This annual report is based on activities from July 1, 2014 – June 30, 2015.

For more information about our center, visit [www.buffalo.edu/ubcei](http://www.buffalo.edu/ubcei)
On July 1, 2014, I was honored to be named the inaugural director of the Center for Educational Innovation (CEI) and join a highly dedicated and extremely knowledgeable group of professionals with a common goal of promoting excellence in university teaching, learning and assessment. At this anniversary, I am pleased to report the accomplishments we have achieved over the center’s first year.

CEI is committed to the advancement of the scholarship of teaching and learning through integrated services, education, research and development related to university teaching, learning and assessment. Our strategic planning process resulted in the restructuring of our center around four clusters: Application Administration of Instructional Technologies, Online Learning, Student Assessment and Program Evaluation, and Communication, Engagement and Dissemination.

Over the past year, CEI professionals were actively involved in a variety of activities, including providing essential university services such as UBlearns, UBclicks, UB Course Evaluation System support, online course design, assessment scoring, and academic program assessment. Our center also organized several high-impact events, such as the annual Genteels’ Excellence in Teaching Conference, Assessment Day and the Conference for Graduate Teaching Assistants.

We have also been creating and delivering online education modules such as UBlearns Overview, Teaching Flipped Classrooms, Designing an Exemplary Course, and the Tools of Engagement Project, and developing innovative teaching and assessment tools such as the Annual Academic Program Assessment web interface.

In addition, CEI has been participating in internally and externally funded research and education projects, such as UB Communities of Excellence and NIH-funded Enabling Access to Cutting-Edge Biomedical and Behavioral Science, and presenting and publishing in academic venues.

I invite you to read this annual report to learn more about our diverse activities and accomplishments, and, more importantly, to explore ways to get involved.

CEI belongs to all of you!

Xiufeng Liu, PhD
Director, Center for Educational Innovation
Professor, Department of Learning and Instruction
NEW STAFF

Online Learning

Michele Messenger joins our center’s Online Learning cluster as an online instructional designer.

Michele’s experience in higher education includes Manager of Instructional Technology at SUNY Geneseo and instructional designer and faculty developer at the Rochester Institute of Technology (RIT). She was also an adjunct at RIT, teaching online courses. She has an MLS in Library Science, an MS in Education (with a focus on Integrating Technology) and an MS in Educational Leadership, and is currently in the dissertation phase of her PhD in Instructional Design for Online Learning.

Post-Doctoral Research Associates

Post-doctoral positions for the academic year 2015-2016 are intended to enhance the center’s research capacity in the areas of online learning analytics and educational measurement and evaluation.

In-Gu Kang is a post-doctoral associate working as an online learning analyst within our center’s Online Learning cluster with the goal of better understanding the current state of online learning at the micro and macro level at the university and beyond.

In-Gu earned a PhD in the department of Instructional Systems Technology at Indiana University Bloomington (IUB).

Christopher Rates is a psychometrics post-doctoral associate and joins CEI’s Student Assessment and Program Evaluation cluster. He is currently working on a validation study of the current UB student evaluation of teaching.

Chris earned a PhD in Science Education and an MEd in Educational Psychology at the University of Virginia: Curry School of Education.

For a full listing of our center’s staff, see the Staff Directory on page 16.
Application Administration of Instructional Technologies

The Application Administration of Instructional Technologies cluster, in coordination with university partners, provides application administration for essential university services that include UBlearns, UBclicks and iTunes U.

Members of this cluster also provide technical support for faculty, staff and students, maintain online help documentation, and present workshops and group training sessions on the use of UBlearns, UBclicks and iTunes U.

