What has the CAE been up to lately?

Helping you transition to IDEA Online!

FDEC Day: Transitioning to IDEA Online - Tips to help you use IDEA (December 9, 2014)
See page 13 for the session resources provided.

Assisting you with your Course Design!

CAE Course Design Institute (January 6 – 9, 2015)
Sign-up for our next Course Design Institute (CDI) in May 2015! Learn more on page 5.

Getting you ready for the Spring semester!

Spring-into-Spring Workshops (January 12 – 14, 2015)
Look for similar offerings prior to the start of the Fall 2015 semester.
Supporting your scholarship!

Look for upcoming events that support your scholarship including a Writing Retreat, Faculty Publishing Workshop, among others!

Consider presenting your Scholarship of Teaching & Learning and Community-Engaged Scholarship during the CAE conference May 29!

Writing Retreat (January 15, 2015)

Encouraging you to innovate!

Bannow 124 – Innovative Classroom – Open House (January 22, 2015)

The Center for Academic Excellence is here to support 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.

• The variety of CAE offerings are made possible with the assistance of the CAE Faculty Liaisons, the Faculty Consultant on Writing, and campus collaborators including: Academic Computing, DiMenna-Nyselius Librarians, the Office of Service Learning, and FDEC. We thank them all for their ongoing partnership! •

The CAE welcomes your feedback on our services and your suggestions.

• Please submit anonymously through our online suggestion form or email us at cae@fairfield.edu •

See Page 19 for a listing of CAE offerings by month.
Scheduled Offerings

The Ins and Outs of Flipping a Class
Friday, February 6, 2015, 3:30 PM - 5:00 PM
Bannow 124 – Register here!

Are you curious about what a flipped class is and how one actually goes about flipping a lecture or an entire course? Join us for a panel discussion of Fairfield faculty (Mike Andreychik, Shawn Rafalski, Chris Staecker and Steve Sawin) who have successfully flipped their courses. The panelists will share why they flipped their classes and how it has changed their courses. They will also give practical advice about how they shifted their traditional lecture content outside of the classroom. While the panel consists of STEM faculty, the techniques used are applicable to a wide variety of disciplines and teaching styles. In addition, representatives from Academic Computing will be on hand to help faculty participants plan their next steps. Session moderated by Dr. Laura McSweeney, CAE Faculty Liaison to STEM.

Mid-Semester Assessment of Teaching (MAT)
February 18 – March 4, 2015
Request deadline: February 11, 2015

Mark your calendars! February 18 – March 4, 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 February 11. 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.

Writing Across the Disciplines: Writing By Design I
Wednesday, February 25, 2015
1:00 - 2:00pm
Library 107c – Register here!

Do you ask students to complete writing assignments in your courses? Then this session is for you!

Faculty across disciplines have been asking about strategies for supporting students in their writing across disciplines. In this session, we will explore writing assignment design, consider some initial ways to help students combine reading and writing, and brainstorm ways to foster the development of effective writing assignments. Bring a writing assignment that you have found really effective, and one that you would like to work on. Learn strategies to help your students use writing to learn, to synthesize learning, and to demonstrate their developing knowledge. Come join this campus-wide conversation about writing across disciplines. Session facilitated by Dr. Cinthia Gannett, Faculty Consultant on Writing, Director of Core Writing, and Associate Professor of English.
Writing Across the Disciplines: Writing By Design I
Wednesday, February 25, 2015
1:00-2:00pm
Library 107c
● Sign-up today! – [click here]

Teaching Students How to Learn
Wednesday, March 25, 2015
Noon – 1pm
Library 107c – [Register here!]

How does learning work?
How can you help all your students be better learners in your courses and beyond?

Learn about what neuroscientists and cognitive psychologists have found regarding how the brain learns best. Join the CAE and colleagues for an informal conversation and brainstorm sessions. Share strategies you use in your courses to create productive and self-directed life-long learners.

Teaching Students How to Learn
Wednesday, March 25, 2015
Noon – 1pm
Library 107c
● Sign-up today! – [click here]

Academic Integrity in Quantitative Fields and Science: What Can We do?
Thursday, April 9, 2015
2:00 – 3:30pm
Bannow 124
● Sign-up today! – [click here]

Join the conversation about academic integrity! Given that science is fundamentally about replication, how does that change the way we think about the definition of “originality” in technical and science writing? How can we help students to understand that there are many ways to solve a single problem? Join us for a panel discussion on integrity in quantitative fields and science, and to share ideas and solutions to your classroom challenges. ● Session moderated by Dr. Kathy Nantz, CAE Faculty Liaison to Social & Behavioral Sciences, Business, and Education.

