

Annual Report: 2007-2008



Faculty Development Academic Affairs

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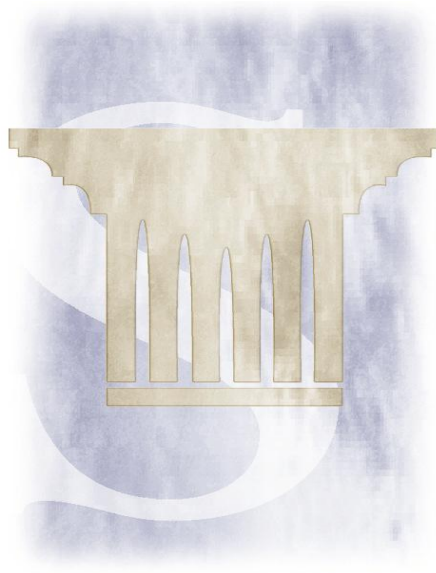
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Part of being a good teacher (not all) is knowing that you always have something new to learn—not so much about teaching techniques but about these particular students at this particular time and their particular set of aspirations, confusions, misconceptions, 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 Collaboration and Responsiveness

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 2007-2008 year is best characterized as one of collaboration and responsiveness. Faculty Development engaged in a number of activities geared to addressing evolving trends and faculty needs.

In January, 2008, Faculty Development was re-directed from the Provost's charge to Dr. Marianne Kennedy, now Associate Vice President, Assessment, Planning, and Academic Programs. This change has solidified the intersecting goals of Assessment and Planning and Faculty Development and has facilitated a number of productive collaborations that maximize the efficiency of processes related to data management, events planning, program evaluation and assessment, and internal communication. Dr. Kennedy's support and counsel have also made a positive contribution to OFD staff morale.

Faculty Development actively seeks collaborations with other campus units to create innovative programs. The most notable collaboration supported all faculty, particularly those teaching students in Writing Intensive and First-Year courses, with the creation of the Teaching Academy. Spearheaded by Dr. Farley-Lucas, representatives from FYE and WACC collaborated on the SCSU Teaching Academy, a 3-day conference for instructors that brought three nationally recognized speakers, more than a dozen of SCSU's best professors, and nearly 100 faculty and administrators together for a focus on learning and teaching excellence. With Sponsored Programs and Research (SPAR), OFD organized the second annual Poster Session showcasing projects funded by Faculty Development Advisory Committee grants, Curriculum-Related grants, Minority Recruitment and Retention grants, CSU Research grants, and TIP Fellowships. Another highlight was the collaboration, with AAUP and Human Resources, for the second annual Reception and Orientation for Part-Time Faculty, held on August, 23, 2007, for over 100 participants. In answer to executive strategic initiatives, Dr. Farley-Lucas collaborated with Mr. David Denino, Counseling Services, to research and design a series of professional development events for faculty focusing on classroom management and campus safety. Finally, OFD continued to play an active role in supporting its initiative launched in 2007, the FYE Academy.

2007-2008 also marked Year 2 of the Teaching Innovation Program (TIP), supported by the Davis Education Foundation. The 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. Feedback from faculty participating in TIP-related activities indicates that they are feeling more supported in their teaching efforts, more rewarded for innovative teaching techniques, more knowledgeable about trends in higher education, and more comfortable assessing student learning.

Since the Office of Faculty Development's movement in January, 2007, from its cramped quarters in ENA 110 to its current location in EN B106, several positive changes have occurred. The small conference table has accommodated a wide variety of one-on-one faculty consultations and committee meetings. With its more central location, more faculty and staff visit on a regular basis. While the space is less than ideal for confidential conversations, it facilitates open communication among visitors and staff. A new bulletin board placed outside the door provides more visual information for passers-by and an extensive on-line teaching resources library is in process.

The 2007-2008 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 Office, EN B106.

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.

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.

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.
- 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. Marianne Kennedy, Associate Vice President for Assessment, Planning, and Academic Programs
- Dr. Bonnie Farley-Lucas, Coordinator
- Ms. Jennifer A. Hudson, Operations and Grants Manager
- Ms. Michele Salamone, Secretary
- Ms. Susan Finkle, University Assistant
- Ms. Jamie Velazquez, Student Worker

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 26-29, 2007. Beginning on August 26th 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, resources for students and faculty, policies, and governance. Sessions on Buley Library and its electronic resources, an introduction to MySCSU and the Faculty Walk-in Technology Center, and an interactive panel focusing on "My First Year at Southern" further helped to acclimate our newest colleagues. All new faculty were invited to participate in University Forum on August 28. New Faculty Orientation continued on August 29 with an introduction to Human Resources and training provided by the Office of Diversity and Equity Programs.

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 2007 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 2007-2008 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. Part-Time Faculty Reception and Orientation

More than 90 part-time faculty, administrators, and campus leaders participated in the second annual Southern Connecticut State University Part-Time Faculty Reception and Orientation, held on August 23, 2007, from 5:00 pm to 8:00 pm 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.

Mr. Robert Tremblay, adjunct professor of Physics and recipient of the J. Philip Smith Award for Outstanding Teaching, delivered the keynote address on “Outstanding Teaching and Outstanding Advice for Adjuncts.” Mr. Tremblay demonstrated several innovative teaching strategies that he uses to enhance learning in his Physics classes and inspired participants to try new techniques. 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 2007 and Spring 2008, 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 the Office of Assessment and Planning, Faculty Development provided assistance for the CSU Assessment Conference that was held at SCSU on April 18, 2008.

