



Excellence in Teaching Matters

Volume 4, Issue 1

Fall 2012

Message from the Director

Dear Colleagues,

Welcome to a new school year! The CTE staff has had a busy summer preparing a full calendar of events and programs for you to enjoy this fall. Make sure to check out our fall semester activities (pgs. 3, 5 & 8).

The most exciting part of our summer was welcoming our new staff member, Dr. Danny Fontaine, who is the new assistant director here at the CTE. Learn more about Danny on page 8 and make sure to check out her book review on page 4.

In this issue of the CTE newsletter, we are happy to share some tips for working with our diverse student population in our lead article by Dr.

Micky Lee (pgs. 1 & 7). We hope to continue the conversation of inclusive classrooms this fall with Dr. Matt Ouellett, who will keynote our fall teaching luncheon (pg. 2).

The newsletter is also packed with information about new and ongoing programs here at the CTE. Learn more about our TEALIG grants (pg. 3) and an upcoming workshop on academic publishing (pg. 8), among many other exciting opportunities.

We wish you a fun and productive semester and look forward to seeing you at one of our upcoming events!

Teaching Chinese Students by Dr. Micky Lee

The Chronicle of Higher Education recently reported that there has been a surge of Chinese applicants to US universities. The same publication also noted that the cultural transition of Chinese students is less than smooth. Suffolk has witnessed a growth of Chinese students in recent years. Their different learning style often puzzles and frustrates Suffolk faculty. An event was held last spring to facilitate a dialogue about how Chinese students learn.

The afternoon tea discussion “Teaching Chinese Students: Cultur-

al Perspectives on Learning” was led by Chris Dakin (Humanities and Modern Languages), Micky Lee (Communication and Journalism), Ron Suleski (Rosenberg Institute for East Asian Studies which co-sponsored the event), and Da Zheng (English). The discussants have studied, taught and worked in China, Taiwan, and Hong Kong. Participants commonly agreed that the most common difficulties that Chinese students encounter are: understanding what constitutes plagiarism and why it is a serious offence; mastering spoken and written Eng-

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CTE by the Numbers Spring 2012

- **130** instructors received thanks through the CTE “thank-a-prof” program in Spring 2012
- The Spring 2012 Technology Symposium had over **100** attendees (more info. p 9)
- The first round of TEALIGs funded **8** faculty working on **6** research projects (more info. p 3)

The Center for Teaching Excellence invites you
to attend our Fall Teaching Luncheon!

Monday, October 1st, 12-1:30pm

120 Tremont, 1st Floor Function Room

How do we actively engage all students in their educational experiences
and connect them to the “big” questions in our disciplines?

How do we address complex dialogues on issues that have personal,
family and neighborhood, national, and global implications?

Join us to hear Dr. Mathew Ouellett’s talk,
***“An Intersectional Model for 21st Century Excellence
in Multicultural Teaching and Learning.”***



Dr. Mathew L. Ouellett serves as the Associate Director of the newly expanded Center for Teaching and Faculty Development at the University of Massachusetts Amherst. Dr. Ouellett is also a senior lecturer in the Department of Student Development at the University of Massachusetts Amherst. For many years, he taught graduate courses on the implications of race and racism for social work practice in the United States at the Smith College School for Social Work. Most recently, he authored a chapter, “Inclusivity in the Classroom,” for *The Chicago Handbook for Teachers: A Practical Guide to the College Classroom*, Second Edition (University of Chicago Press, 2011) and edited a volume for *New Directions in Teaching and Learning, An integrative Analysis Approach to Diversity in the College Classroom* (Jossey-Bass, 2011). Both of these texts are available at the CTE Lending Library.

Can’t make the luncheon or just want to talk more about multicultural teaching and learning? Dr. Ouellett will be holding two informal discussions for Suffolk faculty and staff on October 1st.

