

Annual Report 2009-2010

Center for Teaching and Learning

Stonehill College

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CTL Mission

The Center for Teaching and Learning operates from the following mission statement:

The Center for Teaching and Learning (CTL) was founded in order to support faculty in their various roles and responsibilities as educators at Stonehill. To that end, the CTL strives to provide faculty opportunities for:

- **Consultation:** providing confidential consultation services for faculty regarding a wide range of questions related to teaching, including course planning, classroom management, assessment strategies, inclusive teaching techniques, and active learning strategies;
- **Collaboration:** organizing on-going programs and other events where faculty can exchange ideas regarding teaching and learning with each other and with leading experts in the field; and
- **Research:** collecting resources related to the latest scholarship on teaching and learning (SOTL) in addition to supporting faculty in their own SOTL research.

This report summarizes the Center’s work toward these goals during the 2009-2010 school year, with additional detail provided about three areas of particular importance this year:

- the CTL’s emphasis on **programs for Junior Faculty**
- the establishment of the CTL’s new **Office of Community-Based Learning**, directed by Corey Dolgon, PhD and staffed by an Americorps*VISTA volunteer, Kate Rafey, MA.
- the establishment of a new **Faculty Fellow** role devoted specifically to supporting the Scholarship of Teaching and Learning at Stonehill – a part of the CTL’s push to strengthen the “research” aspect of its mission.

Overall Impact

Looking at overall participation in voluntary CTL programs and events (excluding attendance at New Faculty Orientation and Academic Development Day), the CTL saw a total of:

- 79 faculty and administrator participants in Fall 2009,
- 81 faculty and administrator participants in Spring 2010, and
- 121 faculty and administrator participants over the course of the 2009-2010 school year.

Consultation

Individual Consultations with Faculty

The director consulted one-on-one with **thirty-six (36) faculty** throughout the school year. In addition to requests for mid-semester assessments and class observations, faculty also requested consultations to discuss topics such as:

- strategies to motivate and engage students
- dealing with an unusually unresponsive class
- getting the director's feedback on SOTL project planning
- improving student participation in class discussions
- course development and revision
- responding to negative student evaluations

While some of these consultations reflect a shorter email or phone exchange with a faculty member, the majority of these represent, at minimum, a one-hour face-to-face consultation. Mid-semester assessment services typically consist of at least two one-hour meetings with faculty, as well as visits to their classes for observations and gathering feedback (either written or through group interviews).

	Fall Semester	Spring Semester
Total number of faculty consulted with (some multiple times)	27 faculty	18 faculty
Number who requested mid-semester assessment services	14 faculty (28 classes)	12 faculty (19 classes)

Feedback

In order to avoid survey fatigue, faculty were not asked to give feedback about their consultations this year. Instead, the CTL will be investigating some possible longitudinal measures to assess the long-term impact that consultation has had on faculty teaching and student learning.

Departmental Consultations

The Director also met with the Sociology and Criminology Department this year to discuss pedagogical strategies that could help them better meet their learning outcomes for the major.

Collaboration

Teaching Roundtable Series

Participation in this year's roundtables (including facilitators) ranged from 5 – 17, with **a total of 60 people participating** over the semester. Titles and presenters from this year's series were:

The Limits of Classroom Technology

Peter Rapp, Rob Rodgers, & Estelle Wenson

Designing an Honors Seminar

George Piggford, John Golden, Sue Mooney, Greg Shaw, & Joe Velazquez

Digital Storytelling: A Workshop

Guest Speaker: Pete Burkholder (Fairleigh Dickinson University)

Supporting Undergraduate Research

George Branigan, Sarah Gracombe, Bonnie Klentz & Louis Liotta

Asking Better Questions

Scott Cohen

Navigating the IRB Process

Bonnie Troupe, Erica Tucker, & Tom Gariepy

Panel Presentations

Bob Goulet

Creative Uses of the Credit Model

Roger Denome, Glen Ilacqua, & Allyson Sheckler

Diversity in the Classroom

Stacy Grooters

Mastering the Recommendation Letter

Craig Almeida, Maria Curtin, & George Piggford

Contemplative Pedagogy

Todd Gernes, Chris Ives, & Greg Shaw

Encouraging Reflection In Community-Based Learning

Ken Branco & Angela Paradise

Academic Development Day

Academic Development Day – scheduled only for the spring this year – sought to celebrate the opening of the CTL’s new Office of Community-Based Learning by focusing on the theme of “**Public Scholarship/Public Pedagogy.**” The day’s programming invited faculty to join in the growing national conversation about public scholarship and practice across the disciplines, challenging them to reconsider the role of the community in their teaching, research, and writing. **Over 100 faculty** participated in the day’s events.

