

# Center *for* Teaching Excellence

2012-2013 Annual Report

## Old 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.

## New CTE Mission

The Center for Teaching Excellence is dedicated to creating an environment that values and supports the professional development of members of the Suffolk community as teacher-scholars, administrators, mentors and leaders in three inter-connected areas:

1. Cultivating learning through innovative teaching;
2. Strategically integrating teaching, learning, and technology; and
3. Encouraging goal-oriented productivity and growth for scholars at all levels.

The CTE engages members of the Suffolk community in diverse and effective professional development experiences in anticipation of and in response to faculty and institutional goals.



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# Introduction

This Annual Report from the Center for Teaching Excellence (CTE) describes the ways that the CTE created an environment that values and supports the professional development of members of the Suffolk community as teacher-scholars, administrators, mentors and leaders in 2012-2013.

The 2012-2013 AY was another period of growth for the CTE. In addition to adding several new programs, the CTE was also approved to hire a new staff member to assist with hybrid and online teaching and learning support for faculty.

The expanded CTE team is representative of an expanded CTE mission (see cover page), which now includes teaching with technology and scholarly support for faculty. While professional development with teaching and learning remains central to our mission, the CTE also acknowledges the synergy between and among the different roles that faculty play as members of the Suffolk community.

The CTE staff have also re-articulated the unit's guiding values as follows:

- ◇ **Collaboration:** The CTE provides a space where collaborations are developed, cultivated, and encouraged within and across disciplines and colleges.
- ◇ **Community:** The CTE fosters a sense of community for Suffolk's teacher-scholars that promotes professional development and the sharing of best practices.
- ◇ **Innovation:** The CTE supports faculty in the cultivation of engaged learning through innovative and scholarly teaching.
- ◇ **Integration:** The CTE promotes the integration of teaching, research, and technology for improved efficiency, enhanced learning experiences, and increased productivity.
- ◇ **Learning-Centered:** The CTE encourages life-long learning and professional development experiences for teacher-scholars at all career stages.

As the newly expanded CTE staff prepare for the 2013-2014 AY, we look forward to new challenges, new opportunities to help the institution achieve its strategic goals, and new ways to support faculty as they transition to the teacher-scholar model. The CTE will continue to pursue external funding, and will also continue to offer more cohort based learning programs where faculty from all three schools can learn from and collaborate with one another. (See our 2013-2014 Strategic Goals on page 30 and our Strategic Plan through 2017 in the appendices).

# CTE 2012-2013 Highlights

## **In 2012-2013, the CTE staff is proud of the following accomplishments:**

- ◇ The CTE welcomed Danny Fontaine to the team and also successfully hired an Instructional Designer to be the CTE's fourth staff member.
- ◇ The CTE had 293 individual visits for events and programs and 76 individual visits for consultations. Unique visits to the CTE continue to increase each year (pg 8).
- ◇ The CTE ran 74 unique events on 99 different days of the 2012-2013 year. Subtracting weekends and holidays, and including the summer months, the CTE had programs running approximately every other day in 2012-2013.
- ◇ The CTE hosted visitors from several institutions to share information about our programming and structure. Colleagues visited from Curry College, Mount Ida College, Tufts University, and University of Massachusetts-Boston.
- ◇ CTE staff were invited to present eleven times for seven different campus groups with information presented to over 160 members of the campus community including faculty, staff, administrators, part-time lecturers, and graduate student teaching assistants.
- ◇ The CTE won a \$102,000 grant from the Davis Educational Foundation to assess the impact of Faculty and Professional Learning Communities at Suffolk (pg 11).
- ◇ In 2012-2013, CTE staff had nine national conference presentations or invited speaker engagements and published two peer-reviewed articles and one non-refereed publication (pg 26).
- ◇ The CTE launched five new programs that received positive faculty feedback and great participation numbers: Faculty and Professional Learning Communities (32 faculty and staff), Grading Daze (30 faculty), Alternative Spring Break for Faculty (26 faculty and staff), the Hybrid Course Design Institute (19 faculty and staff), and the Book Proposal Writing Group (7 faculty and administrators).
- ◇ The CTE hosted its first publication workshop with Carole Sargent from Georgetown's Book Lab with 16 faculty attendees.
- ◇ The CTE offered six Course Design Institutes in 2012-2013 for over 53 faculty and staff participants. In May 2013, the CTE hosted 10 faculty and staff from Curry College in Milton, MA, in a combined four-day Course Design Institute with Suffolk faculty and staff (pg 13).
- ◇ The third annual Technology Symposium held in May 2013 and open to colleagues in the Boston area had over 135 participants with presentations from 5 Suffolk faculty and staff and 23 external presenters (pgs 16-18).

# Description of CTE Services

The Center for Teaching Excellence has a wide variety of ongoing programs and services for the campus community. Descriptions of programs and services that are offered regularly are described below:

**Book Groups:** CTE book groups meet a minimum of three times during the fall and participants receive a copy of the book. In the fall, 2 groups were convened with 1 group meeting in the spring; over 30 people joined a CTE book group in 2012-2013. Books read and discussed this past year included *The Innovative University* by Clayton Christensen and *The Immortal Life of Henrietta Lacks* by Rebecca Skloot.

**Midterm Feedback Program:** CTE staff 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 13 faculty and 419 students reached in 2012-2013.

**Afternoon Tea Discussions:** These informal get-togethers to discuss and process issues around teaching and learning are an effective way to quickly address topics that arise during the semester.

**Workshops:** CTE workshops for those wishing to present on teaching issues to their colleagues remain a core component of the CTE calendar of events. Thirteen workshops were offered in 2012-2013. (See a list of Workshop topics and facilitators on pages 19-20).

**Lending Library:** CTE continues to acquire a selection of some of the best books and videos on teaching and learning which are available to faculty on loan. Currently we have over 572 books and 21 DVDs in our collection. This year, we also added digital cameras to the library for faculty to check out. With such a robust library, the CTE has developed a very effective check out system with the use of the department iPad and the app *My Library* to keep track of all the materials being loaned out. For 2012-2013 a total of 45 individuals have checked out books.

**Grading Daze:** At the end of the fall semester, the CTE piloted this new program. During this week-long event, the CTE provides the space, snacks, and support for faculty to drop-in and get some of their grading done in a communal environment. Due to positive faculty feedback, this event now runs each semester, Monday-Friday of finals week from 9am to 4pm in the CTE.

**Annual Events:** The CTE hosts several annual events for faculty including the Technology Symposium, the Fall Speaker Event, and the Alternative Spring Break Program. Because of the regularity of these programs, faculty often look forward to and plan to attend them in advance. Each of these programs offer opportunities to bring in outside speakers who can share their expertise on teaching and learning with the Suffolk community.

# Description of CTE Services

**Confidential Consultations:** Part of CTE's ongoing 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 increased over the last several years. As teaching changes so have consultations; while the face-to-face is still the most common, other forms have developed such as telephone conversations and e-mail exchanges as methods of consultation. (See more about our consultations on page 10).

**Pass-the-Book Program:** In lieu of our regular book groups, each spring, ten members of the Suffolk community are mailed a copy of a book about teaching and learning. After two weeks, these ten participants pass on the book to a colleague of their choice. The cycle continues throughout the spring semester. The book chosen for spring 2013 was Dr. Claude Steele's *Whistling Vivaldi and Other Clues to How Stereotypes Affect Us*. By the end of the semester, 27 faculty had the chance to read *Whistling Vivaldi* and 5 participated in an end-of-the-semester discussion of the book.

**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. In 2012-2013, 21 faculty and staff participated in at least one meeting of the CTE writing groups. Thirty-one faculty and staff receive the weekly writing group emails. In summer 2013, the CTE also hosted a faculty-led book proposal writing group for the first time.

