Center *for* Teaching & Scholarly Excellence

2014-2015 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.

SUFFOLK
UNIVERSITY
BOSTON

Table of Contents

2014-2015 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 2014-2015, the CTSE also welcomed a new staff member to assist with hybrid and online teaching and learning support for faculty. The CTSE staff look forward to welcoming a fourth member to the team in July 2015.

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

◊   We welcomed Linda Bruenjes, the CTSE's Associate Director of Technology Innovation in Learning & Teaching.

◊   The CTSE had 740 (462 unique) participants for events and programs and 226 consultations (with 133 unique clients). Unique visits to the CTSE continue to increase each year (pg. 7).

◊   The CTSE ran 61 unique events on 92 different days of the 2014-2015 year.

◊   In collaboration with the Provost's Office, the CTSE launched a series of professional development programs for department chairs (pg. 14).

◊   The CTSE continues to host visitors from other institutions to share information about our programming and structure. Colleagues visited from Mass Bay Community College and Independent University (Bangladesh).

◊   CTSE staff were invited to present 7 times for 5 different campus groups with information presented to 67 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, completed work for 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. This work has already resulted in one publication (a second is in progress) and a national webinar for faculty developers and disability services professionals that attracted 131 attendees from across the country .

◊   The CTSE staff had 10 national conference presentations or invited speaker engagements and published two peer-reviewed articles and an edited collection (pg. 23).

◊   The CTSE offered four Course Design Institutes for 32 faculty and staff participants (30 unique). Of these participants four were external to Suffolk. The CDI program brought in $1000 in revenue from external participants over the past year (pg. 11).

◊   The CTSE offered an Online Course Design Institute three times with a total of 15 attendees (pg. 12).

◊   The CTSE completed a second year of FPLC programming (pg. 13) and the first year of the Learning Assessment Research Consortium (pg. 24), both of which are funded by the Davis Educational Foundation.

◊   The fifth annual Technology Symposium held in June 2015 and open to colleagues in the Boston area had 128 participants with presentations from 6 Suffolk faculty and staff and 4 external presenters (pgs. 18-19). With external participant fees and sponsorship, the event brought in $4,850.00 in revenue.

Description of Services

The CTSE has a wide variety of ongoing programs and services for the campus community. Descriptions of programs and services 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 a CTSE staff member 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 Chemistry Department and the Institute for Public Service.

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 32 faculty and 814 students reached in 2014-2015.

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).

Technology-Enhanced Course Design Institutes: The CTSE began to offer a Hybrid Course Design Institute (HCDI) program in Spring 2013. In Summer 2015, the HCDI was reformatted as the Technology-Enhanced Course Design Institute (TE-CDI) to align more closely with the current course delivery format, which is primarily classroom based with technology-enabled learning activities (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

Scholarly Writing Circles: The CTSE hosts a writing group program for faculty and staff who are working on scholarly projects throughout the school year. Participants join a small group of colleagues to encourage accountability, goal-setting, and productivity. The CTSE also periodically hosts a book proposal writing group.

Dedicated On-Campus Writing 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 2014-2015, four 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.

Workshops: CTSE workshops on teaching, learning, technology, and scholarly productivity remain a core component of the CTSE calendar of events. Thirty-one workshops were offered in 2014-2015 (see a list of Workshop topics and facilitators on pages 20-21).

Department Chair Professional Development: In fall 2014, in collaboration with the Provost's Office, the CTSE launched a series of professional development programs for department chairs. These programs included a variety of guest speakers from across the institution, as well as outside guests. Twenty-seven unique individuals attended.

Online Course Design Institute: In 2014, 2015, the CTSE developed and launched an Online Course Design Institute that offers a holistic approach to online course design. This multi-week series presents specific tools, ideas, strategies, and theories as part of larger processes related to teaching, scholarship, and learning. This Institute is flexible, rigorous, and relevant for faculty professional development in online course design and delivery. In 2014-2015, 15 faculty and staff participated in the three sessions offered (see additional information on page 12).

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 628 books and 24 DVDs in our collection. In 2014-2015 the CTSE lent out 69 books.

Clients Served

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

	2013-2014 Total	*2014-2015* Total	*%Inc* of Unique
◊ *Participants in CTSE Campus-Wide Programs (book groups, workshops, annual events, etc.)*	*594 (347 unique)*	*740 (462 unique)**	*24.9%*
◊ *Consultations*	*208 (95 unique)*	*226 (133 unique)*	*31.6%*
◊ *Midterm Student Feedback Sessions*	*27 (21 unique)*	*38 (29 unique)*	*27.6%*
◊ ***Total***	***829***	***1004***	

*In August 2014 the CTSE hosted a national webinar to present results from a research study on online accessibility. 131 people attended this webinar from across the United States resulting in an increase in our total participants and our unique participants for the year.
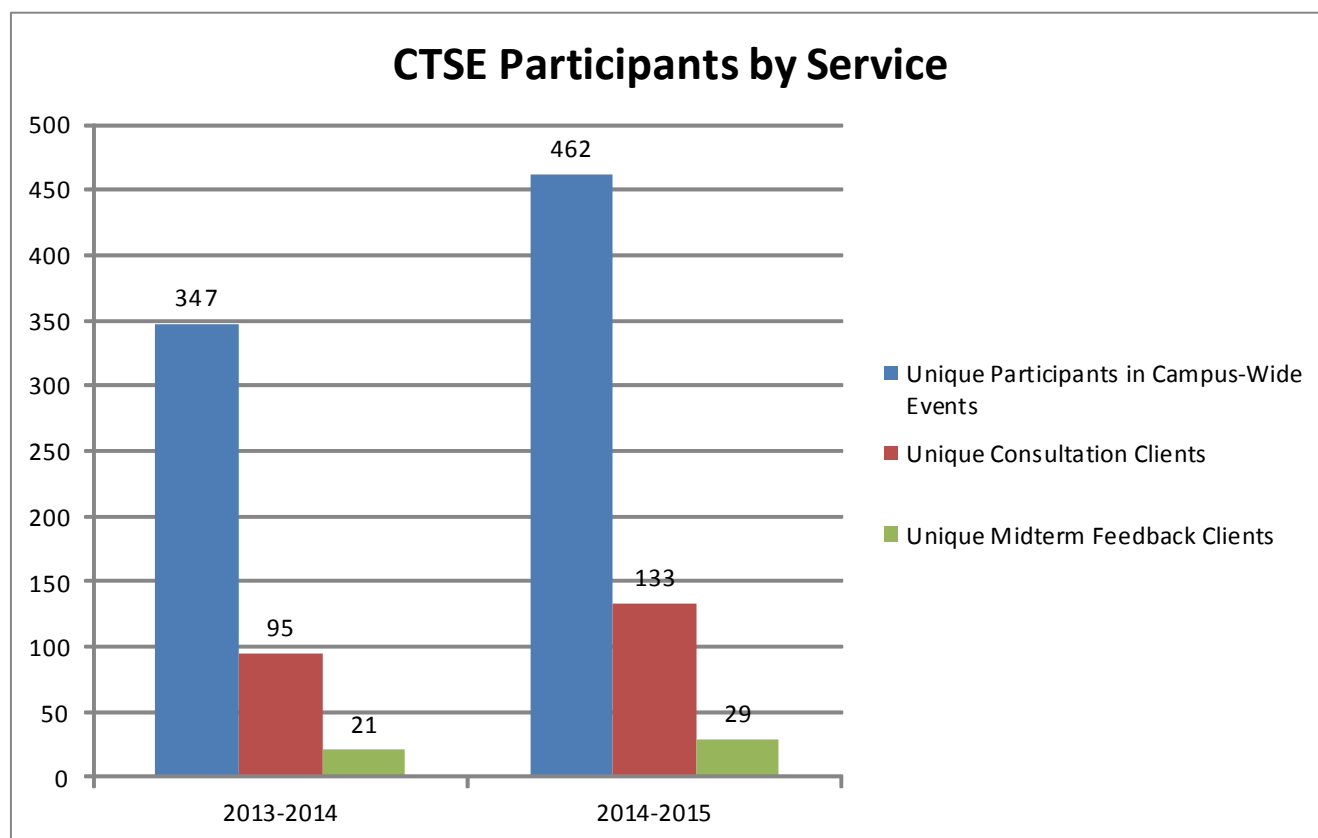
Clients Served

