New England Faculty Development Consortium

Inclusive Excellence: Teaching and Learning in an Increasingly Interconnected World

May 24, 2016

The Conference

This conference has been a partnership between Tufts University and the New England Faculty Development Consortium, with the support of the Davis Educational Foundation.*

Conference Committee:

NEFDC
Marc Boots-Ebenfield, Co-Chair
Dakin Burdick
Eric Matte
Tom Thibodeau

Tufts CELT and ETS
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Special thanks to Ed Morgan, Roberta Sullivan, and Tufts' graduate assistants, Angela Ware, Pooja Patel, Brian Provencher, and Andrea Levesque

Special thanks also to the Tufts Office of the Provost and the University-wide Committee on Teaching and Faculty Development for their support.

The New England Faculty Development Consortium (NEFDC)

Founded in 1998, a not-for-profit, regional organization dedicated to enhancing the professional development of faculty and administrators committed to excellence in teaching and learning. Website: http://www.nefdc.org/

Tufts University

Tufts Center for the Enhancement of Learning and Teaching (CELT)
108 Bromfield Road
Somerville, MA 02144
Phone: (617) 627-4000
Email: celt@tufts.edu
Website: http://provost.tufts.edu/celt/

Tufts Educational Technology Services (ETS)
16 Dearborn Road / 108 Bromfield Road
Somerville, MA 02114
Email: edtech@tufts.edu
Website:
https://sites.tufts.edu/ets/services/overview

Technology at the Conference

Tufts guest wireless (SSID:tufts-guest) network provides short-term hot-spot style Internet access to Tufts campus visitors and guests. Enable wireless on a computer, phone, or tablet and select **tufts-guest** from the available list of wireless networks. No password is needed.

There will be a Twitter Backchannel for the conference. We invite you to join the conversation or just listen in as attendees add real-time comments and conversation to our scheduled events. The name for the backchannel on Twitter is **#InclusiveX**

Conference Schedule

8:00-9:00 -- Continental Breakfast & Registration

9:00-9:30 -- Welcome & Introductions, Distler Auditorium, Granoff Music Center

9:30-10:45 -- Keynote Address by Dr. Knefelkamp, Distler Auditorium, Granoff Music Center --9:30

10:45-11:05 -- Break

11:05-12:00 -- Concurrent Session 1 -- All concurrent sessions are in 574 Boston Ave.

201	202	204	206	310	316	401	404
Teaching LGBTQ Lives in Second Life	Building Community: Techniques, Tips, and Online Tools	Diversifying Approaches to Information Literacy		Narrative 4 as Intersectional Theory & Practice / Exploring Faces of Diversity: Making a Genealogical Exhibit	Teaching Scientific Literacy in the Age of the Internet	Access and Opportunity: Universal Design in Online Learning	Exploring & Empowering Interracial Dialogue

12:00-1:00 -- Lunch on 4th Floor, 574 Boston Ave.

1:00-1:55 -- Concurrent Session 2 -- All concurrent sessions are in 574 Boston Ave.

201	202	204	206	310	316	401	404
Making Your Classroom Inclusive for LGBT+ Students / What do Critical Thinking and Dance Have to do With Each Other	Facilitating Discussions about Diversity Issues	Just-in-Time Teaching / Throw Away That Mid-term!	Self-Awareness and Healthcare Disparity	The Art of Economics / The Surprising Stories of Students in Chemistry	Increasing Awareness of First-Generation Student Experiences	Video Captioning 101: In Pursuit of Inclusive Excellence	Using STEAM to Enhance Student Understanding in Biology

1:55-2:10 – Break

2:10-3:05 -- Concurrent Session 3 -- All concurrent sessions are in 574 Boston Ave.

201	202	204	310	316	401	404
Visualizing Cultural Proficiency in Teaching for Diversity	Unique Approaches for Inclusive Excellence in the Biological Sciences	Using Culture and Diversity to Shape Professional Identity	Assessing Inclusive Classrooms	Creating Inclusion with Concept Mapping	Interactive App for Designing Materials for Blended Learning	Engaging Students in Exploring Bias Through Film

3:05-4:00 – Poster Session and Wine and Cheese Reception on 4th Floor, 574 Boston Ave.

