



# EXCHANGE

New England Faculty Development Consortium

Volume 30 • Fall 2017

## President's Message

I thought it might be useful in this edition to talk to you about the New England Faculty Development Consortium (NEFDC) and how it is run. The NEFDC is a regional nonprofit organization that supports teaching and learning in higher education. A large number of our conference participants are faculty, perhaps because we emphasize that sessions should model effective teaching that is supported by scholarship. Many attendees come back year after year to enjoy the presentations and to meet old friends.

The NEFDC is wholly run by volunteers, namely our Board of Directors, who serve for three-year terms. They are the key to the survival and success of the NEFDC. The board members keep track of the NEFDC records, do our books, write articles, publish *The Exchange*, run our Facebook page, take photos and archive them on our Flickr page, and above all, organize and run the conferences. Without them, the NEFDC would not exist. At the start of each new calendar year, the Board seeks applications from potential members of the Board of Directors. The successful applicants start work at our late spring meeting, which they attend in an ex officio capacity. They become full members at the beginning of the next academic year. Working on the Board is a wonderful opportunity to collaborate with others across academia who care deeply about teaching and learning. If you are interested in possibly joining the board, please approach one or more of the Board members. Our contact information can be found at <http://www.nefdc.org/board.html> and at the end of every issue of *The Exchange*.

The NEFDC is one of the oldest regional faculty development consortiums. It began with the Massachusetts Faculty Development Consortium (MFDC), created by Susan Holton at Bridgewater State University in 1988. In 1997, the MFDC was reconstituted as the NEFDC, recognizing the work done around New England to support teaching and learning. We have deep connections to the national POD Network ([podnetwork.org](http://podnetwork.org)). Three of our past Presidents -- Mary Deane Sorcinelli, Matt Ouellette, and Eric Kristensen -- have gone on to become President of POD. Before I became the current President of the NEFDC, I was a member of the POD Board of Directors and before that I was the official POD Historian for ten years.

## Table of Contents

**3**  
WHEN SUCCESS FEELS UNDESERVED  
AND ACCEPTANCE ISN'T ENOUGH  
TO FEEL LIKE YOU BELONG

---

**7**  
TEACHING RESEARCHED ARGUMENT  
THROUGH COMMUNITY ENGAGEMENT

---

**9**  
ACHIEVING SCHOLARSHIP GOALS WITH  
INTERDISCIPLINARY CASE STUDIES

---

**13**  
INCLUDING WOMEN, GENDER, AND  
SEXUALITY STUDIES INTO TEACHING IN  
THE HUMANITIES AND SOCIAL SCIENCES

---

**16**  
HOW ANDRAGOGY HELPS  
UNDERGRADUATE STUDENTS  
BECOME LIFE-LONG LEARNERS

---

**20**  
THE CENTER FOR TEACHING &  
SCHOLARLY EXCELLENCE  
SUFFOLK UNIVERSITY, BOSTON, MA

---

**23**  
NEFDC BOARD MEMBERS  
2017-2018

---

Given our mission of connecting higher education professionals in New England with others who share their passion for teaching and learning in an intimate, friendly, relationship-building environment, we consciously made the decision to run conferences with about 150 participants. The Spring conference moves around a great deal, as it takes place after graduation for most institutions. This gives us a wonderful opportunity to visit a different place each year, and to bring the conference closer to people in different states. We hope you will join us in our visits to different schools each year. Our Fall conference has been held at the College of the Holy Cross for many years, as it is centrally located and there are few other colleges that can accommodate our numbers in the middle of the semester.

Our institutional memberships are inexpensive and that additional income allows us to consider new initiatives. Part of the funds will be spent on updating and redesigning the NEFDC website in 2018. A subcommittee led by several Directors is currently gathering ideas for that redesign to bring before the Board. We are also considering inviting national speakers for the Fall conference. In the past, we have had the opportunity to host Barbara Walvoord, Parker Palmer, Dee Fink, and George Kuh, among others. If there is someone you would like to see come to New England, please let us know.

Finally, the NEFDC would not exist without you. Other regional organizations have come and gone, but the NEFDC thrives because New England deeply values education. From the number of people who come year after year, I know that a lot of us treasure that commitment to teaching and learning. I look forward to seeing you all again this fall at our conference on Open Education Resources (OER), Nov. 17, at the College of the Holy Cross!

**Dakin Burdick** - *NEFDC President*

**SAVE THE DATE** Spring Conference  
Friday, June 8, 2018  
*The Role of the Affective Domain in Teaching & Learning*  
Lasell College,  
Newton, MA

**Keynote Speaker: Sarah Rose Cavanagh**



Dr. Cavanagh directs the Laboratory for Cognitive and Affective Science at Assumption College and is an Associate Director for the college's Center for Teaching Excellence. In her recent book, *The Spark of Learning: Energizing the College Classroom with the Science of Emotion* she demonstrates that small interventions targeting emotion regulation can have a dramatic impact on learning. Dr. Cavanagh uses a wide range of evidence from the fields of education, psychology and neuroscience to suggest practical ways that educators can consider the emotional impact of their teaching style and course design to enhance student learning.

# When Success Feels Undeserved And Acceptance Isn't Enough To Feel Like You Belong

*Lena Ficco, Ph.D. - Fitchburg State University*

## When Self-Doubt and Fear of Failure Negate the Rewards of Success

An important aspect of undergraduate education includes the development of networking and negotiation skills. Students may be advised to “fake it until they make it” essentially presenting more confidence than they feel with the expectation that confidence will increase as experience with success increases. This, however, is not the case for all students, particularly high-achieving students who mistakenly believe they lack professional attributes and accomplishments to negotiate with or attract collaborators. Furthermore, students who seem disengaged, apathetic, and/or unmotivated may be paralyzed by moderate to intense feelings of impostorism (Clance & O’Toole, 1987) that prevent them from even trying, never mind actually succeeding, to continue their education beyond mandated grade levels. These beliefs and feelings of impostorism may be the result of chronic and severe self-doubt popularly known as the imposter syndrome and clinically identified as the imposter phenomenon. Unchallenged, imposter feelings may impede academic and professional development and networking through missed connections and collaborations with classmates, mentors, administrators, and future colleagues and employers.

The imposter phenomenon (IP) is an experience of intellectual fraudulence, a belief that success is obtained through luck and/or persistence rather than innate ability or talent (Clance & Imes, 1978). Originally noted in high-achieving gender minorities (Clance & Imes, 1978), the IP has been observed in ethnic minority individuals (Cokley, McClain, Enciso, & Marintez, 2013; Peteet, Montgomery, & Weekes, 2015) and is suspected in socioeconomic minority individuals, who are “constantly aware of their non-normative status” (Miller & Kastberg, 1995, p. 28). Indeed IP feelings have been shown to correlate negatively with mental health more so than minority status stress (Cokley et al., 2013) implicating the IP in diminished psychological well-being (Cusack, Hughes, & Nuhu, 2013). Observed in both students (King & Cooley, 1995) and faculty (Hutchins, 2015), unmanaged IP symptoms have the potential to undermine student success through their own distorted cognitions

(Clance & O’Toole, 1987), which may be reinforced by stated self-evaluations and diminished teaching effectiveness by the faculty IP sufferer (Brems, Baldwin, Davis, & Namyniuk, 1995). This article is intended to increase awareness of the IP in higher education, identify and discuss risk factors that contribute to the IP in students and their faculty and administrative role models; and, to identify and discuss strategies for supporting students and colleagues in managing their IP feelings while promoting an academic culture that encourages persistence, mastery, and joy in learning.

Clance & Imes (1978) identified the IP nearly four decades ago; however, it remains a fairly under-researched phenomenon, possibly due to its absence from the American Psychiatric Association’s Diagnostic and Statistical Manual (DSM). Indeed, it can be difficult to distinguish between occasional doubt, experienced by nearly everyone, and the chronic and at times debilitating doubt and internal turmoil meticulously masked by the accomplished, and often cheerful, IP sufferer (Clance & Imes, 1978). To further muddle things, the IP may embody a constellation of psychological disorders and phenomena, such as fear of negative evaluation, concern over mistakes, anxiety, depression, and distorted perceptions of and beliefs surrounding achievement and the nature of intelligence. In fact, Clance and Imes (1978) first identified the IP in clients seeking help with symptoms of “generalized anxiety, lack of self-confidence, depression, and frustration related to inability to meet self-imposed standards of achievement” (p. 2). The IP may explain why some individuals treated for chronic anxiety and depression find it difficult to manage their negative symptoms when “the good feelings are short lived because the underlying sense of phoniness remains untouched” (Clance & Imes, 1978, p. 4).

## Imposter Phenomenon Features, Risk Factors, and Origins

IP sufferers may appear to be high-functioning over-achievers or unmotivated procrastinators. In reality, both types of IP sufferers frequently find themselves ensnared in a self-perpetuating cycle of intense self-doubt and fear of failure spurring the “over-achiever” to put in great effort often over-preparing while immobilizing the “procrastinator” until last minute pres-

---

sure fuels a frenetic cram session. Both strategies typically lead to success and positive feedback for the IP sufferer, but distorted cognition clouds self-evaluations leading the over-prepared “over-achiever” to attribute their success to merely hard work while the frenetic “procrastinators” count themselves lucky for pulling things off last minute more likely than not having fooled their evaluators into perceiving their work as adequate (Clance & O’Toole, 1987). The IP sufferer considers neither type of success as meaningful as that which is gained from innate ability and intelligence (Sakulku & Alexander, 2011). The IP sufferer may even interpret their experience as evidence that their doubts were warranted, thus fueling the cycle of doubt, fear, and misinterpreted success (Clance & O’Toole, 1987). This cycle may cause the IP sufferer to set much lower goals than they are capable of achieving, which may prevent both types of sufferers from living up to their full potential or enjoying success as the result of their own effort and ability.

