

Center for Academic Excellence

Supporting innovation and scholarship in teaching and learning
for all faculty and professional staff since 2003.

Volume 4, Issue 1
Fall 2013



Center for
Academic
Excellence

Fall 2013 Newsletter

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What's happening?

Faculty Leadership Fellows, 2013 – 2014

The CAE's Leadership Development program is now in its 2nd year of building local expertise and cultivating campus leadership for teaching and learning. This academic year [Dr. Valeria Martinez](#) (Finance, DSB) and [Dr. Glenn Sauer](#) (Biology, CAS) return as FLFs and we welcome [Dr. Emily Smith](#) (Educational Studies & Teacher Preparation, GSEAP). Learn more about our Faculty Leadership Fellows on page 10.

Message from the director:

Welcome to the Fall 2013 Semester!

Suzanna, Cynthia, and I wish you all the best in your endeavors this semester. We are looking forward to the varied activities we've arranged- workshops, panels, writing retreats, community engaged research support, building mentoring networks, mid-semester assessment of teaching consults, and much more. I hope that you find our planned events appealing, accessible and useful to you in the next 4 months of teaching and learning together.

Have a wonderful semester!
Pat

Co-Mentoring Seminars

This academic year the CAE pilots two co-mentoring seminars: (1) New Faculty Development and Co-Mentoring Seminar: *Thriving in the Early Years*; and (2) Mid-Career and Senior Faculty and Professionals Co-Mentoring Seminar: *Responsibilities, Opportunities, and Legacies*. Participants will engaged in shared activities, mentor and be mentored, build a community of practice that mentors for individual and collective professional development. Groups facilitated and coordinated by a CAE staff member or fellow.

CAE hosts Back-to-School Days

To kick off the new academic year, the CAE collaborated with Jay Rozgonyi, Mary Kleps, of Academic Computing, Joan Clark of the DiMenna-Nyselius Library, to facilitate sessions to help faculty get their Fall courses ready. Topics included a refresher on teaching resources, getting started with Blackboard, and course design. Look for a similar offering prior to the start of the Spring 2014 semester.

CAE offering highlights

- Co-mentoring Seminars
- Faculty Leadership Fellows Program
- Writing Retreats
- Course Design Institutes
- Community-Engaged Scholarship & Teaching

Back-to-School Essential URLs:

- [Instructional Guidebook](#), 2013
- [Library Resources](#) for Faculty
- [Academic Computing](#), ITS



Writing Center and CAE Open House – September 10!

Join us September 10, 2013, 3:00 – 4:30pm in the Library Lower Level. Learn about the offerings of the Writing Center and the CAE. Enjoy light refreshments while mingling with colleagues and Center staff.

Scheduled Offerings

IDEA Student Ratings of Instruction

Join the CAE for sessions on “getting started with IDEA,” designed for those new to Fairfield and the IDEA system but all welcome to attend. Tuesday, **September 17**, 3:30 – 4:30pm, in Library 107c. ♦ Can’t attend? Check out the resources available online through Fairfield University and the [IDEA](#) Center. ♦ Consults on IDEA are also available through the CAE for individuals, departments, and schools. ♦



Tips from Fairfield faculty – going paperless with IDEA:

- Make time/schedule IDEA into class time
- Have students bring their laptops *or* reserve a computer lab
- Communicate and familiarize students with IDEA
- Remind students of the importance the evaluation process and their feedback

“Getting Started with IDEA” Session

Tuesday, September 17
3:30 – 4:30, Library 107c

♦ Register online today! – [click here](#) ♦

Mid-semester Assessment of Teaching (MAT)

Mark your calendars! October 8 - 22, 2013 is MAT season. MATs are confidential, informal, off-the-record, formative feedback from your students about which activities in your classroom are helping them learn and which would help them more. To learn more about our MAT procedures, check our summary [PDF](#). To schedule a MAT for your course, please complete an [online MAT request form](#).

MAT Request

Deadline: Tuesday, October 1

♦ Request a MAT online ♦
– [click here](#) to access the form.