2014-2015 Activity Highlights

- Updated the Blackboard application, including all vendor building blocks that provide additional functionality to the system.
- Developed a new working relationship with ExamSoft, an assessment creation and delivery service, through the integration of the service with UBlearns. The service is currently being used by the School of Dental Medicine, and will be expanded to the Jacobs School of Medicine and Biomedical Sciences and the School of Pharmacy and Pharmaceutical Sciences beginning in fall 2015.
- Collaborated with university partners to integrate new IT services with UBlearns, including strengthening the Library Skills Workbook integration between UBlearns and HUB, and working with Enterprise Academic Services to configure, test and implement a new process for loading users, courses and enrollments into UBlearns.

Online Learning

The main focus of this cluster is to support online learning at the university. The cluster provides instructional design consultation for individual faculty, departments and schools, as well as works collaboratively with instructors, academic units and campus committees on university policies and strategic directions for online learning.

Our Online Learning cluster also acts as a liaison between UB and regional, state and national online learning organizations in order to provide resources for faculty development, innovation and the implementation of quality standards and evidence-based best practices. Outside organizations include the SUNY Center for Professional Development (CPD), Open SUNY Center for Online Teaching Excellence (COTE), and the Online Learning Consortium (OLC).
2014-2015 Activity Highlights

- Consulted with 68 faculty and staff relating to online learning issues and instructional technologies

- Provided support for the School of Nursing’s online learning program and the School of Engineering and Applied Science’s development of two online courses (MAE 204: Thermodynamics 1 and CE 212: Fundamental Principles of Chemical Engineering)

- Offered workshops on topics such as online learning and the effective use of instructional technologies

- Collaborated with members of UB’s Online Learning Collaborative on several projects, including completion of a Quality Scorecard for online learning and the development of a curated list of web resources

Student Assessment and Program Evaluation

This cluster provides support for program evaluation, the UB Course Evaluation System and scoring services.

CEI supports annual program evaluation through the development of report standards, maintenance of an online depository and by providing timely feedback for ongoing program improvement. This cluster also supports the implementation of the UB Course Evaluation System by providing training to faculty and academic units, analyzing data to monitor technical qualities, and facilitating report generation for faculty, department chairs and deans.

In addition, CEI staff provides scoring services to instructors of large-enrollment courses by designing course-specific forms, scanning responses and generating reports.

2014-2015 Activity Highlights

- Provided consultation and facilitation for assessment efforts for the School of Nursing Retreat, General Education, School of Dental Medicine, Experiential Learning Consortium, McNair Program assessment, and for individual faculty

- Coordinated program assessment reporting and reviews for 328 program reports

- Conducted workshops on designing courses for UB’s new General Education Curriculum, and hosted a series of brown-bag workshops on student assessment and program evaluation

- Implemented and provided support for the new UB Course Evaluation System

- Scored and generated reports for 981 scoring jobs for large-enrollment courses

- Planned and implemented the transition from Scantron Scoring to Enhanced Test Scoring (ETS), including workshops for the campus community

- Developed a collection of scannable Enhanced Test Scoring forms, as well as customized forms to meet the needs of individual faculty, departments and schools
Communication, Engagement and Dissemination

The focus of this cluster is to highlight teaching and learning innovations at UB and beyond. This includes organizing special events with nationally known speakers, video production to highlight innovations at UB and informing the campus community of professional development opportunities related to teaching innovation and excellence.

2014-2015 Activity Highlights

Planned and organized campus-wide events, including:

- Annual Conference for Graduate Teaching Assistants (over 100 Teaching Assistants registered for the day-long conference)
- Two Genteels’ Excellence in Teaching Lectures, which featured Contemplative Practice, presented by Daniel Barbezat, and ePortfolio, presented by Tracy Penny Light (122 people registered for these two events)
- Assessment Day 3.0, which featured a keynote by George Kuh (217 faculty and staff from UB and local higher-education institutions registered for the keynote) and an afternoon session on High-Impact Educational Practices, also presented by George Kuh (215 registered for the afternoon session)
- CEI inaugural Open House (42 faculty and staff registered for this event)
- Conducted workshops on university teaching for Teaching Assistants in academic units, including the School of Social Work PhD students and the School of Pharmacy and Pharmaceutical Sciences