### **Unconscious Perfectionism and Overachieving**

IP sufferers may be unconscious perfectionists unaware of the perfectionism implicit in their goals, which shifts their focus away from achieving to avoiding failure and/or the appearance of fraudulence (Dudău, 2014). This avoidance of failure may manifest as a fear of negative evaluation, which has been shown to correlate positively with feelings of impostorism (Thompson, Forman, & Martin, 2000). IP sufferers may seek constant external approval and positive feedback in a futile attempt to dispel fears of fraudulence (Clance & Imes, 1978). In fact, IP sufferers have reported more negative emotions, i.e., dissatisfaction and humiliation, and a perception of less control over their performances than nonIP sufferers despite equal performance on research tasks (as reviewed in Thompson et al., 2000). Consequently, IP sufferers may experience more anxiety, and less enjoyment, in challenging situations routinely viewing a single mistake as utter failure (Clance & O’Toole, 1987; Thompson et al.). Indeed, such excessive concern over mistakes may contribute to the IP sufferer’s tendency to overestimate errors committed in tasks designed to elicit multiple errors (Thompson et al., 2000) This tendency to overestimate and emphasize errors, distorted cognitions, and severe self-evaluations may explain why IP sufferers demonstrate less appreciation of their own successful performances (for review: Dudău, 2014).

### **Minority Status & Family Pressures**

A relatively new phenomenon, IP risk factors remain under-researched; however, increased vulnerability to the IP is suspected in low socioeconomic groups (Miller & Kastberg, 1995)

and has been observed in samples of several ethnic minority groups, including African-, Asian-, and Latin-American groups (Cokley et al., 2013; Peteet, Montgomery, & Weekes, 2015). Furthermore, the intersection of multiple minority statuses is hypothesized to increase vulnerability to the IP (Clance, Dingman, Reviere, & Stober, 1995).

Originally suspected to affect women only (Clance & Imes, 1978), comparable instances of the IP have been observed in women and men (as reviewed in Clance & O’Toole, 1987; Cokley et al., 2013). Other studies, however, suggest a higher incidence rate in women (Cusack et al., 2013; King & Cooley, 1995; Kumar & Jagacinski, 2006; McGregor, Gee, & Posey, 2008) and greater negative impacts on women (Ross-Smith & Chesterman, 2009). Some of the mixed gender evidence may be due to the fact that several of these studies (Cusack et al., 2013; Kumar & Jagacinski, 2006) include disproportionate sample sizes of women and men; however, higher incidence of the IP in women is observed in studies with more and fewer men than women, so this concern may be moot. Worthy of note, the IP has been shown to correlate negatively with high school GPA in undergraduate women but not men (King & Cooley, 1995), suggesting an increased vulnerability in high achieving gender minorities highlighting the bizarre nature of the IP such that success and achievement do little to counter IP feelings.

Minority status may increase vulnerability to the IP through several mechanisms, such as difficulty visualizing positive future selves, perhaps due to too few role models, and heightened self-awareness and stereotype threat, which may increase negative emotions of, and decrease expectations for, the self. The minority IP sufferer may choke under pressure and perceived or real scrutiny, give up quickly in challenging situations, and/or set lower goals and standards than they are capable of achieving (Brown, 1998).

In addition to minority status, which may or may not be easily observable, other hidden contributors to the IP include familial influences. Clance and O’Toole (1978) observed that false and non-affirming messages from family members, which deny success or the effort required to achieve. For example, hearing ‘You didn’t have to study to get that A’ when in reality you studied diligently, may reinforce IP feelings and beliefs. Additionally, IP feelings have been shown to correlate positively with greater familial emphasis on competition and achievement (King & Cooley, 1995) as well as perceived paternal, but not maternal, overprotection and lack of care (Want & Kleit-



man, 2006). In a review, Sakulku and Alexander (2011) report inconsistent findings concerning parenting style and familial effects on the IP, and so posit that familial mixed messages may contribute most to the IP.

Minority status and real or perceived family pressure to compete and/or achieve may lead to distorted cognitions and maladaptive achievement strategies all in an effort not to avoid losing a competition, but to avoid failing at a task. Why are IP sufferers so averse to failing? The answer may lie in achievement theory and the IP sufferers inability to distinguish individual failures from the whole self.

### Avoiding Failure to Preserve the Self

To understand the underlying distorted cognitions observed in IP sufferers, several researchers have turned to achievement goal and intelligence theories. Achievement goals emphasize abilities and performance based learning, whereas task focused goals emphasize mastery based learning; entity intelligence theories describe intelligence as immutable, whereas incremental intelligence theories describe intelligence as plastic. Dweck (as discussed in Kumar & Jagacinski, 2006) suggests that individuals who adopt entity intelligence beliefs are likely to adopt ability based achievement goals that evaluate both performance and intelligence in challenging situations constantly posing a threat to the ego or self. This provides a framework in which ability achievement approaches and entity based intelligence beliefs could create undue distress for IP sufferers. Each new challenge or evaluation of ability is an evaluation of intelligence, that unpredictable, stubborn, and limited creature outside of an IP sufferer's control. Not surprisingly, IP feelings have been shown to correlate positively with achievement goals in men and women and entity intelligence beliefs in women (Kumar & Jagacinski, 2006). These distorted beliefs and maladaptive approaches could lead to heightened IP fears, avoidance behaviors, and low persistence (Kumar & Jagacinski, 2006) that could make the student IP sufferer appear apathetic or uninvested.

### Tackling the Imposter Phenomenon in Higher Education

Addressing the IP in academic settings requires a multifaceted approach that explicitly and implicitly challenges distorted cognitions, maladaptive learning strategies, and a fear of failure, including but certainly not limited to:

- educating students and colleagues about the IP,
- encouraging students and colleagues to talk about their doubts with mentors and counselors,
- sharing your own experiences with and adaptive strategies for managing doubt,

- recognizing perfectionism, grade grubbing, and apathy as possible symptoms of the IP,
- including positive role models from minority groups in teaching materials, course designs, and campus events,
- encouraging students and colleagues to recognize their strengths and achievements with positive feedback that addresses effort and ability,
- monitoring your own language when commenting on your successes and accomplishments,
- breaking the IP cycle by talking about the positive outcomes of failure, e.g., revelation of current limitations and areas for development; opportunities to seek support from and connect with peers, mentors, instructors, and other experts in personal and professional networks,
- emphasizing mastery in learning and progress in assessments,
- providing students with opportunities to fail and learn from their mistakes through multiple attempts on assessments and re-working of problems, and
- reminding students that admission to higher education is a result of demonstrated ability and that higher education is an opportunity for growth and learning, which includes making mistakes!

### Final Thoughts

The imposter phenomenon offers much to consider when faced with anxiety, depression, overachieving, and procrastination in higher education. As a recently identified psychological phenomenon, there is much to be researched as to the causes, characteristics, and prevalence of the IP. While existing IP research is primarily correlational, and at times inconsistent, there is little disagreement that IP feelings diminish well-being and potentially undermine student success and faculty effectiveness. Believing oneself to not belong or possess adequate knowledge or attractive skills may cause missed connections and opportunities for collaboration and interaction with classmates, mentors, administrators, and future employers. It reasonably follows that feelings of fraudulence and constantly questioning one's abilities and/or intelligence may prevent IP sufferers from developing educational and professional networks, leading to increased isolation and reinforced self-doubt. I myself experienced intense feelings of dread and fear of failure at the outset of preparing this article, and to a lesser extent, throughout the process. The submission process, which I perceived as an unwelcome threat to my intellect and scholarship induced a fight-or-flight response that challenged, on multiple occasions, my resolve to write this article. With practice

of several adaptive strategies listed above, such as perceiving this exercise as an opportunity to gain mastery of a topic and the positive outcomes of failure, I have come to appreciate the process of organizing evidence and my thoughts on the IP in higher education. Whether my work is considered a success or failure, I can honestly say that I have enjoyed this intellectual exercise and am rather proud of my efforts and pleased with the end result (those last two were a challenge to acknowledge!). Shouldn't all scholars have the opportunity to experience such academic and professional joy? I think so. But then what do I know? And I know rather a lot on this matter.

### Acknowledgements

Special thanks to Dr. Ozge Ozay for assistance in the preparation of this manuscript and to Dr. Deborah J. Clark for encouraging me to share my ideas.

#### Who's at risk? Individuals who...

- display perfectionist tendencies
- have minority status
- perceive familial values that emphasize achievement and/or competition
- adopt ability based goals and/or performance based learning approaches
- espouse fixed intelligence based beliefs

#### What can we do about the IP?

- educate students and colleagues about the IP
- encourage students and colleagues to talk about their doubts with mentors and counselors
- recognize perfectionism, grade grubbing, and apathy as possible symptoms of the IP
- include positive role models of minority individuals in your teaching materials, course designs, and campus events
- emphasize mastery in learning and progress in assessments
- share your own experiences with and adaptive strategies for dealing with doubt