The day began with a keynote panel and Q&A, followed by a set of break-out sessions. The keynote — titled “**Public Pedagogy and Public Scholarship: Definitions, Rewards, and Social Change**” — was delivered by three nationally-recognized scholars: **Cathy Burack**, Senior Fellow for Higher Education at the Center for Youth and Communities at Brandeis University; **Timothy Eatman**, Assistant Professor of Higher Education at Syracuse University; and **Bob Zellner**, Civil Rights veteran and former professor history and activism.

The break-out sessions that followed were:

Unheard Voices: The Community Partner Perspective

Quinn Rallins (Brockton Interfaith Community), Tom Washington (Mainspring House), Georgia Antonopoulos (Center for Nonprofit Management)

The Difficult Disciplines: Community-Based Learning and STEM

Kimberly Farah (Professor of Chemistry, Lasell College), Sharon Ramos-Goyette (Biology), John McCoy (Psychology)

Public Scholarship: What? How? Why?

Robert Rosenthal (Economics), Erin O’Hea (Psychology), Corey Dolgon (Director of Community-Based Learning)

Making it Local: Bringing the Community into the Classroom

Brian Glibkowski (Business), Ed Jacobs (Criminology/Plymouth County’s District Attorney’s Office), Sue Mooney (Environmental Science), Nicole Tourangeau (Director of Archives and Historical Collections)

Beyond Tourism: Teaching about ‘the Other’

Erica Tucker (Anthropology), Andrea Opitz (English), Aminah Pilgrim (Cape Verdean Association), Carole Calo (Visual & Performing Arts), Beth Belanger (History)

Feedback

Faculty were asked on a written feedback form to rank both the overall day’s programming and the break-out sessions on a scale of 0 – 5 (where 0 = Strongly Disagree and 5 = Strongly Agree). The average score across all the breakout sessions were (46 faculty responded):

	% responding 4 or 5	% responding 5	% responding 0 or 1
Overall, I found today's Academic Development Day programming to be valuable.	57%	26%	2%
Overall, I think this [particular breakout] session was valuable.	84%	41%	0%
The [breakout] facilitators effectively organized and led the session.	85%	50%	0%
The information and/or topics addressed [in the breakout] are relevant to my own work or interests.	82%	39%	2%

Reaction to this Academic Development Day was more mixed than in the past two years; some audio-visual problems with the morning keynote and a lack of concrete examples of what public scholarship looks like made it harder for some faculty to connect with the presentation. However, others were inspired by the morning's talks and encouraged the organizers to continue bringing in outside, "big picture" perspectives to Academic Development Day. As always, the breakout sessions got uniformly positive reviews.

Teaching and Learning Strategies Seminar

The 2009-2010 Teaching and Learning Strategies Seminar included six faculty members, **Carole Calo** (Visual and Performing Arts), **Hilary Gettman** (Business Administration), **John Golden** (Foreign Languages), **Daniel Itzkovitz** (English), **Laura Scales** (English), and **Erica Tucker** (Sociology and Criminology). The seminar met weekly during Fall semester, during which time the participants also worked on teaching projects of their own design.

Feedback

Faculty were asked on an online survey to indicate their level of agreement with the following statements (from Strongly Disagree to Strongly Agree). All six participants responded:

	% responding "Agree" or "Strongly Agree"	% responding "Strongly Agree"	% responding "Disagree" or "Strongly Disagree"
The benefits of the TLSS were worth the time investment	100%	100%	0%
The structure of the seminar was effective (assigned readings, participant-led sessions, and then presentations)	100%	50%	0%

	% responding “Agree” or “Strongly Agree”	% responding “Strongly Agree”	% responding “Disagree” or “Strongly Disagree”
I accomplished what I hoped to on my proposed project	67%	17%	0%
The seminar readings gave me new insight into my teaching	100%	83%	0%
Discussions with colleagues gave me new insight into my teaching	100%	100%	0%
Working on my project gave me new insight into my teaching	100%	83%	0%
I made changes (or anticipate making changes) to my teaching because of my participation in the TLSS	100%	67%	0%
I would recommend the TLSS to a colleague	100%	100%	0%

In their narrative comments, participants indicated that the strengths of the seminar were the opportunities it afforded for **discussion with colleagues** across disciplines about teaching issues they might otherwise not have time to consider.