Faculty Book Publishing Workshop:
“From Proposal to Bookshelf...and the Cloud”
Monday, April 13, 2015
2:30 – 4:30pm
Location: TBA – [Register here!]

How can you write a proposal that will survive the trip from the mail room to the editor’s desk? Did you ever wonder what editors look for when reading proposals? What factors are the most important when editors decide to acquire a book? How do you know what press would be best for you? How do you find an editor who will appreciate your work? What questions should you ask about the production and marketing of your manuscript? What are the different factors you should think about when writing your first, second, or tenth book? We will address these and other questions from the audience in this talk about getting your book published with a university press. ● Session facilitated by Beth Bouloukos, Ph.D., Senior Acquisitions Editor of SUNY Press. ● Introduction by Mary Ann Carolan, Ph.D., Department of Modern Languages & Literatures, and SUNY Press author of The Transatlantic Gaze: Italian Cinema, American Film (2014). ● Light refreshments provided.
Beth Bouloukos received her PhD in Hispanic studies from Cornell University. She is a senior acquisitions editor at the State University of New York Press, where she develops the lists in education, Latin American and Iberian studies, gender and sexuality studies. The books she's acquired have won awards from the Latin American Studies Association, Independent Publisher Book Awards, and Choice, among others. She was recently on a panel at the American Association of University Presses about first-time authors, as she enjoys introducing people to the world of academic publishing. Beth has also taught at Fairfield University and the University at Albany-SUNY. She recently contributed an article to an edited volume on 1960's pulp fiction that was published this past Winter with the University of Massachusetts Press.

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:

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 13 – 14. ✴
Writing Retreat
May 19, 2015
10:00am – 3:00pm
Library 107 and lower level – Register here!

Kick off your summer "write"! Join the CAE, Dr. Cinthia Gannett - Faculty Consultant on Writing, and a community of colleagues for a day-long writing retreat on May 19. 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. See page 10. Need assistance with your writing? Contact writing expert Dr. Cinthia Gannett to schedule a consultation, e-mail: cgannett@fairfield.edu.

Writing Retreat
Tuesday, May 19, 2015
10:00am - 3:00pm
CAE Space, Library Lower Level
♦ Sign-up today! – click here ♦

Save-the-Dates! May 29, 2015
CAE Conference 2015
14th Annual Innovative Pedagogy & Course Redesign Conference: Collaborations for Empowerment & Learning

Co-hosted by the CAE and New England Faculty Development Consortium (NEFDC)

Keynote presenter: Dr. Katie Novak
Katie Novak is currently the Assistant Superintendent of the Groton-Dunstable Regional School District in MA. With 12 years of teaching experience at the secondary, college, and graduate level, and an earned doctorate in curriculum and teaching from Boston University, Katie designs and presents workshops both nationally and internationally focusing on implementation of Universal Design for Learning (UDL). Katie is also the author of best-selling book on inclusive education: UDL Now! A Teacher's Monday Morning Guide to Common Core Implementation using Universal Design for Learning, published by CAST Professional Publishing (2014) and the forthcoming book, UDL in the Cloud, co-authored by Tom Thibodeau, which presents the need for UDL in higher education and offers concrete strategies for implementation (2015).

Interactive Keynote Presentation: “Universal Design for Learning (UDL) Immersion Experience”
The brain research is compelling, the premise, career changing, but what does it feel like to be a student in a UDL classroom? Come find out! In this session, higher education faculty will experience how even the most mundane topics can set the room abuzz when curriculum is planned without the presence of traditional barriers. Between each mini-lesson, faculty will receive concrete tips to help them implement UDL in their own learning environments, whether they are face-to-face or online. This keynote is perfect for attendees who want to see how the research translates into a challenging and unforgettable experience for all learners.

Technology Workshops

Blackboard Collaborate
Wednesday, February 4, 2015
9am – 11am
Bannow 124 – Register here!

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). Sessions facilitated by Debbie Whalley, Manager of Academic Computing Support.

Online resource: Collaborate - Online Collaboration Tool That Engages Everyone, Every Time, Everywhere

Flipping PowerPoint - and Your Class - with Explain Everything
Tuesday, February 17, 2015
Noon – 1:30pm
Bannow 124 – Register here!

A lot publications, conferences, and colleagues are talking about flipping the classroom by creating narrated videos over PowerPoint files, virtual whiteboard apps, and annotated images, but can the average faculty member master the technical skills required to produce such material? If you have an iPad or an iPhone along with three dollars in your wallet, you can turn to the Explain Everything app to do most of the work for you. In this workshop, Jay Rozgonyi, Director of Academic Computing, will demonstrate how you can use this simple app to easily record narrated PowerPoint or Keynote presentations; make videos of online whiteboards as you write out and explain equations or draw diagrams to illustrate your lessons; and pull in your files and save your videos directly to Xythos, Blackboard, Google Drive, or Dropbox. Academic Computing will have some iPads available for attendees to play with, but if you have your own iPhone or iPad, you're strongly encouraged to bring it along.