### References

- Brems, C., Baldwin, M.R., Davis, L., Namyniuk, L. (1994). *The imposter syndrome as related to teaching evaluations and advising relationships of university faculty members*. *Journal of Higher Education*, 65(2), 183–193.
- Brown, J.D. (1998). *The Self* (pp. 132–157). Boston, MA: McGraw Hill, Inc.
- Clance, P.R. & Imes, S. (1978). *The imposter phenomenon in high achieving women: Dynamics and therapeutic intervention*. *Psychotherapy Theory, Research and Practice*, 15(3), 1–8.
- Clance, P.R. & O'Toole, M.A. (1987). *The imposter phenomenon: An internal barrier to empowerment and achievement*. *Women & Therapy*, 6(3), 51–64.
- Clance, P.R., Dingman, D., Reviere, S.L., & Stober, D.R. (1995). *Impostor phenomenon in an interpersonal/social context: Origins and treatment*. *Women & Therapy*, 16(4), 79–96.
- Cokley, K., McClain, S., Enciso, A., & Marintez, M. (2013). *An examination of the impact of minority status stress and imposter feelings on the mental health of diverse ethnic minority college students*. *Journal of Multicultural counseling and development*, 41(2)82–95.
- Cusack, C.E., Hughes, J.L., & Nuhu, N. (2013). *Psi Chi Journal of Psychological Research*, 18(2), 74–81.
- Dudău, D.P. (2014). *The relation between perfectionism and impostor phenomenon*. *Procedia – Social and Behavioral Sciences*, 127, 129–133. doi:10.1016/j.sbspro.2014.03.226
- Hutchins, H.M. (2015). *Outing the imposter: a study exploring imposter phenomenon among higher education faculty*. *New Horizons in Adult Education & Human Resource Development*, 27(2), 3–12.
- King, J.E. & Cooley, E.L. (1995). *Achievement orientation and the imposter phenomenon among college students*. *Contemporary Educational Psychology*, 20, 304–312.
- Kumar, S. & Jagacinski, C.M. (2006). *Imposters have goals too: The imposter phenomenon and its relationship to achievement goal theory*. *Personality and Individual Differences*, 40, 147–157. doi:10.1016/j.paid.2005.05.014.
- McGregor, L.N., Gee, D.E., & Posey, K.E. (2008). *I feel like a fraud and it depresses me: The relation between the imposter phenomenon and depression*. *Social Behavior and Personality*, 36(1), 43–48.
- Miller, D. G. & Kastberg, S.M. (1995). *Of blue collars and ivory towers: Women from blue-collar backgrounds in higher education*. *Roeper Review*, 18(1)27–33. <http://dx.doi.org/10.1080/02783199509553693>
- Peteet, B.J., Montgomery, L., & Weekes, J.C. (2015). *Predictors of imposter phenomenon among talented ethnic minority undergraduate students*. *The Journal of Negro Education*, 84(2), 175–186.
- Ross-Smith, A. & Chesterman, C. (2009). 'Girl disease': Women managers' reticence and ambivalence towards organizational advancement. *Journal of Management & Organization*, 15(5), 582–595.
- Sakulku, J. & Alexander, J. (2011). *The Impostor Phenomenon*. *International Journal of Behavioral Science*, 6(1), 73–92.
- Thompson, T., Foreman, P., & Martin, F. (2000). *Impostor fears and perfectionistic concern over mistakes*. *Personality and Individual Differences*, 29, 629–647.
- Want, J. & Kleitman, S. (2006). *Impostor phenomenon and self-handicapping: Links with parenting styles and self-confidence*. *Personality and Individual Differences*, 40, 961–971. doi:10.1016/j.paid.2005.10.005.

# Teaching Researched Argument Through Community Engagement

Kellie Deys, Ph.D. and Jim Deys, Ph.D. - Nichols College

## Introduction

Many researched arguments ask students to choose a topic and construct a position through a variety of sources. However, students frequently struggle with crafting an original position or with finding value in the process. As students embark on writing researched arguments, they often feel that they are jumping through hoops, engaging in the process for the sake of the process. This feeling can understandably arise when the purpose of research writing is unclear. With information constantly available, students may feel that they cannot compete with “real” writers or with “facts.” Technological advancements, centralized in Twenty-First Century Learning, lead to a “radical loss of identity” (Benade, 2015, p. 944). As Leon Benade (2015) discussed in “Bits, Bytes, and Dinosaurs: using Levinas and Freire to address the concept of ‘twenty-first century learning,’” educators must question current trends which devalue the face-to-face interaction. He wrote, “The face-to-face encounter is now increasingly replaced by opportunities for us to encounter each other through the interface of a keyboard and monitor. From my refuge behind the keyboard, not only is there a loss of a sense of responsibility to the Other, but also there is a loss of a dialogical community and sense of solidarity” (Benade, 2015, p. 944).

To help students infuse meaning into their writing and develop more nuanced researched arguments, it is important for them to connect their classroom learning with their environments and lived experiences. In doing so, students work towards critical consciousness, as Paulo Freire discussed in *Pedagogy of the Oppressed* (1970/2005). Freire explained how the banking method of education emphasizes students’ *lack*, which is filled by “deposits” of information bestowed by teachers. In this approach to education, students’ creativity and critical thinking is stifled, encouraging passivity instead of active, genuine learning. As Freire argued, “Yet only through communication can human life hold meaning... Authentic thinking, thinking that is concerned about *reality*, does not take place in ivory tower isolation, but only in communication” (Freire, 1970/2005, p. 77). To help students empower themselves away from a banking approach and towards critical consciousness, we teach research

as a way to connect their learning to their lives. Therefore, we reason that a researched argument can be focused around students’ communities and conceptualized as an engagement in experiential research methods. In designing a researched argument in this way, we contend that the assignment encourages students to examine their communities, to engage in experiential research methods, to develop more meaningful researched arguments. Instructors across disciplines can easily adapt this approach to meet their course/assignment goals.

## The Researched Argument Assignment

**Assignment:** This paper asks you to choose a social, cultural, or political issue that interests you. You will research the issue to help develop your position, collecting a range of perspectives. You’ll use research to create an argument/position. What is important is that you are interested in the issue you research and the argument you make and that writing this paper is a genuine form of inquiry.

You must develop an angle on your topic. For example: What are the implications of the topic? How do you make sense of the topic, given your research? Why is this topic relevant/important? You want to persuade people to consider your point of view or take action. So, choose a topic about which you have something to say and write with a purpose—to get others to consider your perspective. Think about what makes a perspective convincing and how you can craft your paper to best explain, support, and argue your point.

You must also show how your position engages with others’ ideas, theories, etc. In other words, when you develop a position, it is part of a dialogue. And, for anyone to take your position seriously, you must demonstrate an awareness of that dialogue by using evidence and support for your position.

**Community Engagement:** We are asking you to choose a topic that deals with your immediate environment—Nichols College, Dudley and the surrounding area, your hometown, etc. This topic will likely have a wider con-

---

text, in that what happens at Nichols isn't happening in a bubble. For example, if you wanted to write about the use of e-textbooks, that is clearly an issue beyond our campus. So, we would like you to focus on your immediate environment, but think about the larger context. You will need to perform research through interviews and surveys, etc., as well as reading articles on the topic.

We are focusing on 1.) a means for you to examine their communities 2.) an approach for you to engage in experiential research methods; 3.) a method for developing a more nuanced researched argument and research question.

**Sources:** This paper requires that you include research. You must have 4-6 sources and must include primary sources. You will need to engage in experiential research/primary source analysis. For example, you could interview credible people involved in the issue/community. Research will help you **develop** and **support** your position. Cite (in-text and in a Works Cited page) all research that you use.

## Strategies

There are two primary strategies we have adopted for in-class exercises to help during the early stages of the writing process. One acts as a step for narrowing a broad topic or converting a generic topic into a more specific one; the other teaches strategies for evolving a community interest into an argumentative topic with wider implications. For each, we provide two different approaches. The first asks students to write short lists and paragraphs in response to questions. The second approach involves four sets of spider webbing steps.

### Strategy 1: Questions

#### Getting Started On Researched Argument Moving Broad → Narrow, Community-based: Brainstorming Strategies

1. What issues interest you? Come up with 5 topics that interest you.
2. Choose your top 2. Write a short paragraph on each, reflecting on what interests, puzzles, angers, or excites you about the topics.
3. What would you learn more about from this research and this paper? Why is it important to you?
4. Focus on one of your top 2. How could you narrow the topic with a community-based focus? How do you see this issue working on a micro level around you?
5. Who could you talk to about this topic on campus or in

the community? What ideas do you have for incorporating research—interviews, surveys, field “investigation?”

#### Getting Started On Researched Argument Starting with Community: Looking for an Issue: Brainstorming Strategies

1. Look around campus. Think about your community at home or around campus. What problems do you see? What do you want to investigate—to know more about or to understand how/why it works?
2. Choose two of the issues. How do they fit into wider contexts? (For example, if you wanted to write about the use of e-textbooks, that is clearly an issue beyond our campus.) How could you focus on your community issues but think about wider implications?
3. What would you want to get out of this research? Why is this paper important to you?
4. Who could you talk to about this topic on campus or in the community?
5. What ideas do you have for incorporating research—interviews, surveys, field “investigation?”

### Strategy 2: Spider Webbing:

Using the spider web for each step, we hope to better reach more visual students. For the first strategy, moving from a broad to a narrow topic, our spider web instructions include:

1. Insert your working topic below. Brainstorm sub-topics of this larger issue.
2. Choose one of the subtopics and insert it below. Ask questions about it.
3. Insert your sub-topic below. Fill in possible community-based connections for your sub-topic.
4. Insert your community-based topic below. Fill it in possible primary research methods for this topic.

For the second strategy, moving from a community interest to an issue, our spider web instructions include:

1. Insert one aspect of your community (campus, surrounding area, or hometown). Brainstorm issues or trends that interest you or seem problematic.
2. Choose one of the issues and insert it below. Ask questions about it.
3. Insert your issue/topic below. Fill in possible wider implications for your topic.
4. Insert your community-based topic below. Fill it in possible primary research methods for this topic.



Frequently, students will not move in a linear fashion or simply progress through these steps once. Often, they will loop around or develop different possible topics and narrow or contextualize simultaneously. So, these strategies are clearly adaptable for both instructors and students.