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. 22).

♦ Total Number of Suffolk Individuals Served	*2013-2014*	*2014-2015*	*%Inc*
◊ *Faculty*	*131*	*145*	*9.7%*
◊ *Part-Time Lecturers*	*31*	*28*	*-10.7%*
◊ *Academic Administrators and Staff*	*81*	*71*	*-14.1%*
◊ *Other (grad students, visiting instructors, external)*	*127*	*218*	*41.7%*
◊ ***Total***	***370***	***462***	***19.9%***

Unique Individuals Served by the CTSE
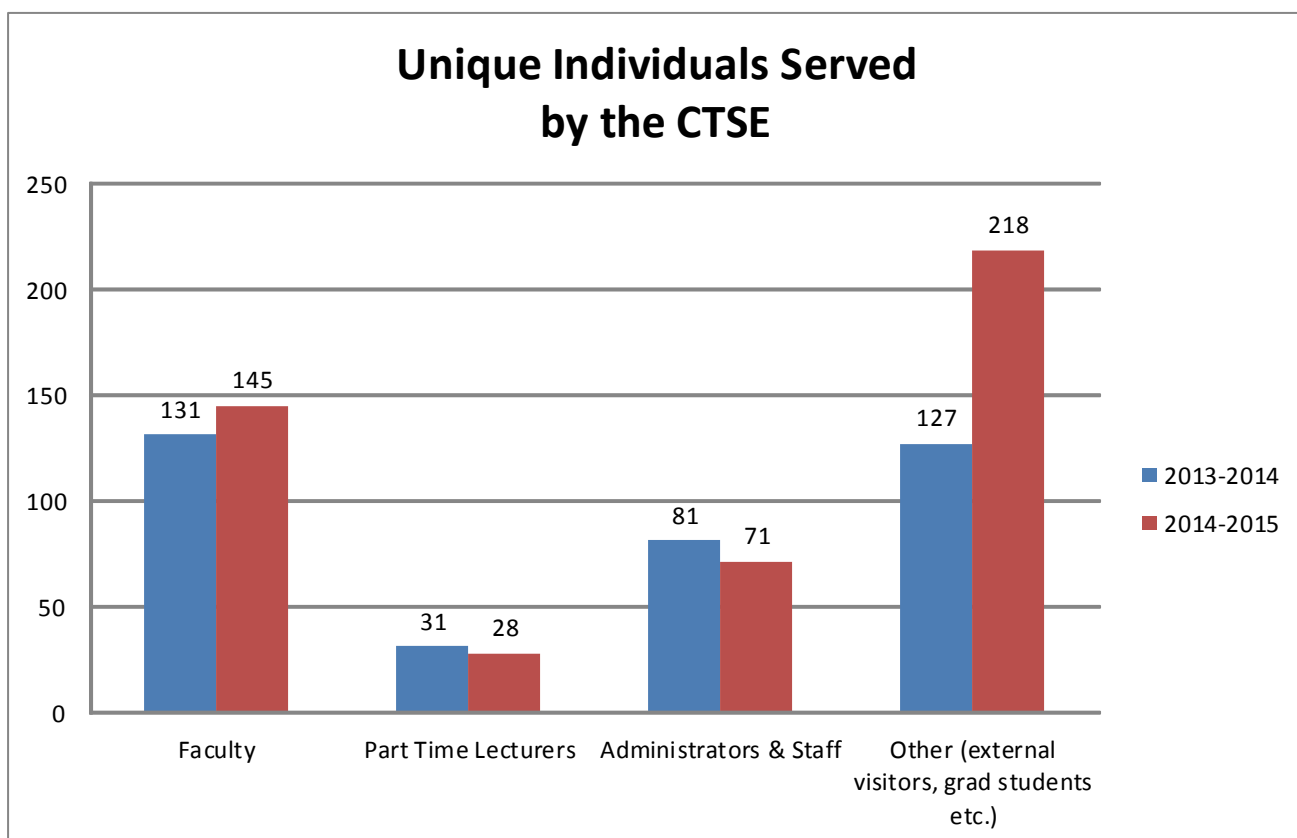
Clients Served

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 2014-2015, the CTSE staff held 226 consultations with 133 individuals.

Of the 25 clients who received consultations and responded to our annual participant survey, the following Agreed or Strongly Agreed that their individual consultation:

100% (25/25) Was helpful to their teaching and scholarly activity.

100% (25/25) Stimulated them to think differently about their teaching and scholarly activity.

100% (25/25) Gave them new ideas and techniques to try.

100% (25/25) Led them to try something new in their teaching and scholarly activity.

100% (25/25) Contributed to their ongoing growth as a teacher / scholar.

