



29th University-Wide Teaching Conference

INCLUSIVE EXCELLENCE: Teaching and Learning in an Increasingly Interconnected World

MAY 23, 2016
8:30am-4:30pm



Tufts University Medford Campus



*The first day of the conference was developed by the UCTFD, CELT, and ETS.
The second day is co-sponsored by Tufts and the NEFDC.*

*This event is made possible, in part, by a generous grant from the Davis
Educational Foundation.*

29th Tufts Annual University-wide Teaching Conference
Agenda for Day 1
May 23, 2016

*Inclusive Excellence: Teaching and Learning
in an Increasingly Interconnected World*

"The lessons we teach our students - whether overtly and intentionally or mindlessly and inadvertently - are what will shape the world... Our goal cannot be to mirror the injustice and inequities of the broader society (and the world) but rather to provide students with the skills, attitudes, and confidence they need in order to actively transform the world."
Mara Sapon-Shevin

Day 1 Overview

8:00am	Continental Breakfast and Registration, Distler Auditorium in the Perry and Marty Granoff Music Center
8:30am	Welcome: Boris Hasselblatt, Associate Provost, Tufts Opening Remarks: Mark Brimhall Vargas, Chief Diversity Officer, Tufts
9:00am	<i>Reframing Excellence</i> Gilda Barabino, PhD, Professor and Dean of Engineering, City College of New York
10:30am	Break
10:45am	<i>Teaching in Stereo: Perspectives on Learner-Centered Instruction</i> Derek Bruff, PhD, Director, Center for Teaching, Mathematics Professor, Vanderbilt University
12:00pm	Lunch, 574 Boston Avenue
1:00-4:00pm	<i>Afternoon Teaching Workshops</i> – see detailed agenda below
4:00pm	Teaching with Technology Awards, Dessert Reception, and iPad mini raffle

The first day of this conference was developed as a collaborative effort between The University-wide Committee on Teaching and Faculty Development (UCTFD), The Center for the Enhancement of Learning and Teaching (CELT), and Educational Technology Services (ETS). The second day is co-sponsored by Tufts and The New England Faculty Development Consortium (NEFDC).

This event is made possible, in part, by a generous grant from the Davis Educational Foundation, established by Stanton and Emily Davis after Mr. Davis’ retirement as chairman of Shaw’s Supermarket, Inc.
<http://www.davisfoundations.org/def>

Detailed Agenda

8:00 – 8:30am	Breakfast and Registration <i>Distler Auditorium in the Marty and Perry Granoff Music Building</i> <i>20 Talbot Avenue, Medford, MA 02155</i>
8:30 – 9:00am	Welcome and Opening Remarks <i>Boris Hasselblatt, Associate Provost</i> <i>Mark Brimhall-Vargas, Chief Diversity Officer</i>
9:00 – 10:30am	<i>Reframing Excellence</i> <i>Gilda Barabino, PhD, Berg Endowed Professor and Dean of The Grove School of Engineering, The City College of New York</i> As faculty and administrators, we often see the world through a very narrow lens. We are often not sufficiently aware of the social dynamics and forces around us that influence how we interact with each other and our students. We need to expand our awareness of the types of environments we create that may or may not be supportive of learners from different backgrounds. Dr. Barabino will examine inclusive excellence in the context of multiple theories, social factors and dynamics that influence ways of knowing and doing in today’s increasingly interconnected world.
10:30 – 10:45am	BREAK
10:45 – 12:00pm	<i>Teaching in Stereo: Perspectives on Learner-Centered Instruction</i> <i>Derek Bruff, PhD, Director, Center for Teaching / Senior Lecturer, Mathematics, Vanderbilt University</i> Our students bring a rich array of knowledge, skills, experiences, and perspectives to our courses. We often recognize the value of leveraging diversity in solving research problems, in technological innovation, and in participatory democracy. However, leveraging student diversity in the classroom can be difficult, even when doing so is valued. In this session we will explore questions such as: How can instructors turn this challenge into an opportunity? And how can we create classroom environments in which every student is welcome to fully participate in learning? We will explore those questions and consider teaching practices that can involve more of our students actively in the construction of knowledge.
12:00 – 1:00pm	LUNCH Transition to 574 Boston Avenue (forth floor) for lunch and afternoon sessions

Faculty Learning Communities, 2014-2016

<i>Difficult Dialogues</i>	
Jennifer Allen	Public Health & Community Medicine
Julie Dobrow	EP Child Study & Human Development
Deborah Donahue-Keegan	Education
Barbara Parmenter	Urban & Environment Policy & Planning
Cynthia Robinson	Education
Deborah Schildkraut	Political Science

<i>STEM</i>	
Francie Chew	Biology
Juliet Fuhrman	Biology
Benjamin Hescott	Computer Science
Jonathan Kenny	Chemistry
Mitch McVey	Biology
Samuel Thomas	Chemistry
Darryl Williams	Engineering: Recruitment, Retention, and Community Engagement