Video Production projects included:

- Conducted a three-day video production workshop along with post-production and dissemination support for 21 faculty from across the country as part of the National Science Foundation project “Case Studies and the Flipped Classroom” in collaboration with the Department of Chemistry
- Recorded interviews and in-class activities with faculty, students and learning theory experts as part of the Pedagogy 2.0: Flipped Classrooms project, an online professional development course for faculty interested in the flipped approach
- Initiated collaboration with the office of Civic Engagement and Public Policy to develop a collection of online video resources for faculty to showcase best practices in community-based research
- Provided video production and post-event web content for “Your Digital Footprint”, part of the Digital Challenges Series sponsored by the University Libraries, UB Information Technology, the Center for Educational Innovation, and Student Life
- Recorded keynote event and interview with Samantha Becker, Senior Director of Communications for New Media Consortium and publisher of the annual Horizon Report education series
- Provided video production and post-event DVD authoring and web content production of “Islam, Islamism and Human Rights in Africa”, a day-long conference presented by the Alison Des Forges International Symposium
Josuenny O’Donnell, a student in the Department of Chemical and Biological Engineering, shared her experiences as a student in a flipped classroom for the Pedagogy 2.0 module being developed by CEI.

- Recorded and provided online post-production for Chemistry Bootcamp, a two-day course offered by the Department of Chemistry for incoming freshman students
- Provided video production and graphic design support for the Office of Interprofessional Education on the development of a five-module online course to be implemented in health sciences and management courses

Digital and Electronic Communications

- Developed the new CEI website, including expanded content, improved event registration, request forms and administration pages, and the new UB Course Evaluation System help website
- Developed promotional materials to inform the UB community of services, workshops and special events offered by CEI
- Provided design services to the School of Dental Medicine for its annual Student Research Day program

**EDUCATION**

**Pedagogy 2.0: Flipped Classrooms**

The first in a series of online faculty professional development modules introducing faculty to current teaching approaches empowered by digital technologies. The first round of video interviews with UB faculty have been completed, and video shoots are being scheduled for fall 2015 and will include additional faculty interviews and recording of in-class activities. Additional content and a website are also being developed to provide innovative teaching and learning activities for this module.

**UBlearns Overview**

This module has been developed as a self-guided online introduction to UBlearns. CEI staff also facilitates discussions and answer questions in UBlearns for faculty, staff and Teaching Assistants who are taking the course.

**UB Course Evaluation**

CEI developed an on-line module for department chairs in the use of online course evaluation reporting tools. This has been shared on a limited basis, and is available on the UB Course Evaluation website.
Designing an Exemplary Course
CEI professionals were part of a UB group that developed an online faculty professional development module on course design. This 4-week asynchronous course, designed in UBlearns, assists faculty who are currently teaching online or those who are interested in teaching online. Participants have included faculty and staff from all nine academic units at UB.

Interprofessional Education Pedagogy Series
For this collaboration with the UB Office of Interprofessional Education, CEI professionals created two videos for the Cultural Competency module, and have begun work on videos for the Values and Ethics module.

Tools of Engagement Project (TOEP)
TOEP is an on-demand online discovery learning professional development resource. The main objective of TOEP is to allow instructors an opportunity to explore emerging technologies and Web 2.0 tools at their own pace through a variety of rich media resources and tutorials. The TOEP community provides a supportive environment that encourages participants to reflect on how they might integrate these tools into teaching and learning. TOEP Phase 3 included 309 registrants from across 11 SUNY campuses (109 registrants were from UB).

RESEARCH & DEVELOPMENT

CEI Seed Grant for Promoting Pedagogical Innovation
The Center for Educational Innovation serves as a nexus for campus-wide efforts to further elevate the scholarship of, and research support for, pedagogical advancement and improved learning at the university. In a recent survey of UB faculty, 68% of respondents agreed or strongly agreed that CEI “should provide seed grants to cultivate faculty innovation in university teaching.”