Conference Overview

8:00	Continental Breakfast Service Begins
8:00 – 9:00	Conference Registration
9:00 – 9:30	Welcome and Introductions
9:30 – 10:45	Keynote Address
	Dr. L. Lee Knefelkamp, Professor of Psychology and Education, Teachers College, Columbia University
10:45 – 11:05	Break (Walk to 574 Boston Ave., where all Concurrent Sessions will take place)
11:05 – 12:00	Concurrent Session 1
12:00 – 1:00	Lunch
1:00 – 1:55	Concurrent Session 2
1:55 – 2:10	Break
2:10 – 3:05	Concurrent Session 3
3:05 – 4:00	Poster Session; Wine and Cheese Reception

9:00 – 9:30   Welcome and Introductions (Distler Auditorium, Granoff Music Center)

Dakin Burdick, NEFDC President
Annie Soisson, NEFDC Secretary
David Harris, Provost, Tufts University

9:30 – 10:45   Keynote Address by Dr. L. Lee Knefelkamp

Dr. Knefelkamp will speak on "Listening to Understand: Intellectual Development and Perspective Taking in the Face of Intractable Conflicts."

10:45 – 11:05   Break

11:05 – 12:00   **Concurrent Session 1 (All concurrent sessions are in 574 Boston Ave.)**

201 - Teaching LGBTQ Lives in Second Life

Laura D'Amore (ldamore@rwu.edu) - Roger Williams University

This session will model using Second Life to teach students about the social construction of gender and sexuality, demonstrating ways that it aids students in understanding the performative, socially constructed nature of everyday identity. Guided reflection assignments keep students on track, gaming with purpose, so they can apply principles learned in class to their time in virtual space. This session provides qualitative data from student assessments of learning outcomes, as well as the instructor's analysis of how using a virtual sim space can break barriers between theory and praxis in the classroom. The session will also address some of the ethical and practical concerns of simming marginalized identities.

202 - Building Community: Techniques, Tips, and Online Tools

Ethan Danahy (Ethan.danahy@tufts.edu), Misha Eliasziw (Misha.Eliasziw@tufts.edu), Diane McKay (Diane.mckay@tufts.edu), Felicia Sullivan (Felicia.Sullivan@tufts.edu) - Tufts University

How can you develop an inclusive community in your classroom, whether it is face-to-face, online, or a combination? How can face-to-face and online environments inform and complement each other in developing inclusive environments? Four Tufts educators will share their experiences using a variety of online tools and techniques to create and sustain a sense of community both in and out of the classroom.

204 - Diversifying Approaches to Information Literacy

Chantelle Messier (chantelle.messier@gmail.com) - Roger Williams University

Information literacy is one of the most crucial tools instructors can impart. Much of our teaching time and energy, however, is spent in efforts to "break" students of old research habits. This session examines the occasional disconnect between info-lit learning outcomes and the bearings students bring to the classroom. We will explore why students research the way they do, and how we can forge connections between their diverse experiences and the aims of information literacy. This session offers some best practices for engaging students with the research process, and invites participants to share their own strategies.

310 - Narrative 4 as Intersectional Theory & Practice

Nancy Parent (nancy.parent@uconn.edu), Katharine Richards (katerichards24@gmail.com), Nena Lake (haleemah.lake@uconn.edu) - University of Connecticut, Avery Point Campus

Narrative 4 "fosters empathy by breaking down barriers and shattering stereotypes through the exchange of stories across the world" (narrative4.com). This session will discuss recent applications of Narrative 4 in three different social science courses. Participants in this session will learn to implement Narrative 4 in their classrooms and/or organizations. Narrative 4 aligns with intersectional teaching practices emphasizing individual narratives through story exchanges. The intent of this approach is to provide

students opportunities for deep inquiry, reflection, and dialogue, and can serve as an effective tool for building rapport in the classroom and within the broader community.

310 - Exploring Faces of Diversity: Making a Genealogical Exhibit
Albert DeCiccio (al_deciccio@laboure.edu) - Laboure College

Participants will take away the following: (1) assurances that students are intellectually and imaginatively prepared to undertake the complex discussions and transforming actions of exploring the faces of diversity, (2) strategies for undertaking genealogical research, including tracing ancestral records and conducting genealogical research, and (3) ways to underscore that all students (and all of us) will sustain and be sustained by the realities of diversity.