Suggestions focused on providing more support and structure for the work faculty are doing independently on their projects – faculty could have used **more help in moving their projects forward** and translating that work to their colleagues in the seminar.

“The TLSS was one of the best experiences I’ve had at Stonehill. I greatly appreciated the opportunity to talk about teaching with faculty from other disciplines and from different phases of their careers. The opportunity to work on my own project helped me generate a concrete plan of action for the next couple of years that I expect will make a big impact on my teaching. Without the TLSS, I would not have had the time, the resources, or the motivation to contemplate my own teaching in such a concentrated and concrete way. Stacy did a terrific job of coordinating the seminar, choosing an interesting and relevant array of readings, gently guiding our discussions, and providing lots of feedback outside the seminar on our individual projects.”

“This is a fantastic course and I’m so thankful I was able to be a part of it, especially early on in my career at Stonehill. Stacy does a fantastic job with it, is a great resource for everything teaching related, and gave me a great idea for changing/adding to my project in what (I hope) will turn into a pedagogical article.”

Teaching Squares Program

Nine (9) faculty participated in the Teaching Squares program this year, one group each semester. Participants reported spending between 5 and 12 hours total on the program, with an average participation time of 8½ hours.

Feedback

Seven (7) faculty responded to a request to share their feedback about the Teaching Squares program. They were asked to rank how much they agreed with the following statements:

	% responding “Agree” or “Strongly Agree”	% responding “Strongly Agree”	% responding “Disagree” or “Strongly Disagree”
The benefits of Teaching Squares were well worth the time investment.	100%	57%	0%
Observing my colleagues' classes gave me new insight into my own teaching.	86%	43%	0%
Discussing the observations with my colleagues gave me new insight into my own teaching.	86%	29%	0%
I made changes (or anticipate making changes) to my teaching because of my Teaching Squares experience.	71%	43%	0%
I would recommend Teaching Squares to a colleague.	100%	71%	0%
I would participate in Teaching Squares again in the future.	86%	43%	0%

Strengths identified by participants were:

- the opportunity to **connect with colleagues** and share ideas about teaching
- getting to **see the real differences** between disciplines and courses and coming to appreciate the different challenges faculty face in the classroom
- **developing renewed self-awareness** about their teaching choices (both from observing others and from knowing that they would be observed)
- the chance “to be a student again” and **gain insight into students’** classroom experiences

Despite the generally positive feedback overall, there was a higher level of frustration from participants this year. These primarily stemmed from what was perceived as a **lack of communication/consideration from colleagues** and a sense that participants came in with **different expectations** about what the square would require in terms of commitment.

To address these concerns, and in response to other suggestions from participants, the CTL will implement the following changes to the program next year:

- create more opportunities for **“themed” squares** that are limited to a particular course type or discipline, so that faculty can connect with others who are trying to accomplish similar goals in the classroom
- structure in **more opportunities for communication** (about schedules and course details) earlier in the square timeline
- make **more explicit the expectations** for participants, so that people know what they’re committing to by signing up for a square

Research

SOTL Faculty Fellow

The CTL piloted a new role spring semester by establishing a CTL Faculty Fellow. **Professor John Lanci** (Religious Studies) was provided a course release in order to give him time to assist the CTL in its outreach to faculty who are interested in developing Scholarship of Teaching and Learning projects.

Professor Lanci devoted much of his time to researching the current state of SOTL in the field, recommending books to be added to the CTL Reading Room, and compiling copies of over one hundred SOTL articles that will serve as the foundation for a future resource for faculty. In addition, he organized focus groups and met with eleven interested faculty and staff to discuss how the CTL could better support SOTL at Stonehill.

Most significantly, Professor Lanci took the lead in organizing the CTL's first annual SOTL Writing Retreat, discussed in more detail below.

Faculty Reading Room

We continue to build the resources for the Faculty Reading Room, which now numbers nearly **300 titles**. This year **seventeen (17) faculty** and administrators from nine (9) departments checked out ninety-seven (97) books over the course of the year.

The MacPhaidin library staff has now completed cataloguing the CTL's collection in the main library database, establishing the CTL as a satellite collection. This will allow faculty to search for CTL books using the main library's online search page and allow the CTL to better track how books are being used.

