

Center *for* Teaching & Scholarly Excellence

2013-2014 Annual Report

Mission

The Center for Teaching and Scholarly Excellence (CTSE) provides leadership for the professional development of members of the Suffolk community as teacher-scholars, administrators, mentors and leaders in three inter-connected areas:

- ◆ Cultivating outcomes-based, student-centered learning through best practices and innovative teaching;
- ◆ Strategically integrating teaching, learning, and technology; and
- ◆ Fostering scholarly productivity and collaboration.

Vision

The CTSE will provide a supportive space to cultivate communities, conversations, and collaborations within and across disciplines and colleges that simultaneously advance individual and group professional development opportunities while increasing the success of Suffolk's students.



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2013-2014 Highlights

This Annual Report from the Center for Teaching & Scholarly Excellence (CTSE) describes the ways that the CTSE created an environment that values and supports the professional development of members of the Suffolk community as teacher-scholars, administrators, mentors and leaders over the past academic year.

In addition to facilitating a range of programs in 2013-2014, the CTSE also welcomed a new staff member to assist with hybrid and online teaching and learning support for faculty. The expanded CTSE team is representative of an expanded CTSE mission (see cover page), which now includes teaching with technology and scholarly support for faculty.

The CTSE staff is proud of the following accomplishments from the previous year:

- ◇ We welcomed Instructional Designer Sarah Smith to be the CTSE's fourth staff member.
- ◇ The CTSE had 594 participants for events and programs and 208 consultations. Unique visits to the CTSE also continue to increase each year (pg. 7).
- ◇ The CTSE ran 67 unique events on 119 different days of the 2013-2014 year. Subtracting weekends and holidays, but including the summer months, the CTSE had programs running every other day.
- ◇ The CTSE successfully launched the Faculty and Professional Learning Communities (pg. 13).
- ◇ The CTSE hosted visitors from several institutions to share information about our programming and structure. Colleagues visited from Ithaca College (NY), Simmons College, Brandeis University, Emerson College, MCPHS, Bridgewater State University, MGH Institute of Health Professions, Quincy College, San Joaquin Delta College (CA), and Shijiazhuang University (China).
- ◇ CTSE staff were invited to present 12 times for 9 different campus groups with information presented to 137 members of the campus community including faculty, staff, administrators, part-time lecturers, and graduate student teaching assistants.
- ◇ The CTSE, in collaboration with the Office of Disability Services, won a \$5,000 research grant from the Professional and Organizational Development (POD) Network to study collaborative efforts between Centers for Teaching and Learning and Offices of Disability Services around online accessibility initiatives (pg. 24).
- ◇ The CTSE hosted a regional meeting funded by a POD research grant (see pg. 24) for faculty developers and disability services professionals that attracted 55 local colleagues.
- ◇ The CTSE staff had 13 national conference presentations or invited speaker engagements and published three peer-reviewed articles (pg. 22).
- ◇ The CTSE offered five Course Design Institutes for 40 faculty and staff participants. Of these participants 18 were external to Suffolk. The CDI program brought in \$3100 in revenue from external participants (pg. 11).
- ◇ The fourth annual Technology Symposium held in May 2014 and open to colleagues in the Boston area had over 100 participants with presentations from 8 Suffolk faculty and staff and 14 external presenters (pgs. 17-18). This year, the event was sponsored for the first time. With external participant fees and sponsorship, the event brought in \$14,725.00.

Description of Services

The CTSE has a wide variety of ongoing programs and services for the campus community. Descriptions of programs and services that are offered regularly are:

Confidential Consultations: Part of CTSE'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 CTSE 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 (see more about our consultations on page 8).

Departmental Consultations: The CTSE staff consults 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 the CTSE Director will plan a session with resources for all faculty who attend. In recent semesters, the CTSE has offered a department consultation or training for departments such as the Accounting and English Departments and the Seminar for Freshman Program.

Midterm Feedback Program: CTSE staff conduct mid-term evaluations for classes in the fall and spring semester. This involves visiting 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 22 faculty and 954 students reached in 2013-2014.

Course Design Institutes: One of the CTSE'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 CTSE now offers CDIs several times throughout the school year. CDIs fill quickly and often have a waitlist (see additional information on page 11).

Hybrid Course Design Institutes: The CTSE began to offer a Hybrid Course Design Institute (HCDI) program in Spring 2013. The HCDI is currently offered in two six-week summer sessions. Each session is comprised of a morning course design tutorial and an afternoon technology training. In between the weekly face-to-face meetings, participants complete online assignments that simulate a hybrid course environment. Two sessions of the HCDI in 2013-2014 trained 15 faculty and administrators in hybrid teaching and learning (see additional information on page 12).

Annual Events: The CTSE hosts several annual events for faculty including the New Faculty Orientation, 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. Several of these programs offer opportunities to collaborate with other Suffolk offices or to bring in outside speakers who can share their expertise with the Suffolk community.

Description of CTSE Services

Faculty Writing Groups: The CTSE 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. Thirty-one faculty and staff receive the weekly writing group emails. The CTSE also periodically hosts a book proposal writing group.

Dedicated On-Campus Writing Days (formerly Writing Lockdown Days): Every semester the CTSE hosts a dedicated on-campus writing day once a month. Faculty are invited to write from 9am-4pm with coffee and tea provided. In 2013-2014, 26 unique faculty members participated in the Dedicated On-Campus Writing Day program.

Grading Daze: During this week-long event, the CTSE 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 CTSE.

Graduate TA Training: The CTSE staff offer training to the Psychology and Law graduate teaching assistants several times throughout the academic year. Topics of these trainings include FERPA, course design, effective communication with faculty supervisors, plagiarism and ethics, and active learning.

Informal 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: CTSE workshops on teaching, learning, technology, and scholarly productivity remain a core component of the CTSE calendar of events. Twenty-seven workshops were offered in 2013-2014 (see a list of Workshop topics and facilitators on pages 19-20).

Pass-the-Book Program: Some semesters, in lieu of our regular book groups, 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. During the 2013-2014 academic year the CTSE hosted two MOOC learning groups instead of Pass-the-Book.

Book Groups: CTSE book groups meet a minimum of three times during some semesters, and participants receive a copy of the book. In the spring, a book group for part-time lecturers discussed *What the Best College Teachers Do* by Ken Bain.