Getting Started with Blackboard
Tuesday, February 24, 2015
2:00 – 4:00pm
Location: Bannow 124 – Register here!

This workshop is designed for faculty new to the Blackboard Learn course management system and will cover the basics on getting your course set-up, with demos of how to upload files to Blackboard, send emails to students, or any other functionality of interest to those in attendance. There will be plenty of time for Q&A. Sessions facilitated by Mary Kleps, Instructional Support Specialist, Academic Computing - ITS.

Supporting Students' Devices by Teaching Computer Applications from the Cloud
Wednesday, March 18, 2015
Noon – 1:30pm
Bannow 124 – Register here!

In recent years, students everywhere have increasingly expressed their preference for using their own computers and mobile devices in and out of the classroom. This trend has created a challenging situation for both IT departments and instructors, especially when it comes who to teaching expensive software or Windows-only applications that students can't install on their Mac laptops. One option that Academic Computing has introduced to deal this dilemma is a cloud-based application environment - in essence, a full Windows operating system running out of hosted data centers in Pennsylvania - that allows students to connect and run any standard Windows application from whatever device they may own. In this informative brown bag session, Jay Rozgonyi, Director of Academic Computing, will explain and demonstrate how this service, called CloudMyOffice, operates and how it can be used across all schools to deliver applications such as SPSS or Microsoft Excel to students in any location, on campus or off. Faculty who have made extensive use of computer classrooms and public labs to teach with specialized applications may find this session of particular interest, as the flexibility offered by this cloud service can provide students with much more of an opportunity to work with this type of software.
Blackboard Assessment Tools
Wednesday, April 15, 2015
Noon – 2:00pm
Location: Library 114 – Register here!

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

Blackboard Grade Center
Thursday, April 16, 2015
1:00 – 3:00pm
Location: Library 114 – Register here!

During this workshop we will take an in-depth look at the Blackboard Grade Center and setting up your grade book. You will learn how to create columns and categories, enter grades, calculate final grades, monitor student progress, and communicate information to students using the Grade Center. No previous experience using Blackboard required. Session facilitated by Mary Kleps, Instructional Support Specialist, Academic Computing – ITS.

Library Workshops

The DiMenna-Nyselius Library will be offering a series of events in support of faculty publishing, in collaboration with the CAE. These events include:

FLOW Citation Management software tool
Join the Library for a one-hour FLOW session:

- Wednesday, February 18; noon – 1:00pm
- Thursday, March 5; 10:30am – 11:30am
- Thursday, April 14; 2:00 – 3:00pm

- To register: contact Jackie Kremer at jkremer@fairfield.edu

Flow is an online bibliography manager that allows users to import references from text files or databases and can use these references in writing papers and automatically format the bibliography in seconds. It is an update from RefWorks. Learn more through the Library’s FLOW User Guide.

Faculty Book Publishing Panel and Party
Coming in March! Exact date to be announced. Join us to learn about the experiences of Fairfield faculty with book publishing. After the panel, we will celebrate all scholarship!

Faculty Book Publishing Workshop: “From Proposal to Book Shelf ... to the Cloud”
Monday, April 13, 2015 – Register here!
2:30 – 4:30pm
Location: to be announced.
Facilitated by Dr. Beth Bouloukos of SUNY Press.

Library Resource:
Faculty Publishing Guide

Need help determining where to publish, locating acceptance rates and impact factors of journals, understanding your author’s rights and/or seeing who is citing your work?

- Check out the Library's Faculty Publishing Guide or schedule an appointment with a librarian.

Co-Sponsored Workshops

Weatherproofing Your Class
Wednesday, February 4, 2015
Noon – 1pm
Library 114 – Register here!
Did Juno and class cancelations leave you scrambling to catch up in your courses? Join DiMenna-Nyselius Librarians, Academic Computing, and the CAE for a session on weatherproofing your class. Be proactive instead of reactive to weather-related course disruptions. No need to compromise student learning, plan ahead! Think about what you want to accomplish in your courses this winter, brainstorm strategies that will meet your learning objectives, develop a communication plan to connect with your students, and leave with a plan of action for weatherproofing your course. Bring your devices (laptop, tablet, phone). Light refreshments will be provided.

Disability Support & Counseling and Psychological Services - Faculty & Staff Training
Friday, February 13, 2015
9:00 AM - 10:30 AM
Library 107c – Register here!

