May 29 – 31, 2013
Fairfield University
Fairfield, CT

12th Summer Conference
Innovative Pedagogy & Course Redesign
Collaborations for Empowerment & Learning
Conference chairs:

Dr. Patricia Calderwood  
*Director, CAE*
Professor of Educational Studies & Teacher Preparation

Dr. Suzanna Klaf  
*Assoc. Director, CAE*

Conference co-chairs:

Dr. Valeria Martinez  
*CAE Faculty Fellow*
Assoc. Professor of Finance

Dr. Glenn Sauer  
*CAE Faculty Fellow*
Assoc. Professor of Biology

Conference Coordination:

Ms. Cynthia Delventhal  
*CAE Program Assistant*

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Collaborations for Empowerment & Learning

Welcome from the Center for Academic Excellence ................................. 2

Schedule-at-a-glance ............................................................................. 3

Session Schedules and Descriptions ....................................................... 4

Dolan School of Business Map ................................................................. 21

Campus Map ......................................................................................... 22

Hospitality Contact Information

Campus Housing:  Tara Rupp
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Campus Security:  Phone: On-campus ext. 4090; Off-campus: (203) 254-4090

Center for Academic Excellence:  Cynthia Delventhal
Phone: (203) 254-4000, ext. 2876

Fairfield University Bookstore (in Downtown Fairfield):
1499 Post Road, Fairfield, CT (203) 255-7756

Local Transportation:  Taxi: Fairfield Cab Company. (203) 255-5797
Metro North Schedules:
http://www.mta.info/mnr/html/planning/schedules/
Other Transportation (off-campus shuttle bus, Hertz Connect)
http://www.fairfield.edu/student/trans_getting_around.html
On behalf of The Center for Academic Excellence and Fairfield University, we welcome you to our 12th annual conference on teaching and learning. This year, our conference theme, *Collaborations for Empowerment and Learning*, celebrates and showcases excellence and innovations in all areas of teaching, faculty support and development, mentoring, the scholarship of teaching and learning, and community-engaged teaching and scholarship. We are delighted to offer a rich variety of peer-reviewed interactive, roundtable and poster presentations, anchored each day by invited keynote sessions at the cutting edge of scholarship and teaching.

Our annual conference is an opportunity to learn from each other, to build connections and collaborations and to reflect upon the meaningfulness and impact of our work as educators and scholars. The conference is intentionally designed to be intimate enough to foster a sense of community, and we have organized its events to maximize your opportunities to connect with new and old friends and colleagues. To increase opportunities for our participants to socialize, network and explore collaborative possibilities, we offer communal meals and receptions and have strategically scheduled our keynote presentations so as to invite all to gather, share and learn in community. We encourage you to stroll around the charming campus we share with flocks of wild turkeys and green parrots, foxes, deer, a friendly band of Jesuits, and, most delightfully, the graduate and undergraduate students scrambling underfoot. Take a few moments to find our organic community garden, or our museum and art galleries tucked away in varied buildings, and listen to the frogs bellowing by the pond. Nature, art, good fellowship and stimulating ideas beckon to you.

Again, welcome to our beautiful campus, and to our time together as colleagues and friends.

*Patricia Calderwood*  
*Director*

*Suzanna Klaf*  
*Associate Director*
Schedule-at-a-glance

Wednesday, May 29, 2013
10am – 6:00pm  Registration, check-in
Noon – 3:00pm  Interactive presentation (lunch included)
"Peer Review of Community-Engaged Scholarship: Developing Faculty and Institutional Capacity"
Dr. Cathy Burack and Dr. Cathy Jordan
3:15 – 4:30pm  Concurrent sessions
5:30 – 6:30pm  Welcome reception
6:30 – 7:30pm  Dinner

Thursday, May 30, 2013
10am – 4:00pm  Registration, check-in
9:00 – 11:45am  Welcome and interactive keynote session
"Mutual Mentoring: Moving Beyond One-Size-Fits-All Mentoring"
Dr. Mary Deane Sorcinelli
11:45 – 12:45pm  Lunch
1:00 – 2:15pm  Concurrent sessions
2:30 – 3:45pm  Concurrent sessions
4:00 – 5:15pm  Concurrent sessions
5:15 – 6:30pm  Poster session & reception
6:45 – 8:00pm  Dinner

Friday, May 31, 2013
8:00am – noon  Registration, check-in
9:00 – 10:15am  Concurrent sessions
10:30 – 11:45am  Concurrent sessions
Noon – 2:00pm  Interactive plenary workshop (lunch included)
"Coming Together: Collaboration as a Tool of Change for Teaching and Learning"
Dr. Katie Linder
2:00 – 2:30pm  Closing plenary, raffle give-away
Session Descriptions

Wednesday, May 29

12:00 – 3:00pm  Interactive Presentation

Location: Dolan School of Business Dining Room (104A)

Peer Review of Community-Engaged Scholarship:
Developing Faculty and Institutional Capacity

Cathy Burack, Ed.D. Brandeis University and Cathy Jordan, Ph.D., University of Minnesota

Peer review is the process by which academic communities assess the quality of scholarly products and, at times, facilitate or restrict the dissemination of such products. Community-engaged scholars may encounter challenges through traditional peer review processes as they seek to advance the public good through dissemination, sharing and discussion of products of community-engaged scholarship (CES). This session focuses on building both the capacity of faculty to address these challenges and of academic institutions to support CES. In this session we will provide an overview of the traditional peer review system (what is reviewed, how does review work, who reviews, why do we review, etc.) and recent innovations addressing CES. In small groups, participants will explore issues that arise at the intersection of CES and peer review, the preparation faculty members need to address the challenges and strategies institutions might use to best support faculty community-engaged scholars. Finally, the presenters, both editors of publications about CES, will offer tips for drawing scholarship from community-engaged activities and preparing products of CES to meet rigorous review standards. Resources and publication outlet ideas of interest to community-engaged scholars seeking to publish their work will be shared.