316 - Teaching Scientific Literacy in the Age of the Internet
Cynthia Brandenburg (c.brandenburg@champlain.edu) - Champlain College

Scientific Literacy, traditionally understood, fails to account for the complex ways science intersects with society and the increasing importance of the internet in shaping (or misshaping) public understanding. In this session, participants will be provided with a new framework that can be used to promote a more meaningful and comprehensive kind of scientific literacy among scientists and non-scientists alike. During the session, participants will explore how this framework can be actively applied to analyze contemporary scientific issues and further brainstorm how this approach can be integrated into their coursework across multiple disciplines.

401 - Access and Opportunity: Universal Design in Online Learning
Lance Eaton (leaton@northshore.edu), Andrea Milligan (amilliga@northshore.edu) - North Shore Community College

This session will explore the pedagogical and legal importance of applying universal design for learning (UDL) principles and accessibility practices in online and hybrid courses. The goal of UDL and accessibility is to make sure all students can easily access the course content so they can focus their time, attention, and learning on the content and not any technical barriers to the content. The presentation will identify some of the strategies and resources used to assist faculty as well as engage the audience around their application of UDL and accessibility practices.

404 - Exploring & Empowering Interracial Dialogue
Keith Maddox (Keith.maddox@tufts.edu) - Tufts University

This interactive presentation will explore implicit bias and social scientific research related to interracial dialogue. I will offer some practical advice on how to effectively engage in productive racial dialogue in the classroom.

12:00 – 1:00 **Lunch**

1:00 – 1:55 **Concurrent Session 2**

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201 - Making Your Classroom Inclusive for LGBT+ Students

Tim Atherton (Timothy.Atherton@tufts.edu) - Tufts University

This session explores classroom and climatic issues experienced by Lesbian Gay Bisexual Transgender and other Gender and Sexual Minority students. Evidence from research about these experiences will be presented, as well as the experiences of Tufts students. Participants will be empowered with tips to make their department and classroom more inclusive.

201 - What do Critical Thinking and Dance Have to do With Each Other?

Danny McCusker, (Daniel.mccusker@tufts.edu) - Tufts University

John Dewey said that the creation of a work of art requires a "continuous merging of different acts, episodes, occurrences." This session will demonstrate how that idea provides a model for helping students integrate experience and cognition. Together we will explore questions such as: How can Dewey's model be a doorway into learning how we learn what we learn? How can course materials melt and fuse so that students are enabled to experience critical thinking as something intertwined with creativity and openness? And how can something as simple as a rubric start this process?

202 - Facilitating Discussions about Diversity Issues

Diane J. Goodman (drdianegoodman@gmail.com) - SUNY New Paltz

Participants will: (1) learn a process, the Straight A's model, for facilitating discussions about diversity issues, & (2) practice skills to effectively facilitate discussions about diversity issue Participants will gain concrete skills they can utilize in the classroom as well as other contexts, such as meetings and conversations. When people have an approach and skills, they are often more willing and able to constructively engage these issues.

204 - Just in Time Teaching

Sam Thomas (Sam.Thomas@tufts.edu) - Tufts University

Students in underrepresented groups can be reluctant to ask clarifying questions in class, particularly due to stereotype threat. To help these students and others, I offered archived audio-visual supplemental content on the Tufts learning management system, Trunk. It entailed the following (1) designing supplemental instruction based on student feedback on content clarity (2) using screencasting software to produce Khan Academy-style supplemental videos (3) making the screencasts widely available to students through YouTube and a podcast to which students could subscribe. This session will describe technical details of producing the videos and share feedback from students on this approach to increase their participation.

204 - Throw Away That Mid-term!

Ben Hescott (Benjamin.Hescott@tufts.edu) - Tufts University

Underrepresented minorities and women often believe that they are underperforming in computer science when in fact the opposite is true. Frequent and informative assessment can help show students that they are in fact performing well. To provide this assessment to students in an upper-level computer science theory class, we replaced the standard mid-term with a series of quizzes. Since implementing

this change in the two previous semesters, we saw an improvement in over-all grades, and student feedback has been very positive. Further, we were able to adapt lectures based on student performance, which resulted in a more agile course that was properly aligned with our learning objectives.

206 - Self-Awareness and Healthcare Disparity
Neha Sharma (nsharma@tuftsmedicalcenter.org) - Tufts University

With our rapidly changing demographics, there is a growing recognition of the importance to effectively teach culturally-sensitive care to healthcare providers. The Physician Identity Formation project provides a safe learning space that allows MS3s to begin thinking about the perspectives they bring to the clinical encounter as well as taking a moment to recognize other clinical encounters that involved diverse patient population during their clerkships. Medical students voluntarily completed pre- and post-surveys. We hope to analyze these surveys to better understand the medical student's needs, their self-awareness around cultural sensitivity, and the effectiveness of this project.