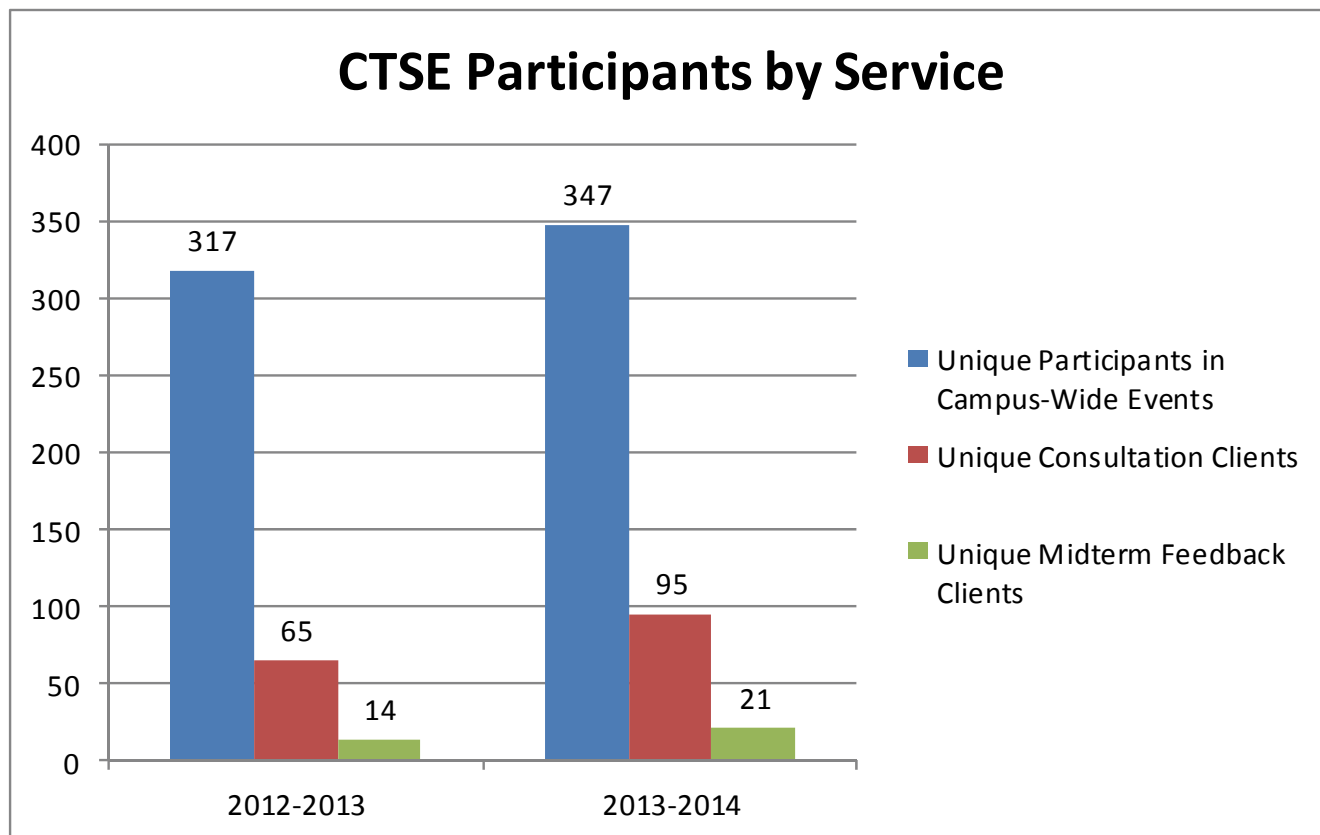
Lending Library: CTSE continues to acquire a selection of some of the best books and videos on teaching and learning. All of these resources are available to faculty on loan. Currently we have 617 books and 24 DVDs in our collection. For 2013-2014 the CTSE lent out 35 books.

Clients Served

The data below shows the number of CTSE clients for each particular service:

	2012-2013* Total	2013-2014 Total	%Inc of Unique
◇ <i>Participants in CTSE Campus-Wide Programs (book groups, workshops, annual events, etc.)</i>	697 (317 unique)	594 (347 unique)	9.5%
◇ <i>Consultations</i>	119 (65 unique)	208 (95 unique)	46.2%
◇ <i>Midterm Student Feedback Sessions</i>	23 (14 unique)	27 (21 unique)	50%
◇ Total	839	829	

* 2012-2013 numbers will differ from last year's annual report. Please see appendix for notes on how our numbers were calculated.

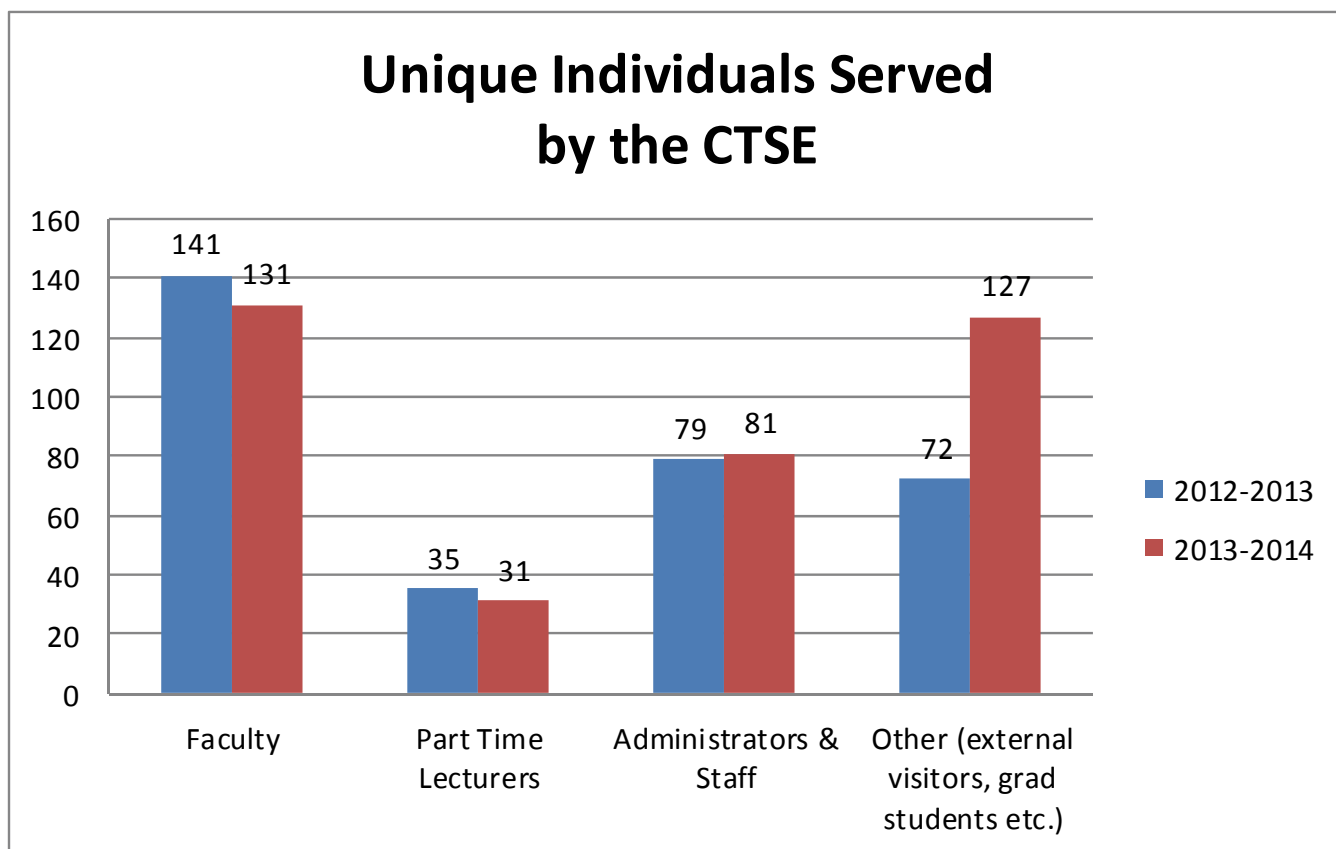


Clients Served

Who is visiting the CTSE?

The summary below shows the **total number of unique individuals** served through CTSE events, programs, and consultations (Thank-a-Prof is not included; for more information on Thank-a-Prof, see pg. 21).

◆ Total Number of Suffolk Individuals Served	2012-2013	2013-2014	%Inc
◇ Faculty	141	131	-7.1%
◇ Part-Time Lecturers	35	31	-11.4%
◇ Academic Administrators and Staff	79	81	2.5%
◇ Other (grad students, visiting instructors, external)	72	127	76.4%
◇ Total	327	370	13.1%



Clients Served

The CTSE staff offer a variety of consultation methods for the Suffolk community:

- ◇ Administration (to discuss department chair duties or other administrative issues)
- ◇ Midterm Feedback (to discuss feedback from midterm feedback sessions)
- ◇ Research, Grants, and Presentations (to discuss publication pipelines, offer sabbatical support, plan upcoming conference presentations, and discuss grant proposal drafts)
- ◇ Teaching & Learning (to discuss course design, teaching techniques, classroom observations, etc.)
- ◇ Teaching with Technology (to discuss online course design, Blackboard site design, etc.)
- ◇ Professional Development (to discuss job materials, career trajectory, leadership, etc..)

In 2013-2014, the CTSE staff held 208 consultations with 89 individuals.

Of the 21 clients who received consultations and responded to our annual participant survey, the following Agreed or Strongly Agreed that their individual consultation:*

80.96% (17/21) Was helpful to their teaching.

75% (15/20) Stimulated them to think differently about their teaching.

