What has the CAE been up to lately?

Encouraging you to innovate!

CAE 2015 Summer Pedagogical Innovation Mini-Grant Recipients:

Dr. Shannon Kelley  
Assistant Professor, English

Dr. Silvia Marsans-Sakly  
Assistant Professor, Islamic World

Dr. Sriharsha Sundararam  
Assistant Professor, Mechanical Engineering

Innovative Project: Anatomy of a Scene: Digital Composition and the Video Essay in the Shakespeare Classroom

Innovative Project: Understanding the Other, Understanding Ourselves--BaFa’ Cultural Simulation Game

Innovative Project: Design, Fabrication and Characterization of a Remote Controlled (RC) Car (ME 311 project)

Learn more about these innovative teaching & learning projects in the Spring 2016 newsletter.

Assisting you with your Course Design!

CAE Course Design Institutes (June and July 2015)
Sign-up for our next Course Design Institute (CDI) in January 2016! Learn more on pages 4 – 5.

Getting you ready for the Fall semester!

Message from the Director

Welcome to Fall 2015!

Please join me in welcoming the CAE’s new associate director, Dr. Emily Smith! Together we have planned a variety of professional development activities for the 2015 – 2016 academic year.

We are here to support your professional development needs! Your suggestions for CAE programming are most welcome!

Help us make teaching and learning visible, and join us in communities of practice that meet your professional development goals.

We look forward to your engagement this Fall!

Wishing you a wonderful semester,
Suzanna

CAE offering highlights

- Consultations – MATs
- Writing Retreats
- Course Design Institute
- Co-sponsored events
Supporting your scholarship!

Look for upcoming events that support your scholarship including WriteSpace and upcoming Writing Retreats!

Writing Retreat (August 20, 2015)

Helping you with your iPadagogy!

iPads for Teaching Initiative
A collaboration between Academic Affairs, Academic Computing, and the CAE.

See pages 5 – 6 for resources and upcoming iPad workshops facilitated by Academic Computing.

iPads for Teaching launch event (August 31, 2015)

Opening our doors to you!

CAE offerings are intended to meet a range of your professional development needs.

Join us in sharing strategies, celebrating practices, and creating spaces that foster pedagogical innovation.

CAE Open House (September 9, 2015).

The Center for Academic Excellence is here to support you!

The variety of CAE offerings are made possible with the assistance of CAE staff and campus collaborators including: Academic Affairs, Academic Computing, DiMenna-Nyselius Librarians, the Office of Service Learning, FDEC. We thank them all for their ongoing partnership!
Meet your new CAE Associate Director

Dr. Emily Smith is thrilled to be joining the Center for Academic Excellence in a leadership role. The CAE’s commitment to faculty development, innovation, teaching and learning fit well with her teaching and research interests. “I’ve been a huge fan of the CAE’s work for years, and I’m excited to use my experience and passion in the areas of mentoring, teaching and learning to support faculty and university goals.”

Emily’s interest in teaching began in kindergarten, when her questions about teaching and learning began to emerge: Why are some kids picked last in gym? How come some kids are on reading level 1 and others on 5? Why do we have to take naps? Throughout her K-12 education, her questions kept coming, often resulting in report card comments such as, “Nosy,” and “Asks a lot of questions.” In spite of these critiques, and parental encouragement to pursue more lucrative careers in law or medicine, Emily began her formal preparation for teaching while studying English and Women’s Studies at Swarthmore College. Upon graduation, she took a position teaching middle and high school English in Philadelphia. Eager to immerse herself in in-depth study of the teaching and learning process, she left secondary teaching in 1998 to pursue doctoral work in Michigan State University’s PhD program in Curriculum, Teaching & Educational Policy. While at MSU, Emily’s research and teaching focused on mentoring preservice English teachers. In particular, she was interested in issues of power and agency as novice English teachers negotiated competing conceptions of effective teaching practices with their experienced mentor teachers in the schools.

Drawn to the university’s commitment to teaching and social justice education, Emily came to Fairfield in 2003 as an Assistant Professor of English Education in the Department of Curriculum & Instruction. Since that time, she has taught courses in English education as well as a variety of foundational courses for the secondary education students. She has assumed several leadership roles, including Program Director for two programs (Secondary Education, Childhood Education), and Program Coordinator for another two (English Education, Math Education). Additionally, she recently completed her service as chair of the Department of Educational Studies & Teacher Preparation.

Emily’s scholarly interests in mentoring continue to unfold, expanding to include the mentoring of beginning teachers as well as faculty. Most recently, she is examining the potential of a community of practice as a model for faculty mentoring. She is also engaged in a collaboration with School Psychology to integrate the teaching of care and social-emotional learning in secondary content classrooms through collaborative teaching in both higher education and public school settings.

