

Excellence in Teaching & Scholarly Matters

Inside this Issue

Dear Colleagues,

Welcome back to the fall semester! As students flood back to campus, we hope you'll take some time to drop by the CTSE and say hello.

The CTSE staff have prepared a full calendar of professional development events this fall organized around the theme "encouraging and motivating students to learn" (check out more about these events on pp. 6-7).

We are especially excited to welcome two excellent guest speakers this semester. Dr. Terry Doyle, an expert on student-centered teaching, will be keynoting the CTSE Annual Teaching Luncheon and offering several workshop opportunities for faculty (read more about Dr. Doyle on p. 13).

Later in the month, Dr. Tara Gray, an expert on writing productivity, will also be joining us for two workshop opportunities (read more about Dr. Gray's visit on p. 15).

This fall, the CTSE is also unveiling a new writing group model called "Scholarly Writing Circles" (SWCs) that encourage small group accountability through a range of communication opportunities (learn more about the program and how to sign up on p. 4).

We are also pleased to announce a new teaching resource called the Media Education Foundation

(MEF) Database (more on p. 14), a collection of streaming videos and documentary films that inspire critical thinking about the social, political, and cultural impact of American mass media, especially in relation to gender, race, class, health, and consumerism.

Our newsletter is also packed with information about our regular offerings like our Midterm Student Feedback sessions (p. 7), our Teaching and Learning Innovation Grants (p. 12), and our individual consultations (p. 16)

In this issue of our newsletter, you will also find two excellent articles by Suffolk faculty on collaboration. Pat Hogan's article, "STEAM at Suffolk: Putting the Art Back into Engineering" (pp. 2-3), describes a cross-disciplinary collaboration by faculty and students. A second article, co-authored by four faculty members from CAS and the Law School (pp. 8-9), describes the experience of writing a collaborative article about two CTSE programs that was recently published in *Innovative Higher Education*.

We look forward to a packed semester of opportunities to learn more about teaching and scholarship together. You can RSVP for any upcoming CTSE event to rasullivan@suffolk.edu.

Enjoy the fall semester and we hope to see you at one (or many) of our events soon!

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by Patricia Hogan, PhD,
Associate Professor,
Physics and Engineering

A Dream I Dreamt as a Chemical Engineering Undergrad

Most people are familiar with the acronym STEM as a collective descriptor for mathematics and the scientific and engineering disciplines: **s**cience, **t**echnology, **e**ngineering, and **m**athematics. The grouping of these disciplines together helps distinguish them from what many of my undergraduate engineering professors referred to, often with an air of condescension and whiff of disdain, as *the other side of campus*—that is, everyone else on campus. As a senior chemical engineering student, I rebelliously took a studio art course and showed some measure of native talent in figure drawing. Interestingly, both artists and engineers run in my family.

How I dreamed as a lowly engineering undergrad of a melding of engineering and art! How I wished my engineering professors had inspired me with the thrill of the creative process and the beauty of created work in the same way my art instructor did! Is there a happy ending to this story? Did that chemical engineering undergrad ever see the magic of art and engineering combined! Flash forward 30+ years (don't worry—they went by fast) and imagine my thrill when as a science and engineering professor myself, I first heard the acronym STEAM!

Here is the defining equation: $STEM + Art = STEAM$

Here is my response: **I ♥ STEAM**

Equations and symbols—it's the engineering way!

NESAD Makes My Dream Come True!

In 2012, Anna Gitelman, a professor at the New England School of Design decided to apply for a Nuckolls Grant for Lighting Education to create a new course in lighting design that would incorporate microcontroller and sensor technology to control interactive LED lighting fixture designs that her

graduate design students would conceptualize, design, and prototype. In order to embed the microcontroller and sensors into the lighting installations, Prof. Gitelman needed...wait for it... engineering students!

As an engineering and science professor, I had lectured on environmental topics and offered advice on interior design projects for NESAD in the past, and I was asked to participate from the technical end. Prof. Gitelman submitted the proposal and was awarded the grant, and in the summer of 2013, to my great pleasure and amazement, I was able to finally see just how powerful a learning experience a STEAM collaboration can be for the students involved.

The design students in Anna's course were all graduate students. The implementation of the microcontroller/sensors systems required engineering students who had the ability to write the programs to the microcontrollers in their programming language (which had to be learned); select the appropriate sensors and test them; perform all the necessary wiring between sensors, microcontrollers, and lighting fixtures; make the lighting installations work with commercial DMX-controlled LED light fixtures (generously donated by Lumenpulse); and troubleshoot any problems independently.

One senior electrical engineering undergraduate took on the challenge. His name is Norh Asmare. Timing was a challenging component of this project. The course was piloted in the summer, and Norh already had an internship commitment at MIT. However, he attended as many of the graduate lectures he could to learn about the materials the design students would be working with and to help the students think about design constraints. He worked with four small groups of graduate design students. This activity required a significant time commitment outside of the normal class time for both the students and the professors, but as Norh describes his participation, it was worth it:

"My favorite aspect of this collaboration is playing the part of the minister, so to speak, in the unconventional marriage of two very different fields – art and engineering. It was a privilege not only to witness but to be directly involved in connecting an artistic idea or a special effect to the protocols required to accomplish that effect – translating light intensities and color fades into lines of code

and program functions. Surprisingly enough, I learned a significant amount more about programming itself in an attempt to execute the artists' abstract ideas in a robust and graceful manner.”