Email Christina DiRico (cdirico@suffolk.edu) to RSVP by **August 24th** for Monday morning’s discussion—Sustaining Dialogue on Hot Topics— from **10-11:30am**

or

Monday afternoon’s discussion—Post-Keynote Conversation— from **2:00-3:30pm.**

(both of these discussions will be held in the CTE space on the 12th Floor of 73 Tremont Street)

The CTE Teaching and Learning Innovation Grants (TEALIGs) provide seed funding of up to \$2000 to encourage new and innovative ideas designed to continue to improve and sustain the quality of education at Suffolk University. Awards support projects that directly enhance the learning experience of Suffolk students. TEALIGs have two funding cycles:

	Fall Funding Cycle (for funds to be used January 1-June 30)	Spring Funding Cycle (for funds to be used July 1-December 31)
Application Due	October 15th	February 15th
Decision Received	November 15th	March 15th

It is expected that awardees will participate in a showcase to highlight their accomplishments and/or learning, depending on the award, and disseminate their work to the Suffolk Community through, at minimum, a presentation at the Center for Teaching Excellence or the annual CTE Technology Symposium.

Please submit all applications to Katie Linder (klinder@suffolk.edu) by the deadlines listed above.

For more information about these grants (including FAQs and Application Form), please see: <http://www.suffolk.edu/research/50721.html>

Congratulations to our Spring 2012 TEALIG awardees:

Abu Jalal & Greta Meszoely (both from SBS): Student Awareness of Complexity

Tryan McMickens (CAS): Teaching and Learning about Race in Student Affairs and Higher Education Graduate Programs

Carmen Veloria (CAS): Relational Narratives in ‘Figured Worlds:’ Exploring College Transition, Social Interaction, and Language Usage

Kathleen Vinson (Law School): Legal Writing, Reasoning, and Research—There’s an app for that

Felicia Wiltz, Gini Mann-Deibert & Erika Gebo (all from CAS): Reinforcing Student Learning Competencies in Students and Faculty

TEALIG INFORMATION SESSION

The CTE is hosting an information session about TEALIGs on **Thursday the 13th of September from 1-2pm** in the CTE space on the 12th Floor of 73 Tremont Street. Stop by to learn more about the funding the CTE provides for Open Educational Resource (OER) Development, Scholarship of Teaching and Learning (SoTL), and Travel Funds (for faculty who want to present at educational conferences).

Refreshments will be provided. We hope to see you there!

Upcoming Events:

(All events held at CTE on the 12th floor of 73 Tremont unless otherwise noted)

9/10—Writing Group Kick-Off Event
noon-1pm

9/11—Faculty Workshop
Differentiated Learning for Large Classes
1-2:30pm

9/13—TEALIG Information Session
1-2pm

9/19— Faculty Workshop
Student Teams in Class
10-11:30am

9/20—Faculty Lunch Series
noon-2pm

9/21, 9/28, 10/5, 10/12—Course Design Institute (consecutive Fridays in September and October from 10am-3pm each day)

9/20—Writing Lockdown
9am-4pm
Poetry Center, Sawyer Library

9/25—Faculty Workshop
Building a Mentoring Network for Yourself and Your Students
1-2:30pm

9/26—Afternoon Tea Discussion
Dealing with Crisis on Study Abroad Trips
2-3:30pm

The CTE has many books that focus on critical thinking including how to incorporate critical thinking in your course goals and objectives, how to teach students to think critically, and how to design assignments that help you, the instructor, assess and evaluate your students' ability to think critically.

Developing Critical Thinkers

Stephen D. Brookfield

Teaching for Critical Thinking

Stephen D. Brookfield

Teaching Critical Thinking: Practical Wisdom (see review below)