**Faculty Writing Lock Downs:** Every semester the CTE hosts a writing lock down program once a month. Faculty are invited to write in a collaborative space from 9am-4pm with lunch provided. In 2012-2013, 16 unique faculty members attended the writing lock down programs.

**Course Design Institutes:** One of the CTE's most popular programs, the Course Design Institute (CDI) is comprised of 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 several times throughout the school year. CDIs fill quickly and often have a waitlist. (See additional information on page 13). This year, the CTE staff began to facilitate a Hybrid Course Design Institute program (HCDI). Two sessions of the HCDI in 2012-2013 trained 19 faculty and administrators in hybrid teaching and learning.

**Departmental Consultations:** The CTE staff are now regularly consulting with departments on topics such as curriculum design, adjunct faculty support, and various teaching and learning topics. Trainings for departments are requested by department chairs and a CTE staff member will plan a session with resources for all faculty who attend. In recent semesters, the CTE has offered a department consultation or training for departments such as Government in CAS, the Legal Writing program in the Law School, and Accounting in SBS.

# Summary of CTE Services

## Total Number of Unique CTE Clients from 2007-Present

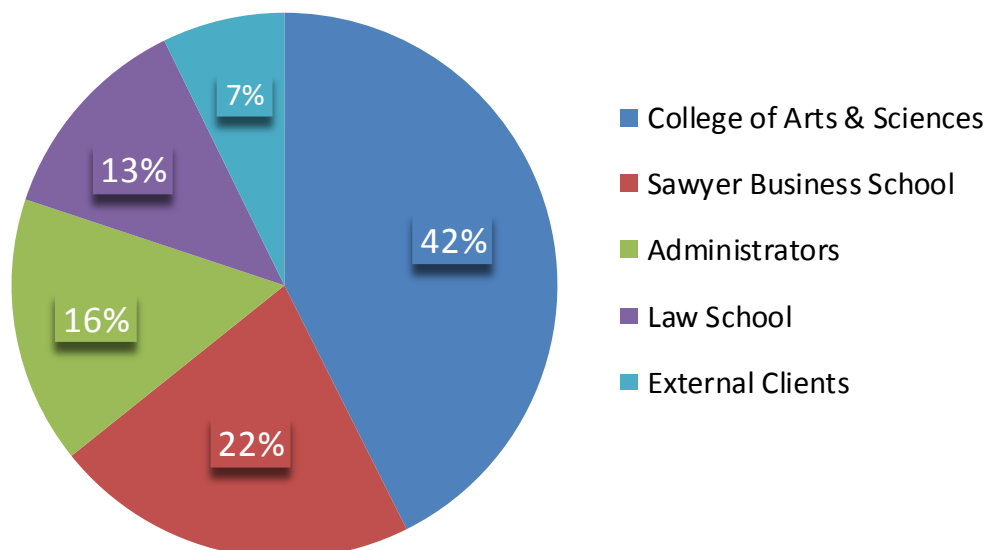
School	Count
College of Arts & Sciences	317
Sawyer Business School	161
Administrators	118
Law School	94
External Clients	54
<b>TOTAL</b>	<b>744</b>

## Percentage of Overall Faculty and Part-Time Lecturer Reach from 2007-Present

*(Percentages based on numbers above and the 2013 NEASC Report, Standard Five: Faculty)*

	Full-Time	Part-Time	Total	# Served at CTE	Percentage Served
<b>CAS</b>	204	397	601	317	53%
<b>SBS</b>	111	94	205	161	79%
<b>Law</b>	86	61	147	94	64%
<b>TOTAL</b>	<b>401</b>	<b>552</b>	<b>953</b>	<b>572</b>	<b>60%</b>

## Breakout of Participants from 2007-Present



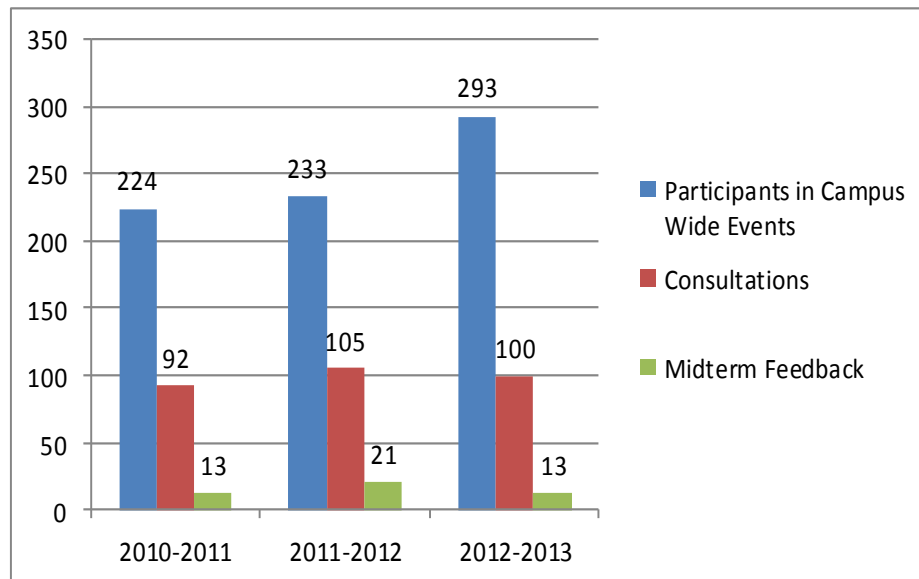


# Summary of CTE Services

## ◆ Total Number of Services Provided for CTE Clients

(Some individuals received multiple services)

	2011-2012	2012-2013	%Inc.
◆ Individual Participants in CTE Campus-Wide Programs (book groups, workshops, annual events, etc.)	233	293	25.7%
◆ Consultations	105	100	-4%
◆ Midterm Student Feedback Sessions	21	13	-38%
◆ <b>Total</b>	<b>359</b>	<b>406</b>	<b>13.1%</b>

