

# *Annual Report: 2009-2010*



## *Faculty Development Academic Affairs*

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**Table of Contents**

A. Introduction: Building a Strong Infrastructure	5
B. Faculty Development Mission Statement	5
C. Faculty Development Programs Embrace Five Dimensions	6
D. Ongoing Goals of Faculty Development	7
1. Faculty Development	7
2. Recruitment, Retention, and Diversity	7
3. Research and Scholarship	8
4. Technology	8
E. Faculty Development Organization and Personnel	8
F. Assisting Faculty in their Teaching Effectiveness: Forums, Workshops, and Working Groups	9
1. New Faculty Orientation	9
2. Supporting Success: New Faculty Orientation Continuing Training	9
3. Part-Time Faculty Reception and Orientation	10
4. Workshops to Promote Teaching Excellence	10
5. Faculty Development/Sponsored Programs and Research Grant Writing Series	11
6. New Initiatives: Liberal Education Program Support and LEP Retreat	11
7. SCSU Teaching Academy	12
8. FYE Academy	13
9. University Forums	14
A. Forum XLI	14
B. Forum XLII	15
10. Writing Support Committee and Writing Support Workshops	15
11. Building Community Connections: Brown Bag Lunch Series	16
12. Scholarship of Teaching and Learning (SoTL) Discussion Group	16
G. Promoting and Recognizing Excellence in Teaching, Learning, and Scholarship: The Faculty Awards Programs	16
1. 2010 Junior Faculty Fellowships	16
2. 2009 Faculty Scholar Awards	17
3. 2010 J. Philip Smith Awards for Outstanding Teaching	17
4. New Initiative: Technological Teacher of the Year	19
H. Support for Chairs: The Chairperson's Institute	20

*Faculty Development Annual Report 2009-2010*

I. Faculty Retention and Development: The New Faculty Mentoring Program	21
J. Support for Scholarship, Research, and Professional Development	23
1. Faculty Development Grant Program	23
2. Curriculum Related Activities Committee (CRAC) Grant Program	23
3. Connecticut State University (CSU) Research Grant Program	24
4. Minority Recruitment and Retention Committee (MRRC) Program	24
5. The Yale University Library Card Program	24
6. Faculty Development/Sponsored Programs and Research Poster Session	25
7. Individual Consultations	25
K. Commitment to Technological Innovation and Support	26
1. Summer Tech 2009	26
2. New Initiative: SummerTech Tables	26
3. Collaborations with the Teaching and Learning Technologies Group	26
4. Large Format Poster Assistance Program	27
5. Miscellaneous Technology Support for Faculty	27
L. Communicating with Faculty	27
1. <i>Weekly Calendar</i>	27
2. <i>Southern Dialogue</i>	27
3. Faculty Development Web Page	28
4. All Campus List	28
5. Faculty Handbook	28
M. SCSU Teaching Innovation Program	29
N. New Initiative: Curriculum Innovation Program	30
O. Faculty Development Professional Presentations, Services and Activities	30
P. Community Engagement	31
Q. SCSU Partnerships	31
R. Inter-Institutional Partnerships	34

Appendices:

Appendix A: Fall 2009 and Spring 2010 Faculty Development Events Schedules

Appendix B: New Faculty Orientation Schedule

Appendix C: Part-Time Faculty Reception and Orientation

Appendix D: SCSU Liberal Education Program (LEP) Retreat Evaluation Report

Appendix E: SCSU Teaching Academy Program

*Faculty Development Annual Report 2009-2010*

Appendix F: SCSU Teaching Academy Evaluation Report

Appendix G: Forum XLIII Program

Appendix H: Forum XLIV Program

Appendix I: Technological Teacher of the Year Call for Nominations

Appendix J: Faculty Development Grant Program Award Recipients

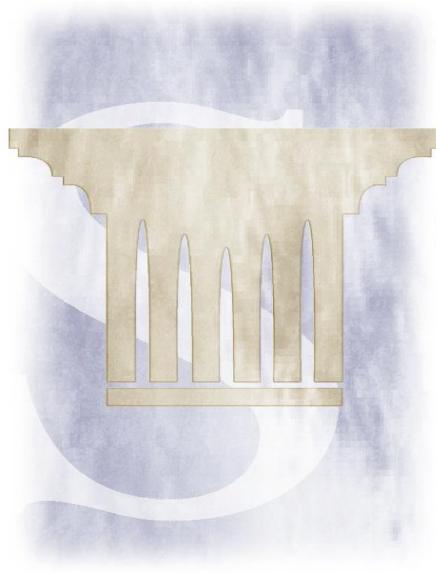
Appendix K: Curriculum Related Activities Committee (CRAC) Grant Program Award Recipients

Appendix L: Connecticut State University (CSU) Research Grant Program Award Recipients

Appendix M: Minority Recruitment and Retention Committee (MRRC) Grant Program Award Recipients

Appendix N: Yale Library Card Program Recipients

Appendix O: Summer Tech 2009



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: Building a Strong Infrastructure**

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 2009-2010 year is best characterized as one of building a strong infrastructure since a great deal of Faculty Development activity was geared to building programs and supporting the curriculum design efforts associated with the SCSU's newly launched Liberal Education Program (LEP).

As in the past, Faculty Development partnered with other campus units to create innovative programs, maximize resources, and positively impact faculty teaching and scholarship. Faculty Development regularly partners with Sponsored Programs and Research, AAUP, Human Resources and several branches of Student Affairs and Student Supportive Services to support or create programming that is responsive to current trends in higher education, and, most importantly, to serve the unique needs of SCSU students. Faculty Development has also developed symbiotic relationships with the Writing-Across the Curriculum Committee, the Teaching, Learning, and Technologies Group, and the FYE/INQ Program. After more than a year of collaboration with Faculty Senate, the Faculty Development Advisory Committee and the Outstanding Teaching Award Selection Committee are now elected positions, allowing for a more competitive, representative participation from faculty on OFD matters.