This informal training will provide faculty and staff 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. • Session facilitated by Dr. Jennifer Claydon, Director of Disability Support, and Phyllis Weihs, psychotherapist of Counseling and Psychological Services. • Note: this is a repeat of the Fall 2014 session.

Related links:
• Disability Support Services – Faculty and Staff resources
• Counseling & Psychological Services – Information for Faculty and Staff

Save-the-Date: Faculty Workshop
Thursday, March 26, noon - 1:30pm
Location: Bannow 124

Dr. Gerald Graff will be visiting campus on March 26-27 as part of the twentieth anniversary celebrations of Phi Beta Kappa on campus. The visit is sponsored by the Visiting Scholar Program of Phi Beta Kappa and by Zeta of Connecticut, Fairfield University’s chapter of Phi Beta Kappa.

Dr. Graff is the past President of the Modern Language Association as well as author of numerous books, including Clueless in Academe, Beyond the Culture Wars, Professing Literature, and (with Cathy Birkenstein) the widely-used textbook, They Say/Say: Moves that Matter in Academic Writing. In debates on the role of the humanities and the nature of English Studies, Graff has been an influential advocate and critic.

• You can learn about Gerald Graff and his work by visiting his website – click here • Questions? Contact Dr. Betsy Bowen, CAE Faculty Liaison (bbowen@fairfield.edu).

Opportunities for Faculty

Teaching Circles
Sign-up by February 10, 2015.

Models of departmental collaboration around teaching and learning have become staples on campus in the Mathematics and History departments. Interested in reflecting on your teaching with others across the Institution? Join a teaching circle! Responding to the call for the formation of teaching circles during the December 2011 FDEC day on Peer Review of Teaching, the CAE continues to help coordinate faculty interested in forming informal teaching circles. Participating faculty set guidelines, discuss teaching, visit each others’ classes with the goal of learning from each other. No reports will be generated and no letters written. • Interested in participating? Complete an online application and
the CAE will facilitate the formation of teaching circles. ● Deadline to sign-up: February 10, 2015.

Writing Circles

Sign-up by February 10, 2015.

Looking for support with your writing? Join a writing circle. Writing circles are small groups of 3-5 faculty that meet on a regular basis (weekly, bi-weekly or less frequently, as the group decides) for 1 or two hours. Each group finds its own best rhythm and process, but all groups provide mutual support for members at any stage of their writing process. For example, some writing circle meetings begin with a check-in, so that each person can comment briefly on how they are progressing. The remainder of the meeting time is then allotted to one (or two) group member(s) to talk and think with the group about any aspect of their writing, drafting, struggling for ideas, words, images, reviewing, finding venues for presentation or publication, and so on. Resources on getting writing done and journal outlets are available on the CAE site. ● Interested in participating? Complete an online application and Dr. Betsy Bowen, CAE Faculty Liaison will facilitate the formation of writing circles. ● Deadline to sign-up: February 10, 2015.

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

Network Summer 2015 Seminars

June 8 – 12, 2015 at New York University

Deadline: Friday, February 6, 2015

Week-long intensive seminars led by prominent scholars in the field. Eligible participants will be provided with housing accommodations. All admitted participants will be provided with breakfast and lunch for the seminar week, as well as all the reading materials required for the program. Seminars meet Monday through Friday from 9:30am through 5pm. Twelve seminar topics to choose from, see listed below. To learn more about Network Summer 2015 seminars and to apply, please click here.

The following seminars will be offered for Network Summer 2015 (June 8 – 12, 2015):

- Achieving Gender Justice Through Service Learning
- Beauty: The Fortunes and Transformations of an Ancient Greek Idea
- Cities on Edge: Metropolitan Imaginaries in Latin American Literature and Film
- Ditch the In-Class Lecture - Add Active Learning
- Louis Armstrong and New Orleans Jazz: Musical and Cultural Significance
- Reading Rigorously, Writing Eloquently—and Persuasively - Across Disciplines
- The Informatics Revolution: Using Data to Enhance Teaching Life Sciences
- Voices of Contemporary Islam
- Women and the Civil Rights Movement in the United States
- World Cinema Through Global Genres
- Yellow Peril !!! – Understanding Xenophobia

FRN Scholar-in-Residence Program

June 1 – 26, 2016 at New York University

Deadline: Friday, February 6, 2015

The Summer Scholar-in-Residence program allows Network faculty to come to New York University during the month of June to engage in research, develop curricula, and/or produce manuscripts for publication. The program allows Scholars to explore new dimensions in their disciplines, to engage in intellectual exchange and investigate resources not available to them at their home institutions, to broaden their own pedagogical expertise, to enrich existing courses or create new ones, and to expand professional contacts. Participation in the SIR program not only enhances the faculty members’ knowledge and skills, but also significantly contributes to the
intellectual environment of their home institutions as they share what they learn with their colleagues and students. To learn more about the Summer 2015 Scholar-in-Residence program and to apply, please click here.

