

Annual Report: 2006-2007

Faculty Development Academic Affairs

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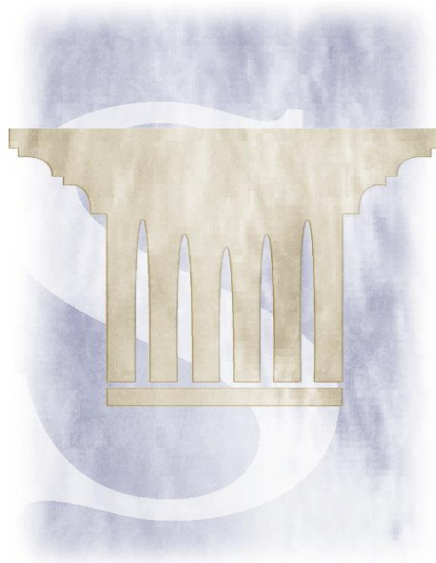
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Part of being a good teacher (not all) is knowing that you always have something new to learn—not so much about teaching techniques but about these particular students at this particular time and their particular set of aspirations, confusions, misconceptions, and ignorance. To learn from the best teachers, we must recognize that we can learn—and that we will still have some failures. We will not reach all students equally, but there is something to learn about each of them and about human learning in general.

Ken Bain, *What the Best College Teachers Do*. Harvard University Press, 2004, 176.

The quality of scholarship is dependent, above all else, on the vitality of each professor. Colleges and universities that flourish help faculty build on their strengths and sustain their creative energies, throughout a lifetime....It flies in the face of all experience to expect a professor to engage in the same type of performance across an entire career, without a change of pace. Faculty renewal is essential.

Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation 1990, 43.

A. Introduction: A Year of Innovation and Movement

Faculty Development's charge is to substantively and meaningfully address issues related to the teaching, learning, scholarship, and service elements of the mission of Southern Connecticut State University. The 2006-2007 year is best characterized as one of innovation and movement since a number of exciting changes occurred in Faculty Development.

In January, 2007, the Office of Faculty Development transitioned from its cramped quarters in ENA 110 to its current location in EN B106. This larger space affords several advantages, including: the physical integration of the Coordinator into the daily interactions and operations, a small conference table to accommodate faculty consultations and committee meetings, a more visible and convenient location so faculty and staff can visit, a more efficient work flow, and a symbolic connection to the heart of academic activity. Since the move, the number of one-on-one consultations with members of the Faculty Development staff has increased dramatically.

Another substantial change was the initiation of the Teaching Innovation Program, supported by the Davis Education Foundation. The Teaching Innovation Program (TIP) is designed to enhance teaching and learning outcomes, particularly in the areas of instructional technology, pedagogy, and the Scholarship of Teaching and Learning (SoTL). The TIP supports a Teaching Innovation Fellows program, faculty travel to pedagogy-related conferences, a forum on teaching innovation, and stipends for SCSU faculty-led workshops. In the past year, 11 faculty members were supported for attending pedagogy-related conferences, five were awarded fellowships, and seven facilitated workshops on enhancing pedagogy.

Faculty Development partnered with other campus units to create innovative programs. Faculty Development partnered with Sponsored Programs and Research to enhance the year-end celebration of scholarship. FD organized its first annual Poster Session showcasing projects funded by Faculty Development Advisory Committee grants, Curriculum-Related grants, and Minority Recruitment and Retention grants. Faculty participants eagerly welcomed the opportunity to share their research and network with colleagues in other disciplines. Another highlight was the collaborative creation, with AAUP and Human Resources, of the Reception and Orientation for Part-Time Faculty, held in August, 2006. To support strategic initiatives aimed at student retention and success, Dr. Farley-Lucas created and implemented the FYE Academy, a 3-day professional development opportunity for instructors slated to teach courses in the First Year Experience Program, LINKS, and Honors College.

Throughout the year, Faculty Development continued to offer successful programs supporting excellence in teaching and learning. Active involvement in university-wide assessment and planning activities, including the Academic Affairs Council and the First-Year Experience Planning Committee, enhanced inter-unit communication and forged connections among Faculty Development, academic schools, and various administrative units.

The 2006-2007 Annual Report begins with the mission and organizational structure of Faculty Development, and then enumerates the various programs and initiatives of the department. Appendices provide details on the diverse programs designed, developed, and promoted by Faculty Development.

B. Faculty Development Mission Statement

The mission of Faculty Development is to support teaching and learning at all levels and in all contexts in which instruction occurs at Southern Connecticut State University. Faculty Development supports faculty in their roles as teachers, scholars, and members of the university and wider community.

Faculty Development is committed to promoting a spirit of innovation, collaboration, and love of learning, as well as enhancing a sense of collegiality among faculty as they expand their intellectual, teaching, and scholarly horizons. In pursuing these goals, Faculty Development works to enhance the intellectual climate and promote open and ongoing dialogue among all members of the University community. It serves as an advocate for academic initiatives and enterprises that relate to teaching and learning through a variety of programs, activities, and resources in achieving the University's mission. The vision of Faculty Development is to create an environment at SCSU that facilitates and promotes effective teaching, professional development, research, university service, and integration of new instructional technologies.

Specifically, faculty development for Southern Connecticut State University includes the seven competencies outlined by Sell and Chism (1991). Faculty Development:¹

1. Engages in needs assessment activities;
2. Designs and develops strategies that promote individual, pedagogical, curricular, and organizational growth;
3. Organizes and implements specific programs, projects, and studies;
4. Plans and delivers oral presentations;
5. Produces print and non-print communications;
6. Conducts research about teaching and learning;
7. Establishes and maintains consulting relationships.

The interaction between Faculty Development personnel and the faculty is confidential and separate from any formal assessment process of the University.

C. Faculty Development Programs Embrace Five Dimensions

Teaching

Faculty Development promotes excellence in teaching and learning at the individual, program, departmental, and institutional levels. To this end, Faculty Development maintains a collection of books, journals, newsletters, videocassettes, and other materials that focus on pedagogy, and prepares its publications to support teaching and learning at SCSU. These resources are located in the Faculty Development, EN B106.

¹ Sell, G. R., and Chism, N. V. (1991). Finding the right match: Staffing faculty development centers. *Professional and Organizational Development Network in Higher Education*. To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development 10, 19-32.

Learning

Faculty Development promotes better understanding of how all humans learn; how they develop as lifelong learners; how they perceive their learning needs; and how to create positive contexts for learners with diverse needs based on local and global research findings.

Environment

Faculty Development works to influence policy decisions within the university for ongoing development of the organizational, physical, and technological environments in which teaching, learning, scholarship, and service may prosper. Faculty Development helps to promote an inclusive and responsive organization.

Culture

Faculty Development works to develop a sense of common purpose and to foster cooperation among all members of the SCSU learning and teaching community including: students, faculty, administrators, and instructional staff. The goal is to strengthen relationships among the members of the University community.

Promotion/Advocacy

Faculty Development promotes an environment for continuous learning; experimentation; and systemic, professional, and personal change among all members of the SCSU community. Faculty Development represents a model for educational leadership, learning innovation, and institutional transformation by advocating the importance of learning and teaching for local, national and international SCSU programs, and for individuals and groups working on teaching and learning initiatives.

D. Ongoing Goals of Faculty Development

I. Faculty Development

- Provide the faculty with resources, information and expertise to improve excellence in teaching and learning.
- Provide ongoing activities for professional and personal development.
- Increase professional competence and teaching effectiveness through in-service programs
- Define an organizational structure and process supporting faculty development for the continual improvement of teaching and learning.
- Develop innovations in curriculum and instruction.
- Provide resources and services that contribute to comprehensive and meaningful evaluations of teaching, both formative and summative, to be used both for assessment and for faculty development.
- Respond to community and societal needs through increased service activities.
- Foster faculty learning by providing opportunities for discussions of teaching and scholarship.
- Encourage interdisciplinary conversations and connections among the faculty by providing forums for discourse on issues important to the University community.
- Link the University and its instructors with programs and experts on teaching and learning at other campuses and organizations throughout the state, region, and nation.
- Identify the perceived needs of the faculty for personal and professional development through an on-going process of needs assessment.
- Offer workshops, seminars, and programs that provide information, expertise, and discussion of issues pertinent to the improvement of teaching.
- Offer recognition and awards for demonstrated excellence in teaching and scholarship.