In 2009-2010 Faculty Development offered more than **142** hours of professional development opportunities and **299** individual faculty participated in these activities.

The newly established Liberal Education Program became a primary focus for organization development and faculty development work in 2009-2010. Both Forums, as well as an expert-led workshop were geared directly at enhancing pedagogy in the areas of critical thinking. The 2009 Teaching Academy focused on critical thinking, writing, and assessment across the curriculum. A team of four faculty participated in an intensive 3-day curriculum design workshop led by Dee Fink and Associates in Chicago. Back at campus, using Fink's model as a template, 44 faculty participated in a day-long Curriculum Development retreat geared to creating courses in Critical Thinking and Technological Fluency. Most importantly, the Davis Education Foundation awarded SCSU a \$270,000 grant over three years to support a Curriculum Innovation Program, targeted primarily to building a strong LEP and senior capstone courses. We will start Fall 2010 with a strong foundation for LEP progress.

The 2009-2010 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:<sup>1</sup>

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.

### **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.

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<sup>1</sup> 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.*

### **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**

### **1. 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.

### **2. 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.

### **3. 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.

### **4. 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, Academic Affairs
- Dr. Marianne Kennedy, Associate Vice President for Assessment, Planning, and Academic Programs
- Dr. Bonnie Farley-Lucas, Director, Faculty Development; Director, Curriculum Innovation Program
- Ms. Jennifer A. Hudson, Operations and Grants Manager, Faculty Development
- Ms. Michele Salamone, Secretary, Faculty Development

In December of 2009, the Coordinator of Faculty Development position was “upgraded” to a 12-month position at the Director level. Dr. Farley-Lucas accepted the position, which is run on a two-year rotation system. She reapplied for another two year contract, and will serve again until August 2012. In December, Ms. Hudson was granted a continuing appointment upon her sixth year renewal. Ms. Salamone, previously Secretary for the Teaching Innovation Program (funded by the Davis Education

Foundation grant), was transferred to Secretary, Faculty Development funds. She was upgraded to Secretary II in December, 2009.

**Initiative: Faculty Development Advisory Committee**

In Fall, 2008, Dr. Farley-Lucas presented Faculty Senate with a proposal to convert the Faculty Development Advisory, the Curriculum Related Activities, and the J. Philip Smith Outstanding Teaching Award Selection Committee Committees from appointed positions to positions elected by faculty through the Faculty Senate nomination and election process. This move was initiated to allow for greater diversity and greater participation among faculty at all ranks and to ensure that service was offered voluntarily. By collapsing Curriculum Related Activities under the purview of the Faculty Development Advisory Committee, less faculty effort was required to carry out the group's functions.

In early Spring 2009, four faculty were elected to the Faculty Development Advisory Committee and four were appointed to round out the representation across campus. Three faculty were elected to the Outstanding Teacher Selection Committee and five additional members, including graduate and undergraduate students were appointed to carry out the task.

With the Spring 2010 Faculty Senate elections yielding five more members for the faculty Development Advisory Committee and two more members for the outstanding Teaching Selection Committee, the transition from elected to elected membership is nearly complete.

## **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. The schedules for Faculty Development events for Fall 2009 and Spring 2010 appear in **Appendix A**.

### **1. New Faculty Orientation**

The annual New Faculty Orientation was held August 25-28, 2009. Beginning on August 25th, the orientation included welcoming remarks from Southern's administration, an overview of resources to support teaching and learning to resources, a Buley Library tour, policies and governance, and some practical suggestions for enhancing pedagogy. Orientation also included an information session conducted by Human Resources personnel and a brief Diversity Awareness session conducted by Marcia Smith-Glasper and the Office of Diversity and Equity.

Evaluations indicated that participants received useful information and ideas for enhancing classroom dynamics. Participant comments focused on the welcoming nature of the event, the opportunity to meet other new faculty and SCSU administrators, and the well organized and useful introduction to SCSU's library and technology resources. The 2009 New Faculty Orientation Schedule appears as **Appendix B**.

### **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. Most 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 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 2008-2009 year were a "Mentoring Get Together," a panel on "Outstanding Teaching" and a session on "Supporting Excellence in Academic Advising" presented by Frank Ladore, Academic Advisement.

Responses to the New Faculty Orientation Continuing Training continue to be 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**

The fourth annual Southern Connecticut State University Part-Time Faculty Reception and Orientation was held on Thursday, August 20, 2009, from 5:30 pm to 8:00 pm in the Engleman Hall Seminar Center, ENB 121. The goals of the event were to celebrate the many contributions that part-time faculty make to the Southern community, provide valuable information about Southern, and introduce the wide variety of resources available to support part-time faculty and their students.

The event began with a reception with *hors d'oeuvres* and dinner hour snacks. Dr. Cheryl Norton, Dr. Marianne Kennedy, Dr. Ron Herron, Dr. Peter Troiano, and Dr. Uchenna Nwachuku provided welcoming remarks that stressed the importance SCSU places on our adjunct faculty. Dr. Farley-Lucas facilitated the event, and provided a brief overview of effective pedagogy practices in higher education. Diane Frankel-Gramelis, Adjunct Professor of Public Health, and recipient of the 2009 J. Philip Smith Outstanding Teaching Award presented on "Outstanding Teaching and Outstanding Advice for Adjuncts." Other key events included an introduction to MySCSU and e-Learning VISTA by Bob Cuddihee from the Teaching and Learning Technologies Group, an overview of the Part-Time Faculty Mentoring Program and an Interactive Resource Fair with representatives from Faculty Development, AAUP, Human Resources, Counseling Services, Disability Resource Center, and Buley Library.