### Examples

In order to illustrate the paper writing process for this assignment, we will share several possible student ideas, which deal with ever-popular student researched argument topics and their potential community-based end results. For example:

- Charter schools → Old Sturbridge Village charter school
- Legalization of marijuana (broadly) → Massachusetts's Recreational Marijuana Law and state legislators' potential restrictions
- Obesity in America → local high school's meal plans or physical education/health education
- Social media → study of campus use of particular sites; contrast between high school and college use for and social impact
- Black Lives Matter → campus analysis of diversity concerns, services
- Transgender Rights → Potential transgender bathrooms at local colleges
- Social media → Rules regulating pro-athletes versus college athletes

For all of these possible examples, students could incorporate primary sources, including interviews and surveys. Not only would these narrowed, local focuses encourage students to engage with their communities, they would also help students in creating meaning, rather than relying on sources to provide them "the answer."

### Conclusion

The more ways we can enable students to engage with issues and people within the community, then the more connected to the world these students and the campus community will ultimately feel. It is our hope that instructors in various disciplines can adapt this community-based approach to teaching researched argument papers, because both students and teachers benefit when the research process and product become meaningful and purposeful. We contend that this approach will help people connect more to one another and actively engage with the critical issues of our world.

### References

- Benade, L. (2015). "Bits, bytes, and dinosaurs: Using Levinas and Freire to address the concept of 'twenty-first century learning.'" *Educational Philosophy and Theory*: 47 (9), 935-948. Retrieved from <http://dx.doi.org/10.1080/00131857.2015.1035159>.
- Freire, P. (2005). *Pedagogy of the oppressed*. (M. B. Ramos, Trans.). New York, NY: Continuum Press. (Original work publish 1970)

## Achieving Scholarship Goals With Interdisciplinary Case Studies

Lisa Carpino M.A. and Joan-Beth Gow, Ph.D. - Anna Maria College

Scholarship, teaching and service. These are the three pillars upon which evaluation of faculty performance is based. While teaching and service are already somewhat embedded in the academic worklife, scholarship frequently gets pushed to the margins of an already packed calendar. Moreover, institutions vary in their allotment of resources that enable faculty to delve into research and scholarship. Consequently, faculty often feel pressed for time when it comes to scholarly engagement. This is particularly true at smaller institutions that are heavily focused on teaching. Boice and Jones (1984) cite lack of momentum, distraction, lack of time, and writing blocks as explanations

for why academicians don't write. Scholarly writing, however, beyond being necessary for tenure at most colleges and universities, makes important contributions to one's discipline and can be self-fulfilling if it is done out of enjoyment rather than obligation.

The authors found an efficient way to address some of the barriers to scholarly writing; write together. How many times have you chatted with a colleague about an idea or an experience that you both agreed would make a great teaching strategy or paper? The trick is follow through. For what felt like years, the

---

authors had been discussing developmental concerns of young adolescents. Since eating disorders was a frequent topic of discussion, we agreed to develop an interdisciplinary case study for use in the classroom. Our specific topic was anorexia and our working definition of the term “interdisciplinary” involved defining the common ground between our two disciplines. Interdisciplinary work also allows a topic to be viewed through multiple lenses.

The exciting thing about writing case studies for collaborative scholarship is that it overlaps with teaching. In keeping with NEFDC’s June 2017 conference theme of *Helping Students Build a Network for Lifelong Learning*, interdisciplinary case-work provides a model for peer-collaboration. Students are able to witness faculty working outside of their disciplines and coming together to achieve common goals. Furthermore, case studies provide a process of participatory learning that facilitates active and reflective learning and results in the development of critical thinking and effective problem-solving skills. This develops self-directed lifelong learners (Tomey, 2003).

Case studies then promote cooperative learning both among the faculty who create them and among the students learning with them in the classroom (Wood, 2009). Thus, the research complements pedagogy. After teaching our case study in a general biology class and advanced general psychology class, we found that students responded favorably to the hands-on interrupted case method we presented. Conversations with students and course evaluations revealed that they too valued the exploration of a topic from multiple viewpoints. Integrative case-based teaching has been shown to promote students’ desire to pursue content knowledge from multiple angles beyond the classroom (Nava-Whitehead, Augusto, and Gow, 2011). In addition, cases are particularly effective in learning situations where students harbor unexamined assumptions or implicit inferences which bias their thinking (Gillespie, 2003).

Writing jointly can mean many different things. For us it meant sitting together to outline the content and flow of our work then each working separately on a different portion. Programs that allow document sharing are a boon to collaborative work and our application of choice was Google Docs. Thus we could each edit the same document, see the changes in real time that each other had made, and leave comments for each other. This enabled us to maintain the flow of our writing and continue to progress forward. We all know it can be difficult to meet a self-imposed deadline, particularly when life gets in the

way. However, we were both far less likely to miss deadlines that we had set jointly.

Since our teaching areas are biology and psychology we began by considering areas of overlap between our two disciplines that related to the topic of anorexia. Nature-nurture and basic genetics are topics covered in both introductory psychology and introductory biology classes. Twin studies are a way to tease out contributions of environment and genes to complex disorders such as anorexia. Epigenetics is a newer area of research that looks at mechanisms of biology and environment that switch genes on and off.

Once we identified common themes our next step was to develop specific teaching objectives to narrow down these broad topics and clarify what we wanted our students to accomplish upon completion of the case study. This part is critical and worth spending significant time on before moving forward. Without well-defined objectives it is easy to lose focus when writing the supporting narrative. Now it was on to the fun part - development of a story that was plausible, engaging for students to read, and most important, one that supported our teaching objectives. As faculty in the natural and behavioral sciences, creative writing is not something we typically engage in. As such, writing this way can be challenging, but also enjoyable and satisfying, particularly if done with a colleague from another discipline so multiple perspectives can be explored together.

Some might argue that case study writing is not academic writing; indeed it is penning a fictional tale in the hope of connecting with students. When in fact, writing a peer-reviewed case study for teaching involves a good deal of research not only for the story, but also for writing the supplemental materials to accompany the case study for publication. Scholarship done in this way as a complement to teaching supports Ernest Boyer’s inclusive view of what it means to be a scholar. Boyer understands that teaching is not just passively imparting knowledge upon students but is in fact transforming and extending knowledge in creative ways (Boyer, 1990).

If the case is to be published in a form useful for other instructors, it must be clear how the case was used in the classroom. At what point in the curriculum was the case used? How much background information did the students already have? Were the students required to do independent research? Did they work alone or in groups? How was the case assessed? Exten-

sive teaching notes were written to answer all those questions and more.

The teaching notes also included a comprehensive background section on anorexia. This research provides instructors who do not have extensive knowledge on the topic with enough information to teach the case. Several aspects of the disease are covered including its history, medical complications, and genetics. The full case along with teaching notes and answer key can be viewed on the National Center for Case Study Teaching in Science website at [http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case\\_id=916&id=916](http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case_id=916&id=916).

Herreid (2007) provides further details on both writing and teaching with case studies. In addition, a recent survey to which over 1300 teachers using case studies in their classroom responded provides some consensus on what makes an effective case study. Survey participants agreed that cases should be moderate in length, one to two class periods was a sufficient amount of time to devote to a case, and cases could be left open-ended or could end with a specific correct conclusion (closed-ended). Participants also weighed in on ideal class

size for teaching a case, ideal number of questions to be asked within a case and preferred case teaching method (Herreid, Prud'homme-Généreux, Schiller, Herreid, and Wright, 2016).

While we chose to publish our case study through the National Center for Case Study Teaching in Science (<http://sciencecases.lib.buffalo.edu/cs/>), a peer reviewed database of over 600 case studies in all areas of science, other venues for publishing case studies exist. A few examples are the University of Delaware Problem Based Learning Clearinghouse (<http://www1.udel.edu/pblc/>), with case studies in all disciplines, the Evans School of Public Policy and Governance at University of Washington (<http://hallway.evans.washington.edu>), with case studies in public policy and management, and the Journal of Case Studies (<http://www.sfcrjcs.org/index.php/sfcrjcs/index>) with case studies in business.

How does one begin to write an interdisciplinary case study? Getting started on any writing project can seem like you are going around in circles. The following graphic depicts the very beginning steps of overcoming writing inertia.

## Getting Started with Interdisciplinary Case Studies

### Step 1

- Define key concepts in your discipline

### Step 2

- Connect with a colleague

### Step 3

- Identify common themes & teaching objectives

### Step 4

- Brainstorm story ideas!

---

It helps to connect with a colleague who shares your teaching philosophy and who has a comparable writing style. Disciplines need not be similar. Process skills such as critical thinking, quantitative reasoning, and analytical writing are threaded through all disciplines. In addition, if we really consider the many concepts we teach in our courses, commonalities in disciplines seemingly dissimilar typically appear. Fun places to find overlap are historical context, politics, legislation and policy, culture and current events, and emerging trends that affect multiple disciplines. For the authors, it became apparent that the emerging field of epigenetics links psychology and biology more than we ever realized. In fact, once all areas of overlap are identified it can be tempting to outline a case study that covers multiple topics. Be mindful of writing a case study that is too broad. This is where having clearly identified teaching objectives can ground the writing process.

Through this collaborative effort, we were both able to add scholarly writing to our portfolios for the academic review process. In addition, we discovered that both the process of writing as well as the resulting case enriched the pedagogy in our classrooms. We have come to appreciate that a well-done case discussion reveals tacit assumptions and hidden inferences that neither student nor teacher might otherwise discover (Gillespie 2003). Both of us agree that we were far less likely to accomplish this writing on our own. Collaborative writing with the right colleague (Stivers and Cramer, 2013) can lead to production of scholarly work that brings together multiple viewpoints. When motivation to write is intrinsic it is much more likely to happen (Pink, 2009). To that end, crafting a multidisciplinary case study with a colleague feels more like writing because you want to; the experience is freeing, self-fulfilling, and allows exploration of new avenues not previously considered.

For us, this partnership has provided enrichment of our academic lives both in terms of research and pedagogy. According to Herreid (2004), case studies not only teach concepts and content, but also process skills and critical thinking. Moreover, when case studies are relevant to students' lives, they are more likely to actively engage in the process of learning. They are also more likely to remember content to which they can personally connect and to build on that content, thus promoting life-long learning.

