What’s happening?

CAE Faculty Liaisons, 2014 – 2015
In an effort to ensure that the CAE meets a broad range of faculty needs across disciplines and schools, the CAE welcomes three Faculty Liaisons representing curricular areas: (1) Arts & Humanities, (2) Social and Behavioral Sciences, Business, and Education, and (3) STEM (Science, Technology, Engineering, and Mathematics) and Nursing. This academic year Dr. Betsy Bowen, Dr. Kathy Nantz, and Dr. Laura McSweeney will be your Liaisons. They will be responsible for assessing faculty needs in their curricular areas and planning programming to meet those needs. • Learn more about your CAE Liaisons on pages 10-11.

CAE Open House
Over forty faculty, professional staff, and administrators came together on September 11 to celebrate the new academic year, learn about CAE offerings, and meet the CAE Faculty Liaisons and affiliates.

Back-to-School Day
To kick off the new academic year, the CAE collaborated with Debbie Whalley and Mary Kleps of Academic Computing, Joan Clark of the DiMenna-Nyselius Library, to facilitate sessions to help faculty get their Fall courses ready. Topics included a refresher on teaching resources, setting up courses in Blackboard, getting started with IDEA, and syllabus design. Look for similar offerings prior to the start of the Spring 2015 semester. • A few helpful “Back-to-School” Essential URLs: (a) Fairfield University’s Instructional Guidebook 2014; (b) Library Resources for Faculty; and (c) Academic Computing support, ITS. •

Message from the Director
Welcome to Fall 2014!
As Director of the CAE, I look forward to working with you and learning from you throughout the academic year. Please join me in welcoming three CAE Faculty Liaisons that will partner with me on programming to better meet your needs. Please share your suggestions for CAE programming with us. We welcome your contributions! We want to better serve you! Help us make teaching visible and join us in communities of practice that meet your professional development goals.

Thank you for your support!
Wishing you a wonderful semester,
Suzanna
Blackboard Institute

Academic Computing and the CAE hosted a two-day Blackboard Institute (August 20 – 21) intended to help faculty get their courses ready for Fall 2014. Day 1 focused on the basics of using Blackboard – setting up course content and assessment tools (e.g., Grade Center, Assignments), while Day 2 provided demos of advanced tools such as ePortfolio, Collaborate, plug-ins (e.g., NBC Learn).

The twenty-four participants were able to have all their questions answered by the Academic Computing team that includes: Jay Rozgonyi, director of Academic Computing; Mary Kleps, Instructional Support Specialist focused on Blackboard; Chris Vescovi, Instructional Support Specialist with a focus on Blackboard's ePortfolio tool; and Debbie Whalley, Manager of Academic Computing Support. • Look for a similar offering in January 2015.

E³ Conference: Engagement, Empowerment & E-Learning

In collaboration with the Connecticut Distance Learning Consortium (CTDLC) and Academic Computing at Fairfield University, the CAE hosted a one-day e-learning conference on May 28, 2014. Featured Keynote presenter Rob Robinson, Principal Strategist at Blackboard focused on strategic consulting engagements in higher education and online program management, presented “New Students, Old Demands, New Models: Understanding Today’s "Disruptive" Environment in Higher Education.” One hundred and four participants engaged in a variety of sessions online learning. • View the conference schedule and session materials on the CTDLC website.

Scheduled Offerings

Inside Higher Ed webinar:
The Quest for Critical Thinking
Tuesday, September 23, 2014
2:00 – 3:00pm
Library 107c
Few phrases are bandied about as much in higher education circles these days as “critical thinking” is. Professors say they teach it; politicians and people hiring graduates say they want to see it. But it is difficult to define with precision. Perhaps as a result, colleges mean different things when they use the phrase and when they evaluate their courses and programs to consider whether they are teaching critical thinking. Join Inside Higher Ed editors Scott Jaschik and Doug Lederman for a lively discussion on these issues in this free webinar. View the webinar with colleagues at Fairfield University, sign-up today. Light refreshments provided.