Writing Retreats

The CAE will sponsor a variety of initiatives to support the campus “community of writers” across the year. The **kick off writing event** of the semester will take place on **Friday, September 27, 9:00am – 2:30pm**, location: **Library Lower Level**. This event will provide the opportunity to meet writing consultants on campus, set an agenda for writing projects, and get started on your writing. Bring laptop, pen and paper. There will be space and time for writing by yourself and sharing your plans and projects. Morning coffee, lunch and snacks provided.

These events are co-sponsored by the CAE, Faculty Consultant for Writing, and the DiMenna-Nyselius Library. Can’t participate due to scheduling? Consider other opportunities such as joining a **Writing Circle**.

Writing Retreats, AY 2013 - 2014

9:00am – 2:30pm, Library lower level

Friday, September 27

Thursday, January 16

Tuesday, May 20

♦ Register online today! – [click here](#) ♦

Writing Circles

Looking for support with your writing? Join a writing circle. Writing circles are small groups of 3-5 faculty that meet on a regular basis (weekly, bi-weekly or less frequently, as the group decides) for 1 or two hours. Each group finds its own best rhythm and process, but all groups provide mutual support for members at any stage of their writing process – drafting, reviewing, finding venues for presentation or publication, and so on. Resources on getting writing done and journal outlets are available on the [CAE site](#). ♦ Interested in participating? Complete an [online application](#) and the CAE will facilitate the formation of writing circles.

Faculty Consultant for Writing:



Cinthia Gannett, Ph.D.

Director of Core Writing
Associate Professor, English
(203) 254 – 4000, ext. 2800
cgannett@fairfield.edu

Community-Engaged Scholarship & Teaching – Series of Workshops (September 19 – 20)

You are invited to an exciting 2-day series of workshops facilitated by Dr. Patti Clayton that will cover various topics related to community engaged teaching and scholarship. Sponsored by the Office of Service Learning (OSL), Connecticut Campus Compact, and the Center for Academic Excellence (CAE).



Patti H. Clayton is an Independent Consultant and Practitioner-Scholar (PHC Ventures). She has almost fifteen years of experience as a practitioner-scholar and educational developer in community-engaged teaching and learning and in experiential education more generally. She

serves as a Scholar Senior Scholar with the Center for Service and Learning at Indiana University – Purdue University Indianapolis (IUPUI), a Visiting Fellow with the New England Resource Center for Higher Education (NERCHE), and a Visiting Scholar at the University of North Carolina at Greensboro (UNCG). She has consulted with over 100 colleges and universities in the US, Canada, and Ireland.

Patti co-developed with students and faculty a research-grounded critical reflection and assessment model (the DEAL Model), models for student leadership in service-learning, and a variety of professional development and curriculum development processes related to community-campus engagement. She and her colleagues produced student and instructor versions of the tutorial *Learning through Critical Reflection*, and she is co-editor with Bringle & Hatcher of the 2-volume set, *Research on Service Learning: Conceptual Frameworks and Assessment*, released by Stylus Publishing in 2012. She also focuses on reciprocity and mutual transformation in community engagement partnerships and on the relationship between student, faculty, and community member learning. Building on her work with Saltmarsh and Hartley in the *Democratic Engagement White Paper*, she is intrigued by possibilities for designing teaching and learning, partnerships, and scholarship in ways that position all participants as co-educators, co-learners, and co-generators of knowledge.

Sessions facilitated by Patti Clayton:

Integrating Critical Reflection – [Register here](#)

Thursday, September 19

9:30 a.m. – 11:30 a.m.

Or 3:30 p.m. – 5:30 p.m.

Library 107c

Critical reflection is a powerful teaching and learning tool for all courses across the disciplines and is a core element of both service learning and Ignatian pedagogy. This interactive workshop will address how to utilize reflection to generate and deepen learning, as well as assess learning.

Chat-n-Chew – [Register here](#)

Thursday, September 19

11:45 a.m. – 12:45 p.m.