One signature and priority recommendation of Realizing UB 2020 is pedagogical excellence and innovation. The Seed Grant for Promoting Pedagogical Innovation, offered annually through CEI, intends to promote excellence in university teaching, learning and assessment. In particular, it intends to enhance UB’s capacity to successfully obtain external grants to support university pedagogical innovation.
The five funded proposals were chosen from among 11 proposals from 34 faculty members representing eight schools and 15 departments. The funded proposals are:

**Assessment of Student Learning: Process Not Artifact**
PI: Carl Alphonce, Computer Science & Engineering Department
The proposal will develop a model for computer programming, and design assessment methods aligned to the programming process and not just the end product. This method will better support students with different learning styles, as well as customize formative feedback based on learning styles.

**Pilot of Digital Tutorials to Increase Incoming Student Readiness for General Chemistry**
PI: Valerie A. Frerichs, Department of Chemistry
This proposal will develop a digital primer course to increase readiness for incoming students taking General Chemistry. The overall goal of this work is to increase success in first semester chemistry and contribute to promoting increased retention in Science, Technology, Engineering and Mathematics (STEM), a recognized national need.

**Does Innovative Use of the KWLA+R® and a Flipped Classroom Influence Achievement of Program Outcomes and ‘Think like a nurse’ in a Baccalaureate Nursing Education Program?**
PI: Susan Grinslade, School of Nursing
The goal of this study is to explore the use of innovative strategies to increase critical thinking skills and performance on process and outcome measures among traditional and accelerated BS nursing students.

**Developing a Pathway Towards Effective Gamification Strategies and Faculty Implementation**
PI: Deborah Moore-Russo, Department of Learning and Instruction
This project will research the use of game-based elements in online, graduate-level coursework. Project objectives will be to determine, document and study the process used by a faculty member to “gamify” an online course, most effective strategies for integrating achievements (e.g., levels, badges) in an online course, and role game-based elements play in students’ understanding and personal reflecting on their development and learning.

**Crowd-Learning: Research Agenda and Supporting Evidence Collection**
PI: Alexander Nikolaev, Department of Industrial and Systems Engineering
Over the past decades, concerns for equity and student privacy have led the modern educational systems towards offering students individual-focused learning experiences. These educational experiences can inhibit or prohibit public performance comparisons among peers, both in K-12 and higher education settings. This project explores crowd-learning – a teaching/learning paradigm, aimed at bringing the benefits of “learning together” back into today’s physical and virtual classrooms, without compromising students’ rights for equity and privacy.
UB Communities of Excellence

On May 28, 2015, the university announced the establishment of three new Communities of Excellence, an innovative and integrated approach to addressing critical societal challenges through impactful interdisciplinary research, education and engagement. CEI is a participant in two of these three communities in activities related to educational research and evaluation.

Global Health Equity

This community will work to address the challenge of global health inequity by bringing together faculty and students from the health sciences and disciplines that are focused on the social, economic, political and environmental conditions that lead to inequities. This community will tackle problems ranging from a lack of access to sanitation for women and girls in poor countries to high rates of non-communicable diseases due to complex sets of factors, including tobacco use and the environment.

The Genome, the Environment and the Microbiome (GEM)

This community will work to advance understanding of areas that will enable development of personalized medicine and empower individuals to have greater control over and understanding of their health, the human genome and the human microbiome — the trillions of microorganisms living in and on the human body. Through collaboration among the sciences, social sciences, arts and humanities, GEM will enhance UB's reputation in genomics to make UB a national model for promoting and increasing genomic literacy.

Development Activities

Successful upgrade of the service software for Blackboard on UBlearns and UBclicks

The Application Administration of Instructional Technologies cluster, in coordination with university partners, successfully completed application upgrades to the UBlearns and UBclicks services during the past year.

The latest version of the Blackboard Learn application was installed at the conclusion of the spring 2015 term. The software upgrade introduced new tools, enhanced functionality and new vendor integrations to the UBlearns service.