**Insider Higher Ed Webinar**
Tuesday, September 23
2:00pm - 3:00pm
Library 107c

* Sign-up today! – [click here] *

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**Writing Retreat**
September 26, 2014
10:00am - 3:00pm
Library 107 and lower level

Kick off your academic year "write"! Join the CAE, Dr. Cinthia Gannett - Faculty Consultant on Writing, and a community of colleagues for a day-long writing retreat on September 26. 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 the CAE space (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. If the CAE can be of assistance, please email us at cae@fairfield.edu. * Need assistance with your writing? Contact writing expert Dr. Cinthia Gannett to schedule a consultation, e-mail: cgannett@fairfield.edu.

**Open Classroom Week**
September 29 – October 3, 2014

Make teaching visible by opening your classroom to peers! In response to faculty requests to learn what is being taught across disciplines and to learn about various teaching methods, the CAE will help coordinate informal faculty visits during the week of September 29. * Twenty-three faculty have volunteered to open up their classrooms to visitors. * A listing of these courses is coming to your inbox soon! *

* Alternatively, take this time to invite colleagues for reciprocal visits and begin a teaching & learning conversation! *
Open Blackboard Week
October 6 – 10, 2014

Make teaching and learning with technology visible by opening your Blackboard courses to peers! In response to faculty requests to learn how Blackboard is being used across disciplines and to learn about various technologies, the CAE will help coordinate guest Blackboard access during the week of October 6.

Open your Blackboard courses to peer visitors the week of October 6! Volunteer your Blackboard course or courses by completing a brief online form by September 22. The CAE will coordinate with Mary Kleps, Instructional Support Specialist in Academic Computing – ITS, on providing guest access to Blackboard courses (note: guests permissions will be limited to October 6 – 10, and guests will be unable to modify the content of Blackboard course). • Volunteer your Blackboard course or courses by completing a brief online form by September 22. • Questions? Please contact the CAE at cae@fairfield.edu or Mary Kleps at mkleps@fairfield.edu.

Mid-Semester Assessment of Teaching (MAT)
October 15 - 29, 2014
Request deadline: October 6

Mark your calendars! October 15 - 29, 2014 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 October 6. Note that MATs are limited to one class section per instructor. 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: Monday, October 6
• Request a MAT today! •
- click here to access the online form

Course Design Institute
January 6 - 9, 2015

Are you preparing to teach a new course? Have you taught a course multiple times and are planning to revise it?

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. Upcoming CDI: January 6 – 9, 2014

The CDI provides:
• Tools, time and collegial support to design or redesign a course
• Four consecutive 5-hour sessions including all materials and daily lunch
• Backward course design theory and practice
• Group interaction and independent work

Space is limited. • Complete an online application
• 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 page 7 – 8. •

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**Course Design Institute**  
**Winter 2015**  
January 6 – 9, 2014  
Daily 10am – 3pm  
• Apply online today! – [click here]•

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**Co-Sponsored Workshops**

**Training for Faculty & Staff – Disability Support & Counseling and Psychological Services**  
Wednesday, October 22, 2014  
2:30 – 4:00pm  
Library 107c

October is Disability Awareness Month and the Center for Academic Excellence is co-hosting a training for faculty and staff with the Director of Disability Support, Dr. Jennifer Claydon, and the Director of Counseling and Psychological Services, Dr. Susan Birge. This informal training will provide faculty with current trends at Fairfield University of students who present with disability and counseling needs. You will have the opportunity to review case studies of past situations with students, and discuss current concerns and questions.