Library 107c

Join an informal lunch conversation with Patti Clayton and the staff of the Center for Academic Excellence and Office of Service Learning. Bring your community-engaged teaching and scholarship ideas to share, bounce ideas, ask advice, solicit collaborators, etc.

Community-Engaged Scholarship – the where and how of publishing your engaged work

– [Register here](#)

Thursday, September 19

1 p.m. – 3 p.m.

Library 107c

This workshop will focus on providing participants with concrete tools to advance their community-engaged scholarship. Questions/issues addressed will include:

- How do I write about my community engagement?
- How do you transition from community-engaged teaching (or other community outreach project) to community-engaged scholarship?
- Building a network of community-engaged scholars on campus
- Building awareness of related conferences, journals, publishing opportunities, etc.

Building Democratically Engaged Community-University Partnerships

Thursday, September 19

6:15 p.m. – 8:30 p.m.

Kelley Center Presentation Room

This dinner will serve as a kick-off to the day-long workshop to be held on Friday, September 20th. It will be an opportunity to meet Patti, get a preview of Friday's workshop, and to begin talking about your team's goals. You will be automatically registered for the dinner once you register your team for the day-long workshop (September 20). We will email you further details.

Building Democratically Engaged Community-University Partnerships – [Register Here](#)

Friday, September 20, 2013

9:00am – 4:30pm

Dolan School of Business Dining Room

Lunch provided.

Teams of faculty, staff, students and community partners are invited to participate in concrete work on specific partnership projects or the development of campus-wide practices for university-community partnership development.

Program:

The program will be a highly interactive and fluid combination of theoretical framing, case studies, collaborative discussion, and team work. **Theoretical framing** will focus on how to develop and facilitate high quality partnerships that can be characterized as mutual, reciprocal, democratic, transformative, etc. Patti will share a) typologies of partnerships, b) a structural model for interpersonal and inter-organizational partnerships, c) a conceptual framework for democratic versus technocratic partnerships and engaged work, and d) a tool for evaluating partnership quality. Together we will generate, refine, and develop ways to operationalize principles of democratic partnerships.

Case studies will feature two active and established university-community partnerships. Patti will facilitate a conversation to collaboratively identify and highlight areas of best practice.

Team-time will afford the time and space for teams to collaboratively generate partnership plans. Facilitators will be available to teams. Teams will present on their work which should include plans, timelines, and benchmarks for ongoing work that will take place when returning to respective campuses and communities.

Outcomes:

Each team will develop one or more of the following:

- Strategies and plans for ongoing partnership development that will lead to enhanced outcomes and will lay the foundation for those that may want to translate partnership work into scholarship
- A campus plan, statement or guidelines on best practices in university-community partnership development
- Plans (for either specific partnership or campus-wide framework) will include reflection and evaluation components as well as targets/benchmarks for work to continue on campus.

Questions? Please contact the CAE at cae@fairfield.edu or OS� servicelearning@fairfield.edu

Discovering Places to Publish Community

Integrating Critical Reflection

Thursday, September 19

9:30 a.m. – 11:30 a.m. or 3:30 p.m. – 5:30 p.m.

Library 107c

◆ Register online today! – [click here](#) ◆

CES – the where and how of publishing your engaged work

Thursday, September 19

1 p.m. – 3 p.m., Library 107c

◆ Register online today! – [click here](#) ◆

1-Day Workshop: Building Democratically Engaged Community-University Partnerships

Friday, September 20

9:00am – 4:00pm

Dolan School of Business Dining Room

◆ Register your team today! – [click here](#) ◆

Engaged Scholarship – [Register here](#)

Wednesday, November 13

1:00 – 2:00pm

Lab 114 on the Lower Level of the Library

Lunch provided.

Please join us for this one-hour, fast-paced and interactive workshop. During this workshop, we will explore tools that will allow you to select the best journals for your community-engaged research. We will highlight community-engagement themed journals, journals in your specific discipline that accept and publish manuscripts on community engagement, and additional avenues for sharing your work, such as conferences and professional association publications. This workshop is a collaboration of the DiMenna-Nyselius Library, the Office of Service Learning and the Center for Academic Excellence. Session facilitated by Jackie Kremer, Reference Librarian.