5. Faculty Development/Sponsored Programs and Research

Faculty Development continued to collaborate with Patricia Zibluk, Director of Sponsored Programs and Research, to assist faculty in developing their grant-writing and grant-seeking skills. In January, 2008, Faculty Development and SPAR staff made themselves available for a drop-in workshop to assist faculty in assembling their CSU Grant proposals. Eight faculty received one-on-one feedback and suggestions for improving their grants. In addition, Faculty Development continually offers assistance and feedback to faculty regarding CSU Research, Curriculum-Related, and Faculty Development Advisory Grants.

6. 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.

In August, 2007, 18 faculty successfully completed the FYE Academy, joining their 19 colleagues who successfully completed it in June, 2007. More than 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. Follow-up and feedback sessions held throughout the year were facilitated by Nicole Henderson, Director, FYE Program.

7. New Initiative: Teaching Academy on “A Passion for Learning”

In collaboration with the First-Year Experience program, the Writing Across the Curriculum Committee, and the Office of Assessment, Planning, and Academic Programs, the Office of Faculty Development offered the SCSU Teaching Academy on a “A Passion for Learning,” June 9-11, 2008. More than 100 faculty and administrators participated in the intensive 3-day conference. Although all part-time and full-time faculty were encouraged to participate, the primary target was faculty teaching INQ, LINKS, and Honors students, faculty teaching students in Writing Across the Curriculum courses, and faculty teaching students in “clustered courses” and “Freshmen Only” courses.

Objectives for the SCSU Teaching Academy encompassed the following:

- Support Writing Across the Curriculum efforts,
- Engage FYE faculty in seminars and workshops to enhance learning outcomes,
- Provide faculty with curriculum design experience,
- Increase awareness of assessment strategies,
- Expose faculty to emerging trends in higher education,
- Provide faculty with hands-on training in classroom facilitation techniques,
- Encourage cross-disciplinary exchange,
- Build a culture of teaching excellence,
- Maximize resources, and
- Enhance teaching effectiveness for increased student engagement.

Keynote speakers included Dr. Doug Hesse (University of Denver) on “Writing Across the Curriculum,” Dr. Marshall Gregory (Butler University) on “Facilitating Ethical Learning,” and Dr. Barbara Millis (University of Nevada, Reno), on “Designing Courses for More Significant Learning.” Breakout workshops on FYE issues, writing across the curriculum, student learning, course design, and effective teaching strategies were presented by our Teaching Innovation Program awardees and our most talented teachers.

In addition to enhancing their teaching, participants were rewarded with publishers’ book fairs, interdisciplinary exchanges, and a \$300 stipend for successful completion of the conference. A special wine and cheese reception, sponsored by the SCSU Foundation celebrated the conclusion of the event. Additional funding and support was provided by the Office of Academic Affairs, the Teaching Innovation Program through the Davis Educational Foundation, McGraw-Hill Publishers, Pearson Publishers, and SCSU Public Affairs.

The Office of Assessment and Planning assisted with creating a written evaluation form that could be scanned for more efficient data management and analysis. Written evaluations indicated that:

A follow-up meeting of all Teaching academy participants is scheduled for October 3. This meeting will provide further professional development and will assist in assessing the longer-term impact on participants’ teaching and professional development.

The Teaching Academy Planning Team included Bonnie Farley-Lucas, Coordinator, Faculty Development; Nicole Henderson, Director, FYE and English; Jennifer A. Hudson, Operations and Grants Manager, Faculty Development; Marianne Kennedy, (then Interim) Associate Vice-President of Assessment, Planning and Academic Programs; Kate Marsland, Chair, WACC and Psychology; and Kelly Ritter, Director, WAC and English.

See Appendix C for a copy of the SCSU Teaching Academy schedule.

8. 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 XXXIX

University Forum XXXIX: “Mentoring for Student Success” took place on Tuesday, August 28, 2007 in the Grand Ballroom of the Michael J. Adanti Student Center. The keynote speaker was Dr. Susan Weinberger. Dr. Weinberger, President of the Mentor Consulting Group of Norwalk, CT., was a pioneer in designing and developing the Norwalk Mentor Program, a school based model, in the early 1980’s and served as its Director for 12 years. The author of numerous publications and guidebooks, Dr. Weinberger has been recognized for her expertise in establishing, maintaining, and evaluating youth and adult mentoring programs for schools, colleges, corporations and communities and school-to-work initiatives. The program she designed has been replicated throughout the United States, Bermuda and Canada. In 1993 she received the coveted Volunteer Action Award from President Clinton in recognition of her extraordinary commitment to mentoring.

Following Dr. Weinberger’s presentation on establishing mentoring programs and creating effective mentoring relationships, participants formed small groups and actively engaged in discussing and analyzing a series of cases on mentoring students. The cases were written by Dr. Farley-Lucas to reflect the diversity of issues faced by our students and the multiple approaches for effectively mentoring our students. Faculty continued their discussions over a buffet luncheon and a copy of Dr. Weinberger’s book on *Mentoring: My Personal Journey* was raffled. Evaluations suggest that the session provided valuable information and that participants found the subject matter interesting. The program for this event is presented as Appendix D.