Emily’s professional, community and university service activities reflect her commitment to teaching, mentoring and faculty development. During her first two years as a member of the Faculty Development and Evaluation Committee, she was heavily involved in the CAE’s Peer Review of Teaching Initiative, which supported teams of faculty from several schools to rethink, revise and/or develop peer review of teaching systems for their school or department. As chair of FDEC, she also led a subcommittee focused on faculty mentoring. In her school, Emily has served on the GSEAP Committee for Mentoring as well as its Peer Review Committee. Professionally, Emily served a three-year term as Program Chair for the Mentorship & Mentoring Practices Special Interest Group of the American Educational Research Association. And for the past five years, she has served on the Selection Committee for the Connecticut Teacher of the Year Committee.

Emily has worked with the CAE over the years in several capacities, serving as a faculty fellow and member of CAE’s advisory board; conducting MATs; participating in a co-mentoring seminar for mid-career faculty; and serving as a mentor for
three new faculty members. In her new position, Emily will work to support the university's pedagogical initiatives. In addition, she is facilitating two new mentoring cohorts, one for academic leaders and another for new faculty members.

New CAE Offerings

New Faculty Mentoring Cohort
New for 2015-2016, the CAE will facilitate a mentoring cohort for new faculty. The cohort-based model aims to provide a space where new faculty can collaboratively explore and develop their roles as teachers, scholars and community members. In addition to addressing emerging topics and issues proposed by the new faculty, the CAE will engage participants with important issues and information related to faculty work, such as advising, the promotion and tenure process, the IDEA course evaluation system, and the university's committee and administrative structure. New faculty will meet monthly with CAE staff and experienced faculty throughout the Fall 2015 semester. At the end of the semester, new faculty will identify colleagues who can serve as part of their mentoring network.

Mentoring Cohort for New Academic Leaders
New for 2015-2016, the CAE will facilitate a mentoring cohort for new or beginning academic leaders focused on leadership development. This cohort will meet monthly throughout the year to support faculty leaders as they develop their skills in leading and managing departments and programs. The meetings will focus on issues that emerge from participants' work, as well as pressing issues in academic leadership, such as: managing conflict, facilitating faculty mentoring and development; promoting change; hiring new faculty; building community; and facilitating meetings.

Scheduled Offerings

Mid-Semester Assessment of Teaching (MAT)
October 5 – 19, 2015
Request deadline: September 30

Mark your calendars! October 5 to 19, 2015 is MAT season. MATs are confidential, informal, off-the-record, formative feedback from your students about their learning and your teaching. To learn more about our MAT procedures, view our summary PDF. To schedule a MAT for your course, please complete an online MAT request form by September 30. Note that MATs are limited to one class section per instructor, per semesters. CAE program assistant Cynthia Delventhal will follow-up with you to schedule the 20 minute in-class collection of data from your students and a debrief conversation with you outside of class.

MAT Request
Deadline: September 30
Request a MAT today!
- click here to access the online form

Course Design Institute
January 5 – 8, 2016

Are you preparing to teach a new course? Have you taught a course multiple times and are you looking to give a course a much-needed refresh?

The CAE’s 4-day Course Design Institute (CDI) allows faculty to interact with colleagues from across campus. Spend time working on your course using the Backward Design Model, a proven method that focuses on student-centered learning.

The CDI provides: (1) tools, time and collegial support to design or redesign a course; (2) four consecutive 5-hour sessions including all materials and daily lunch; (3) backward course
design theory and practice; (4) group interaction and independent work.

- Complete an online application. Space is limited. Note: accepted participants must commit to participating in all four days of the institute.
- Questions? Contact Suzanna at sklaf@fairfield.edu, extension 3489.
- Read faculty testimonials of their CDI experiences on pages 10 – 11.

Course Design Institute
Winter 2016
January 5 – 8, 2016
Daily 10am – 3pm

- Apply online today! – click here

WriteSpace
Prioritize your writing this Fall!

Need time and a quiet space to write? Make time to write in Library 107c!

Mondays, 9am – 11am and Tuesdays, 10am - noon (September 1 through December 7, 2015)
Light refreshments provided. All faculty and professional staff welcome!

Thank you to Dr. Shannon Kelley, Department of English, for suggesting that the CAE host WriteSpace in addition to day-long writing retreats.

Here is what Dr. Kelley envisions WriteSpace to be: "As professors, we tend to meet students, plan class activities, or grade papers in our offices, where we can be interrupted. WriteSpace will function as a space away from interruption and as an accountability group that allows writers to convene in a face-to-face setting during the academic year. We wish to emphasize the importance of daily writing, especially during days when faculty members teach."

Writing Retreats
January 11 and May 23, 2016
10:00am – 3:00pm
Library 107 and lower level – Register here!

Join the CAE, the Writing Center, Core Writing and a community of colleagues for day-long writing retreats on January 11 and May 23. Plan, begin, revise, or complete writing projects (e.g., manuscripts, books, reports, portfolios/dossiers). Bring laptop, pen and paper, and your writing projects. Beginning at 10:00am in Library 107c (library lower level), spend time writing by yourself and/or sharing your plans and projects. Coffee/tea and lunch provided.