More than 60 part-time faculty, administrators, and campus leaders participated in the event. 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. Several commented that they learned more about valuing students and maintaining a positive classroom climate. A key area for improving the event for 2010 was a clearer explanation of e-learning VISTA.

The 2009 Planning Committee members included: Diane Boutaugh, Human Resources; Linda Cunningham, AAUP; Bonnie Farley-Lucas, Faculty Development; Gary Holder-Winfield, AAUP, and Jennifer Hudson, Faculty Development.

The program for the 2009 Part-Time Faculty Reception and Orientation appears in **Appendix C**.

### **4. Workshops to Promote Teaching Excellence**

The Office of Faculty Development proactively supports the enhancement of student learning through a variety of professional development events and workshops aimed at enhancing teaching effectiveness. In 2009-2010, the Office of Faculty Development offered 31 events, for a total of 70 hours of professional development opportunities. Workshop topics are devised after consulting data gained through the Office of Assessment and Planning, SCSU's institutional leaders, and the Faculty Development Advisory Committee. Workshops are also developed in response to faculty requests or from faculty who volunteer to offer sessions based on their particular expertise. Key workshop topics

include: advising and mentoring students, using various forms of emerging instructional technologies, employing a variety of classroom assessment techniques, supporting writing and critical thinking across the curriculum, applying universal design principles to reach all learning styles, collaborative learning, and enhancing student engagement.

During Fall 2009 and Spring 2010, 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 New Faculty Orientation Continuing Sessions benefited from the expertise of colleagues across campus

- Supporting Excellence in Academic Advising
- Teaching Academy Reunion – Resource Sharing
- Introduction to “Southern Culture,” Goal-Setting
- Communicating Success
- Balancing Teaching, Research, Service (and Life)
- Next Steps: Spring Semester and Beyond
- Successful Academic Advising (2 sessions)
- Successful Teaching: Advice for SCSU’s Outstanding Professors
- Successful Service to the Department, University, & Community
- Fulbright Scholars & Opportunities
- Teaching Academy Reunion and Resource Sharing
- Work-Life Balance Strategies for Faculty

In response to faculty requests, Dr. Farley-Lucas extended the depth of offerings by developing and presenting workshops on Work/Family Balance, Creating Rubrics, and Creating a Positive Classroom.

In all, **299** faculty participated in workshops throughout the academic year. Materials placed on the OFD website provide essential information for faculty wishing to access it. Participants at the small group workshops report a greater impact due to more one-on-one attention.

## **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 help faculty develop their grant-writing and grant-seeking skills. Sponsored Programs and Research assisted with workshops on “Info-Ed Line” and “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. Eight faculty received one-on-one feedback and suggestions for improving their grants.

The annual SPAR/OFD poster session and recognition event, typically held in late April or early May, has been re-scheduled to be held in late October (starting in 2010). The scheduling of this event was problematic due to competing events and lack of faculty participation due to crowded schedules. It is anticipated that coinciding the event with Halloween will allow for greater faculty participation.

## **6. New Initiatives: Liberal Education Program Support and LEP Retreat**

Anticipating the organizational and professional development needs associated with implementing a new Liberal Education Program, the Office of Faculty Development played a central role in creating new partnerships and programs to support curriculum development and assessment. Starting in 2008,

the Curriculum Innovation Program (see section N) was designed explicitly to support the Liberal Education Program. Forum speakers and workshop contents were selected to directly address interdisciplinary collaboration, assessment, “Critical Thinking Across the Curriculum,” and the creation of new courses. Once named to the position, a core partnership was developed with Dr. Polly Beals, Director of the Liberal Education Program to provide professional consultations regarding organization and program development and to identify professional development opportunities for faculty involved in course development.

With support from Dr. Williams, Dr. Farley-Lucas led a team of SCSU faculty (Dr. Polly Beals, Dr. David Petroski, and Ms. Winnie Yu) to Chicago for a 3-day intensive workshop led by Dee Fink and Associates on “Designing Courses for Significant Learning.” Working with faculty from across the United States and representing several disciplines, the team gained a great deal of knowledge during the workshop, were provided with several ideas for designing curriculum geared specifically to the Technological Fluency and Critical Thinking areas, and were introduced to a process that could serve as a template for Southern faculty for building courses based on solid learning objectives, clear assessment techniques, and student engagement.

The next main support for LEP took the form of an LEP retreat, which replaced the third day of the Teaching Academy with a day-long workshop focusing on course design. Dr. Farley-Lucas and Dr. Beals collaborated on designing and presenting the workshop so that basic principles of course design, curriculum development and assessment were introduced, Dee Fink’s model was employed, and faculty had opportunities to create the framework for their own new or revised courses. Throughout the workshops, participants were more thoroughly informed of the structure and goals of the LEP program and the various tiers comprising it. Forty-four faculty, representing 19 different departments participated in the LEP retreat. Each participant was awarded a stipend of \$100.

Written evaluations support that the Retreat was “worthwhile” and “extremely helpful” in many ways. Positive comments focused on learning about the link between assessment and course design, specific ideas for assignments and assessments, and more of a goal-centered approach to teaching. Participants reported the greatest gains in knowledge in the areas of “understanding the overall purpose of SCSU’s LEP,” “citing key elements of SCSU’s LEP,” and “implementing strategies for enhancing collaborative learning among students.” The complete report, prepared by the Office of Assessment and Planning, appears in **Appendix D**.