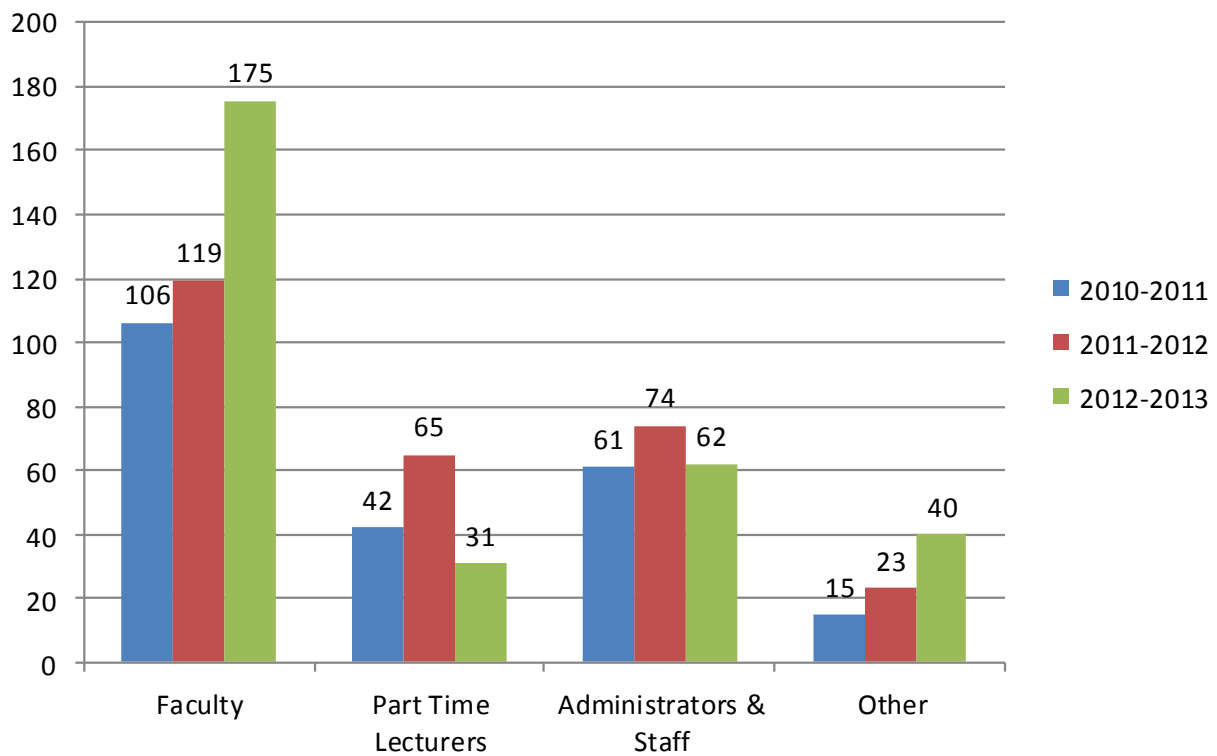




# Summary of CTE Services

◆ Total Number of Suffolk Individuals Served	2011-2012	2012-2013	%Inc
◇ Faculty	119	175	47%
◇ Part-Time Lecturers	65	31	-52%
◇ Academic Administrators and Staff	74	62	-16%
◇ Other (grad students, visiting instructors, external)	23	40	74%
◇ <b>Total</b>	<b>281</b>	<b>308</b>	<b>9.6%</b>

## Breakout of Individuals Served by the CTE



# 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 2012-2013, the CTE staff held 100 consultations with 76 individuals.**

Of the 17 clients who received consultations and responded to our annual participant survey, the following Agreed or Strongly Agreed that their individual consultation:

**88.2% (15/17)** Was helpful to their teaching.

**87.6% (14/16)** Stimulated them to think differently about their teaching.

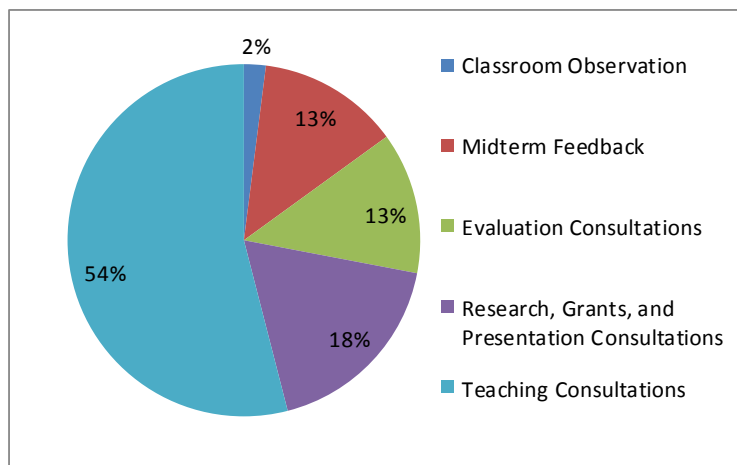
**88.2% (15/17)** Gave them new ideas and techniques to try.

**93.8% (15/16)** Led them to try something new in their teaching.

**100% (16/16)** Contributed to their ongoing growth as a teacher.

	2011-2012	2012-2013
<b>Classroom Observation</b>	7%	2%
<b>Midterm Feedback</b>	32%	13%
<b>Teaching</b>	45%	54%
<b>Research, Grants, or Presentation</b>	10%	18%
<b>Evaluation</b>	6%	13%

**Breakout of CTE Consultations  
(2012-2013)**



# New Initiatives 2012-2013

## Faculty and Professional Learning Communities

Due to a generous grant from the Davis Educational Foundation established by Stanton and Emily Davis after Mr. Davis' retirement as chairman of Shaw's Supermarket, Inc., the CTE is starting a new program for the Suffolk community called Faculty and Professional Learning Communities (FPLCs) in fall 2013. FPLCs are cross-disciplinary groups of 8-10 faculty, staff, and administrators who will meet throughout the academic year to share their experiences, learn from one another, and explore the literature on the latest pedagogical and curricular trends. FPLCs also concentrate on the social aspects of building community; off-campus retreats and conferences include times for fun, and some gatherings during the year will also include family and guests.

In the inaugural year (2013-2014) of the program we are offering four topic-based FPLCs. With the university's Strategic Plan in mind, two of the four FPLCs will focus on hybrid teaching and learning. A third FPLC will focus on multi-cultural competencies while the fourth FPLC will focus on entrepreneurial and innovative thinking. In future years of the program faculty will be able to propose FPLC topics that are in alignment with the Strategic Plan.

Each FPLC will be co-facilitated by a faculty member and a staff member or administrator at the university. The facilitators for the 2013-2014 FPLC program are:

- ◇ Hybrid Teaching and Learning I: Eric Dewar (Associate Professor, Biology) & Michelle Bolser (Academic Technologist, CAS)
- ◇ Hybrid Teaching and Learning II: Mary-Joan Potvin (Instructor, Accounting) & Danny Fontaine (Assistant Director, Center for Teaching Excellence)
- ◇ Multi-Cultural Competencies: Kim McLaurin (Associate Professor, Law) & Jacinda Felix-Haro (Director, Office of Diversity Services)
- ◇ Entrepreneurial and Innovative Thinking: George Moker (Instructor, Management & Entrepreneurship) & Michelle McIntyre (Program Coordinator, NESAD)

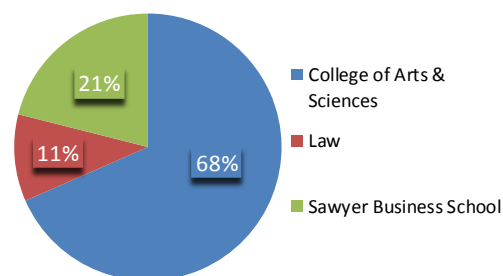


# New Initiatives 2012-2013

## Hybrid Course Design Institute

Based on the popularity of the Course Design Institute, and in support of the institutional strategic plan, the CTE staff designed a six-week Hybrid Course Design Institute program for Suffolk faculty to learn more about how to successfully transition courses from traditional to hybrid models. Two sessions of the HCIDI in 2012-2013 trained 19 faculty and administrators in hybrid teaching and learning. The program will continue to be offered in two summer sessions each year. Thus far, faculty response to the Hybrid Course Design Institute program has been very positive:

- ◇ *“As with previous experiences with CTE programs, working to fill in structured forms helps me really think about my course in a more compartmentalized or chunked fashion.”*
- ◇ *“This course is very helpful for me. Not only for developing a hybrid course, but also for infusing more technology in my regular courses. I have been able to develop ways to make my courses more exciting through videos, discussion boards, podcasting, etc. I can't wait to use them in my courses this Fall.”*
- ◇ *“I am extremely Thankful to CTE course/staff for excellent info sharing and open discussion forum. They have done an excellent job!!!!”*



School	Participants
College of Arts & Sciences	13
Law	2
Sawyer Business School	4
<b>TOTAL</b>	<b>19</b>

## Alternative Spring Break Program

The Alternative Spring Break Program is a series of workshops for faculty who are interested in learning more about scholarly writing, grants, and research tools available to faculty at Suffolk. Twenty-six faculty, staff, and administrators participated in the first offering of this program. Workshop topics included Extramural Funding Strategies, Strategic Planning for a Productive Summer, Grant Writing 101, Organizing Your Research with Ref Works, Human Subjects Research & IRB and Best Practices for Productive Research Assistants.