- Cannot participate due to scheduling? Consider creating a Writing Circle with colleagues.
- Contact the CAE at if you would like help setting one up.

Writing Retreat
January 11 and May 23, 2016
10:00am – 3:00pm
Library 107c, Library Lower Level

- Sign-up today! – click here

Technology Workshops
iPads for Teaching

September 2015
iPad Workshops

An iPad Intro: Why You Want One, How it Works, and How to Keep it Secure
Presenting with the iPad: PowerPoint, Keynote, and Virtual White-boarding
Managing your iPad’s Storage
Evaluating Student Learning: Bit Greeder, Blackboard Mobile, Annotate, and More...
More workshops coming up in October 2015 (dates and times to be announced), session titles:

- Evaluating Student Learning: Bb Grader, Blackboard Mobile, iAnnotate, and More...
- Explain Everything: Creating Narrated Lectures and Whiteboard Lessons With the Push of a Button
- Engaging Students and Their Devices: Exploring Polling & Collaboration Apps
- Expanding the iPad: Running Windows Applications via CloudMyOffice

Information about the iPads for Teaching initiative, upcoming iPad workshops, and PDF resources available on the Academic Computing website.

★ For iPad workshops offered in September 2015 and to sign-up, please click here. ★ Questions about iPad use, the iPad initiative, or to schedule an iPad pick-up appointment?
Please contact Jay Rozgonyi, Director of Academic Computing (jrozgonyi@fairfield.edu) or Debbie Whalley, Manager of Academic Computing Support (dwhalley@fairfield.edu). ★

“Moving to Mobile: Exploring Innovations for Teaching and Learning” with Apple Executive Jon Landis, Ph.D.

Tuesday, September 22, 2015
Panel: 11:00-1:00 in the Oak Room, Barone Consultations: 1:30-4:30 in Library 107c
–RSVP by September 17, click here!

To further support the use of iPads and other mobile devices for teaching and learning, a team of consultants from Apple will be on campus Tuesday, September 22nd. Heading up this team will be Jon Landis, Ph.D., Educational Development Executive for Apple, Inc. With previous experience as a professor, middle school principal and technology coordinator, Landis now provides consultation on the implementation of mobile devices for learning to institutions of higher education and k-12 schools nationwide. See his linkedin page for more about Jon Landis.

11:00-1:00 in the Oak Room
Presentation & Panel: Moving to Mobile: Exploring Innovations for Teaching and Learning
–RSVP by September 17, click here!

Following a presentation by Landis about preparing for tomorrow’s learners, a panel of Fairfield University faculty will share their experiences with using mobile devices in the classroom. Moderated by our own Jay Rozgonyi, this panel presentation will continue the discussion begun at last May’s successful FDEC Day. Lunch will be provided.

1:30-4:30 in Library 107c
Consultations – RSVP here by September 17
–RSVP by September 17, click here!

Landis, his colleagues from Apple, and members of our Academic Computing staff will be available for individual and group consultations with faculty. Willing to engage in discussions with everyone from novice users to technophiles, these consultants can help you think about ways to maximize the use of your iPad and other technologies to engage your students in active learning.

This initiative was made possible by the on-going collaboration between Academic Computing, the Center for Academic Excellence and the Provost’s Office.

Co-Sponsored Workshops

Developing Impactful and Affordable Learning Materials in the Digital Age: A Workshop on Open Educational Resources (OER)
Wednesday, October 7, 2015, 10:30 to 4pm
DiMenna-Nyselius Library. Lunch provided.
Register by September 28, 2015, click here.

★ Worried about the rising costs of textbooks for students?
★ Interested in facilitating and/or developing collaborative projects that better tap into human and material resources across campus?
Want to increase the visibility of Fairfield University’s research and pedagogical work? Looking for ways to position Fairfield University as a regional leader in educational technology innovation?

A workshop to promote, plan, use and develop open, searchable, indexed and collaborative online pools of teaching/learning materials.

The workshop will be led by Nicole Allen, Director of Open Education at the Scholarly Publishing and Academic Resources Coalition (SPARC). Additional presenters include Kevin Corcoran, Executive Director of the Connecticut Distance Learning Consortium (CTDLC) and faculty from CT universities and colleges.

Registration is free for Fairfield University faculty and staff. Space is limited. For details about the program, click here. For questions or inquiries about the event, please contact Jacalyn Kremer, Head of Library Academic Partnerships & Assessment (jkremer@fairfield.edu), or Curtis Ferree, Collection Development Librarian for Non-Licensed Resources (cferree@fairfield.edu), at the DiMenna-Nyselius Library.

Sponsored by Fairfield University’s DiMenna-Nyselius Library, Center for Academic Excellence, Graduate School of Education and Allied Professions, Humanities Institute, Writing Center, and the Departments of Biology, Chemistry, Communication, Latin American and Caribbean Studies, Mathematics, and Modern Languages.