II. Recruitment, Retention, and Diversity

- Respond to needs for continued efforts to improve retention of new faculty and academic staff in addition to retention and graduation of students.
- Understand the needs for continued development of diversity in our faculty, staff, and student population.
- Respond to the need to expand the traditional organization of higher education to include support for school-to-work efforts, including cooperative education, internships, mentorships, and team training.
- Work toward increased faculty diversity by expanding recruitment efforts, supporting retention of underrepresented minority faculty, and helping to overcome any barriers to promotion that may exist for minorities, women, and other underrepresented groups at SCSU.
- Preserve the SCSU tradition of excellence in teaching and learning by amplifying the search for and support of excellent well-trained faculty, while creating a community of teaching professionals reflective of the larger community in which we reside.
- Pioneer ongoing improvements at a university-wide level, with a special focus on issues such as diversity among faculty and students.
- Adapt instructional methods to changing student populations and needs.

III. Research and Scholarship

- Support professional renewal through ongoing support of faculty research.
- Support research activities that contribute to academic disciplines and student learning.
- Conduct research with respect to new paradigms for teaching and learning.
- Support the pursuit of opportunities for external funding.
- Encourage collaborative research across disciplines.
- Promote mentoring programs to stimulate research.
- Promote a balanced view of scholarship that values teaching, research, and service.
- Provide Sponsored Programs and Research (SPAR) with expertise in offering seminars and workshops related to internal and external funding sources.
- Seek funds from outside the University to support the creative and innovative efforts of our faculty to improve teaching and learning.

IV. Technology

- Understand the increased role of technology and its impact on teaching and learning.
- Provide individualized services including consultations on integrating a wide spectrum of technologies into teaching and learning.
- Develop and make available online resources on technology topics.
- Establish advisory groups on digital multimedia and other topics to assist in the planning and development of an infrastructure to support instructional technologies.
- Provide input on technology-related matters to faculty and administration.
- Recommend the design and development of a program for faculty, students, and staff that will facilitate their awareness and use of information and instructional technology in teaching and learning.
- Develop specific workshops and training sessions directed toward individual user populations, e.g., the Summer Tech program.
- Develop specific training and instructional materials that support the exploration and use of instructional technology.

IV. Technology (cont'd)

- Identify, both within and without the University, resource persons and instructors who will provide technological instruction to faculty.
- Advise on matters relating to instruction of user groups.
- Develop an inventory to identify and facilitate access to instructional resources outside the University in support of faculty teaching.
- Provide insight and focus relative to the University's response to advances in information technology and distance learning.

E. Faculty Development Organization and Personnel

- Dr. Selase Williams, Provost and Vice-President for Academic Affairs
- Dr. Ellen Beatty, Associate Vice President for Academic Affairs
- Dr. Bonnie Farley-Lucas, Faculty Development Coordinator
- Ms. Jennifer A. Hudson, Faculty Development Assistant
- Ms. Michele Salamone, Secretary
- Ms. Lara Volpe, University Assistant
- Ms. Susan Finkle, Student Worker (as of 7/20/07)

F. Assisting Faculty in their Teaching Effectiveness: Forums, Workshops, and Working Groups

Faculty Development plays an active role in developing, facilitating, and monitoring a wide array of University conferences, forums and working groups.

1. New Faculty Orientation

The annual New Faculty Orientation was held August 27-30, 2006. Beginning on August 27th with a welcome reception and dinner for new hires and their guests, the orientation included an extensive introduction for new faculty members to Southern's faculty and administration, campus layout, resources, policies, and governance. Evaluations indicated that sessions were rated as "excellent" overall and participants received useful information. Specific participant comments focused on the welcoming nature of the event, the opportunity to meet other new faculty and SCSU administrators, and the introduction to SCSU's library and technology resources. The 2006 New Faculty Orientation Schedule appears as Appendix A.

2. Supporting Success: New Faculty Orientation Continuing Training

The August orientation was only the first of ongoing New Faculty Orientation sessions that occurred throughout the academic year. Training sessions and workshops were designed to provide new faculty with continuing orientation and education regarding Southern. They also served as an opportunity for new faculty to dialogue with colleagues on important issues. Sessions were held on Wednesdays from 1:10 to 2:00 pm (SCSU Academic Community Hour) in locations across campus.

Continuing Faculty Development's goal from the previous year, to reach a wider audience and enhance networking opportunities for new faculty, all SCSU faculty were invited to participate in New Faculty Orientation workshops. The most widely attended New Faculty Orientation events of the 2006-2007 year were a "Mentoring Get Together," a panel on "Excellence in Academic

Advising,” featuring staff from Academic Advisement, and other key topics that included “Supporting Students with Disabilities” and “Scholarship and Creative Activity.” Finally, new faculty and their mentors were treated to a luncheon celebrating the completion of their first year with SCSU.

Responses to the New Faculty Orientation Continuing Training were very favorable, with several faculty commenting on the valuable information gained, the opportunity to learn from new colleagues, and the ability to gain timely answers for their most pressing questions.

3. New Initiative: Part-Time Faculty Reception and Orientation

More than 125 part-time faculty, administrators, and campus leaders participated in the first annual Southern Connecticut State University Part-Time Faculty Reception and Orientation, held on August 24, 2006, from 6:00pm to 8:30pm in the Grand Ballroom of the Michael J. Adanti Student Center. Its planning was a collaborative effort involving representatives from Faculty Development, Human Resources, AAUP, and of course, part-time faculty. The event celebrated the many contributions that part-time faculty make to the Southern community and introduced the wide variety of resources available to support part-time faculty and their students. Planning Committee members included: Ms. Diane Boutaugh, Human Resources; Ms. Linda Cunningham, AAUP; Dr. Bonnie Farley-Lucas, Faculty Development; Mr. Gary Holder-Winfield, AAUP; Ms. Jennifer A. Hudson, Faculty Development & Adjunct Faculty, English; Ms. Betsey Rosenblum, Adjunct Faculty, Communication; and Ms. Kathy Yalof, Academic Affairs.

Dr. Constance Ecklund, previous recipient of the J. Philip Smith Award for Outstanding Teaching, delivered the keynote address on “Outstanding Teaching and Outstanding Advice for Adjuncts.” Other key events included an introduction to the Part-Time Faculty Mentoring Program and an Interactive Resource Fair with representatives from Faculty Development, AAUP, Human Resources, Student Affairs, Buley Library, and the Faculty Technology Walk-in Center.

Participants’ evaluations indicated that they rated the session as excellent and worthwhile. Written comments focused on how grateful the adjuncts were for the support and information provided, and how the event made them feel more valued and more connected to the Southern community. The program appears in Appendix B.

4. Workshops to Promote Teaching Excellence

In addition to the diverse array of professional development opportunities offered through the Faculty Development Advisory Committee Grant fund, Faculty Development creates and delivers a wide variety of workshops. Suggestions for topics and content are based upon feedback gained during the fall and spring Forums, Faculty Development Advisory Committee recommendations, specific requests, and faculty who volunteer to offer sessions based on their particular expertise.

During Fall 2006 and Spring 2007, Faculty Development supported a number of programs designed to retain new faculty, enhance teaching and learning outcomes, and increase interdisciplinary collaboration and community building. The Faculty Development and Professional Growth workshop series provided training on such essential topics as Sexual Harassment Prevention, “Our Veterans: From Battlefield to Classroom,” “ADA and Teaching Inclusion,” “Best Practices in Academic Advising,” and “Writing Across the Curriculum.”

In coordination with Assessment and Planning, Faculty Development provided assistance for three events, a teleconference on “Mining Student Data to Support Early Intervention,” a series of campus-wide assessment workshops featuring Barbara Waldvoort, and the NSSE Regional Conference.