The UBclicks service software, TurningPoint, was also upgraded during summer 2015. TurningPoint Cloud offers enhanced data security, the introduction of Turning Accounts and secure login procedures.

Development and Implementation of Annual Academic Program Assessment web application

- Reviewed and provided feedback to annual program assessment reports for 328 program assessment reports in total, with 7 programs added to the service this year
- Updated application to provide better reporting and service statistics
- Developed a Service Advisement and Review draft plan for creation of an advisement committee and peer review of the current program reports

George Kuh, Director of the National Institute for Learning Outcomes Assessment
• Collected feedback on the web application, which received positive feedback on the interface from the university community

• The interface has generated a number of requests for sharing of the code or expertise to implement a similar service at other universities

• Development and implementation of Specialized Course Evaluation web application

The campus-wide course evaluation service, powered by Campus Labs Course Evaluation, has software features in place to help protect the anonymity of respondents. These features create a barrier for some courses to complete an evaluation. There is also a small group of courses that require a formal course evaluation that is in line with the campus-wide service and meets the needs of their program or school promotion, tenure or accreditation requirements.

For that last case, CEI has written a web application that mirrors the university-wide course evaluation service. The web application is called UBSpecialized Evaluations and was used by two courses in spring 2015. This web application is available by request.

**Sponsored Project Activities**

**University at Buffalo/Buffalo Public Schools Interdisciplinary Science and Engineering Partnership**

An innovative approach to teacher professional development among 12 high-needs urban schools via interdisciplinary research experiences during the summer, followed by development of interdisciplinary science teaching and learning materials and implementation in the classroom.

Joe Gardella, PI; Xiufeng Liu, co-PI; Alex Cartwright, co-PI; Satpal Singh, co-PI

The National Science Foundation • Sept. 1, 2011–Aug. 31, 2016

**Enabling Access to Cutting-Edge Biomedical and Behavioral Science**

A mentoring program to recruit and support underrepresented minority students into biomedical and behavioral sciences doctoral programs.

Margarita Dubocovich, PI; Raj Rajnarayanan, co-PI; Xiufeng Liu, co-PI

National Institute of Health • March 28, 2012 – Feb. 28, 2017

**Case Studies and the Flipped Classroom**

Faculty write case studies and create videos for the flipped classroom to be used in general biology. The work is now in the second year of a 3 year grant and the first 20 cases are now in review.

Clyde F. Herreid, PI; Nancy Schiller, co-PI; John Wild, Video Producer/Consultant

National Science Foundation • Sept. 1, 2013 – Aug. 31, 2016
Grant proposals submitted

CTSA/KL2 Mentored Career Development Program: Engaging a Diverse Workforce of Translational Researchers, National Institute of Health

Tim Murphy, PI (CTSA); Margarita Dubocovich, PI (KL2); Kim Griswold, co-PI (KL2); Xiufeng Liu, co-PI (KL2); Carol Van Zile-Tamsen, co-PI (KL2)

Status: Funded ($1,900,000)

Quality by Design (QbD), SUNY IITG Grant

Ann Reed, PI; Robin Sullivan, co-PI; Martha Greatrix, co-PI; Athena Tsembelis, co-PI; Steven Sturman, co-PI

Status: Funded ($10,000)

Developing a Benchmark System for Evaluating Interventions of First-year STEM Gatekeeper Courses, National Science Foundation

Xiufeng Liu, PI; Youfa Wang, co-PI; Clyde F. Herreid, co-PI; Hong Xue, co-PI

Status: Pending ($800,000)

Develop an Online Distance Education Courses for English Language Teachers in India, U.S. Embassy Public Affairs Section in New Delhi

Janina Brutt-Griffler, PI; Maryanne Burgos, co-PI; Nicole Hamza, co-PI; Christine Kroll, co-PI; Anne Reed, co-PI; Robin Sullivan, co-PI; Namita Acharya Thomas, co-PI