Instructional Development Grants

The CTL awarded **\$13,240 to 18 faculty** this year through the following grants:

- the **SOTL Research Grant** provides a \$1000 stipend and \$1500 of research support to a faculty member pursuing a project (preferably leading to publication) relating to the Scholarship of Teaching and Learning (SOTL);
- the **Classroom Innovation Grant** provides up to \$1000 to support innovative projects meant to improve student learning;
- the **Pedagogy Travel Grant** provides up to \$750 to support faculty travel and registration for teaching-related conferences and workshops.

Full proposals for all grants awarded during 2008-2009 can be found on the CTL website.

Scholarship of Teaching and Learning (SOTL) Research Grant

Sharon Ramos-Goyette (Biology) was awarded \$2500 to complete a project investigating the effectiveness of neuroscience lab assignments.

Classroom Innovation Grants

Beth Belanger (History) and **Carole Calo** (Visual & Performing Arts) were awarded \$1,085 to fund a community-based learning project completed in partnership with Brockton's Cape Verdean Association. Their project was titled "Art and Civic Culture in Urban Neighborhoods."

Margaret Boyd (Sociology) was awarded \$1,000 to fund a community-based research project she took up with the Avon Public Schools as part of her Sociology of Education course.

Adam Lampton (Visual and Performing Arts) was awarded \$1,000 to fund the printing of a book featuring the work of the Brockton students participating in the "Mentoring Through Art" program.

Juan Carlos Martin (Foreign Languages) was awarded \$750 as start-up funds to launch a "virtual language lab" in Second Life for use in his Spanish language courses. His project is titled "Virtual Learning in Second Life: A Communicative Approach to Foreign Language Teaching" and will be the basis for a SOTL presentation Prof. Martin is making next year.

George Piggford (English) was awarded (but ultimately declined) \$750 to fund the printing of a student-published scholarly journal titled *Postmodernism/Postmodernity* as part of a spring class.

Pedagogy Travel Grants

William Ewell (Political Science) and **Robert Rodgers** (Political Science) were each awarded \$750 to support their presentation on "Measuring the Influence of Course Preparation Assignments on Student Learning Outcomes" at the American Political Science Association's Teaching and Learning Conference.

Todd Gernes (General Ed & and First Year Experience), **Carole Calo** (Visual and Performing Arts), **James Lee** (Business Administration), **Sue Mooney** (Biology) were awarded \$1580 to help support their presentation at the annual Lily Conference, Traverse City, Michigan

Anne Mattina (Communication) was awarded \$750 to travel to the "Expanding the Circle" conference on LGBT issues in higher education.

Adam Lampton (Visual and Performing Arts) was awarded \$750 to attend the 2010 "Fotofest" Conference.

Amod Lele (Religious Studies) was awarded \$675 to travel to the annual NERCOMP conference held in Providence, Rhode Island.

Antonio Barbagallo (Foreign Languages) was awarded \$150 to participate in the "Teaching Italian as a Foreign Language: A Communicative Approach" Workshop held at Northeastern University.

Monique Myers (Communication) was awarded \$750 to travel to the Annual Conference of the Western States Communication Association.

SOTL Writing Retreat

Held at the Cedarhill Retreat Center in Duxbury, Massachusetts, the CTL's first SOTL Writing Retreat took place over three days during the week following graduation.

Nine (9) faculty applied and were accepted to participate in the retreat, which combined scheduled time for writing with workshops about the Scholarship of Teaching and Learning.

Costs for all meals and two nights' lodging for the nine participants and two facilitators totaled \$1,200.

All nine participants responded to a follow-up online survey:

	% responding "Agree" or "Strongly Agree"	% responding "Strongly Agree"	% responding "Disagree" or "Strongly Disagree"
I was able to accomplish what I hoped to during the retreat	100%	33%	0%
The Cedarhill Retreat Center was a good venue for the retreat	100%	56%	0%
The retreat struck a good balance between structured conversation about SOTL and free time for writing	100%	33%	0%
I left the retreat with a better sense of how I want to approach current/future SOTL projects	89%	56%	0%
I would recommend the SOTL Writing Retreat to a colleague	100%	78%	0%

In their narrative comments, faculty emphasized the benefits of having **focused time for working** away from distractions and getting to **expand their understanding of SOTL**. Many of them also praised the structure of the retreat for **encouraging collegiality** and creating opportunities to learn with and from their colleagues.

Their main suggestions were to **extend the retreat** for a third night and to include **more opportunities for conversations** with colleagues about teaching and SOTL.