bell hooks

Student Engagement Techniques

Elizabeth Barkley

Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses

L. Dee Fink

Classroom Assessment Techniques: A Handbook for College Teachers

Thomas A. Angelo & K. Patricia Cross

Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom

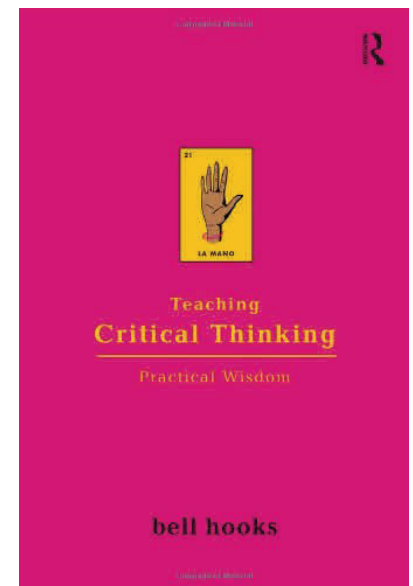
John C. Bean

Book Review: Teaching Critical Thinking: Practical Wisdom by bell hooks

In this final book of her teaching trilogy, bell hooks—a distinguished cultural critic and feminist theorist—presents a collection of “teachings” that offer her commentary on pressing issues and concerns about teaching and learning repeatedly brought to her by teachers and students. In each teaching—there are thirty-two in all—hooks shows how the issue or concern, whether it be “Integrity” (Teaching 5), “To Lecture or Not” (Teaching 12), “Feminist Revolution” (Teaching 16), or “Spirituality” (Teaching 26), provides an invaluable opportunity for critical thinking. hooks points out that “students do not become critical thinkers overnight... [f]irst they must learn to embrace the joy and power of thinking itself” (8). hooks admits at the outset that her own growth as a thinker, and subsequently a critical thinker, was catalyzed by her experience of oppression and discrimination that challenged and shaped her as a young

black female growing up in the US in the 1950s.

What is particularly novel and practical about this book is how hooks uses her own experiences to offer her readers measured yet absolutely useful advice. For example, when hooks explores the importance of conversation she offers that discussion and dialogue allow individuals to consider and reconsider their own positions and values... “[it] forces us to look realistically at the ways we inhabit a different world...and in so doing we also identify what we share that is common to us” (38). This book offers sound, practical wisdom for faculty who may be unsure of how to best incorporate critical thinking into their courses. bell hooks shows that teaching critical thinking can and should be done in a myriad of ways, not only via content, but also, importantly, via different pedagogies.



Review written by
Danny Fontaine

Work with a CTE Staff Consultant

Upcoming Events:

(All events held at CTE on the 12th floor of 73 Tremont unless otherwise noted)

10/1—Fall Teaching Luncheon

An Intersectional Model for 21st Century Excellence in Multicultural Teaching and Learning (Mathew Ouellett, UMass Amherst)
noon-1:30pm
120 Tremont Street, 1st Floor Function Room
(additional informal discussions from 10-11:30am & 2-3:30pm at the CTE)

10/10—Faculty Workshop

Teaching with Discussion
2-3:30pm

10/11—Afternoon Tea Discussion

Internet Addiction in the Classroom: A distraction or Learning Aid?
1-2:15pm

10/17—Teaching & Technology Series

Technology in the Classroom with Mini Cameras
1-2:30pm

10/18—Faculty Lunch Series

noon-2pm

10/23—Faculty Workshop

Getting Your Book Published
1-2:30pm
73 Tremont Street, 10th Floor Conference Room

10/30—Faculty Workshop

Writing Across Borders: International Students as Writers
1-2:30pm

Individual faculty consultations are designed to provide support for faculty and lecturers who would like to improve their teaching or learn more about teaching strategies and learning theory. Instructors work one-on-one with a CTE staff member based on their own goals and needs.

During an initial meeting, the instructor will outline the issues that they want to explore and the CTE staff member consultant will provide resources, support, and a plan for action that may include a classroom observation, gathering additional feedback from students, reviewing previous evaluations, or meeting regularly for conversations about teaching.

Individual consultations can address a number of teaching issues and concerns including, but not limited to, assessment, active learning, the course design process, and the scholarship of teaching and learning. *To set up an individual consultation, email cdirico@suffolk.edu.*

Improve Your Courses with Student Feedback

A Midterm Feedback Session is a confidential method that uses small group discussion among students to provide feedback to the instructor. The process takes about 20-30 minutes with the faculty member out of the classroom on a scheduled day.

Once a Midterm Feedback Session is requested, you will receive a form that allows you to provide us with additional details about your class. A CTE colleague will then visit your class and ask your students to respond to three questions:

1. What aspects of this course ENHANCE your learning?
2. What aspects of this course HINDER your learning?
3. What could YOU (as a student) do to make the course better for your classmates and the teacher?