Breakout of Consultations	2012-2013 Total	2012-2013 Unique	2013-2014 Total	2013-2014 Unique	2014-2015 Total	2014-2015 Unique
Administration	0.85% (1)	1	4.8% (10)	7	2.2% (5)	5
Midterm Feedback	22.9% (27)	14	28% (58)	21	16.4% (37)	30
Research, Grants, or Presentations	17% (20)	12	22.2% (46)	16	29.2% (66)	34
Teaching & Learning	53.4% (63)	44	32.4% (67)	41	31.4% (71)	47
Teaching with Technology	0	0	12.5% (26)	18	18.1% (41)	45**
Professional Development	5.1% (6)	6	0.5% (1)	1	2.7% (6)	5
Total*	119	65	208	89	226	133

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

**Number of unique clients is higher than total consultations due to group consults

What People Are Saying About CTSE

"I value CTSE staff and services a lot."

*"Thank you for all the wonderful programming and rich resources you provide to faculty.
CTSE is such an important component of the institution. I only wish I had more time
to attend more of the events and activities you host. Thank you."*

"It is a goldmine, with so much enriching information and such wonderfully helpful people."

*"Great to meet and discuss with others… lots of excellent exercises
and specific tools that I applied in teaching."*

"CTSE has been very beneficial and inspiring to me. I am grateful for all the support."

*"CTSE is getting stronger and better! One of the best run units in the university.
I am glad to see it has flourished into such a central part of Suffolk!"*

*"What an incredible collection of resources and expertise.
Thank you very much for your support and suggestions.
You provide a valuable service and one not present
at the university where I formerly taught."*

*"CTSE is a very valuable service—for me, the community of
teachers and scholars is the most important reason."*

*"I am so happy we have the CTSE. You have helped
change all our lives. Thank you so much."*

*"CTSE provides top-notch services to faculty, students and administrators.
It is also uniquely positioned to bring together faculty from all three schools."*

*I have gained from every CTSE event I have participated in.
New ideas, the degree of analysis other scholars have given to
certain issues about teaching, testing, technology etc.
The Center has always been welcoming to me."*

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 2014-2015, the CTSE hosted 17 new faculty at the orientation (schedule below).

2014 NEW FACULTY ORIENTATION SCHEDULE

Day 1	Tuesday, August 26th	
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	Information Session: Student Affairs and Human Resources	Ann Coyne, Sr. Associate Dean, Student Affairs, and Katherine Whidden, Chief HR Officer
12:30-1:45	New Faculty Conversations and Lunch	Professors from each school
2:00-3:00	Campus and Library Tour	Campus Tour: Elainy Mata, Suffolk Student Library Tour: Sharon Britton, Director, Sawyer Library
3:15-4:15	Coffee & Dessert with Nicole Price and the Center for Academic Access & Opportunity	Nicole Price, Chief Diversity Officer, Tawanya Garrett, Assoc. Director, McNair Scholars, Michael Smith, Assoc. Director, Veteran's Upward Bound
Day 2	Wednesday, August 27th	
9:30-10:30	Breakfast with Suffolk Administrators	Various Suffolk Administrators
10:45-12:15	Technology Orientation	Various Suffolk Administrators including IT and Media Services
12:15-1:30	The Suffolk Student and Lunch	Kirsten Behling, Director, Disability Services, John Hamel, Director, Undergrad Admissions, Kathy Sparaco, Director, International Programs and Services, Linda Foley-Vinay, Director, Center for Learning & Academic Success
1:45-2:45	School Specific Issues	Krisanne Bursik, Associate Dean, CAS, Michael Behnam, Associate Dean, SBS Laurie Levesque, Associate Dean, SBS, Helen O'Brien, Assistant Dean, SBS
3:00-4:00	Setting Yourself Up for Success / Faculty Handbook	Katie Linder, Director, CTSE, Jeff Pokorak, Vice Provost, and Mary Pat Wohlford, Associate VP, Research and Sponsored Programs
4:00-4:30	Photos	Michael Clarke, University Photographer

Course Design Institute

The CTSE Course Design Institutes trained 30 unique faculty and staff over 2014-2015.

July 2014

Number of Participants

Category	Participants
SBS	10
CAS	13
Law School	3
Outside Participants	4

January 2015

October 2014

CDI Participants

Category	Percentage
SBS	33%
CAS	44%
Law School	10%
Outside Participants	13%

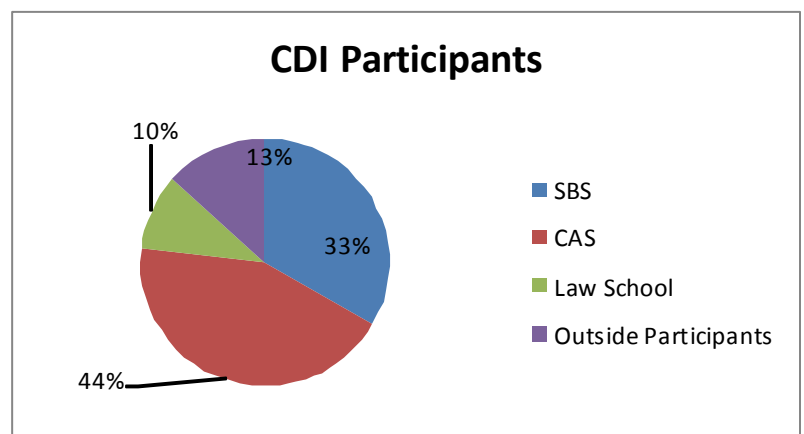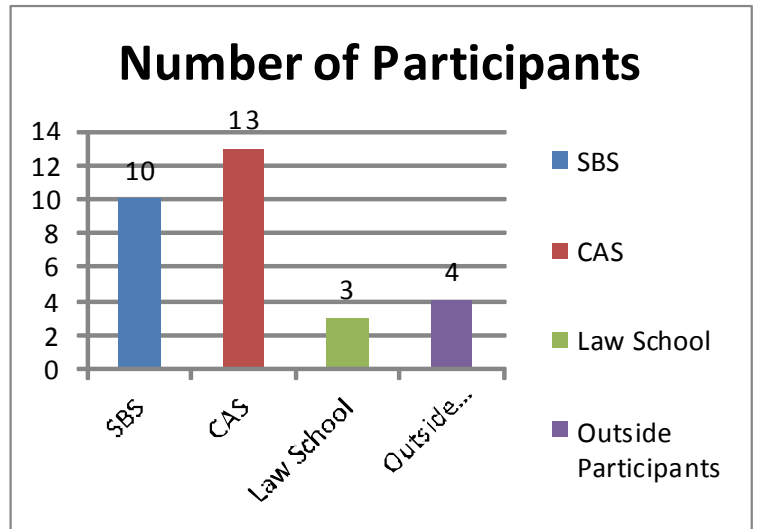May 2015