### Participant Feedback:

*“The opportunity to discuss and brainstorm about productivity was critical for thinking about my work processes—this workshop was professionally & personally important and valuable.”*

*“Very positive, lots of practical suggestions”.*

*“As always its nice to meet colleagues I didn't know.”*

*“Thank you!”*

*“Superb! Very informative!”*



# Course Design Institutes

The CTE Course Design Institutes have trained over 53 faculty and staff over 2012-2013.



July 2012



March 2013



August 2012



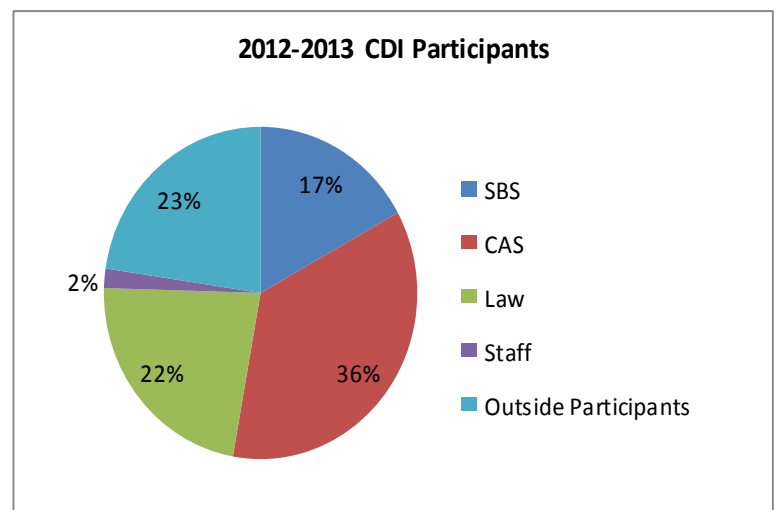
May 2013



Fall 2012



Spring 2013



# New Faculty Orientation

## New Faculty Orientation

### 2012 NEW FACULTY ORIENTATION SCHEDULE

WEDNESDAY, AUGUST 29<sup>TH</sup>

8:30 – 9:00	<b>Breakfast &amp; Introduction to the Center for Teaching Excellence (CTE)</b>	Center for Teaching Excellence 73 Tremont Street, 12 <sup>th</sup> Floor
9:00-10:30	<b>The First Day</b> <i>Magid Mazen, Professor, Management</i>	Center for Teaching Excellence 73 Tremont Street, 12 <sup>th</sup> Floor
10:30-10:45	<b>Break</b>	
10:45-11:45	<b>New Faculty Conversations</b> <i>Tracey Riley, Assistant Professor, Accounting</i> <i>Lydia Segal, Associate Professor, Business Law</i>	Center for Teaching Excellence 73 Tremont Street, 12 <sup>th</sup> Floor
11:45 – 1:00	<b>Lunch with <i>Interim Provost Michael Bell</i></b>	Center for Teaching Excellence 73 Tremont Street, 12 <sup>th</sup> Floor
1:00-1:45	<b>Dean of Students Presentation</b> <i>Associate Dean Richard DeCapua</i>	Center for Teaching Excellence 73 Tremont Street, 12 <sup>th</sup> Floor
1:45-2:15	<b>Human Resources Information</b> <b>SBS Deans Office Presentation</b>	Center for Teaching Excellence 73 Tremont Street, 12 <sup>th</sup> Floor
2:15-2:45	<b>Sawyer Library Tour</b> <i>Director, Becky Fulweiler</i>	Sawyer Library 73 Tremont Street, 2 <sup>nd</sup> Floor
2:45-3:45	<b>Campus Tour</b>	Meet at Sawyer Library 73 Tremont St., 2 <sup>nd</sup> Floor
3:45-4:30	<b>Orientation Conclusion</b> <i>Coffee &amp; Dessert with the SBS Deans</i>	Center for Teaching Excellence 73 Tremont Street, 12 <sup>th</sup> Floor

### Faculty Feedback

“Excellent Program! I enjoyed the perspectives of the faculty members and staff!”

“It was great!”

“Amazing!”

# Fall Speaker Event

## ***An Intersectional Model for 21st Century Excellence in Multicultural Teaching and Learning***

How do we actively engage all students in their educational experiences and connect them to the “big” questions in our disciplines? How do we address complex dialogues on issues that have personal, family and neighborhood, national, and global implications?

### **Schedule:**

Morning Discussion, 10:00-11:30am: *Sustaining Dialogue on Hot Topics*

Keynote Presentation, noon-1:30pm: *An Intersectional Model for 21st Century Excellence in Multicultural Teaching and Learning*

Afternoon Discussion, 2:00-3:30pm: *Post-Keynote Conversation*



Dr. Mathew L. Ouellett is Associate Provost and Director of the Office for Teaching and Learning at Wayne State University. Previous to joining Wayne State, Dr. Ouellett served as the Associate Director of the Center for Teaching and Faculty Development at the University of Massachusetts Amherst. Most recently, he authored a chapter, “Inclusivity in the Classroom,” for *The Chicago Handbook for Teachers: A Practical Guide to the College Classroom*, Second Edition (University of Chicago Press, 2011) and edited *An Integrative Analysis Approach to Diversity in the College Classroom* (Jossey-Bass, 2011).



Many of Dr. Ouellett’s talking points and suggestions informed our decision for *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*—as the spring 2013 Pass-The-Book choice. (See more information on page 6).



# Technology Symposium

## Technology Symposium

The third annual Technology Symposium—the first to be opened up to participants from other institutions and held as a two-day event—had 122 attendees. Of these attendees, 28 were presenters; 5 faculty from Suffolk and 23 faculty from other institutions gave presentations in one of three formats: 60 minute interactive session, 30 minute interactive session, or 60 minute roundtable discussion. The theme of the symposium was the collaborative efforts needed to intentionally and effectively teach with technology. The following presentations were given:

### Day 1:

**How to use a blog as a feminist pedagogical tool?** *Micky Lee, Associate Professor, Communication & Journalism, Suffolk University*

**Your voice sounds fine— Making podcasts to promote student learning** *Eric Dewar, Associate Professor, Biology, Suffolk University*

**Considering Cognitive Load: Designing Slides that Allow Maximum Learning** *Cassandra Datena, Visiting Instructional Designer, Center for Teaching Excellence, Suffolk University*

**Using Word Mail Merge to Enable Double-Loop Learning and Transition to Argyris' Model II through Customized Exam Feedback** *Dominic Thomas, Assistant Professor, Information Systems & Operations Management, Suffolk University*

**Using Clickers to Increase Student Reading, Engagement and Learning** *Rebecca Paynitch, Professor, Criminal Justice, Curry College & Sarah Smith, Curry College, Instructional Technologist, Curry College*

**Student Engagement and Learning through Social Media** *Andrew Gresenz, Graduate Residence Director, Suffolk University & Christopher Scanlon, Residence Director, Suffolk University*

**Jing's the Thing: Engage students, enhance learning, and foster collaboration with this free screencast tool,** *Kris Conmy, Adjunct Professor, Mathematics, Rivier University, New England College & Lesley University*

**"What is at Stake?" Plagiarism, Powerpoint/Prezi, and Photo Journals: Assisting Students in Designing Appropriate Technological and Visual Presentations** *Virginia Heslinga, Associate Professor, Humanities and Education, Anna Maria College & Julie Ugalde, Assistant Professor, Human Services and Education, Anna Maria College*

**Learning Through Technology: A Cross Cultural Collaboration** *Audrey Rogers, Associate Professor, Education, Southern New Hampshire University & Lyra Riabov, Associate Professor, Language Education, Southern New Hampshire University*