Opportunities for Faculty

**Faculty Resource Network at NYU**

Participate in Faculty Resource Network offerings!

Read faculty testimonials of their FRN experiences on pages 12 – 15.

---

**FRN Symposium 2015**

**Advancing Social Justice from Classroom to Community**

November 20 - 21, 2015, Washington, D.C.

Registration Deadline: November 6, 2015

The 2015 FRN National Symposium will take place in Washington, D.C., which has often served as the locus for our nation’s long struggle with social justice issues. From the demonstrations of aggrieved war veterans in 1932, to the March on Washington in 1963, and continuing to the building of monuments and museums, the nation’s capital embodies a long history of campaigns for equity and fairness. the FRN looks forward to welcoming you to Washington, D.C., to continue this tradition by examining what social justice means in today’s colleges and universities. To learn more and to register, please click here.

---

**Network Winter Seminars 2016**

**January 11 – 15, 2016**

*Location: San Juan, Puerto Rico*

Application deadline: Friday, October 2, 2015

The following seminars will be offered:

- Critical Reading and Critical Thinking
- Evolution, Health, and Disease
- Race and Color in the Caribbean

For additional information and to apply, please click here.

---

**Spring 2016 Scholar-in-Residence**

*Location: New York University, NYC*

Application deadline: Friday, September 18, 2015

The Semester Scholar-in-Residence program allows Network faculty who are either on leave or sabbatical from their home institution to come to New York University to engage in research, develop curricula, and/or produce manuscripts for publication during the Spring semester. To learn more and to apply to the program, please click here.
Spring 2016 University Associate
For the spring term: January 25 – May 13, 2016
Application deadline: Friday, September 18, 2015
The University Associate (UA) program enables full-time faculty members of Network institutions to come to New York University to use some of NYU’s academic facilities. University Associates can make use of their semester-long tenure by auditing courses, researching in the University libraries, and by participating in open departmental or interdisciplinary colloquia, lectures, symposia and seminars. • To learn more and to apply to the program, please click here. •

Questions about the FRN?
Contact your Fairfield University Liaisons to the FRN: Dr. Suzanna Klafter, Director of the Center for Academic Excellence (sklafter@fairfield.edu) or Dr. Mary Frances Malone, Associate Vice President for Academic Affairs (malone@fairfield.edu).

Service Learning Courses & Grants
Call for Spring Courses – Spring 2016 Service Learning Courses (new and renewal) will be due to the Office of Service Learning by Tuesday October 13. • Download the application for NEW courses here. • Renewals can be submitted online here. •

Global Service Learning Student Scholarships
The OSL provides scholarships to students enrolled in service learning courses that include a domestic or international travel/immersion component. Visit the OSL website for more information and an application.

Service Learning Events
Global Service Learning with Eric Hartman at Sacred Heart University
This is a great opportunity to learn more about global service learning. This Campus Compact event is free to Fairfield University participants. • To learn more, click here. • Please let Melissa Quan, Fairfield University Director of Service Learning know if you do sign up. •

Why OSL does what it does: view this great video on the Native American Literature course.

Stay tuned for more information on upcoming events and grant opportunities at www.fairfield.edu/servicelearning

• Questions? Melissa Quan, Director of Service Learning, Assoc. Dir., Center for Faith & Public Life mquan@fairfield.edu. •

Campus Garden: A Learning Laboratory

How will you use the campus garden this year??
Here is how a few faculty members will use the garden this year:

“I’ll use it with my Elementary Education graduate students to discuss the importance of providing hands-on scientific field experiences to elementary school students. The garden provides the perfect environment for my students to teach the toddlers and preschoolers from the Early Learning Center about the parts of a plant and its basic needs, referring directly to the plants that are growing in the garden as examples.” - Dr. Ryan Colwell, Curriculum and Instruction, GSEAP.

“I’ll use it with my English literature students when we read Duke Senior’s sermon on rough weather in Shakespeare’s As You Like It. Sitting in the grass among plants, insects, and fresh air, we can cross between literal and figurative readings in a way that brings greater depth to our study of premodern environmental literature.”-Dr. Shannon Kelly, English Department, CAS.

“We’ll host work parties to help students, staff, and faculty members find a sense of community at Fairfield.” –Michelle Pleban ’16 and Justine Ferrara ’18, Campus Garden Interns.
“My core science students will plant lettuce to be shared with the campus community in November” – Dr. Jen Klug, Biology Department, CAS.

“I’ll come to the garden with my students in HI 383: From Chocolate to Cocaine: Food, Consumption, and Commodities in Latin America when we talk about food justice and food systems throughout the Americas” – Dr. Jennifer Adair, History Department, CAS.

Have your own ideas? We’d love to hear them. Contact Jen Klug (jklug@fairfield.edu) or Tod Osier (tosier@fairfield.edu) or join us at the Open House in mid-September.