## **7. SCSU Teaching Academy**

The SCSU Teaching Academy, instituted in 2008, was designed to offer faculty an intensive, 3-day conference with hands-on instruction relative to teaching first-year students, writing across the curriculum, curriculum design and assessment, and effective pedagogy. The Teaching Academy design was intended to meet various faculty needs while maximizing the limited resources available. In 2010 program content and featured speakers were selected specifically to support LEP development, implementation, and assessment.

The 2010 SCSU Teaching Academy on “Measuring Student Success: Learning, Assessment, and Critical Thinking,” was held on Wednesday, June 2 and Thursday, June 3. Keynote speakers included Dr. Barbara Walvoord (Professor Emeritus, University of Notre Dame) on “Assessment of Student Learning: Clear, Simple, Feasible, and Useful” and Dr. Robert Smart (Professor, Quinnipiac University) on “The Double Helix: WAC and Critical Thinking, A History.” On both days, breakout workshops on assessment, writing across the curriculum, instructional technology, electronic resources, course design, and effective pedagogy were presented by our most talented teachers. In

sum, 18 SCSU faculty and administrators volunteered to serve as master teachers/mentors for their colleagues and 70 faculty participated.

The Teaching Academy concluded with a Celebration of Teaching Excellence, a wine and cheese social sponsored by the SCSU Foundation. This celebration recognized Dr. Scott Ellis, recipient of both the SCSU and the CSUS system-level Trustees Teaching Award, and Dr. Troy Rondinone, recipient of the Norton Mezvinsky Trustees Research Award. Recipients of the 2010 J. Philip Smith Outstanding Teaching Award and the newly instituted Technology Achievement Award were also recognized. Dr. Stanley Battle, Interim President was introduced to the faculty and assisted Dr. Williams in introducing and congratulating all awardees. To conclude the event, books related to teaching and learning were raffled off to faculty participants. In addition to enhancing their teaching, faculty were rewarded with meals and refreshments, publishers' book fairs, stimulating interdisciplinary exchanges, and a stipend of \$200 for successful completion of the 2-day conference. The program for Teaching Academy 2010 is included in **Appendix E**.

Written evaluations from both days and the overall event evaluation were overwhelmingly positive. Participants rated the presenters and the workshops very highly. Data gained from participants' written evaluations indicate that a significant impact was made in the following areas: "Enhancing teaching effectiveness for increased student engagement" (100% agreement), "Helping to build a culture of teaching excellence" (94% agreement), "Increasing my knowledge about critical thinking" (94% agreement), "Providing me with training in classroom facilitation techniques (88% agreement)" "Support my efforts in Writing Across the Curriculum" (88% agreement), "Encouraging cross disciplinary exchange" (82%).

The complete evaluation report, prepared by the Office of Assessment and Planning, along with participants' written comments for the 2010 Teaching Academy, appear in **Appendix F**.

## **8. FYE Academy**

In 2006-2007, 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, and 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/INQ Program is firmly established, and the FYE Academy has become an annual event with follow-up sessions throughout the year. Faculty teaching FYE/INQ courses, LINKS, Honors College, and those teaching linked FYE learning communities are prime participants.

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 and a certificate.

In 2008 and 2009, because of the clear overlap of goals, content, and process, portions of the FYE Academy were blended in with the SCSU Teaching Academy and with the New Faculty Orientation. In addition to maximizing resources, this blending of events provided more potential workshops for participants, offering those who had previously attended FYE Academy the chance to attend to other

topics. It also allowed for more interdisciplinary exchange, gave our newest colleagues the chance to meet more faculty, and kept all participants focused on the overarching goal of student success. It also helped to recruit new talent to the First-Year Experience Program. Sixteen faculty participated in the 2009 2-day program

The 2010, FYE Academy, to be held in August will be coordinated by Cindy Stretch, English/INQ and administered by Faculty Development. The August time frame was selected to avoid New Student Orientation program pressures and to provide for greater participation by faculty. Follow-up sessions for FYE Academy are held throughout the academic year and are organized by Nicole Henderson, FYE/INQ Director.

## **9. University Forums**

One of the highlights of each new semester and 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 XLIII**

University Forum XLIII: *How Students Learn* was held on Wednesday, August 26, 2009 (8:30 a.m. - 12:00 p.m.) in the Garner Recital Hall, ENC 112.

The Forum featured the enthusiastic keynote speaker, Dr. Todd Zakrajsek on “How Students Learn: Strategies for Teaching from the Psychology of Learning.” Dr. Zakrajsek reviewed research in human memory, learning, and cognition that demonstrates that learning takes place when the student's mind actively engages in the material, as well as teaching methods that increase learning. Forum participants gained an understanding of the basic concepts in human learning, how to present information so that students most effectively encode it into long-term memory, and how to help students know when they know.

Dr. Zakrajsek is the Executive Director of the Center for Faculty Excellence at University of North Carolina at Chapel Hill. He was previously the Director of the Faculty Center for Innovative Teaching at Central Michigan University and the founding Director of the Center for Teaching and Learning at Southern Oregon University, where he also taught as a tenured Associate Professor in the Psychology Department. Dr. Zakrajsek received his Ph.D. in Industrial/Organizational Psychology from Ohio University. He has written two introductory psychology instructor's manuals for McGraw-Hill and a student study guide for Addison-Wesley. He has also published and presented widely on the topic of student learning, including workshops and conference keynote addresses in over 30 states and 4 countries in the past several years.

Nearly 125 faculty and administrators participated in Forum XLIII. This event was described as the “best forum ever.” And Dr. Zakrajsek was praised as “great, energetic and lively,” “engaging,” and “modeling when he presents.”