#### References

- Boice, F. & Jones, F. (1984). *Why academicians don't write*. *Journal of Higher Education*, (5), 567-582.
- Boyer, E. (1990). *Scholarship reconsidered : Priorities of the professoriate*. Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching.
- Gow, J. B. & Carpino, L. (2017). *Skinny Genes: an interdisciplinary look at a complex behavioral disorder*. Buffalo, NY: National Center for Case Study Teaching in Science. Retrieved from [http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case\\_id=916&id=916](http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case_id=916&id=916)
- Gillespie, D. (2003). *The pedagogical value of teaching white privilege through a case study*. *Teaching Sociology*, 31(4), 469-477.
- Herreid, C.F., Prud'homme-Généreux, A., Schiller, N.A., Herreid, K.F., & Wright, C. (2016). *What makes a good case study revisited: the survey monkey tells all*. *Journal of College Science Teaching*, 46(1), 60-65.
- Herreid, C. F. (Ed.) (2007). *Start with a story*. Arlington, VA: National Science Teachers Association Press.
- Herreid, C.F. (2004). *Can case studies be used to teach critical thinking?* *Journal of College Science Teaching*, 33(6), 12-14.
- Nava-Whitehead, S.M., Augusto, K.W., & Gow, J.-B. (2011). *Bewitching ideas influence learning. An evaluation of an interdisciplinary teaching experience*. *Journal of College Science Teaching*, 40(6), 65-69.
- Pink, D.H. (2009). *Drive: The surprising truth about what motivates us*. New York: Riverhead.
- Stivers, J. & Cramer, S.F. (2013). *Academic writing partnerships: the DIY version*. *Journal of Faculty Development*, 27(3), 30-35.
- Tomey, A. (2003). *Learning with cases*. *Journal of Continuing Education in Nursing*, 34(1), 34-38.
- Wood, B. (2009). *Lecture-free teaching*. Arlington, VA: National Science Teachers Association Press.



# Including Women, Gender, And Sexuality Studies Into Teaching In The Humanities And Social Sciences

Katharine Covino, Ed.D., Viera Lorencová, Ph.D., and Heather Urbanski, Ph.D. - Fitchburg State University

## Introduction

In an increasingly interconnected world, today's educators interact with diverse students embodying and practicing different intersections of privilege and identity (Sfard & Prusak, 2005). Given this pedagogical context, the awareness and sensitivity that women, gender, and sexuality studies provide to both students and teachers is invaluable for active and participatory teaching and learning at all times, but most especially in the current sociopolitical moment. The purpose of our paper, therefore, is to present a number of pedagogical examples drawn from different disciplines from the humanities and social sciences. Our shared objective is two-fold. First, to demonstrate our pedagogical experimentation with including women, gender, and sexuality studies in the teaching of courses that are not explicitly focused on these topics. Second, to let these examples stand as a model to others interested in engaging students in conversations about the politics of marginalization and exclusion (hooks, 1984; Anzaldúa, 1999) and teaching in ways that further the important, if intangible, goals of inclusivity, diversity, and empathy (Medina, 2010; Rex, 2006) in university-level teaching and learning.

## Pedagogical Examples

### English 1200 - First Year Interdisciplinary Writing Taught by Katharine Covino, Ed.D.

On its surface, English 1200, a first-year interdisciplinary writing course designed for second-semester freshmen, has nothing to do with gender. The latitudes of academic freedom, granted and sustained by the English Studies Department at our university, enable faculty to pursue their areas of interest while instructing students in research-based writing. Consequently, there are sections of English 1200 that focus on fairy tales. Others that focus on punk rock. As a gender scholar, my sections of English 1200 focus on feminism, gender studies, and gender identity. These central foundations stand at the heart of the course. During the semester, students engage with a variety of writing assignments, instructional activities, and formal graded assessments that all relate to gender.

The course texts - Freedman's (2007) *The essential feminist reader* and Ward's (1996) collection *Great stories by American women* - provide students opportunities to learn close reading and annotation, while at the same time exposing them to seminal fiction and nonfiction works that address and treat gender in different ways. The culminating product for the course is a lengthy research paper and accompanying conference presentation. While the students choose their own topics, all topics must relate to feminism, gender studies, and/or gender identity. Through the process of crafting their papers, students gain practice (a) formulating and investigating research topics/questions, (b) locating and evaluating scholarly articles and resources, (c) constructing effective arguments on intercultural and interdisciplinary issues from diverse texts, and (d) writing and presenting research effectively *all the while* investigating self-chosen topics related to gender. In sum, English 1200 offers students both a continuation of coursework devoted to strengthening their abilities as active researchers and independent writers *and* the opportunity to engage in individualized, self-chosen, research-based writing related to feminism, gender studies, and gender identity.

While some students are initially surprised (or even put off) by the focus on gender, by the end of the course they are more aware of gender-related issues and concerns. Through reading, discussion, and research they come to understand more about the interconnections that exist in our society related to gender identity, culture, and power (Morita, 2004). More pointedly, they learn how their own gender practices and performances "are constructed through asymmetries of power" (Alloway, 1999, p.155). Further still, they come to see themselves as active agents empowered to push back against the gender-linked norms, expectations, and ideals they encounter (Blackburn, 2003). Indeed, that 'pushing back' against that which oppresses them, their friends, and their family members is their responsibility. In this way, students grow more understanding of and empathetic to *othered* populations (Rex, 2006). They come to see the world with new eyes.

---

One male student focused his research paper on the sexualization and objectification of women in adventure sports marketing. During his final presentation, he brought in his snowboard. Holding it up for his classmates to see, he walked us through the collection of stickers and adornments. As he pointed each one out, he explained how he had come to view it more critically, whereas before he had accepted it without question. Another student chose to explore her own experiences with gender bias and discrimination as a female EMT. She candidly shared multiple instances in which both her patients and her male colleagues treated her differently because of her gender. As part of her project, she developed her own 'language of advocacy' – a way of using discourse to proactively assert her equality in her work environment. A third student, studying business with the goal of taking over her father's construction company, looked into the struggles women working in construction often encounter. Through their self-selected research topics, the students were able to access gender as it related to their lives, interests, and majors. They grew as thinkers and writers. They also grew as people. I would go so far as to argue that their augmented consciousness and deepened compassion, so desperately needed in this fraught sociopolitical moment, stand on equal footing with their improved abilities as writers.

### **COMM 4250 - Research Seminar** **Taught by Viera Lorencová, Ph.D.**

Research Seminar introduces Communications Media majors to the theory, ethics, and practices of qualitative research methods, drawing on case studies and "how to" texts that prepare them for doing research. Students learn about the ethical issues pertaining to the research with human subjects, and gain valuable hands-on experiences with conceptualizing and designing a research study. They also practice different data collection techniques: participant observation, ethnographic and respondent interviews, qualitative surveys, and focus groups. Research questions reflect students' varied interests in the study of communication and media, their previous exposure to interpersonal, intercultural, computer-mediated, organizational, and gender communication scholarship but often, simply, their personal experiences. For example, in the past, students enrolled in this class have conducted interviews with immigrants about their experiences with cultural adaptation, studied the impact of social media on relational communication, conducted focus groups exploring millennials' knowledge of gender-based sales tax, and collected data about the prevalence of racial and gender stereotyping, homophobia, and transphobia among social media users.

While the primary goal of the assignment is to practice different research methods and data gathering techniques commonly used in the field of communication, it also gives students the opportunity to learn more about the topic of their choice. Those who choose to explore topics at the intersection of gender, sexuality, race, ethnicity, and class come to discover that qualitative communication research methods are well suited for the study of these subjects. In addition to gaining hands-on experience with observing gender differences in verbal and nonverbal communication or conducting qualitative interviews or focus groups about the perpetuation of gender and racial stereotyping among social media users, students also have the opportunity to grasp how various forms of inequality are socially (and discursively) constructed.

And even if their research projects do not tackle gender-related research questions, the assigned readings and lectures address central themes of feminist communication studies (voice, representation, and difference), and the influences of feminist epistemologies on shaping qualitative research methods in communication. For example, after reading excerpts from Sprague's (2005) *Feminist methodologies for critical researchers: Bridging differences*, students gain a better understanding why feminist scholars are mindful of the power dynamic between the researcher and the researched. Along with learning how to conduct research, students come to understand that power is part of all social relationships, and thus any production of knowledge is also an act of power, hence, the importance of developing trusting and non-exploitative power relationships with research participants. They become aware that doing research/producing knowledge has consequences (e.g., whose voices are included/excluded). They discover the importance of maintaining reflexivity while developing rapport with their research participants.

Those who choose to explore topics at the intersection of gender, sexuality, race, ethnicity and class often attain a deeper understanding of the importance of the politics of inclusion and representation. They learn to appreciate the strategic decentering of dominant discourses by the generations of feminist scholars (e.g., hooks 1984; Anzaldúa 1987), whose research agendas focus on the inclusion of marginalized groups (e.g., women, people of color, LGBTQI, disabled, people with lower educational attainment and/or socio-economic status, migrants, refugees, undocumented immigrants, etc.), whose voices and experiences have been excluded and/or still continue to be underrepresented in the scholarly research.

## ENGL 3860 - Writing for Organizations Taught by Heather Urbanski, Ph.D.

Many might expect this upper-level writing course in the Professional Writing concentration for English Studies majors to follow a traditional product focus, with assignments and instruction on familiar forms of business writing such as “the memo” or “the resume.” However, based on my own experiences as a professional writer, and a review of technical writing pedagogy scholarship (e.g., Cook 2002), such an approach would not serve the needs of our students today, given the rapid changes in communication technologies. Recent events in 2016 and 2017, such as the infamous Google Memo, highlight the need to include rhetorical analysis (Ryder 2017) in the classroom instruction to prepare students for the world outside the confines of the university. Therefore, to better meet the current realities of professional writers, I employ a rhetorically informed approach that introduces students to concepts that will assist them in being confident and competent writers able to adapt to nearly any writing situation they encounter.