Not That Black Tape, The Other Black Tape

Through this experience, I found there are several things instructors need to think about when melding two disciplines. I will give you some examples from this collaboration. In this collaboration, there were both undergraduate and graduate students. Undergraduates require a different level of supervision than graduate students. So when Norh was working on certain aspects of the installations at NESAD, I was there too.

Safety considerations are also important when working across disciplines in STEAM projects, and safety should be embedded into the project. An example of remaining on task about safety issues was the location of the “black tape”. Electrical tape was one of three types of black tapes floating around the installation and the only appropriate one to wrap wires. So it was really important to know what someone was planning to do with tape when the question “Where’s the black tape?” was posed. I also requested that the university safety officer inspect the final lighting installations.

So here are some suggestions for professors who are considering a cross-disciplinary collaboration:

- Be mindful that creative thinking and doing may not be accomplished in the little boxes of class time. You have to be flexible about when you might be needed to be on hand, similar to supervising a research project.
- When recommending students for these projects, make sure that you understand the skill sets required of your students for the particular project so you are clear that their current abilities are up to the task. If you feel a student(s) can develop the required capabilities during the project, be cognizant that you will be the person helping them do that.
- The safety of the process and the project are the ultimate responsibilities of the professors and should be embedded in the project as a project parameter. For some projects this may not be an issue, but for projects that may have some type of risk, working with the safety office is a good practice.

When Dreams Become Realities

I could add more to the list of do’s and don’ts—more on the nuts and bolts of this collaboration –and would be happy to provide them to interested parties. But to me, that would not capture the powerful thing that happened when wonderful creative design students came together with a wonderful creative engineering student. As an instructor, I was able to watch an undergraduate engineering student learn his craft in a way a classroom could not teach him. I watched him interview his clients, determine their needs, offer suggestions for modification based on available materials, talk to vendors, select appropriate equipment, participate in the build-out—and celebrate the success! This is what engineers do. This is what designers do. When the two came together, I saw respect, humor, and the spirit of creation. WOW!

For more on this project Space, Light, and Color!, see the description on the Suffolk website: <http://www.suffolk.edu/news/32388.php#U-vOUKNU27E>

This is the importance of collaboration across disciplines: the powerful impacts on instructors and students that extend beyond the learning of a body of knowledge or the mastering of a skill. Effective collaboration is based in deep respect for what each discipline brings to the collaboration and is rewarded by the beauty of the synergistic result. When thinking about cross-disciplinary projects, often participants get mired in the mechanics of the making the project work and lose sight of the fundamental truth that life itself is a collaboration. Every time we step outside of our self-imposed and arbitrary disciplinary boundaries into a mutual creative space and respect and learn from each other, we honor our ability to grow and change.

The students who participated in the project were Shahrzad Abtahi (MAIA), Norh Asmare (BSE EE), Lindsay Bach (MFAIA), Moeko Hara (MAIA), Liberty McDougall (MAIA), Morgan O’Connor (MAIA), Vandana Sharma (MAIA), and Jennifer Smith (MAIA).

You may register for any of our events by contacting Rebecca Sullivan at ctse@suffolk.edu or by calling 617-573-8222



Scholarship and Productivity

WRITING CIRCLES KICK-OFF EVENT

Wednesday, September 10th, 12-1pm

The CTSE is excited to launch a revised version of our Scholarly Writing Groups called:

Scholarly Writing Circles

Scholarly Writing Circles (SWCs) are groups of three to four faculty members who agree to be accountable to one another for a semester as they work on their writing and research goals. SWCs can check-in with one another via email, face-to-face meetings, phone calls, or other forms of communication to encourage one another, troubleshoot writing issues, or ask for feedback.

The CTSE staff will match you with a group of scholars from across the institution and offer encouragement throughout the semester via a monthly email of news, tips, and events related to research and scholarly writing. SWC members are encouraged to attend the SWC Kick-Off Meeting on Wednesday, September 10th from 12pm-1pm. This meeting will be followed by a workshop on setting research and writing goals from 1-2:30pm. A second check-in meeting will be held mid-semester on Monday, November 3rd from 1-2:30pm.

SWCs are encouraged to post their research and writing progress, and to set monthly goals, on the CTSE's Scholarly Writing Accountability Shared Document: <http://bit.ly/1k4lyJ4>

SWC's will replace the CTSE weekly writing group meetings. For more information about SWCs or to ask any questions, contact Katie Linder at klinder@suffolk.edu

Facilitator: Katie Linder, Director, CTSE

DEDICATED ON-CAMPUS WRITING DAYS

**Thursday, August 21st,
Fridays—September 26th, October 31st &
November 21st**

Location: King's Chapel Conference Room, 73 Tremont Street, 12th floor.

**Morning session 8:45am-12pm
Afternoon session 12:45-4pm**

The CTSE hosts Dedicated On-Campus Writing Days. This is a time for faculty writers to dive into writing projects with concentrated time, effort, and support. This session will help you keep the momentum going with your writing projects. We'll provide the space, and peace of mind - you provide the words. Choose to attend a morning session, an afternoon session, or stay for the whole day!