The information gathered will then be correlated into a confidential report for the instructor. Once the report is ready, a debriefing session is scheduled with a CTE staff member to discuss the results and brainstorm ideas for the class.

Research has shown that faculty who conduct mid-course feedback and have a consultation raise their teaching evaluations and improve learning. To sign up for a midterm feedback session for this semester, call the CTE office at 617-573-8222 or email Christina DiRico at cdirico@suffolk.edu by **September 28th**.

Join the CTE Writing Group

Do you want to write more but struggle with time management, motivation, or accountability?

During the academic year the CTE offers a writing group for faculty and staff who are interested in goal-setting and accountability. Participants meet weekly to discuss their projects, troubleshoot obstacles, and celebrate successes. The Fall 2012 group kick-off meeting will be held on **Monday the 10th of September at noon** in the CTE space on the 12th Floor of 73 Tremont Street. In addition to discussing your research (and writing!) interests, a weekly meeting time will also be determined.

Fall Semester Book Groups

Each semester, the Center for Teaching Excellence hosts faculty-facilitated book groups on a variety of teaching topics.

Check out this semester’s upcoming selections and join us for some thought-provoking conversations.

To register for a book group, contact Christina DiRico (cdirico@suffolk.edu)

The Immortal Life of Henrietta Lacks

Her name was Henrietta Lacks, but scientists know her as HeLa. She was a poor black tobacco farmer whose cells—taken without her knowledge in 1951— become one of the most important tools in medicine, vital for developing the polio vaccine, cloning, gene mapping, and more. Henrietta’s cells have been brought and sold by the billions, yet she remains virtually unknown, and her family can’t afford health insurance. (from book jacket) (author: Rebecca Skloot)

The Innovative University

The language of crisis is nothing new in higher education— for years critics have raised alarms about rising tuition, compromised access, out of control costs, and a host of other issues. Yet, though those issues are still part of the current crisis, it is not the same as past ones. For the first time disruptive technologies are at work in higher education...[H]ow can institutions of higher education think constructively and creatively about their response to impending disruption? (from book jacket) (authors: Clayton M. Christensen & Henry J. Eyring)

Spring 2013 Pass -The- Book Group

The CTE would like to hear from you about books you would like us to consider for our next Pass-the-Book Group taking place in Spring 2013. The Spring 2012 inaugural Pass-the-Book Group read Carol Dweck’s *Mindset*.

If you have a book suggestion, please email it to Christina DiRico at cdirico@suffolk.edu—we would love to hear from you!

Teaching Inclusively

Edited by this semester’s fall luncheon keynote speaker, Dr. Mathew L. Ouellett, this book brings together a broad array of current “best practices” in the design, implementation, and assessment of faculty development opportunities oriented toward more inclusive teaching and learning environments. The volume advocates for more transparent connections between change initiatives at individual, departmental, and college-wide levels by highlighting the ways in which such practices and change goals can relate to and support each other. The contributors to this volume present readers with a balance between theoretical models and demonstration projects that address change processes at three levels: individual courses, programs and departments, and across schools and institutions. (from the Introduction)

Danny Fontaine will lead this book group. We will read a selection of chapters from each level of change most relevant to faculty at Suffolk.

What Participants are Saying about CTE Book Groups:

“Talking about teaching is crucial and critical for all of us to improve. The reading groups allowed for that to happen.”

“It was great to be with a group of people from different departments and to hear different points of view.”

“The diverse views of the group have impacted me in a positive manner...I am now more open to views/ perspectives I was not aware of.”

Teaching Chinese Students (continued from page 1)

lish; and not being assimilated to American culture.