Discovering Places to Publish Community Engaged Scholarship

Wednesday, November 13

1 p.m. – 2 p.m., Library 114

Workshop Series

Peer Review of Teaching (PRoT)

Sustaining the CAE PRoT initiative 2010 – 2013, formerly funded by the Davis Educational Foundation, we offer a series on the Peer Review of Teaching workshops throughout 2013 – 2014.

Fall 2013 workshops:

The Responsive Teacher – Evaluating, responding and adjusting instruction based on student work samples – [Register here](#)

Wednesday, October 9
11:00am – 12:30pm
Library 107c

In this session participants are invited to bring work samples and course outlines. Learn how responsive teachers adjust their instruction to meet demonstrated student need. Facilitators will model evaluation techniques and provided guided practice. This interactive workshop will be co-facilitated by CAE Faculty Fellow Emily Smith and Patricia Calderwood.

Teaching Circles as Peer Review of Teaching

– [Register here](#)

Wednesday, November 13
11:00am – 12:30pm
Library 107c

Join us to learn about teaching circles, share success stories, and tips for starting one up and keeping circles going. Models of collaboration around teaching and learning have become staples on campus across disciplines and schools. Teaching circles are formative opportunities to reflect on teaching. Participating faculty set guidelines, visit each others' classes with the goal of learning from each other. Session facilitated by CAE Faculty Fellow Valeria Martinez and Suzanna Klaf.

Coming in Spring 2014:

Classroom Observations

Co-facilitated by CAE Faculty Fellow Emily Smith and Suzanna Klaf.

Program Review Activities as PRoT

Co-facilitated by CAE Faculty Fellow Glenn Sauer and Patricia Calderwood.

- ◆ Learn more about the PRoT initiative and campus efforts by viewing **PRoT Newsletters** from [Fall 2012](#) and the [Spring 2013](#) update. ◆

Fairfield University

The Peer Review of Teaching Initiative

Re-envisioning Peer Review of Teaching at Fairfield University
Sponsored by the Center for Academic Excellence & Faculty Development & Evaluation Committee

Campus Participation in the Initiative

PRoT Teams, 2012 – 2013:

COLLEGE OF ARTS & SCIENCES
Phyllis Braun, Olivia Harriott (Biology) • Betsy Bowen, Peter Bayers, Sonya Huber (English) • Steven Bayne, Sara Brill, Dennis Kennan, Kris Sealey (Philosophy) •

PRoT Teams, 2011 – 2012:

COLLEGE OF ARTS & SCIENCES
cross-departmental team: Bill Abbott (History) & Angela Harkins (Religious Studies) • Laura Nash, Marice Rose, Lynne Porter (Visual & Performing Arts) •

SCHOOL OF NURSING
Meredith Wallace Kazer, Dee Lippman, Diane Mager, Jackie Conellus, Joyce Shea •

GRADUATE SCHOOL OF EDUCATION & ALLIED PROFESSIONS
Pat Calderwood, Paula Gill-Lopez, Tracey Robert, Emily Smith •

Spring 2013 – Update

Background

The Peer Review of Teaching (PRoT) initiative was co-developed by the CAE and the FDEC subcommittee on Peer Review in 2011, and funded by the Davis Educational Foundation. The program was designed for departments, programs, or schools to develop and pilot a system of Peer Review of Teaching that serve both formative (for improvement) as well as summative (for promotion, tenure, and other personnel decisions) purposes, expanding on traditional views of PRoT as purely classroom observation by tenured colleagues.

Sustaining Peer Review

The CAE is dedicated to help build a sustainable culture of PRoT across campus. The PRoT initiative has made visible Fairfield's existing support for excellence in teaching. In an effort to sustain the conversation on PRoT, the CAE issues this newsletter and has communicated with deans across campus to discuss the provision of ongoing support to faculty-driven PRoT efforts.