The three highest degrees of knowledge change reported in participants' written evaluations are in designing activities that allow students to access their own learning, presenting information to maximize students' long-term learning, and engaging students in collaborative learning activities to maximize long-term learning.

The program for this event is presented as **Appendix G**.

### **B. Forum XLIV**

University Forum XLIV: *Critical Thinking Across the Curriculum* took place Thursday, January 21, 2010 (8:30 a.m. - 12:00 p.m.) in the Garner Recital Hall, ENC 112. The Forum featured keynote speaker, Dr. Calvin B. Peters, Professor of Sociology at the University of Rhode Island. Dr. Peter's interactive presentation enhanced participants' understanding of what critical thinking is and how it can be supported across all disciplines. Specific suggestions for teaching approaches and curriculum designs that foster critical thinking were provided. Following the keynote address, a buffet luncheon was served (12:00 - 1:00 p.m.) in the Engleman Hall Seminar Center, ENB 121. Nearly 100 faculty and administrators participated in Forum XLIV.

Dr. Peters is a graduate of Westmont College and received his MA and Ph.D. from the University of Kentucky. His scholarly expertise is in cultural sociology and the sociology of knowledge. In addition to his scholarly work in sociology, Dr. Peters has also published papers and presented numerous workshops on teaching and instructional design. For the past thirty years he has been heavily involved in instructing and advising first-year students, regularly teaching introductory sociology to enrollments of more than five hundred. Dr. Peters is co-author, along with Bette LaSere Erickson and Diane Weltner Strommer, of Teaching College Freshmen (1991) and its extensive revision, Teaching First-Year College Students (2006). Dr. Peters last visited Southern in January, 2007 as our Forum Speaker on "Teaching and Reaching First-Year Students."

To support our evolving Liberal Education Program, Dr. Peters led an afternoon session (1:00 – 4:00 p.m.) for faculty interested in developing courses geared to Tier I competencies in critical thinking. Problem-based learning and formulating assignments that foster application of critical thinking within the disciplines.

Written evaluations indicate that participants had the greatest degrees of knowledge gain in identifying learning outcomes associated with critical thinking, defining critical thinking and providing examples of course assignments and projects that help teach and support critical thinking. Overall written appraisals rated the session as "excellent," "motivating," and "very useful information."

The program for this event is presented as **Appendix H**. Evaluations are available in Faculty Development.

## **10. Writing Support Committee and Writing Support Workshops**

In 1999, the UCF approved a pilot project to support faculty who teach L (now W or writing intensive) 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.

In 2009-2010, as Interim Director, of the Writing Across the Curriculum (WAC) program, Scott Ellis became quite active in leading the program. Faculty Development collaborated closely with WAC leaders to ensure that adequate support and professional development were offered to faculty on

topics such as developing writing intensive courses, creating and using grading rubrics, efficient methods for assessing and commenting on student writing, and instructional technologies that support student writing. WAC is also supported through a cost-effective method of providing training and individual consultations during the SCSU Teaching Academy, the FYE Academy, and throughout the academic year. In addition, Steven Corbett, Director of the English Composition program, offered workshops for the English faculty and invited all SCSU faculty to attend, thus assisting in training and mentoring all those teaching writing intensive courses.

### **11. Building Community Connections: Brown Bag Lunch Series**

The Building Community Connections Brown Bag Lunch Series, a session that had spun out of the Thursday Morning Discussion Group (now defunct) in Fall 2006 and which meets on the first Friday of each month in the Faculty Dining Room of Connecticut Hall, continued to be scheduled for Fall 2009 and Spring 2010. The series encourages collegial discussion in a structure-free environment, and Faculty Development assists this goal by scheduling and promoting the event and offering a book raffle for participants at the end of each semester. Feedback has been particularly positive from newer faculty, who find the lunches to be a great opportunity to meet new colleagues across campus. Some have reported that the event prompted them to make regular appointments for weekly lunches with their colleagues.

### **12. Scholarship of Teaching and Learning (SoTL) Discussion Group**

SCSU is a Carnegie Campus affiliate site, a small, but committed group of faculty pursuing 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, group members met informally over the course of the academic year to discuss current pedagogy issues and review one another's teaching-related research and scholarship projects.

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

During 2009-2010, 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 fourth iteration of the Junior Faculty Fellowship Program.

### **1. 2010 Junior Faculty Fellowships:**

The Junior Faculty Fellowship, which began in 2006-2007, is a one-time award of nine hours of reassigned time for an academic semester. 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. Administrative and financial support for the Fellowship is provided by Faculty Development through the Vice President for Academic Affairs.

This year, two faculty were awarded Junior Faculty Research Fellowships. Lisa Vitale, World Languages and Literature, was selected for her project, "Refashioning Catherine of Siena." Patrick Heidkamp, Geography, was selected for his research "Linking GIS and Cost Benefit Analysis to Improve Land Management Decisions in Markets Differentiated through Eco-labeling."

Candidates' applications were judged by a committee of full professors appointed by the Associate Vice President for Academic Affairs. The 2009-2010 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. 2009 Faculty Scholar Awards:**

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 2009 Faculty Scholar Award has been presented to Paul R. Petrie, professor of English. Petrie received the award at a campus ceremony on Sept. 21, 2009.

Petrie was recognized for his monograph "Conscience and Purpose: Fiction and Social Consciousness in Howells, Jewett, Chesnutt, and Cather" (University of Alabama Press, Studies in American Literary Realism and Naturalism series, 2005). The book is a well-researched examination of the thought and influence of William Dean Howells, a leading practitioner of literary realism in the United States in the late 19th and early 20th centuries who was known as "the dean of American letters." Petrie's work explores Howells' call for literature as a vehicle for social change and the legacy of that call in the works of three major American authors, Charles W. Chesnutt, Sarah Orne Jewett, and Willa Cather.