80.96% (17/21) Gave them new ideas and techniques to try.

76.2% (16/21) Led them to try something new in their teaching.

85.7% (18/21) Contributed to their ongoing growth as a teacher.

*at least one respondent noted they checked “neutral” because the consultation questions asked about changes to teaching when they had received a research consultation; these questions will be revised for next year’s annual survey

Breakout of Consultations	2012-2013 Total	2012-2013 Unique clients	2013-2014 Total	2013-2014 Unique clients
Administration	0.85% (1)	1	4.8% (10)	7
Midterm Feedback	22.9% (27)	14	28% (58)	21
Research, Grants, or Presentations	17% (20)	12	22.2% (46)	16
Teaching & Learning	53.4% (63)	44	32.4% (67)	41
Teaching with Technology	0	0	12.5% (26)	18
Professional Development	5.1% (6)	6	0.5% (1)	1
Total*	119	65	208	89

*Totals for unique clients will not equal the sum of the column, as some individuals participated in multiple categories.

What People Are Saying About CTSE

"The CTSE is essential to my professional development and enjoyment of work at Suffolk."

"I can always count on the programming of the CTSE to provide me with exciting new challenges and ideas to incorporate into my teaching!"

"I love CTSE and I hope to use more of their development and coaching opportunities this coming year."

"The midterm feedback process was a constructive and positive experience both for my students and for me. One student mentioned in class that she wished more professors would be as openly responsive to student feedback and concerns! The comments I received and the individual consultation I had... helped me become a more flexible teacher and to articulate more effectively what I value in the classroom and why."

"I think the CTSE is a great program. I just joined the faculty last summer and benefited greatly from the workshops that were available as part of my orientation. The mini-course design institute was particularly useful in helping me think about what I wanted my students to accomplish. I also benefited greatly from the mid-semester feedback session and the 1:1 meeting I had afterwards."

"CTSE is one of the best programs for faculty at Suffolk!!"

"Recently, I participated in the grant-writing workshop and it has opened up a whole new way of thinking about funding opportunities. There is so much that is in reach that I was not aware of. Thank you so much for offering such a wide variety of professional development opportunities."

"It was great to see the CTSE expand this year and have more of the resources it needs to do its critical work at Suffolk."

"Each year my involvement in CTSE has grown. This, I believe, is a reflection of the responsiveness of the CTSE staff to the shifting needs of the faculty. More and more of the offerings reflect what I feel I need to stay current in my teaching and connect with colleagues. This year was my first using the writing lockdowns. What a GREAT program. Thank you! I enjoyed getting out of my office, but still feeling (and being) quite productive. Looking forward to what CTSE has planned for 2014-2015!"

New Faculty Orientation

Each year, the CTSE organizes and facilitates the New Faculty Orientation in collaboration with a number of campus offices to present new faculty in all three schools with the information they need to have a successful start at Suffolk.

In 2013-2014, the CTSE hosted 18 new faculty at the orientation (schedule below). For the first time, new faculty were offered a university-wide technology orientation as well as an opportunity to experience part of our popular Course Design Institute program.

Feedback from new faculty who attended the orientation included the following:

“It was wonderful to meet faculty from the other colleges. The session with the Administrators, Provost, and President was a clear display of the support and vision we can expect from the central administration.”

“The design not only taught us about the university’s resources, but also helped us to learn about each other and develop a cohort of new faculty.”

2013 NEW FACULTY ORIENTATION SCHEDULE

Day 1	Tuesday, August 27th	
8:30 – 9:00	Breakfast & Welcome by the CTSE	CTSE Staff
9:00-11:00	The First Day of Class	Magid Mazen, Professor, Management
11:15-12:15	The Suffolk Student	Kirsten Behling, Director, Disability Services
12:15-1:30	New Faculty Conversations and Lunch	Professors from each school
1:45-2:45	Campus and Library Tour	Malorie, Suffolk Student Sharon Britton, Director, Sawyer Library
3:00-4:15	Coffee & Dessert with Student Affairs	Ann Coyne, Senior Associate Dean, Student Affairs
Day 2	Wednesday, August 28th	
9:30-10:30	Breakfast with Suffolk Administrators	Various Suffolk Administrators
10:45-12:15	Technology Orientation	Various IT and Media Services Administrators
12:30-2:00	Setting Yourself Up for Success & Lunch	Mary Pat Wohlford, Interim Director, ORSP; Jeff Pokorak, Vice Provost, Faculty and Curriculum; Katie Linder, Director, CTSE
2:15-4:00	Suicide Prevention Training	Linda Field, Interim Director of Counseling
Day 3	Thursday, August 29th (Optional)	
Option 1 9:00-4:00	Writing Lockdown Program	
Option 2 9:00-12:00	Course Design/Syllabus Workshop	Katie Linder, Director, CTE Danny Fontaine-Rainen, Assistant Director, CTSE
Option 3 1:00-4:00	Setting up Blackboard/Panopto	Sarah Smith, Instructional Designer, CTSE

Course Design Institute

The CTSE Course Design Institutes trained 40 faculty and staff over 2013-2014.



July 2013



October 2013



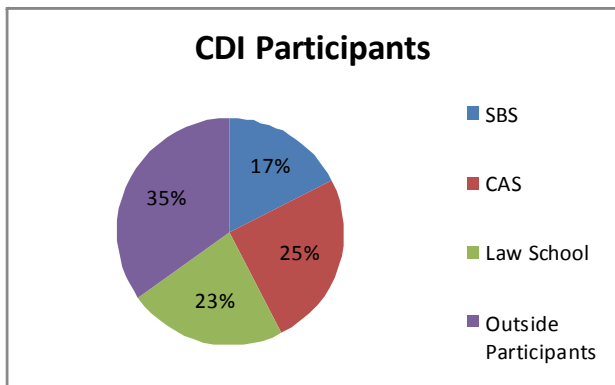
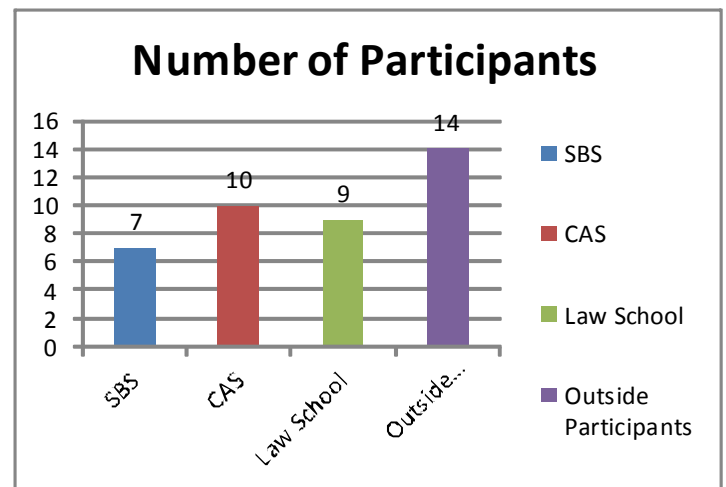
January 2014



March 2014



May 2014



Hybrid Course Design Institute

The CTSE offered two opportunities for faculty to complete the Hybrid Course Design Institute (HCDI) - a program that was successfully piloted last year. The HCDI is an intensive six-week long institute, deliberately designed to simulate a hybrid course, that only runs during the summer months. Each of the six weeks' face-to-face classes are structured such that the morning session (10:00am to 12:00pm) covers different elements of hybrid course design, with the afternoon session (1:00pm-3:00pm) offering a different technology training.