**Related links:**
- Disability Support Services – [Faculty and Staff resources](#)
- Counseling & Psychological Services – [Information for Faculty and Staff](#)

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**Adventures in Service Learning for Early Career Faculty** – [Register for this event](#)  
Wednesday, September 24, 2014  
Barone Campus Center Room 206 (BCC 206)  
3:30pm – 4:45pm

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**Critical Reflection in Practice**  
– [Register for this event](#)  
Wednesday, November 5, 2014  
3:00pm to 4:00pm  
John Carroll Conference Room (Canisius 200)

• For more information send an e-mail to [servicelearning](mailto:servicelearning) or visit [http://www.fairfield.edu/servicelearning](http://www.fairfield.edu/servicelearning). •  
Questions about these events? Contact Melissa Quan, Director of Service Learning, and Associate Director, Center for Faith & Public Life, mquan@fairfield.edu or 203-254-4000 x 3455. •

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**Technology Workshop**

**Blackboard Tools for Assessment**  
Wednesday, October 8, 2014  
2:00 – 4:00pm, Library 114

This workshop is designed for Blackboard users who would like to learn more about assessment tools available through Blackboard Learn. Topics to be discussed with include creating assignments and tests and setting up the grade center. Sessions facilitated by Mary Kleps, Instructional Support Specialist, Academic Computing - Information Technology Services (ITS).

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**Blackboard Collaborate Workshops**  
Wednesday, October 15, 10:00am – noon  
Tuesday, October 21, 2:00 – 4:00pm  
Thursday, October 23, 1:00 – 3:00pm  
All sessions in Library 107c

Whether you teach a face-to-face, hybrid, or online course, Blackboard Collaborate is a useful tool for you! Join Academic Computing and the CAE for this hands-on session. Learn about how you can use Collaborate to host a virtual class, hold office hours online, or record lectures. Never miss a class again because of a conference or snowstorm! Experience Blackboard Collaborate first-hand! • Bring your laptop and a headset (if you have one).
Opportunities for Faculty

Faculty Resource Network at NYU
Participate in Faculty Resource Network offerings!

National Symposium 2014
The Faculty Resource Network 2014 National Symposium focusing on the theme "The Global Imperative for Higher Education" will be held on Friday, November 21 and Saturday, November 22, 2014 in San Juan, Puerto Rico. To learn more and to register, please access the FRN website. ♦ The hotel registration deadline is October 21, and symposium registration deadline is November 7, 2014. ♦

Network Winter 2015
Monday, January 12 – Friday, January 16, 2015
Athens, Greece

For the first time ever, the majority of the world’s population lives in cities. This number will increase to 7 out of 10 people by 2050, resulting in a global urban population of 6.4 billion. The demographic shift towards increased urbanization will have profound impacts on economies, societies, cultures, and environments.

Given this outlook, the FRN is focusing on the theme "The City" for their Network Winter 2015 program, through three seminars that will explore cities from various scholarly perspectives and also will highlight the use of urban locations as a rich learning environment. The following seminars will be offered: The City in Contemporary World Literature, The City as Teaching Canvas, and The City and the Environment. ♦ Application deadline is Friday, October 3, 2014. For more information and to apply, please see the FRN website. ♦

Spring 2015 Scholar-in-Residence
Deadline: September 12, 2014.
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. ♦ Application deadline for the Spring 2015 semester is Friday, September 12, 2014. ♦ To learn more and to apply to the program, please see the FRN website.

Call for Service Learning Courses
Deadline: Monday, October 6, 2014
Start planning for the Spring 2015 semester! Apply to have one (or more) of your courses designated as a Service-learning course. The application is for new courses never before designated as Service-learning. This process is designed to ensure that courses fit the criteria for service-learning. To expedite the process, you can download the application here and submit via email to servicelearning@fairfield.edu. Completed applications are due by Monday, October 6, 2014. ♦ Contact Jocelyn M. Boryczka, Faculty Chair for Service-Learning or Melissa Quan, Director of the Office of Service Learning, to discuss your application. ♦

Teaching Tips

New IDEA Short Form Option – Be informed!
Be sure to check your email inbox! You will receive an invitation asking you to choose online or paper and “short” or “long” form for all your courses. October 21 is the deadline for selecting paper or online and “short” or “long” form options for all regular courses using my.fairfield self-service application. Note the defaults: (based on Academic Council decision) full-time faculty
default to paper, adjuncts to online. Tenured full professors and adjuncts default to “short” form. Junior faculty (Instructors, Assistants and Associates) default to “long” form.