* Learn more about the campus garden online and join the garden on Facebook: FairfieldUGarden.

---

**Multicultural Education Program**

**Bias Response Team Protocols and Procedures**
Tuesday, October 6, 2015
*Location: Barone Campus Center Room 200*
Seats are limited please RSVP via OrgSync.

This seminar will share information on the purpose of the Bias Response Team, the protocols and procedures, as well as the members of the current team. The seminar will further discuss what role faculty, staff, and students have in reporting incidents on campus as they pertain to biases. *Sponsored by the Bias Response Team, Dean of Students, and The Office of Student Diversity Program & Multicultural Affairs.*

**Javon Johnson, Ph. D:**
**Workshop & Performance**
Monday, November 9, 2015
Seating is limited, please RSVP via OrgSync.

Merging race and gender theory with comedy, lyricism, and rhyme schemes, Javon has become a very awarded spoken word/slam poet. Javon began writing in 2001, winning slam nationals in 2003 (team Los Angeles), in 2004 (team Hollywood), in 2005 he placed 3rd (one of a handful of poets to make finals three years in a row), and returning to slam after a brief hiatus, Javon placed 5th in 2011, 4th in 2012, and 2nd in 2013 (team Hollywood). Javon has appeared on HBO's Def Poetry Jam, BET’s Lyric Café, TVOnes Verses & Flow, and co-wrote a documentary titled Crossover, which aired on Showtime, in collaboration with the NBA and Nike.

**Poetic Bodies**
2:00 pm-3:30 pm; *location: BCC 200*
Seating is limited, please RSVP via OrgSync.

This workshop uses poetry writing, performance, and our personal narratives to explore how we are connected to larger political, historical, social, and economic systems. In this way, attendees will leave with a richer appreciation for and poetry and performance, as well as sharpen their creative and critical skills.

"And Your Kids Will Be Painted Black"
**Performance**
6:30-8:00 pm; *location: BCC Lower Level*
Seating is limited, please RSVP via OrgSync.

Using spoken word poetry, interwoven with personal stories, "Dr. Johnson's performance is a 75 minute long show that explores race, gender, love, politics, pop culture, and a number of other topics. Seating is limited, please RSVP via OrgSync.

*Sponsored by: Office of Student Diversity Program & Multicultural Affairs, Sophomore Residential College, Racial Justice is Social Justice Student Group.*

**Questions about the multicultural education programs?** Please contact Chrystie Cruz, Associate Director of Student Diversity Programs.

---

**Teaching Tips**

**IDEA Online – best practices**

The Fall 2015 IDEA timeline is now available!

*Note:* you will receive a unique course URL for each course that is eligible for IDEA evaluation. You must distribute this link to your students in
order for them to access the survey - see the FDEC’s "Best Practices" document for more information.

You will be able to choose “short” or “long” form for all your courses. Using the self-serve preferences application on my.Fairfield, you can continue to select:

- Long or short form (see the Rationale for Short Form option and sample forms)
- Opt-in/Opt-Out: distribution of results from 5 FUSA question to FUSA

An e-mail alert will be sent each semester to remind you when to log in to make your selections – see Instructions for IDEA registration for more information.

The IDEA “long” form (that has been used since Fall 2010) provides student evaluation data to guide pedagogical improvement and professional growth. This information is not included on the “short” form. • View samples of long and short forms on the IDEA website.

Whichever form you select, be sure to carefully consider which objectives you select in order to receive the best possible data. IDEA recommends that instructors select between 3 and 5 of the 12 objectives as “Essential” or “Important.” In order to make your selection, ask yourself three questions: (1) is it a significant part of the course? (2) Do you do something specific to help students accomplish the objective? And (3) Does the student's progress on the objective influence his or her grade? Remember “Essential” objectives are weighted twice and “important” objectives are weighted once.

• Check out the resources available online through Fairfield University and the IDEA Center.
• Need one-on-one assistance with selecting objectives, integrating IDEA into your syllabus, interpreting your diagnostic reports? Consultations are available for individuals, departments, and schools. Schedule a CAE IDEA consult by emailing us at cae@fairfield.edu.

---

Syllabus Statement from the Office of Disability Support Services

The Office of Disability Support Services wants to remind faculty that there is a new suggested syllabus statement that can be include on syllabi for future semesters. The statement will be located on the updated website by early February, in addition to a new FAQ section for faculty. Currently, the syllabus statement can be found on the DSS brochure. Additionally, DSS is in the process of updating the exam scheduling policy and the accommodation letters themselves, so please take a look at the new letters this semester for more information. • If you have any questions, comments or concerns, please contact DSS directly at DSS@fairfield.edu.

---

Three Teaching Tips
from CAE Associate Director, Dr. Emily Smith:

1. See and Be Seen. Invite colleagues into your classroom and visit their classrooms, too. Invite and observe colleagues not simply based on your or their discipline, but also on the pedagogical strategies you are working on or would like to try out or adopt.

