating Teaching Moments

Mike Dickinson, Director, Ballotti Learning Center

Teaching Chinese Students: Cultural Perspectives on Learning

Chris Dakin, Lab Instructor, Humanities and Modern Languages

Micky Lee, Assistant Professor, Communication and Journalism

Ron Suleski, Director, Rosenberg Institute for East Asian Studies/History

Da Zheng, Professor, English

Veterans Panel Discussion

Veterans in the Classroom: Making the Most Out of an Opportunity

Nick Dutter, Veteran Outreach Coordinator for the Red Sox Foundation and Massachusetts General Hospital

Gregory Fried, Professor and Chair, Philosophy Department

Ryan Getek, journalism major at Suffolk as well as a veteran who served in both Iraq and Afghanistan and founder of the Suffolk Veteran's Organization, a student club here at the university

Book Group Discussions

What the Best College Teachers Do by Ken Bain

Led by Monika Raesch, Assistant Professor, Communication & Journalism

Choke: What the Secrets of the Brain Reveal About Getting It Right When You Have To by Sian Beilock

Led by Janet Fisher, Associate Professor of Academic Support, Law School

The Fall of the Faculty: The Rise of the All-Administrative University and Why it Matters by Benjamin Ginsberg

Led by Jonathan Houghton, Professor, Economics

Service to the University

For Schools, Colleges, and Other Units at Suffolk University

University Committees

- ◇ NEASC Reaccreditation Subcommittee, Standard Five: Faculty
- ◇ LGBT President's Commission
- ◇ Credit Hour Assessment Taskforce
- ◇ Travel Course Meeting Group
- ◇ Sustainability Committee
- ◇ Social Justice Program Planning Group

Service to the Colleges

College of Arts and Sciences

- ◇ Core Education Assessment Committee
- ◇ Presented to Government Department on Curriculum Redesign
- ◇ Trainings for Psychology Department Graduate Teaching Assistants on Active Learning, Plagiarism and Ethics, and Course Design

Sawyer Business School

- ◇ Collegial Mentoring Program
- ◇ Consulted on Curriculum Redesign

Law School

- ◇ Curriculum Revision by Clinical Faculty
- ◇ Revision of the Student Evaluation Assessment Tool
- ◇ Presentation to Adjunct Faculty on "Syllabus Recommendations, Course Goals, and Learning Objectives"

Service to Other Units

- ◇ Presentation for S.O.U.L.S. Alternative Spring Break Facilitators on "Facilitating Reflection"
- ◇ Presentation for Student Affairs Divisional Meeting
- ◇ Consulted with Office of Sponsored Research on training module for scientific misconduct
- ◇ Co-facilitated working group on service learning with S.O.U.L.S. staff

Collaborations

Collaborations with Other Units

Collaboration with other Suffolk offices is a key component of CTE services. During 2011-2012, CTE worked with all schools and colleges on teaching improvement projects. Additionally, CTE collaborated with:

- ◇ S.O.U.L.S.
- ◇ Division of Student Affairs
- ◇ Off-Campus Housing
- ◇ Residence Life
- ◇ SBS Honors Scholars
- ◇ Diversity Services
- ◇ Ballotti Learning Center
- ◇ Disability Services
- ◇ International Student Office
- ◇ The Alumni Office
- ◇ ITS and Media Services
- ◇ Counseling Services
- ◇ Career Services
- ◇ Office of Sponsored Research
- ◇ Office of Access and Opportunity

Service Outside the University

The CTE Staff provide their service to the field of faculty development through the following:

- ◇ Professional and Organizational Development Network
 - ◇ Chair, Graduate and Professional Student Development Committee
 - ◇ Reviewer, 2012 National Conference Proposals
 - ◇ Reviewer, *To Improve the Academy* Journal
 - ◇ Volunteer Coordinator, 2011 National Conference
- ◇ Peer Reviewer, *Teachers College Record*

Past Objectives

2010-2011 Objectives

1. Transition CTE Leadership to Dr. Katie Linder as Director.
2. Enhance the mission of the CTE through discussion with the advisory board at annual retreat and revisit our strategic goals.
3. Continue to develop our outreach programs for Part-Time Lecturers and Graduate Teaching Assistants through increased programming and website updates.
4. Strengthen our writing programs for faculty, staff, and administrators through the development of a “Professors as Writers” programming series.
5. Develop a research agenda to contribute to the Faculty Development Literature.
6. Continue to grow faculty, staff, and administration involvement in CTE activities as well as the utilization of CTE to achieve University goals.

Assessment of Objectives

Objective 1: Transition CTE Leadership to Dr. Katie Linder as Director.