5. Faculty Development/Sponsored Programs and Research Grant Writing Series

Faculty Development continued to collaborate with Patricia Zibluk, Director of Sponsored Programs and Research, to develop a series of workshops to help faculty develop their grant-writing and grant-seeking skills. In coordination with Sponsored Programs and Research, Faculty Development assisted with workshops on “Grants 101” and drop-in workshops to provide feedback on CSU Research, Curriculum-Related, and Faculty Development Advisory Grants. The entire SPAR staff made themselves available for a drop-in workshop to assist faculty in assembling their CSU Grant proposals. Twelve faculty received one-on-one feedback and suggestions for improving their grants. A day-long seminar on grant-writing by Research Associates, Inc., attended by almost 100 faculty and staff from throughout the CSU system, was held on May 12.

6. New Initiative: FYE Academy

Dr. Farley-Lucas took an active role in the First-Year Experience (FYE) Committee, which was chartered to create a proposal to pilot an FYE program for SCSU. In addition to researching best practices for First-Year Experience Programs across the country, she collaborated with committee members on program design, curriculum development, and proposal drafting. As the First-Year Experience Committee developed the curriculum and course proposals, Dr. Farley-Lucas created the FYE Academy to meet the professional development needs of faculty who will be teaching and advising first year students. Due to strong collaboration from Student Affairs and Academic Affairs professionals, the FYE Program and the FYE Academy were both successfully launched.

The FYE Academy provides faculty with training, support, and recognition for their roles as teachers and mentors. A climate of support and teaching excellence is cultivated as participants engage in a three-day workshop that focuses on the unique needs of first-year students, effective pedagogy, team-building exercises, and assisted course preparation time. Faculty convene to share syllabi, assignments, and strategies. In addition to an overview of FYE course objectives and potential assignments, key topics include: university resources, learning theory and developmental stages, facilitating student engagement, teaching with writing and evaluating written assignments, maximizing oral communication and reading assignments, and library support and student research basics. Upon completion, faculty receive a stipend of \$500 and a certificate. Because of the strong potential for impacting teaching effectiveness and for recruiting new talent to the First-Year Experience, faculty new to Southern, and especially those new to the teaching profession, will be targeted as participants starting in 2009. The First-Year Academy will eventually become an effective training ground for all new faculty.

In June 2007, 19 faculty successfully completed the FYE Academy. In addition, 20 Student Affairs and Academic Affairs professionals, serving as Support Consultants took part in portions of the workshops to help form collaborative partnerships and learning communities. Written evaluations rated the training as very informative, as helpful in pointing out university resources, and as making a positive impact for all of their teaching. Some participants commented that it was the most helpful workshop on teaching that they had ever attended. A second section of FYE academy is scheduled for August 2007.

7. University Forums

One of the highlights of the New Faculty Orientation is the University Forum, which brings a distinguished speaker to present provocative perspectives on pedagogy, learning and excellence in teaching. The Forum has come to symbolize the official start of the semester. Forum provides faculty the opportunity to begin the semester with fresh ideas and strategies to enhance their professional efforts and to engage in dialogue with faculty from different disciplines. All SCSU faculty are invited to attend this event.

A. Forum XXXVII

University Forum XXXVII: “Scholarship That Makes a Difference: Enhancing Research on Pedagogy” took place on Tuesday, August 29, 2006. Featured keynote speaker, Dr. Maryellen Weimer, Professor of Teaching and Learning at Penn State Berks, provided an overview of the key types of scholarship on pedagogy and learning with attention to the best cross-disciplinary resources. She also provided specific suggestions for enhancing scholarly efforts in the area of pedagogy research and practice. Following the keynote, an interactive panel discussion of Southern faculty introduced Scholarship of Teaching and Learning (SoTL) efforts on Southern’s campus and focused on learning outcomes and the impact of instructional technology on pedagogy.

Since 1987, Dr. Weimer has edited the *Teaching Professor*, a monthly newsletter on college teaching with 15,000 subscribers. She edited or authored eight books including a 1990 book on faculty development, a 1993 book on teaching for new faculty, and a 1995 anthology, *Teaching on Solid Ground, Teaching Tools, Learner-Centered Teaching: Five Key Changes to Practice*, and her latest book, *Enhancing Scholarly Work on Teaching and Learning*, which was released in February 2006. Dr. Weimer has consulted with over 300 colleges and universities on instructional issues.

Following Dr. Weimer’s presentation, a group of four SCSU faculty engaged in a panel discussion regarding the scholarship of teaching and learning at Southern and how faculty might make a difference on our own campus. Faculty continued their discussions over a buffet luncheon and a copy of Dr. Weimer’s book *Enhancing Scholarly Work on Teaching and Learning* was raffled. Evaluations suggest that the session provided valuable information and knowledge and that participants found the subject matter interesting. The program for this event is presented as Appendix C.

B. Forum XXXVIII

Forum XXXVIII: “Reaching and Teaching First-Year Students” was held on January 19, 2007, in the MJA Student Center Ballroom. Keynote Speaker, Dr. Calvin Peters led more than 80 participants through a series of interactive sessions designed to help faculty teach first-year students more effectively. Through active engagement in experiential exercises, participants identified faculty expectations of first-year students, summarized key theories of developmental stages in student learning, analyzed cases of instructional design issues, and practiced using concrete approaches for enhancing students’ critical reading and thinking skills. As part of the workshop, Dr. Peters led an exploration of SCSU’s most recent NSSE data to help understand who our first-year students are, how they use their time, and what their expectations are regarding university life.

Dr. Peters' workshop was followed by a panel of Southern professionals who support our diverse students. Panel participants addressed two key questions: What issues do our first-year students regularly face? What can faculty do to support student success in their transition from high school to university life?

Calvin B. Peters is Professor of Sociology at the University of Rhode Island. In addition to his scholarly expertise in sociology and sociology of knowledge, Peters has published and presented workshops and seminars on teaching and instructional design. For the past thirty years, he has been heavily involved in instructing and advising first-year students and teaching introductory sociology to enrollments of more than five hundred. Dr. Peters is co-author of *Teaching College Freshman* (1991) and its extensive revision, *Teaching First-Year College Students* (2006, Jossey-Bass).

The program for this event is presented as Appendix D.

8. Writing Support Committee and Writing Support Workshops

In 1999, the UCF approved a pilot project to support faculty who teach L courses and to provide increased oversight of L courses. After the successful pilot, the UCF created a committee to oversee L courses. In 2004, Faculty Development agreed to take on the role of supporting L course instructors. The Vice President of Academic Affairs (VPAA) created the Writing Support Committee to explore and carry out ways of supporting not only L course faculty, but all instructors who want to use writing as part of their teaching strategies.

The committee, named by the VPAA, consisted of two representatives from Arts and Sciences, and one each from SCILS, Business, Education, Health and Human Services, and the Graduate School. While developing ways to support faculty, the committee decided to offer intensive workshops over the inter-sessions.

A two-day Writing Support workshop had been scheduled originally for January, 2007. Designed and led by Robert McEachern (English), the workshop had been slated to provide participants with a variety of tools and resources for enhancing the teaching of writing in all coursework. Unfortunately, the program had to be postponed to August 14-15, 2007, due to inclement winter weather.

9. The Thursday Morning Discussion Group on Teaching and Learning

As of its first meeting on September 14, 2007, the Thursday Morning Discussion Group had been meeting for twenty-one years. All members of the academic community were invited to participate. The group meets informally biweekly from 8:00 am to 9:30 a.m. over coffee for a discussion of widely ranging issues in higher education. The number of participants varied from session to session, depending on the topic for the day.

An enhancement to the Thursday Morning Discussion Group made during 2005 was to move from self-moderated discussions to designated "guest facilitators" to briefly present information and then lead a discussion on topics of interest to the group. The schedule of events appeared on the Faculty Development Website and was announced in the *Weekly Calendar*. The Group maintained its focus on free exploration of topics and stimulation of discussion on issues related to teaching and learning that were immediately relevant to participants. This had not been an action body, and no resolutions had been offered and no minutes had been recorded.