B. Forum XL

Forum XL: “Teaching Disciplines VS Teaching Students” was held on January 18, 2008, in the MJA Student Center Ballroom. Keynote Speaker, Dr. Marshall Gregory presented his intriguing and inspirational message to more than 80 participants. The majority of his talk related to the content of his recent article on “Do We Teach Disciplines or Do We Teach Students? What Difference Does It Make?,” which appeared in the Winter-Spring 2007 issue of the Association of Departments of English *ADE Bulletin*. Dr. Gregory’s presentation was followed by a buffet luncheon held in the Faculty Dining Room of Connecticut Hall. This venue offered faculty a chance to continue collegial discussions.

Dr. Gregory is a master scholar and teacher with extensive expertise as a consultant and presenter on a variety of issues in higher education. Dr. Gregory received his Ph.D. for the University of Chicago and currently hold a chair as Ice Professor of English, Liberal Education, and Pedagogy at Butler University in Indianapolis. He served as the national director of the Lilly Endowment’s Post-Doctoral Teaching Award Program. His publications include several books coauthored with Wayne Booth, one of America’s most distinguished humanists, as well as nearly 60 articles in the areas of writing/rhetoric, literary criticism, liberal education, and pedagogy.

The program for this event is presented as Appendix E.

9. Writing Support Committee and Writing Support Workshops

In 1999, the UCF approved a pilot project to support faculty who teach writing intensive 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. As of 2006, L courses were re-titled to W courses. 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.

The Teaching with Writing Workshop was held on August 14 and 15, 2007. Facilitated by Dr. Marty Townsend, from the University of Missouri-Columbia, the intensive workshop also included presentations by Southern faculty known for successfully promoting writing across the curriculum. Participants reported gaining several helpful suggestions for teaching, including framing writing assignments, integrating writing assignments into classroom exercises, and evaluating students' written work.

10. "Building Community Connections" Brown Bag Lunch Series

"Building Community Connections" is a brown bag lunch session that began in Spring, 2007, to meet on the first Thursday or Friday (alternating) of each month in the Faculty Dining Room of Connecticut Hall.

The Brown Bag Lunches are publicized in the Faculty Development Weekly Calendar and on the OFD website. In order to encourage participation, at each session a book related to pedagogy or instructional technology is raffled off to faculty participants. Although the average attendance is six or seven faculty, the time/space allows for a low cost, unstructured opportunity to meet with other faculty from across the campus and fosters community building.

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

SCSU is a Carnegie Campus affiliate, with a small, but committed group 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. Group members met formally six 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 utilized an interactive WIKI to keep members and interested parties apprised of their on-going activities. About twelve faculty members participated on a regular basis in SoTL activities this year. The group is self-sustaining, yet receives promotional support from Faculty Development.

12. New Initiative: New England Faculty Development Consortium

A group of 10 Southern faculty attended the New England Faculty Development Consortium (NEFDC) 2007 Fall Conference, in Worcester, Massachusetts. Following the plenary address by Dr. George Kuh on "Engaged Learning: Fostering Student Success" attendees participated in workshops, poster sessions, and "Teaching Tips" sessions on the theme of enhancing student

engagement. Attendees included: Bonnie Farley-Lucas and Jennifer A. Hudson, Faculty Development; Deborah Newton, Special Education; Adam Goldberg, Education; Klaus Peters, Computer Science; Diana Newman, Communication Disorders; Paul Petrie, English; and Meg Sargent, David Petroski, and Michael Bay, Communication.

The Teaching Innovation Program, with funding from the Davis Educational Foundation, supported the Southern delegation. SCSU is now affiliated with NEFDC.

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

1. 2007 Junior Faculty Fellowship: Dr. Valerie Andrushko

Planning for a Junior Faculty Fellowship competition began during 2007-2008. 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 Provost and 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 fourth awardee of the Junior Faculty Fellowship was Dr. Valerie Andrushko, Assistant Professor of Anthropology for her project titled "Examination of Prehistoric Burials from an Inca Cemetery in Cuzco, Peru." As part of this study, Dr. Andrushko will examine and document dental and skeletal conditions to reconstruct prehistoric patterns of health and behavior, thus providing new insights into the impact of the Inca Empire on local populations.

Dr. Andrushko completed her M.A. and Ph.D in anthropology at University of California, Santa Barbara, and her B.A. in anthropology at University of California, Berkeley. She is an eclectic researcher, intersecting biology, pathology, paleontology, anthropology and archeology by mining ancient burial grounds for human remains and their insights into past civilizations and cultures.

Candidates' applications were judged by a committee of full professors appointed by the Associate Vice President for Academic Affairs. The 2007 committee was chaired by Joan Finn, Professor, Exercise Science. Committee members included: Sean Grace, Assistant Professor, Biology, Bonnie Farley-Lucas, Professor, Communication, Scott Ellis, Assistant Professor, English, Gregory Kowalczyk, Professor, Chemistry, Robert Kirsch, Professor, Accounting, Susan Clerc, Library Services, and Shelley Bochain, Associate Professor, Nursing.