Petrie was chosen by the 2009 Faculty Scholar Award Committee. Chaired by Troy R. Paddock, professor of history, the committee includes Hugh H. Davis, CSU Professor and professor of history; Shirley A. Jackson, associate professor of sociology; Giuseppina Palma, professor of foreign languages; Valeriu Pinciu, professor of mathematics, and Mary H. Purdy, professor of communication disorders.

## **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 using an on-line process or they may self-nominate. The Director 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.

**2010 Recipients: Misty Ginicola and Dawn Cathey**

The 2010 recipients of the J. Philip Smith Outstanding Teaching Award are Misty Ginicola, Assistant Professor of Counseling and School Psychology, and Dawn Cathey, adjunct professor of Public Health.

**Dr. Misty Ginicola**, Assistant Professor, joined the Department of Counseling and School Psychology at Southern in 2006. From 2006-2008 she was a distinguished Winthrop Rockefeller Foundation Post-Doctoral Fellow. She quickly established herself as a master teacher, receiving Teaching Innovation Program awards for presenting on "Diversity in Higher Education" and "Using Humor in the Classroom." In only her third year at Southern, earned a nomination for the 2009 J. Philip Smith Outstanding Teaching Award. Dr. Ginicola teaches masters-level courses, contributing her expertise to Counseling and Life Span Development, Counseling and Assessment of Culturally Diverse Populations, Understanding Individual Psychological Testing, Research and Evaluation in Schools and Community Agencies, and Physical Bases of Behavior and Personality.

Dr. Ginicola earned a BS in Psychology from SUNY Cortland, an M.A. in Psychology from SUNY New Palz, and both an M.S. in Psychology and an M.Ph. in Development Psychology from Yale University. She earned her Ph.D. in Developmental Psychology, also from Yale University. She is currently earning her licensure as a counselor, serving at Work in Balance Counseling and Assessment Services.

**Ms. Dawn Cathey** is an adjunct professor in the School Health Department. After earning her B.S. from SCSU, she joined the New Haven Police, progressing from Patrol Officer to Detective Sergeant to Patrol Sergeant. Dubbed the "car that cares" by her police peers, she infused social caring and community building with law enforcement. As part of her outreach efforts she offered several presentations for SCSU on domestic violence, mandated reporting, and violence against women. From 1994 to 1998 she served as a Fellow in the Child Development-Community Policing Program with the Yale University School of Medicine. She then went on to earn an MS in Social Work from SCSU. She joined SCSU as an adjunct in 1999, regularly teaching School Health Education, as well as INQ 101: Creative Inquiry.

Ms. Cathey is committed to life-long learning and continually enhances her teaching. Wrote Ms. Cathey, "At the FYE Teaching Academy, I filled my notebook and immediately started using my new-found knowledge. For my first INQ class, figuratively speaking, I wore five 'hats' including

instructor, social worker, cop, cheerleader, and surrogate parent. I have worn those hats ever since.” Outside of the classroom, Ms. Cathey advises students in her INQ: Creative Inquiry classes, keeps an “open door” for advising and mentoring, and attends as many faculty development workshops as possible, including the 2008 and 2009 FYE and Teaching Academies, and the Student Success Workshops.

See **Appendix E**, the Teaching Academy Brochure, for the awardees’ photos and complete citations.

#### **4. New Initiative: Technological Teacher of the Year**

In March, 2010, an anonymous donor made a generous gift to Southern in order to create an award for Technological Teacher of the Year and the Office of Faculty Development was charged with establishing the nomination and selection procedures. The purpose of the annual award is to recognize the importance of effective use of technology in the classroom and the faculty who embrace it. Awardees will receive a \$500.00 stipend, a plaque stating the achievement, and public recognition. One award will be granted each year. Full-time and part-time faculty at all ranks currently employed at SCSU are eligible to apply.

Faculty who have created innovative instructional technology, harnessed new and emerging technology in the interest of teaching and learning, developed courses to take advantage of existing resources, improved communication or collaboration using technology, contributed to scholarly research into teaching with technology, and/or mentored colleagues in the effective use of digital teaching resources are especially good candidates for Award. Nominations could be originated by deans, directors, department chairs, academic administrators, individual faculty members, students, or self-nominations.

Nominees must be adept at using instructional technology and demonstrate the following:

1. Approach technology with an open mind and a spirit of collaboration, exploration, and invention;
2. Collaborate with the Provost/Vice President for Academic Affairs to ensure that academic technology decisions are driven by pedagogy;
3. Actively support the primacy of teaching and learning through digital technology policy decisions;
4. Engage colleagues with ideas and innovations discovered through explorations;
5. Provide students with opportunities to discuss and experiment with, about, and through technologies; and
6. Advocate for values such as envisioning creative and innovative implementation of digital tools in the classroom and online; integrating developing technologies seamlessly within the academic context - not only to enhance learning but to enable the development of knowledge and understanding; helping students understand their digital lives by engaging them with and through technology as they learn their disciplinary content; and maintaining awareness of what constantly changing digital lifestyles might mean to our learning community.

Nominations were reviewed by the Faculty Development Advisory Board, an elected committee of faculty that represents all of the SCSU schools. Based on their review, the Committee invited their top ranked candidates to submit application materials. The Committee used the following criteria to rate the quality of the achievement: significance, positive effect on teaching, creative activity, or student learning outcomes, expertise and previous experience, and evidence of innovation.