Summer Residency Programs 2015  
Offering travel subvention and a small stipend:
- Grimes Summer Scholar-in-Residence program. Learn more here.
- Fassiotto Summer Scholar-in-Residence program. Learn more here.

FRN Symposium 2015  
Advancing Social Justice from Classroom to Community  
November 20-21, 2015, Washington, D.C.  
Proposal Submission Deadline: April 3, 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 view the call for proposals, click here.
- Please contact the FRN at frn@nyu.edu should you have any questions.

Call for Service Learning Courses  
Deadline: Friday, February 13, 2015

Start planning for the Fall 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. Applications can be downloaded here and submitted via email to servicelearning@fairfield.edu. Completed applications are due by Friday, February 13, 2015. • Contact Jocelyn M. Boryczka, Faculty Chair for Service-Learning or Melissa Quan, Director of the Office of Service Learning, to discuss your application.

Call for Proposals | CAE – NEFDC  
Conference: May 29, 2015  
Deadline: February 20, 2015

“Collaborations for Empowerment & Learning”  
The New England Faculty Development Consortium (NEFDC) and Fairfield University's Center for Academic Excellence (CAE) welcome proposals for interactive workshops, teaching tips and poster sessions related to the conference theme of collaborations for empowerment and learning.

This one-day conference will be held on May 29 at Fairfield University in Fairfield, Connecticut. We celebrate and showcase excellence and innovations in all areas of teaching, faculty support and development, the scholarship of teaching and learning, and community-engaged teaching and scholarship. The featured keynote presentation will be given by Dr. Katie Novak. The keynote entitled “Universal Design for Learning (UDL) Immersion Experience” will engage participants in a firsthand UDL experience and provide concrete strategies based on research findings on how to create environments in which all learners thrive.

Topics for presentations might include, but are not limited to:
- Innovative Pedagogies
- Interdisciplinary Collaborations / partnerships in Higher Education
- Integration of Technology in the Classroom
- Universal Design for Learning
- Community-Engaged Scholarship
To submit a proposal:

1) Review the guidelines for submitting proposals (PDF)

2) Download and complete the Proposal Submission Template available online (Word.doc)

3) Submit via email by February 20, 2015 to the proposal chair, Eric Matte, at ematte@landmark.edu, with the subject line “NEFDC Spring 2015 Proposal.”

Note: proposals will be blind reviewed by a committee consisting of NEFDC Board members and CAE staff.

Please share this information with colleagues and visit the conference website for updated information. We hope to see you in May 2015!

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**Service Learning Course Development Grants 2015**

*Deadline: Friday, March 20, 2015*

In its 9th year, this grant and professional development program has been instrumental in growing the number of service-learning courses offered and sustained on our campus. Recipients are awarded a stipend of $1,500 for time in summer committed to course development work and an additional $1000 for participation in a year-long co-mentoring group and $250 for project expenses. Recipients are expected to showcase their course and outcomes in a future OSL or CAE workshop, and are encouraged to present at a teaching or disciplinary conference and submit a manuscript for scholarly publication. Applications can be downloaded here.

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**Soup & Service Learning – SL 101, the Nuts & Bolts of Developing a Service Learning Course**

*Wednesday, February 18, 2015*

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**Critical Reflection: A Presentation by Barbara Jacoby**

*February 27, 2015  Location: University of New Haven*

The workshop, open to individuals from Connecticut Campus Compact member institutions, will include conversations on how to deepen learning through critical reflection. Learn more about Barbara Jacoby here. Check back to www.fairfield.edu/servicelearning where more details will be available soon!

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**Service Learning to Scholarship: Writing with Students**

*Wednesday April 8, 2015  Noon – 1:30 pm  Canisius 200*

To register – click here.

Learn about faculty-student collaborative work (journal publications, conference presentation, public documents, etc.) that have grown out of service-learning courses. Faculty panelists include: Dr. Dina Franceschi, Dr. Mark LeClair, and Dr. Ashley Byun. They will co-present with their students.
Save-the-Date: Service Learning Celebration and Poster Session
Tuesday, April 28, 2015
3:00 – 4:30pm
Kelley Center Presentation Room

Service Learning Events
• Please visit the Office of Service Learning events page for more information and to register. ♦

Teaching Tip

IDEA Online – Be informed!
New this spring – all IDEA course evaluations will be conducted online!