2. 2007 Faculty Scholar Award: Mia Brownell

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 Mia Brownell, Associate Professor of Art. She was honored at a campus ceremony on November 12, 2007. The award committee selected Brownell based on her series of large oil paintings on canvas entitled "Complexities of the Garden." These luminous paintings consist of twisting, entwined fruits that recall strands of DNA. Brownell's work has captured the attention and imagination of the art world as well as the public. "Complexities of the Garden" has already left a significant impression upon artists, art historians, museum personnel and critics of art. The paintings have been exhibited in major American cities such as New York, Boston, Chicago and Washington, and have traveled abroad on at least two occasions. They also have been published and reviewed in *Artvoice*, *Gastronomica: Journal of Food and Culture*, *The Philadelphia Enquirer*, *The New York Times* and the upcoming 2007 issue of *Chicago Art Journal*, among others.

The 2008 committee for the Faculty Scholar Award was chaired by David Levine, Professor, Art. Committee members included: John Jacobs, Professor, Psychology; Rhea Paul, Professor, Communication Disorders; Kelly Ritter, Associate Professor, English; Hugh Davis, Professor, History; Troy Paddock, Associate Professor, History; and Val Pinciu, Associate Professor, Mathematics.

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.

Under the direction of Dr. Sandy Bulmer, Chair, the Committee instituted several significant improvements that allowed for a more inclusive and more efficient process. First, students were invited to submit nominations via an on-line link from the MySCSU home page. Participation was further rewarded by selecting one student to receive a \$20 gift certificate for Barnes and Noble. This generated a record high number of nominations from students, with over 200 in 2008, as opposed to 8 in 2007. This process garnered so much attention from students that an article appeared in the *Southern News* about the influx. As in past years, peer and self-nominations were also encouraged. In order to be invited to submit a portfolio for full consideration, part time faculty needed three student nominations and part-time faculty needed five student nominations. All peer nominations were considered sufficient to invite the nominee to submit a portfolio for review by the committee. Third, the portfolio submission process was clarified and simplified by sending nominees a list of required and suggested documents to include in their portfolio as evidence of teaching excellence. This enhanced both the content and organization of the portfolios. Finally, the evaluation process was enhanced by a rubric that guided committee members' evaluations and helped to organize the committee's discussions in assessing finalists' portfolios.

The Office of Faculty Development harnessed the opportunity to reward and recognize faculty who were nominated and instituted several innovations that made the nomination and award process more meaningful. All nominees were sent a congratulatory letter from the Coordinator that included students' verbatim (yet anonymous) recommendations regarding their outstanding teaching. All finalists, along with a special guest, and their Chairs and Deans, were invited to attend a Provost's breakfast reception. Following motivational comments by Dr. Cheryl Norton and Dr. Selase Williams, finalists were each introduced and recognized and each received a framed plaque in recognition of their nomination. Feedback indicated that participants were pleased with the celebration of outstanding teaching and felt that the event was an appropriate forum for celebrating each other's accomplishments. In keeping with tradition, Southern's President presented the awards during the Undergraduate Commencement.

2008 Recipients: Cynthia Stretch and Lois Lake Church

The winner of the 2008 award for outstanding teaching by a full-time faculty was Dr. Cynthia Stretch, Associate Professor of English. Dr. Stretch earned her teaching certification and B.A. in English at Indiana University-Bloomington and her M.A. and Ph.D. in American literature and culture at the University of Iowa. This is her tenth year as a member of the English Department at Southern where she teaches first-year composition and general education literature, as well as 19th- and early 20th-century American literature courses for English majors and graduate students.

Dr. Stretch has earned the respect of students and colleagues for her classroom practices as well as her productive contributions to program development and global awareness initiatives. Earlier this year, the students and staff of the Disability Resource Center recognized her for her commitment to supporting the academic endeavors of students with disabilities. In fall 2005, Dr. Stretch was invited to be a Fulbright Senior Lecturer at the University of Barcelona in Spain.

In this inaugural year of Southern's ambitious First-Year Experience program, Dr. Stretch was a leader in developing innovative course materials to meet the objectives of the program's seminar, FYE 101. She designed a series of case study assignments that engage students in scenarios in which they become "experts" who in turn teach their peers about particular aspects of academic and student support services. As the primary academic adviser for her FYE 101 students, Dr. Stretch devotes considerable time to helping her advisees imagine their futures and strategize about meeting their goals at Southern and beyond.

The winner of the 2008 award for outstanding teaching by a part-time faculty was Lois Lake Church. Ms. Church, adjunct instructor in the English department, received her B.A. in English education from Syracuse University and her M.A. from Southern. She has been a high school English teacher, a GED and ESL instructor for adult education programs, an instructor of English, freshman seminar, mathematics, and oral communication at a junior college, and for many years was a home educator. At Southern, she teaches composition during the spring and fall terms. She also teaches English with the Connecticut College Access and Success (ConnCAS) program in the summer and tutors in the Campus Writing Center.

Although her graduate degree concentration was in composition, her thesis, "Means of Grace," was a collection of short stories and poems. She won second place in the 2006 Southern Connecticut State University Short Fiction Contest and first place in the 2008 CSUS Essay Contest. Her creative writing appears in *Folio*, *Connecticut River Review*, *Broken Bridge Review*, *Thanatos*, *Varney's Nurse-Midwifery*, *Mourning Sickness*, and *Connecticut Review*.