Team Participation

Since 2011, twenty-three faculty have collaborated with colleagues to design and pilot PRoT systems. Seven teams that have engaged in this initiative include faculty from the departments of Biology, Philosophy, English, Visual & Performing Arts, History, Religious Studies, and from the Graduate School of Education & Allied Professions, the School of Nursing, and the Dolan School of Business (list of participants to the left).

PRoT Catching on...

Over the course of the last two years, PRoT teams have inspired their colleagues to engage in piloting newly developed PRoT systems, or to form teaching circles for formative purposes. Participating faculty have recognized the value of making teaching visible, creating communities of practice, and sharing pedagogical practices. Notable expansions of PRoT activities in Spring 2013 include: (1) the Visual & Performing Arts team grew into interdisciplinary and cross-status (full-time and contingent faculty) teaching circles including colleagues from Chemistry, Physics, and Management; (2) CAE Faculty Fellow, Valeria Martinez, initiated a Dolan School of Business teaching circle that engaged 9 colleagues in making teaching visible and promoting ongoing dialogue and sharing of teaching strategies; and (3) Angela Harkins of Religious Studies extended her PRoT work from the previous year by forming a teaching circle with 2 colleagues in her department.



For more information about the Peer Review of Teaching Initiative at Fairfield University, please contact the Center for Academic Excellence
E-mail: cae@fairfield.edu
Tel.: (203) 254-4000, ext. 2876

* The PRoT initiative was made possible by a grant from the Davis Educational Foundation. *

- ◆ Resources created by the 2011 – 2012 PRoT teams, are available [online](#). ◆

Workshop Series Coming Soon...

Teaching & Learning for All

In response to faculty requests for professional development to better understand and meet the learning needs of all students, the CAE is collaborating with Academic Affairs, Disability Support Services, and FDEC to offer a multi-dimensional array of activities for the 2013-14 year. Topics to be addressed include: student development issues – learning disabilities, gifted learners, etc.; differentiation of objectives, assignments, learning activities and assessment; assistive technology; and cultural / linguistic diversity.

Coming up

Events to look forward to in 2014...

Course Design Institute

The CAE will begin offering institutes for faculty interested in designing new courses or revising courses using the Backward Design Model, a proven method that focuses on student-centered learning. These 4-day institutes allow faculty to interact with colleagues from across campus. Institute dates include: **January 7 – 10, 2014** and **June 9 – 12, 2014**. *Space is limited.* ♦ Complete an [online application](#) ♦
Note: accepted participants must commit to participating in all four days of the institute.

Course Design Institutes 2014

Winter (January 7-10) & Summer (June 9-12)
 Daily 10am – 3pm

♦ Apply online today! – [click here](#) ♦



Professional Portfolio Preparation Institute

May 2013 – More information coming soon...

Annual Summer Teaching Conference 2014

The CAE will host our 14th conference on **Innovative Pedagogy & Course Redesign: “Collaborations for Empowerment & Learning,”** open to Fairfield University and beyond. Conference dates: **May 28 – 30, 2014**.

Conference keynote speaker: Dr. Peter Felten, assistant provost, executive director of the Center for the Advancement of Teaching and Learning and of the Center for Engaged Learning, and associate professor of history at Elon University. Closing plenary speaker: Dr. Katie Linder, Director of the Center for Teaching Excellence at Suffolk University. ♦ Consider presenting your innovative work, volunteering, and/or attending this regional conference hosted on campus. ♦ Upcoming: Look for the call for proposals. ♦ Session descriptions and materials from the 2013 Conference available through [DigitalCommons@Fairfield](#). ♦

Opportunities for Faculty

Faculty Research Network

Going on sabbatical? Could use New York University resources to support your teaching and scholarship? Interested in connecting with colleagues across disciplines and a network of over 50 institutions?