TEALIG INFORMATION SESSION

Tuesday, September 9th, 12-1pm

If you are intending to apply for a CTSE Teaching and Learning Innovation Grant (TEALIG) then you are highly encouraged to attend this information session to find out all you need to know about applying for this funding.

Facilitator: Katie Linder, Director, CTSE

No need to RSVP, just stop by during this hour to find out more about this grant opportunity.

SETTING WRITING & RESEARCH GOALS WORKSHOP

Wednesday, September 10th, 1-2pm

Goal-setting is one of the foundational components to effective and efficient writing. In this session, we will explore the positive impact of goal-setting and how to create realistic and measurable goals for ourselves. We will also set goals for the fall semester and establish accountability partners for our writing and research productivity.

Facilitator: Katie Linder, Director, CTSE



Scholarship and Productivity

GRANT WRITING 101

Tuesdays- September 23rd, 30th, October 14th, and 21st from 1-3:30pm each day (four-part series)

This four-part program is designed to take a faculty member from grant idea to complete proposal. In addition to providing detailed instructions on how to use grant databases to find funding opportunities, the program facilitators will also walk participants through step-by-step instructions on how to develop a complete grant proposal. This is a hands-on program with assignments that will be peer reviewed. Participants who attend all four sessions will complete a grant that can be submitted to a funding agency.

Facilitators: Mary Pat Wohlford, Associate Vice Provost, Research and Sponsored Programs, and Katie Linder, Director, CTSE

HOW TO IRB

Wednesday, September 24th, 2-4pm OR Thursday, October 23rd, 9-11am

This is a practical session designed to walk faculty members and students through the IRB application process. The forms required and the steps necessary to upload an IRB application to IRBNet is discussed. At the end of the session participants will be able to easily complete and submit an IRB application. Members of the IRB will facilitate the session.

Facilitator: Mary Pat Wohlford, Associate Vice Provost, Research & Sponsored Programs

RESEARCH METHODS (TWO-PART WORKSHOP)

Thursday, October 16th AND Friday, October 17th, 1-2:30pm

This two part series is designed to provide information on the key elements of the process of

research to include: writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, and methods and procedures for data collection and analysis. Quantitative, qualitative and mixed methods proposals will be discussed. Participants will be able to develop a research proposal upon completion of the series.

Facilitator: Mary Pat Wohlford, Associate Vice Provost, Research & Sponsored Programs

GUEST SPEAKER – DR. TARA GRAY

Friday, October 31st

Dr. Tara Gray has helped academics across the country increase their writing productivity by a factor of three by taking steps to become prolific scholars. Much is known about how to become more prolific—and any scholar can. Even when you can't work harder, there are important ways to work smarter. In these sessions, Dr. Gray will share how every scholar can become more prolific through better time management, specific writing strategies, efficient revision tips, and knowing when to ask for help. Tara's workshops are based on her popular book, *Publish and Flourish*.

Dr. Gray will be offering two workshops on October 31st. *For more information see page 17*

CHECK-IN WRITING & RESEARCH GOALS

Monday, November 3rd, 1-2:30pm OR Tuesday, November 4th, 1-2:30pm

This is a follow-up meeting for those who attended the Setting Goals workshop in September. We will check-in about our writing and research goals for the semester, evaluate our progress, and adjust goals as needed. This is also an excellent opportunity to chat with your accountability partner face-to-face. Those who did not attend the September meeting, but want to discuss their writing and research progress for the semester, are also welcome to attend!

Facilitator: Katie Linder, Director, CTSE



Teaching and Learning

ENCOURAGING STUDENTS TO LEARN

Tuesday, September 16th OR Wednesday, October 15th, 1-2:30pm

What are the different ways that we can truly engage our students in the learning process and really encourage them to learn? In this workshop we will look at different ways – grounded in the research – that faculty can focus on encouraging students to learn. A few ways (amongst others) that we will explore include: Active Learning Techniques, Leading Effective Class Discussions, Teaching with Technology and Service Learning.

Facilitator(s): Katie Linder, Director, CTSE and Danny Fontaine-Rainen, Assistant Director, CTSE

COURSE DESIGN INSTITUTE

Fall 2014 CDI: Fridays - September 19th, 26th, October 3rd and 10th (must attend all four days), 10am-3pm each day

Do you need to revise a course because of enrollment fluctuations? Are you prepping to teach a new course, or are you frustrated or bored with the one you are already teaching? This four-part intensive institute is designed to provide you with the tools, time, and collegial support needed to really dig in and design or re-design your course. Upon completion, you will have created the basic structure of your course-including a draft syllabus, assignments, assessment tools, and course outline. Each participant will receive a complimentary workbook of course planning materials and lunch! Space is limited as CDIs are capped at 10 participants.