**Using a Collaborative Process to Develop an Interactive Tool that Facilitates the Creation of Online Learning Communities** *Elena Garofoli, Senior Instructional Designer, Boston University; Xuan Cai, Instructional Designer, Boston University; Teodora Hristov, Instructional Designer, Boston University*

### Hybrid Courses 101: Choosing and Creating Online Resources

*Danny Fontaine, Assistant Director, Center for Teaching Excellence, Suffolk University & Katie Linder, Director, Center for Teaching Excellence, Suffolk University*

### Using the iPad and Air Sketch to Create Collaborative Learning Experiences in Introductory Mathematics

*Jason Price, Assistant Professor, Mathematics, Nichols College*

## Technology Symposium, continued

### Day 2:

#### Introduction to Flipping Your Class

*Donna Ross, Assistant Professor, Criminal Justice, Mount Ida College & Ed Morgan, Director of Learning Assessment, UMass Dartmouth*

#### Rethinking Curriculum and Context: Alternative Uses for Conventional Technologies in the Classroom

*Sarah Smith, Instructional Technologist, Curry College & Heather Shaw, Assistant Professor, Graphic Design, Curry College*

#### 10 Ways to use Videos in Your Classroom

*Deborah Finkelstein, Adjunct Professor, English, North Shore Community College & Endicott College*

#### Hybrid Courses and Labs Offered by the Physics Department: Results and Lessons Learned

*Walter Johnson, Professor, Physics, Suffolk University; Pol Perov, Assistant Professor, Physics, Suffolk University; Igor Kreydin, Assistant Professor, Physics, Suffolk University*

**Packing Your Technology Toolkit** *MJ Potvin, Instructor, Accounting, Suffolk University*

**Offering Audio and Visual Feedback** *John Gallagher, Ph.D. Candidate, Composition and Rhetoric, UMass Amherst*



# Participant Feedback About the Technology Symposium

**“This year's symposium was incredible! It was extremely well organized - things were kept on schedule and a comfortable pace maintained. The keynote speaker was very engaging and gave me a great deal to think about in reengineering my own courses to have less lectures and leverage the time for participation. High energy level for all participants right through to the end. Loved it!”**

**“My experience at the symposium was fabulous. What a great two days it was. I so enjoyed attending other sessions and learning from and with like-minded folks who want to know how to improve teaching through technology. Thanks so much for including me in a well-thought out event and day.”**

**“So many times conferences are far away. It was lovely to have this helpful blend of education and technology within easy travel distance, and it was coordinated so that everything went very smoothly. The sent up for whole group meetings and individual presentations was comfortable and each room was well equipped. The coordinator answered questions and kept participants well informed. The main speaker, Eric Mazur, with his wealth of experience in teaching, effectively encouraged participants to move forward in many ways with the challenge of flipping classes.”**

**I appreciate all of your hard work! This conference has been the most organized conference that I have presented at and participated in. Your emails were beneficial, you responded to our questions in email in a timely manner, and all of you make great hostesses!!! I really enjoyed my**



**time presenting, participating and learning new technology. I am so glad that it was held in May so that I can try out some of the new technology and websites that I have learned about this summer when my pace is a bit slower. Thank you and cheers to next year- I am planning on attending your next technology conference in May!”**



# Workshops and Facilitators

## FALL 2012

### Faculty Workshop Series

Differentiation and Larger Classes

*Kirsten Behling, Director, Disability Services*

*Katie Linder, Director, Center for Teaching Excellence*

Student Teams in Class

*Tom Bernheim, Part-Time Lecturer, Management*

Building a Mentoring Network

*Katie Linder, Director, Center for Teaching Excellence*

Teaching with Discussion

*Danny Fontaine, Assistant Director, CTE*

Writing Across Borders: International Students as Writers

*Danny Fontaine, Assistant Director, CTE*

### Teaching & Technology Workshop Series

Adventures in the Flipped Classroom

*MJ Pelletier, Instructor, Accounting*

Your Voice Sounds Fine: Using Podcasts to Promote Student Learning

*Eric W. Dewar, Associate Professor, Biology*

### Afternoon Tea Discussion Series

Dealing with Crisis on Study Abroad Trips

*Karen Kruppa, Risk Manager, Budget Office*

### Book Group Discussions

The Immortal Life of Henrietta Lacks by Rebecca Skloot  
Facilitated by *Merideth Power, Senior Program Coordinator, Suffolk University Political Research Center*

The Innovative University: Changing the DNA of Higher Education from the Inside Out by Clayton Christensen  
Facilitated by *Craig Christensen, Associate Professor, Electrical & Computer Engineering, CAS*



# Workshops and Facilitators

## SPRING 2013

### Course Design Institute

**Danny Fontaine**, Assistant Director, CTE  
*Kirsten Behling*, Director, Disability Services  
Curry College Co-Presenters, *Sarah Smith & Bill Nancarrow*

### Sensory Disabilities Institute

*Kirsten Behling*, Director, Disability Services

### Streamline Your Scholarly Publishing: Strategic Workshop for Faculty

*Carole Sargent*, Director of Scholarly Publications, Georgetown University

### Faculty Workshop Series Responding to Student Writing

*Danny Fontaine*, Assistant Director, CTE

### Hybrid Course Resources

*Katie Linder*, Director & *Danny Fontaine*, Assistant Director, CTE

### Maximizing Mobile Devices for Academics

*Andrew Cioffi*, Assistant Director, Disability Services

### Curriculum Design Workshop

*Katie Linder*, Director & *Danny Fontaine*, Assistant Director, CTE

### Tips and Strategies for Effective Grading

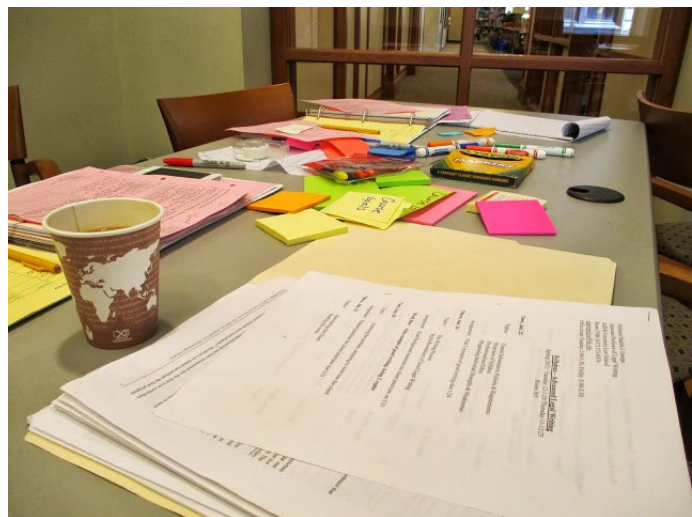
*Danny Fontaine*, Assistant Director, CTE

### Creating Effective PowerPoint Slides: Research-Based Best Practices for Design

*Cassandra Datena*, UMass Boston Graduate Student

### Book Group Discussions

*Whistling Vivaldi*, *Claude Steele*  
*Katie Linder*, Director, CTE & *Danny Fontaine*, Assistant Director, CTE



# Thank-a-Prof 2012-2013

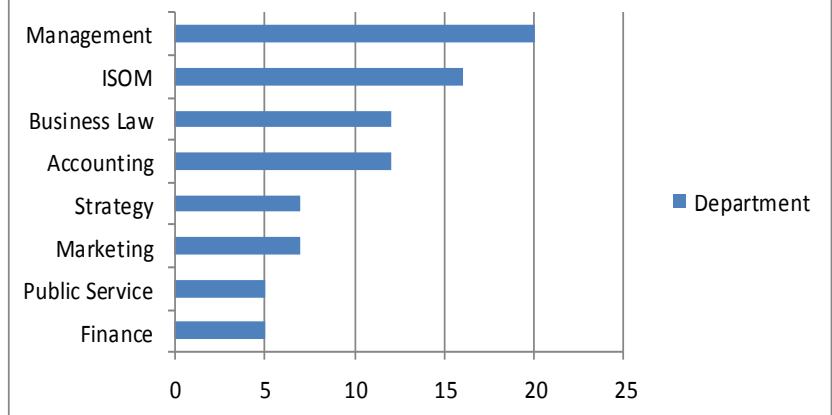
## Thank-a-Prof

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 CTE is sent to each instructor that receives thanks at the end of the semester. In the 2012-2013 academic year, the Thank-a-Prof program resulted in **341** messages from students sent to professors across Suffolk's three colleges. Since the program launch in Spring 2012, a total of **461** letters have been sent out to faculty. The CTE collaborates with residence life, the SBS honors scholars, the international student office, off-campus housing, the alumni office, and ITS to market the program.