310 - The Art of Economics – Teaching and Learning Economics through Poetry
Mary Davis (Mary.Davis@tufts.edu) - Tufts University

This session explores the use of poetry to improve learning outcomes in Economics. Cognitive and neuroscience literature suggests that creative arts play an important role in activating neurological pathways that aid memory and learning. The use of poetry also provides opportunities for students to express their learning in multiple modalities. In the case of Economics, replacing stale metaphors with fresh imagery can deepen and clarify conceptual meaning and allow students to learn and express their understanding of economics in more personal and memorable ways. Participants will leave with ideas for how to design assignments using poetry to improve learning.

310 - The Surprising Stories of Students in Chemistry
Jonathan Kenny (Jonathan.Kenny@tufts.edu) - Tufts University

I stumbled into using storytelling assignments in an environmental chemistry course when a colleague introduced an essay by nature-writer Aldo Leopold into an interdisciplinary course we were co-teaching. Since then, the assignment has evolved into something personal and totally fictional, and I am using it in general chemistry courses where it is completely unexpected. Not only have I learned that "storytelling is the way we have evolved to learn and teach," but also that using stories to teach chemistry is a tactic for inclusive excellence.

316 - Increasing Awareness of First-Generation Student Experiences
Margaret Costello (margaret.costello@simmons.edu), Janie Ward (janie.ward@simmons.edu), Gloria Cater (gloria.cater@simmons.edu), Amy Ballin (amy.ballin@simmons.edu), Kristin Erbetta (kristin.erbetta@simmons.edu), Miriam Rosalyn Diamond (diamor@simmons.edu) - Simmons College

The goals of this interactive session are to increase faculty and administrators' awareness of the complex experiences of first generation college students. At the end of the session participants will be able to identify barriers that impede first generation college students' sense of belonging and challenges to their academic success, as well as their strengths. Participants will articulate strategies they may utilize on their campuses and in classrooms to facilitate academic and social learning, engagement in the classroom and on campus, retention and completion of the program.

401 - Video Captioning 101: In Pursuit of Inclusive Excellence

Cristina Mirshekari (joyc@bc.edu), Stacy Grooters (stacy.grooters@bc.edu), Shirley Cho (chosh@bc.edu), Gabriel LaRusso (gabriel.larusso@gmail.com), Kimberly Humphrey (humphrek@bc.edu) - Boston College

In this session, participants will learn about: (1) the shifting video accessibility landscape in order to better prepare their institution for the increasingly rigorous standards for video captioning, (2) a university's legal responsibility for video content under Section 504 of the Rehabilitation Act, (3) the pros and cons of different captioning tools that can aid in creating acceptable captioned video content, and (4) a framework that a university may adapt for creating acceptable captioned video content.

404 - Using STEAM to Enhance Student Understanding in Biology

Sheila Marie Schreiner (sschreiner@salemstate.edu) - Salem State University

Participants will be introduced to STEAM (the Arts and STEM). They will see several applications that use STEAM in the First Year Seminar and non-introductory level biology courses. In particular, the presenter will describe a Parasitology course in which students were introduced to, practiced, and applied STEAM.

1:55 – 2:10	Break

2:10 – 3:05	Concurrent Session 3

201 - Visualizing Cultural Proficiency in Teaching for Diversity

Kirsten Helmer (khelmer@umass.edu) - University of Massachusetts Amherst

This session aims to raise participants' awareness about what it means to work in culturally competent ways with diverse students. It will enhance faculty's capacity to value and take a strength-based approach when responding to the dynamics of social and cultural differences. Participants will examine the continuum of cultural competence, define the principles and practices of cultural competence and cultural proficiency, engage in reflexive practices to identify where they are on the cultural proficiency continuum and think of ways to progress to the next stage.