The discussants, joined by Dan Wu (Center for International Education) and Yang Liu (visiting professor from Northwestern University in China), shared with the participants the many misunderstandings of Chinese students. For example, many of them were born under the One Child Policy, which means that they are seen as the sole “investment” from the parents. Because of the limited university seats and the uneven education quality in China, many middle-class parents opt to send their children abroad. Chinese students understand that they have to work hard so as not to disappoint their parents, hence they are reluctant to spend time making American friends. As one participant pointed out, some Chinese students have never been invited to an American home. Because Chinese culture emphasizes deferred enjoyment, activities that are unrelated to school work should be left till the end of the semester when students return home. The discussants also pointed out that copying other's work is not considered to be a bad thing in Chinese culture. In fact, because of the heavy emphasis on reciting classic work and on respecting the masters, Chinese students (and indeed scholars) think that copying is a form of respect and compliment.

Despite the different cultural understanding of plagiarism and work ethics, it does not mean that American teachers should change their class policies. The support for Chinese students, unfortunately, is inadequate at Suffolk. For example, when I first arrived at the University

of Oregon from Hong Kong as a PhD student, my fellow classmates met me at the airport and made sure that I have my basic needs. There were orientation events that lasted for days, a few specific to international students and teaching assistants. It seems that Suffolk can at least arrange a peer system to pair up American with international students, and it can organize orientation events that are specific to international students.

Last spring, CTE also sponsored the workshop “Is It He or Ho? Getting a Grip on How to Say Our Students' Name” * led by Chris Dakin who teaches elementary and intermediate Chinese. Chris presented a class roster of every imaginable name (Chinese, Korean, Thai, Vietnamese) and challenged participants to pronounce them. Chris has given out many tips of pronouncing and understanding Chinese names. For example, the name Wong shows that one comes from Southern China. Wang, despite sharing the same Chinese character as Wong, means one comes from other parts of China. More tips can be found at the Asian Studies blog at: <http://blogs.cas.suffolk.edu/asianstudies/2012/04/04/chinese-name-pronunciation-workshop/>

*Note: He and Ho are two different spellings of the same Chinese last name.

Micky Lee is an associate professor of media studies in the Department of Communication and Journalism. She also teaches in the Asian Studies Program.



Micky Lee, associate professor of media studies, Department of Communication and Journalism

“Because of the limited university seats and the uneven education quality in China, many middle-class parents opt to send their children abroad.”

The “Teaching Chinese Students: Cultural Perspectives on Learning” workshop drew over 30 faculty and staff.

If you have an idea for a faculty workshop email klinder@suffolk.edu.

Getting Your Book Published

Are you currently working on a book proposal, or editing a book manuscript? Are you getting ready to contact a publisher, and wondering how to begin or proceed with that process?

Brian Halley, a Boston-based editor for the University of Massachusetts Press, will be offering a workshop on **Tuesday the 23rd of October** from 1-2:30pm in the 10th Floor Conference Room of 73 Tremont Street that will cover questions about academic publishing. He will address common questions that faculty with scholarly projects have about the publishing process—from proposal writing and dissertation revision to multiple submissions and contracts. (Refreshments will be provided)

To RSVP, contact cdirico@suffolk.edu by **October 16th**.

Introducing Dr. Danny Fontaine, Assistant Director, CTE

This summer the CTE welcomed Dr. Danielle (Danny) Fontaine as its new Assistant Director. Danny comes from Clark University where she completed her Ph.D. in urban geography and worked at the university's Center for Excellence in Teaching and Learning (CETL).

While at Clark, Danny worked with faculty from many different disciplines on a range of professional development initiatives such as course and curriculum design and the implementation of diverse pedagogies. Danny was also responsible for designing and running year-long professional development for graduate teaching assistants from across campus. She worked with the university administration to design and complete different research projects to gather information about the undergraduate curriculum: Liberal Education and Effective Practice (LEEP).

As an urban geographer Danny is an interdisciplinary thinker - something she finds particularly useful for her work in faculty development. "Often the best moments of my work in faculty development happen when faculty from different disciplines are in the same space sharing their varied, yet also similar, approaches to and experiences with teaching. Hearing what other faculty are doing in their classrooms often provides those rich 'aha' moments for both me as the facilitator and for other faculty around the table."

Danny is looking forward to meeting many members of the Suffolk community as classes start up in the fall. "I am particularly excited to meet faculty from all three schools at Suffolk. I want to hear about the courses they teach, how they teach, and their specific concerns about teaching and learning."