ANNUAL FALL SPEAKER EVENT: TERRY DOYLE

Wednesday, October 1st

Terry Doyle, author of *Learner-Centered Teaching: Putting the Research on Learning in Practice* (2011) will be this year's Fall Speaker. Dr. Doyle is a professor in the Developmental Curriculum Department at Ferris State University in Michigan. He has taught at Ferris State University for over 35 years. *(More information on page 15)*

WRITING COURSE GOALS AND LEARNING OBJECTIVES 101

Thursday, October 9th, 1-2:30pm

Goals, learning objectives, outcomes – what does it all mean? In this workshop, we'll explore definitions of course goals and learning objectives and talk about tips for communicating them to your students through your syllabus. Participants will also have the opportunity to draft course goals and objectives and receive feedback.

Facilitator: Katie Linder, Director, CTSE

SYLLABUS DESIGN WORKSHOP

Monday, November 17th, 1-2:30

In this workshop we will cover the basics and best practices of creating an effective course syllabus.

Facilitator: Katie Linder, Director, CTSE

GRADING DAZE

Monday, December 8th through Friday, December 12th, 9am-4pm each day

Looking for a quiet spot to grade? Need coffee and a snack to keep you going during grading?

The Center for Teaching & Scholarly Excellence space will be available the week of **December 8th-12th** from **9am-4pm** each day for faculty to drop in and work on their grading. Coffee, tea and snacks will be provided. We hope to see you there!

SENSORY DISABILITIES INSTITUTE

Friday, December 19th, 10am-3pm

This workshop is designed for faculty who are interested or who will be teaching students with sensory (vision and hearing) disabilities. This is an opportunity for faculty to better understand how these students learn and to prepare their courses to be fully accessible with the assistance of the Office of Disability Services well before courses begin. The advantage of this workshop is that faculty will have the skill set to effectively teach these students ahead of time.

Facilitator: Kirsten Behling, Director, Disability Services.



Teaching with Technology

MEDIA EDUCATIONAL FOUNDATION DATABASE WEBINAR TRAINING

Tuesday, September 9th, 2-3pm

The webinar will provide you with a brief overview of MEF's Kanopy digital database.

(More information on page 16)

HELPING STUDENTS LEARN IN THE AGE OF DIGITAL DISTRACTION

**Monday, September 29th, 1-2:30pm OR
Tuesday, October 28th, 3-4:30pm**

Our students are inundated with an overwhelming amount of information each day. Unfortunately, very little of this information is directly connected by our students to the classroom. In this session, we will explore how to break through the cognitive overload and discuss how we can help our students develop effective strategies for learning in the midst of this Age of Digital Distraction.

Facilitator: Katie Linder, Director, CTSE

CLICKERS IN THE CLASSROOM

Date and Time to be announced

Clickers can be utilized in the classroom for a variety of purposes. This demonstration briefly walks participants through how to use the technology (through an interactive session) and different uses for the technology (including engagement and assessment of student learning, and how it can be used to support team-based learning models). Participants will leave with models for integrating clickers into their courses and available on-line resources for further exploration and support.

Facilitators: Gina Doherty, Director of Academic Computing, LAW

HISTORY OF BOSTON MOOC*

This online course is designed to help you explore the rich history of Boston, birthplace of the American Revolution. From the Puritans to the New England Patriots, this course tells the story of the country's most iconic city. See where the spark of democracy was set and learn why the Revolutionary War began in Boston. Taught by Dr. Robert Allison, Professor of History at Suffolk University, this is the first MOOC based on a city and its history.

Register for the MOOC now and have fun completing scavenger hunts, trivia, and learning all about the great city of Boston.

*A MOOC, is a Massive Online Open Course offered free of charge to anyone around the world. With a MOOC, there are no grades or homework and students will not receive regular academic credit.

To register, go to: <https://www.canvas.net/courses/history-of-boston>

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.

Research has shown that faculty who conduct mid-course feedback and have a consultation raise their teaching evaluations and improve learning. Look for more information regarding signing up for a Midterm Feedback Session later in the semester.

Once a Midterm Feedback Session is requested, you will receive a form that allows you to provide us with additional details about your class.

For more information, or to request a session, contact rasullivan@suffolk.edu.

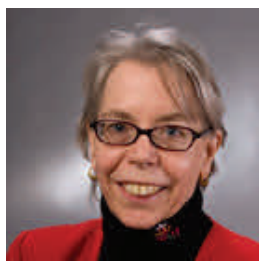
In the summer of 2012, four faculty members gathered with Katie Linder to reflect on the experience of concurrently taking the CTSE Course Design Institute while also participating in the CTSE writing group. What resulted was an article recently published in *Innovative Higher Education* (39, 3: 217-229) called "Intentional Teaching, Intentional Scholarship: Applying Backward Design Principles in a Faculty Writing Group." Below, We've asked the co-authors to reflect on the experience of working together to draft our article, paying particular attention to how this has impacted their individual writing practices.



Frank Rudy Cooper is a Professor at Suffolk University Law School, in Boston, Massachusetts. He teaches constitutional Law, Criminal Procedure, Criminal Law, and Race, Gender & Law. He writes about the intersection of race and gender in law and culture, especially as applied to policing. He is the co-editor of *Masculinities and the Law: A*

Multidimensional Approach (with Ann C. McGinley) (NYU Press 2012).