202 - Unique Approaches for Inclusive Excellence in the Biological Sciences

Francie Chew (Frances.Chew@tufts.edu), Juliet Fuhrman (Juliet.Fuhrman@tufts.edu), Mitch McVey (Mitch.McVey@tufts.edu) - Tufts University

This session focuses on creatively engaging students from many different backgrounds in inquiry-based and experiential learning. Teaching traditional and laboratory courses at both the introductory and advanced levels in Biology, the presenters will offer strategies that promote student construction of knowledge, as well as encourage group learning and class cohesiveness. These practices instill in students the idea that scientific discovery is a collective endeavor rather than an intellectual exercise conducted in private. Presenters will describe laboratory activities that allow for hands-on experience

and visualized outcomes; and detail a multi-media assignment that opened multiple dimensions for scientific, narrative, and artistic creativity.

204 - Using Culture and Diversity to Shape Professional Identity

Natalie Jeong (Natalie.Jeong@tufts.edu), Ellen Patterson (Ellen.Patterson@tufts.edu) - Tufts University

Multiple forces are impacting our healthcare system, including the rapidly increasing diversity of the US population. To respond to these challenges, we must train clinicians who endorse a holistic approach to the doctor-patient relationship, and who have an appreciation for the numerous personal, family, community, and cultural variables that impact health. We will outline some of the innovative approaches we are using to promote culture and diversity in the Tufts dental school curriculum, and some of the successes and challenges we have faced doing so in a large (200+) classroom setting.

310 - Assessing Inclusive Classrooms

Jonathan Garlick (Jonathan.Garlick@tufts.edu), Patti Smith (Patricia.Smith@tufts.edu) - Tufts University

During this session we will share the ongoing work of the Tufts Faculty Learning Community focusing on Inclusive Assessment. We will share the preliminary work we have done on designing a rubric to assess the elements of what makes a class inclusive in higher education, then ask participants to work together to consider how they would define inclusive assessment in their disciplines and how they would design a rubric.

316 - Creating Inclusion with Concept Mapping

Peggy Morris (Margaret.Morris@tufts.edu) - Tufts University

Assist students to assume more responsibility for their learning by introducing them to concept maps! Concept maps can be free-hand drawn with stickies or created with free or paid software. Concept maps can make transparent your connections among material for the student, can assist the instructor to "see" the student's thinking, and can become an important learning tool for students over their lives as learners.

401 - Interactive App for Designing Materials for Blended Learning

Jayashree Ranga (jranga@salemstate.edu) - Salem State University

By the end of this session, participants will have a good idea regarding how to: (a) create user-friendly videos using the app and host them on sites such as YouTube, (b) analyze student-viewing data using YouTube site and hence redesign course materials to improve student learning, (c) use an interactive app to capitalize on the advantages of traditional chalkboard discussions with dynamic PowerPoint presentations, & (d) provide feedback to students in seminar/writing courses using interactive/dynamic videos and/or edited documents such as PPTs/PDF/Word files.

404 - Engaging Students in Exploring Bias through Film

Jennifer Burton (Jennifer.Burton@tufts.edu), Julie Dobrow (Julie.dobrow@tufts.edu) - Tufts University

Getting students to think beyond what they know about inequalities of race, ethnicity, gender and age is no small task. Students at Tufts typically are aware that there is entrenched prejudice and institutional discrimination in media. But to get them to engage on deeper level and explore bias in new ways, film is

an extremely effective vehicle to stimulate discussion and learning. Including students in a film crew that researched and collaborated on professional film shoots and assigning them to develop video remixes of deeply stereotyped musical numbers from the Disney canon, fostered inclusivity and new levels of understanding.

3:05 – 4:00   **Poster Session and Wine and Cheese Reception, 4th Floor of 574 Boston Ave.**

Active Learning in an Active Classroom (ALAC)
Jennifer Sacheck (Jennifer.Sacheck@tufts.edu) - Tufts University

Adopting Classroom Technology: A Faculty Development Program
Bradford Wheeler (bdwheele@umass.edu) - University of Massachusetts, Amherst

Broadcasting Simulation Case Studies to the Classroom
Erin T. Lamoureux (elamoureux@nursing.umass.edu) - University of Massachusetts

Can Google Glass Improve Clinical Examination Skills?
Sheri R. Kiami (s.kiami@neu.edu) & Maura Iversen (m.iversen@neu.edu) - Northeastern University; Johan von Heideken (johan.von.heideken@ki.si) - Karolinska Institutet, Stockholm, Sweden

Challenges and Triumphs of Intergenerational Classrooms
Joann M. Montepare (jmontepare@lasell.edu), Catherine Zeek (czeek@lasell.edu), Sharyn Lowenstein (Slowenstein@lasell.edu), Sarah Abbott (Sabbott@lasell.edu), Rebecca Kennedy (Rkennedy@lasell.edu), Hortense Gerardo (Hgerardo@lasell.edu) - Lasell College