Participate in [Faculty Resource Network](#) offerings! The Network Winter 2014 (January 13-17, Athens, Greece) features seminars around the theme of “Democracy. No fee for participation, but you request travel funding from your program. ♦ Network Winter Application deadline: **October 4**. ♦

Other opportunities include: the Semester Scholar-in-Residence program; and University Associate, application deadlines: **September 13** and **October 18** respectively. ♦ To apply for these opportunities, contact [Pat Calderwood](#), Fairfield FRN Liaison. ♦

Faculty Resource Network

♦ Learn more about FRN opportunities [online](#). ♦

[Network Winter 2014](#)

Application deadline: October 4

[University Associate](#) (Spring 2014)

Application deadline: October 18

Teaching Resources & Tips

Blackboard Learn - Course Management System

New to Blackboard? Resources are available online to help you get started.

Resources:

- [Blackboard Resources - Getting Started with Blackboard 9.1, Academic Computing - ITS](#)
- [Blackboard On Demand Learning Center, features instructions and video tutorials](#)

Log in to Blackboard (www.fairfield.edu/blackboard) using your NetID or find the shortcut on you're my.Fairfield launch pad.

A "Getting Started" PDF step-by-step guides available upon log in to Blackboard:

- Uploading your syllabus
- Viewing your course roster
- Sending student emails
- Making your course available to students



Look for more hands-on Blackboard – coming soon!

Family Educational Rights and Privacy Act -FERPA

FERPA is a law that protects the privacy of student education records. Faculty and staff have a legal responsibility under FERPA to protect the confidentiality of student educational records in their possession. Student records cannot be released without written consent of the student. Student information stored in electronic format must be secure and available only to those entitled to access that information.

Did you know that FERPA violations include...

- Leaving graded tests, papers, or other student materials for students to pick up in a stack or envelope on your door that requires sorting through the work of all students
- Public posting of grades or other student information

- Storing confidential student information on a computer that is not secure
- Improperly disposing of student information in paper format (make sure to shred!)

FERPA resources:

Ramierz, C.A. (2009). *FERPA Clear and Simple: The College Professional's Guide to Compliance*. San Francisco, CA: Jossey-Bass. [E-book](#) available through DiMenna-Nyselius Library.

U.S. Department of Education - [FERPA](#)

University URLs:

- [FERPA Information, University Registrar](#)
- [The Advising Process: FERPA, Office of Academic Engagement](#)
- [Student Records Release, FERPA forms, Office of the Dean of Students](#)
- [FERPA, Student Handbook](#), 2013-2014, page 14 (page 16 PDF version)

Community Engaged Scholarship Resources

Find **journals** in which to publish your community-engaged scholarship and teaching. View a [CES journal](#) listing compiled by the Office of Service Learning.

Find **conferences** in which to present your community-engaged scholarship and teaching. View a [CES conferences](#) listing compiled by the Office of Service Learning.



Community-Engaged Scholarship Event (March 2013) with guests Tim Eatman and Diane Doberneck. Join us September 19 – 20 from more in the CES series!

The Fairfield University Campus Garden – A Teaching Resource

Looking for on-campus course enrichments activities for your students?

Bring your students to an outdoor laboratory!

Since September 2010 the garden has been a space for courses and faculty/student research collaborations. The garden is used as a teaching resource for classes such as The Biology of Food, and Ecology & Society. Whether or not you teach an environment-themed course, FYE section, seminar, core course, consider scheduling a class in the Garden! This living & learning environment on campus is a wonderful space in which your students can integrate their learning while engaging in community with nature.

Sample activities and disciplinary connections:

- Community-building activity outside of the classroom.
- Students reflect on their course learning and journal within the Garden sanctuary.
- Students tour the garden and learn about gardening, agriculture, species interaction, pest control, or sustainability, or other environmental topic.
- Students in English literature courses can address environmental themes in the Garden.
- Psychology and philosophy students can debate nature versus nurture in the Garden.
- Students in Visual Arts courses draw, photograph, or film from nature.
- Students in Modern Language courses build their vocabulary of the outdoors and converse on environmental topics.
- Students in Mathematics courses can experience Fibonacci numbers in nature.
- Students in History courses can discuss the profound ecological impacts of the Old World meeting the New World, domestication of plants, the environmental movement, etc.
- Students of International Studies can discuss agriculture, food trade, and hunger.
- Living & Learning – FYE and Residential College students can engage in conversations about healthy living and environmental stewardship.