Among their comments about the retreat were the following:

“I felt that the retreat was a much needed immersion in SoTL whose effects lasted well beyond the actual retreat time.”

“I thought the retreat managed to promote community building and thinking/ conversations about scholarship and teaching at the same time. And it was fun and restful - I felt as though I had been on a vacation when I left! And I was reminded that we have so many cool people at the College.”

“There were a few things that I really enjoyed about the retreat (the place, food, relaxing atmosphere), the discussions with other faculty, their impressions and thoughts, etc.; but above all I learned a lot about pedagogical scholarship and potential ways to apply it to my field of studies and discipline.”

Junior Faculty Programs

New Faculty Orientation

We continued orientation this year in much the same format as the revised version piloted in 2008, with a few notable changes:

- extending the “self-guided tour” to include Intercultural Affairs
- inviting the faculty who would be serving as mentors to come to lunch on the second day
- holding a barbeque for the faculty’s families, hosted by the President on the final evening.

Sixteen (16) of the eighteen (18) faculty who participated in New Faculty Orientation responded to a survey administered at the end of the last day of orientation activities:

	% responding “Agree” or “Strongly Agree”	% responding “Strongly Agree”	% responding “Disagree” or “Strongly Disagree”
Overall, my attendance at orientation was time well spent.	94%	31%	0%
Orientation allowed me to start getting to know new colleagues.	100%	88%	0%
Orientation helped me feel better prepared to enter my first classes.	94%	25%	0%
Orientation provided a good introduction to the Stonehill community and its culture.	94%	38%	0%
Orientation has left me feeling more confident that I know who I can contact at Stonehill when I need information or assistance.	100%	94%	0%
Orientation provided a good introduction to my professional responsibilities as a faculty member.	94%	38%	0%
Orientation provided a good introduction to the professional opportunities available to me as a faculty member.	100%	44%	0%
The New Faculty Welcome Book was a useful resource before I arrived on campus and throughout orientation.	100%	81%	0%

In their narrative comments, the new faculty emphasized their appreciation for opportunities to **meet new colleagues** and learn about **campus resources**.

The main suggestions were to better coordinate and **streamline presentations** to keep them concise and to avoid redundancy – and to include a **student panel** to better represent the student perspective.

New Faculty Seminar

The New Faculty Seminar continued to meet monthly over lunch, inviting new faculty to consider the following topics:

- Engaging Students Through Discussion
- Assessing Teaching for Yourself and Others
- Evaluating Student Learning
- Student Collaboration and Motivation
- How People Learn
- Teaching with Technology
- The Art of Advising

Attendance at the seminars ranged between 2 – 7 new faculty each month, with a total of 7 different faculty participating overall (although faculty self-reported a higher attendance rate).

The nine who responded to an end-of-year survey about the seminar rated it as following:

	% responding “Agree” or “Strongly Agree”	% responding “Strongly Agree”	% responding “Disagree” or “Strongly Disagree”
I was able to apply what was discussed to my teaching, research, and/or service	78%	11%	0%
Discussing issues with the experienced FACULTY GUESTS was valuable	89%	22%	0%
Discussing issues with the other NEW FACULTY was valuable	89%	56%	0%
The lunches were valuable in connecting me with colleagues I don’t usually see	66%	44%	0%

In their narrative comments, participants indicated that the seminars were valuable because they **dedicated time to think about teaching** and **hear about what colleagues were doing** in and thinking about their classrooms.

As always, suggestions had to do with **scheduling the lunches** on different days – or on multiple days – so that more people can attend. It was also suggested that the seminar be better **geared to the particular interests** of that year’s new faculty.

Mentoring Program

All new faculty were paired with a mentor for the year. Both mentors and mentees were invited to reflect on their experiences at the end of the year.

Of the faculty who were mentored, (thirteen) 13 responded with the following feedback:

	% responding "Agree" or "Strongly Agree"	% responding "Strongly Agree"	% responding "Disagree" or "Strongly Disagree"
I had a more successful first year at Stonehill because of my mentor.	77%	46%	0%
I felt comfortable contacting my mentor with questions and/or problems.	100%	77%	0%
My mentor helped me better understand Stonehill culture.	85%	39%	0%
My mentor helped me with TEACHING concerns and/or questions.	77%	46%	0%
My mentor helped me with RESEARCH concerns and/or questions.	46%	23%	0%
My mentor helped me with SERVICE concerns and/or questions	46%	23%	0%

In their narrative feedback, faculty who were mentored mentioned as strengths of the program:

- getting to **connect with a colleague** they could go to with questions about everyday problems and concerns
- learning more about **Stonehill culture** and institutional history
- learning from their **mentors' experience and perspective**

The faculty serving as mentors also mentioned benefits that they themselves took from the program, describing it as a "wonderful" and "worthwhile" experience.