Learning outcomes for participants include:

- Increase faculty capacity to produce scholarly products of CES and to successfully submit them for peer review and publication
- Develop the beginnings of a "change agenda" aimed at providing faculty information and strategies with which they can return to their campuses to seed change at their institutions to better support CES and community-engaged scholars.

Topic designation: Community-Engaged Scholarship
Dr. Cathy Burack is a Senior Fellow for Higher Education at the Center for Youth and Communities (CYC) in the Heller School for Social Policy and Management at Brandeis University. Prior to coming to Brandeis, Cathy was the Associate Director of the New England Resource Center for Higher Education (NERCHE), and editor, *The International Journal of Research on Service-Learning and Community Engagement*.

For the past twenty years Cathy has focused on ways faculty, students and administrators can work together to fulfill the civic missions of their colleges and universities. This focus has been on two interrelated areas: access to higher education, especially by students who are among the first in their families to attend; and the ways in which colleges and universities engage with their communities. Her work has taken several forms including facilitating Think Tanks for senior campus administrators, co-ordinating and facilitating Wingspread meetings focused on the civic mission of research universities, directing various funded projects including Project Engage, a mini-grants program that supported student, faculty and community research teams working together on a community defined problem, and extensive work with faculty from a wide variety of institutions.

Through her work at CYC Cathy works with colleges and universities to use evaluation to both “prove” and “improve” their programs. Her research and capacity-building efforts attend to both outcomes and systemic change. To that end Cathy has conducted evaluations of campus-based change initiatives including conducting a national evaluation of institutional support for service-learning, developing measures of student success, helping to set up the Corporation for National and Community Service Learn and Serve America LASSIE data collection system, and conducting multi-site evaluations on campus-wide change initiatives. Cathy is currently co-Principal Investigator of the evaluation of the Campus Compact Connect to Complete (C2C) initiative, a pilot peer-support program at nine community colleges, funded by the Bill and Melinda Gates Foundation. Complete bio available online.

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Dr. Cathy Jordan, is Director of the University of Minnesota Extension’s Children, Youth, and Family Consortium and an Associate Professor of Pediatrics. Through her two large, longitudinal community-based participatory research (CBPR) projects in the 1990’s she became intensely interested in models of research that aim to address community-defined needs and contribute to social and political change yet enhance scientific methodology and contribute valid information to our knowledge base.

Cathy's CBPR experiences and interest in creating institutional support for community engagement at her University led to her involvement in Community-Campus Partnerships for Health’s FIPSE-funded project, the Community-engaged Scholarship for Health Collaborative. She chaired the Collaborative’s Peer Review Work Group, which produced a package of materials intended to assist engaged faculty in documenting their engaged scholarship and assist promotion and tenure committee members in recognizing rigorous engaged scholarship in dossiers. She co-directed CCPH’s second FIPSE funded project, Faculty for the Engaged Campus. As part of Faculty for the Engaged Campus, she is the founding editor of www.CES4Health.info, a mechanism for the rigorous peer review and online publication of innovative products of community-engaged scholarship that are in forms other than journal manuscripts. Cathy enjoys helping academics and community members to use community-engaged approaches to address issues impacting the children, youth and families in our communities.
Wednesday, May 29

Concurrent sessions 3:15 – 4:30pm

**Room 105**  
3:15 – 4:30pm  
Interactive Session  
**Engaging Students in Peer Review**  
*Curtis R. Naser, Fairfield University*  
Asking students to evaluate their peers can instill expectations and provide for more meaningful participation by students, especially in the context of oral presentations. It is even better if students help define the criteria of evaluation (create a rubric). This session will first engage the audience in the development of an oral presentation rubric and then ask the audience to apply that rubric to the remainder of the presentation.  
*Topic designation: Assessment, Teaching & Learning, Technology*

**Room 110**  
3:15 – 4:30pm  
Interactive Session  
**As I Walk Through Life To Find My Own Path”: Digital Stories for Digital Times**  
*Bryan Ripley Crandall, Fairfield University*  
Educators in the 21st century are expected to work with "digital pencils" more now than ever before, especially as composing processes have entered the brave new world of online writing. Composing digitally helps students to take part in larger communities than traditional classrooms, alone (Mortenson, 2004). This interactive session asks participants to think about possibilities for incorporating "digital storytelling" (Hall & Katz, 2006; Miller, 2007) in course pedagogy. The presenter offers personal models, shares the work of high school students, and offers examples of student teachers to highlight how the genre has been used for multiple purposes and audiences, including a poetic composition from a Somali Bantu youth who relocated from a refugee camp in Africa. In this session participants will construct an offline draft for a digital story through the promotion of visual and sonic literacies. A conversation about the possibility for multiliteracies in K - Graduate School classrooms will be initiated.  
*Topic designation: Community-engaged teaching and scholarship, Diversity issues in teaching and learning, Teaching & Learning, Technology*

**Room 111**  
3:15 – 4:30pm  
Interactive Session  
**Getting Lettered: The Complexity of “Basic” Skills**  
*Valerie Allen, John Jay College, CUNY and Shonna Trinch, John Jay College, CUNY*  
Guided by global scholarship in New Literacy Studies, we seek to redefine literacy as an identity. Our purpose is to devise new practices and perspectives that enable our college students to assume the identity of reader and writer. Our objectives for the session are to: describe the challenges of literacy acquisition at all educational levels; identify the particular challenges confronted by educators in higher-level institutions; share some literacy-consciousness-raising strategies developed from our respective disciplines; and target specific areas for development in other disciplines (as represented by audience participants).  
*Topic Designation: Teaching & Learning*
**Welcome reception**