Collaborative Codes of Conduct
Heather Urbanski (hurbansk@fitchburgstate.edu), Fitchburg State University

Dance on Camera: Engaging Students through the Integration of Dance and Technology
Jaclyn Waguespack (Jaclyn.Waguespack@tufts.edu) - Tufts University

Developing a Project-based Computational Physics Course Grounded in Expert Practice
Tim Atherton (Timothy.Atherton@tufts.edu) - Tufts University

HEALTH: Human-Environment-Animal: Learning and Technology Health
Jennifer Allen (jennifer.allen@tufts.edu) - Tufts University

Interdisciplinary Peer Learning in the Science and Engineering of Music
Aaron W. Johnson (Aaron.johnson@tufts.edu) - Tufts University

Junior Design... Integrating the Fundamentals into Practice
Ron Lasser (Ron.Lasser@tufts.edu) - Tufts University

Reaching More Using Hybrid Individualized Instruction

Dr. Neil Hatem (nhatem@lasell.edu), Deirdre Donovan (ddonovan@lasell.edu), Julie Kjeer (jkjeer@lasell.edu) - Lasell College

Teaching Democracy: A Popular Education Curriculum

Penn Loh (Penn.Loh@tufts.edu), May Louie (Mlouie2@tufts.edu), Rebecca Tumposky (Rebecca.Tumposky@tufts.edu) - Tufts University

Tufts Ethics Bowl Project

Erin Kelly (Erin.Kelly@tufts.edu), Susan Russinoff (Susan.Russinoff@tufts.edu) - Tufts University
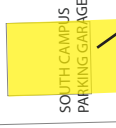
PRINCETON STREET