A significant part of this course asks students to consider rhetorical concepts through essays that connect theory and practice. For example, in McKenzie’s (2007) “First flight,” Pierre Bourdieu’s theory of the “linguistic marketplace” is introduced to raise questions of power and maintaining the status quo inherent in the familiar edict of “appropriate language.” McKenzie highlights that language is dynamic rather than static, and uses Bourdieu’s concepts of *habitus* and dispositions to question what has become unconscious in how we act, write, and think in professional capacities.

Such a combination of theory and practice allows contemporary debates and controversies to be brought directly into the classroom. For example, I was teaching this course, and this essay, in the same month that Facebook updated its expanded Gender Options for user profiles. We examined this change in our class discussion and several students wrote about it in their weekly reflections on McKenzie’s essay. In other semesters, we have tied this concept to other gender communication issues, such as the change in the AP Stylebook allowing a singular “they” pronoun, as well as importance of respecting the pronouns used by our subjects in professional writing projects.

In addition, I directly model a change in the *habitus* of pronoun use by providing my pronouns as part of my instructor introduction on the first day of class and ask students for their pronouns, confidentially, via the standard demographic questions on index cards. By normalizing the notion that we should not

assume an individual’s pronouns, and related gender identity, by their appearance and/or given name, students in Writing for Organizations encounter a more relevant and reflective practice that goes beyond traditional instruction on the conventions and formatting of a generic technical manual.

### Conclusions

As our pedagogical examples reveal, including women, gender, and sexuality studies scholarship in our teaching allows us to engage students in translating, applying, and exploring abstract concepts and theories through active, creative, critical, and participatory learning. Perhaps the most valuable outcome of our pedagogical experimentation is that students have the potential to become more competent communicators, critical thinkers, writers and researchers, prepared to explore gender-related topics, and compelled to think critically about the politics of difference and inclusion.

### References

- Alloway, N. (1999). *Surveillance or personal empowerment? Macro and micropolitics of gender and schooling*. In B. Kamler (Ed.), *Constructing gender and difference*. (pp.153-166). Cresskill, NJ: Hampton Press, Inc.
- Anzaldúa, G. (1987). *Borderlands/La frontera: The new mestiza*. San Francisco: Aunt Lute.
- Cook, K.C. (2002). *Layered literacies: A theoretical framework for technical communication pedagogy*. *Technical Communication Quarterly*, 11(1), 5-29.
- Freedman, E. B. (2007). *The essential feminist reader*. E. B. Freedman (Ed.). New York, NY: Modern Library.
- hooks, b. (1984). *Feminist theory: From margin to center*. Boston: South End.
- McKenzie, A. (2007). *First flight*. In J. MacLennan (Ed.), *Readings for technical communication* (pp. 15-27). Toronto, ON: Oxford University Press.
- Medina, C. (2010). 'Reading across the communities' in biliteracy practices: Examining translocal discourses and cultural flows in literature discussions. *Reading Research Quarterly*, 45(1), 40-60.
- Morita, N. (2004). *Negotiating participation and identity in second language academic communities*. *TESOL Quarterly*, 38(4), 573-603.
- Rex, L. (2006). Acting “cool” and “appropriate”: Toward a framework for considering literacy classroom interactions when race is a factor. *Journal of Literacy Research*, 38 (3), 275-325.
- Ryder, P. M. (2017). *Rhetorical analysis in the real world: A useful thinking tool*. *Writing Commons*. Retrieved from <https://writingcommons.org/chapters/rhetoric/1336-rhetorical-analysis-in-the-real-world-a-useful-thinking-tool>
- Sfard, A., & Prusak, A. (2005). Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher*, 34(4), 14-22.
- Sprague, J. (2005). *Feminist methodologies for critical researchers: Bridging differences*. Walnut Creek: CA. Alta Mira.
- Ward, C. (1996). *Great stories by American women*. C. Ward (Ed.). New York, NY: Dover Publications.

---

# How Andragogy Helps Undergraduate Students Become Life-Long Learners

*Karen L. Hamilton, Ph.D. - Bridgewater State University*

While many traditional undergraduates want specific guidance in completing course requirements, including specific steps they need to complete to earn a high grade on an assignment or in a course, providing those instructions does not help students build the life-long learning skills they will likely need to succeed in their careers. The world in which these students will begin their post-graduation employment will often require them to take on the responsibility to continually update their skills and knowledge in order to stay employed and move into higher levels of employment. Employers may provide guidance to employees and prospective employees about the competencies required for particular positions, but employers will not typically provide step-by-step instructions for pursuing professional development opportunities. Therefore, students need to prepare for this responsibility prior to graduating; faculty need to help them develop those life-long learning skills. By incorporating andragogical principles into their classes, faculty can help students develop those skills.

## What Is Andragogy?

Andragogy, or the body of teaching that focuses on adult learners, has traditionally been considered separate from pedagogy, which most undergraduate faculty consider as most applicable to their classes (Knowles, 1980; Linder 2017). Table 1 highlights some of the differences between andragogy and pedagogy. Note that in andragogy, the learners are the principal drivers of their learning while in pedagogy, the teachers are the driver.

**Table 1: Andragogy versus Pedagogy**

Andragogy	Pedagogy
Learners need to know why information is important	Learners learn what teachers tell them that they need to know
Learning is learners' responsibility	Learning is teachers' responsibility
Relating information to learners' experiences is teaching method	Transferring information is teaching method
Scaffolding techniques support learning readiness	Teachers determine and teach to learning readiness
Relevant real-world situations are basis for learning	Logic of discipline is basis for learning
Intrinsic motivators are most important	Extrinsic motivators are most important

## How Does Andragogy Promote Life-Long Learning Skills?

Now consider the some life-long learning skills: life-long learners ask questions; evaluate and reflect on what they learn; view learning as exploring and try new activities; experiment and play; apply what they learn; observe and read; and, teach others. In essence, life-long learners are responsible for their learning and focusing it on their interests and needs (Leyden, n.d.; Manning, 2007). When andragogical principles are considered alongside life-long learning skills, as outlined in Table 2, it is clear that the principles of andragogy better support what students today need to learn to build their life-long learning skills than pedagogical principles.



**Table 2: Andragogical Principles and Life-Long Learning Skills**

Andragogic Principle	Life-Long Learning Skills
Learners need to know why information is important	Learners evaluate new information and reflect on what they learn
Learning is learners' responsibility	Learners read and ask questions
Relating information to learners' experiences is teaching method	Learners experiment with new ideas and apply learning in novel ways
Scaffolding techniques support learning readiness	Learners explore new aspects and teach others what they learn
Relevant real-world situations are basis for learning	Learners observe and develop new alternatives based on what they learn
Intrinsic motivators are most important	Learners focus their learning on their interests and needs

While andragogical principles are applied in student-centered teaching and learning environments that have been established in some K-12 and college-level programs, they can support a wide range of activities in any college class (Conlan, et al., 2003; Linder, 2017). Table 3 outlines some ways in which faculty can develop life-long learning skills through the application of andragogical principles in their classrooms; these examples have been applied by the author and are further discussed below.

**Table 3: Examples of Andragogy-Based Activities**

Andragogic Principle	Life-Long Learning Skills
Andragogic Principle	Class Examples
Learners need to know why information is important	Reinforce importance of learning outcomes through examples
Learning is learners' responsibility	Guide to answers, assign exploration activities
Relating information to learners' experiences is teaching method	Start with examples to which students relate and build on those, give students a choice of topic
Scaffolding techniques support learning readiness	Provide supplemental material to develop poor skills, allow practice without penalty
Relevant real-world situations are basis for learning	Use real problems and cases, have students contribute ideas for cases and problems

Consider each of the following examples and how they support life-long learning skill development. While these examples are based on the author's experiences, they are drawn from a rich body of literature supporting the techniques as means for helping students learn.

- *Reinforcing the importance of learning outcomes through examples.* Students may wonder why they have to learn a particular piece of information or acquire a certain skill. Telling students why it is important can make a difference in their willingness to learn (Gleason, et al., 2011); it can also cause them to evaluate and reflect on the importance and be more willing to apply what they are learning. In doing so, they are acquiring life-long learning skills. For example, an outcome may be based on feedback from employers that they are seeking employees with the ability to work in teams. Letting students know that a learning outcome focused on team-building skills is incorporated into the class because it makes them more employable can increase their willingness to and interest in acquiring the team-building skill. They evaluate and reflect on the competencies required to be employable, as in a team member, and more readily apply the competencies in team settings in the current and future classes.