5:30 – 6:30pm  
*Location: Dolan School of Business Dining Room (104A)*

**Dinner**

6:30 – 7:30pm  
*Location: Dolan School of Business Dining Room (104A)*

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### Event: Interactive Keynote

**Thursday, May 30, 2013**

9:00 – 11:45am  
*Location: Dolan School of Business Dining Room (104A)*

**Mutual Mentoring: Moving Beyond One-Size-Fits-All Mentoring**

**Dr. Mary Deane Soricelli**, *University of Massachusetts Amherst.*

Mentoring offers a vital contribution to a successful academic career, particularly for women and faculty of color. The most common form of mentoring has been a "traditional model," which is defined by a one-on-one relationship in which an experienced faculty member guides the career development of an early career faculty member. Recent literature, however, has indicated the emergence of new, more flexible approaches to mentoring in which faculty build a network of "multiple mentors" who can address a variety of career competencies. In this interactive session, you will identify potential roadblocks to success in an academic career; explore both traditional and emerging models of mentoring; define your current mentoring network and what it might be, drawing on a range of examples from across the disciplines and career stages; and share best practices in mentoring.

*Topic designation: Mentoring*

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**Dr. Mary Deane Soricelli** is Associate Provost for Faculty Development, Professor of Educational Policy, Research, and Administration, and Director of the [Center for Teaching and Faculty Development](https://www.umass.edu/ctfd) (CTFD) at the University of Massachusetts Amherst. Prior to joining UMass Amherst, she served as Director, Office of Faculty Development, Indiana University Bloomington (1983-88).

Under Dr. Soricelli’s leadership, the CTFD was cited as a Model Faculty Development Program in the U.S. and Canada (2006), and was awarded two Innovation Awards from the POD Network (2007, 2002) and a 2000 Hesburgh Award for Faculty Development to Enhance Undergraduate Teaching and Learning.

Dr. Soricelli is a well-known researcher with over 100 articles and book chapters in a wide range of sources. Selected co-authored books include *Mutual Mentoring Guide* (2009), *Creating the Future of Faculty Development* (2006), *Heeding New Voices: Academic Careers for a New*

Dr. Sorcinelli has directed a number of grant-funded projects including Fund for the Improvement of Postsecondary Education (FIPSE), Lilly Endowment, William and the Flora Hewlett Foundation, and Microsoft. She is currently Co-PI of a second $400,000 grant from the Andrew W. Mellon Foundation to support a campus-wide Mutual Mentoring Initiative. The initiative was awarded the 2011 Robert J. Menges Award for Outstanding Research in Educational Development from the Professional and Organizational Development (POD) Network in Higher Education. It also received POD’s 2007 Innovation Award.

Dr. Sorcinelli is also the External Co-Evaluator of UM ADVANCE: Advancing Women, Transforming the University, Investing in a Culture of Inclusive Excellence. National Science Foundation Institutional Transformation ADVANCE Grant, University of Maryland, 2010-2015; an Advisory Board Member of MSU ADVANCE: Advancing Diversity through Alignment of Policies and Procedures. National Science Foundation Institutional Transformation ADVANCE Grant, Michigan State University, 2009-2013; and Expert Advisor to Impact of Professional Development Programs on Future STEM Faculty: A Mixed-Methods Longitudinal Study. National Science Foundation's Course, Curriculum, and Laboratory Improvement Grant, University of Wisconsin Madison, 2008-2012.

Dr. Sorcinelli has participated actively in her profession. In 2006 she was honored with the Bob Pierleoni Spirit of POD Award for outstanding lifetime achievement and leadership in the enhancement of teaching, learning, and faculty development. She also served as President/Executive Board Member of the POD Network, 2000-04 and as Senior Scholar to the American Association for Higher Education (AAHE) from 1999-2001.

Dr. Sorcinelli has worked in international settings that include Canada, China, England, Germany, Greece, Puerto Rico, Saudi Arabia, and Taiwan. She visited the American University in Cairo, Egypt as a Distinguished Visiting Professor, and was awarded a Whiting Foundation Fellowship to the National University of Ireland Galway.

11:45 – 12:45pm  Lunch

Location: Dolan School of Business Dining Room (104A)
Thursday, May 30

Concurrent sessions  1:00 – 2:15pm

Room 105  1:00 – 2:15pm

Interactive Session

A Complete Redesign of Freshmen Engineering Course

Ryan A. Munden, Fairfield University and Shanon M. Reckinger, Fairfield University

This interactive session will provide the audience with a description of the redesign of a first year engineering course. In addition, participants will be led through several of the active learning experiences similar to those used in the course, thus having the opportunity to experience the class first hand. The session will cover: the history of the class, the backward design process used to revitalize the course, the linkages made between course outcomes, course goals, accreditation requirements, and the University’s core pathways, and, finally, it will conclude with results and feedback on how effective the redesign was. Participants will take time for small and large group reflection on what was learned.