Upon invitation from the Faculty Development Advisory Committee, candidates submitted a portfolio containing: a cover sheet and achievement summary, 1200-word (maximum) narrative, 3-page curriculum vitae, letters of recommendation (maximum 4), and evidence of the innovation via an

article, presentation paper, website, web link, CD, or other suitable evidence of the achievement. Reviewers assigned a rating from "1" for weak, to "5" for excellent, in each of the four criteria (significance, positive impact, expertise, evidence of innovation). The scores generated by the reviewers resulted in a ranking of the final candidates. The Committee made recommendations to the Director of Faculty Development. The Provost and Vice President for Academic Affairs announced the award.

The complete Call for Nominations is found in **Appendix I**.

**Dr. Kristine Anthis: Technological Teacher of the Year**

Dr. Kristine Anthis, Associate Professor, Psychology was selected for the 2010 Technological Teacher of the Year Award. Dr. Anthis distinguished herself as an expert on the use of Student Response Systems, or "clickers," as well as online homework quizzes, in the teaching of psychology. Her goals for the use of clickers and on-line quizzes are to assist students in mastering effective study techniques, engage students in the learning process, and ultimately, contribute to student success.

Dr. Anthis is the 2009 SCSU recipient of the CSU Trustees Teaching Award and has been twice nominated for the J. Philip Smith Award for Outstanding Teaching. She was awarded a Teaching Innovation Program Fellowship in Spring of 2008 for her unique research on clickers, and she was awarded travel funding through the Teaching Innovation Program for presenting her research on instructional technologies at national conferences. She presented "On the relationship between student response system use and exam scores," for the Society for the Teaching of Psychology, and she presented "Is the clicker or is it the question: Untangling the effects of student response system use" for the National Institute on the Teaching of Psychology. This manuscript will be published in an upcoming edition of the *Teaching of Psychology* journal. Dr. Anthis has also presented "Clickers 101" and "What Learning Management Systems Can Do for Your Students (And You): An Interactive Case Study" for SCSU Faculty Development workshops

In their deliberations, members of the Faculty Development Advisory Committee applauded Dr. Anthis's efforts to attend to proper use of instructional technology, engage herself and students in original research concerning its effectiveness, revise her teaching and technologies for maximum impact, and share her expertise within her discipline at national conferences and with her SCSU colleagues.

Joining SCSU in the Fall of 1995, Dr. Anthis regularly teaches undergraduate courses in Infant and Child Development, Lifespan Development, and Topics in Development, as well as the graduate course in Theories and Issues in Developmental Psychology. She earned her M.A. and Ph. D. from the University of Nebraska, and her B.A. from Saint Xavier University.

Dr. Anthis was recognized at a reception at the conclusion of the 2010 SCSU Teaching Academy.

## **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 has been in place for more than five years, 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. Hudson administered the listserv until it was handed over directly to the Chair's Council, which was formed in 2008.

Planning for the 2009-2010 SCSU Academic Chairs' Institute centered on a reception for Department Chairs, with a special information session regarding faculty leave and family friendly human resources policies for faculty. Due to feedback from Bill Faraclas, Public Health, representing the Chair's Council, the event was canceled. Future professional development interests will be discussed during Chairs Council meetings.

## **I. Faculty Retention and Development: 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 New Faculty Mentoring Program is a voluntary one. Experienced SCSU faculty who are 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.

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.

Led by Librarian Winnie Shyam in 2009-2010, the Faculty Development Mentoring Program established mentor-mentee relationships between 22 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. Mentors and mentee pairs got acquainted and planned their follow-up meetings. A mid-semester gathering was held in October. The end-of-semester mentoring connection, a pot-luck luncheon, was held in December and was attended by 10 faculty.

The Faculty Development web site now posts information regarding mentoring to assist both mentors and mentees in establishing mutual expectations for the content and process of mentoring meetings.

Based upon suggestions from new faculty, two New Faculty/Mentoring Happy Hours were arranged each semester starting in 2008 to assist new faculty in making collegial connections. The informal events are

held at Delaney's Pub and Restaurant in Westville and correspond with the middle and end of each semester. Attendance for each event ranges from six to twelve, with several faculty forming a core friendship group that extends well beyond the scheduled socializing hours.

### **New Initiative: New Faculty Mentoring Network**

Funded by a Faculty Development Advisory Committee grant, Dr. Farley-Lucas created the New Faculty Network program to support faculty in their first 3 years at SCSU. The program, based on research on best practices in Junior Faculty mentoring programs and input gained during focus groups with faculty within their third year of employment at SCSU, was launched in September 2009. It aims to provide resources, opportunities for socialization, mentoring, and structured meetings on teaching and scholarship. The Network fosters collegiality and interdisciplinary exchange, and enhances morale and retention. Specific goals include:

1. Help new faculty connect with each other for teaching, research, community connections, and other interests,
2. Assist in acclimating new faculty to SCSU's organizational culture,
3. Clarify pre-tenure expectations and professional goals,
4. Provide opportunities for socialization, one-on-one mentoring, and dialogue in a supportive environment, and
5. Provide a forum for new faculty to present their scholarship and teaching to SCSU.

The New Faculty Network expanded our current New Faculty Mentoring Program. Informal research indicated that new faculty at SCSU can easily become overwhelmed meeting the typical 4-4 teaching load, as well as advising, service, and scholarship needs, and that they feel "disconnected" from personal and professional support groups. The New Faculty Network sought to provide a bridge for new collaborations in a supportive environment by gathering the similar needs of new faculty, while simultaneously harnessing the expanding expertise of second and third year faculty.

A brief instrument was developed to gather data from interested participants. It was distributed to all first, second, and third-year faculty participating in New Faculty Orientation, and to others via e-mail in the first weeks of September.