Technology-Enhanced & Online Course Design Institutes

The CTSE offers two newly designed course design institutes that are primarily focused on the use of technology as a teaching and learning tool. The Technology-Enhanced Course Design Institute (TE_CDI) replaced the Hybrid Course Design Institute to more closely align with the classroom based delivery format that is enhanced by technology-enabled learning activities. This six-part series of workshops is designed as an intensive, hands-on experience that provides faculty participants with the tools, the time, and the collegial support to help them work through the course design process for a technology-enhanced course. The morning sessions focus on the foundational components of course design and the afternoon sessions train them on the relevant technologies that help them facilitate student-centered learning activities. Throughout the program, the TE-CDI covers topics such as the fundamentals of web-enhanced learning environment; tools, resources and platforms for de-signing a technology-enhanced course; assessment practices; and how best to prepare students for a successful learning experience.

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

The Online Course Design Institute (OCDI) offers a holistic approach to online course design to faculty who are interested in designing and teaching online courses. This six-week online series presents specific tools, ideas, strategies, and theories as part of the larger process related to teaching scholarship, and learning, and is designed to be flexible, rigorous, and relevant. Faculty who complete the OCDI will be able to:

- Demonstrate competency with online course design principles and a range of online teaching methods through the creation of a course structure that emphasizes active learning and student engagement;

- Adapt face to face activities for online learning and assess student learning in an online course environment and evaluate which assessment methods are well-suited for online learning; and

- Support students in online learning environments and identify where to find assistance to troubleshoot technology concerns and issues.

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 hosts a program for the Suffolk community called Faculty and Professional Learning Communities (FPLCs). 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 second year of the program we offered four topic-based FPLCs with facilitators from across the institution:

◊ Experiential Learning: Carolina Garcia (Community Engagement) & Sukanya Ray (Psychology)
◊ Service Learning: Debra Harkins (Psychology) & Carmen Veloria (Sociology)
◊ Internationalization: Kathy Sparaco (International Student Services Office) & Susan Nichter (NESAD)
◊ Gameful Learning: Nina Huntemann (Communication and Journalism) & Dan Newman (CLAS)

For many FPLC participants, the experience had a significant contribution to their campus life. When asked how they would describe their experience to a colleague, FPLC participants noted:

• "This is a place to discuss, exchange and try new ideas that normally might not be possible."
• "Sign up right now! And don't be lazy about it! It will change your teaching! It will remind you of why you wanted to teach in the first place!"
• "It is such a great experience and has changed our whole life. I encourage everyone to participate. It is exciting and invigorating."
• "If you were given the choice to do something awesome with people from a variety of backgrounds and you would be unilaterally supported in your awesome-seeking...would you do it?"
• "FPLC is a completely unique and fantastic opportunity to engage in a pedagogical project with colleagues from different Suffolk schools/ departments."
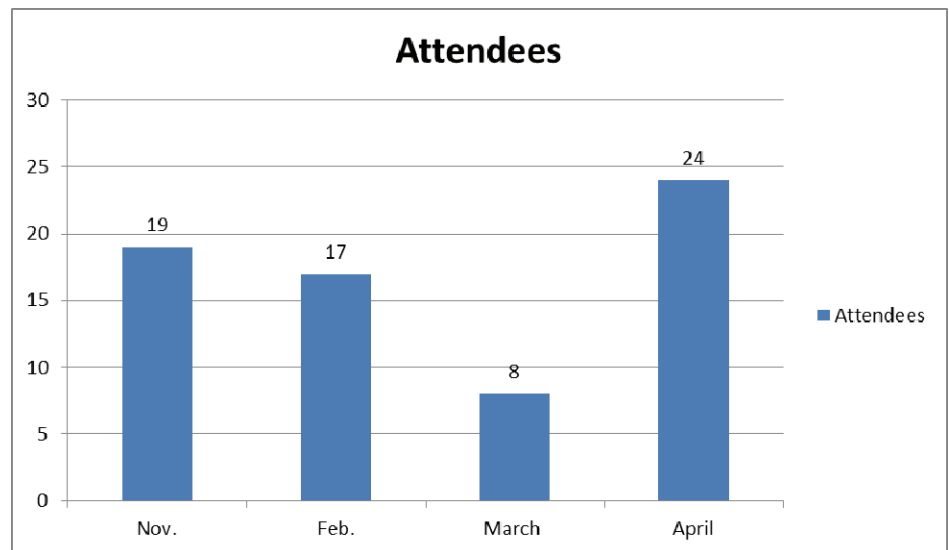
Additional feedback from the interim report for the Davis Educational Foundation is attached in the appendices.

Department Chair Professional Development

In fall 2014, in collaboration with the Provost's Office, the CTSE launched a series of professional development programs for "department chairs. These programs included a variety of guest speakers from across the institution, as well as outside guests. Participants were pleased with the programs. As one stated in an evaluation:

"Thank YOU for taking the time to plan these sessions. Extremely useful information!"

Attendees

Month	Attendees
Nov.	19
Feb.	17
March	8
April	24

November 21, 2014	February 6, 2015	April 10, 2015
What is the Role of the Department Chair? *Marisa Kelly, Provost*	Connecting with your Faculty and Offering Feedback *Donna Qualters, Tufts University*	Introduction of *Michael Mullahy, New Assistant Vice Provost for ORSP*
What Brought You to the Chair Role? Jeff Pokorak, *Vice Provost for Faculty & Curriculum*	Grades Patterns *Melanie Jenkins, Associate Provost for Institutional Research* Jeff Pokorak, *Vice Provost for Faculty & Curriculum*	The Change that's Gonna Come Jeff Pokorak, *Vice Provost for Faculty & Curriculum*
Individual Strengths and Challenges Jeff Pokorak, *Vice Provost for Faculty & Curriculum*	Best Practices for Hiring Practices *Nicole Price, Chief Diversity Officer Katherine Whidden, HR*	Budgets & Finance *Maureen Stewart, Assistant VP of Finance*
Best Practices with Goal Setting *Katie Linder, CTSE*	Dealing with Difficult People and Conflict Management *Provost Kelly Katherine Whidden, HR*	Technology Infrastructure & Teaching Continuity *Tom Lynch, CIO*
Helping Your Faculty with Goal Setting *Katie Linder, CTSE*	**March 3, 2015**	Brainstorming for Future Professional Development Jeff Pokorak, *Vice Provost for Faculty & Curriculum Katie Linder, CTSE*
Presentations by ORSP and Legal *Mary Pat Wohlford, ORSP Jason Baletsa, Legal*	Workshop on Assessing Student Learning with *Peggy Maki*	

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 100% in both fall 2014 and spring 2015. In 2014-2015, the CTSE distributed $11,945.35 to eight faculty and staff.