Prof. Elizabeth M. McKenzie was the Director of the John Joseph Moakley Library at the Suffolk University Law School from 1996 - 2013. She is a Professor of Law, with a J.D. and a M.S. in Library Science, both from the University of Kentucky. Her research interests include effects of changing technology, library management, and the interface of law and librarianship.



Dr. Monika Raesch is an Associate Professor in the Department of Communication and Journalism at Suffolk University. She earned her MA at Emerson College and her PhD at the European Graduate School, Switzerland. Her research includes film

adaptation in the Boston area, and teaching and learning methodology.

Dr. Patricia A. Reeve is an Associate Professor and Director of the American Studies Program at Suffolk University. She completed a PhD in American History from Boston College and a MA in American History from Northern Illinois University. She is a historian of nineteenth-century American workers and labor and her research interests include the histories of masculinity, medicine, and the law.



EM: For a number of years, I participated regularly in the CTSE writing group, I found it a great support group. I also joined a CTSE workshop on designing courses. I was excited to be invited to collaborate on an article with other faculty who participated in both programs. I co-wrote articles before, but never with co-authors outside my discipline. This is a diverse group from many different fields, whose only shared experience was the CTSE. But that actually made the collaboration much richer and more interesting.

MR: Katie was our first author and appointed leader. First, we each wrote our own section, sent them to Katie, and she created the first rough draft of the entire article, suggesting the order of the numerous sections. We met to discuss potential overlaps between sections and how to solve them, leaving every author with specific revision guidelines to turn the article into one cohesive piece.

FRC: Watching these great colleagues write encouraged me to write leaner pieces. I am now mimicking those colleagues by trying to strip down my own language to make sure it is as clear, smooth, and non-ornamental as is possible when conveying complex ideas. I believe this has helped my writing become more persuasive.

PR: Writing collaboratively with faculty enabled me to reflect on and rethink my approach to writing. Joint writing afforded me numerous opportunities to identify and assess my practice as a writer by juxtaposing it with that of my colleagues. For example, though each of us wrote discrete sections of the article as prologue to creating a master draft, we met during the early stages of writing to discuss our individual progress. These conversations addressed such topics as the factors that foster or impede writing. I learned much from my colleagues' experiences and problem solving and I incorporated these lessons into my craft as a writer. (cont. on p. 11)

MR: Working with four colleagues on one paper can present collaborative challenges. However, such trials never materialized. Instead, we worked together harmoniously, turned into a support system for one another, and held each other accountable. Looking back, I don't know whether this was due to our personality types or the methods we used to collaborate—most likely, a blend of the two.

PR: After we had created a synthetic draft, we rewrote our sections to better align them with the thesis and themes of the article. Together we provided one another with editorial feedback aimed at clarifying individual arguments. I found it easier to comment productively on colleagues' writing if I first reminded myself of the conceptual tasks of writing and their sequence. Doing so permitted me to identify where in the writing process a colleague was "stuck" and how she might reposition herself vis a vis the argument. This approach to providing feedback had the additional benefit of cementing my understanding of the cognitive skills associated with writing.

FRC: This project affected my thinking about my own writing in important ways. For example, thinking about the links between designing a class and designing a paper led me to further emphasize the structuring process when I write. In backward designing a course, we must have Goals for what students will know and understand before creating Objectives that we will use to measure whether students know and understand what we have taught them. When writing, I now focus even more on what I want the reader to know and understand. In practice, this means using more detailed outlines.

PR: Writing alongside others reaffirmed my belief that individual resiliency is essential to maintaining a writing life. By resiliency I mean the capacities to set writing goals, surmount barriers to meeting them, and capitalize on opportunities for episodic rather than binge writing. While I had grasped this idea well before undertaking our shared endeavor, I learned it anew by watching my colleagues juggle commitments, pick themselves up when feeling defeated, and generally, get out of their own way.

EM: After an initial submission, we needed to drastically edit the piece. Leadership of the group made all the difference. It was not the disheartening message it would have seemed if I had received it alone. I have had a bad track record responding to negative editorial feedback. This was a very good

experience, learning how to take the feedback and make the article better, and resubmit for an acceptance.

MR: For me, meeting and sharing our thoughts was extremely important, as we were able to explain our reasoning behind revision suggestions, which, I feel, kept any misunderstandings at bay. Following individual revisions, instead, of meeting, we had decided on an order in which each of us would read the entire piece and using Microsoft Word's Review/Track Changes features make comments and suggestions for one another throughout the entire article. Each of us was accountable to deadlines we had set and the paper never got 'stuck', furthering our harmonious work environment and giving us a sense of progression.

EM: We had more meetings, discussions, and lots more editing than during my previous collaborations. Led patiently and gently by Katie, the process was actually invigorating and fun, rather than the drudge and frustration it could have been.

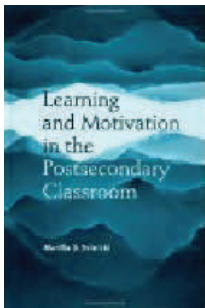
PR: I discovered that a critical imperative of collaborative writing is the willingness to reflect on and reconsider one's writing practice. Put differently, self-reflection is a precondition to productive partnerships and individual growth as a writer.