The CTE staff successfully transitioned Katie into the Director role starting in mid-December 2011 when the previous CTE Director, Dr. Donna Qualters, left Suffolk University to pursue a faculty development position at Tufts University. Since becoming the CTE Director, Katie has met with each of the three college deans to learn about strategic teaching and learning initiatives in each school. The CTE also successfully filled the vacant Assistant Director position in May 2012 and looks forward to welcoming Dr. Danielle Fontaine to the CTE team in July 2012.

Objective 2: Enhance the mission of the CTE through discussion with the advisory board at annual retreat and revisit our strategic goals.

Because of changes in the Suffolk University administration in fall of 2011, the arrival of the new president in the spring of 2012, and the process of creating a new institutional strategic plan in summer 2012, the CTE staff decided to postpone a retreat for the CTE advisory board until the fall of 2012. We still plan to look over the CTE mission and revisit our strategic goals at that time. We hope that the retreat will also be attended by the new Vice-Provost of Curriculum and Faculty Development who has not yet been named.

Objective 3: Continue to develop our outreach programs for Part-Time Lecturers and Graduate Teaching Assistants through increased programming and website updates.

Over the past year, we have started the process of meeting with Part-Time Lecturers to explore their needs at Suffolk University; the first meeting took place in the fall of 2011. With the loss of a staff member at the end of fall semester, this is an area that was put on the back burner to make sure that CTE services already in place would not be affected by a smaller office. Over the coming year, we plan to explore the needs of Part-Time Lecturers at Suffolk through focus groups with a variety of university contingencies so that we can learn more about how best to serve this population of our teaching community.

Past Objectives

Assessment of Objectives (Continued)

Objective 3 (Continued)

Like our lecturer population, Suffolk has a developing Teaching Assistant population with the growing Ph.D. programs. Over the past year, we offered three workshops for TAs in the Psychology Department as part of their training and development: Active Learning, Plagiarism and Ethics, and Course Design. We have also collaborated with Dr. Amy Marks, who has designed a teaching certificate and teaching award for TAs in the Psychology Department. We will continue to work closely with Ph.D. TA supervisors to continue to build on last year's success and develop additional TA resources. Specifically, we will continue to develop seminars for TAs each semester in the next academic year to incrementally grow this program.

Objective 4: Strengthen our writing programs for faculty, staff, and administrators through the development of a "Professors as Writers" programming series.

This year we successfully strengthened our "Professors as Writers" programming series through the addition of a "Writing Lock Down" program where faculty can come together for a full-day of writing hosted by the CTE. In the first two sessions of this program held in spring 2012, 18 faculty members and administrators participated. The Writing Lock Down has been such a successful program that the Law School has begun to emulate it for their faculty through "Writing Days" held throughout the summer of 2012. The Writing Lock Down program complements our already established academic writing groups that meet weekly throughout the academic year and in the summer to support the scholarly production of articles, book proposals and manuscripts, grant proposals, and other writings that contribute to the academic community. Through the writing group program, writing lock down program, and individual research consultations, CTE staff worked with 31 unique faculty members on their scholarly production over the past year.

Objective 5: Develop a research agenda to contribute to the Faculty Development Literature.

The development of a CTE research agenda is a continuing project that will be strengthened by the addition of our new staff member this summer. The CTE currently collects data on two of our ongoing programs (the course design institute and the faculty writing groups) through an IRB protocol. We are pleased to share that the first scholarly article about CTE programs, "Creating Space for Adjunct Faculty: The Multiple Roles of Centers for Teaching and Learning," will be published this summer in the *Journal for Centers of Teaching and Learning*.

Objective 6: Continue to grow faculty, staff, and administration involvement in CTE activities as well as the utilization of CTE to achieve University goals.

The CTE staff started off the 2011-2012 academic year by sending out information packets to administrators on campus about the services that CTE can offer for administrators and staff here at the university. These packets also included information about the CTE's newest programs and some college-specific data about who uses the CTE (see Appendix A for the CTE "Menu of Services" and "Resources for Chairs and Administrators"). Through the year, we continued to reach out to faculty, staff, and administration with a series of new programs and initiatives (see below).

CTE Research Initiatives

The CTE staff are currently implementing two research initiatives based on our current programming as well as in response to current gaps within the literature of the field of faculty development.

Faculty Needs and Faculty Change in a Course Design Institute

PI: Kathryn Linder

IRB Application Approved

Project Description: The goal of our research is to better understand the needs of faculty regarding course design for the university classroom. We are also interested in the changes that take place over the course design institute in faculty reflections on course design.