Fall 2014 Teaching and Learning Innovation Grants

Faculty Name	Department/College	Project Title
Patricia Hogan	Chemistry, CAS	ACC&U Conference Presentation: "Why So Slow? Why So Few? What Can You Do? - Effective Practices for Recruiting and Retaining Underrepresented Groups in STEM
Ilona Anderson	NESAD, CAS	FATE Conference Presentation: "Tectonic Shifts"
Susan Nichter	NESAD, CAS	FATE Conference Presentation: "Tectonic Shifts"
Dominic Thomas	ISOM, SBS	International Conference on Information Systems
Steve Novick	NESAD, CAS	FATE Conference Presentation: "Semester Zero"

Total Funded:	$7,390.35
Total Requested:	$7,390.35
Percentage Funded:	100%

Spring 2015 Teaching and Learning Innovation Grants

		Total Funded:	$4,564

Faculty Name	Department/College	Project Title
Celeste Peterson	Biology, CAS	Project Implementing a Discovery-Based Lab to Learn Gene Recognition
Dmitry Zinoviev	Mathematics and Computer Science, CAS	Vixi: A Master's Way
Evgenia Cherkasova	Philosophy, CAS	10th Annual Conference on Philosophy

Total Requested:	$4,564
Percentage Funded:	100%

Fall Speaker Event

On October 1st the CTSE hosted Dr. Terry Doyle as our annual Fall Speaker. He spent the day on campus offering two workshops and a lunchtime keynote. Dr. Doyle's visit drew 63 faculty from across the three schools, and 7 visitors from local area colleges.

Dr. Terry Doyle is a nationally recognized educational consultant and Professor of Reading at Ferris State University. He has presented over seventy workshops on teaching and learning topics at regional, national and international conferences since the year 2000. His presentations focus on ways to develop a learner-centered approach to teaching and ways to assist higher education faculty in applying new findings from neuroscience, biology and cognitive science.

Schedule

Morning Workshop: 9:30—11:30am: A New Paradigm for Student Learning

Lunchtime Keynote: 12:30—1:30pm: Myths and Mistakes from the Research on Teaching and Learning

Afternoon Workshop: 2:30—4:30pm: Putting the Research on Learning into Practice

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

"I learned some valuable updated perspectives applicable to my pedagogy."

"Very informative, great engaging delivery. Would be great to incorporate into the culture of learning university-wide at Suffolk."

Fall Speaker Event

On October 31st the CTSE hosted Dr. Tara Gray to speak on writing productivity. Her workshop, Publish & Flourish was offered in the morning and the afternoon. This event drew 27 attendees from across campus. It was co-sponsored by the Text and Academic Authors Association (TAA). Participants were given the opportunity to register for a free one-year membership to the TAA, as well as receive a free copy of Tara Gray's book, Publish & Flourish.

Tara Gray serves as associate professor of criminal justice and as founding director of the Teaching Academy at New Mexico State University (NMSU). The Teaching Academy provides NMSU educators with training, mentoring and networking.

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

"Thank you so much for this workshop! I have learned quite a few strategies and I hope to use them to get more papers out."

"Tara was very helpful. I feel ready to start recording my writing and being accountable."

"Nicely pragmatic."

"This is a great workshop to refresh/ change the way you approach writing."

Schedule

Morning Workshop: 9:30—11:30am

Afternoon Workshop: 12:30—4:30pm

Technology Symposium

The fifth annual Technology Symposium, held June 2-3 in the Suffolk Law School, had 128 attendees. Of these attendees, 87 were from the Suffolk community and 41 were external participants. The theme of this year's symposium was, "The Practicality of Technology Innovation."

Keynote:
The End of Wonder in the Digital Age
Michael Wesch,
University Distinguished Teaching Scholar, Kansas State University

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

Day 1:

Integrating Student-Centered Blackboard Tools & Features in Support of Continuous Learning (Introductory) Instructional Technology Support Group

Getting Your Foot in the Door of Collaborative Learning Classrooms, Brian McDermott, *Suffolk University,* & Katie Linder, *Suffolk University*

Leveraging Technology to Integrate Flipped Classroom Activities, Sarah Smith, *Babson College*

Taking Advantage of Open Educational Resources (OER), Sharon Britton, *Suffolk University,* and Ron Wheeler, *Suffolk University*

Reaching Diverse Learners in Technology-Enhanced and Online Classrooms, Kirsten Behling, *Suffolk University*

Day 2:

Integrating Student-Centered Blackboard Tools & Features in Support of Continuous Learning (Advanced) Instructional Technology Support Group

Designing a Publishable Project Involving Pedagogical Innovation with Technology, Katie Linder, *Suffolk University,* and Paula Quinn, *Quinn Evaluation Consulting*

Engaging Your Learners with Video: How to Create & Integrate Video Tutorials, Short Lectures, and Demonstrations into Your Teaching, Elena Garofoli, *Boston University*

Taking Advantage of Open Educational Resources (OER), Sharon Britton, *Suffolk University,* and Ron Wheeler, *Suffolk University*

Reaching Diverse Learners in Technology-Enhanced and Online Classrooms, Kirsten Behling, *Suffolk University*

Meta Reflection: Integrating Technology in a Mindful Manner, Roben Torosyan, *Bridgewater State University*

Getting Your Foot in the Door of Collaborative Learning Classrooms, Brian McDermott, *Suffolk University,* & Katie Linder, *Suffolk University*

Leveraging Technology to Integrate Flipped Classroom Activities, Sarah Smith, *Babson College*

Technology Symposium

"The keynote was phenomenal!! It was all extremely well run, on time, excellent- very impressive. Thank you for having a media services person in the session rooms!!"

"This is my fifth symposium - they just get better every year!"

"All logistics were well managed by friendly staff."

"Programming was of a high caliber. Enjoyed networking with a great variety of people."

"It was an excellent conference, and the organization and logistics were excellent as well. My thanks and congratulations to those who organized this conference."