MR: We met as a group a couple more times to finalize the article. The democratic relations among the group coupled with the appointment of a leader – Katie – were key aspects for our collaboration to succeed and for us to be excited about future collaborations with one another as well as other colleagues in our disciplines.

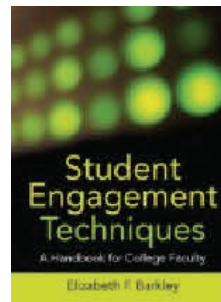
FRC: I greatly enjoyed working together on this project. Encouraged by this experience, I have since written several co-authored pieces on masculinities with UNLV law professor Ann C. McGinley and anticipate writing on the future of sex orientation with Denver University law professor Catherine Smith.

PR: Rather than mystify writing, my co-authors conceived of it as a process comprising discrete (and sometimes overlapping) tasks that are best completed incrementally and sequentially. As someone who knits, I know that sweaters are created a row at a time. By working with my co-authors, I was reminded that articles and books emerge from writing in much the same fashion.

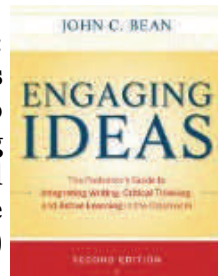
The CTSE has several books in our Lending Library that focus on motivating and encouraging student learning. Some of these books include:



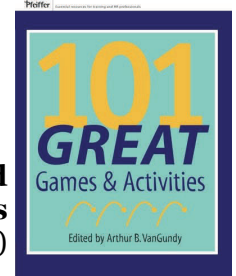
Learning and Motivation in the Postsecondary Classroom
Marilla D. Svinicki (2004)



Student Engagement Techniques: A Handbook for College Faculty
Elizabeth F. Barkley (2009)



Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom, John C. Bean (2011)



101 Great Games and Activities
Arthur B. VanGundy, (2012)

Book Review: *Essentials of Online Course Design: A Standards-Based Guide*

Review Written by Sarah Smith, Instructional Designer, CTSE

As faculty know, choosing a textbook isn't always easy. Most books that I reference are specific to Instructional Designers and use industry jargon. My goal was to find a text that would speak to the instructor, not an expert, and provide best practices with examples. Luckily, I found such a book, *Essentials of online course design: A standards-based guide*, before having to scroll through 90+ pages of titles with "online course design" on Amazon!

Many faculty teaching online classes are not interested in instructional design or multimedia theory. Most of them want to design a functional class so that they and their students can focus on achieving their course objectives. This book is good for both faculty and those who handle technology policy. The authors focus on the practical and industry best practices. They support their claims with theory where necessary.

The chapters are relevant and easy to read, especially if you are new to online teaching. There are examples and case studies from faculty who designed online courses. Each chapter contains a check-list to aid the instructor in evaluating his or her course design progress. These lists are closely aligned with quality



metrics observed within my profession.

I had the pleasure of piloting the Online Course Design Institute with several faculty this summer. *Essentials of online course design: A standards-based guide* received positive feedback so I plan on using it for the OCDI starting September 18th. (Read more about the OCDI on page 9.)

One OCDI participant found the online syllabus and the comparison of face-to-face courses the best sections in the book.

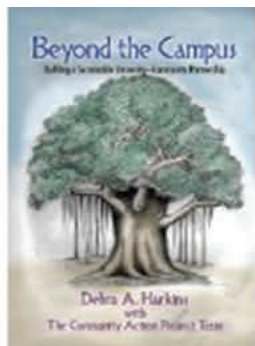
My favorite chapter is about the visual design of written materials, something I have noticed faculty tend to overlook.

The accompanying website is an added bonus!

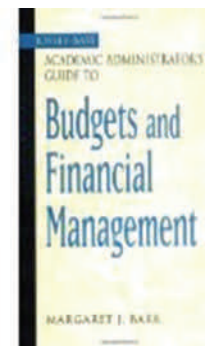
The CTSE has a copy available in the Lending Library.

The CTSE continues to expand the resources available to the campus community via the Lending Library. Recent book acquisitions include:

**Beyond the Campus:
Building a Sustainable
University Community
Partnership**
Debra A. Harkins (2013)



**Academic Administrator's
Guide to Budgets and
Financial Resources**
Margaret J. Barr (2002)



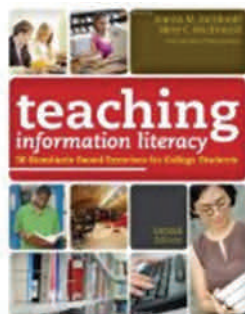
**Working with Faculty
Writers**
Anne Ellen Geller and
Michele Eodice (2013)



**Helping Students
Learn in a Learner
Centered Environ-
ment: A Guide to
Facilitating
Learning in Higher
Education**
Terry Doyle and John
Tagg (2008)

See Terry Doyle
October 1st at
the CTSE's fall
speaker event!

**Teaching Information
Literacy**
Joanna M. Burkhardt, Mary C.
Macdonald and Andree J.
Rathemacher (2010)



**Learner Centered Teaching:
Putting the Research on
Learning into Practice**
Terry Doyle and Todd Zakrajsek
(2011)



Lending Policy for Books

CHECKING BOOKS OUT:

You may check books out for an initial period of **3 weeks**. We will contact you near the end of this initial 3 week period about returning the book(s); if you still require the books, you may renew it/them twice thereafter (2 weeks per renewal).