Key topics for Fall 2006 included the following:

- Welcome Back! Faculty Development Opportunities
- Faculty Walk-in Technology Center/STARS
- Advising and Mentoring Students
- Writing Across the Curriculum
- Instructional Resources—Buley Library
- Students With Disabilities—Adaptive Technology Center
- End of the Semester “Wrap Up”

Though a regular cohort of five or six people returned each semester, attendance decreased significantly in Fall 2006. At the suggestions of the core attendees, the Thursday Morning Discussion Group was transformed into “Building Community Connections,” a brown bag lunch session that began to meet on the first Thursday or Friday (alternating) of each month during the Spring 2007 semester in the Faculty Dining Room of Connecticut Hall.

10. Scholarship of Teaching and Learning (SoTL) Discussion Group

SCSU is a Carnegie Campus affiliate, with a growing number of faculty committed to the goals and objectives of the Scholarship of Teaching and Learning (SoTL). Created in response to a University Forum on the topic, and initially funded by a Faculty Development grant, the Scholarship of Teaching and Learning Discussion Group is devoted to learning and practicing the application of rigorous scholarly practice in the service of developing, teaching, assessing, and improving classroom instruction. It has become an active and important resource for faculty members to make connections between their classroom and creative activities.

This year, the group was led by Dr. Klaus Peters, Computer Science, while Dr. Jean Breny-Bontempi, Public Health, was on sabbatical leave. Group members met formally eight times over the course of the academic year to discuss current pedagogy issues and review one another’s teaching-related research and scholarship projects. They also created their own interactive WIKI to keep members and interested parties apprised of their on-going activities. About twelve faculty members, including two new faculty members, participated on a regular basis in SoTL activities this year, representing an increase in the numbers of participants since September, 2006. The group receives administrative support from Faculty Development.

G. Promoting and Recognizing Excellence in Teaching, Learning, and Scholarship: The Faculty Awards Programs

During 2006-2007, in addition to providing financial and administrative support for two awards to SCSU faculty for outstanding performance in scholarship and teaching, Faculty Development provided financial and administrative support for the third iteration of the Junior Faculty Fellowship Program.

1. 2006 Junior Faculty Fellowship: Dr. Scott Ellis

Planning for a Junior Faculty Fellowship competition began during 2005-2006. The Junior Faculty Fellowship, which has received administrative and Presidential approval, is a one-time award of nine hours of reassigned time for an academic semester. Administrative and financial support for the Fellowship is provided by Faculty Development through the Vice President for Academic Affairs.

Award of the fellowship releases the untenured junior faculty member from all committee, advisement, and office hour responsibilities. The faculty member is required to pursue research or other activity leading either to a publishable article or a scientific or creative equivalent, and is further required to make a public presentation either at Southern Connecticut State University or another site within the CSU system.

The third awardee of the Junior Faculty Fellowship was Dr. Scott Ellis, Assistant Professor of English. Dr. Ellis completed his Ph.D. from Emory University in August, 2001, and joined SCSU's faculty in September, 2004. His project is titled "Cryptography, Hidden Meanings, and the Constructed Value of Antebellum Literature." He will focus on how the popular use of cryptography in the U.S. during the nineteenth century gave authors a literal and metaphorical method for establishing a marker of "value" and "worth for their work." Dr. Ellis' project seeks to uncover how the tenuous but persistent connection between literature and the marketplace affects the production of literature.

Candidates' applications were judged by a committee of full professors appointed by the Associate Vice President for Academic Affairs. The 2006 committee was chaired by Dr. Harriet Applewhite, Professor, Political Science. Committee members included: Dr. Susan Clerc, Library Services, Dr. Bonnie Farley-Lucas, Professor, Communication, Dr. Joan Finn, Professor, Exercise Science, Dr. Gregory Kowalczyk, Professor, Chemistry, Dr. David Pearson, Professor, Public Health, and Dr. Sean Grace, Assistant Professor, Biology.

2. 2007 Faculty Scholar Award: Dr. Mark Kuss

The Faculty Scholar Award recognizes a single piece of scholarship of exceptional quality by a full-time SCSU academician. Nominated works can be a book, monograph, article, invention, or work of art that has appeared in a public forum during the five years preceding the award. Its value must be recognized by the scholar's peers, and the social merit of the work, extent of advancement of knowledge, and/or its creative contribution must be established by outside evaluators.

The 2007 Faculty Scholar Award recipient was Dr. Mark Kuss, Professor of Music, and member of the SCSU community since 1969. Kuss received the award during the President's Fall Convocation, held in Lyman Center. The university's Faculty Scholar Award Committee selected Kuss for his "Concerto for Soprano Saxophone and Orchestra," written for Grammy award-winning saxophonist Branford Marsalis.

Dr. Kuss received his undergraduate degree in music from the New England Conservatory of Music and his master's and doctorate degrees in music from Duke University. He has taught at Southern since 1997. His work has been performed throughout the United States and Canada and in Europe. He also tours as a pianist with Hesperus, an ensemble in residence at the Smithsonian Museum of American History in Washington, D.C.

3. J. Philip Smith Award for Outstanding Teaching

Southern has long been known as an institution that values teaching. In December of 1998, Dr. J. Philip Smith, Interim Vice President for Academic Affairs, endorsed the establishment of an Outstanding Teaching Award to recognize exceptional instruction among our full and part-time faculty. The idea for the award originated with the faculty, and the nomination and award process was developed during 1998-99 by the Faculty Development Advisory Committee (FDAC) with the Office of Faculty Development providing administrative and financial support. In 2004, the Award was

renamed the J. Philip Smith Award for Outstanding Teaching to honor the work of long-time Vice President for Academic Affairs, J. Philip Smith. As a further commitment to teaching excellence at SCSU, President Cheryl Norton and Provost Selase Williams increased the monetary award in 2006 from \$500 to \$2500 and established that both a full-time and part-time award could be conferred every year.

The J. Philip Smith Award for Outstanding Teaching celebrates excellence and innovation in teaching, rewarding the use of experimental pedagogical techniques, and maintaining high standards of currency in the appropriate discipline. Candidates are encouraged to provide documentation to support excellence in the above areas, such as student course evaluations, syllabi, examples of student work, and other indicators appropriate to the candidate's discipline.

A candidate may be nominated by a student, faculty member, by an alumnus or may self-nominate using a Nomination Form available from Faculty Development. The Coordinator of Faculty Development acknowledges the nominees and convenes the Selection Committee, which is composed of three undergraduate students, two graduate students, and six faculty members (five of the faculty are elected, and the sixth is a representative from the current membership of the Faculty Development Advisory Committee).

Nominations occur in January and February, supporting portfolios are submitted in March, and a selection is made by May. Southern's President and the Chair of the Selection Committee present the awards during an annual ceremony.

2007 Recipients: Vincent T. Breslin and David Denino

The winner of the 2007 award for outstanding teaching by a full-time faculty was Dr. Vincent T. Breslin, Professor of Science Education and Environmental Studies. For the past seven years, Dr. Breslin's teaching has been informed by his participation in the Science Education for New Civic Engagements and Responsibilities program (sponsored by the National Science Foundation) designed to improve science education by focusing on real world problems. His courses have had field and/or laboratory components that have required students to engage in active research and make observations concerning the natural world that have direct social relevance to coastal Connecticut and the greater New Haven area.

Dr. Breslin holds three academic degrees, including a Ph.D. in oceanography from the Florida Institute of Technology, a Master of Science in marine environmental studies from State University of New York (SUNY) at Stony Brook, and a Bachelor of Science degree in marine biology from the University of New England.

Dr. Breslin has published numerous papers in support of laboratory and field-based studies examining the biogeochemical behavior of contaminant metals in coastal waters. His studies have been important in understanding the spatial distribution of contaminant metals in Connecticut harbors and the potential accumulation of these metals in living marine resources.

The winner of the 2007 award for outstanding teaching by a part-time faculty was Mr. David J. Denino. Mr. Denino earned two degrees from SCSU: a Bachelor of Science degree and a Master of Science degree. His advanced graduate study was undertaken at the University of Connecticut in adult development and counseling psychology. He is a licensed professional and nationally certified counselor with 32 years of experience in education.