Ms. Church has been vice president and treasurer of the English Department Graduate Ensemble (EDGE) and reader for the Portfolio Assessment Committee. She is a member of the Graduate Student Affairs Committee and, in the English Department, the Bylaws and Peer Evaluation Committees. She is editor-in chief of *Noctua Review: The Graduate Magazine of Literature and Art* at Southern, the inaugural edition of which appeared in May, 2008.

See Appendix F 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 three years, providing a forum for chairpersons. Chairpersons use the listserv to exchange ideas and explore pedagogical methods to support their leadership roles. In 2007, the SCSU Academic Chairs' Council was formed and operates as a separate entity from the Office of Faculty Development.

The Fall 2007 Chairperson's Institute was held on December 3, 2007, with 26 chairs in attendance. 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 networking with other Chairs. No Chairperson's Institute was held during the Spring of 2008. An off-campus retreat focusing on Conflict Resolution for Academic Chairs is in the planning stages.

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 Winnie Shyam in 2007-2008, the Faculty Development Mentoring Program established mentor-mentee relationships between 62 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. Mentor and mentee pairs got acquainted and planned their follow-up meetings. The end-of-semester mentoring connection luncheon was attended by eighteen faculty. In May, an end-of-semester mentoring celebration luncheon was held, with twelve faculty attending. The list of 2007-2008 mentor-mentee matches are presented as Appendix G.

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, 2008, 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.

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 2007, 12 faculty proposals were funded, at a total of \$24,157.70. In Spring, 2008, 22 proposals were funded, at a total of \$26,550.00. Recipients for the 2007-2008 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 2008, 32 proposals were funded at a total of \$60,050.00. Members of the CRAC committee and recipients for the Summer 2008 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 for 2007-2008 were Michael Ben-Avie, Assessment and Planning; Robert Vaden-Goad, Mathematics; and Jessie Whitehead, Art. The local Coordinator of the committee was Patricia Zibluk, Esq.

In 2007-2008, 64 Southern Connecticut State University faculty members submitted proposals for consideration for the CSU research grant and the total amount of research support requested was \$242,451.00. Based upon scores, 55 awards were made, at a total of \$212,855.00. 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 2007-2008, 40 applications were received. All 40 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, Minority Recruitment and Retention Committee (MRRC) grants, and TIP Fellowships were invited to present a poster session or a one-page summary of their project goals and outcomes.

The following faculty presented project summaries at the April, 2008, celebration event:

Kristine Anthis, Psychology
Imad Antonios, Computer Science
Mary Brown, Information and Library Science
Sandy Bulmer, Public Health
Judith Buzzell, Education
Glenda DeJarnette, Communication Disorders
Scott Ellis, English
Ellen Frank, Management/MIS
Jerry Hauselt, Psychology
Yan Quan Liu, Information and Library Science
Robert McEachern, English
Elsie Okobi, Information and Library Science
David Pettigrew, Philosophy
Jaak Rakfeldt, Social Work
Eric West, Geography

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 2007

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, 2007, 22 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.

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 Jennifer A. Hudson, Editor. Based on faculty input, the *Weekly Calendar* is now distributed via e-mail with an imbedded web-link to the Faculty Development website.

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

2. Southern Dialogue

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. In light of other pressing duties, Jennifer A. Hudson, Editor-in-Chief of *Southern Dialogue*, tentatively suspended publication of *Southern Dialogue* for 2007-2008. Faculty feedback from focus groups indicates that there is a need to revive this internal publication. Publication will resume during the Fall 2008 semester.

3. Faculty Development Web Site

Faculty Development continually revises its Faculty Development Web Page (see http://www.southernct.edu/faculty_development/). Under the direction of Ms. Hudson, the 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. A large-scale effort to expand web-related resources for faculty is planned for 2008-2009.

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. Starting in August, 2007, the Faculty Handbook was distributed to all new faculty on a jump-drive. This distribution method replaced the hard-copy manual because it saves money, paper, and labor and

provides new faculty with a useful, technology-friendly tool. Two hard-copy versions are available at the Buley Library and the Office of Faculty Development. 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 are awarded appropriate reassigned time to design, conduct, and assess the impact of their projects aimed at enhancing teaching and learning. They also mentor other professors and disseminate their innovations.

The 2006-2007 TIP Fellowships have been completed with major outcomes presented at the annual SPAR/OFD Celebration Poster Session in April. The two completed fellowships are Kristine Anthis, Psychology & Jerry Hauselt, Psychology, "Student Response Systems: Assessing and Enhancing Student Learning," and Ellen Frank, Management/MIS, "Two VISTA Questions: Can the dynamics of experiential exercises be replicated on-line? Should on-line courses be open to every undergrad?"

The following Fellowships have been awarded for Summer 2008, Fall 2008 and Spring 2009:

- Deborah Carroll, Psychology, "Development, Application and Evaluation of an 'Interteaching' Approach to Learning in Two Undergraduate Psychology Courses"
- Pam Hopkins, Management/MIS, "Building Self-Efficacy for Online Technology"
- Deborah Newton, Special Ed & Reading & Adam Goldberg, Education, "Universal Design for Learning: Meeting the Needs of Diverse Learners"
- Deborah Newton & Mia Mercurio, Special Ed & Reading, "Enhancing Content Area Literacy: How Teachers Can Use Technology to Help Struggling Readers"
- Dan Soneson & Elena Schmitt, Foreign Languages, "Preparing Reflective Teachers through Program-long Blogs and Electronic Portfolios"
- Daniel Swartz & Sharon Misasi, Exercise Science, "Development of a Programmatic Electronic Portfolio System and Assessment of Exercise Science Teacher Preparation Candidates Perceptions of the Electronic Portfolio Process."