	<i>Morning Course Design</i>	<i>Afternoon Technology Training</i>
Week 1:	Fundamentals of Hybrid Teaching & Learning	Introduction to Blackboard & Learning Modules
Week 2:	Hybrid Course Mapping	Panopto Training
Week 3:	Creating Social Presence	Discussion Boards & Online Ed Resources
Week 4:	Designing Hybrid Assessments	Blackboard Assessment Tools & Online Rubric Tools
Week 5:	Implementing Your Hybrid Course	Apps & Social Media, Open Lab
Week 6:	Participant Showcase of Hybrid Designs	

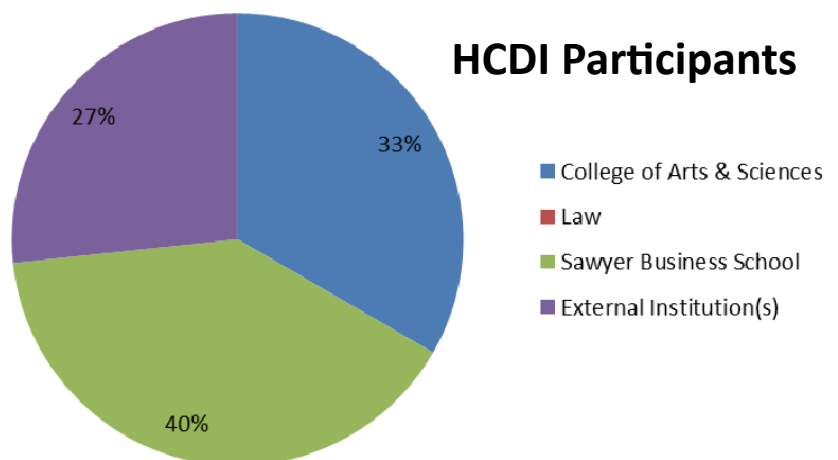
Two sessions of the HCDI in 2013-2014 trained 15 faculty and administrators in hybrid teaching and learning. Thus far, faculty response to the Hybrid Course Design Institute program has been very positive:

"I think the technology discussions brought me to the point of beginning to appreciate how useful technology can be in assisting learning."

"...I am a lot less concerned about covering all of the relevant content. I was already focused on active learning, but the HCDI has focused me even more on creating situations where high quality learning can occur, rather than on everything the course is supposed to cover."

"I was skeptical about replacing F2F with online interactions, but now I think it's possible to improve upon the typical in class interactions."

School	Participants
College of Arts & Sciences	5
Law	0
Sawyer Business School	6
External Institutions (MCPHS, Emerson, Quincy College)	4
TOTAL	15



Faculty & 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 CTSE launched 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 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 and cross-disciplinary collaboration.

In the inaugural year of the program we offered four topic-based FPLCs with facilitators from across the institution:

- ◇ Hybrid Teaching and Learning I: Eric Dewar (Associate Professor, Biology) & Sarah Smith (Instructional Designer, CTSE)
- ◇ Hybrid Teaching and Learning II: Mary-Joan Potvin (Instructor, Accounting) & Danny Fontaine-Rainen (Assistant Director, CTSE)
- ◇ Multi-Cultural Competencies: Kim McLaurin (Associate Professor, Law) & Jacinda Felix-Haro (Director, Office of Diversity Services)
- ◇ Entrepreneurial and Innovative Thinking: Michelle McIntyre (Program Coordinator, NESAD)

FPLC participants began to think of themselves more as “teacher-scholars,” indicated through comments such as:

“It inspired me to look at education as a research subject not just my day job.”

“It helped me frame teaching innovations in a way that I can present the data in a scholarly way, as opposed to anecdotally documenting what works or doesn't work.”

“I received a crash course in education research methods, which will continue through the year. I also identified research questions of interest to me and will continue to prioritize these as a teacher scholar.”

Additional feedback from the first year report for the Davis Educational Foundation is attached in the appendices.

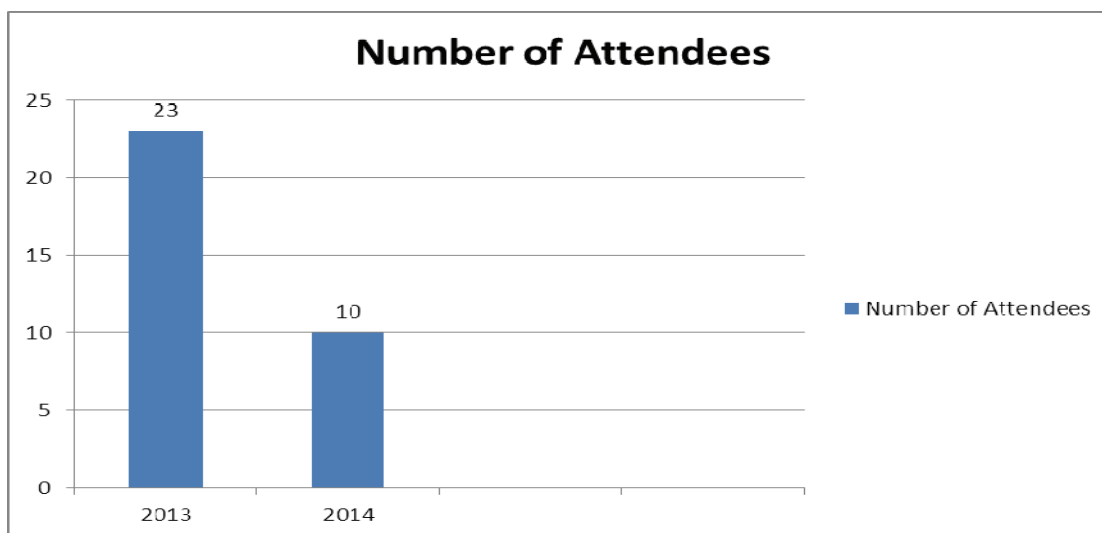


Alternative Spring Break

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. Workshop topics are listed in the schedule below. This was the second year that the program ran. In March 2014, 10 faculty, staff, and administrators participated in the Alternative Spring Break program.

2014 Alternative Spring Break Schedule

	Day 1 – Tuesday, March 11	Day 2 – Wednesday, March 12
10:00am-12:00pm	SPSS Basics Workshop <i>Amy Marks, Associate Professor, Psychology (4 attendees)</i>	IRB Net <i>Raye Choi, Office of Research & Sponsored Programs Administrative Staff (0 attendees)</i>
12:15-1:15pm Lunch Included	Best Practices for Productive Research Assistants <i>Frank Cooper, Professor, Law (4 attendees)</i>	Faculty Handbook <i>Jeff Pokorak, Vice Provost of Curriculum and Faculty Development (10 attendees)</i>
1:30-3:30pm	Qualitative Research Methods <i>Tryan McMickens, Assistant Professor, Philosophy (3 attendees)</i>	Data Safety and Monitoring <i>Paul Guarino, Information Security Officer (2 attendees)</i>



TEALIGs

In Spring 2012, the CTSE launched a Teaching and Learning Innovation Grant (TEALIG) Program for full-time faculty in all three colleges. Faculty are eligible to receive up to \$5,000 (if applying as a group) or up to \$2,000 (if applying as an individual) 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. Of the total amount requested by faculty, the CTSE was able to fund 26% in fall 2013 and 60% in spring 2014. In 2013-2014, the CTSE distributed \$15,000 to nine faculty and staff among CAS, SBS and the Law School.

Fall 2013 Teaching and Learning Innovation Grants

Faculty Name	Department/College	Project Title
Lisa Coyne & Timothy Poynton	Psychology, CAS	Improving Student Outcomes through Harnessing Evidence-Based Change Principles
Mark Blodgett	Business Law and Ethics, SBS	Teaching Applied Ethics Across the University Curriculum: A Student Project Template for "Doing Good and Making a Profit"
Kathleen Engel	Law School	Teaching Students How to do Scholarship, and Facilitating Faculty-Student Collaborative Scholarship
Tryan McMickens	Administration of Higher Education, CAS	Southeast Asian American Undergraduate Achievement in Higher Education

Total Funded: \$7,500
Total Requested: \$28,340
Percentage Funded: 26%

Spring 2014 Teaching and Learning Innovation Grants

Faculty Name	Department/College	Project Title
Pat Reeve & Julia Howington	History & Moakley Archive and Institute, CAS	Mining the Archives: Primary Source-based Open Educational Resources for Faculty-enabled Student-centered Instruction of Information Literacy and Critical Analysis
Evgenia Cherkasova & Dmitry Zinoviev	Philosophy & Mathematics and Computer Science, CAS	Eduaimonia: The Game of Life

Total Funded: \$7,500
Total Requested: \$12,489
Percentage Funded: 60%

Fall Speaker Event

On the 1st of October, 2013, the CTSE hosted Dr. Saundra McGuire as the annual Fall Speaker. She spent the day on campus offering two workshops (one in the morning and one in the afternoon) for students and a lunchtime presentation for faculty. Her interactive workshops for students focused on metacognition as the key to excelling in courses by introducing them to cognitive learning strategies that would help them experience meaningful and transferable learning. The 18 students who attended these workshops were engaged and walked away with simple tips and strategies to implement to improve their study behavior, and hence, their learning.