For the past twenty-six years, Mr. Denino, a leading expert in career psychology, has been called upon by the Connecticut State Department of Labor, the Connecticut State Department of Education, and the Connecticut State Bureau of Rehabilitation Services to provide training and consultation. Through the Connecticut Career Development Association, he pioneered the use of computers and Internet applications for career counseling during the 1980s, with seminal work connecting counseling and computer-based systems. His work in career psychology was recognized statewide when he was selected by his peers to receive a certificate of merit as Outstanding Counselor of the Year in 1991. In 1997, the American Counseling Association, North Atlantic Region, named him a Prominent Emerging Leader.

Mr. Denino has been an adjunct professor at Southern Connecticut State University since 1986 and continues to teach career psychology classes as an adjunct faculty member in counseling psychology. He has also taught courses in group counseling and in the organization and administration of student personnel services. In addition, he has worked closely with students in practica and internships.

See Appendix E for the press coverage of the awardees' accomplishments.

H. Support for Chairs: The Chairperson's Institute

In accordance with the Strategic Plan, Version Four, Objective 9.11, the Office of Faculty Development and a team chartered by the University Quality Council, composed of faculty and department chairs, developed the SCSU Chairpersons Institute in 1999. The team's charge was to develop a program that provides chairpersons with the educational support and resources necessary to meet the academic and professional goals of their units.

A "listserv" dedicated to chairpersons' needs has been in place for over a year, providing a forum for chairpersons. The listserv enables chairs to get answers to various questions and share in a discussion on issues and questions relating to the chairperson role. Chairpersons use the listserv to exchange ideas and explore pedagogical methods to support their leadership roles. Ms. Jennifer Hudson currently administers the listserv.

The Fall 2006 SCSU Academic Chairs' Institute was held on Monday, November 27, 2006 (8:30am – 1:00pm) in ENB 121. The event was facilitated by Dr. Bonnie Farley-Lucas. Key issues addressed during the institute were a report on "Recent NSSE Data and Assessment Updates" by Dr. Marianne Kennedy, Coordinator, Office of Assessment and Planning, a segment on "Supporting International Studies" by Dr. Linda Olson, Coordinator, International Studies, and a BANNER update from Ms. Lynn Kohn, Registrar. Topics identified for future discussion included the need for laptop computers for adjuncts, upcoming contract AAUP negotiations, the quality of student service from support staff, and the hiring and training of department secretaries.

One highlight of the Institute was a Dialogue and Question and Answer session with Dr. Cheryl Norton, Dr. Selase Williams, Dr. Ellen Beatty, and Dr. Ron Herron. Chairs received brief updates from the panelists and then engaged in a dialogue regarding current university issues. Key topics addressed included: the Spelling Report and increased calls for accountability in higher education, student success and retention, student satisfaction with administrative services, progress on the Southern Strategic Planning process, enhancing International Studies programs, the need for "floating" administrative support for academic departments, and evaluation procedures for department secretaries. The Institute concluded with a brief luncheon.

The Spring Academic Chairs' Institute was held on May 11, 2007, from 8:30 –11:30 and facilitated by Dr. Farley-Lucas. The session began with an update on the Buley Library construction process from Bob Sheeley, Vice President of Capital Budgeting and Facilities Operation, and Ed Harris, Interim Director of Library Services and Dean of the School of Communication, Information, and Library Science. Next, Dr. Cheryl Norton and Dr. Selase Williams provided updates on various campus events and initiatives. Dr. Norton focused on emerging plans for campus safety following the tragic events at Virginia Tech. Dr. Williams focused primarily on the role of Chairs in launching of the First Year Experience program. Next, Dr. Marianne Kennedy provided Updates on the revised version of the Faculty Annual Activity report (FAAR) and latest procedures for submitting Department annual reports. Following a lengthy dialogue, Chairs provided some suggestions for enhancing the annual reporting process.

A total of 27 Chairs attended the Institute. Evaluations indicated that participants felt the session provided valuable information, covered material that was relevant, and left them better informed. Several commented that they felt their time spent was very worthwhile, and they enjoyed the opportunity to network with other Chairs. The agenda for the Spring 2007 Chairpersons Institute appears in Appendix F.

I. Faculty Retention and Completion: The New Faculty Mentoring Program

Southern's New Faculty Mentoring Program helps newly appointed professors navigate the daunting path to acceptance as full-fledged members of a community of scholars. Navigating this path successfully is essential not only to the personal and professional well being of individuals, but also to renewing and rejuvenating the University.

The Mentoring Program is a voluntary one. Experienced SCSU faculty, knowledgeable about campus and academic life, are matched with new faculty to orient them to the University, inform them of campus support services, and assist them in the early stages of their academic careers. Mentors are usually identified through personal contacts and the recommendations of the deans, chairs, and colleagues. The program does not substitute for existing departmental or college mentoring programs. Rather, it is a supplement that adds a healthy interdisciplinary element to both the mentor–mentee relationship and to campus dialogue.

Coordinated by Librarian Winnie Shyam in 2006-2007, the Faculty Development Mentoring Program established mentor–mentee relationships between approximately twelve new and senior faculty mentors from different departments. Mentors and mentees were encouraged to meet weekly on an informal basis to discuss the challenges and opportunities facing the new faculty member.

In September, a kick-off luncheon was held for the Mentoring Program. Two SCSU faculty who had experienced the benefits of mentoring relationships shared their perspectives. Mentors and mentee pairs got acquainted and planned their follow-up meetings. The end-of-semester mentoring connection luncheon (which was postponed to January due to inclement weather) was attended by sixteen faculty. At this meeting, Winnie Shyam was recognized with a special certificate to honor her commitment to mentoring at SCSU.

In May, 2006, Faculty Development sponsored a workshop by Dr. Susan Weinberger, an internationally recognized expert on mentoring. The workshop focused on the importance and impact of mentoring partnerships and specific suggestions for strengthening the already successful program at SCSU. The workshop was attended by twelve faculty. Following the workshop, a luncheon

marked the end of a successful year of mentoring connections. Mentors and mentees were recognized for their participation in the program. Based on their successful relationship, Paul Cascella, Professor of Communication Disorders, and Adam Hott, Assistant Professor of Biology, were recognized for their commitment to the mentoring process. Both participants received certificates.

There is no set duration for the mentoring relationship between mentor and mentee. It is recommended that mentors and mentees interact frequently during the first two semesters. At the end of the second semester they can decide if it is necessary to continue the mentoring relationship at the same pace, or on an as-needed basis, or conclude it if individual goals have been met. At any point during the mentoring process, if a mentor and/or mentee feel that the relationship is not productive, Faculty Development is informed so that a different mentor or mentee can be assigned.

Due to the voluntary nature of the program, Faculty Development does not monitor the mentoring relationship closely or guarantee the outcomes of individual mentor-mentee relationships.

In Spring, 2007, Faculty Development distributed a survey to mentors and mentees to collect data on elements of the program, including levels of participation, satisfaction levels, value and problems with the program, and suggestions for new features or procedures. The survey and the list of 2006-2007 mentor-mentee matches are presented as Appendix G.

J. Support for Scholarship, Research and Professional Development

The following grant programs were funded and managed by Faculty Development.

1. Faculty Development Grant Program

Every year the Faculty Development Advisory Committee (FDAC) invites proposals from the faculty for activities that "...enhance their ability to be productive and innovative professionals..." as specified in Article 9.6 of the CSU-AAUP/BOT Collective Bargaining Agreement. Proposals are encouraged from schools, departments, officially recognized interdisciplinary programs, affinity groups, and individuals. All full- and part-time faculty members are urged to develop proposals that enhance their professional abilities in the areas of instruction, research, and creative endeavors. Proposals are reviewed by a subset of FDAC members representing all academic schools.

In Fall 2006, 11 faculty proposals were funded, at a total of \$17,995.00. In Spring 2007, 15 proposals were funded, at a total of \$26,550.00. Recipients for the 2006-2007 academic year are presented in Appendix H.

The complete text of the request for proposals and application forms are available in Faculty Development, or online: www.southernct.edu/departments/facdev/g_infoapp.html.