- 
- *Guiding to answers.* Students often want to know the answer without having to work very hard at finding it. But, simply giving them an answer after they have made one attempt does not help them become life-long learners. They need to learn that they are responsible for arriving at a correct solution. They may need help to learn how to do this, though. By asking questions of them about how they arrived at their answer and giving them ideas about how they might proceed to the right solution, faculty can help students develop the skills to take responsibility for their learning (Gleason, et al, 2011). For example, when students ask why the result of the calculation is not correct, the faculty can ask the students how they made the calculation and remind the students of factors or steps they missed. They can then reconsider their solutions and identify the changes needed to correctly make the calculation. Not only does this help with learner responsibility, it can also help the students scaffold their learning and relate it to their own experiences. They also learn to ask questions, evaluate and reflect on learning and experiment, all of which are life-long learning skills.
  - *Assigning exploration activities.* Another way in which students can learn to take responsibility for their learning is to have them explore a topic on their own (Alfieri, et al., 2011; Steuter & Doyle, 2010). Such exploration helps them learn to read, observe and ask questions; they develop important life-long learning skills. For example, ask a question and set them free to go find the answers on their own. This might be in the classroom through the use of technology and discussion in small groups or outside the classroom with physical experiences. In addition to giving the students the responsibility for their own learning, exploration activities can help students scaffold topics as well as making the learning relevant to them and their experiences.
  - *Building on student-related examples and giving students the topic choice.* By starting with student-related examples, faculty are automatically relating subsequent class topics to learner experiences (Linder, 2017). These examples might be brought into class through discussion or allowing students to develop their own topic for a paper. When students chose a topic, such as selecting the company they want to examine for a class paper or presentation, they are usually basing their choice on their own experiences. They may know the product that the company makes or they may have a parent who is employed by the company. In addition to relating the class topics to the learner experiences, student-related examples can make class topics relevant or real for the students, help them scaffold learning, and provide intrinsic motivation for learning. Further, by starting with what students already know, faculty help students recognize new aspects and ideas, and students begin to recognize learning as an exploration that builds on existing knowledge. These are key life-long learning skills.
  - *Providing supplemental developmental material.* Some students enter higher-level classes without a firm foundation on underlying concepts that they should have developed in lower-level classes; other students may have that firm foundation. Rather than spending time in the upper-level class to help students refresh those skills they should already have, provide them with supplemental materials they can use to do this on their own (Gleason, et al., 2011). This gives students needing the refresher the opportunity to build their foundation from their existing level to those required to be successful in the upper-level class. Students begin to understand that they are responsible for their own learning; they read, try new examples and develop additional life-long learning skills.
  - *Practicing without penalty.* Students often expect to quickly and easily learn a topic or skill. In many cases, they will not practice enough to really learn the concept. Allowing them to practice without penalty can help them develop that understanding over a series of attempts, adding to their existing capabilities with each attempt. One way to establish practice without penalty is to set up an online system where students can submit answers and check whether those answers are right. When answers are not correct, students are given the opportunity to submit new answers until they get them right. No points are lost for multiple attempts. The result is that, in trying to earn a perfect score, students practice and ultimately learn at a deeper level. Such practice can also provide intrinsic rewards to students. The result is that students learn to keep trying, to experiment and reflect on topics, and apply what they learn. In other words, they develop life-long learning skills.
  - *Using real problems and cases or having students provide problems and cases.* Students sometimes question whether the class topics will be valuable to them outside of class. Using real problems and cases demonstrates the relevancy of the class topics (Blumenfeld, et al., 1991; Gleason, et al., 2011). Real problems and cases can also help students appreciate why the class is important. In addition, having students provide problems and cases establishes relevancy of class topics as well as providing intrinsic motivation to properly resolve the problems and adequately analyze the

cases. Students learn the importance of the information because it is brought into their experiences. With both types of activities, students develop life-long learning skills such as exploring new aspects and ideas, applying class topics to new situations, and reading about and reflecting on class concepts.

- **Rewarding trying and recognizing improvement.** Many students give up on learning a difficult concept or skill because they do not earn the grade they desire or feel that they do not have the ability to actually learn the concept or skill. When faculty make positive comments about their progress toward the learning goal, however, students persevere. They may not ultimately achieve the desired level of competency, but they learn that progress is important. Not only recognizing improvement, but rewarding it supports students' development of this key aspect of life-long learning. Grades or other recognition, such as a "most improved" award, that establish the importance of trying and making progress can help motivate students to learn and become life-long learners.

These are just a few examples of andragogy-based activities applied by the author; many others are possible. Undergraduate students can learn how to be life-long learners with the use of activities based on andragogical principles.

### Conclusion

Andragogy, with its learned-centered focus, aligns well with the development of life-long learning skills. Graduates from

undergraduate programs will likely need to have these skills to succeed in today's employment environment. Incorporating activities based on andragogical principles into undergraduate classes helps students develop life-long learning skills.

### References

- Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103(1), 1 – 18.
- Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist*, 26(3–4), 369 – 398.
- Conlan, J., Grabowski, S., & Smith, K. (2003). *Adult Learning*. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. Retrieved from <http://epltt.coe.uga.edu/>.
- Gleason, B. L., Peeters, M. J., Resman-Targoff, B.H., Karr, S., McBane, S., Kelley, K., Thomas, T., and Denetclaw, T. H. (2011). *An active-learning strategies primer for achieving ability-based educational outcomes*. *American Journal for Pharmaceutical Education*, 75(9): pp. 1 – 12.
- Knowles, M. S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. (Englewood Cliffs, NJ: Cambridge Adult Education).
- Leyden, Andrea. (n.d.). *10 Simple Ways to Engage in Lifelong Learning*. Retrieved from <http://www.teachthought.com/uncategorized/10-simple-ways-to-engage-in-lifelong-learning/>.
- Linder, K. E. (2017). *The Blended Course Design Workbook*. (Sterling, VA: Stylus).
- Manning, Geri. (2007). *Self-Directed Learning: A Key Component of Adult Learning Theory*. Retrieved from <https://www.bpastudies.org/bpastudies/article/view/38/78>.
- Steuter, E. & Doyle, J. (2010). *Re-vitalizing the first year class through student engagement and discovery learning*. *The Journal of Effective Teaching*, 10(1), pp. 66 – 78.

## Call for Proposals for the Spring 2018 Conference

*The NEFDC welcomes proposals for interactive workshops, teaching tips and poster sessions related to effective programming that reflects how we are designing pedagogy and documenting our approaches to successful learning outcomes for engaged learning.*

Topics might include:

- Peer instruction
- Collaborative, interdisciplinary and/or engaged learning
- Learning in the disciplines as well as approaches to general education
- Blended and online learning
- Transfer and continuation options from high school to higher education or from two- to four-year institutions
- Documenting student outcomes inside and outside the classroom

ALL SUBMISSIONS FOR CONFERENCE PROPOSALS OR ARTICLES FOR THE EXCHANGE PUBLICATION  
ARE BLIND/PEER REVIEWED FOR ACCEPTANCE.

---

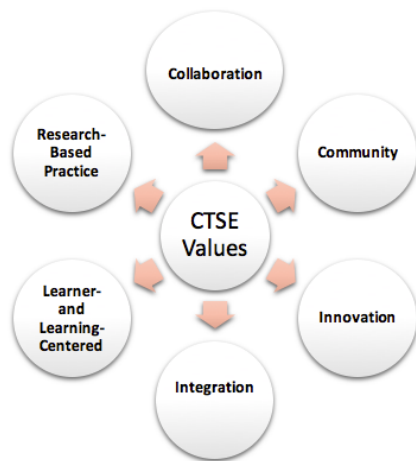
# The Center for Teaching & Scholarly Excellence Suffolk University, Boston, Massachusetts

*Linda Bruenjes, Ed.D. - Suffolk University Center for Teaching & Scholarly Excellence*

## About Us

The Center for Teaching and Scholarly Excellence (CTSE) was founded in 2006 to ensure that Suffolk University (SU) delivers on its promise to provide quality education through outstanding teaching. To achieve this goal, the Center provides leadership for the professional development of members of the Suffolk community as teacher-scholars, administrators, mentors and leaders in three interconnected areas:

- Cultivating outcomes-based, student-centered learning through best practices and innovative teaching
- Strategically integrating teaching, learning and technology
- Fostering scholarly productivity and collaboration.



Programming and services are offered to new and experienced full- and part-time faculty in the University's three schools - College of Arts & Sciences, Law School, and Sawyer Business School - as well as through departmental programs and university initiatives.

## Our Location

Located in the center of its urban campus on the 12<sup>th</sup> floor of 73 Tremont Street, the CTSE has an expansive view of the Boston Common. Our space is conducive to the cultivation of community, conversations and collaborations within and across disciplines and colleges that simultaneously advance individual and group professional development opportunities while increasing the success of SU's diverse community of learners. The CTSE

space accommodates planned workshops or informal meetings with colleagues as well as faculty needing a quiet space to write, read and grade. Faculty are welcome to drop by for a cup of coffee, browse through our library, or engage in impromptu conversations around teaching and learning. More formal consultations take place in one of three additional offices, and the CTSE has access to the Technology for Learning Center which provides learner-centered technology modeled after the collaborative learning classrooms in the newest SU academic building. In addition, there is a designated space with a small library specifically set aside for adjunct faculty who need a place to work before, between, and after classes.

## Our Team

The CTSE Team has grown from a position of one in 2006 to a team of three in 2017, including the director, assistant director and an educational development specialist. Reporting to the Provost, the CTSE Team meets with an active advisory board three times a year. In addition to the members of the Advisory Board (faculty and associate deans from all three schools, directors of the Sawyer and Law Libraries and the Office of Disability Services) who are valued as liaisons and collaborators, the CTSE consults and partners with faculty in the development and delivery of many of its offerings including New Faculty Orientation, Teaching and Learning and Scholarship workshops, and webinars.

## CTSE Essential Question

Each academic year, the CTSE focuses on an essential question. In 2016-2017 the essential question was: How can we ensure that diverse voices are heard within the context of a collaborative learning environment? Programming specific to this question included a three-part series of workshops on Leveraging Diversity and Navigating Identity, a Whistling Vivaldi book club, and department specific diversity workshops.

In 2017-2018, we ask: How can instructors support students at varied levels of preparedness? This is a perpetual question for faculty and is especially pertinent at Suffolk University, at which almost twenty percent of students are international, approximately one in ten students identify as having a disability,



and domestic students are comprised of many different racial, ethnic, and socio-economic backgrounds. In addition to hosting the Harvard University Bok Players at our Fall 2017 Faculty Luncheon who will perform a skit on “challenging classroom moments,” we are sending out monthly teaching tips, hosting an Attendance Accommodation webinar featuring the Director of Disability Services, including specific instructional strategies in our course design institutes, and working with our Division

of Student Success and others to develop workshops designed to share strategies for supporting the learning of our diverse population of students.