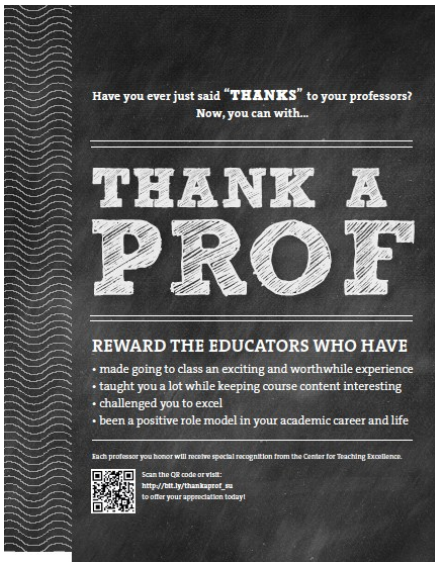
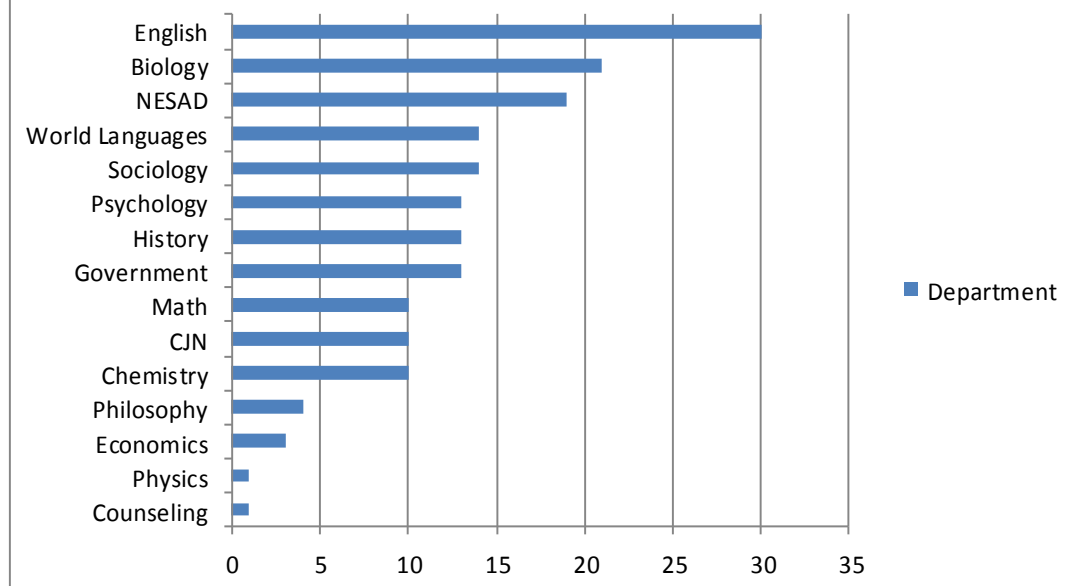
### Breakdown of Recipients by School

CAS	49%
SBS	26%
LAW	19%
NESAD	6%

### SBS Breakdown by Department



### CAS Breakdown by Department



# CTE Grants 2012-2013

## 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 seven projects for eight faculty members. Of the total amount requested by faculty, the CTE was able to fund 39% in fall 2012 and 21% in spring 2013. In 2012-2013, the CTE distributed \$15,000 to eight CAS & SBS faculty.

### Fall 2012 Teaching and Learning Innovation Grants

Faculty Name	Department/College	Project Title
Micky Lee	Communications & Journalism, CAS	Teaching Media Theory Through Praxis
Susan Orsillo	Psychology, CAS	The Development of Open Educational Resources for Abnormal Psychology and Related Courses
Monika Raesch	Communications & Journalism, CAS	Engaging Students via Educational Interactive Games
David Shumaker	Psychology, CAS	Clinical Interviewing Strategies for Assessing Suicide Risk

**Total Funded:** \$7,500  
**Total Requested:** \$19,135  
**Percentage Funded:** 39%

### Spring 2013 Teaching and Learning Innovation Grants

Faculty Name	Department/College	Project Title
Zhen Zhu	Marketing, SBS	Creating Toolkits to Turn MKT318 into a Flipped Classroom
Tracey Riley & Greg Fried	Accounting, SBS & Philosophy, CAS	Writing Across the Suffolk Curriculum: The WI
Teri Fair	Government, CAS	Simulations on Conflict and Compromise in American Government and Society

**Total Funded:** \$7,500  
**Total Requested:** \$35,000  
**Percentage Funded:** 21%



# Service to the University

The CTE provides services to other Suffolk offices and teaching-related advice to committees. In 2012-2013, CTE staff collaborated with at least 15 Suffolk offices and served on 4 committees

## ***University Committees***

- ◇ NEASC Reaccreditation Subcommittee, Standard Five: Faculty
- ◇ President's Commission on Diversity Affairs
- ◇ IRB Committee Member
- ◇ CIO Hiring Committee

## ***Service to the Colleges***

### *College of Arts and Sciences*

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

### *Sawyer Business School*

- ◇ SBS Technology Taskforce
- ◇ Consulted on Curriculum Redesign

### *Law School*

- ◇ Training for Law School Graduate Teaching Assistants on FERPA and Roles and Responsibilities as a TA
- ◇ Consulted on hybrid course design
- ◇ "Thinking Like a Teacher" presentation for the Marshall Brennan program participants
- ◇ "Responding to Student Writing" presentation for LPS



# Collaborations

## Collaborations with Other Units

Collaboration with other Suffolk offices is a key component of CTE services. During 2012-2013, 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
- ◇ Diversity Services
- ◇ Ballotti Learning Center
- ◇ Disability Services
- ◇ International Student Office
- ◇ ITS
- ◇ Media Services
- ◇ Academic Technology
- ◇ Office of Research and Sponsored Programming
- ◇ Office of Access and Opportunity
- ◇ SBS Honors Scholars
- ◇ Alumni Office

## 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, 2013 National Conference Proposals
  - ◇ Reviewer, *To Improve the Academy* Journal
  - ◇ Volunteer Coordinator, 2012 National Conference
- ◇ Peer Reviewer, *Teachers College Record*

# Past Objectives

## 2012-2013 Objectives

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

## Assessment of Objectives

### Objective 1: Successfully introduce Dr. Danielle Fontaine to the Suffolk University community.

The CTE staff successfully introduced Danny into the Suffolk community starting in July 2012 through formal introductions at faculty meetings and events. Since joining the CTE, Danny has facilitated all of the CTE's primary programs such as the Course Design Institute and the writing groups. Danny has also successfully built a client-base and frequently consults with faculty and part-time lecturers. Danny also co-designed and facilitated the new Hybrid Course Design Institute program. She currently serves as the CTE representative on the President's Commission on Diversity Affairs.