Dr. McGuire's lunchtime presentation to 66 faculty from across the three schools, and a few visitors from Simmons College, focused on how to get students to focus on learning instead of grades. As the promotional material for her presentation noted, "21st Century students come to college with widely varying academic skills, approaches to learning, and motivation levels. Faculty often lament that students are focused on achieving high grades, but are not willing to invest much time or effort in learning." Dr. Saundra McGuire focused on the importance of helping students acquire simple but effective learning strategies based on cognitive science principles. Drawing on her rich educational experiences and her wealth of useful activities to engage her audience, Dr. McGuire presented data, research, and her own experiences to urge faculty to see that how well students do on a test is not indicative of how smart they are, but rather reflective of their study behavior.



Dr. McGuire—now retired—was the Assistant Vice Chancellor & Professor of Chemistry, and Director, Emerita, for the Center for Academic Success at Louisiana State University.

What participants had to say about Dr. McGuire's presentation:

"[I] Need to teach students how to use metacognition strategies."

"Every student has the potential to be an 'A' student, and there are strategies to help."

"Instead of encouraging students to use CLAS to self diagnose & implement learning strategies, I feel I will be a more successful educator by helping them more to understand & use learning strategies."



Technology Symposium

The fourth annual Technology Symposium, held May 22-23 in the Suffolk Law School, had 122 attendees. Of these attendees, 22 were presenters; 8 were Suffolk faculty and staff and 14 external presenters gave presentations in one of two formats: 60-minute interactive demonstration session or 60 minute roundtable discussion. The theme of this year's symposium was, "Today's Innovations, Tomorrow's Disruptions."

The Planning Committee incorporated several changes to this year's event, which were:

- Two keynote speakers: one each day
- Vendor tables set up in facility lobby for attendee exploration
- Sponsors, also with tables in lobby, bringing in various levels of participation and funding
- New website for the event (to house registration, sponsorship information, the daily schedule and program and the ability to upload/share presenters' files): <http://blogs.cas.suffolk.edu/technologysymposium/>

With external participant fees and sponsorship, the event brought in \$14,725.00.

The following presentations were given (the full event program is included in the Appendices):

Day 1:

Keynote: Leveraging technology for learning and assessment: Can it disrupt the current system?

Janice Gobert, *Associate Professor of Learning Sciences and Psychology, Worcester Polytechnic Institute*

Developing Hybrid Tools for Student Success in English and Math, Sara Hilinski, Elaine Pascale, Jill Eisenberg & Jeanne LeSeur, *Suffolk University*

What an Online Syllabus Can Do That a Paper Syllabus Can't, Gerald Richman, *Suffolk University*

Using Lecture Capture to Help Students Improve Their Metacognitive Skills, Linda Bruenjes, Katherine Carey, Taryn Mancarella & Sarah Wojiski, *MCPHS University*, Tes Cotter Zakrzewski, *Wentworth Institute of Technology*, & Kevin Shea, *Wentworth Institute of Technology College of Professional and Continuing Education*

Sponsor presentation: **Big Data Solutions for Higher Education**, Rob Peglar, *EMC Isilon*

Using iPads to Increase Scientific and Critical Thinking: A Result of a Faculty iPad Pilot Project at MCPHS University, Sarah Wojiski & Li Chen, *MCPHS University*

Using GIS to Enhance Teaching and Learning, Rebecca Paynich, *Curry College*

Making Teaching More Natural Using Google Docs, Folders & Forms, Roben Torosyan, *Bridgewater State University*

Day 2:

Technologies in the Classroom and the Blended System of Teaching within the Western European Traditional Learning Model, Alexandra Rengel, *Suffolk University Madrid Campus*

Classroom Game Design, Mish McIntyre, *UMASS Boston & Suffolk University*

Scaling Up Seminar-Style Discussions with Prezi, Robert Cowherd, *Wentworth Institute of Technology*

Sponsor session: **Digital business transformation and the Evolution of IT**, Vala Afshar, *Extreme Networks*

Collaborative vs. Group Work: Best Practices for Successful Instruction and Learning, Frank Potvin, *UMASS Boston*

Flexing with Technology: Using Your LMS and Hybrid Flexible Pedagogy, Lance Eaton, *North Shore Community College*

Keynote: **2030, A Look Into the Future of Suffolk University**
Gary Beach, *Publisher Emeritus, CIO Magazine and author of the recent bestselling book "The U.S. Technology Skills Gap"*

Technology Symposium

*"The keynote speakers & the concurrent session presenters were excellent!
As in prior years, I'm leaving with a long to do list of books to read and
techniques/technologies to try! Looking forward to next year!!
Thanks to the CTSE for a fabulous job!"*

*"The conference was very well organized. Talks were interesting,
as well as demonstrations. Keynote speeches were very good.
Listening [to] Janice Gobert I got the idea how to connect
digitized science assessments and our ideas developed in the
framework of the project "Inspiring environment for learning natural sciences."*

"I enjoy this every year. Thanks for all you do."

"Thank you for all of the resources AND exposure to innovative approaches. "



Workshops and Facilitators

FALL 2013— Faculty Workshop Series

International Student Experience at Suffolk University, Part I & II, *Kathy Sparaco, Director, International Student Services*

Course Design Institute, *Danny Fontaine, Assistant Director, CTSE*

Panopto/Coursecast Training, *Cheryl Caira, Instructional Technologist, SBS*

Introduction to Research Methods, Part I & Part II, *Mary Pat Wohlford, Associate VP, Research and Sponsored Programs*

Bring Out Your Dead, *Katie Linder, Director, CTSE*

Classroom Assessment Techniques, *Danny Fontaine, Assistant Director, CTSE*

Finding Funding, *Mary Pat Wohlford, Associate VP, Research and Sponsored Programs*

Grant Proposal and Budget Development, *Mary Pat Wohlford, Associate VP, Research and Sponsored Programs, & Cindy Vachon, Senior Grants Administrator*

Overview of Research Regulation, *Deb Elek, Research Compliance Coordinator, Research and Sponsored Programs*

Orientation to IRB Net, *Deb Elek, Research Compliance Coordinator, Research and Sponsored Programs*

The IRB Application Process, *Deb Elek, Research Compliance Coordinator, Research and Sponsored Programs*

Sensory Disabilities Institute, *Andrew Cioffi, Assistant Director, Disability Services*

Teaching With Technology Drop-In, *Sarah Smith, Instructional Designer, CTSE; Michelle Bolser, Instructional Technologist, CAS; Cheryl Caira, Instructional Technologist, SBS; Gina Doherty, Director, Academic Technology, Law School*

Webinar Series (How to Detect and Prevent Plagiarism in the Online Classroom, Intro to Open Learning Initiatives at Carnegie Melon, OLI Webinar, Innovative Educators Supporting Academic and Professional Growth in Higher Ed.)