### **Faculty Programs & Services**

The CTSE has a full range of programs and services that are offered each year. Our long-standing programming and services include:

<b>Confidential Consultations</b>	Face-to-face consultations are still the most popular; increasingly other forms such as telephone calls, email, and web enhanced conversations are being requested.
<b>Departmental Consultations</b>	Topics range from curriculum design, adjunct faculty support, assessment, writing-across-the curriculum, to diversity and inclusion.
<b>Midterm Feedback Program (SGID)</b>	CTSE staff conduct SGIDs for classes in the fall and spring semesters.
<b>Course Design Institutes (CDI)</b>	One of our most popular programs, the CDI is runs for 4 days, and the Online CDI runs for 4 weeks.
<b>New Faculty Orientation (NFO)</b>	Held each August, the NFO runs for 2.5 days and includes an orientation to the University, teaching and learning sessions, a student panel and an introduction to scholarly writing.
<b>Fall Luncheon/Speaker Event</b>	Past invited speakers include Michael Sweet, Sandra McGuire, Stephen Brookfield, Susan Ambrose, Maryellen Weimar, and Terry Doyle.
<b>Symposium on Innovation in Teaching &amp; Learning</b>	An annual event in May showcasing innovative teaching, featuring pedagogical experts, and offering a series of workshops.
<b>Scholarly Writing Circles</b>	An interdisciplinary writing group of participants who support one another on scholarly projects.
<b>Dedicated On-Campus Writing Days</b>	The CTSE hosts a monthly day-long writing retreat for faculty who would benefit from the time, space and resources provided by our staff.
<b>Grading Daze</b>	Space, snacks, and support is provided to faculty who wish to drop in and get their grading done in a communal space.
<b>Teaching Assistant (TA) Training</b>	Training is offered to graduate and undergraduate TAs on FERPA, course design, effective communication, plagiarism and ethics, and active learning.
<b>Workshops</b>	Both face-to-face and online workshops are offered to faculty on a variety of topics throughout the academic year.
<b>Department Chair Professional Development</b>	Programs include a variety of guest speakers, internal and external, and support for participation in off-campus workshops on assessment.
<b>Lending Library</b>	The CTSE continues to acquire a collection of books and resources that are available to faculty on loan.

---

## New Initiatives

Each year the CTSE offers some new initiatives to meet the ever changing needs of faculty. Some of our new initiatives include:

<b>New Faculty Lunches</b>	The CTSE is pleased to offer space for the new cohort of faculty to build upon the bonds they forged during the New Faculty Orientation and share conversations with their peers while learning about teaching strategies and curricular design.
<b>Link and Learn Webinars</b>	The CTSE, in collaboration with SU faculty and staff, will offer a series of live and recorded 30 minute webinars on a variety of teaching & learning topics. Intended to meet the needs of busy full time faculty and those who are not on campus full time.

## Grant Supported Initiatives

<b>Teaching &amp; Learning Innovation Grants (TEALIG)</b>	In Spring 2012, the CTSE launched this grant-funded program to support groups and individual faculty in 1 of 4 categories: OER Development; SoTL; Travel Funds for Teaching & Learning Conferences; Innovative Evidence-Based Instructional Strategies.
<b>Faculty &amp; Professional Learning Communities (FPLC)</b>	Originally funded by the Davis Foundation, FPLCs are cross disciplinary groups of 4 – 6 faculty, staff and administrators who meet throughout the academic year to research a particular pedagogy, build community, and create collaborative projects that support innovative teaching and learning activities. This year's FPLC topics are: Facilitating Group Learning; Fostering Civic Learning, Engagement & Civil Discourse; Supporting Faculty in Service Learning; and Interdisciplinary Collaboration & Experiential Team Work.

## Collaboration with Internal and External Colleagues

The CTSE team values the collaborative nature of our work. We have found that collaborations are often the key to growth and communication. It is our mission to facilitate interaction among SU faculty who value opportunities to learn from and work with colleagues from different disciplines and our three schools; to work closely with staff from the many supportive areas of our campus including the President and Provost's Offices, Student Affairs and Student Success, Information Technology, and Marketing; as well as showcase innovative teaching strategies and scholarly activities.

The CTSE values the opportunity to work with and learn from colleagues in our field. A recent Davis Educational Foundation funded grant enabled seven institutions (Simmons College, Fitchburg State University, MGH Institute of Health Professions, Framingham State University, St. Michaels College, Manchester Community College, and Suffolk University) to collaboratively build and share a Learning Assessment Curriculum of

six online modules that will be offered through the NILOA web site to faculty, staff, and administrators who wish to learn more about institutional, program, and/or course assessment.

The CTSE team also values relationships with our colleagues through our work with professional organizations such as POD, NERCOMP, NEFDC and others. It is through the facilitation of and attendance at workshops and conferences that we share new ideas, work on solutions to challenges, and find common ground as we continue our work as educational developers.

To learn more about the Center for Teaching, Learning and Scholarly Excellence at Suffolk University, please access our web site at <http://www.suffolk.edu/ctse> or contact Linda Bruenjes at [lbruenjes@suffolk.edu](mailto:lbruenjes@suffolk.edu).

## Board of Directors

### President

#### **Dakin Burdick, Ph.D.**

Director of the Center for Curricular  
Innovation and Teaching Effectiveness

#### **Mount Ida College**

777 Dedham Street  
Newton, MA 02459  
617-928-7396  
dburdick@mountida.edu  
@dakinburdick

### Vice President

#### **Marc Ebenfield, Ph.D.**

Director, Center for Teaching Innovation

#### **Salem State University**

Meier Hall 115  
352 Lafayette Street  
Salem, MA 01970  
978-542-6718  
MnEbenfield@gmail.com

### Secretary

#### **Eric Matte, M.S.**

Associate Professor of Communication

#### **Landmark College**

1 River Road  
Putney, VT 05346  
802-387-1675  
ematte@landmark.edu  
@profmatte

### Associate Secretary

#### **Britney Privett, Ph.D. Candidate**

#### **Dartmouth College**

6128 Burke Laboratory  
41 College Street  
Hanover, NH 03755  
Britney.Privett.GR@dartmouth.edu

### Treasurer

#### **Kimberly Monk, Ed.D, CHE**

Chair, Department of Hospitality  
Business

School of Business

#### **Southern New Hampshire University**

2500 North River Road  
Manchester, NH 03104  
k.monk@snhu.edu

### Associate Treasurer

#### **Frances Alexakos, Ph.D.**

Psychology Professor

#### **Roger Williams University**

One Old Ferry Road  
Bristol, RI 02809  
401-474-6560  
falexakos@rwu.edu

#### **Amy Baker, Ph.D. Candidate**

Geisel School of Medicine

#### **Dartmouth College**

74 College Street  
Hinman Box 7550  
Hanover, NH 03755  
603-650-1247  
Amy.E.Baker@dartmouth.edu

#### **Linda Bruenjes, Ed.D.**

Director, Center for Teaching &  
Scholarly Excellence

#### **Suffolk University**

73 Tremont Street  
Boston, MA 02108  
617-725-4137  
lbruenjes@suffolk.edu

### Former President

#### **Deborah Clark, Ph.D.**

Professor of Biology

#### **Quinnipiac University**

275 Mount Carmel Avenue  
Hamden, CT 06518-1908  
203-582-8270  
Fax: 203-582-3524  
Deborah.Clark@quinnipiac.edu

#### **Tracie Marcella Addy, Ph.D, M.Phil.**

HHMI Program Director  
Associate, Faculty Teaching Initiatives

#### **Yale University Center for Teaching and Learning**

301 York Street  
New Haven, CT  
203-432-8304 (office)  
tracie.addy@yale.edu

#### **Laura L. O'Toole, Ph.D.**

Professor of Sociology and Senior Faculty  
Fellow for Community Engagement in the  
Center for Teaching and Learning

#### **Salve Regina University**

100 Ochre Point Avenue  
Newport, RI 02840  
401-341-3183  
laura.otoole@salve.edu

#### **Lori Rosenthal, Ph.D.**

Associate Professor of Psychology  
Chair, Department of Social Sciences

#### **Lasell College**

1844 Commonwealth Avenue  
Newton, MA 02466  
617-243-2074  
LRosenthal@Lasell.edu  
@RosenthalLori

#### **Peter Shea, M.A.**

Director, Office of Professional  
Development

#### **Middlesex Community College**

591 Springs Road  
Bedford, MA 01730  
781-280-3561  
sheap@middlesex.mass.edu

#### **Annie Soisson, Ed.D.**

Associate Director, Center for the  
Enhancement of Learning and Teaching

#### **Tufts University**

108 Bromfield Road  
Somerville, MA 02144  
617-627-4007  
annie.soisson@tufts.edu

#### **Cindy Tobery, Ph.D.**

Associate Director, Dartmouth Center for  
the Advancement of Learning

#### **Dartmouth College**

102 Baker-Berry Library, HB6247  
Hanover, NH 03755  
603-646-9750  
Fax: 603-646-6906  
cindy.tobery@Dartmouth.edu

#### **Kisha Tracy, Ph.D.**

Co-Coordinator, Center for Teaching and  
Learning

Assistant Professor, English Studies

#### **Fitchburg State University**

Miller Hall 204  
160 Pearl Street  
Fitchburg, MA 01420-2697  
Phone: 978-665-4827  
ktracy3@fitchburgstate.edu

#### **Susan Tashjian, M.Ed.**

Coordinator of Instructional Technology  
The Center for Instructional Technology  
and Distance Learning

#### **Northern Essex Community College**

Haverhill, MA  
Phone: 978-556-3686 or 978-655-5819  
stashjian@necc.mass.edu



**NEFDC EXCHANGE**

Lori H. Rosenthal, Chief Editor

Lasell College

Newton, MA 02466