BI74 Biology of Food students and Professor Klug looking at lettuce planted in March 2013.

The Garden features 3 picnic tables and the gate is open to all.

Basic garden rules are to respect the planted beds and pick only with permission (whether weeds or produce) during organized events such as work parties and special events.

Co-directors and Garden interns are available to facilitate tours of the garden, talk about gardening and/or agriculture. If you would like, your students can get their hands dirty (optional).

Students interested in sustained engagement with the Garden are welcome to participate in a “work party” which occurs once or twice per week. Activities include weeding, tasting, and learning from the Garden student interns about what is growing and the gardening process.

If you have ideas for class projects that involve the garden, please feel free to contact the co-directors. To schedule a garden tour or host your class in the garden, contact: Biology Professor/Co-Director, Jen Klug (jklug@fairfield.edu) or Biology Professor/Co-Director, Tod Osier (tosier@fairfield.edu).

♦ The garden is located at the southwestern end of campus near the Dolan School of Business. ♦ Learn more about the [Garden online](#). ♦ Connect with the Campus Garden on [Facebook](#). ♦

Engaging Students Outside the Classroom:

Theatre Across the Curriculum

Bring THEATRE to your Classroom and Your Class to the THEATRE!

Theatre Fairfield, the resident production company on campus, chooses plays with faculty in mind. As the production wing of the academic Theatre major and minor program, Theatre Fairfield is committed to bringing important, complex, provocative drama to the campus community. The theatre experience is not complete without you and your students as an audience.

Reasons to Include a Theatre Fairfield show on your Syllabus:

- 6 performances of every show, all performances on campus
 - Tickets only \$5 for students (free for students that usher)
 - You can block book seats for a particular performance by contacting Kyle Russell, the Quick Center Box Office manager, krussell@fairfield.edu
 - You will receive a copy of the script in advance for consideration for your classes.
 - Theatre Fairfield will bring directors, designers, actors, and other production personnel to your class to discuss the script and interpretation of it
 - Theatre Fairfield will hold special post-show Talk-Backs with you and your students on topics/issues of your choice.
- ♦ Contact Marti LoMonaco (mlomonaco@fairfield.edu) to schedule a theatre date now! ♦ For more information visit the [Fairfield Theatre online](#). ♦

Upcoming Productions include:

***Rhinoceros* by Eugene Ionesco, translation by Martin Crimp (1959 and 2007)**

October 30 – November 2 at 8pm

November 2-3 at 2pm

Lawrence A Wien Black Box Theatre, Quick Center

Ionesco wrote *Rhinoceros* as an examination of the human dynamic of mass conformity or "group-think," following the rapid rise of Communism, Fascism and Nazism that led to World War II. While that war is over, the human dynamic remains. Disciplinary connections:

English, Film & TV, Studio Art, and Art History classes might look at *Rhinoceros* in terms of **artistic style**. *How can non-realistic writing and art be effective? What makes it so? Why is non-realism sometimes more effective than a realistic style?*

Psychology, Sociology and Communication classes might look at *Rhinoceros* in terms of the **human dynamic of mob mentality**. *What causes us to act in herds? Why do we lose our individuality? When should we fight the group and strive to maintain our individuality?*

Philosophy, Religious Studies and Ethics classes might look at *Rhinoceros* in terms of **personal integrity**. *If we humans tend to follow the herd, when is it right to resist? When does maintaining our personal integrity trump the will of the masses?*

Modern Language classes might look at *Rhinoceros* as a **play in translation**. Originally written in French, *does the play survive the translation into English? What do we gain by translating the play? What is lost?*

History, Judaic Studies, Politics, and Women, Gender & Sexuality Studies classes might use *Rhinoceros* to help understand how **major events in human culture are often the result of conformity**. *How is it possible that one person can convince an entire country that it is right to demonize and kill your neighbors? As illogical as that sounds, we know that happened in Nazi Germany. It happens around us all the time. When is it right to resist?*

***STOP KISS* by Diana Son**

December 4-7 at 8pm

December 7-8 at 2pm, at the PepsiCo Theatre

***Measure For Measure* by William Shakespeare**

April 10-11 and 13-15 at 8pm;

April 12-13 at 2pm, at the PepsiCo Theatre.