Topic designation: Teaching & Learning, Technology

Room 110  1:00 – 2:15pm

Interactive Session

A Unique Service Learning Initiative from “Cultivation-to-Cup”

Stephen R. Madigosky, Widener University - Main Campus; John Sacharok, Golden Valley Farms; and Frank Baldassarre, Golden Valley Farms

At Widener University, much of our mission is based upon engaging students in service projects as part of an integrative undergraduate learning experience. Within the sciences, we are especially receptive to having students work on international service projects that are linked to conservation and/or sustainable development initiatives. The current project outlines a unique relationship between Widener University, Golden Valley Farms Coffee Roasters (GVF), Las Lajas, a coffee farm in Costa Rica, and a food service provider. Collectively we are assisting farmers in Costa Rica convert their conventional coffee farms to a more environmentally friendly operation that employs the use of organic cultivation practices. We are attempting to change one of the most environmentally exploitative agricultural industries to one that favors a species-rich pesticide/herbicide-free environment. Since critical reflection and research are essential components of an exemplary undergraduate service learning experience, our students will document this cultivation-to-cup transition, while learning about the impact of their purchasing decisions in a global context. This proposal will outline the development of this innovative venture and describe how other institutions can become involved. We are looking for partners to help augment this unique service-oriented sustainable development initiative.

Topic designation: Community-engaged teaching and scholarship

Room 111  1:00 – 2:15pm

Use of Automated Response Systems In The Small Sized Class

James F. Kirby, Quinnipiac University; Jeremy J. Anderson, Quinnipiac University; and Christina L. Wilson, Quinnipiac University
Concurrent sessions 2:30 – 3:45pm

Room 105 2:30 – 3:45pm

**Collaborations for First-Year Student Engagement: From Ideas to Assessment**

*Suzanne Solensky, Fairfield University; Kamala Kiem, Fairfield University; and Ophelia Rowe-Allen, Fairfield University*

Interactive Session

Extensive research has proven the value of programs and courses, such as those at our university, that assist first-year students in their transition to college. Recently our university has attempted to bring our initiatives to the next level, ensuring that they are customized for our students and that they achieve the institutional goals of retention, connection, persistence, and, most important, engagement. Presenters from student affairs and academic affairs will discuss these initiatives, the cross-divisional collaboration that has created and sustained them, and the steps, based on course-design principles, that we are taking to foster greater coordination and build in ongoing assessment. This session will be of interest to all who teach, advise, and otherwise support first-year students; participants will discuss and practice techniques to improve collaboration and to generate learning outcomes for first-year initiatives, whether inside or outside the classroom.

*Topic designation: Assessment, Teaching & Learning*

Room 110 2:30 – 3:45pm

**Coupling Laptops And IPads To Promote More Interactivity With Technology**

*Donald P. Buckley PhD, Quinnipiac University*

Interactive Session

Classroom experiences can be improved by interweaving content delivery with reflective activities that promote meaning making and inquiry. Our team was attracted to the prospect of using iPads to couple powerful presentation technology with the ease with which multi-touch tablets can be used for annotation and extemporizing. However, our experience was that iPads alone fall short of the functionality we sought because (1) the feature sets of iPad apps are usually limited, and (2) multi-touch technology doesn't yet support overlaid applications (providing a graphics "transparency" for annotation of slides) because this would constitute a potential security breach in a multi-touch environment. We report on the use of an application called *Doceri* that allows us to merge the fuller feature set of our laptops with iPads. In this system, the
laptop (connected to the projector) sends a mirrored video signal of its screen image to *Doceri* on the iPad. *Doceri* provides versatile annotation tools to annotate the laptop's screen image, which is transmitted back to the laptop in real time. This technology enables much more extemporization and flexibility in classroom activities. We will illustrate the use of *Doceri* and then break into multiple stations of laptop-iPad pairs so that participants will be able to play with the technology.

*Topic designation: Teaching and learning, Technology*

<table>
<thead>
<tr>
<th>Room 111</th>
<th>Constructing Interdisciplinary Competence: Experimentation and Process</th>
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<tr>
<td>2:30 – 3:45pm</td>
<td>Debora Johnson-Ross, McDaniel College and Vera Jakoby, McDaniel College</td>
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Roundtable Session

Interdisciplinary courses and curricula moved from the shadows of academe in the 1960's to a prominent place in colleges and universities during the first decade of the 21st century. Sometimes viewed as a panacea to challenges in higher education, interdisciplinarity is also considered a necessary stepping stone to prepare students for complex and globalized societies, economic and environmental challenges, growth in diverse knowledge industries, etc. Despite the fact that interdisciplinary approaches are necessary, constructing interdisciplinary competence is an arduous process facing multi-layered challenges: Faculty are often not trained in interdisciplinary research methods, pedagogies, curricular design and collaboration. Students are often times not aware of disciplinary methodologies and feel inept at synthesizing knowledge models in interdisciplinary courses; and lastly, after interdisciplinary programs are introduced and maintained, experimentation with curricular designs often comes to a halt. In this session, we will address these complex problems and present examples of improving faculty competence with regard to interdisciplinary course design, share practices that empower students’ comprehension of both disciplinary and interdisciplinary methodologies and discuss strategies to keep interdisciplinary programs fluid and vibrant.

*Topic Areas: Teaching & Learning*

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**Thursday, May 30**

**Concurrent sessions 4:00 – 5:15pm**

<table>
<thead>
<tr>
<th>Room 105</th>
<th>Interactive session – Interdisciplinary Collaborative Teaching: Engaging the Possibilities</th>
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<td>4:00 – 5:15pm</td>
<td>Laurie Grupp, Providence College</td>
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Interactive Session

Collaboratively teaching an interdisciplinary course provides faculty members with an opportunity to grow as professionals, teachers, and intellectuals. Research has demonstrated that this type of learning experience fosters students’ abilities to make connections across disciplines. In this session we will explore the challenges and benefits of a campus-wide effort to offer collaboratively taught interdisciplinary courses to students in their second semester of sophomore year. We will examine faculty approaches to their work together, from syllabus development through planning, teaching, and grading.
Techniques that work and approaches that have not been as successful will be considered. The potential for empowering faculty and students through interdisciplinary collaborative teaching will be explored using the experience on one campus as a starting point for discussion.