Workshops and Facilitators

SPRING 2014

Course Design Institute (January, March & May)

Katie Linder, Director, CTSE; Danny Fontaine-Rainen, Assistant Director, CTSE, respectively

Scholarly Teaching & Student Centered Learning, *Didem*

Vardar-Ulu, Assistant Professor of Chemistry, Wellesley College

SPSS Basics

Amy Marks, Associate Professor, Psychology

Sensory Disabilities Institute, *Andrew Cioffi, Assistant*

Director, Disability Services; Laura Sabadini, Alt Text Specialist, Disability Services

Flipping the Classroom

Sarah Smith, Instructional Designer, CTSE; Michelle Bolser, Instructional Technologist, CAS

Making Research Meaningful, *Connie Sellers, Assistant*

Director, Reference Services; Katie Linder, Director, CTSE

Writing Effective Course Goals and Learning Objectives

Katie Linder, Director, CTSE

Video Best Practices

Sarah Smith, Instructional Designer, CTSE; Jesse Sterling, Digital Editor & Producer, Media Services, and Brian McDermott, Assistant Chief Information Officer & Director, Media Services

Hybrid 101

Sarah Smith, Instructional Designer, CTSE

Bring Out Your Dead

Katie Linder, Director, CTSE

Alternative Spring Break for Faculty, *Frank Cooper, Professor,*

Law; Tryan McMickens, Assistant Professor, Philosophy; Amy Marks, Associate Professor, Psychology; Paul Guarino, Information Security Officer, ITS; Jeff Pokorak, Vice Provost of Faculty Development

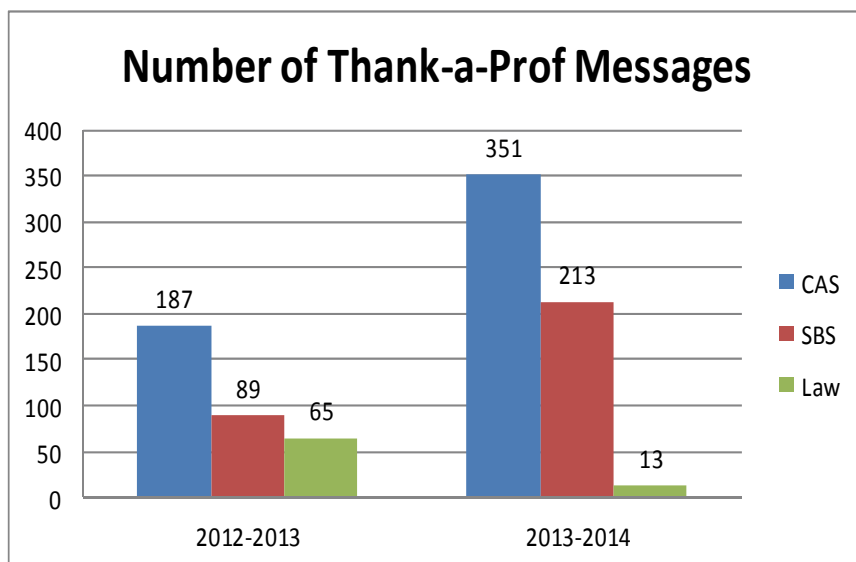
Creating Social Presence, *Sarah Smith, Instructional Designer,*

CTSE; Michelle Bolser, Instructional Technologist, CAS



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 CTSE is sent to each instructor that receives thanks at the end of the semester. In the 2013-2014 academic year, the Thank-a-Prof program resulted in **577** messages from students sent to professors across Suffolk's three colleges. Since the program launch in Spring 2012, a total of **1038** letters have been sent out to faculty. The CTSE collaborates with residence life, CLAS, the SLI office, advising, the student affair's office, and ITS to market the program. The total number of thank you messages has increased each year, as shown in the graph below.



What faculty members are saying about Thank-a Prof:

"Thanks so much for sending those letters along to me. As I sit here on this beautiful day buried in grading papers for my summer course, it gave me a lift to read those thoughtful comments. It's always nice to know we're appreciated!"

"Thanks so much for sending the letter! It's an honor to receive such recognition. I'm very glad that my teaching effort had been well received."

"Wow. Thank you very much for sharing those comments. You never know when someone might be listening."

"Thank you. I am very surprised by this. It is good to know that I helped her."

"Thanks so much for this email. It made my day."

"Thank you. It is always a pleasure to get positive feedback from a student."

2013-2014

Breakdown of Recipients by School

CAS	61%	351
SBS	37%	213
LAW	2%	13

Research & Publication

Staff Publications

- Linder, K. E. (2014). *Rampage Violence Narratives: What Fictional School Shootings Tell Us About the Future of America's Youth*. Lanham, MD: Lexington Press.
- Linder, K. E., D. Elek, & L. Calderon. (2014). "SoTL and the Institutional Review Board: Considerations Before Navigating the Application Process for Classroom Research in Higher Education," *Journal of the Scholarship of Teaching and Learning*, 14 (2): 1-14.
- Linder, K. E., F. R. Cooper, E. M. McKenzie, M. Raesch, & P. A. Reeve. (2014). "Intentional Teaching, Intentional Scholarship: Applying Backward Design Principles in a Faculty Writing Group" *Innovative Higher Education*, 39, 3: 217-229.
- Linder, K. E. & S. Klaf. (2013). "Faculty Development Scholarship: An Analysis of *To Improve the Academy*, 1982-2011," *To Improve the Academy*, Vol. 32: 163-182.

National Conference Presentations and Invited Talks

- Fontaine-Rainen, D. & Smith, S. Facilitators, Interactive Panel Session, "Training Faculty in Blended Course Design," North East Regional Computing Program Annual Conference, Rhode Island Convention Center, Providence, RI. (March 2014)
- Fontaine-Rainen, D. Invited Facilitator, "Universal Design for Learning" and "How to Design a Multi-Day Institute," Office of Teaching & Learning, Bridgewater State University, MA (June 2014)
- Linder, K. E. Invited Plenary Speaker, "Helping Students Learn in an Age of Digital Distraction," Fairfield University 13th Annual Summer Conference, Fairfield, CT. (May 2014)
- Linder, K. E. Keynote Speaker, "How Does Learning Work?: Research-based Principles and Ideas to Enhance Your Teaching," Lasell College, Newton, MA. (May 2014)
- Linder, K.E. Invited Facilitator, "Backward Design for Student-Centered Learning: Creating Engaging Assignments," Fitchburg State University, Fitchburg, MA. (May 2014)
- Linder, K.E. Invited Facilitator, "Backward Design for Student-Centered Learning: Aligning Your Course for Student Success," NEEAN Dialogues Conference, University of Massachusetts-Amherst, Amherst, MA. (March 2014)
- Linder, K. E. Invited Presenter, "Training Faculty in Hybrid Course Design: Structure & Results," Wiley Learning Institute Faculty Development Research Roundtable (webinar) (January 2014)
- Linder, K. E. Invited Speaker, "Helping Students Learn in an Age of Digital Distraction," Legal Practice Skills Regional Conference, Suffolk University Law School, Boston, MA. (December 2013)
- Linder, K. E. & Smith, S. Facilitators, Interactive Session, "Training Faculty in Blended Course Design," New England Faculty Development Consortium Regional Conference, College of the Holy Cross, Worcester, MA. (November 2013)
- Linder, K. E. Invited Speaker, "Writing for Insight: Using Writing to Reflect on Accomplishments and Challenges in the Workplace," Leadership Survival Skills Workshop, Harvard Kennedy School, Cambridge, MA. (October 2013)
- Linder, K. E. Invited Speaker, "The Writing Pipeline," Clinical Scholarship Workshop, Suffolk University Law School, Boston, MA. (August 2013)
- Smith, S. Presenter, Poster presentation, "Using Clickers to Increase Student Reading, Engagement, and Learning," The Teaching Professor 2013 Technology Conference, The Westin Peachtree Plaza, Atlanta, GA. (October 2013)
- Smith, S. Presenter, Poster presentation, "Professional Development Cohort Series as a Planned Process," Professional and Organizational Development Network in Higher Education Annual Conference, Omni William Penn Hotel, Pittsburgh, PA, (October 2013)

Grants

Since fall of 2012, the CTSE staff have been actively pursuing external funding to support our programs and the initiatives articulated in the institutional strategic plan. All of the CTSE's external funding efforts have been highly collaborative both within the Suffolk community as well as with colleagues across New England. Currently, the CTSE's work is supported by a Davis Educational Foundation grant (\$107,200 over three years) that funds our Faculty and Professional Learning Communities program. This year, we are also pleased to have received two additional grants: a second grant from the Davis Educational Foundation to fund a Learning Assessment Research Consortium (see below) and a grant from the Professional and Organizational Development (POD) Network to support research on institutional resources promoting online accessibility (see pg. 24). To date, our grant writing has brought in \$339,400.