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 related “Best Practices” document for more information.

You will still 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.

Related resources available on the IDEA website: Directions to Faculty for Online Administration, The IDEA Center.

• 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. ♦

Faculty Voice

What colleagues are saying about their CAE involvement...

Course Design Institute – January 2015

“The CDI was a fantastic opportunity to sit with colleagues to deliberately organize my thoughts around a class. It helps to cut through the huge amount of material I wish I could cover, and figure out which objectives are most important. I find the insights into ways to integrate my course with ideas from other disciplines, and the input from colleagues in other fields, to deeply enrich the texture of my course.”

– Dr. Ryan Munden
Assistant Dean for Experiential Learning, Engineering
Assistant Professor, Electrical Engineering
“The professional life of an adjunct professor resembles the rhythm of a traveling circus: tote your materials in, drag them out, scurry around to make copies, set up your tent (learning environment), teach the class, pack your bag, take down the tent, and move on to the next location. The opportunities to interact with others, especially ones peers, are small to none, which is why I find participation in the workshops offered by the CAE so valuable.

Most recently Suzanna Klaf conducted a Course Design Institute for faculty. Based on the principle of working backwards. This workshop was an opportunity, to quote Stephen R. Covey, “To begin with the end in mind.” We asked ourselves and then one another, “What do we want to see happen to our students by the end of the semester? What do we really want them to know and how do we want them to use that knowledge?” And rather than following the pacing of a text, we focused on developing a series of very structured exercises which scaffolded (pardon the edu-speak) the sequence of the class assignments and assessments to reach the goals we’d identified.

We continually evaluated our lesson plans in terms of the “end,” and asked ourselves whether or not our readings, class exercises and use of technology were incorporated in such a way as to give students the tools they need to achieve them. The same questions were brought to our assessments: did they only sum up content knowledge once or twice a term, or were they opportunities for sizing up what a student truly grasps in the moment so that they have a chance to refine or redirect their work habits and content focus?

In addition to Suzanna’s skillful leadership, one of the best resources during the workshop was the other faculty – professors from various disciplines whose ideas and responses to our work enriched the experience beyond measure. The atmosphere was professional, cordial, safe. Though a full four day commitment is hefty, these experiences - hearing how others think about the strengths and weaknesses of their teaching, and working together to craft a syllabus/class one can actually use, were particularly valuable to me as an adjunct. I came away with a binder of concrete, specific, well designed plans for my class, and I connected with others at the university in a meaningful way – both goals, I might add, I identified as essential for my students! I hope other adjuncts at Fairfield will take advantage of this wonderful resource.”

Coordinator, English Skills Program
School of Engineering

Exploring Athens with the NYU Faculty Resource Network

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

“In January 2015 I travelled to Athens, Greece to take part in NYU’s Faculty Resource Network Winter Session to explore the city as teaching canvas. The five-day seminar held at the American College of Greece in Athens focused on all aspects of the city in questions of environment, world literature, and as a teaching canvas beyond the walls of the classroom. Since I am part of the Fairfield Cuba collaboration, am leading an upcoming Fairfield faculty delegation to Havana in March, and am actively exploring service-learning opportunities for students of Spanish, I was greatly interested in participating in the seminar to use a city as part of course content. I will immediately use some of the materials in my Spring 2015 teaching of Cuban film, in the Havana delegation in efforts to facilitate authentic experiences, and in my long time goal to incorporate the Spanish-speaking communities in New York and Bridgeport within the classroom.

The participants in my seminar had similar backgrounds to my own: each professor teaches or will teach a course that relies heavily on city visits, independent research, or a city itself contributes to the fabric of the studied material and research. Each of the fellow participants had a level of expertise on the city they intended to explore with their students from New Orleans to Waikiki. However in Athens we were in the role of
the students, negotiating the subways and bus systems, maps, historical sites, and bustling streets while working in groups on four different research projects. While I had originally considered this balancing act of public transport, and wandering to find specific sites as impediments to learning, the course conveners discussed how using public transport, negotiating the maze of streets, and sifting through a city’s many layers are part of the course content to explore rather than obstacles to class objectives.

The conveners discussed the city as a dynamic space constantly re-defining itself with new communities and repurposed spaces, while also serving as an archive of the past. Limiting ourselves to the top ten sites or the must-sees does not necessarily enable our students to recognize the constant changes and dynamics of an urban space. To explore the many uses and reuses of urban space the professors introduced us to open source software such as Omeka, Yammer, and Google Earth. We used Omeka on a daily basis to share our group research projects with the class community weaving site visits in with class readings and work.