The Benefits and Challenges of Faculty Writing Groups

PI: Kathryn Linder

IRB Application Approved

Project Description: The goal of this research is to measure the benefits and challenges that faculty and staff members face when participating in writing groups in terms of project completion, community building, giving and receiving feedback, motivation, goal-setting, and the enhancement of their identities as academic writers.

Staff Publications

Linder, Kathryn E. "Creating Space for Adjunct Faculty: The Multiple Roles of Centers for Teaching and Learning," *Journal for Centers of Teaching and Learning* (Summer 2012, in press).

Linder, Kathryn E., S. Rohdieck, A. Kalish, T. Johnson, K. Plank, and L. Maynell. "Graduate Student Internships as a Pathway to the Profession of Educational Development," *To Improve the Academy*, Vol. 30 (2011): 3-16.

Linder, Kathryn E. "Global Competition in a 'Flat' World: A Foucauldian Analysis of the Neoliberal Mentalities of 2 Million Minutes," *Discourse: Studies in the Cultural Politics of Education* 32, 3 (July 2011): 443-456.

National Conference Presentations and Invited Talks

Linder, Kathryn E. "Creating and Maintaining Your Scholarly Writing Pipeline," National Popular Culture Association and American Culture Association Conference, Boston, MA.

Linder, Kathryn E. "Visualizing a Memorable Course Structure in Undergraduate Syllabi to Encourage Student Engagement in Learning: A Progress Report," 31st International Lilly Conference on College Teaching, Oxford, OH.

Linder, Kathryn E. "Strategies for Graduate Students on How to Find and Start a Job in Faculty/TA Development," Annual POD Network Conference, Create-Collaborate-Engage, Atlanta, GA.

Linder, Kathryn E. "Collaborative Writing: Or, How to Encourage Student Collaboration, Negotiation, and Revision," Center for Teaching Excellence, Endicott College, Beverly, MA.

CTE Research Initiatives

Non-Refereed Publications

Linder, Kathryn E. "Suffolk University Course Design Institute." In *New England Faculty Development Consortium Exchange*, Vol. 23, No. 3 (Fall 2011): 10.

Linder, Kathryn E. Review of Barbara J. Bank, "Gender and Higher Education" (2011). *Teachers College Record*. <http://www.tcrecord.org> ID Number: 16735. (23 March 2012).

Linder, Kathryn E. Review of Adrianna Kezar and Cecile Sam, "Understanding the New Majority of Non-Tenure-Track Faculty in Higher Education: Demographics, Experiences, and Plans of Action." *Educational Developers Caucus*. (Winter 2012).

Grants In Process

Linder, Kathryn E. "Faculty and Professional Learning Communities," Davis Foundation, \$107,200.

Description of Project and Project Purpose

To continue our efforts to create a cohesive community of teaching and learning excellence, the CTE is creating a new program for Faculty and Professional Learning Communities (FPLCs) to be launched in Spring 2013. Faculty Learning Communities are a form of teaching support that were developed in earnest in the 1990s after the success of Student Learning Communities was documented. Comprised of 8-10 cross-disciplinary faculty members who meet regularly over the course of a year to discuss a chosen teaching topic such as active learning, small group learning, or technology in the classroom, FPLCs are structured communities that offer the space for faculty to engage in an active and collaborative conversation around teaching and learning. FPLCs provide the support and motivation for faculty to research recent trends in the scholarship of teaching and learning and to implement new teaching strategies in their classrooms.

FPLCs offer a structure for faculty to engage in a scholarly approach to their teaching through the implementation of classroom research projects that measure student learning and to contribute back to the scholarship of teaching and learning. Additionally, FPLCs offer a supportive community environment of interdisciplinary peers for faculty who may have little experience with conducting research on their own teaching practices. At Suffolk, the FPLC program will scaffold continuing reflection, change, and innovation of classroom practices by using a learning community model that has been proved to directly impact student learning.

As well, the literature illustrates that FPLCs have outcomes that go beyond the improvement of student learning. For example, scholars at Miami University, one of the leading institutions to support FPLCs and research their outcomes, have found that FPLCs impact faculty retention and increase institutional commitment among faculty. Other researchers have found that FPLCs also help to develop institutional initiatives around diversity, civic engagement and service learning, technology, and other teaching innovations. In the past twenty years, FPLCs have been shown to have wide-ranging benefits for a campus community.