"I trusted him completely. I felt that he wanted it to work out for me, that he had my best interests in mind"

"Great to have someone outside of the department who I could go to without any extra strings attached. My mentor was simply there to help me think through and about what I was experiencing."

"[I] don't even know where to start – mine was a real lifeline this year."

Pre-Tenure Retreat

The CTL and the Dean of the Faculty organized the second annual “Pre-Tenure Retreat” in May for all faculty on the tenure track. The retreat featured small group discussions among the participants about a “critical moment” from their teaching that year, a review of some sample tenure letters, some tips on what they could do now to prepare to write their tenure statement, and a panel discussion with some recently tenured faculty, a department chair, and a member of the Rank and Tenure Committee.

Twenty-two (22) faculty attended (more than double the number that attended in 2009).

Strengths mentioned by participants were:

- “open and **honest discussion**” about the process
- getting to **meet other colleagues** on the tenure track
- being able to **ask questions** of the administration
- **relieving some anxiety** about the process

Suggestions included:

- more discussion of how **teaching evaluations** are used
- a checklist of “**milestones**” to be achieved throughout the process
- **sample statements** from different disciplines
- **separate discussions** for those preparing for 3rd review and those preparing the tenure file

New Faculty End-of-Year Feedback

Thirteen (13) faculty responded to an end-of-the-year survey about their first year at Stonehill. Among the “primary challenges” they saw “facing new faculty at Stonehill,” the most often cited were:

- coming to **understand the “learning experiences unique to Stonehill”** (such as the Cornerstone program, SURE, Study Abroad, etc.) – and acclimating to Stonehill culture more broadly
- learning about **Stonehill students** and how to best teach them
- managing the **time demands** of balancing teaching, research, and other demands

Despite the real difficulties they faced, **92% of respondents** reported feeling either “Extremely well supported” (39%) or “Well supported” (54%) in meeting the challenges of their first year.

When asked in an open-ended question what the College should “keep doing in its support of new faculty,” the respondents mentioned a large range of programs and resources. The most often cited were:

- New Faculty Seminar
- New Faculty Orientation
- mentoring program
- mid-semester assessment services from the CTL.

Suggestions for improving also ranged over a number of topics and focused on providing more **opportunities to meet** with other new and junior faculty, as well as providing more extensive and **earlier resources** to help faculty acclimate to Stonehill.

Among the comments new faculty shared about their first year at Stonehill, were these:

I feel like there is a lot of opportunity to talk about teaching and how to do it better and what techniques work, and to get feedback.

New faculty orientation was GREAT-- it was nice to be able to meet the other new faculty and feel apart of the community even before we started. The lunches were great opportunities to check in mid-semester. The faculty mentoring program was great too.

I feel that I have had a very strong support throughout my first year. Different kinds of support programs all together gave me wide-range of support that I needed. I could always find help when I needed as the way I wanted.

Keep this in mind: After my first day on campus I felt that Stonehill was a genuinely friendly and supportive place. I still feel that way after one year. You're doing something right.

Office of Community-Based Learning

Mission and Vision

The Office of CBL's vision statement reads: **The World is Our Classroom; its Problems our Curriculum**. Its overall mission is to provide faculty, community partners and students with the resources and opportunities to work together towards this vision. Stonehill's commitment to civic engagement and social justice inspired the CBL office's formation and continues to guide their support for students and faculty to develop community partnerships and CBL projects.

The OCBL's immediate goals:

- To develop, implement, and evaluate systems for **increased reciprocity** within, and assessment of, community partnerships.
- To **provide overall logistical support** for CBL including student preparation and training, faculty consultations and development workshops, and community partner workshops and needs assessments.
- To **cultivate student leadership in service**

This section gives a brief overview of the OCBL's work this year. A more extensive report of the OCBL's activities in 2009-2010 is also available.

Course Development and Support

The total of thirty (30) CBL courses listed for the 2009-2010 academic year nearly doubles the numbers from 2008-2009 (when there were seventeen courses listed). The semester breakdown is as follows:

	Fall Semester	Spring Semester
Total number of CBL courses	18 courses	12 courses

Many of these courses are listed at the OCBL website along with downloadable syllabi.