2. Less is More. Choose one aspect of your teaching to work on this semester.

3. Give the Gift of Choice. Give students choice in your assessments. A single learning outcome can be demonstrated and measured through several different assessment strategies.

---

Faculty Voices

What colleagues are saying about their CAE and FRN involvement ...

---

Course Design Institute – Summer 2015

“I highly recommend participating in the CDI to any faculty! The CDI is a collaborative environment, where new teaching ideas and plans are welcomed and constructively discussed. Before the CDI, my course was just a hodgepodge
of activities and content. After the CDI, I had developed a full syllabus with course goals, learning objectives and assessments. I very much enjoyed this pedagogical adventure and I am looking forward to other CAE workshops!”

– Dr. Jillian E. Smith-Carpenter,  
Assistant Professor, Department of Chemistry and Biochemistry

“The Summer Course Design Institute (CDI) was a really good experience. It guides you through the entire course planning exercise that includes course objectives, assessment techniques and class activities. Considering that CDI has participants from the entire Fairfield University community, it was really beneficial to get feedback from faculty in other disciplines and observe the inter-disciplinary nature of courses. I really gained a lot from the workshop and now have a solid plan for executing in my class. I highly recommend the CDI workshop for faculty not only for those planning to offer new courses but also those interested in redesigning existing courses. And finally, Suzanna did an excellent job of supervising the workshop and you will be amazed at how much you could accomplish during the four days.”

– Dr. Sriharsha S. Sundarram  
Assistant Professor of Mechanical Engineering  
School of Engineering

“I attended the CAE Course Design Institute in July to learn about technology applications in the classroom and about resources and recommendations from our library and IT teams. In addition, I was interested in teaching methodologies and pedagogical innovations. I teach Advanced Health Care Policy at the School of Nursing and “change” is the operative word when describing this course where every semester there are new public health policies or initiatives impacting healthcare. In addition to evolving course content, and the variable size of the class, there is also the venue changes with the course offered in the classroom, all online, or as a hybrid. Together, the material that requires frequent updates, the variation in class size, and the content delivered in different venues require flexibility and innovation on my behalf to keep the students engaged. This course was excellent in helping me to think about what I might do to improve my teaching methods incorporating backward design principles, using Bloom’s Taxonomy when making changes to course goals and learning objectives, and better balancing the needed content with the companion need of advancing the student’s critical thinking capabilities.

I enjoyed learning from Dr. Suzanna Klaf as well as my colleagues who discussed their ideas regarding further development of the syllabus, course assignments, and classroom as well as online activities. Through small changes I learned that there are many opportunities to involve students more fully through better explanation of the rationale for the course work and using course maps to IPad apps to keep them motivated and active in their education.

I look forward to attending other courses offered by CAE because it provides an opportunity for me to keep current and a time out to reflect on my work providing students with content that holds their interest and may even encourage them to get involved in healthcare policy!”

– Dr. Catherine Winkler, MPH, RN  
School of Nursing
Faculty Resource Network – Summer 2015

“The Faculty Resource network runs a scholar-in-residence program in which faculty from all over the world live in the Greenwich Village area for one month while pursuing research projects at NYU. So what is it like to be a scholar-in-residence? For the month of June, I had seemingly unlimited research time and resources. I worked in a busy genetics laboratory brimming with cutting-edge equipment and professional support. I had exciting late-night conversations with NYU researchers about genome editing and microscopy and nematode ovulation. These experiences propelled my research, sometimes in directions I would not have anticipated.

In addition to the stimulating science, I also met a cohort of fellow participants, faculty with a wide range of expertise. We had lunchtime discussions about class-flipping, Sojourner Truth, mariachi bands and many other things. Exploring the city with such a diverse group of people is an enriching experience. I spent many happy evenings at a dance performances or concerts or plays. Sharing these experiences with my new friends heightened my enjoyment and appreciation of New York City.

For me the scholar-in-residence program accomplished two tasks that are seemingly at odds with each other. The day-to-day laboratory research work I did was consuming and immersive, yet I also got to step outside my work to interact with faculty from wildly different fields. The experience was thrilling, refreshing, and exhausting. Now I have brought my reinvigorated research program back to my lab at Fairfield, where my students will continue experiments where I left off. I am so excited to see what they discover.”

– Dr. Anita Fernandez,
Associate Professor, Biology
Scholar-in-Residence (June 2015)

“This is my second year attending the Faculty Resource Network (FRN) and both times I have loved every minute of it. For a week I am taken back to my student school days in an atmosphere collaboration, exchange, learning, and celebration. (Only it is not exactly back, because I am in a class with highly motivated and knowledgeable professionals examining the material from multiple, discipline-specific vantage points.) Both times I expected one thing and then have arrived to be pleasantly surprised by a novel approach to familiar subjects. Participating has also energized my classes.