*Topic designation: Teaching & Learning*

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**Room 110**

*Interactive session – Collaboration & Empowerment through Social Media*

**Constance A. Cranos, Quinnipiac University**

Social media offers a unique opportunity to give students power and accountability over their learning experience. It stretches class discussion 24/7, increases transparency, integrates real-time news and information, and builds stronger, more lasting learning communities. The very social media applications that have become instrumental in our everyday lives can and will be used to enhance Higher Ed learning experiences and drive learning outcomes -- as soon as we figure out how to do so effectively. This session explores the question: How can faculty-directed use of social media enhance and expand course themes and content, and increase undergraduate student engagement, empowerment and collaboration? Sharing examples and fresh findings from social media pilots conducted in Fall 2012 and Spring 2013 in three different classes, the presentation will showcase what is possible in learning and collaboration when social media is leveraged with the ultimate goal of driving measurable learning outcomes.

*Topic Designations: Teaching & Learning; Technology Assessment*

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**Room 111**

*A Beautiful Thing: A Service Learning Partnership Develops.*

**Melissa Quan, Fairfield University; Stephanie Storms, Fairfield University; Patricia E. Calderwood, Fairfield University; Danielle M. Corea, Fairfield University; Betsy Bowen, Fairfield University; Hector Sanchez, Cesar Batalla School; Erin Gildea, Cesar Batalla School; Elena Mayorga, Cesar Batalla School; Jessica Giordano, Melissa McDowell, Sarah Paulus, Nicole Shagoury, & Eric Salgado, Fairfield University Students.**

This roundtable presents multiple perspectives on a multi-year partnership between an urban school and its university neighbor. Building and nurturing a thriving mutually beneficial partnership between an urban Pre-K-8 school and its neighboring university is, as the principal of Cesar Batalla School often says, “a beautiful thing.” Cesar Batalla, serving 800 students and families from a multilingual, multiethnic community in a low-income neighborhood, is located a stone's throw from a mid-sized suburban, private university that attracts undergraduate and graduate students with little personal firsthand experience with racial, ethnic and linguistic diversity, or of poverty and its challenges. “Geographical neighbors, yet worlds apart” would aptly describe the university school juxtaposition before we embarked upon our partnership. Transforming a coincidental proximity into a deep partnership has been a journey of many discoveries.

*Topic designation: Community-Engaged Scholarship, Diversity Issues*
### Thursday, May 30

**Poster session & Reception**  
**5:15 – 6:30pm**

| Dining Room 104A | **BASE (Broadening Access to Science Education) Camp for Young Women**  
| Amanda S. Harper-Leatherman, *Fairfield University*; Shannon M. Harding, *Fairfield University*; and Shelley A. Phelan, *Fairfield University* |
|-------------------|------------------------------------------------------------------------------------------------------------------|
| **Poster Session** | This poster will describe the development and implementation of an annual two-week residential summer science enrichment program for 24 rising female juniors and seniors from Bridgeport, CT, a community comprised of many health disparity populations traditionally underrepresented in science. The program, entitled BASE (Broadening Access to Science Education), has an overall goal to excite and inform students from local health disparity populations about the process and promise of science in an effort to increase interest in the pursuit of STEM and health careers after college. The program includes three key components. The first component is the Research Immersion Experience, a weeklong scientific research experience that engages students in faculty-led research projects. The second component of the camp is the Science and Health Careers Exploration that exposes students to various careers in science, technology, and health sciences and the academic paths required to get there. The final component of the program is the College Admissions Counseling in which the Fairfield University Office of Undergraduate Admissions educates the students about the process and requirements for admission to college, informs students about financial aid opportunities, and engages students in mock interviews and essay writing. Camper feedback is overwhelmingly positive, and the program appears to be meeting its goals to excite and inform students from health disparity populations about science and to inspire them to pursue scientific careers.  
*Topic designation: Community-engaged teaching and scholarship, Diversity issues in teaching and learning* |

| Dining Room 104A | **Ethics at Breakfast: A University-Community Collaboration**  
| David Schmidt, *Fairfield University* |
|-------------------|---------------------------------------------------------------------------------------------------------------|
| **Poster Session** | This poster session describes a partnership between Fairfield University’s Program in Applied Ethics and the Rotary Club of Fairfield, in which they designed and led ethics breakfast programs at the University Bookstore. This poster session will describe two elements of the ethics programs: 1) The epistemological underpinnings of the collaborative approach to the design and development of the workshops; and, 2) The practical steps for identifying the workshop participants and working with them to facilitate a collaborative exchange. I believe this session’s chief strength lies in its correlation of philosophy and practice: It will show how certain epistemological commitments translate into specific practical steps to organize people with diverse perspectives for a successful collaborate public discussion. This poster session will describe these details from the Rotary-University collaboration: identifying ideas and speakers, developing a program agenda, and facilitating the discussion. It will emphasize practical implications of the underlying |

13
philosophical ideas.

*Topic designation: Teaching and Learning*

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<thead>
<tr>
<th>Poster Session</th>
<th>Service Learning Project: Family ReEntry Program Management System</th>
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<tr>
<td>Dining Room 104A 5:15 – 6:30 pm</td>
<td>Wook-Sung Yoo and Bibhuti Dutta, Fairfield University</td>
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The Software Engineering program at Fairfield University has integrated a service learning component into its curriculum to expose software engineering students to the community-engaged scholarship learning model reflecting Fairfield University's mission of integrating living and learning. The Capstone Project course in the Software Engineering program was designated as the first service-learning course in the School of Engineering in 2009 to provide service to community organizations that are in great need of quality software applications to facilitate their work. The poster will provide the technical details of the system with diagrams and snapshots as well as the summary of students' leaning through reflection and reports. The future improvement of the project is also included.