In addition to developing new courses, the OCBL has also worked to improve the depth and breadth of faculty's CBL pedagogical strategies. The Office's goal is to have between 40 – 60 CBL courses by the end of 2012, each one exhibiting some of the very best practices available for CBL.

To support these courses, the Office provides support with **transportation**, purchasing certain **supplies**, and funding small **celebrations** with community partners. They also developed a **tip sheet** for students going into CBL community projects. Finally, for courses that encourage students to do interviews at sites, the Office developed an **interview workshop** that presents students with basic skills and information about how to conduct interviews.

Faculty Development and Workshops

In addition to supporting course development, the OCBL also seeks to provide faculty development opportunities through group workshops, one-on-one consultations, and on-line and library resources.

In fact, many of this year’s new courses have resulted from faculty members who attended one of the Office’s three “CBL 101” workshops, which cover the basic theory, definitions, and nuts and bolts of CBL pedagogy.

	Fall Semester	Spring Semester
Total number of faculty attending workshops	10 faculty	6 faculty
Number who will teach CBL courses	60%	66%

In addition, the OCBL has added numerous books and other materials pertaining to “getting started” with CBL to the CTL’s library. These include a series of webinars focused particularly on new faculty interested in designing CBL courses.

Individual Faculty Consultations

The OCBL has conducted well **over 50 consultations with faculty** over the course of the past year. While many have been with already established CBL faculty, at least a third of these meetings have involved faculty interested in pursuing CBL for the first time. These consultations have already resulted in 9 new or revamped CBL courses.

	Fall Semester	Spring Semester
Total number of faculty consulted with (most multiple times)	17 faculty	15 faculty
Number who instituted new CBL components into classes	5 faculty	4 faculty

Community Partnership Outreach

The OCBL has also dedicated itself to increasing the depth and breadth of Stonehill’s community partnerships. And so the OCBL’s **Open House** in September and the **Community Partner Workshop** in November sought not only to increase the numbers of partners, but also the success of those partnerships.

To better identify areas for needed improvement in community collaboration and assessment, the OCBL drew on data collected from the community partner workshop and an assessment case study conducted by Dwight Giles and his University of Massachusetts-Boston graduate class. As a result, the OCBL identified three main areas to address:

1. Diversity training for preparing students going into the field for CBL courses.
2. Overall communications between partners and Stonehill as a whole.
3. Closer collaboration on course design and assessment between faculty and partners.

In response to these findings, the OCBL put its energy into three particular projects, elaborated on below.

Diversity Initiative

The OCBL collaborated with colleagues from **Bridgewater State College** and **Massasoit Community College**—as well as representatives from community partners—over half a dozen times in the past six months to develop criteria and mechanisms for better preparing CBL students for community-based work.

Beginning with a focus on “diversity,” the group moved to a focus on “community-based assets.” This shift has developed based upon the argument that, while students’ explorations of their own identity construction, privilege, etc. is a useful intellectual enterprise, the most important aspect for understanding diversity is the issue of power and how it obscures community assets.

The trainings will not ignore issues of individual and collective identity, but they will be framed within discussions of collective and structural identities and the ways in which racial and other categories minimize both communities’ strengths as well as their disadvantages. The trainings will be operationalized in Fall 2010, with the plan to offer both longer trainings requiring student registration as well as shorter trainings that can be done as classroom workshops on a one-time or on-going basis.

Partner and Engagement Committee [CPEC]

A number of offices from around campus (including OCBL, The Nonprofit Management Center, Into The Streets, Hope, Internships, and others) identified both internal and external communications regarding community partnerships as a serious issue needing attention. After meeting briefly in October and November, the group (currently know as the Community Partner and Engagement Committee—CPEC) held a retreat in the beginning of January to identify objectives and to begin planning marketing and communications strategies.

The focus of the group so far has been to identify so-called “**road maps**” for **different community partner audiences** such as students, faculty, relevant administrative personnel and the partners themselves. CPEC will be developing these maps for on-line use and will reporting on their plans to the Stonehill division heads by the end of July.