2. Curriculum Related Activities Committee (CRAC) Grant Program

In accordance with Article 10.6.5 of the CSU-AAUP Collective Bargaining Agreement, the Curriculum Related Activities Committee provides recommendations to the Vice President for Academic Affairs on curriculum related activities performed by faculty members during the summer. The Committee reviews proposals received and makes funding recommendations to the Vice President for Academic Affairs. Individual awards may range up to \$2,500.00, and collaborative proposals involving the work of two or more faculty members will be funded at a maximum of \$4,000.00 to be shared by the applicants. For FY 2006-2007, 18 proposals were

funded at a total of \$55,244.00. Members of the CRAC committee and recipients for the Summer 2007 awards are presented as Appendix I.

3. Connecticut State University (CSU) Research Grant Program

The CSU/RGP was established "...to provide faculty with research opportunities that will enhance the educational mission, visibility and research stature of Connecticut State University." Full-time faculty members including faculty planning sabbatical leave during the grant period are encouraged to apply, but not faculty who will be on unpaid leave during the grant period. Proposals for funding written by SCSU faculty are scored by readers at Eastern and Central State Universities. The local faculty committee uses these scores to determine which proposals will be recommended for funding. Faculty Development has managed the award payout and served as the records depository for the CSU/RGP for the past several years.

The academic members of the committee reviewing proposals from the other CSU campuses for 2006 were Dr. Michael Ben-Avie, Chairperson, Dr. Jon Bloch, Dr. Robert Vaden-Goad, Dr. Richard Hasbany, Dr. Klaus Peters, and Dr. Carlos Arboleda. The Administrative (non-voting) member of the Committee was Patricia Zibluk, Esq.

In 2006, 79 Southern Connecticut State University faculty members submitted proposals for consideration for the CSU research grant and the total amount of research support requested was \$247,727. Based upon scores, 60 awards were made, at a total of \$215,084.00. Recipients are presented in Appendix J.

4. The Yale University Library Card Program

This program allows full-time faculty access to the resources of this major research library through non-borrowing library privileges. The purpose of the program is to stimulate and encourage research that will lead to publication in a refereed journal or publication in a scholarly book.

A total of forty-eight cards are available every academic year, or twelve cards for each of four three-month quarters: January, February, March (Quarter 1); April, May, June (Quarter 2); July, August, September (Quarter 3); and October, November, December (Quarter 4). The application form is available in the Office of Faculty Development, and is online at <http://www.southernct.edu/faculty/Research/rsacylc.html>.

For 2006-2007, 30 applications were received. All 30 SCSU faculty were supported by The Yale Library Card program. The list of recipients is presented as Appendix K.

5. New Initiative: Faculty Development/Sponsored Programs and Research Poster Session

In order to promote faculty accomplishments in the areas of scholarship and grant writing, Faculty Development initiated the Faculty Development/Sponsored Programs and Research Poster Session. As part of the annual SPAR celebration held in May, faculty who had been awarded Faculty Development Advisory Committee (FDAC) grants, Curriculum- Related Activity Committee (CRAC) grants, and Minority Recruitment and Retention Committee (MRRC) grants were invited to present a poster session or a one-page summary of their project goals and outcomes.

The following 28 faculty presented project summaries:

- Harriet Applewhite, Paul Best, Kevin Buterbaugh, John Critzer, Art Paulson, Political Science,
- Ellen Frank, Management/MIS,
- Sanja Grubacic, Sam Andoh, Peter Bodo, Economics and Finance,
- Shirley Jackson, Sociology,
- Gladys Labas, Educational Leadership,
- Tricia Lin, Women's Studies,
- Jocelyn Mackey, Psychology,
- Bernadette Madara, Shelly Bochain, Mary Ann Glendon, Nursing,
- Kevin McNamara and Diana Newman, Communication Disorders,
- JoAnn Parikh and Klaus Peters, Computer Science,
- Carlos Ramirez, Biology,
- Cheri Smith, Uchenna Nwachuku, and Patricia DeBarbieri, Counseling and School Psychology,
- Jim Tait, Vince Breslin, and Dwight Smith, Science Education and Environmental Studies, and
- Jessie Whitehead, Art.

Faculty presenters expressed their gratitude for being able to share their research and projects with colleagues and to engage in cross-disciplinary dialogue. Faculty attending the poster session commented that they enjoyed learning about their colleagues' interests. They also appreciated the chance to see, first-hand, the types of projects supported by our internal grant funds.

K. Commitment to Technological Innovation and Support

The Office of Academic Affairs, through Faculty Development, has made significant progress in enhancing the use and delivery of instructional technology into curriculum and instruction through numerous initiatives and programs.

1. Summer Tech 2006

Faculty Development provides financial and administrative support for the ongoing Summer Tech program, which is designed to enhance teaching through the hands-on application of emerging instructional technology. Full-time faculty must apply to attend this intensive five-day workshop and participants are required to enhance at least one course and present their improved course design at the end of the week. The program is led by Dan Soneson, Foreign Languages, and is assisted by the Faculty Technology Drop-in Lab and STARS, SCSU students with extensive technology training.

In August 2006, 24 faculty participated in Summer Tech. After an overview of the Center for Adaptive Technology and the Faculty Technology Resource Center, as well as on-line resources for faculty and students, participants explored concepts of Information Literacy with a focus on enhancing student engagement with technology, effective use of "Smart classrooms," laws governing copyright and intellectual property, and presentational techniques and options. The variety of teaching enhancements evidenced in participants' final presentations included: effective use of MySCSU (including placing syllabi and handouts on-line, email for communication, threaded discussions, chat for synchronous communication, using the calendar for scheduling events, and groups for discussing specific theme-related issues), creating PDF documents for electronic access, scanning textual or graphically-laden documents, creating WIKI's, and using graphics.

2. STARS and the Faculty Technology Walk-In Center

Faculty Development's collaboration with Academic Computing Centers has resulted in development sessions with faculty that address the intersection of pedagogy, learning, and technology. Currently that effort continues largely under the auspices of Academic Computing through one-on-one training sessions in the Faculty Technology Walk-In Center between faculty and Academic Computing staff and Student Technology Assistant Representatives (STARS).

3. Large Format Poster Assistance Program

In an effort to assist faculty with the changing modes of professional presentation for creative activity, Faculty Development partnered with the Faculty Technology Walk-In Center to provide funding for the Large Format Poster Assistance Program. As more professional associations turn to "poster sessions" to supplement traditional conference presentations, the Faculty Technology Walk-In Center received more requests for large format poster assistance. Spear-headed by Dr. Marianne Kennedy, and funded by the VPAA, the program provides funding for designing and printing of large format posters, allowing faculty to create professional-quality presentations at conferences.

4. Miscellaneous Technology Support for Faculty

Faculty Development has facilitated the use of technology in instruction by providing faculty and staff with a variety of World Wide Web links to professional development resources, and online registration of forums and workshops.

Current Faculty Development initiatives include aggressive marketing of programs, forums, and events to faculty and staff, with support for application completion to increase participation; development and management of listservs and e-mail discussion groups to service additional faculty populations; and vigorous use of electronic mail for University-wide communication and program registration. Faculty Development continues to expand its offerings as new technologies develop, and plays an important role in the ongoing process of studying and evaluating the uses of technology in teaching and learning.

L. Communicating with Faculty

1. Weekly Calendar

Faculty Development publishes the *Weekly Calendar* which informs faculty and administrators of forums and workshops as well as other cultural, scholarly, and intellectually enriching seminars and events. Of particular interest are those events which have received funding through the Faculty Development Advisory Committee grant program. All faculty are invited to submit potential items for inclusion to Ms. Jennifer A. Hudson, Editor.

A sample issue of the *Weekly Calendar* appears in Appendix L.

2. Southern Dialogue

After a hiatus of four years, the *Southern Dialogue* enjoyed a revival in Spring 2006. The *Southern Dialogue* is a newsletter published and distributed once each semester in order to recognize and reward faculty accomplishments, encourage interdisciplinary connections, and keep the SCSU community informed of current issues related to teaching and learning. Faculty members are encouraged to contribute to the content of *Southern Dialogue* and share their accomplishments. Submissions are sent to Ms. Jennifer A. Hudson, Editor-in-Chief of *Southern Dialogue*.