*Topic designation: Community-engaged teaching and scholarship, Technology*

<table>
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<tr>
<th>Poster Session</th>
<th>Collaborations for Empowerment &amp; Learning: Out of the Box Mentoring</th>
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<tr>
<td>Dining Room 104A 5:15 – 6:30 pm</td>
<td>Paula Gill Lopez, Fairfield University; Patricia Calderwood, Fairfield University; Emily Smith, Fairfield University; Faith-Anne Dohm, Fairfield University;</td>
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There is a growing body of literature focused specifically on faculty mentoring in institutions of higher education. The literature describes two dominant models of mentoring. The first is a dyadic model where senior faculty members are paired with junior faculty to pass down their wisdom and advice. The second prevailing model is more collaborative; it promotes co-mentoring through reciprocal relationships with a two-way exchange of knowledge and support. The authors of this proposal sought to develop a mentoring system that reflects key features of the second model - collaboration, responsiveness, reciprocity and inclusiveness. This poster highlights our third conceptualization of mentoring – a community of practice for mentoring. In a community of practice, members learn through joint engagement in and contribution to the community. Applying this paradigm to mentoring, mentoring arises out of faculty's joint engagement in shared academic tasks. In a community of practice that mentors, ideally everyone mentors and everyone gets the mentoring they need to increase their competence for a variety of purposes, including tenure, promotion, reflection, and rejuvenation. Visitors to our poster presentation will learn about the characteristics of a community of practice that mentors; the benefits of participating; and discuss our learning from our initial efforts to implement such a model.

*Topic designation: Mentoring*
Choosing effective multimedia simulations for chemistry learning: What Molecules & Minds research shows

Steven D. Yavner, Fairfield University; Catherine Milne, NYU; Jan L. Plass, NYU; Bruce Homer, CUNY Graduate Center; Trace Jordan, NYU; Ruth N. Schwartz, NYU

Molecules & Minds is in its 8th year of researching how to improve the effectiveness of simulations based on kinetic molecular theory. Our immediate goal is to help learners explore and understand observable, symbolic, and explanatory levels of representation through interactive multimedia resources that allow learners to control variables and pacing. Our key findings: big ideas need a simple design; icons work better than symbols; freedom to explore supports learning and engagement; problematizing narratives that bring science from the classroom into the everyday world lead to better learning outcomes; and that topic order may be important for learning, are presented.

Topic designation: technology, teaching & learning

Jesuit Universities Humanitarian Action Network (JUHAN):
Poster Innovations in Global Learning

Julie Mughal, Fairfield University

Through engaging descriptions and visuals, the poster will present the Jesuit Universities Humanitarian Action Network (JUHAN), a pioneering domestic and global partnership to promote humanitarian scholarship and action. The poster will demonstrate how humanitarian objectives have been integrated into a wide range of multi-disciplinary courses; how JUHAN as a platform will explore great questions; how the JUHAN assessment tools measure student learning in the context of humanitarian coursework and co-curricular engagements; and JUHAN accomplishments and best practices from community outreach and humanitarian projects. The session will be of particular interest to participants who wish to: explore and enhance humanitarian studies on their own campuses, look at ways to deeply engage students in great questions through multi-disciplinary courses, and further humanitarian action both in their local communities and abroad.

Topic designation: Assessment, Community-engaged teaching and scholarship, Diversity issues in teaching and learning

Student Perceptions of Audio Books in the Classroom:
Technologically Savvy or Shabby?

Joey Gray Ph.D., Middle Tennessee State University

As the use of technology continues to evolve and society demands more productivity in less time, instructors seek innovative ways and technological tools to connect with and instruct students. The current generation of college students is so adapted to the digital world they have been labeled the multi-tasking generation (Foehr, 2006; Wallis, 2006). Unfortunately, it is more common today for instructors to see students staring at their various media devices than reading course textbooks. One reason may be that traditional textbooks do not meet the needs of the digital generation. Could we harness the media addicted behaviors of students to improve their reading habits? For educators to tap into the multi-tasking, time conscious nature of students, it is
necessary to think about innovative ways to encourage students to access assigned reading more frequently and efficiently. This study explored student perceptions of the use of audio books for course reading assignments as an innovative technological tool in an effort to encourage consumption of textbook materials. Findings revealed preference is tied to learning style and student perceptions of audio books is highly dependent on the level of engagement developed by the audio book, the navigability of files, and the ability of the audio book to be used by multiple devices.

*Topic designation: SoTL, Teaching & Learning, Technology*

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### Poster Session

**Perceptions of online courses at MTSU: A faculty to student comparison**

_**Karen Petersen, Middle Tennessee State University and Joey Gray, Middle Tennessee State University***

The use of online courses on college campuses has grown substantially in recent years, despite limited information on how these courses are perceived by faculty and students, compared to traditional (classroom) classes. We surveyed for 1) student and faculty perceptions of online versus traditional courses; 2) perceptions of students who take online courses and students' motivations for taking online courses; 3) perceptions of faculty members who teach online courses; and, 4) demographic characteristics. Significant findings from this research show that compared to faculty perceptions, students tend to see online courses as more self-directed, do not see online platforms as conducive to collaborative learning, and believe that online students must be more willing to teach themselves. Students in online courses also feel more disconnected from professors and fellow students than professors believe them to be. In addition, faculty tends to see the role of the professor as more critical to the success of online courses than students do.