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.

Opportunities for Student Engagement

OrgSync – Student Engagement Network

OrgSync is a web-hosted, online community that provides a ‘one-stop-shopping’ portal for students to manage their activities and involvement. OrgSync will improve the University’s ability to communicate information, market events, and streamline how information is shared both internally and externally. In addition, OrgSync will allow the University to centralize resources online, collect data, archive organizational information, and make many of our administrative processes entirely paperless. • Students from the Class of 2018 were introduced to OrgSync as part of Orientation. • View a three-minute demo of OrgSync. • OrgSync allows students to connect to organizations and opportunities across campus. As you encourage your students and advisees to engage inside and outside the classroom, remind them that OrgSync is a tool to help them plug into opportunities and keep track of their involvement.

• For more information, please contact Tyler McClain, Associate Director of the Career Planning Center, or Fred Kuo, Director of Student Involvement.

Faculty Voice

What colleagues are saying about their CAE involvement...

Course Design Institute – July 2014

“At the Course Design Institute in July, I learned how to design course assignments, class activities, and assessment from the perspective of student learning outcomes. Now I can better articulate the rationale behind course activities and assignments to my students as the semester progresses. It is liberating – I highly recommend it!”

– Dr. Shannon Kelley, Assistant Professor of English.
“Seeing the call for the second summer CAE Course Design Institute, I immediately knew I wanted to register and work on a new course I had in mind. I applied and was invited to attend which was great because I had attended my first CAE CDI the previous summer and knew what an incredible help it had been to experience great synergies with my colleagues from various disciplines, all under the careful, detailed and inspiring guidance from Suzanna. My first CDI had been integral in the design of a service-learning course that I am finally about to teach this fall of ’15. Once it came time for my second CDI, however, I realized that my spring and early summer months had gotten away from me with teaching and administrative obligations. I was in no position yet to work on a brand new course – what I really needed to continue working on was the course I had already developed in my first CDI. The night before the first day of the Institute, I thought about contacting Suzanna with an apology to beg out of the CDI. Then I thought about my options. I could use the week to work by myself, or I could meet with a new group of colleagues from various disciplines and share ideas for taking my in-progress course design to a new level. In short, I could be part of a community of teacher-learners who really care about pedagogy and best practices for reaching our students. Or I could work alone. I’m so glad I chose community! My second CDI rounded out the rough edges of my in-progress course design, a new set of colleagues offered fresh insights for engaging students in interesting ways, and Suzanna scheduled a day with four ITS staff persons who helped me find ways to integrate technology – I’ve since met with three of them to learn more about utilizing Blackboard beyond the basics, using Socrative for interactive polls, and integrating more videos to my course in optimal formats. Of course, the other bonus is that with all the time we spent together, sharing ideas and supporting one another, I have gotten to know several colleagues in a new way and have a greater appreciation for their commitment to teaching and their innovative ideas. I also appreciate Suzanna as an exceptional community builder and an incredibly organized and supportive teaching mentor. She offers her ongoing feedback in moving our courses from design to implementation and creates a Blackboard Community site for us to access all the CDI materials and supplementary resources going forward. Though the CDI ends, connections with my colleagues and access to the ideas shared during the Institute do not. I will surely be back for more CDIs in the future!”  