Status: Pending ($80,000)

Rethinking Rubrics: A Tool to Improve Higher-Order Thinking Skills, The Spencer Foundation

Carol Van Zile-Tamsen, PI; Alex Reid, co-PI; Doug Basford, co-PI

Status: Pending ($50,000)

Trans-disciplinary and Problem-based Learning for Global Health and Well-being, National Science Foundation

Korydon Smith, PI; James Jensen, co-PI; Pavani Ram, co-PI; Samina Raja, co-PI; Li Lin, co-PI; James Lenker, co-PI; Carol Van Zile-Tamsen, co-PI

Status: Pending ($1,500,000)

Inside Classrooms of First-Year STEM Gatekeeper Courses: Creating a Foundational Knowledge Base on Classroom Learning Environment and Student Engagement, National Science Foundation

Xiufeng Liu, PI; Carol Van Zile-Tamsen, co-PI; Clyde F. Herreid, co-PI; Surajit Sen, co-PI

Status: Declined
Strategies: Geotechnological experiences for Students and Teachers (GTEST), National Science Foundation
Joseph A. Gardella, PI; Ling Bian, co-PI; Xiufeng Liu, co-PI; Sodano Sandro, co-PI
Status: Declined ($1,200,000)

Tools of Engagement Project (TOEP): On-demand Discovery Learning Professional Development (Phase 3), United University Professions/Joint Labor Management Committee Campus Grants Program - Mentoring Pilot
Roberta (Robin) Sullivan, PI; Cherie van Putten, co-PI; Nathan Whitley-Grassi, co-PI
Status: Declined ($20,000)

Conference presentations

Greatrix, Martha and Sullivan, Robin


Liu, Xiufeng


**Slomka, Thomas**


**Sullivan, Robin**


**Tutzauer, Carol**

Tutzauer, C. (January, 2015). How four unsung faculty members are harnessing competitive activities to excite and motivate their students. Presented at the 14th Annual Niagara University International Conference on Teaching and Learning, Niagara University, NY.

Tutzauer, E., & Tutzauer, C. (January, 2015). Bringing it all together: ‘Argumentation and Advocacy’ as a cornerstone course in General Education. Presented at the 14th Annual Niagara University International Conference on Teaching and Learning, Niagara University, NY.

**Van Zile-Tamsen, Carol**


Wild, John


Publications

Liu, Xiufeng


Ding, L., Wei, X., & Liu, X. (in press). Variations in university students’ scientific reasoning skills across majors, years, and types of institutions. Research in Science Education. DOI: 10.1007/s11165-015-9473-y


Morreale, Cathleen


Sullivan, Robin

Van Zile-Tamsen, Carol


AWARDS & RECOGNITIONS

UB Assessment Day

UB Assessment Day was a recipient of a SUNY CSAO (Chief Student Affairs Officers) Award, given annually to honor programs and services that have a significant positive impact on improving the student experience. Assessment Day was selected due to its strong collaboration between Student Affairs and Academic Affairs, as well as its large-scale impact on improving assessment practices within Student Affairs and throughout the university.

The Tools of Engagement Project (TOEP)

- Recipient of the inaugural 2015 Open SUNY COTE Effective Practice Award Program, which aims to collect, share and showcase the online best practices, strategies, and innovative online teaching and learning activities of exemplary Open SUNY Fellows and online practitioners from across the SUNY system
- Cited as an example that addresses the challenge of faculty digital literacy in the 2015 New Media Consortium Horizon Report Higher Education Edition
- Nominated and received faculty recommendations for the SUNY FACT2 Instructional Support award

COMING IN 2016

Assessment Day 4.0: Defining Quality
February 26, 2016
University at Buffalo

ANNY Conference
April 18–20, 2016
University at Buffalo

This event is co-sponsored by ANNY (Assessment Network of New York) and the University at Buffalo.
**STAFF DIRECTORY**

Front row (left to right): Xiufeng Liu, Michele Messenger, Martha Greatrix, Gary Koteras, Monica Carter, Mark Woodard, Thomas Slomka, Renee Crandall. Back row (left to right): Donald Trainor, John Wild, Cathleen Morreale, Carol Tutzauer, Carol Van Zile-Tamsen, Roberta (Robin) Sullivan. Missing: In-Gu Kang, Christopher Rates.