BOSTON AVE

Science & Technology

4 COLBY

574

572

St. Clement's Road

550 BOSTON AVE

419 BOSTON AVE

28

159

WALNUT HILL LOTS

COLBY STREET

65

66

530

BACON HALL

FACILITIES

520

BRAY LAB

504

BROMFIELD ROAD

12

16

108

BROMFIELD PEARSON

PSYCHOLOGY

490

BOSTON AVENUE

DEARBORN ROAD

10

HILLSIDE HOUSE
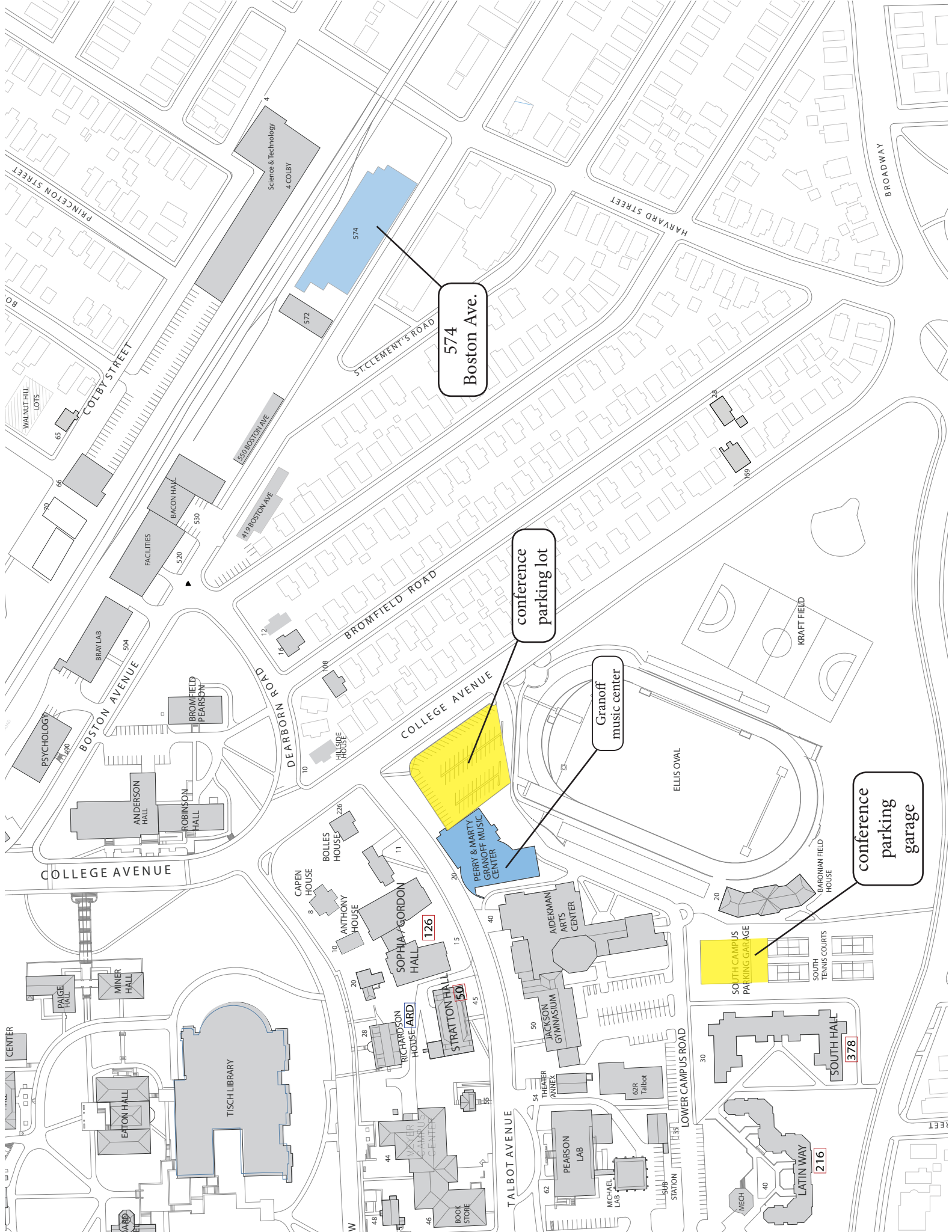
COLLEGE AVENUE

conference parking lot

Granoff music center

ELLIS OVAL

KRAFT FIELD

BROADWAY

HARVARD STREET

ANDERSON HALL

ROBINSON HALL

COLLEGE AVENUE

BOLLES HOUSE

226

11

CAPEN HOUSE

8

ANTHONY HOUSE

10

SOPHIA GORDON HALL

126

15

PERRY & MARTY GRANOFF MUSIC CENTER

20

40

AIDEKMAN ARTS CENTER

BARONIAN FIELD HOUSE

20

conference parking garage

SOUTH CAMPUS PARKING GARAGE

SOUTH TENNIS COURTS

CENTER

PAIGE HALL

MINER HALL

EATON HALL

TISCH LIBRARY

RICHARDSON HOUSE

ARD

28

20

STRATTON HALL

50

45

JACKSON GYMNASIUM

50

30

SOUTH HALL

378

TALBOT AVENUE

LOWER CAMPUS ROAD

54

THEATER ANNEX

62R Talbot

MAYER CAMPUS CENTER

44

BOOK STORE

48

46

55

PEARSON LAB

62

MICHAEL LAB

SUB

135

STATION

MECH

40

LATIN WAY

216

NEFDC Fall Conference
Friday, Nov. 18, 2016

Service-Learning & Civic Engagement
College of the Holy Cross, Worcester, Massachusetts

Civic engagement and service-learning encourage authentic practice in the disciplines for students and spur personal and civic learning as well. Courses that include Civic Engagement expose students to elements of the community and/or professional world through one-time or extended assignments, which may be experiential or immersive in nature. Courses that include Service-Learning go further, in that they feature a genuine partnership between academia and the community, usually lasting the entire semester and including student reflective journals on the experience. Please join us for a conference on these innovative pedagogies.

The New England Faculty Development Consortium (NEFDC) was founded in 1998 as a not-for-profit, regional organization dedicated to enhancing the professional development of faculty and administrators committed to excellence in teaching and learning. The consortium membership includes individuals and institutions, and both private and public colleges and universities throughout New England and beyond.

Call for Article Submissions August 15, 2016

The NEFDC seeks submissions for the Fall 2016 issue of *The Exchange.* We are especially interested in articles related to the themes of the 2016 conferences: "Inclusive Excellence" (this conference) and "Service Learning" (upcoming Nov. 18, 2016 conference). Submissions related to past conferences will be considered for a section of *The Exchange* called "Continuing the Conversation."

Submissions are due August 15, 2016 to the Editor, Susan Wyckoff. The NEFDC Board members serve as reviewers for all articles. Detailed instructions for authors are available at http://nefdc.org/exchange.html; contact the Editor at swyckoff@educ.umass.edu