– Dr. Maggie Wills,  
Associate Professor of Communication  
and Director, Bachelor of Professional Studies

Partnering with Students for Research:  
A Concrete Take-Away from the CAE’s Innovative Pedagogy Conference in the Brazilian Portuguese Classroom

By from Dr. Michelle Leigh Farrell,  
Assistant professor of Spanish and Portuguese

“On May 29, 2014, as I listened to Peter Felton’s Keynote address at the CAE’s annual conference on pedagogy I asked myself, how could partner with my students in learning and teaching? With his recent books “Engaging Students as Partners in Learning and Teaching” (Jossey-Bass, 2014) and “Transforming Students: Fulfilling the Promise of Higher Education” (Johns Hopkins University Press, 2014), he inspired me to include my students in research beyond the classroom to share the world of academia with them, while also learning from their perspective on teaching and learning.  

Felton stressed that by partnering with students we are saying to our students, you can do this, you matter, and we need your help. In this way, students gain skills that they can use throughout their lives, including the self-confidence necessary to present in front of others, edit work with diplomacy, and find the argument of a paper. We in turn gain insight from our readers, engaged students, and a fresh perspective on research especially the research on how our students learn. Felton also reminded us that these partnerships are natural, and beneficial to both parties. They do not need to be difficult.  

I left the conference inspired thinking about how and who I could invite into a partnership on my research on teaching and
learning. What I did not know was that exactly one month later an opportunity would present itself.

During the academic year of 2014, I created and taught a pilot program called Brazilian Portuguese for Students of Portuguese. The focus of the course was to tailor the beginner I and beginner II Portuguese language courses to include both weekly authentic readings on the Brazilian business world from the Brazilian press, while also weekly conversation opportunities in the classroom to reach an intermediate level of spoken Portuguese (combined with the set language curriculum). To achieve this goal, I established a relationship with the Teletandem Program through the Universidade Estadual de São Paulo [UESP]. This is an established international language and cultural exchange project in Assis, São Paulo that uses Skype technology between Brazilian university students learning the target language and students learning Portuguese. Working with the Teletandem director in São Paulo, I scheduled these sessions for the final weeks of the second semester for a culminating language experience to combine communication, and cultural awareness to create a dialogue between Fairfield students and their Brazilian peers.

Each student worked with the same partner beginning their conversation for thirty minutes in Portuguese, followed by thirty minutes in English. In this way, the students participated in the exchange as equals, experts in their native languages, and students in the others' language. The students learned from and contributed to a global community actively using their Portuguese language skills in a real life exchange with others. In their exit interviews each of the students said that the Teletandem experience was the most important in solidifying their knowledge of both Portuguese language and Brazilian culture and politics.

One student in particular, Eric Salgado, said to me, “Profe, you should publish something about the Teletandem experience. It was awesome, and is something so different!”

My collaborating professor, Daniela Nogueira de Moraes Garcia, Universidade Estadual Paulista in São Paulo, encouraged me to apply to co-present with her on the UNESP/ Fairfield Teletandem Language exchange at the Third Annual World Conference on the Teaching of Portuguese at Columbia University.

After our presentation “Trocas linguísticas e culturais no ensino de português/inglês: o teletandem entre UNESP e Fairfield” was selected for the conference, she found out that was not going to be able to make the trip. I immediately thought of Felton’s keynote address, and I invited Salgado, from the class of 2014, to replace the other professor. His application was accepted. Salgado, after two semesters of Portuguese in the Fairfield Pilot Program, addressed the academic audience composed of professors of Portuguese in Portuguese in his first academic conference. The crowd went wild when I told them that he had recently completed his second course of Portuguese in a pilot program that I was teaching on campus. During the questions and answers, each professor wanted to know Eric’s opinion about different aspects of the Teletandem exchange, and one invited both of us to Princeton University, as the “proof the students need that reaching an impressive level of spoken Portuguese can be reached in two semesters”.

Felton was right. Our split presentation in Portuguese made me realize that it was a necessary partnership on the scholarship of teaching and learning. Eric shared a point of view that is often absent that of the student, and made the presentation that much richer because of it. I wanted to share this conference presentation with the CAE because it would not have happened had they not shared such an exceptional annual conference on teaching and learning, and chosen Felton as a keynote speaker.