### Objective 2: Secure Davis Foundation grant and implement Faculty and Professional Learning Communities.

The CTE was awarded a Davis Educational Foundation grant in fall 2012 and opened up applications for the program in spring 2013. Thirty-two faculty and staff will be participating and facilitating four Faculty and Professional Learning Communities (FPLCs) in the 2013-2014 AY. In spring 2013, the CTE staff trained all FPLC facilitators in a day-long retreat that covered topics such as designing group objectives and successful budgeting. The CTE also organized a meet-and-greet event for all FPLC participants to engage with one another before the summer break. Faculty response to the new FPLC program has been enthusiastic and positive.

# Past Objectives

## Assessment of Objectives (Continued)

Objective 3: Continue to offer support and resources to faculty and administrators during the upcoming implementation of the strategic plan and during ongoing administrative adjustments.

The CTE's most important contribution in this area has been the design and launch of the Hybrid Course Design Institute to help faculty transition from traditional classroom settings to hybrid environments. Although the HCDI program is not a mandatory training program for faculty, it is a dedicated resource that faculty are utilizing and encouraging their peers to attend. The CTE staff have also consulted with department chairs and other administrators about hybrid teaching and learning best practices to assist in department-level strategic planning.

Objective 4: Develop and expand the TEALIG grants program to promote SOTL in all three schools.

The 2012-2013 AY was the first full year in which the TEALIG seed grants program was centralized and available to all faculty. Each semester, faculty representing each of the three schools have applied for funds and the demand for funds continues to increase. While the CTE funded 60% of requests in spring 2012, the following semesters we were only able to fund 39% and 21%, respectively. The majority of grant funds are being requested to create Open Educational Resources, so we will continue our efforts to educate and support faculty in the Scholarship of Teaching and Learning.

Objective 5: Continue to promote and support Teaching & Technology for Suffolk faculty through workshops, programs and the continuation of the Suffolk University Technology Symposium.

The expansion of the CTE mission to support teaching with technology was a result of the successful implementation of this objective. In the 2012-2013 AY, the CTE launched hybrid training for faculty through the Hybrid Course Design Institute, expanded the Technology Symposium to include neighboring schools, and started the process to hire an Instructional Designer to join the CTE team. Additionally, we have partnered with UMass-Boston to support graduate student interns in Instructional Design who complete projects for the CTE, such as designing faculty workshops, for course credit. One of the CTE's most popular resources has been the "Tech Deck," a resource created in Spring 2013 to help educate faculty about the latest technologies that can be used in the classroom to facilitate learning. The FPLC program is a large part of this educational effort.

Objective 6: Continue to promote best practices of teaching excellence

In 2012-2013, the CTE continued to promote best practices of teaching excellence by sharing teaching and learning techniques through new workshops and programs; maintaining and updating the CTE lending library with new texts on teaching innovation, particularly in the areas of hybrid and online teaching and learning; subscribing to an institutional license for over 150 Magna Commons webinars on teaching and learning, teaching with technology, and administration and leadership; expanding our mechanisms to research our own programs and impact, especially with our course design institutes; and encouraging innovation through expanding our Teaching and Learning Innovation Grants program.

# CTE Research & Publication

## 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* 4, (Summer 2012): 33-59.

Keenan, Kevin. and Fontaine, Danielle L. "Listening to Our Students: Understanding How They Learn Research Methods in Geography". *Journal of Geography*. 2012. Volume 111; Issue 6: 1-12

## Non-Refereed Publications

Linder, Kathryn E. "What Can Angry Birds Teach Us About Learning?" *ProfHacker Blog* <http://chronicle.com/blogs/profhacker/what-can-angry-birds-teach-us-about-universal-design-for-instruction/42038> (August 24, 2012).

## In Press

Linder, Kathryn E. & Suzanna Klaf. "Faculty Development Scholarship: An Analysis of *To Improve the Academy*, 1982-2011," *To Improve the Academy*, Vol. 32 (in press).

## National Conference Presentations and Invited Talks

Linder, Kathryn E. Invited Speaker, "Curriculum Re-Design," Faculty Retreat, Western Program, Miami University, Oxford, OH. (August 2012)

Linder, Kathryn E. Invited Speaker, "Creating and Maintaining Your Scholarly Writing Pipeline," English Graduate Program, Lehigh University, Bethlehem, PA. (September 2012)

Linder, Kathryn E. Panel Presenter, Research Session, "Exploring the Range of Multi-day Course Design Institutes," Annual POD Network Conference, Pencils & Pixels, Seattle, WA. (October 2012)

Linder, Kathryn E. Facilitator, Interactive Session, "Maintaining Faculty Development Excellence in Times of Transition," Annual POD Network Conference, Pencils & Pixels, Seattle, WA. (October 2012)

Linder, Kathryn E. Panel Presenter, "How Did I Get Here? Our 'Altac' Jobs," 128<sup>th</sup> Modern Language Association Annual Convention, Boston, MA. (January 2013)

Linder, Kathryn E. Invited Speaker, "Why Cutting Corners Doesn't Work for Academics," Providence College, Providence, RI. (February 2013)

Linder, Kathryn E. Panel Presenter, "Strategizing the Academic Ladder," New England Modern Language Association Annual Convention, Boston, MA. (March 2013)

Linder, Kathryn E. Invited Plenary Speaker, "Coming Together: Collaboration as a Tool of Change for Teaching and Learning," Fairfield University 12<sup>th</sup> Annual Summer Conference, Collaborations for Empowerment and Learning, Fairfield, CT. (May 2013)

Linder, Kathryn E. Invited Facilitator, "Course and Curriculum (Re)Development with Backward Design," New England Clinician's Conference, Suffolk University, Boston, MA. (June 2013)

# CTE Grants-in-Progress

## Grants In Process

Linder, Kathryn E. & Danny Fontaine “Institutional Support for Hybrid Teaching and Learning,” Arthur Vining Davis Foundation, \$250,000

### Description of Project and Project Purpose

Based on the success of the initial HCDI pilot, the CTE is creating a series of support structures for hybrid course design that compliment already existing programs. These support structures are threefold:

1. The CTE will provide faculty scholarships for the transition of a traditional course to a hybrid format. These scholarships will act as motivation for faculty who have limited time to engage in the time-intensive activities required for hybrid course re-design. Faculty who receive scholarships will be required to attend the Hybrid Course Design Institute to receive training on new teaching methods and technologies, to learn about best practices to support student success in hybrid environments, and to develop new strategies for researching the outcomes of student learning in hybrid courses they teach.
2. The CTE will add funds to our Teaching and Learning Innovation Grants (TEALIGs), which currently support the development of Open Educational Resources (OERs), Scholarship of Teaching and Learning research projects, and travel funds for teaching and learning conferences. Additional funds for the TEALIG program will allow for funds to be set aside specifically for hybrid teaching and learning projects, research, and conference travel for training and dissemination of research findings.
3. The CTE will hire a two-year Faculty Fellow for Hybrid Teaching and Learning who will be extensively trained in hybrid teaching and learning methodologies and who will act as an advocate for courses transitioning to hybrid models. This faculty member will attend the HCDI program, design and implement a hybrid course, conduct research on hybrid teaching and learning practices, and work with other faculty to collect and disseminate data on hybrid teaching and learning initiatives at Suffolk.

In combination, these support structures have the potential to train faculty on hybrid teaching methods and new technologies, transition our curriculum to include more hybrid models through a structures roll-out process, assist faculty in responding to contemporary student learning needs through course design strategies rooted in universal design, and track research outcomes that will influence the hybrid practices at our institutions as well as the many other colleges and universities who are engaging in hybrid teaching and learning.