This summer I attended a mini-course entitled “Voices of Contemporary Islam.” When I registered, I was looking for some explanation beyond what I was reading in the headlines for the phenomenon of ISIS–as if ISIS operating on the fringes represented all of Islam for all time. (Even a somewhat seasoned professional can easily fall into the media trap created by stereotypes.) As a historian, I was pleasantly surprised. Since grad school, I had not considered Islam from the religious studies point of view, certainly not from the view of a scholarly convert to Islam, and not with the idea of contemplating what we would call “progressive” Islam. The convener’s “insider” status was not an impediment to learning; it was not preachy, but critical, committed, and engaged. It was a filter through which understood the historical search for truth and experience of the sacred that is profoundly human. And it was so refreshing.

We got a glimpse of what makes Islam one of the world’s most vibrant religious traditions. The people’s religion of saints, visitation of tombs; ecstatic and poetic religious experience; women as leaders preaching in mosques; the case for gay rights within the Muslim tradition. We heard Muslim RAP that was powerfully connected with the world, engaged in issues of social justice. We read the autobiographical testimony of a young American convert and truth–seeker. All in all, we examined the tradition from a reformist, vibrant, critical perspective that has always been there, transforming the center from the margins.
Moreover, we did not overlook controversial aspects (the verses that permit men to strike and discipline women, the expulsion of 6th century Jews from Arabia) or the phenomenon of the “Salafabists” puritanical Salafis and Wahhabis genealogically related to ISIS.

In the news and even sometimes among some scholarly circles, we hear about a culture and a religion that is in need of reform, incompatible and actually resistant to democracy and the "modern" world. We do not look upon the tradition as a living and engaged with changing times. That is not so. We learned about Muslim traditions that have kept pace with changes in their societies at large. We studied Muslims in Pakistan, India, South Africa, Iran, Turkey, North Africa, and the US as a dizzying mix of ecstatic and religious traditions, kaleidoscopic responses to “a book (the Qur'an) and a man (Muhammad, the messenger).”

The classes and the camaraderie are stimulating and the milieu only enhances this aspect. New York City offers many opportunities for learning, dining, discovery and entertainment. Meeting one another for lunch, drinks, dinner or a night out, participants get to cross pollinate across courses and disciplines. This year I heard about the critical reading and writing course as well as the course on film, Latin American cities, active learning, and a host of other topics facilitated by leading scholars in the field.

Wednesday night has been a tradition, when one participant from the University of Hawaii and his friends rent out a karaoke lounge and everyone winds down with music and dancing.

Last year, I took a class also in Middle Eastern studies about the Middle East after the Arab Spring, led by a leading political scientist with a specialty in Iran. Here we learned about the unexplored connections between Iran's Green movement and the Arab Spring. What was even more extraordinary and impactful for me was the masterly way the professor handled hot button topics in classroom discussion. He modeled how to run class discussions, letting the heat and controversy bubble up to the surface and then introducing, at the right moment, an element that allowed everyone to step back and reconsider previous positions.

Now that I have made some valuable connections and feel like I am among friends, I hope to return every year. Thank you Fairfield and Suzanna for keeping us connected to the network.”

– Dr. Silvia Marsans-Sakly
Assistant Professor, Islamic World,
Department of History
FRN Summer Seminar participant (June 2015)

“The week-long summer FRN workshop on reading and writing with Pat Hoy was amazing. I went in thinking I would learn some good tips about designing assignments, but was instead treated to a workshop like no other. Pat modeled his pedagogical strategy, which involves providing students with opportunities to make meaning from all sorts of media -- we watched films, interrogated essays, listened to music, looked at pictures -- designed to force them to read deeply and thoughtfully, and then to write from and across that reading. From this experience, I have begun to revise my class materials and assignments in a way that will engage students in more intentional ways, and hopefully help them to produce better writing in my courses.

As an added bonus, Bill Abbott and I attended the workshop together. We are currently revising a chapter on college reading and writing, based on our team-teaching experience in the honors program, for publication in an edited volume in the fall. The timing was perfect, we got lots of good ideas and perspectives from our fellow participants as well as from the workshop leader. So, the FRN experience helped me to push forward both my teaching and research agendas.”

My four-day Faculty Resource Network seminar (“Reading Rigorously, Writing Eloquently,” with Pat C. Hoy as Convener) was a valuable learning experience, and I believe that the new practices I am going to implement, as a result of that experience, will result in significantly better pedagogy.
After thirty years of teaching history at Fairfield University, I was satisfied with some aspects of my teaching but believed that I was not engaging my students as effectively as I might. Prior to this FRN seminar my short-essay assignments were designed to make students compare and contrast historical developments or outline cause-and-effect chains, but such assignments did not give students opportunities for creativity: they resembled take-home exams rather than genuine essays. Consequently, one of the most useful takeaways from the FRN seminar was the suggestion that students borrow an idea from a course text and then deepen their understanding of that idea by putting it in conversation with two or three other texts. The texts should be related but not arguing against each other. These assignments lead to more varied and creative essays than the ones my students have written. Other useful techniques, such as the Corelli chart and the use of paintings to facilitate creative writing, were demonstrated by having us model them; we would go through the exercise ourselves, which gave us a much better grasp of the rationales behind them than if Professor Hoy had simply presented them to us. Like the Fairfield CAE Course Design Institute that I attended immediately following this FRN, our seminar pressed us to reconsider what we want our students to get from our courses. What were the most exciting assignments that we had completed as undergraduates?