<i>Online</i>	
Ethan Danahy	Computer Science
Misha Eliasziw	Public Health & Community Medicine
Daniel Hannon	Mechanical Engineering
Diane McKay	Friedman School of Nutrition
Felicia Sullivan	Tisch College

<i>Inclusive Assessment Learning Community</i>	
Anne Cantu	Romance Languages
Jonathan Garlick	Oral Pathology
Sonia Ortiz-Miranda	Biomedical Sciences
Patti Smith	Romance Languages
Sumeeta Srinivasan	UEP

<i>Learning Spaces</i>	
Sasha Fleary	EP Child Study & Human Development
Mitch McVey	Biology
Danilo Marchesini	Physics & Astronomy
Margaret (Peggy) Morris	Occupational Therapy

<i>Inclusive Excellence</i>	
Sergiy Kryatov	Chemistry
Keith Maddox	Psychology
Daniel McCusker	Drama & Dance
David Proctor	History
Susan Setnik	Classics



L. Lee Knefelkamp, PhD
Professor of Psychology and Education, Teachers College, Columbia University
Senior Fellow, Office of Integrative Liberal Learning & the Global Commons AAC&U

For 30 years, Dr. Knefelkamp has researched and written about student intellectual, ethical, identity and intercultural development. She also studies curriculum transformation, issues of race, ethnicity, and gender; campus climate assessment; the psychology of organizational change; and resistance to change. She has been Dean of the School of Education at The American University in Washington, DC; Academic Dean of the Faculty at Macalester College; and is a Senior Fellow with the American Association for Higher Education.

Dr. Knefelkamp teaches a wide range of courses in both intercultural communication and in professional ethics. She is particularly knowledgeable in the study of ethical issues in intercultural and global contexts and how the ethical stances of individuals, groups, and organizations are formed in an intercultural context. She is particularly interested in the differences between a naive early stage of intellectual thought in which the individual often thinks dichotomously (dualistically) and the pernicious form of dichotomous thought which produces authoritarianism and bigoted thought and action.



Carmen Veloria, EdD
Associate Professor/Director, Education Studies
Department of Sociology, Suffolk University

Carmen Veloria has been an urban educator in the P-16 system as a classroom teacher, college access program administrator, and currently as an Associate Professor. She focuses on systemic issues that negatively impact the educational trajectory of students of color, and brings this lens to her restorative justice work. Carmen teaches

restorative justice at the college level and is also interested in college access initiatives for under-represented students as well as persistence and retention efforts in higher education. Her research interests include urban sociology/education; the intersection of race, class, ethnicity, and gender; juvenile justice; and language usage and culture.

Educational Technology Services (ETS)
Tufts University

Tufts Technology Services (TTS) Educational Technology Services is a university-wide service group. Our teams offer faculty development programs year-round. We also consult directly with Tufts faculty to support teaching, learning, and scholarly collaboration with technology and we design, develop, and integrate academic technology applications. Additionally, we offer new systems to enable teaching, learning, scholarly collaboration, and co-curricular endeavors across diverse contexts at Tufts University.

Afternoon Workshops at a Glance

Attendees will have the opportunity to attend either **two** short workshops during the afternoon session or **one** of two longer workshops. See descriptions for each workshop below.

1–2:25pm, room 402 Exploring Technologies for Inclusive Teaching Facilitators: Tufts Educational Technology Services (ETS) team	1 –2:25pm, room 401 All Skate: Using Technology to Transform Large-Enrollment Courses Facilitator: Derek Bruff, Vanderbilt University	1 – 4pm, room 310 Culturally Sustaining Pedagogy: Understanding and Valuing Students’ Cultural and Linguistic Backgrounds Facilitator: Carmen Veloria, Suffolk University	1 – 4pm, room 201 Our Creative Obligation: Helping Students to Listen to Understand Facilitator: L. Lee Knefelkamp, Columbia University
2:35–4pm, room 402 Exploring Technologies for Inclusive Teaching Facilitators: Tufts Educational Technology Services (ETS)	2:35–4pm, room 401 Strategies for Incorporating Universal Design into Your Course Facilitator: Kirsten Behling, Suffolk University		
4:00pm Dessert Reception, Tufts Teaching with Technology Awards, and Raffle (forth floor)			

Workshop Descriptions

Longer workshops (Choose 1 of these, OR two of the shorter sessions below)

1:00 – 4:00pm	Culturally Sustaining Pedagogy: Understanding and Valuing Students’ Cultural and Linguistic Backgrounds, room 310 <i>Facilitator: Carmen Veloria, Suffolk University</i> How do instructors help sustain students’ cultural and linguistic competence while simultaneously helping them gain access to dominant cultural competence (course content)? In this interactive workshop we will explore how you can enrich course content, develop reflective classroom practices, facilitate critical dialogue and critical thinking skills, and develop inclusive assessment of student work. Additionally, we will brainstorm opportunities for constructing inclusive classrooms.
1:00 – 4:00pm	Our Creative Obligation: Helping Students to Listen to Understand, room 201 <i>Facilitator: L. Lee Knefelkamp, Columbia University</i> A central purpose of higher education is to help students engage in multiple perspectives of evidence-based analysis, and thoughtful rationales for developing positions on complex issues. Yet our classrooms often are sites of either uncivil dialogue or silence. This workshop explores our knowledge of three critical areas of student development: intellectual development/critical thinking; intercultural development and sensitivity; and self awareness and efficacy. We will explore three models of student development in the three areas, review student data, and explore effective ways to help students both encounter and negotiate what seem to be intractable differences in multiple areas.