**Administration**

Xiufeng Liu, Director, Center for Educational Innovation; Professor, Department of Learning and Instruction  
212 Capen Hall, North Campus  
716-645-4050 • xliu5@buffalo.edu

Carol Van Zile-Tamsen, Associate Director  
212 Capen Hall, North Campus  
716-645-3905 • cmv3@buffalo.edu

Renee Crandall, Office Manager  
212 Capen Hall, North Campus  
716-645-1801 • reeneecra@buffalo.edu

**Application Administration of Instructional Technologies**

Mark Woodard, UBlearns Lead Application Administrator  
212 Capen Hall, North Campus  
716-645-6128 • mwoodard@buffalo.edu

Gary Koteras, UBlearns Application Administrator  
212 Capen Hall, North Campus  
716-645-2189 • koteras@buffalo.edu

Martha Greatrix, UBlearns Support  
316 Harriman Hall, South Campus  
716-829-3582 • greatrix@buffalo.edu
Online Learning
Martha Greatrix, Online Learning Specialist
316 Harriman Hall, South Campus
716-829-3582 • greatrix@buffalo.edu

In-Gu Kang, Online Learning Analytics Post-Doctoral Research Associate
316 Harriman Hall, South Campus
716-645-1833 • ingukang@buffalo.edu

Michele Messenger, Online Instructional Designer
316 Harriman Hall, South Campus
716-829-2115 • mmesseng@buffalo.edu

Roberta (Robin) Sullivan, Online Learning Specialist
316 Harriman Hall, South Campus
716-645-0773 • rrs@buffalo.edu

Student Assessment and Program Evaluation
Carol Van Zile-Tamsen, Curriculum, Student Learning Assessment and Program Evaluation
212 Capen Hall, North Campus
716-645-3905 • cmv3@buffalo.edu

Cathleen Morreale, Curriculum, Student Assessment and Course Evaluation Support
212 Capen Hall, North Campus
716-645-5593 • cwalther@buffalo.edu

Christopher Rates, Psychometrics Post-Doctoral Research Associate
212 Capen Hall, North Campus
716-645-0780 • carates@buffalo.edu

Thomas Slomka, Program Assessment and Annual Assessment Reporting
212 Capen Hall, North Campus
716-645-0776 • tslomka@buffalo.edu

Carol Tutzauer, Curriculum and Student Learning Assessment
212 Capen Hall, North Campus
716-645-3901 • tutzauer@buffalo.edu

Communication, Engagement and Dissemination
Donald Trainor, Communications and Marketing
316 Harriman Hall, South Campus
716-829-3687 • trainor@buffalo.edu

Monica Carter, Engagement and Dissemination
316 Harriman Hall, South Campus
716-829-3686 • mjcarter@buffalo.edu

Martha Greatrix, Instructional Video Production Support
316 Harriman Hall, South Campus
716-829-3582 • greatrix@buffalo.edu

John Wild, Instructional Video Production
212 Capen Hall, North Campus
716-829-2972 • jhwild@buffalo.edu
Center for Educational Innovation

The Center for Educational Innovation (CEI) serves as a nexus for campus-wide efforts to further elevate the scholarship of, and research support for, pedagogical advancement and improved learning at the university.

Email
ubcei@buffalo.edu

Web
www.buffalo.edu/ubcei

North Campus
212 Capen Hall
Buffalo, NY 14260-1680
716-645-7700

South Campus
316 Harriman Hall
Buffalo, NY 14214-8025
716-829-3030