CAE Faculty Leadership Fellows, 2013 - 2014

Emily R. Smith, Ph.D.

Faculty Leadership Fellow

Associate Professor, English Education
Chair, Department of Educational Studies & Teacher
Preparation, Graduate School of Education & Allied
Professions

(203) 254-4000 x2396

E-mail: esmith@fairfield.edu



Emily Smith is an Associate Professor of English Education and Chair of the Department of Educational Studies & Teacher Preparation. A former English teacher from Philadelphia, she came to Fairfield University because of its commitment to teaching and social justice. She is passionate about understanding the complexities of teaching and learning and helping future teachers to make schools great places to learn and teach. Her research interests focus on mentoring—for both beginning and experienced teachers, and for faculty in higher education. She has researched and written about mentoring from several different perspectives: as a clinical supervisor for student teachers, as a teacher educator working with cooperating teachers, as a faculty mentor for beginning teachers, and as a faculty member working to develop mentoring for graduate students and faculty in higher education. Emily has worked on several initiatives on campus related to her teaching and mentoring interests, including the FDEC mentoring initiative, the Peer Review of Teaching initiative, and the GSEAP Committee for Mentoring.



Valeria Martinez, Ph.D.

Faculty Leadership Fellow

(203) 254-4000, ext. 2881

Associate Professor of Finance

vmartinez@fairfield.edu

Valeria Martinez is an associate professor of Finance at Fairfield University. Her research includes both traditional empirical finance and pedagogy. She is a passionate teacher who constantly strives to become better at her craft. She received the first Dolan School of Business Teaching Excellence Award in 2010. In 2011 she was the recipient of the Best Pedagogy Paper Award at the Financial Education Association Annual Conference for her work “Triangular Arbitrage Deconstructed,” which has been published in the *Journal of Financial Education*. In addition in 2011, she received a Teaching Innovation Grant from the Dolan School of Business for her research on “Time Value of Money Made Simple: A Graphic Teaching Method.”



Glenn Sauer, Ph.D.

Faculty Leadership Fellow

Associate Professor of Biology

(203) 254-4000, ext. 2741

gsauer@fairfield.edu

Glenn R. Sauer is an associate professor of Biology and has been a member of the Fairfield University faculty since 2000. He teaches courses in biochemistry, endocrinology, plant physiology and general biology. He also teaches a science core course entitled “God & Modern Biology”, which examines various topics in science and religion. His scholarship has been published in leading scientific journals including the *Journal of Biological Chemistry*, *Journal of Cellular Biochemistry*, and the *Journal of Inorganic Biochemistry*. Dr. Sauer is very active in the interdisciplinary field of Science and Religion. He was recently awarded a grant from the John Templeton Foundation to develop science and religion educational programs for Catholic schools and parishes in the Diocese of Bridgeport. Dr. Sauer has served in leadership positions across campus, as the chair of Biology (2004 -2010) and associate academic chair of the Ignatian Residential College. As a CAE fellow Dr. Sauer is especially interested in program review and is currently working on core science assessment project.

CAE Staff



Dr. Patricia Calderwood
CAE Director
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Center for Academic Excellence

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The CAE welcomes your feedback on our newsletter
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Associate VP for Academic Affairs

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College of Arts & Sciences

Emily Smith
CAE Faculty Fellow

Fall 2013 Events

SEPTEMBER

9/10 – Open House
9/17 – IDEA Workshop
9/19 and 20 – Community-
Engaged Scholarship & Teaching
9/27 – Writing Retreat

OCTOBER

10/8 through 22 – MAT season
10/9 – PRoT Workshop

NOVEMBER

11/13 – PRoT Teaching Circles
11/13 – CES Publishing Workshop

More events to be scheduled soon!