2. Teaching Innovation Travel Funds support faculty research efforts and encourage participation in conferences directly related to teaching, learning, and technology. The awardees for 2007-2008 have been selected for the following conferences:

- National Baccalaureate Education Conference, New Orleans, LA (11/29/07),
- 19th International Conference on College Teaching and Learning, Jacksonville, FL (4/14/08),
- 15th Annual International Conference on Learning, Chicago, IL (6/3/08),

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- 2008 International Assessment and Retention Conference, Scottsdale, AZ (6/11/08),
- Breaking Barriers in Communication: Technology-Enabled Active Learning for STEM Disciplines, San Diego, CA (7/9/08),
- Improving University Teaching International Conference, Glasgow, Scotland (7/25/08),
- Getting Connected: Best Practices in Technology – Enhanced Teaching and Learning in Psychology, Atlanta, GA (10/3/08),
- Technology of Participation Facilitation Methods, Oakland, CA (10/23/08), and
- National Council for the Social Studies, Houston, TX (11/14/08).

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 TIP workshops were presented in 2007-2008:

- Audio Narration of PowerPoints for use as Online Teaching Resources,
- Increasing Student Engagement: Nontraditional Uses of Online Software,
- Managing Classroom Discussions,
- Outside the Margins of Error: How to Comment on Student Writing in Less Than 15 Minutes,
- Power Up Your PowerPoint,
- To Cheat or Not to Cheat? Helping Students Avoid Plagiarism,
- Wikis and e-Portfolios to WYSIWYG Collaborative Working Environment,
- Creating Grading Rubrics,
- Reading is STILL Fundamental,
- Video Editing Basics: Pump up the Visuals!, and
- When the Teacher is Different from the Student.

More than 45 participants attended the workshops and rated the presenters and the content very highly using a written feedback form. Specific anticipated behavioral changes were indicated by participants. Faculty wrote that, as a result of attending the workshops, they would improve their teaching by:

- Assigning more visual exercises
- Designing in-class and out of class exercises that encourage effective reading
- Using audio and slides
- Creating a rubric on preparation in-class participation, oral presentation, and Create-test-revise
- Giving better assignments to encourage creative inquiry
- Using student self-assessments as a guide to my own assessments of their work
- Wiki and e-portfolios
- Looking at on-line course tools more creatively and develop curriculum to use these tools
- Engaging students in more meaningful and purposeful class discussion.

The Advisory Board will evaluate Fall 2008 TIP Workshop proposals on August 28, 2008.

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. Susan Weinberger and Dr. Marshall Gregory 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 2007-2008, 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, Dr. Marianne Kennedy provides technical assistance to faculty regarding assessment of student learning and assists with formative evaluation of project activities, and Ms. Michele Salamone serves as the TIP Secretary.

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, 2007, semester included:

- “Supporting Students” led by Marge Fadden, Patricia Whelan and Geraldine Prince, Career Services; Denise Zack, Counseling Services; and Jack Mordente and Jim Barber, Student Supportive Services;
- “Supporting Excellence in Academic Advising” led by Rose Cretella, Frank LaDore, Tricia Lenda and Joanne Mielczarski, Academic Advisement;
- “SCSU’s Institutional Review Board” led by Dr. Jerry Hauselt, IRB & Psychology;
- “e-Etiquette: Saving Civility in Electronic Communication” led by Bonnie Farley-Lucas, Faculty Development;
- “Sexual Harassment Prevention” led by Marcia Smith-Glasper, Diversity and Equity Programs.

Sessions for the Spring, 2008, semester included:

- “Successful Teaching: Advice from SCSU’s Outstanding Teachers” led by Vincent Breslin, Science Education and Environmental Studies, and Jaak Rakfeldt, Social Work;
- “Successful Service to the Department, University, and Community” led by Brian Johnson, English; Peter Madonia, Educational Leadership; and Kelly Ritter, English;
- “Work-Life Balance” led by Bonnie Farley-Lucas, Faculty Development;
- “Assembling Your CSU Grant Proposal” one-on-one consultations provided by Bonnie Farley-Lucas and Jennifer A. Hudson, Faculty Development; and Patricia Zibluk, Sponsored Programs and Research.

O. Special Projects

1. Special Project: Campus Safety/Identifying Problematic Behaviors

In response to a request from the Provost, Dr. Farley-Lucas collaborated with Mr. David Denino, Director of Counseling Services, to help brainstorm a systematic approach for professional development dealing with problematic student behaviors and crisis management. They researched several sources, prepared an executive summary, and devised a plan to implement starting in the Spring 2008 semester.

Mr. Denino designed and delivered a special workshop for faculty on “Helping Students in Distress,” which was held on May 2. This one-hour presentation will be the model for future workshops for faculty. A special campus-wide Forum on Campus Safety is scheduled for August 26, 2008. This Forum will outline current procedures and the latest initiatives in campus safety. Internationally recognized expert, Dr. Gerald Amada will address “Lessons Learned from Virginia Tech” and “Problematic Behaviors and Classroom Management Techniques” and our campus leaders will serve as content experts during Community dialogues on those topics. Faculty Development will make resources on identifying and managing problematic behaviors, as well as safety information available on the website, with hotlinks from Counseling Services and the Dean of Students. New faculty orientation, Faculty Handbook, and follow-up training will target classroom management and campus safety issues. Visits to academic departments and campus units for personalized training/education sessions regarding safety and problematic behaviors are also part of the overall plan.