*Topic designation: SoTL*

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### Poster Session

**Redesigning the Master’s of Nursing: An innovative, collaborative model.**

_**Sally O. Gerard, Fairfield University***

Nurses interested in pursuing careers in advanced practice are now being educated at the doctoral level through new Doctorate of Nursing Practice (DNP) degree programs. In light of this shift toward doctoral education for advanced practice nurses, master’s programs in nursing are in a tenuous position, and it is questionable whether the remaining master’s level educational programs are meeting the needs of consumers, healthcare institutions and students. Given the great need for clinical leadership in healthcare, it is essential to re-examine master’s nursing education in order to ensure that educational institutions are meeting both the needs of nurses interested in obtaining advanced degrees and the needs of consumers and health care systems. Globally, there is a strong call for developing models of inter-professional education, training and practice. Many academic institutions that educate nurses do not educate other health professionals and therefore, inter-professional education is a unique challenge. Given these challenges, Fairfield University’s School of Nursing redesigned a Nursing Leadership program to allow nursing professionals increased diversity of academic studies and greater exposure to the richness of graduate education.
throughout the campus. The outcomes of the model will be studies in a triangulated approach, which includes a digital portfolio model.

*Topic designation: Assessment*

### 6:30pm  
Dinner  
*Location: Dolan School of Business Dining Room (104A)*

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### Friday, May 31, 2013

**Concurrent sessions  
9:00 – 10:15am**

**Room 105  
9:00 – 10:15**

**Local Environments, Global Citizens: Cultivating the Octopus’s Garden**

**Nancy Parent, University of Connecticut - Avery Point; Laurie Wolfley, University of Connecticut - Avery Point; Diane Barcelo, University of Connecticut, Avery Point; Syma Ebbin, University of Connecticut, Avery Point; Christine Green, University of Connecticut, Avery Point; and Randall Paterson, University of Connecticut, Avery Point**

Now in its fourth year, the Avery Point Learning Community, “Local Environments, Global Citizens” is extending its interdisciplinary, experiential work beyond the campus community collaborating with public schools and libraries, environmental organizations, community artists, and other outreach programs. This session will highlight specific projects cultivated through the Avery Point Learning Community and the community-building successes resulting from those collaborations.

*Topic designations: Diversity issues in teaching and learning, Community-engaged teaching and scholarship, Teaching & Learning*

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**Room 109  
9:00 – 10:15**

**Electronic Portfolios for Empowering Collaboration among Learners and Teachers**

**David L. Stoloff, Eastern Connecticut State University**

During this roundtable, participants will discuss the uses of electronic portfolios to support student learning, professional development, and the assessment of learning and curriculum. We will discuss the applications of wordpress.com, a freeware blog site, by undergraduates to organize their learning, reflect on the integration of their experiences and practice with course theory. A case study in the reflections of undergraduates who participated in a global field experience in Jamaican schools will illustrate the uses of electronic portfolio for creativity, reflection, and personal growth. The uses of AAC&U Integrative Learning VALUE rubric to assess student electronic portfolios, course redesign that encourages students to archive their coursework in an ePortfolio to empower them to reflect on their learning and the integration of campus experiences to connect theory and practice will be noted. Participants will discuss their uses of
electronic portfolio to enhance learning and pedagogy, the potential impact of the growing uses of “student success portfolios” in PK-12 schools on learning and teaching in post-secondary settings, and their practices and planning for assessment that may be enhanced using student ePortfolios. We will also discuss the uses of electronic portfolios to encourage collaborations inside the learning community and outside in the wider community of parents, family members, and other stakeholders. This session would conclude with the development of a listserv for further discussions and collaborative support among the participants.

*Topic designations: Assessment, Diversity issues in teaching and learning, Technology*

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<th>Room 110</th>
<th>9:00 – 10:15</th>
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| **Interactive Session** | **Campus Partnerships for Academic Integrity: Connecting Conversations Across Campus**  
**Jackie Kremer, Fairfield University; Kathy Nantz, Fairfield University; and Christina McGowan, Fairfield University**  
Are you looking for ideas on how to engage with multiple constituents across campus on academic integrity issues? This workshop focuses on work done at Fairfield University over a 2-year period to broaden the number of stakeholders engaged with academic integrity issues. The showcased work includes reading circles, discussion groups, and workshops. Participants in this workshop will be taken through a condensed version of our campus-stakeholder sessions and then invited to work in groups according to interest (securing funding; facilitating cross-divisional collaboration; planning reading and discussion groups; preparing workshops) to plan next steps for their own programs.  
*Topic designation: Teaching & Learning*

Friday, May 31

**Concurrent sessions**  
10:30 – 11:45am

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<th>Room 105</th>
<th>10:30 – 11:45</th>
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| **Interactive Session** | **Visual Listening: Listening With One’s Eyes**  
**Margaret A. Goralski PhD, Quinnipiac University and Krystyna Gorniak-Kocikowska PhD, Southern Connecticut State University**  
At the Eleventh Annual Summer Conference – Innovative Pedagogy & Course Redesign – at Fairfield University, 2011, we presented a session on Active Productive Listening. Since that time our interest in the role of listening as a key component of critical thinking pedagogy has evolved into an interactive workshop with students and faculty at Southern Connecticut State University (November 2011) entitled *Listening as a Precondition to Critical Thinking*, surveys of over 250 students regarding their desire or ability to listen in the classroom, a paper *The Role of Active Productive Listening in Communication, Pedagogy, and Thinking Critically* published in the Journal of Business Management and Change, and a presentation at the International Higher Education Teaching and Learning Conference (January 2013) entitled *In One Eye*
and Out the Other. As our listening research continues we realize that in today's world students learn visually as well as aurally. Students learn from “visual listening” – listening related to reading texts, emails, and tweets. They are “listening” to conversations “visually” with their eyes. This presentation discusses our findings on student learning – listening and “visual listening” in order to think critically and explores the need to capture this unique way of “listening” and incorporate it into teaching students to think critically. Participants will an opportunity to experience various interactive aspects of the presentation during our session.