# CTE Grants-in-Progress

## Grants In Process (continued)

Behling, Kirsten & Kathryn E. Linder “Student Retention through Universal Hybrid and Online Course Design,” Lumina Foundation, \$250,000

### Description of Project and Project Purpose

This grant would provide funds to create face-to-face and online faculty development modules on Universal Design as applied to hybrid and online courses. The grant would be co-directed by our Office of Disability Services and our Center for Teaching Excellence, two offices which have been successfully collaborating on course design initiatives and faculty development for the past several years.

Universal Design is a concept that prioritizes access for the broadest range from the outset of a course or curriculum design process. One of the key benefits of universal design is increased student engagement and retention in individual courses. However, the research that supports these benefits does not extend to hybrid and online course environments. Hybrid and online teaching and learning is an area of higher education that is developing quickly. Hybrid (also called blended) courses are those in which some of the face-to-face instruction is transitioned to an online environment. Fully online courses have little to none face-to-face interaction. This increased use of technology provides additional opportunities for access when courses are designed intentionally and purposefully.

The additional training we propose will include two components. First, increased face-to-face trainings will supplement Suffolk University’s already existing Course Design Institute program to provide faculty with the knowledge and tools needed to understand the diverse learning needs of the contemporary student. Additionally, each workshop will provide faculty participants with the time and support to universally design pieces of their hybrid and online courses in a manageable timeframe. Training topics will include assignment design, LMS set-up, revising instructional strategies, choosing accessible technologies, as well as educational sessions on websites, resources, and other relevant tools.

Second, the design of online modules within a larger “Universal Hybrid and Online Course Design Toolkit” will provide opportunities for faculty across institutions to learn more about universal course design at their convenience. Each component of the toolkit will model universal design best practices. The toolkit will consist of a series of video tutorials; universal design checklists; exemplary courses; universal course design workshop guides for replication at other universities; self-paced course re-design guides; and resource guides for checking web and technology accessibility. While the face-to-face trainings will be designed specifically for Suffolk faculty and the Suffolk student population, the “Universal Hybrid and Online Course Design Toolkit” will be openly shared with other higher education institutions at no cost. All programs and resources created through the grant will undergo regular updates after the life of the grant is over.



# Strategic Goals 2013-2014



1. Successfully introduce CTE's new Instructional Designer to the Suffolk community.
2. Educate the Suffolk community about the new CTE mission and successfully transition to a new name for the CTE that better articulates the range of our services.
3. Update the CTE website structure to better promote and support the new CTE mission.
4. Revise the CTE database structure to better assess and track CTE programs and client services.
5. Secure additional grant funding to support CTE initiatives.
6. Continue ongoing collaborations with Academic Technology, Disability Services, and the Office of Research and Sponsored Programming in support of the CTE's expanded mission.

# What People Are Saying About CTE

**“A very helpful mechanism to aid colleagues who are struggling with becoming effective teachers. Peer mentoring also helps, but the reinforcement of the CTE program makes it doubly effective.”**

**“The CTE is an invaluable resource for faculty and the college.  
Keep up the wonderful work!”**

**“The CTE is one of the best resources Suffolk University has for its faculty. Its supportive environment, interesting programming, and outstanding staff are what make it a treasure. Thank you for everything you do.”**

**“CTE offered a great series of programs this year. I was pleased with and learned a great deal from each one in which I participated. I only wish I could have attended more! Keep up the great work! “**

**“Just keep up the good work and continue to provide a quiet place we can go to.”**

**“It's nice to have a specific geographical location to meet with highly qualified and helpful people to discuss teaching and learning. ”**

**“The CTE is one of the best supports for teaching and scholarship at Suffolk. I love coming to the CTE and feel it offers a warm and supportive atmosphere. But more than that, it offers sophisticated, cutting edge pedagogical information to teachers, and useful training based on that best-information. There are books to be borrowed, workshops to attend, and a community to join. I have gotten to know and develop working relationships with professors from both CAS and SOM. I have used CTE mid-term evaluations in the past and found them to be extremely helpful. I have also attended their Course Design workshop and found it extremely stimulating. I continue to reap benefits from both, and so my students. Interestingly, I believe both experiences also have informed and improved my scholarship as well.”**

**“It has been a great year! I am seeing the tremendous growth of the centre! I am very glad that CTE has turned out to be such a valuable place in the university.”**

# CTE Advisory Board

The charge to the Advisory Board is to provide suggestions and feedback to the Director of the Center for Teaching Excellence and the CTE staff as they shape the direction of the programs and initiatives. Specifically, Board members will:

- ◇ Serve as liaisons with colleagues concerning teaching and learning issues;
- ◇ Provide suggestions regarding CTE programs, policies and resources;
- ◇ Review and critique relevant written and online materials;
- ◇ Occasionally observe or participate in CTE programs, workshops, or events.

The Advisory Board meets three times each semester during Fall and Spring, with each meeting scheduled for two hours. Board members occasionally may be asked to provide input or feedback via e-mail between the scheduled meetings.

In 2012-2013, the CTE Advisory Board said goodbye to Eric Dewar, Kathleen Engel, and Magid Mazen.

<b>CTE Advisory Board— 2012-2013 Term</b>	
Kirsten Behling	Director, Office of Disability Services
Krisanne Bursik	Associate Dean, College of Arts and Sciences
Christina DiRico	Senior Program Coordinator, Center for Teaching Excellence
Diane D'Souza	Part-Time Lecturer, Sociology, College of Arts and Sciences
Kathleen Engel	Associate Dean, Professor, Law School
Rosa Kim	Assistant Professor, Legal Writing, Law School
Danny Fontaine	Assistant Director, Center for Teaching Excellence
Laurie Levesque	Assistant Dean, Undergraduate Programs, Sawyer Business School
Katie Linder	Director, Center for Teaching Excellence
Magid Mazen	Professor, Management, Sawyer Business School
Leigh Mello	Associate Professor, Legal Writing, Law School
Mary-Joan Potvin	Instructor, Accounting, Sawyer Business School
Monika Raesch	Assistant Professor, Communication and Journalism, College of Arts and Sciences
Allan Tow	Associate Professor, Applied Legal Studies, Education and Human Services, College of Arts and Sciences

# CTE Staff Members



## **Katie Linder, 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 earned her PhD in Women's and Gender Studies from The Ohio State University. Her 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 the *Journal of Centers for Teaching and Learning*.

Katie adjunct teaches in the Sociology Department.



## **Danny Fontaine, Assistant Director**

Dr. Danny Fontaine is the Assistant Director of the Center for Teaching Excellence. Originally from South Africa – where she completed her undergraduate, honors and Masters degrees – she came to the USA in 2004 to pursue her doctoral studies in Urban Geography at Clark University in Worcester, MA. Prior to joining the CTE, Danny worked in the Center for Excellence in Teaching and Learning (CETL) at Clark, and taught in Clark's Graduate School of Geography and in the department of International Development, Community, and Environment (IDCE).

Danny's geographical research interests focus on the association between children's physical activity in the urban built environment; in particular, she is trying to understand how the built environment factors into parents' decision making about how their children travel to school. Part of her research focus within this topic explores the use of mixed methods for increasing our understanding of this complex association. Danny's research interests in professional development focus on pedagogies of active learning with an emphasis on understanding how students actively learn in research methods courses in geography. To this end, Danny has published in *The Journal of Geography*. She is also interested in better understanding and developing different types of evaluation and assessment of both student learning and programming efforts for faculty development.



## **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. Under the Provost, Christina was one of the founding members of the Center for Teaching Excellence and helped grow it into its own department.