2. Special Project: Collaboration with Office of Assessment, Planning and Academic Programs for Enhanced Data Management

In response to NCATE and other agency requirements for documentation of faculty development efforts, Ms. Salamone and Ms. Velazquez worked with Dr. Michael Ben-Avie to create a data management system for tracking participation in various events. This data will be invaluable in helping prepare assessment reports and annual activity reports, and will provide the Office of Faculty Development information on participation rates across schools, departments, and faculty ranks.

3. Special Project: Focus Groups on Center for Teaching and Learning

In response to strategic planning initiatives calling for the development of a Center for Teaching and Learning (CTL), and as an assessment tool for Faculty Development, five focus groups were conducted in Spring 2008. The Focus Groups were conducted with members of the Faculty Development Advisory, the Curriculum Related Activity Committee, the Teaching Innovation Program Advisory Board, and Teaching Innovation Program Beneficiaries (2 sessions). The key question addressed was: “What do you envision for Center for Teaching and Learning here at SCSU?”

Facilitated by Dr. Farley-Lucas, the focus groups followed the Nominal Group Technique (NGT) process, whereby each person brainstorms individually and writes down top-of-mind responses, then one by one each person contributes to the group brainstorming process. Each response is recorded so all can see contributions. While the written report is still in progress, key themes include: need for a dedicated space where faculty can connect, play with technology, and access resources in a casual environment; a wide variety of resources available, especially on-line sources and information related to emerging technologies; increased opportunities for socialization, inter-teaching, and collaborative learning; and dedicated staff to assist with pedagogy and technology. Overall, the desired cultural message that a well-designed CTL at Southern should send to recruits, new faculty, and existing faculty is that teaching is important, is central to our mission, and is well supported.

P. Faculty Development Professional Presentations, Services and Activities

Dr. Bonnie Farley-Lucas and Ms. Jennifer A. Hudson both represented Faculty Development and Southern through a variety of professional presentations, services and activities during 2007-2008. They also enlarged the scope of their expertise in faculty development and pedagogy in order to better serve our faculty and students.

Dr. Farley-Lucas participated in the National Communication Association conference in Chicago (November, 2007) and presented a paper on “You just kind of check out mentally: Faculty Misbehaviors and Student (Dis)Engagement.” For the SCSU Women and Work-Family Balance conference (September, 2007), she presented on “Work-Life Balance and Delegation: Coping, Networking, Encouraging Growth.” For the international conference on Improving University Teaching, Glasgow, Scotland (July, 2008), Dr. Farley-Lucas will be co-facilitating a 90-minute workshop with Dr. Meg Sargent on “Transforming Lives: Enhancing Faculty-Student Mentoring Relationships.” She will also be co-presenting a paper at this conference with Ms. Hudson on “Transforming e-Communications to Civil e-Learning Communities.”

As part of her professional development, Dr. Farley-Lucas attended the Professional and Organizational Development Network conference in Pittsburgh, PA. (October, 2007) and participated in the expert and peer-review “How’s it Going? Workshop for New Faculty Developers.” She attended the Assessment Institute in Indianapolis (November, 2007) and took part in a half-day workshop on “Assessing Campus-Wide Diversity Efforts.” She also participated in the workshops on “Engaged Learning: Fostering Student Success” as part of the New England Faculty Development Consortium fall conference in Worcester, MA (November, 2007). In 2007-2008 she was selected as a Member of the Editorial Review Board, *To Improve the Academy*, and served as Reviewer for the Professional and Organization Development Network conference papers and panels.

Internally, Dr. Farley-Lucas provided a workshop on “Facilitation Skills for Team Leaders” as part of the New Student Orientation training for student leaders. She provided a guest lecture on “Workplace Conflict Resolution for Public Health Professionals” for Dr. Michael Perlin’s Public Health class and a guest lecture on “Myers-Briggs Type Indicator: Increasing Awareness of Self and Others” for Dr. Bruce Kalk’s First-Year Experience Class. She also provided a “mock classroom” experience for two groups of students participating in the 2008 New Student Orientation.

In support of her scholarship, Dr. Farley-Lucas was awarded a Connecticut State University Research Grant for research on “Student Perspectives on Faculty-Student Relational Boundaries” and a Teaching Innovation Travel Grant to support workshop and paper presentations at the Improving University Teaching international conference. She was also co-awarded a Faculty Development Grant to create a “Communication Creativity Showcase” event to highlight faculty scholarship and creativity.

As part of her professional development, Ms. Hudson participated in workshops focusing on “Engaged Learning: Fostering Student Success” as part of the New England Faculty Development Consortium (NEFDC) fall conference in Worcester, MA (November, 2007). Equipped with her extensive editorial background, Ms. Hudson also became Contributing Editor to the *NEFDC Exchange* and will serve as Referee for the new journal *Currents in Teaching and Learning*.