**Topic designation:** Teaching & Learning

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**Room 109**  
10:30 – 11:45  
**Interactive Session**

**Talking & Writing to Learn: Read-Write-Reflect-Respond (tm)**  
**Sharon A. Roth Ed.D, Greenfield Community College**

Community college students are oftentimes precariously balancing employment, families, career-change stress, college demands, and more. The number of students who are showing up in class without having read the materials is on the rise, with many consequences and certainly also causing the rise of the instructor's blood pressure. Quality classroom learning requires that students have read and thought about the assigned materials. All of this requires time. Time that more and more students, even if willing, are unable to find. In their book, “How Learning Works,” Ambrose, et al. state, "learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning." (p. 3) Howard Gardner speaks about the "correct answer compromise" and how it affects our students’ abilities to actively learn and engage with written material. The RWRR strategy was designed to support the process of learning content from written material. In addition, it supports students’ study habits, their grasp of the value of reflective practice, and the skill of thinking about their own thinking and writing. For the instructor, it supports all students’ attention to and grasp of the reading assigned.

**Topic designation:** Teaching & Learning

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**Room 110**  
10:30 – 11:45  
**Roundtable Session**

**Moving the Desktop into the Cloud: Can It Work for Faculty & Students?**  
**Jay Rozgonyi, Fairfield University and Kathy Nantz, Fairfield University**

This session will provide participants with the chance to discuss the opportunities and challenges of new cloud-based technologies in the classroom. The presenters will kick off the conversation with a brief review of their own project and then engage the group by posing a series of discussion questions. Our project came about as a direct result of the collaboration between a professor of economics, with years of experience in the classroom, and a director of academic computing, who has spent a career helping faculty to incorporate technology into their teaching. In discussions about students, technology, and the changes we are observing on campus and in our classrooms, we serendipitously arrived at an idea to “test” an old technology approach against a new one and see what we can learn.

**Topic areas:** Teaching & Learning, Technology
12:00 – 2:00pm  Plenary session

Location: Dolan School of Business Dining Room (104A)

**Coming Together: Collaboration as a Tool of Change for Teaching and Learning**

Dr. Katie Linder, *Director of the Center for Teaching Excellence, Suffolk University, Boston, MA*

Hybrid pedagogy. Interdisciplinary teaching and scholarship. Internationalization. Cross-institutional funding. These recent trends are evidence of the constantly changing landscape of higher education, one in which collaboration is now a necessity as never before. Despite the fact that many of us were trained to work in isolation as academics, it is now a requirement to collaborate with administrators, academic technologists, students, and other faculty on a constant basis. In this plenary, explore the benefits and challenges of these new collaborative relationships and find out how collaborative ventures may be the answer to the most pressing issues in higher education that are impacting teaching and learning. Together, we will discover the possibilities for enrichment that collaboration can bring to our teaching practices and discuss concrete strategies for how to prepare for collaborative efforts.

*Topic Designation: Teaching and Learning*

**Dr. Katie Linder** is the Director of the [Center for Teaching Excellence](#) at Suffolk University in Boston, MA. Katie’s mission is to help those in the higher education community (including students, faculty, staff, and administrators) thrive on their pathways to academic and scholarly success. Katie frequently consults with and presents to faculty, administrators, and graduate students on topics such as teaching tips and techniques, strategies to increase scholarly productivity, best practices in academic administration and leadership, and achieving work/life balance.

Katie earned her BA in English Literature from Whitworth University in Spokane, WA, and her MA and PhD in Women’s, Gender, and Sexuality Studies from The Ohio State University. Her research interests include cultural studies of education, academic writing development, and faculty development. Some of her recent articles can be found in Discourse: Studies in the Cultural Politics of Education; To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development; Red Feather: An International Journal of Children's Visual Culture; and the Journal on Centers for Teaching and Learning.

2:00 – 2:30pm  Closing plenary, raffle give-away

Location: Dolan School of Business Dining Room (104A)
Campus Map

1. Kelley Center
2. Loyola Hall
3. Canisius Hall
4. Donnaruma Hall
5. Egan Chapel of St. Ignatius Loyola
6. Bellarmine Hall
7. Jesuit Community Center
8. **Dolan School of Business**
9. Quick Center for the Arts
10. DiMenna-Nyselius Library
11. Bannow Science Center
12. School of Nursing
13. Barone Campus Center
14. Alumni Hall
15. Quick Recreation Complex
16. Berchmans Hall
17. Xavier Hall
18. North Benson Rd. House
19. North Benson Rd. House
20. North Benson Rd. House
21. McAuliffe Hall
22. Alumni House
23. The Levee
24. Lessing Field
25. Tennis Courts
26. Walsh Athletic Center
27. Alumni Field
28. Student Townhouses
29. Alumni Diamond
30. Dolan Campus
31. University Field
32. Basketball Courts
33. Alumni Softball Field
34. Campoin Hall
35. 70 McCormick Road
36. Jogues Hall
37. Barone House
38. Regis Hall
39. Gonzaga Hall
40. PepsiCo Theatre
41. Early Learning Center
42. The Koslow Family Counseling Center
43. President’s House
44. Barlow Field
45. Maintenance Complex
46. Bellarmine Pond
47. **Bellarmine**
48. St. Robert’s House
49. Jesuit Residence
50. Jesuit Residence
51. Hopkins Pond
52. The Village
53. Central Utility Facility