3. Faculty Development Web Site

Faculty Development has revised its Faculty Development Web Page (see http://www.southernct.edu/faculty_development/). The new page features an updated graphical design, allowing for more intuitive searching and more visually pleasing reading. It offers links to a variety of useful resources, including descriptions of Faculty Development programs, schedules, publications, and frequently used forms. The page provides SCSU faculty and staff convenient access to immediately relevant resources and advertises Faculty Development services. In order to provide faculty with greater opportunities for professional development beyond the Southern campus, the Faculty Development Website was expanded to include upcoming conferences on pedagogy and instructional technology.

4. All Campus List

Faculty Development maintains communication with the SCSU community via the All-faculty list, which electronically transmits news of upcoming events sponsored by Faculty Development, supported by FDAC grants, or serve as professional development opportunities.

5. Faculty Handbook

The SCSU *Faculty Handbook* is updated annually and distributed to all new faculty at the New Faculty Orientation in August. The updated version is available on the Faculty Development website, where faculty can download the document and review it at their leisure. Upon request, Faculty Development will supply faculty with a hard copy of the *Faculty Handbook*.

M. Davis Foundation Grant: SCSU Teaching Innovation Program

In May, 2006, SCSU was awarded a Davis Foundation Grant to establish a Teaching Innovation Program (TIP). The TIP has greatly enhanced our vital faculty development functions, provided increased visibility and focus to our institutional priority of student success, and reaffirmed excellence in teaching as a core value of the institution. The program aims to support faculty engaged in the Scholarship of Teaching and Learning (SoTL) and pedagogical innovations using technology, provide faculty development opportunities, develop collegial mentorship, and communicate faculty accomplishments in the areas of teaching and learning.

Four key initiatives are supported by the Teaching Innovation Program:

1. Teaching Innovation Fellowships provide support for meritorious projects that address pedagogy, teaching technologies, teaching effectiveness, outcomes-based learning models, curriculum innovation and other topics related to teaching excellence. Recipients of the Teaching Innovation Fellowships will be awarded appropriate reassigned time to design, conduct, and assess the impact of their projects aimed at enhancing teaching and learning. They will also mentor other professors and disseminate their innovations.

The 2007-2008 Fellows are as follows. Jerry Hauselt and Kristine Anthis, Psychology, will collaborate on a Teaching Innovation Partnership during Spring 2008. Their project on “Student Response Systems: Assessing and Enhancing Student Learning,” will explore the impact of “clickers” on classroom learning. Lorrie Verplaetse and Elena Schmitt, Foreign Languages, will collaborate on a Teaching Innovation Partnership for Fall 2007 and Spring 2008. Their project title is “Assessing and Revising a Newly Created Student-Centered Comprehensive Exam.” For Fall 2007 and Spring 2008, Ellen Frank, Management/MIS, will explore two questions: “Can the dynamics of

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experiential learning exercises be replicated on-line?, and Should on-line courses be open to every undergrad?”

2. Teaching Innovation Travel Funds support faculty research efforts and encourage participation in conferences directly related to teaching, learning, and technology. The following were awarded funding for 2006-2007:

- Robert Cipriano, Recreation and Leisure, - The Teaching Professor Conference, Atlanta, GA
- Frank Harris, Journalism -International Conference on Learning, Johannesburg, South Africa
- Shirley Jackson, Sociology -Teaching and Assessing Student Abilities Seminar, Alverno
- Audrey Kerr, English -International Conference on Learning, South Africa
- Sharon Misasi, Exercise Science - EDUCAUSE Annual Conference
- Pina Palma, Foreign Languages - Conference of the International Study for Language Studies
- Klaus Peters, Computer Science - International Conference on College Teaching and Learning
- Kathleen Rondinone, Mathematics -Association of Mathematics Educators National Conference
- Elena Schmitt, Foreign Languages - Conference of the International Study for Language Studies
- Dan Soneson - Foreign Languages - Conference of the International Study for Language Studies,
- Daniel Swartz, Exercise Science - EDUCAUSE Annual Conference.

3. Teaching Excellence and Innovation Series enlarges faculty development opportunities by providing on-campus workshops and seminars related to teaching, learning, and technologically assisted pedagogy. This workshop series harnesses SCSU's internal teaching expertise and talent, rewards and recognizes outstanding faculty, and provides opportunities for development, networking, and mentoring. Stipends of \$250.00 are awarded to faculty for developing and presenting workshops.

The following faculty workshops were competitively selected for Spring 2007:

- Lisa Lancor and Klaus Peters, Computer Science, for “Collaborative Learning in Groups Part I: Start e-Portfolios Now!” and “Collaborative Learning in Groups Part II: Creating Shared Class Projects with Text, Pictures, Graphs and other Multimedia,”
- Mike Shea, English, for “Engaging Students through In-Class Writing Assignments,”
- Misty Ginacola, Counseling and School Psychology, for “Using Humor in the Classroom: Even Research and Statistics Classes!,”
- Dan Soneson, Foreign Languages, for “Interactive Teaching Using Virtual Overhead,” and
- Meg Sargent, Communication, and Adam Goldberg, Special Education, for “Learning Styles & Teaching Strategies: Engaging All Students.”

4. The Teaching Excellence and Innovation Forum brings nationally recognized experts on pedagogy to the SCSU campus for half-day workshops and contributes to professional development and interdisciplinary dialogue. This year, the Forums presented by Dr. Maryellen Weimer and Dr. Calvin Peters were supported by the Davis Foundation.

The Teaching Innovation Program is administered by Faculty Development and is assisted by a Teaching Innovation Advisory Committee, comprised of faculty selected to represent all academic schools of the University. Specific responsibilities of this advisory committee include developing and reviewing award guidelines, recommending award recipients, aiding in the selection of presenters for the Teaching Excellence and Innovation Series, and brainstorming potential Forum speakers. For 2006-2007, TIP Advisory Board members were Scott Ellis, English, Adam Goldberg, Elementary education, Pam Hopkins, Management, Ray Mugno, Mathematics, Diana Newman, Communication Disorders, Deborah Newton, Special Education, Klaus Peters, Computer Science, and Meg Sargent, Communication. Dr. Farley-Lucas facilitates the Board, while Dr. Marianne Kennedy, Assessment and Planning, provides technical assistance to faculty regarding assessment of student learning and assists with formative evaluation of project activities.

N. Faculty Development Workshops

Faculty Development continued its series of professional workshops for new and returning Southern faculty throughout the year. Sessions for the Fall, 2006, semester included:

- “Supporting Students” led by Ms. Marge Fadden, Ms. Patricia Whelan and Ms. Geraldine Prince, Career Services, Ms. Denise Zack, Counseling Services, and Jack Mordente and Jim Barber of Student Supportive Services;
- “Excellence in Academic Advising” led by Ms. Rose Cretella, Mr. Frank LaDore, Ms. Tricia Lenda and Ms. Joanne Mielczarski, Academic Advisement;
- “Supporting Students with Disabilities” led by Ms. Deborah Fairchild, Disability Resource Center, and Mr. Bogdan Zamfir, Adaptive Technology Center;
- “W-Courses” led by Dr. Shelley Bochain, Nursing, Dr. Kate Marsland, Psychology, and Dr. Kevin Buterbaugh, Political Science;
- “Sexual Harassment Prevention” led by Dr. Marcia Smith-Glasper, Diversity and Equity Programs;
- “From the Battlefield to the Classroom” led by Mr. Jack Mordente, Veterans’ Office; and
- “Grant-Writing 101” led by Faculty Development and Sponsored Programs and Research.

Sessions for the Spring, 2007, semester included:

- “Successful Teaching: Advice from SCSU’s Outstanding Teachers” led by Dr. Jaak Rakfeldt, Social Work;
- “Sexual Harassment Prevention” led by Dr. Marcia Smith-Glasper, Diversity and Equity Programs;
- “SCSU’s Institutional Review Board” led by Dr. Jerry Hauselt, IRB & Psychology; and
- “e-Learning, Multiliteracies and Pedagogy” led by Ms. Jennifer Hudson, Faculty Development and English.