Another valuable part of the FRN experience was the variety of perspectives in our discussions. There were eight instructors in our group: three from Puerto Rico, one from Pace University, one from Farmingdale State College, one from the Borough of Manhattan Community College, and two (Dr. Kathryn Nantz and myself) from Fairfield University. Our fields included English, History, Economics, and Social Sciences. Professor Hoy was an excellent facilitator, and many creative ideas came out of our discussions."

– Dr. Kathy Nantz, Professor, Economics, FRN Summer Seminar participant (June 2015)

“My four-day Faculty Resource Network seminar ("Reading Rigorously, Writing Eloquently," with Pat C. Hoy as Convener) was a valuable learning experience, and I believe that the new practices I am going to implement, as a result of that experience, will result in significantly better pedagogy.

After thirty years of teaching history at Fairfield University, I was satisfied with some aspects of my teaching but believed that I was not engaging my students as effectively as I might. Prior to this FRN seminar my short-essay assignments were designed to make students compare and contrast historical developments or outline cause-and-effect chains, but such assignments did not give students opportunities for creativity: they resembled take-home exams rather than genuine essays. Consequently, one of the most useful takeaways from the FRN seminar was the suggestion that students borrow an idea from a course text and then deepen their understanding of that idea by putting it in conversation with two or three other texts. The texts should be related but not arguing against each other. These assignments lead to more varied and creative essays than the ones my students have written. Other useful techniques, such as the Corelli chart and the use of paintings to facilitate creative writing, were demonstrated by having us model them; we would go through the exercise ourselves, which gave us a much better grasp of the rationales behind them than if Professor Hoy had simply presented them to us. Like the Fairfield CAE Course Design Institute that I attended immediately following this FRN, our seminar pressed us to reconsider what we want our students to get from our courses. What were the most exciting assignments that we had completed as undergraduates?

Another valuable part of the FRN experience was the variety of perspectives in our discussions. There were eight instructors in our group: three from Puerto Rico, one from Pace University, one from Farmingdale State College, one from the Borough of Manhattan Community College, and two (Dr. Kathryn Nantz and myself) from Fairfield University. Our fields included English, History,
Economics, and Social Sciences. Professor Hoy was an excellent facilitator, and many creative ideas came out of our discussions.”

– Dr. Bill Abbott, Associate Professor, History
FRN Summer Seminar participant (June 2015)

“This is a wonderful program, especially if you take a course outside your given discipline.”

– Professor Brian Torff, Visual and Performing Arts
FRN Summer Seminar participant (June 2015)

Writing Retreat – August 2015

“I could feel my energy pick up as I walked into a room of colleagues during the August writing retreat. I knew I would be more productive than going it alone. The lunch session, when we discuss our projects not only organizes your thoughts, but allows you to continue strong in the afternoon session.”

– Dr. Jenna LoGiudice, CNM, RN, '06
Assistant Professor, School of Nursing

Have a teaching tip to share? Have a contribution for the “Faculty Voice” section?

Email the CAE at cae@fairfield.edu to be featured in the Spring 2016 newsletter.

Consultations

Looking to speak, reflect and brainstorm with someone about your teaching? Have questions about course design, IDEA, integrative teaching and learning, Ignatian Pedagogy, etc.?

The CAE staff, affiliates, and consultant are available to assist you! To schedule a consultation, contact the CAE at cae@fairfield.edu or ext. 2876.

CAE Staff

Dr. Suzanna Klafl
CAE Director
Assistant Professor, Sociology & Anthropology
Library 107a
(203) 254-4000, ext. 3489
sklafl@fairfield.edu

Dr. Emily Smith
CAE Associate Director
Associate Professor, English Education
Library 107b
(203) 254-4000, ext. 2396
esmith@fairfield.edu

Cynthia Delventhal
Program Assistant
Library 106
(203) 254-4000, ext. 2876
cedelventhal@fairfield.edu

Center for Academic Excellence

DiMenna-Nyselius Library lower level
Contact the CAE at ext. 2876 or cae@fairfield.edu

Visit our website at: www.fairfield.edu/cae

Your Feedback

The CAE welcomes your feedback on our newsletter and offerings.

Tell us how we are doing!

Tell us how the CAE has impacted your professional development at Fairfield University!

Submit your reflections online.