Workshops and Facilitators

SUMMER AND FALL 2014— Faculty Workshop Series

Hybrid Course Design Institute, *Sarah Smith, Instructional Designer, CTSE*

Online Course Design Institute, *Sarah Smith, Instructional Designer, CTSE*

Grant Writing 101, *Mary Pat Wohlford, Associate VP, Research and Sponsored Programs* and Katie Linder, Director, CTSE

Course Design Institute, *Danny Fontaine, Assistant Director, CTSE, and Katie Linder, Director, CTSE*

Online Accessibility Webinar, *Kirsten Behling, Director, Disability Services, Danny Fontaine, Assistant Director, CTSE, and* Katie Linder, Director, CTSE

Writing & Research Goal Setting Workshop, *Katie Linder, Director, CTSE*

Scholarly Writing Circles Kick-Off, *Katie Linder, Director, CTSE*

Encouraging Students to Learn in Class, *Danny Fontaine, Assistant Director, CTSE and Katie Linder, Director, CTSE*

How to IRB, *Mary Pat Wohlford, Associate VP, Research and Sponsored Programs*

Helping Students Learn in the Age of Digital Distraction, *Katie Linder, Director, CTSE*

The Future of Online Education, *Jennifer Herman, Director, CET, Simmons College*

Writing Course Goals and Learning Objectives, *Katie Linder, Director, CTSE*

Clickers in the Classroom, *Gina Doherty, Director, Academic Computing*

How to Become a Prolific Scholar, *Tara Gray, Founding Director, The Teaching Academy, New Mexico State University*

Syllabus Design Workshop, *Katie Linder, Director, CTSE*
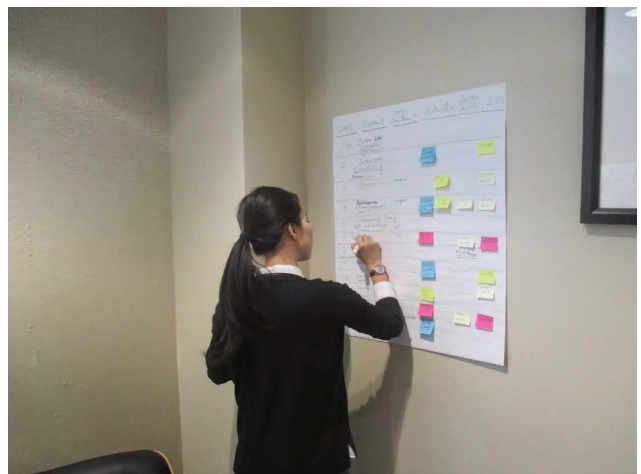
Workshops and Facilitators

SUMMER AND FALL 2014 CONTINUED

Department Chair Professional Development Day, *Jason Baletsa, Legal, Marisa Kelly, Provost, Katie Linder, Director, CTSE, Jeff Pokorak, Vice Provost, Mary Pat Wohlford, Associate VP, ORSP*

SPRING 2015— Faculty Workshop Series

Course Design Institute (January and May), *Katie Linder, Director, CTSE*

Writing & Research Goal Setting Workshop (February and April), *Katie Linder, Director, CTSE*

Scholarly Writing Circles Kick-Off, *Katie Linder, Director, CTSE*

Promoting Active Learning & Engagement through Classroom Assessment Techniques (February and April), *Katie Linder, Director, CTSE*

TEALIG Presentation—A Philosophical Computer Game, *Evgenia Cherkasova, Assoc. Professor, Philosophy, and Dmitry Zinoviev, Professor, Math & Computer Science*

Rainy Day Lesson Plans, *Katie Linder, Director, CTSE and Linda Bruenjes, Associate Director, CTSE*

Using Multimedia to Support Student Learning (February and April), *Linda Bruenjes, Associate Director, CTSE*

Online Course Design Institute, *Linda Bruenjes, Associate Director, CTSE*

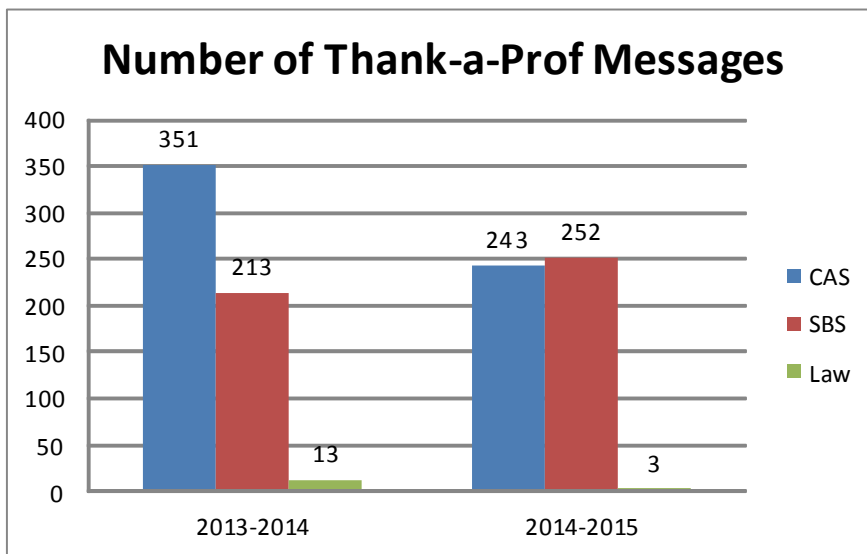**Scholarly Writing Circles Kick Off,** *Katie Linder, Director, CTSE*

Grant Writing 101 Series, *Katie Linder, Director, CTSE, and Michael Mullahy, Assistant Vice Provost, Office of Research and Sponsored Programs*

Department Chair Professional Development Days (February and April), *Melanie Jenkins, Associate Provost, Katie Linder, Director, CTSE, Tom Lynch, CIO, Michael Mullahy, Assistant VP, ORSP, Jeff Pokorak, Vice Provost, Nicole Price, Chief Diversity Officer, Maureen Stewart, Assistant VP of Finance, Donna Qualters, Director, Tufts University, Katherine Whidden, Chief HR Officer*

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 2014-2015 academic year, the Thank-a-Prof program resulted in **498** messages from students sent to professors across Suffolk's three colleges. Since the program launch in Spring 2012, a total of **1536** 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.