O. Faculty Development Presentations at Professional Conferences

Dr. Bonnie Farley-Lucas and Ms. Jennifer A. Hudson both represented Faculty Development and Southern at various professional and local conferences during the past year. Dr. Farley-Lucas participated in the Oxford Round Table at Oxford University in England and presented “Expressing Motherhood in the Workplace: Individual and Organizational Concerns.” For the SCSU Chapter of the ACE Network, she presented “Gender and Career Pathways” and for the SCSU Work-Family Balance conference, she presented a workshop on “Communicating about Family in the Workplace.” Dr. Farley-Lucas co-presented a workshop on “Faculty Misbehavior” with Dr. Margaret Sargent, Communication, at the *Pedagogy, Technology and Course Re-Design* conference at Fairfield University in Fairfield, CT. She also presented “Checking Out Mentally: Faculty Misbehaviors and Impact on Students” at the *Improving University Teaching Conference* at the University of Jaen in Jaen, Spain, in July, 2007. As part of her professional development, she participated in a workshop on “Faculty Development for the New Professoriate” sponsored by the AAC&U in Chicago, IL and a workshop on “Supporting Faculty Who Teach First Year Students” at the Professional and Organizational Development Network annual conference in Portland, OR.

Ms. Hudson presented and facilitated “Writing, Technology and Writing Technologies: Developing Multiple Literacies in First-Year Composition College Students” at the *International e-Learning Symposium* at RMIT University in Melbourne, Australia, December, 2006. The session focused on e-learning, multi-literacies and student engagement and examined pedagogical techniques used with multimodal first-year composition students and the future of multi-literacies in an ever-changing digital and global society. The paper resulting from the session was published in Volume 13, Issue 12 (pp. 93-100) of *The International Journal of Learning*. Ms. Hudson was also invited to be a member

of a panel titled “Gilman's 'Other' Fiction” at the 18th annual American Literature Association Conference in Boston, MA, May 2007, where she presented a paper on Charlotte Perkins Gilman’s mediation of masculine and feminine discourses in the feminist utopian novels *Herland* (1915) and *With Her in Ourland* (1916).

P. Community Engagement: Relay for Life

Under the direction and guidance of Ms. Michele Salamone, Secretary, Faculty Development took an active role in the 2007 American Cancer Society Relay for Life of Hamden/North Haven, CT, June 2007. As of May 2007, the American Cancer Society Relay for Life of Hamden/North Haven has raised over 1 million dollars. This year, the team “Helping Others,” in which members of Faculty Development personnel and their families (amongst others) participated, raised \$2,724.00.

Q. SCSU Partnerships

Thanks to contributions from a wide variety of SCSU faculty, administrators, staff, and students, Faculty Development enjoyed an extremely successful year. Ultimately, all SCSU faculty contribute to the success of faculty development efforts and help to foster a climate of continual learning and professional growth. During 2006-2007, the following individuals have contributed their talents, expertise, and leadership for the benefit of their SCSU colleagues.

Cheryl Norton, President
Selase Williams, Provost
Ellen Beatty, Associate Vice President for Academic Affairs
Ronald Herron, Vice President for Student and University Affairs
Megan Rock, Vice President of Institutional Advancement
Bob Sheeley, Vice President of Capital Budgeting and Facilities Operation
George Appleby, Dean, School of Health and Human Services
Richard Farricielli, Dean, Student Affairs
DonnaJean Fredeen, Dean, School of Arts and Sciences
James Granfield, Dean, School of Education
Henry Hein, Interim Dean, School of Business
Sandra Holley, Dean, Graduate School
Nicole Henderson, English; Co-Chair, FYE Planning Committee
Julian Madison, History; Chair, CRAC
Robert McEachern, English, Former Coordinator of Faculty Development
Elaine Allen, Counseling Services
Harriet Applewhite, RSAC Representative
Jim Barber, Student Supportive Services
Denise Bentley-Drobish, Residence Life; Coordinator, FYE Program
Shelly Bochain, Nursing
Diane Boutaugh, Human Resources
Jean Breny Bontempi, Public Health/SoTL
Lise Brule, University Controller
Sandy Bulmer, Public Health
Kevin Buterbaugh, Political Science
Judith Buzzell, Education
Mark Cameron, Social Work
Vincenzo Cascella, Sponsored Programs and Research

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Chang Suk Kim, Information and Library Science
Nikos Chrissidis, History, Co-Chair, FYE Planning Committee
Rose Cretella, Director, Academic Advising
Delinda Conte, Sponsored Programs and Research
Brad Crerar, Michael J. Adanti Student Center
Bob Cuddihee, Faculty Training and Development
Linda Cunningham, AAUP
John DaPonte, Faculty Senate; Computer Science
Patti DeBarbieri, Counseling and School Psychology
Dave Denino, Counseling Services
Constance Eckland, Foreign Languages
Scott Ellis, English
Marge Fadden, Career Services
Debbie Fairchild, Disability Resource Center
Bill Faraclas, Public Health
Tom Ferrucci, Student Support Services and English
Joseph Fields, University Curriculum Forum Chair
Misty Ginacola, Counseling and School Psychology
Adam Goldberg, Elementary Education
Cynthia Gubitose, Mathematics
Dick Hasbany, Sponsored Programs and Research
Jerry Hauselt, Psychology; IRB
Norris Haynes, Counseling and School Psychology
Rebecca Hedreen, Library Services
Will Hochman, English
Gary Holder-Winfield, AAUP
Pam Hopkins, Management/MIS; Director, FYE Program
Roy Hunter, Recreation and Leisure
Bruce Kalk, History
Elizabeth Keenan, Social Work
Marianne Kennedy, Assessment and Planning
Frank Ladore, Academic Advising
Ken Laird, Marketing
Lisa Lancor, Computer Science
Steve Larocco, AAUP President
Tricia Lenda, Academic Advising
Gerald Lesley, Graduate Council Chair
Peter Madonia, Educational Leadership
Anthony Maltese, Social Work
Kate Marsland, Psychology
Joanne Mielczarski, Academic Advising
Susan Miller, Library Instruction
Jack Mordente, Veteran's Office
Joe Musante, Public Affairs
Ray Mugno, Mathematics
Diana Newman, Communication Disorders
Deborah Newton, Special Education
Rob Page, Management
Rhea Paul, Communication Disorders
Klaus Peters, Computer Science
David Petroski, Communication

Chris Piscitelli, Student Affairs
Geraldine Prince, Career Services
Jaak Rakfeldt, Social Work
Sal Rizza, Student Affairs
Linda Sampson, Communication
Frank Sansone, Graduate Studies; IRB
Meg Sargent, Communication
Mike Shea, English
Winnie Shyam, Library Services; Coordinator, Faculty Mentoring Program
Eric Simms, Michael J. Adanti Student Center
Marcia Smith Glasper, Diversity and Equity Programs
Dan Soneson, Foreign Languages; Project Director, Summer Tech
Frank Tavares, Communication
Suzanne Tucker, Disability Resource Center
Christine Villani, Elementary Education
Carol Wallace, Administrative Support Services
Stan Walonoski, Faculty Training and Development
Pat Whalen, Career Services
Leon Yacher, Geography
Kathy Yalof, Academic Affairs
Denise Zack, Counseling Services
Bo Zamfir, Adaptive Technology
Patricia Zibluk, Sponsored Programs and Research

R. Inter-Institutional Partnerships

Faculty Development regularly collaborates with a wide variety of institutions and individuals. Faculty, administrators, and staff with whom Faculty Development has worked in 2006-2007 were affiliated with the following institutions and organizations:

1. University of Rhode Island, Kingston, RI
2. PennState University, Berks, PA
3. Central Connecticut State University, New Britain, CT
4. Eastern Connecticut State University, Willimantic, CT
5. Western Connecticut State University, Danbury, CT
6. The Davis Foundation, Falmouth, ME
7. Fairfield University, Fairfield, CT
8. Yale University, New Haven, CT
9. The Mentor Consulting Group, Westport, CT
10. CT Women of Higher Education Network, Hartford, CT
11. National Communication Association
12. Professional and Organization Development (POD) Network
13. American Association of Colleges and Universities (AAC&U)
14. University of Jaen, Jaen, Spain
15. Oxford University, Oxford, England
16. RMIT University, Melbourne, Australia