Upcoming Events:

(All events held at CTE on the 12th floor of 73 Tremont unless otherwise noted)

10/31—Teaching & Technology Series

Adventures in the Flipped Classroom
2-3:30pm

11/8—Teaching & Technology Series

Your Voice Sounds Fine: Using Podcasts to Promote Learning
1-2:30pm

9/20—Writing Lockdown

9am-4pm
Poetry Center, Sawyer Library

11/15—Faculty Lunch Series

noon-2pm

12/7—Writing Lockdown

9am-4pm
Location: TBD

If you want to set up a meeting with Danny to talk about teaching, she can be reached at:
dfontaine@suffolk.edu
Phone: 617.725.4137



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Please let us know if you would like to write an article, book review, or be featured in our "Professor Profile" for *Excellence in Teaching Matters*. We also welcome any suggestions that you may have to make this newsletter more valuable to your teaching.

The second annual Technology Symposium was held on the 9th of May 2012. Co-hosted with ITS, this event had over 100 attendees from across campus with presentations from 17 faculty and staff.



The keynote address: *Disruptive Innovation: Technology and the Future of Higher Education* was delivered by President James McCarthy. For the rest of the day faculty and staff presented on a range of different topics from *A Spoonful of Technology (Sugar) Makes the Tax-Learning (Medicine) Go Down to Muddiest Points and the Cool Tool—CourseCast* and *A Professor's Guide to Twitter: Expanding the Classroom and Promoting Scholarship*.

Watch your email! Planning for next year's Symposium will begin soon!

Professor Profile: Frank Rudy Cooper

Tell us a little about the courses you currently teach

I teach Constitutional Law, Criminal Procedure, and a course on Race, Gender & Law. I have also taught courses on Civil Rights and Criminal Law. Constitutional Law is a class about how Constitutional argumentation has proceeded throughout the country's history. The Criminal Procedure class asks, what is the appropriate balance between civil liberties and law enforcement powers under the Fourth, Fifth, Sixth, and Fourteenth Amendments of the Constitution? The Race, Gender and Law course asks two questions: How do people form their senses of the implications of their own and other people's identity statuses? How might those understandings influence the way the law is structured and applied?

What are your favorite courses to teach and why?

I love what I am teaching. Constitutional Law is intellectually stimulating and an important course for students. I am actually changing books for the second year in a row because I want students to have a good experience (or else I am a masochist). Criminal Procedure was my first love because I got into law teaching because of my interest in racial profiling. Race, Gender & Law is my baby. I change it constantly because I am always thinking new thoughts about these topics. Hence, my brand new edited collection book, *Masculinities and the Law: A Multi-dimensional Approach* (with Ann C. McGinley) (NYU Press 2012).

How do you show students how to apply what they learn in the classroom to their lives and work outside of it?

With respect to Constitutional Law, I try to get students involved in policy discussions because most people rarely use the skill of constitutional interpretation in practice. I want my stu-



Frank Rudy Cooper is a graduate of Amherst College and Duke University Law School, where he was a staff editor on the *JOURNAL OF GENDER, LAW & POLICY*. He previously taught at Villanova University School of Law and as a teaching assistant at Harvard University, where he won three Derek Bok Center Certificates of Distinction in Teaching. He was elected the 2008 Chair of the Association of American Law Schools (AALS) Law & Humanities Section. Professor Cooper is a former Board Member of Latina/o Critical Legal Theory, Inc. (LatCrit).

dents to pass the Bar, but also be good at making constitutional arguments, as opposed to empty catch phrases, at a cocktail party. In Criminal Procedure, I use more hypotheticals because there is often a right answer. In Race, Gender & Law, our free-wheeling and candid discussions help students exercise the muscle of thinking about identities, culture and Law.

Thinking about students who are 5 years or more out of your courses, what is something you hope they would say about what they learned from you.

I hope my students remember that I said, "Equality means treating likes alike and dissimilars differently." I hope they will know that the major categories of identity always implicitly influence policies and the enforcement thereof. I hope they will do their part to create a society that provides real equality of opportunity for everyone over the freedom to accumulate privilege.