It was an impressive experience that left me wondering about which version of the city to share with students, while also trying to determine the top ten sites of Havana or New York City? What story do those sites tell? In what ways are we able to share the city with our students to promote more understanding and context to their learning about others? How do we use class time to support and prepare for site visits? And how can we make site or off campus work both meaningful and educational?

During the five-day seminar, intense pre-departure reading and writing assignments, and extensive conversations in buses and subways, the FRN in Athens was literally a time to share the urban and classroom experience with fellow professors pondering many of these questions. The seminar made me reassess why as educators we promote site trips, service learning, and study abroad? How can we make those types of opportunities meaningful incorporating the logistics of travel into the course content? The thought-provoking seminar has already contributed to my spring 2015 teaching plan. For my Cuban film students’ class day trip to the NYC Havana Film Festival in April 2015, I am not going to feel badly that the students take Metro North and the subway. Instead, I realized that getting there is part of the communal urban experience.

Through the FRN I realized that collaborating with colleagues from New Orleans to Athens makes the work that we do as professors and scholars a communal rather than a solitary experience. I look forward to taking part in future NYU Faculty Resource Network seminars.”

Photo: Dr. Michelle Farrell (Modern Languages & Literatures) and Dr. Dina Franceschi (Economics) – the Acropolis in Athens, Greece. January 2015.

Liaison Learning Notes
Insights from your CAE Liaison...

Creating Audio Comments with Bb Grader

By Dr. Betsy A. Bowen, Professor of English
CAE Liaison to the Arts & Humanities
Last semester, as part of the Faculty iPad Project, I began to experiment with audio comments on BB Grader. The Bb Grader app enables you to record audio comments on students' assignments submitted on Blackboard and make them easily available to individual students. Part of what attracted me to this was simply “comment fatigue.” As a writing teacher, I read and comment on lots of student papers. I was also curious about how students would respond to hearing my voice and intonation in my comments on their papers.

I chose short homework assignments in two courses, an introductory level course (EN 11) and an upper-level course. Neither assignment was going to be revised, so students would not need to review my response (which might be harder with audio comments). I found doing audio comments refreshing: they took less time and were a good change from written comments. I am yet not sure what students felt about the experiment. Some told me they were surprised when they heard my voice coming from their computer, even though I had told them I would be trying audio comments.

This semester, I plan to experiment further with Bb Grader. At this point, I think I will continue to use audio comments only for short, uncomplicated assignments since framing useful audio comments for a long, complex draft might be just as time-consuming as writing comments and perhaps not as useful for students. Still, I have lots of short assignments for which audio comments seem ideal.

To use Bb Grader on the iPad:

1. Download the Bb Grader app to your iPad. (It’s free.)
2. At the login box, type “Fairfield University” and then log in with your regular Fairfield username and password.
3. You will see a pull down menu listing your courses on Blackboard. Select one, and you will see icons representing each assignment you have created on Blackboard. (The bar underneath the icon represents the number of student papers you have graded so far from that assignment.)
4. To create oral comments, click on the assignment and select a student. Tap the “Grade” icon in the upper right and tap “Audio” at the bottom of the screen. Tap the red “Record” button to record a comment; tap the button a second time to stop recording.
5. After recording, if you are satisfied with the comment, click on “Use audio comment,” and then “Send Grade.” The audio file will then be available to your student who simply needs to click on it to listen to the comment. If you want to re-do the comment, hit “Cancel” and re-record.

My Experience with Flipping a Class

By Dr. Laura McSweeney
Associate Professor of Mathematics
Co-Director of the Mathematics Center
CAE Liaison to STEM and Nursing

Flipping the classroom, also known an inverted class, is a fairly recent and popular teaching style in which students are introduced to course material before class via readings, simulations, podcasts or pre-recorded lectures. The face-to-face class time is restructured to engage students in richer discussions and active learning, instead of being used for traditional lectures. I was introduced to this style of teaching from two of my department colleagues, Shawn Rafalski and Steve Sawin, who both flipped their courses. I was intrigued by the thought of flipping my Accelerated Statistics course, but was honestly
overwhelmed at the prospect of flipping the entire course. Plus, I had to figure out what programs and technology to use to record my lectures. I decided to ease into the process by just flipping three of my lectures. With the help of Mary Kleps, from Academic Computing, I was able to successfully record and post narrated PowerPoint lectures for my students to watch before class. In class students worked on problems and ran data analyses that had them apply the material covered in the video lecture. I now had more time to do these hand-on activities during class since I moved the lecture portion outside of the class. The feedback from students was positive. I also felt that on these days the students were able to do more examples and simulations than what I was previously able to do and so, when I teach the course again, I will add a few more video lectures. Here are some useful resources if you are interested in learning more about the flipped classroom.