Number of Thank-a-Prof Messages

	2013-2014	2014-2015
CAS	351	243
SBS	213	252
Law	13	3

2014-2015
Breakdown of Recipients by School

CAS	48.8%	243
SBS	50.1%	252
LAW	0.6%	3

What faculty members are saying about Thank-a Prof:

"Thank you so very much for sending this along. I genuinely appreciate both the effort made by the students to do this and your kindness in forwarding their comments to me. I don't exaggerate when I say that these gestures, on the part of students and administration alike, exemplify the special qualities that make Suffolk such an exceptional place to learn, to teach, and to be a part of."

"I was so touched to receive this kind "Thank a Professor letter" in my email box. What a wonderful idea by the CTSE to invite students to acknowledge their mentors. It will fuel the fire to teach creatively with the desire to inspire future students. As I always say, my students are my best teachers. They give me so much in return."

"Thank you for sharing this. It's really a great feeling to receive this sort of feedback as it validates everything we do."

Research & Publication

Staff Publications

Linder, K.E., Behling, K. & Fontaine-Rainen, D. (2015). "Whose Job Is It?: Key Challenges and Future Directions for Online Accessibility in U.S. Institutions of Higher Education," *Open Learning: The Journal of Open and Distance Learning* (in press).

Rohdieck, S. & **Linder, K.E**., Eds. (2014). *Graduate Student Teaching Awards*. Studies in Graduate and Professional Student Development, Vol. 15. New Forums Press, Inc., Stillwater, OK.

Linder, K.E. & Rohdieck, S.V. (2014). "Introduction." In *Graduate Student Teaching Awards*. Studies in Graduate and Professional Student Development, Vol. 15. New Forums Press, Inc., Stillwater, OK: xi-xiv.

Marks, A.K., **Linder, K.E**., Vermette, L.A., and Fireman, G. (2014). "Departmental-Level Teaching Awards as Part of a Mentorship Approach to Graduate Teacher Training." In *Graduate Student Teaching Awards*. Studies in Graduate and Professional Student Development, Vol. 15. New Forums Press, Inc., Stillwater, OK: 17-30.

Rohdieck, S.R., **Linder, K.E**., Walts, D., Holmes, C., and Hallihan, K.M. (2014). "Using Teaching Portfolios in Graduate Teaching Award Nominations." In *Graduate Student Teaching Awards*. Studies in Graduate and Professional Student Development, Vol. 15. New Forums Press, Inc., Stillwater, OK: 45-64.

Linder, K.E. (2014). "Introduction to Gender Studies," *Syllabus Journal*, 3(1): 1-14.

National Conference Presentations and Invited Talks

Bruenjes, L., Invited Speaker, "Developing the Next Generation of Hybrid Learners: Advanced Technology Tools for More Meaninfgul, Measureable Student Interaction," Next Generation Learning Spaces Conference, Nashville, TN (February 2015)

Linder, K.E., Keynote Speaker, "Backward Design for Student-Centered Learning: Aligning Your Course for Student Success," Mass Bay Community College, Wellesley Hills, MA. (June 2015)

Linder, K.E., Facilitator, "Course Design Institute," Grand View University, Des Moines, IA. (May 2015)

Linder, K.E., Facilitator, "Write Smart, Write Quick: Time Management and Productivity Strategies," Harvard Kennedy School, Cambridge, MA. (March 2015)

Linder, K.E., Facilitator, "Promoting Active Learning and Engagement through Classroom Assessment Techniques (CATs)," Simmons College, Boston, MA. (November 2014)

Linder, K.E., Presenter, "Vertical Assessments in the Law School Context," Touro Law School, Central Islip, NY. (November 2014)

Linder, K.E., Facilitator, POD-Sponsored Session, "How to Find, Start, or Transition into a Job in Educational Development," Annual POD Network Conference, Dallas, TX. (November 2014)

Linder, K.E., Facilitator, "I Wasn't Trained for This… Or Was I?: Rethinking Collaboration," Annual POD Network Conference, Dallas, TX. (November 2014)

Linder, K.E., Presenter, "Vertical Assessments in the Law School Context," Educating Tomorrow's Lawyers Annual Conference, Institute for the Advancement of the American Legal System, Denver, CO. (September 2014)

Linder, K.E., Facilitator, "Backward Design for Student-Centered Learning: Creating Engaging Assignments," Quinsigamond Community College, Worcester, MA. (August 2014)

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 (see pg. 13) and a second grant from the Davis Educational Foundation to fund a Learning Assessment Research Consortium ($227,200). To date, our grant writing has brought in $339,400.

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

The first year of the Learning Assessment Research Consortium grant had three main objectives (see additional details about sub-objectives below); all objectives were achieved:

1. Create an inter-institutional Learning Assessment Research Consortium.
    o finalize consortium institution list
    o establish participant agreements with each institution
    o host a project kick-off event
    o establish a listserv for the group
    o host monthly teleconference to discuss the project
    o conduct an annual face-to-face meeting for all institution project leads
2. Articulate the basis for the Learning Assessment Curriculum modules via institutional needs assessments.
    o each institution completes survey of undergraduate assessment practices
    o identify assessment education needs of various stakeholders via interviews and focus groups
    o gather institutional assessment artifacts
    o interpret findings from data collection and create institutional "snapshots" to serve as a baseline for later measurement of outcomes
3. Begin the development of a modular Learning Assessment Curriculum that includes both online and face-to-face training components.
    o develop a list of module topics
    o create module objectives
    o outline modules
    o begin module design (building content)

The six modules being created in the second year of the grant are as follows:
    o Assessment Benefits and Barriers
    o Demystifying Assessment Terminology
    o Goals and Outcomes
    o Gathering Data
    o Using Assessment Data
    o Developing Sustainable Assessment Practices

Additional details from the interim report for the Davis Educational Foundation is attached in the appendices.

Community Service

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

University Committees

◊ IRB Committee

◊ Core Curriculum Assessment Committee

◊ Foundations of Excellence Faculty Dimension Chair

◊ Technology Innovation in Learning and Teaching 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

◊ Curriculum redesign support

Law School

◊ Training for Law School Graduate Teaching Assistants on FERPA and Roles and Responsibilities as a TA (2)

◊ "Thinking Like a Teacher" presentation for the Marshall Brennan program participants

Service Outside the University

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

◊ Professional and Organizational Development Network

    ◊ Co-Chair, Graduate and Professional Student Development Committee

    ◊ Member, Electronic Communications & Resources Committee

◊ Peer Reviewer, *Innovative Higher Education*

◊ Associate Editor, *International Journal for Academic Development*

◊ ACE Women's Network of Massachusetts Executive Board

This year, the CTSE staff also enjoyed participating in the university-wide Service Day.