The Portuguese professors tipped their hat to Eric, and I tip my hat to the CAE. Obrigada!
Meet Your CAE Liaisons

Arts & Humanities Liaison:

Dr. Betsy Bowen  
 Professor of English  
 (203) 254-4000, ext. 2798  
 bbowen@fairfield.edu

Betsy A. Bowen is Professor of English and has been a member of the Fairfield University faculty since 1988. She teaches courses on writing, literature, and literacy. In both her teaching and her research, Prof. Bowen has been involved in community engagement. In 2011 she was recognized for that work by the Connecticut Office of Higher Education with the Special Award for Community Service. Her research on writing, teacher assessment, and service learning has been published in *English Education, Modern Language Studies,* and *Community Literacy Journal.* This fall, her article on the value of the GED—co-authored with Kathy Nantz—was published in *College English.*

She has been involved in faculty development, both at Fairfield and internationally. On campus she has been involved in two Faculty and Professional Learning Communities, faculty mentoring, and has served as Associate Director of the Connecticut Writing Project/Fairfield. She has been involved in faculty development in Russia and, more recently, in Kyrgyzstan where she worked with Kathy Nantz and David Schmidt to promote integrative teaching and the scholarship of teaching and learning.

In 2010 she was recognized as Connecticut Professor of the Year by the Carnegie Foundation for the Advancement of Teaching.

Kathy Nantz is Professor of Economics and chair of the Economics Department. She joined the Fairfield University faculty in 1986. She teaches courses in applied microeconomic theory, specializing in labor economics and comparative systems. Her research agenda reflects her passion for interdisciplinary thinking. She has published articles in *College English, The History Teacher,* and *Issues in Integrative Studies* in addition to *Journal of Comparative Economics* and *Review of Social Economy.* She is currently president of the international honor society for economics students, Omicron Delta Epsilon.

Kathy was an early participant in the work of the Center for Academic Excellence, which provided her with the rewarding opportunity to focus on faculty development. She was coauthor of grants from the Davis Educational Foundation that funded the development of the Center, and she led the “Core Integration Initiative” that resulted in the articulation of Pathways for learning in the undergraduate core curriculum. In recent years, she has worked with a team of Fairfield faculty to provide workshops on integrative business education in Central Asia. This project resulted in a volume of papers titled *Business Education in Central Asia: Best Practices in Integrative Study and Learning.* The book contains scholarship generated by workshop participants that reflects their innovative teaching projects.

Social and Behavioral Sciences, Business, and Education Liaison:

Dr. Kathy Nantz  
 Professor of Economics  
 (203) 254-4000, ext. 2271  
 nantz@fairfield.edu

Laura McSweeney is an associate professor of Mathematics and has been a member of the Fairfield University faculty since 1999. She teaches a wide variety of math and statistics courses at both the undergraduate and graduate level. Her research has been published in many journals including the Journal of Applied Statistics, Journal of Sound and Vibration, Journal of Statistical Computation and Simulation and
Mathematics and Computer Education Journal. Laura has participated in many campus initiatives related to pedagogy and the mentoring of faculty and students. She has been involved in the Core Integration Initiative and the Quantitative Reasoning Pathway, Statistics for Everyone workshops, Math and Computer Science Teaching Excellence Network, Women in STEM faculty and student learning communities, BASE (Broadening Access to Science Education) Camp, and mentoring students interested in mathematics teaching or the actuarial field. She has also served as the co-director of the Mathematics Center since 2005.

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Consultations

Looking to speak to 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. ✦

Your Feedback

The CAE needs you!

The CAE welcomes your feedback on our newsletter and offerings.
✦ Please submit anonymously through our online suggestion form. ✦

Tell us how we are doing!

Share your favorite CAE memories with us! Tell us how the CAE has impacted your professional development at Fairfield University!
✦ Submit your reflections online. ✦

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