- CAE Panel on “The Ins and Outs of Flipping a Class”, February 6, 2015 from 3:30 PM – 5PM in BNW124 – [register here!](#)
- The University of Texas Center for Teaching and Learning [website](#).
- The University of Washington Center for Teaching and Learning [website](#).

**Encouraging Academic Integrity: What Can We Do?**

By Dr. Kathy Nantz  
*Professor of Economics  
CAE Liaison to Social and Behavioral Sciences, Business, and Education*

In the past few years, the CAE has been partnering with the Library, the English Department’s writing faculty, and the Applied Ethics program to engage our community in a conversation about academic integrity. This new book, *Cheating Lessons: Learning from Academic Dishonesty* by James Lang of Assumption College, ([available for check-out at the DiMenna-Nyselius Library](#)) provides research-based evidence that we may actually be providing incentives for students to cheat and cut corners with some of our common classroom practices. Lang focuses on replacing those practices with others that not only encourage students to work with integrity, but also help to deepen learning. Lang’s recommendations are 1) foster intrinsic motivation, 2) promote mastery, and 3) instill the sense of self-efficacy that students need for deep learning. In short, he suggests the following:

- design your course around questions and topics that engage students interest and concern,
- develop assessments that emphasize skills or task mastery rather than just performance,
- lower the stakes on individual assignments so that students have multiple opportunities to contribute to their course grade.

The book provides good examples of how to shift the focus from “catching cheaters” to encouraging and nurturing an intellectual environment of integrity that can improve student learning. CAE workshops can help you focus on how to design courses that engage students and also develop meaningful assessments.

If you are interested in joining this conversation about academic integrity, a panel discussion on integrity in quantitative fields and science is scheduled for Thursday, April 9, 2:00 – 3:30pm, in Bannow 124. Given that science is fundamentally about replication, how does that change the way we think about the definition of “originality” in technical and science writing? How can we help students to understand that there are many ways to solve a single problem? Join us on to share ideas and solutions to your classroom challenges.

Cambridge: Harvard University Press. [Library Catalog Record](#).

*Online article: Academic Integrity: Defining Originality across Campus. (October 20, 2014).*
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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!

Tell us how the CAE has impacted your professional development at Fairfield University!  
• Submit your reflections online. •

Center for Academic Excellence

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Contact the CAE at ext. 2876 or  
cae@fairfield.edu

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

Faculty Focus. Higher Ed Teaching Strategies from Magna Publications. Available to read online – click here.
CAE Offerings by Month

**February**

**Blackboard Collaborate**
Wednesday, February 4, 2015
9am – 11am
Bannow 124 – Register here!

**Weatherproofing Your Class**
Wednesday, February 4, 2015
Noon – 1pm
Library 114 – Register here!

**Teaching Circles**
Sign-up by February 10, 2015.
(see page 9)

**Writing Circles**
Sign-up by February 10, 2015.
(see page 10)

**MAT Request**
Deadline: Wednesday, February 11
- click here to access the online form

**Disability Support & Counseling**
and Psychological Services - Faculty & Staff Training
Friday, February 13, 2015
9:00 AM – 10:30 AM
Library 107c – Register here!

**Flipping PowerPoint - and Your Class - with Explain Everything**
Tuesday, February 17, 2015
Noon – 1:30pm
Bannow 124 – Register here!

**Call for Proposals | CAE – NEFDC Conference: May 29, 2015**
Deadline: February 20, 2015
(see pages 11 – 12)

**March**

**Getting Started with Blackboard**
Tuesday, February 24, 2015
2:00 – 4:00pm
Location: Bannow 124 – Register here!

**Writing Across the Disciplines: Writing By Design I**
Wednesday, February 25, 2015
1:00- 2:00pm
Library 107c – Register here!

**April**

**Academic Integrity in Quantitative Fields and Science: What Can We do?**
Thursday, April 9, 2015
2:00 – 3:30pm
Bannow 124 – Register here!

**Faculty Book Publishing Workshop:**
"From Proposal to Bookshelf...and the Cloud"
Monday, April 13, 2015
2:30 – 4:30pm
Location: TBA – Register here!

**May**

**Course Design Institute Spring 2015**
May 11 – 14, 2015
Daily 10am – 3pm
- Apply online today! – click here

**Writing Retreat**
May 19, 2015
10:00am – 3:00pm
Library 107 and lower level – Register here!

**May 29, 2015 CAE Conference 2015**
14th Annual Innovative Pedagogy & Course Redesign Conference:
Collaborations for Empowerment & Learning
Co-hosted by the CAE and New England Faculty Development Consortium (NEFDC)