Keeping current with her scholarly and pedagogical interest in e-Learning, Ms. Hudson was appointed to the e-Learning Platform Study (eLPS) Project Committee by Dr. Selase Williams. This

committee (comprised of branches dispersed throughout the four Connecticut State University campuses) is engaged in identifying the general pedagogical needs of Southern's e-Learning environment and exploring a range of e-Learning tools and innovations as the campus moves toward migration from Vista 4.2 to another platform. Ms. Hudson also presented her published paper "Writing, Technology and Writing Technologies" at the CSU Faculty Research Conference at Eastern Connecticut State University's campus (March, 2008). She will co-present a paper at the international Improving University Teaching Conference in Glasgow, Scotland (July, 2008) with Dr. Farley-Lucas on "Transforming e-Communications to Civil e-Learning Communities."

Q. Community Engagement: Relay for Life

Under the direction and guidance of Ms. Michele Salamone, Secretary, Faculty Development took its second year as active participants in the 2008 American Cancer Society Relay for Life of Hamden/North Haven, CT, June 2008. The team "Helping Others," in which members of Faculty Development personnel and their families (amongst others) participated, raised more than \$2500.00 for the American Cancer Society.

R. 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 2007-2008, the following individuals have contributed their talents, expertise, and leadership for the benefit of their SCSU colleagues.

Cheryl Norton, President
Selase Williams, Provost and Vice President, Academic Affairs
Marianne Kennedy, Associate Vice President, Assessment, Planning, and Academic Programs
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
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; Director, FYE Program
Julian Madison, History; Chair, CRAC
Elaine Allen, Counseling Services
Harriet Applewhite, RSAC Representative
Jim Barber, Student Supportive Services
Michael Bay, Communication
Betsy Beacom, Public Affairs
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

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Kevin Buterbaugh, Political Science
Judith Buzzell, Education
Mark Cameron, Social Work
Deborah Carroll, Psychology; Chair, WAC
Vincenzo Cascella, Sponsored Programs and Research
Nikos Chrissidis, History, Co-Chair, FYE Planning Committee
Rose Cretella, Director, Academic Advising
Thomas Colby, Study Skills Counselor
Delinda Conte, Sponsored Programs and Research
Brad Crerar, Michael J. Adanti Student Center
Bob Cuddihee, Faculty Training and Development
Linda Cunningham, AAUP
Patti DeBarbieri, Counseling and School Psychology
Dave Denino, Counseling Services
Joseph Dooley, Public Safety/Campus Police
Scott Ellis, English
Marge Fadden, Career Services
Debbie Fairchild, Disability Resource Center
Bill Faraclas, Public Health
Tom Ferrucci, Student Support Services and English
Kenneth Florey, Graduate Council
Misty Ginicola, Counseling and School Psychology
Adam Goldberg, Elementary Education
Cynthia Gubitose, Mathematics
Jerry Hauselt, Psychology; IRB
Norris Haynes, Counseling and School Psychology
Rebecca Hedreen, Library Services
Will Hochman, English
Jennifer Hocurscak, University Accounting
Gary Holder-Winfield, AAUP
Pam Hopkins, Management/MIS; Director, FYE Program
Roy Hunter, Recreation and Leisure
Brian Johnson, Faculty Senate, English
Bruce Kalk, Arts and Sciences, History
Elizabeth Keenan, Social Work
Chang Suk Kim, Information and Library Science
Frank Ladore, Academic Advising
Lisa Lancor, Computer Science
Steve Larocco, AAUP President
Tricia Lenda, Academic Advising
Heidi Lockwood, Philosophy
Peter Madonia, Educational Leadership
Kate Marsland, Psychology; Chair, WACC
Melissa McClean, English
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
Klaus Peters, Computer Science
David Petroski, Communication
Chris Piscitelli, Student Affairs
Geraldine Prince, Career Services
Marcia Rabe, Public Affairs
Jaak Rakfeldt, Social Work
Richard Riccardi, OMIR
Stacey Riccardi, Registrar's Office
Kelly Ritter, English; Interim Director, WAC
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
Cindy Stretch, English
Jessica Suckle-Nelson, Psychology
Frank Tavares, Communication
Suzanne Tucker, Disability Resource Center
Christine Villani, Elementary Education
Carol Wallace, Administrative Support Services
Stan Walonoski, Faculty Training and Development
Deborah Weiss, University Curriculum Forum Chair
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

S. 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 2007-2008 were affiliated with the following institutions and organizations:

1. Central Connecticut State University, New Britain, CT
2. Eastern Connecticut State University, Willimantic, CT
3. Western Connecticut State University, Danbury, CT
4. The Davis Foundation, Falmouth, ME
5. Fairfield University, Fairfield, CT
6. Yale University, New Haven, CT
7. The Mentor Consulting Group, Westport, CT
8. Dee Fink and Associates, Norman, OK
9. Butler University, Indianapolis, IA
10. Emory University, Atlanta, GA

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11. CT Women of Higher Education Network, Hartford, CT
12. National Communication Association (NCA)
13. Professional and Organization Development (POD) Network
14. New England Faculty Development Consortium (NEFDC)
15. American Association of Colleges and Universities (AAC&U)
16. University of Missouri—Columbia
17. University of Denver, Denver, CO
18. University of Nevada, Reno
19. Carnegie Institute
20. University of Strathclyde, Glasgow, Scotland