Linder, Kathryn E. "Learning Assessment Research Consortium ," Davis Educational Foundation, \$227,200

Description of Project and Project Purpose

This project will fund the design and implementation of a customizable Learning Assessment Curriculum (LAC) that we hypothesize will significantly enhance institutional capacity for assessment while also supporting both inter- and intra-institutional assessment communities. Capacity for institutional assessment will be enhanced by improvements in knowledge, the development of shared language, and increased application of assessment data to positively impact teaching and learning practices and promote student learning and success.

Funds for this project will support three phases over three years. Phase one includes the development of a Learning Assessment Research Consortium that consists of eight New England colleges and universities (five founding institutions plus three additional institutions in Phase 1), representing a variety of institutional types. In the initial phase, Consortium Institutions (CIs) will engage in an analysis of assessment education needs among faculty, administrators, and staff at participating CIs. The resulting analysis will inform the subsequent phases of the project.

Phase two consists of the development of a modular Learning Assessment Curriculum that includes both online and face-to-face training components with facilitation guides. At minimum, 10 modules will be created including content areas covering essential basics such as developing course- and program-level goals and objectives and assessing general education competencies. More advanced topics such as data collection for learning outcomes assessment, involving students in learning outcomes assessment, and assessment for change will also be included. This curriculum will offer a menu of learning opportunities that will be customizable depending on an institution's or an individual's needs. Based on the data collected in the analysis completed in phase one, these components will be developed for a range of audiences including individual faculty members across disciplines, departments, and colleges, as well as administrators and staff.

Phase three of the grant includes the pilot testing and revision of the LAC modules by stakeholders across the CIs. This final phase of the grant will also be devoted to articulating the CI outcomes that have resulted from the implementation of the LAC modules across the Consortium. The curriculum modules and facilitation guides, as well as findings regarding institutional outcomes, will be distributed regionally through professional presentations, scholarly articles, and a web presence.

Grants (cont.)

Behling, Kirsten, Danielle Fontaine-Rainen & Kathryn E. Linder “Institutional Support and Resources for Online Accessibility: The Role of Centers for Teaching and Learning (CTL) and Offices of Disability Services (ODS),” Professional and Organizational Development (POD) Network, \$5,000.

Description of Project and Project Purpose

This proposed research examines the institutional support structures and resources that ensure online accessibility for all students, educate faculty about online accessibility needs, and promote online accessibility initiatives institution-wide with particular attention to current and future collaborative efforts between Centers for Teaching and Learning (CTLs) and Offices of Disability Service (ODSs).

As faculty developers become more involved with online education initiatives, there is a pressing need to know more about best practice, resource sharing, and opportunities to modify instruction in response to the diverse needs of online learners. Accessibility in online learning, a legal requirement for all courses, is a growing area of institutional concern that POD professionals need to be especially aware of as they prepare to support faculty teaching with technology. This grant will support two research questions: *What are current institutional practices and policies that support accessible online teaching and learning?* and *How can CTLs best collaborate with ODSs in support of institutional, faculty, and student needs around online accessibility?*

This research will collect two sets of data: first, we will explore the current institutional supports and resources for online accessibility including, but not limited to, e-policies; mandatory syllabus statements; trainings in accessible online teaching; and student support services. The purpose of this data collection is to survey the range of institutional responses to online accessibility requirements and to identify best practices that comply with ADA standards. This data will be collected through website review, a survey distributed to higher education administrators (contacted through Provosts’ offices), and follow-up phone interviews.

Second, we will collect data on current collaborations between CTLs and ODSs as they attempt to meet a growing need to educate campus constituents about online accessibility in order to promote best teaching and learning practices in online environments. Focusing on the relationship between these two institutional units, this data will be collected through website review, a survey distributed to POD and AHEAD (Association on Higher Education and Disability) members, and follow-up interviews. Due to our proximity to a nationally-recognized higher education hub that encompasses a range of institution types, we will also organize a regional meeting of CTL and ODS professionals to discuss our initial data, to gather additional information, and to develop resources on best practices for establishing and sustaining collaborations occurring between CTLs and ODSs.

In addition to producing, at minimum, two scholarly articles to be submitted to *To Improve the Academy* and the *Journal of Postsecondary Education and Disability*, we also will produce a “Guide to Increased Collaborations Between CTLs and ODSs” to be distributed to POD and AHEAD colleagues and a webinar to share what we have learned through initial data collection and resource sharing.

Community Service

The CTSE provides services to the Suffolk community and to the field of faculty development.

University Committees

- ◇ NEASC Reaccreditation Subcommittee, Standard Five: Faculty
- ◇ President's Commission on Diversity Affairs
- ◇ IRB Committee Member
- ◇ Core Curriculum Assessment Committee
- ◇ Instructional Technologist Hiring Committee

Service to the Colleges

College of Arts and Sciences

- ◇ Trainings for Psychology Department Graduate Teaching Assistants on Active Learning, Plagiarism and Ethics, and Course Design

Sawyer Business School

- ◇ SBS Technology Taskforce

Law School

- ◇ Training for Law School Graduate Teaching Assistants on FERPA and Roles and Responsibilities as a TA (2)
- ◇ Blackboard Training Workshops (2)
- ◇ "Thinking Like a Teacher" presentation for the Marshall Brennan program participants
- ◇ "Responding to Student Writing" presentation for LPS

Service Outside the University

The CTSE 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, 2014 National Conference Proposals
 - ◇ Reviewer, *To Improve the Academy* Journal
- ◇ Peer Reviewer, *Journal of Interdisciplinary Studies in Education*
- ◇ Reviewer, Blackboard Exemplary Course Program

Collaborations

Collaborations with Other Units

Collaboration with other Suffolk offices is a key component of CTSE work. During 2013-2014, the CTSE collaborated with at least 17 Suffolk offices:

- ◇ Center for Community Engagement
- ◇ Office of Student Affairs
- ◇ Sawyer Library
- ◇ Residence Life and Housing
- ◇ Diversity Services
- ◇ Center for Learning and Academic Success (CLAS)
- ◇ Disability Services
- ◇ International Student Services Office
- ◇ Advising
- ◇ ITS
- ◇ Media Services
- ◇ Academic Technology
- ◇ Office of Research and Sponsored Programs
- ◇ Office of Access and Opportunity
- ◇ Office of Institutional Research and Assessment
- ◇ Division of Student Success
- ◇ Office of Student Leadership and Involvement (SLI)

Past Objectives

2013-2014 Objectives

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.

Assessment of Objectives

Objective 1: Successfully introduce CTSE's new Instructional Designer to the Suffolk University community.

The CTSE staff successfully introduced Sarah Smith into the Suffolk community starting in July 2013. Since joining the CTSE, Sarah has facilitated a range of workshops and reached out to over 100 faculty members who are currently teaching hybrid or online courses. Sarah had 41 consultations in her first year and is successfully building a client-base. She also lead the Technology Symposium planning committee and interfaced with the Suffolk community through the design and facilitation of that campus-wide event.

Objective 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.

The CTSE officially transitioned to a new name and expanded mission in January 2014. An email announcement and survey was sent to the campus community to share the transition and ask for feedback. Comments included:

- ◇ "The new name shows the university's commitment in recognizing the larger role that faculty play as scholarship is complementary to teaching."
- ◇ "I think this is a terrific idea -- I'm pleased that it works towards synthesizing teaching and research and provides faculty with support on more than one front."
- ◇ "Excellent. I am glad we are recognizing both elements of the teacher-scholar role."

The CTSE continues to educate the community regarding the expanded mission. In particular, we have revised our calendar and programming promotion to reflect the three-part mission both in our emails and our newsletter. We also will be launching a new website that will better reflect our name and expanded mission in 2014-2015.