Please be sure to check out any books you want with a CTSE staff member. Before leaving the library, please bring the book(s) to either Katie Linder (office #1294C), Sarah Smith (office #1283), Danny Fontaine-Rainen (office #1280), or Rebecca Sullivan (office #1285) as we need to check out the book(s) using our automated issuing system.

If no-one is around to check-out a book for you, please fill in one of the purple laminated cards located at the library so that one of us can issue your book(s) electronically. You are responsible for each book that you check out. Should you misplace a book you will be responsible for covering the costs of a replacement copy.

RETURNING BOOKS:

Please be sure to return any books to a CTSE staff member. Please bring the book to either Katie Linder (office #1294C), Sarah Smith (office #1283), Danny Fontaine-Rainen (office #1280), or Rebecca Sullivan (office #1285) as we need to return the book using our automated issuing system. If no one is around to collect your books, please leave them on the CTSE front desk with your name.

DO YOU HAVE SUGGESTIONS for books you would like us to purchase for the Lending Library? If so, please email us your recommendations at ctse@suffolk.edu.

The CTSE Teaching and Learning Innovation Grants (TEALIGs) provide seed funding of up to \$2000 for an individual or up to \$5000 for a group of 2 or more 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 25)	Spring Funding Cycle (for funds to be used July 1-December 31)
Application Due	October 15th	February 15th
Decision Received	November 15th	March 15th

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://www2.suffolk.edu/offices/50721.html>

Congratulations to our Spring 2014 TEALIG awardees:

Pat Reeve (CAS) & Julia Howington (Moakley Archive & Institute): Mining the Archives: Primary Source-based Open Educational Resources for Faculty-enabled, Student-centered Instruction of Information Literacy and Critical Analysis

Evgenia Cherkasova (CAS) & Dmitry Zinoviev (CAS): Eudaimonia: The Game of Life

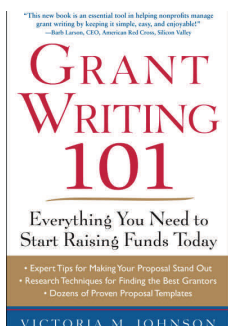
Save The Date: TEALIG Information Session

On **Tuesday the 9th of September, 2014** from 12-1pm the CTSE is hosting an information session for anyone interested in applying for a TEALIG. If you are considering submitting an application, you are highly encouraged to attending this session to find out all you need to know about applying for this funding.

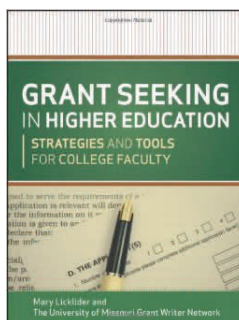
Facilitator: Katie Linder, Director, CTSE

There is no need to RSVP; just drop by during this hour to find out more about this grant opportunity!

Grant Writing Resources from the CTSE Lending Library



**Grant Writing 101:
Everything You Need
to Start Raising Funds Today**
Victoria Johnson (2010)



**Grant Seeking in Higher
Education: Strategies and
Tools for College Faculty**
Mary Licklider (2012)

On **Wednesday the 1st of October, 2014** the CTSE will host Dr. Terry Doyle as our Fall Speaker! Dr. Doyle is an author, nationally recognized educational consultant and Professor of Reading at Ferris State University where he has worked for the past 38 years. From 1998 to 2009 he served as the Senior Instructor for Faculty Development and Coordinator of the New to Ferris Faculty Transition Program for the Faculty Center for Teaching and Learning at Ferris State.

Terry has presented over seventy workshops on teaching and learning topics at regional, national and international conferences since 2000. During the past five years he has worked with faculty in Taiwan, Saudi Arabia, South Korea, Canada and faculty on one hundred and forty different colleges and universities across the United States on ways to develop a learner centered approach to teaching.



Dr. Doyle will spend the day with the Suffolk Community and will offer the following :

9:30—11:30am (morning workshop): A New Paradigm for Student Learning

What if the media and legislatures are in error about what's wrong with American Education? What if the teachers are not the problem? What if it's the students? It is clear from research in neuroscience, cognitive science and biology that taking certain actions prior to engaging in new learning can significantly improve learning performance. This presentation will discuss five actions students can take to optimize their brains for new learning and discuss study and memory actions that will also improve academic performance.

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

It is amazing how misinterpreted research findings like people are right-brain or left brain learners persist in today's educational culture. This talk will discuss several learning and teaching practices that are commonly used in today's classrooms but are not supported by brain research and are hurting students' learning.

2:30—4:30pm (afternoon workshop): Putting the Research on Learning into Practice

Almost daily neuroscience, biology and cognitive science researchers reveal new insights about how the human brain works and learns. The value of this research is its potential to elevate the learning success of all students regardless of their learning situations. This research about human learning requires changes in the way teaching is approached and in what students are told about how to be successful learners. This presentation will discuss many of these new research findings and suggest ways to apply them in a higher education setting. Topics will include findings on multisensory learning, multimodal learning, use of patterns in learning, and teaching for long term recall.