Strategic Goals 2012-2013



1. Successfully introduce Dr. Danielle Fontaine to the Suffolk University community.
2. Secure Davis Foundation grant and implement Faculty and Professional Learning Community Program.
3. Continue to offer support and resources to faculty and administrators during the upcoming implementation of the strategic plan and during ongoing administrative adjustments.
4. Develop and expand the TEALIG grants program to promote SOTL in all three schools.
5. Continue to promote and support Teaching & Technology for Suffolk faculty through workshops, programs and the continuation of the Suffolk University Technology Symposium.
6. Continue to promote best practices of teaching excellence
 - Research, evaluate, and communicate best practices in teaching and learning
 - Provide and maintain scholarly resources in support of best practices
 - Share information from professional journals and online resources with faculty and instructional staff
 - Encourage innovation in teaching and learning
 - Maintain and update the collection of texts in our Lending Library

What People Are Saying About CTE

“I really value the CTE and its resources. There is a great deal to be gained by attending various functions. I also enjoy coming to the center and just relaxing while eating lunch.”

“The CTE writing component gives me a scholarly home.”

“I have completely changed how I teach my course because of the suggestions from CTE.”

“The intellectual tools and paradigms presented on hands-on workshops is actually invaluable—what a wonderful and supportive resource for teachers working at this university.”

“The support I received through the CTE writing group has been invaluable! I can’t recommend CTE activities strongly enough.”

“I have strongly recommended to all my colleagues that they attend the Course Design Institute. It has really opened my eyes to things I could/should be doing to make my classes more fun and exciting and my assignments more relevant.”

“The hidden jewel of Suffolk!”

“For me the CTE functions as a faculty lounge—something that we as Suffolk faculty sorely need. I greatly appreciate the welcoming atmosphere.”

“[CTE Staff] go above and beyond to assist us in any way [they] can!”

History of CTE

Created in 2006, the Center for Teaching Excellence has grown and continues to grow into a well established department within the University working with the Law School, the College of Arts & Sciences, and the Sawyer Business School. With the guidance of a faculty advisory board the CTE has developed a wide variety of programming to address the needs of the Suffolk faculty.

CTE Advisory Board— 2011-2012 Term	
Krisanne Bursik	Associate Dean, College of Arts and Sciences
Eric Dewar	Assistant Professor, Biology Department
Christina DiRico	Senior Program Coordinator, Center for Teaching Excellence
Diane D'Souza	Part-Time Lecturer, Sociology, CAS
Kathleen Engel	Associate Dean, Professor, Law School
Becky Fulweiler	Director, Sawyer Library
Elena Garofoli	Academic Learning Technologist, Sawyer Business School
Adam Glessner	Assistant Professor, Mathematics and Computer Science
Irene Good	Assistant Provost for Information Management
Rosa Kim	Assistant Professor, Legal Writing, Law School
Laurie Levesque	Assistant Dean, Undergraduate Programs, Sawyer Business School
Katie Linder	Associate Director, Center for Teaching Excellence
Magid Mazen	Professor, Management, Sawyer Business School
Donna Qualters	Director, Center for Teaching Excellence and Associate Professor, Education and Human Services, College of Arts and Sciences
Lydia Segal	Assistant Professor, Business Law and Ethics, Law School
Allan Tow	Associate Professor, Applied Legal Studies, Education and Human Services, College of Arts and Sciences

In 2011-2012, the CTE Advisory Board said goodbye to Adam Glessner, Irene Good, Donna Qualters, and Lydia Segal. The CTE staff also drafted a “Charge to the Board” that is now posted on the CTE website: About the CTE > Advisory Board (<http://www.suffolk.edu/research/47883.html>).

CTE Staff Members



Katie Linder, CTE, Director

Dr. Katie Linder is the Director of the Center for Teaching Excellence. Prior to joining Suffolk, she worked in the University Center for the Advancement of Teaching at The Ohio State University.

Katie's research interests include: cultural studies of education, literature and film studies, youth studies, academic writing development, and faculty development. Some of her recent articles can be found in *Discourse: Studies in the Cultural Politics of Education*, *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*, and *Red Feather: An International Journal of Children's Visual Culture*.

In addition, Katie is a member of Suffolk's LGBT President's Commission and teaches for the Women's and Gender Studies Program.



Christina DiRico, Senior Program Coordinator

Christina DiRico is currently the Senior Project Coordinator of the Center for Teaching Excellence where she oversees the planning and marketing of the events and programs offered to faculty each semester.

Christina graduated from Providence College in 2001 with a degree in Marketing and went on to earn her MBA from Suffolk University in 2006. Prior to working for the CTE, from 2003-2005 she worked in the Advancement Office at Suffolk University as an assistant to the Director of Gift & Estate Planning. Continuing her work at Suffolk she moved on as Senior Administrative Associate for the Provost and Academic Vice President from 2005-2007. Before working at Suffolk University Christina had a position as a marketing assistant at the architectural firm, Goody, Clancy & Associates in Boston.