Collaborations

Collaborations with Other Units

Collaboration with other Suffolk offices is a key component of CTSE work. During 2014-2015 the CTSE collaborated with at least 22 Suffolk offices and units:

◇ Academic Technology

◇ Advising

◇ Center for Community Engagement

◇ Center for Learning and Academic Success (CLAS)

◇ Disability Services

◇ Diversity Services

◇ Division of Student Success

◇ Health and Wellness Services

◇ Human Resources

◇ International Student Services Office

◇ IRB

◇ ITS

◇ Media Services

◇ Office of Access and Opportunity

◇ Office of General Counsel

◇ Office of Institutional Research and Assessment

◇ Office of the Provost

◇ Office of Research and Sponsored Programs

◇ Office of Student Affairs

◇ Office of Student Leadership and Involvement (SLI)

◇ Residence Life and Housing

◇ Sawyer Library

Past Objectives

2014-2015 Objectives

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.

Assessment of Objectives

Objective 1: Launch CTSE's new website structure.

After over a year of planning and design, the CTSE was pleased to launch a new website structure in fall 2014.

Objective 2: Launch Davis Educational Foundation Learning Assessment Research Consortium.

More information about the first year objectives for launching this grant can be found on page 24. All objectives for the first year were completed.

Objective 3: Beta test and launch Online Course Design Institute Program.

This program was beta-tested in fall 2014 and launched in spring and summer of 2015 with two co-horts of participants. Because of the time-intensive nature of the program, we are experimenting with how often to run the program and with what number of participants. Thus far, the most successful iteration of the program occurred with a planned co-hort of Law Librarians. More information can be found on page 12.

Past Objectives

Assessment of Objectives (Continued)

Objective 4: Formally review and begin to revise the CTSE database structure with the assistance of a work-study student.

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, with the staffing changes that occurred in the CTSE, we were unable to make changes to the current database. The CTSE hopes to hire a student worker to help with this transition in the coming year.

Objective 5: Launch new "Imperative Questions" structure to guide organization and prioritization of programs each semester.

The CTSE staff successfully launched this structure. The fall 2014 question was "How can we best encourage and motivate our students to learn?" and the spring 2015 question was "How can we best assess student learning?"

Objective 6: Begin formal research on Course Design Institute program outcomes.

This year, the CTSE staff completed the IRB application needed to gather additional data to measure CDI program outcomes. The CTSE staff have collected additional data and artifacts and will begin analysis of the data over the next year.

Objective 7: Complete several manuscripts sharing information regarding CTSE programs with the broader faculty development community.

CTSE staff completed and submitted an edited *New Direction in Teaching and Learning* volume on "Hybrid Teaching and Learning" including a chapter on the CTSE Hybrid Course Design Institute program and two additional chapters written by current and former CTSE staff; completed and published, in collaboration with the Office of Disability Services, an article using data collected through the POD grant for online accessibility research; and is negotiating a book contract for *The Blended Course Design Workbook: A Practical Guide* with Stylus Publishing.

Objective 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.

The CTSE continues to strengthen ongoing collaborations with campus partners (see page 26 for a full list). In particular, the following programs were facilitated collaboratively with Instructional Technology Services, Disability Services, and the Office of Research and Sponsored Programming:

◊ The Fifth Annual Technology Symposium (ITS)

◊ POD research grant data dissemination (ODS)

◊ Grant Writing 101 Series; IRB Trainings; Research Methods Series (ORSP)

◊ The CTSE staff look forward to continued collaborations in the coming year.

Strategic Goals 2015-2016
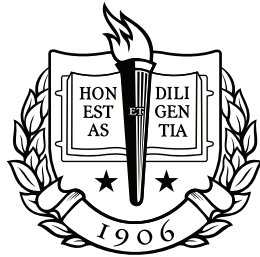
1. Introduce CTSE's new assistant director, Danny Mann, to the Suffolk community.

2. Successfully finish the third pilot year of the Faculty and Professional Learning Communities Program, funded by the Davis Educational Foundation, and create a plan for FPLC program sustainability.

3. Beta test and launch a webinar series for internal and external audiences.

4. Formally review and begin to revise the CTSE client services database structure with the assistance of a work-study student.

5. Continue research on Course Design Institute program outcomes.

6. Complete several manuscripts sharing information regarding CTSE programs with the broader faculty development community including:

   o Submit *The Blended Course Design Workbook: A Practical Guide* to publisher

   o Submit for publication at least one article on data collected from the FPLC program

   o Submit for publication a second article from data collected from POD grant funding research on collaborations between Centers for Teaching and Learning and Offices of Disability Services

7. 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 2014-2015, the CTSE Advisory Board said goodbye to Danielle Fontaine-Rainen and Sarah Smith.

CTSE Advisory Board— 2014-2015 Term	
Kirsten Behling	Director, Office of Disability Services
Sharon Britton	Director, Sawyer Library
Krisanne Bursik	Associate Dean, College of Arts and Sciences
Linda Bruenjes	Associate Director, Center for Teaching & Scholarly Excellence
Aron Darmody	Assistant Professor, Marketing, Sawyer Business School
Laurie Levesque	Assistant Dean, Undergraduate Programs, Sawyer Business School
Katie Linder	Director, Center for Teaching and Scholarly Excellence
Mary-Joan Potvin	Instructor, Accounting, Sawyer Business School
Monika Raesch	Assistant Professor, Communication and Journalism, College of Arts and Sciences
Elizabeth Robinson	Assistant Professor, Sociology, College of Arts and Sciences
Pat Shin	Associate Dean, Professor, Law School
Rebecca Sullivan	Senior Program Coordinator, Center for Teaching and Scholarly Excellence
Ronald Wheeler	Director, Law Library

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. S*ome 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. Linda Bruenjes is the Associate Director, Technology Innovation in Learning and Teaching, for the CTSE. Prior to joining Suffolk University, she was the Assistant Dean for Teaching & Instructional Technology and Director of the Center for Teaching, Learning and Technology at MCPHS University. During her 16-year tenure at Lasell College, she taught a number of undergraduate and graduate accounting, computer technology, and management information science courses. She also served as department chair, center director, and developer and facilitator of the College's online faculty certification program. As founding Director of Online Learning and Academic Technology, Linda assisted faculty in the development, delivery, and assessment of online and hybrid courses. She earned her doctoral degree at the Graduate School of Education at the University of Massachusetts Lowell and her M. S. in Business Education at Suffolk University. Her research interests are strongly embedded in adult learning theory and are focused on faculty development, the use of technology as a teaching and learning tools, and the science of learning.

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.