CBL Summer Institute

An even more focused set of workshop activities were included as part of our inaugural CBL Summer Institute. Essentially the institute brought together 6 teams comprised of faculty, students, and community partners to either revamp or create new CBL courses. Participants included:

Course	Instructor	Student	Community Partner
"Communication Theory"	Monique Myers (Communication)	Laura Sidla	Tom Washington (Mainspring House)
"Through the Looking Glass"	Dana David Walsh (Sociology) & Heather Perry (Library)	Nicole Jacques	Erin Spaulding (YMCA)
"Gender, Ethics, and Activism"	Stacy Grooters (Gender Studies) & David Sander (Religious Studies)	Lacie Michaelson	Erin Banner (Womansplace)
"Direct Marketing"	Eddie Rhee (Business Administration)	Nick Colenda	Chris Cooney (Metro South Chamber of Commerce)
"STEM for Educators"	Eunmi Yang (Education)	Molly McKittrick	Rob Connolly (Davis Commons)
"Environmental Ethics"	Rob Rodgers (Political Science)	Erica Mondo	Jen Cummings (Natural Resources Trust – Easton)

Funded primarily by the Davis Foundation Grant that established the OCBL, the Institute included:

- a tour of Brockton led by local Historian Willie Wilson Jr.,
- a presentation and discussion about the successful CBL partnership Beth Belanger and Carole Calo developed with the Cape Verdean Association as part of a Learning Community,
- a "CBL 101" mini-workshop, and
- a presentation on CBL and social justice.

Mostly, though, each group had multiple opportunities to meet and start designing courses and syllabi with the help of the CBL Director and Coordinator, as well as a number of experienced and former Americorps Vistas. Four of next fall's newest CBL courses were generated at the Institute.

Institute participants were consistently positive about their experience:

The institute went above and beyond my expectations! Wonderful conversations took place and were great starting points. (Community Partner)

Group sessions and exercises were very successful and helpful . . . great feedback. (Stonehill Student)

My expectations were well met. It was incredibly helpful and the choice to have students and community partners there made all the difference. (Stonehill Faculty)

Assessment

The OCBL initiated two major assessment functions this year. The first, mentioned above, was Dr. Dwight Giles' graduate student course report on CBL work at Stonehill. The second project entailed developing a survey for CBL courses that engaged students in pre- and post-course surveys.

While most of the data is still being tabulated and the Giles report is still be analyzed, both projects have already generated some useful and meaningful information. For instance, it is clear that student experiences in CBL courses increased their sense of social responsibility and their linking academic knowledge to practical applications and community impact.

Over 50% more students in the post-course surveys responded that they “agree” or “strongly agree” with the following questions than in the pre-course surveys:

- “I believe it is important to give my time for the good of the community”
- “It is important for me to find a career that directly benefits others”
- “Courses in school make me think about real-life in new ways”
- “I am better able to participate knowledgeably as a citizen in public life”

The Giles report also makes clear that CBL experiences have both given students a “better understanding of themselves,” as well as the ability to “make an impact” on individuals and communities.

Community Projects

The OCBL also contributed its expertise to a number of community projects that are currently in various stages of the planning process:

- The **Harbor One Volunteer Action Center** is a partnership among Harbor One Bank, the Plymouth County United Way, and Stonehill College
- The **Brockton City Innovation Conference** is spearheaded by Brockton City Councilor Jass Stewart and the Enterprise newspaper. Peter Ubertaccio, Georgia Antonopoulos and Corey Dolgon represent Stonehill College on the planning committee.
- **St. Paul's Workforce Housing Project** is an effort to develop some of the church's property along Pleasant Street to offer 32 units of studio, market-rate housing. To help advance the project, OCBL is producing a report on the impact and effectiveness of such projects, aided by student research project from last semester.
- The OCBL also collaborated with **Jobs with Justice** in Taunton to help **organize a rally in support of Haskon factory workers** who are losing jobs due to plant closing. Students from Chris Wetzel's Social Movements class worked closely with the JWJ organizer, and President Mark Cregan gave a benediction at the rally.
- **New England Center for Art and Technology** is an effort by educational entrepreneur and MacArthur genius grant winner William Strickland, to develop a state-of-the-art youth and adult education center in Brockton. While the primary site would be in Boston, Strickland and his co-hot believe that Brockton would be an excellent site for a "satellite" campus and the OCBL director has been meeting with a Brockton development group to further its prospects.

OCBL-Sponsored Campus Events

On campus, the OCBL sponsored, co-sponsored and helped organize many events during the past semester. Among these were:

- Globalization and What is the G-20? Forum
- Green Jobs Week
- Faces of Homelessness
- "Encouraging reflection in CBL "Teaching Roundtable
- Celebration of Service Breakfast
- Citizenship Dinner