**ALL events will take place in the Law School Function Room,
120 Tremont Street, Boston, MA
RSVP to rasullivan@suffolk.edu**

We are excited to announce that Suffolk University has subscribed to the streaming collection of films from the Media Education Foundation (MEF), documentary films that inspire critical thinking about the social, political, and cultural impact of American mass media, especially in relation to gender, race, class, health, and consumerism. The collection consists of over 130 high quality titles. This platform was made possible by the CTSE's FPLC Program and the Davis Foundation.

The interface allows you to stream the films in your classroom, and students and faculty can easily access the films from dorms or off-campus by signing in through Suffolk University's proxy server. All of the titles in the collection have unique URLs, which can be embedded in Blackboard or linked to from syllabi and web pages.

The playback function on the site will automatically adjust the stream based on the speed of the Internet connection of the user, to give the user the best quality stream possible. The platform can be accessed on mobile devices, including tablets and smart phones, and the video player supports IOS for Apple mobile devices.

For those of you who want to use shorter clips of the films, there is a clip editing and playlist creation function. These shorter clips, and playlists, can be shared with students via e-mail or embedded in Blackboard.

Several of the films in the collection have toggle on/off captioning and scrolling, as well as interactive transcripts. More titles in the collection will have these features added over the next few months.

MEF films can be used in a broad range of academic courses, but they are especially relevant to Communication & Journalism, Women's & Gender Studies, Sociology, Psychology, and Political Science.

We are excited to be able to offer this excellent resource for your use. Use the streaming films in your courses and let your students know that it is available for their research and learning needs!

To access the database, go to:

<http://suffolk.kanopystreaming.com>.

Select the "Sign In" button on the top right of the platform homepage and input the following credentials:

- ◇ Username: Suffolk
- ◇ Password: suffolk895

The platform is also accessible from off-campus, just like the Suffolk University library database. To access that database from off-campus go to:

<http://suffolk.kanopystreaming.com> and sign in using your Suffolk University ID number.

Join in for a Webinar to Learn about the MEF Database

September 9th, 2pm

A webinar will be held to provide you with a brief overview of MEF's Kanopy digital database:

1. Provide a short demonstration of your platform features (LMS embed, clip and playlist making)
2. Walk you through your administrative dashboard where you can manage your platform, access live statistics, download your MARC records
3. Introduce our other services (search and find, owned content) and various available collections

(See announcement section at the bottom of this email for more information on the MEF Kanopy database)

Please email ctse@suffolk.edu for instructions on how to join the webinar



Publish & Flourish

Become a Prolific Scholar

Increase your productivity by a factor of three by taking these steps to becoming a prolific scholar. Many scholarly writers are educated at the School of Hard Knocks, but it's not the only school, or even the best. Much is known about how to become a better, more prolific scholar and anybody can. Even when you can't work harder, there are important ways to work smarter. Research points to specific steps scholars can take to become better, more prolific scholars, including:

- Write daily for 15-30 minutes
- Organize your paper around key sentences and a template
- Solicit the right feedback from the right colleagues

What participants say:

"Your methods changed my writing life. For the four years before the workshop, I wrote or revised 44 pages a year, but in the four years after, I wrote or revised 220 pages per year—five times as much!"

"In all honesty, you probably have provided me with all the tools I need to get tenure and even a full professorship."

Tara Gray serves as an associate professor of criminal justice and the founding director of the Teaching Academy at New Mexico State University. She has used these steps to publish three books, including *Publish & Flourish: Become a Prolific Scholar*. She has presented workshops to more than 5,000 scholars in more than thirty states, and in Guatemala, Mexico, Canada, Thailand, Saudi Arabia and the United Arab Emirates.

As a workshop presenter, Dr. Gray is "spirited, informative and entertaining—she's anything but gray!"

Every scholar can become more prolific. What are you waiting for?

**Sponsored by: The Provost's Office, the
Center for Teaching & Scholarly Excellence, and
Text and Academic Authors, taaonline.net**

October 31, 2014 – 9:30am-11:30am OR 12:30pm-4:30pm

**In the two-hour workshop, participants apply the steps to writing samples that Tara brings.
In the four-hour workshop, all participants apply the steps to one participant's manuscript
and then participants work alone to apply the steps to their own manuscripts.**

RSVP to rasullivan@suffolk.edu

Individual faculty consultations are designed to provide support for faculty who would like to improve their teaching or scholarship. Faculty members work one-on-one with a CTSE 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 CTSE staff member will provide resources, support, and a plan for action that may include a classroom observation, gathering additional feedback from students, reviewing previous teaching evaluations, evaluating publications, sabbatical planning, or meeting regularly for conversations about teaching, scholarship, or teaching with technology.

Individual consultations can address a number of teaching and scholarly support issues and concerns including, but not limited to, assessment, active learning, the course design process, creating a scholarly pipeline, and the scholarship of teaching and learning. |

To set up an individual consultation, email Rebecca Sullivan (rasullivan@suffolk.edu).

The CTSE Team



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Please let us know if you would like to write an article, book review, or be otherwise featured in *Excellence in Teaching & Scholarship Matters*.

We also welcome any suggestions that you may have to make this newsletter more valuable to your teaching or your scholarship.