Past Objectives

Assessment of Objectives (Continued)

Objective 3: Update the CTE website structure to better promote and support the new CTE mission.

Over the past year, the CTSE has collaborated with the Web Services team to restructure the CTSE website to reflect our expanded mission. The final stages of this revision are being completed this summer and we hope to launch the site before the beginning of the school year.

Objective 4: Revise the CTE database structure to better assess and track CTE programs and client services.

This objective continues to be a priority for the CTSE staff, particularly as we add new programs and consultation services for our clients. Over the past year, the CTSE staff engaged in several discussions regarding how best to structure a revised database, but no changes were made to the current database. The CTSE plans to hire a student worker to help with this transition in the coming year.

Objective 5: Secure additional grant funding to support CTE initiatives.

Earlier this year, the CTSE received funding from the Professional and Organizational Development (POD) Network to support research on online accessibility and the collaborations taking place between Centers for Teaching and Learning and Offices of Disability Services (read more about the project on page 24). Most recently, the CTSE was thrilled to receive \$227,200 in funding over three years from the Davis Educational Foundation to support a Learning Assessment Research Consortium in conjunction with Simmons College, Roxbury Community College, St. Michaels College (VT), and MGH Institute of Health Professions (read more about the project on page 23). The CTSE continues to actively pursue grants that support programs and initiatives that are aligned with the institutional strategic plan.

Objective 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.

The CTSE collaborated with several offices this year (see page 26 for a full list). In particular, the following programs were facilitated collaboratively with Academic Technology, Disability Services, and the Office of Research and Sponsored Programming:

- ◇ The Fourth Annual Technology Symposium; Teaching with Technology Drop-In; and Hybrid Course Design Institution Technology Trainings (AT)
- ◇ POD Research Grant, "Institutional Support and Resources for Online Accessibility: The Role of Centers for Teaching and Learning (CTL) and Offices of Disability Services (ODS)" (ODS)
- ◇ Alternative Spring Break Program; Grant Writing 101 Series; IRB Trainings; Research Methods Series (ORSP)

Strategic Goals 2014-2015



Suffolk University
Center for Teaching &
Scholarly Excellence

1. Launch CTSE's new website structure.
2. Launch Davis Educational Foundation Learning Assessment Research Consortium.
3. Beta test and launch Online Course Design Institute Program.
4. Formally review and begin to revise the CTSE database structure with the assistance of a work-study student.
5. Launch new "Imperative Questions" structure to guide organization and prioritization of programs each semester.
6. Begin formal research on Course Design Institute program outcomes.
7. Complete several manuscripts sharing information regarding CTSE programs with the broader faculty development community including:
 - ◇ "Blended Course Design" monograph for *New Directions in Teaching and Learning* series being co-edited by CTSE staff members;
 - ◇ At least one peer-reviewed publication on CTSE's HCDI program;
 - ◇ At least one article on data collected through the POD grant; and
 - ◇ *Blended Course Design Workbook* (and secure book contract).
8. Continue to strengthen ongoing collaborations with Academic Technology, Disability Services, and the Office of Research and Sponsored Programming in support of CTSE's expanded mission.

Advisory Board

The charge to the Advisory Board is to provide suggestions and feedback to the Director of the Center for Teaching & Scholarly Excellence and the CTSE 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 CTSE programs, policies and resources;
- ◇ Review and critique relevant written and online materials;
- ◇ Occasionally observe or participate in CTSE programs, workshops, or events.

The Advisory Board meets two 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 2013-2014, the CTSE Advisory Board said goodbye to Diane D’Souza, Kathleen Engel, Leigh Mello and Allen Tow.

CTSE Advisory Board— 2013-2014 Term	
Kirsten Behling	Director, Office of Disability Services
Sharon Britton	Director, Sawyer Library
Krisanne Bursik	Associate Dean, College of Arts and Sciences
Diane D’Souza	Part-Time Lecturer, Sociology, College of Arts and Sciences
Danny Fontaine-Rainen	Assistant Director, Center for Teaching and Scholarly Excellence
Rosa Kim	Assistant Professor, Legal Writing, Law School
Laurie Levesque	Assistant Dean, Undergraduate Programs, Sawyer Business School
Katie Linder	Director, Center for Teaching and Scholarly 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
Pat Shin	Associate Dean, Professor, Law School
Sarah Smith	Instructional Designer, Center for Teaching and Scholarly Excellence
Rebecca Sullivan	Senior Program Coordinator, Center for Teaching and Scholarly Excellence
Allan Tow	Associate Professor, Applied Legal Studies, Education and Human Services, College of Arts and Sciences

Methods *and* Values

Methods

The CTSE engages members of the Suffolk community in diverse and effective professional development experiences in anticipation of and in response to faculty needs, institutional goals, and changing higher education trends through the following programs, services, and initiatives:

- Collaborative consultations with faculty on innovative approaches to strengthen and improve teaching, research/scholarship, creative endeavors, service, and leadership practices;
- Dissemination and networking opportunities for the sharing of effective teaching and scholarly practices among individuals, academic departments, the three colleges, and the higher education community;
- Funding and grant opportunities to encourage innovation in teaching, learning, and scholarship; and
- Ongoing assessment of our own effectiveness through multiple sources and kinds of evidence to improve and shape the future work of the CTSE.

Values

Collaboration: providing a space where collaborations are developed, cultivated, and encouraged within and across disciplines and colleges.

Community: fostering a sense of community for Suffolk's teacher-scholars that promotes professional development and the sharing of best practices.

Innovation: supporting faculty in the cultivation of engaged student-centered learning through innovative, creative, and scholarly teaching.

Integration: promoting the integration of teaching, research, and technology for improved efficiency, enhanced learning outcomes, and increased productivity.

Learner and Learning-Centered: encouraging student-centered approaches as well as life-long learning and professional development experiences for teacher-scholars at all career stages.

Research-Based Practice: endorsing scholarly teaching and assessment, the use of proven best practices and rigorous methodologies in research, and the habit of informed decision-making for campus leaders.

Staff Members



Dr. Katie Linder is the Director of the CTSE. Prior to joining Suffolk, she worked in the University Center for the Advancement of Teaching at The Ohio State University, where she also earned her PhD in Women's and Gender Studies. Her research interests include cultural studies of education, youth studies, academic writing development, and faculty development. Most recently, she is the author of *Rampage Violence Narratives: What Fictional Accounts of School Shootings Say about the Future of America's Youth*. Some of her recent articles can be found in *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* and the *Journal of Centers for Teaching and Learning*. Katie is also the associate editor of the *International Journal for Academic Development* and a member of the ACE Women's Network of Massachusetts Executive Board. She adjunct teaches for the sociology department.



Dr. Danny Fontaine-Rainen is the Assistant Director of the CTSE. 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 CTSE, 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 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.



Sarah Smith is the Instructional Designer for the CTSE. Prior to joining Suffolk, she was an Instructional Technologist and Designer for the Faculty Center for Professional Development & Curriculum Innovation at Curry College. Sarah has 10+ years of experience in developing and implementing a wide array of instructional technology training and professional development opportunities for faculty at all levels of expertise, focused on facilitating student learning and integrating technology with curriculum. She holds a B.A. in Graphic/Information Design from Central Connecticut State University, an M.S. in Education Technology from Central Connecticut State University and a M.B.A. from Curry College.



Rebecca Sullivan is the Senior Program Coordinator for the CTSE. Rebecca graduated from Suffolk University in 2007 with a degree in Communication and Journalism. She earned her M. Ed in Administration of Higher Education from Suffolk University in 2013. Prior to working in the CTSE, from 2009-2013 Rebecca worked in the Office of Disability Services at Suffolk University, coordinating services and programs for students with disabilities. Before working at Suffolk University, she worked as an Editorial Assistant for Ebsco Publishing, a company that provides online database products for libraries worldwide. Rebecca was born and raised in Ipswich, Massachusetts. She currently resides in Wilmington with her husband, Sean.