Shorter Workshops (Choose 2 of these or 1 of the longer sessions)

1:00 – 2:25pm	All Skate: Using Technology to Transform Large-Enrollment Courses, room 401 <i>Facilitator: Derek Bruff, Vanderbilt University</i> How can you engage the dozens or hundreds of students in your course in active learning during class? Just as Twitter has changed watching the Super Bowl or the Oscars into a massive social experience and Wikipedia has leveraged the wisdom of the crowd to reinvent the encyclopedia, technology can turn your large-enrollment course into an active and engaging learning environment. In this workshop, we will explore learning principles, class structures, and digital technologies you can use to convert your large class size from a limitation to a strength. <i>Bring your laptop or tablet, and be ready to transform your classroom.</i>
1:00 – 2:25pm and 2:35 – 4:00pm	Exploring Technology for Inclusive Teaching, room 402 <i>Facilitators: Tufts Educational Technology Services Team</i> Tufts offers a variety of technologies that promote inclusive teaching and student engagement. This workshop will introduce three of these technologies and provide an opportunity for you to explore how you can employ them in support of inclusive teaching practices: Voicethread , an easy-to-use platform where you and your students can develop and collaboratively annotate audio, video, documents, and images; Piazza , which allows you to create interactive online forums that connect and engage an entire class through the exchange of ideas around key ideas and concepts; and WebEx , a video conferencing system used to connect with students during class time and beyond. <i>To fully participate, please bring a laptop.</i>
2:35 – 4:00pm	Strategies for Incorporating Universal Design into Your Course, room 401 <i>Facilitator: Kirsten Behling, Suffolk University</i> Have you ever wondered how you can reach more of your students? Do you struggle with how to teach to a diverse group of learners? This session will explore how universal design in education benefits all learners. We will discuss how the incorporation of universal design strategies can enhance the experience of college courses while improving access for the diverse learner. Participants will have the opportunity to reflect on their own courses, and walk away with universal design strategies that they can immediately implement in their courses.
4:00pm	Tufts Teaching with Technology Awards, Raffle and Dessert Bar (forth floor)

Speaker and Workshop Facilitator Bios



Gilda Barabino, PhD
*Berg Professor and Dean of The Grove School of Engineering
City College of New York*

Dr. Barabino has appointments in Biomedical Engineering, Chemical Engineering and the Sophie Davis School of Biomedical Education/CUNY School of Medicine. She served at Georgia Tech as the inaugural Vice Provost for Academic Diversity. Prior to her appointments at Georgia Tech and Emory, she rose to the rank of Full Professor of Chemical Engineering and served as Vice Provost for Undergraduate Education at Northeastern University. She is a noted investigator in the areas of sickle cell disease, cellular and tissue engineering, and race/ethnicity and gender in science and engineering. She consults nationally and internationally on STEM education and research, diversity in higher education, policy, workforce development and faculty development. Dr. Barabino has over a decade of experience in leading NSF initiatives for women and minority faculty and is the founder and Executive Director of the National Institute for Faculty Equity. For more about Dr. Barabino see: <https://www.ccnycuny.edu/engineering/message>



Derek Bruff, PhD
*Director of the Center for Teaching
Vanderbilt University*

Derek Bruff is Director of the Vanderbilt University Center for Teaching and a senior lecturer in the Vanderbilt Department of Mathematics. His research interests include educational technology, visual thinking, and social pedagogies. He teaches courses on cryptography, linear algebra, and statistics. He speaks internationally about active and engaged learning, creative uses of technology for learning, has developed a MOOC on teaching in STEM as part of an NSF grant through CIRTl, has published a book on Teaching with Classroom Response Systems: Creating Active Learning Environments (2009), and is an active blogger on teaching and learning. Visit his blog: <http://derekbruff.org/>



Kirsten Behling
*Director of the Office of Disability Services, Suffolk University
Adjunct Professor, NEAG School of Education at the University of Connecticut*

In her role at Suffolk University, Kirsten Behling works to ensure that students are accommodated and the university is proactive in disability advocacy. She helped to develop the Graduate Certificate Program in Postsecondary Disability Services at the University of Connecticut. Kirsten is also heavily involved in New England AHEAD, a regional affiliate of AHEAD. Her research interests include, access in online learning, teaching the diverse learner, and educating current and future disability service professionals.