A letter introducing the Mentoring Network, along with the AAHE report "Principles of Good Practice: Supporting Early Career Faculty" was sent to all Deans and Department Chairs. Nine interested participants were provided with a copy of "Mentor in a Manual." A copy of the Mentoring Report was sent to new faculty and posted on the OFD website.

Meeting dates, topics, and attendance were as follows:

- September 16: New Faculty and Mentoring Get-Together; Introductions (10 attendees)
- September 25: Luncheon, Goal Setting, and "Southern Culture" (6 attendees)
- October 16: New Faculty and Mentoring Get-Together (6 attendees)
- October 21: Communicating Success (5 attendees)
- November 2: Balancing Teaching, Research, and Service (5 attendees)
- December 2: Next steps: Personal and Professional Goals (1 individual consultation)
- December 4: New Faculty and Mentoring Pot Luck Celebration (8 attendees)
- March 12: Mid-Semester Gathering (5 attendees)
- May 7: End-of-Year Celebration (12 attendees)

Faculty suggested that the Spring was a more appropriate time to focus on research (teaching and fitting in were more pressing claims on their time and effort). So, as part of the annual SPAR/OFD celebration,

first through third year faculty will be invited to a special forum for sharing their research as a means of integrating them more fully into the community.

The few faculty who participated found it very helpful as they were able to receive direct support in an informal, yet timely fashion. The main detractor from the program is that new faculty are exceedingly busy and have limited time for professional development or socialization. Methods that help support faculty, without making further “demands” on their time should be brainstormed with a focus group of faculty in their first 5 years. Increased attention to mentoring during the first 3 years (as opposed to just the first year) is also recommended. Providing more one-on-one consultations for newer faculty, and continual innovation of the SCSU New Faculty Mentoring Program are also in order.

Plans for enhancing New Faculty Mentoring, include enlisting assistance from Public Affairs to create a document that includes photos and brief bios for all new hires so they can be integrated into SCSU more quickly and can contact each other regarding shared interests. We will continue to post on-line resources on teaching, learning, research, and service, and provide faculty with a copy of “Mentor in a manual” when they attend New Faculty Orientation.

## **J. Support for Scholarship, Research and Professional Development**

The following grants and 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 2009, 11 faculty proposals were funded, at a total of \$22,065. In Spring 2010, 12 proposals were funded, at a total of \$25,400. Recipients for the 2009-2010 academic year are presented in **Appendix J**.

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](http://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.

In order to support organizational imperatives at SCSU, proposals were amended to encourage submission of course proposals that addressed W courses, on-line course development, and advance the goals of the newly established Liberal Education Program.

For 2009-2010, 29 proposals were reviewed. A total of 22 were funded, at a total of \$68,550.

Recipients for the 2009-2010 awards are presented as **Appendix K**.

### **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 SCSU committee reviewing proposals from the other CSU campuses for 2009-2010 was chaired by Patricia Zibluk, Esq.

In 2010, 86 SCSU faculty members submitted proposals for consideration for the CSU research grant and the total amount of research support requested was \$462,180. Based upon scores, 62 awards were made, at a total of \$265,030. Recipients are presented in **Appendix L**.

### **4. Minority Recruitment and Retention Committee (MRRC) Grant Program**

With members of the committee appointed by President Dr. Cheryl, Norton and working in conjunction with the Affirmative Action/Equal Opportunity Employment Office, the committee endeavors to make itself available in any way it can to achieve the university's goal of recruiting and retaining minority faculty. According to the Collective Bargaining Agreement, the role of the Minority Recruitment and Retention Committee is to assist search committees in their recruitment of minorities and other protected groups, as well as support departments in the retention of said individuals. See (Art. 3.4.1; 3.4.2; 3.44; 12.10.3) Collective Bargaining Agreement section on MRRC. Faculty Development has managed the award payout for the MRRC grants for the past several years.

In 2009-2010, Four Southern Connecticut State University faculty members submitted proposals for consideration for the MRRC grant and the total amount of research support requested was \$7,100. Four awards were made, at a total of \$6,100. Recipients are presented in **Appendix M**.

### **5. 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 48 cards are available every academic year, or twelve cards for each of four three-month quarters: December, January, February (Quarter 1); March, April, May (Quarter 2); June, July, August (Quarter 3); and September, October, November (Quarter 4). The application form is available in the Office of Faculty Development, and is online at [http://www.southernct.edu/faculty\\_development/uploads/textWidget/wysiwyg/documents/Yale\\_Library\\_Card\\_Application0809.pdf](http://www.southernct.edu/faculty_development/uploads/textWidget/wysiwyg/documents/Yale_Library_Card_Application0809.pdf)

In order to assess the effectiveness and impact of the program, during October and November, 2009, a series of focus groups were held with faculty who regularly use the card. Participants concurred that the program is very valuable, and that for some disciplines, including history, art, languages, and English, their particular research project would have been nearly impossible. Participants reported that the card application process is very quick and user-friendly, the Yale staff is helpful, that the holdings at the various Yale libraries are extensive, especially for rare art books and historical documents, and that their successful scholarship depended heavily on their access to the Yale holdings.

The relatively low cost of this service to support faculty scholarly activity, combined with its positive impact on faculty productivity, points to program continuation. Rather than being more competitive and selective, if the need arises, funding should be directed to expand the number of faculty who can participate. Future efforts will focus on a review process that includes reports of outcomes obtained by faculty as a result of their Yale Library access.

For FY 2009-2010, 23 applications were received. All 23 SCSU faculty were supported by the Yale Library Card program. The list of recipients is presented as **Appendix N**.

## **6. 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.

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.

## **7. Individual Consultations**

Throughout the academic year, Dr. Farley-Lucas conducts several one-on-one consultations regarding professional development, collegial relationships, conflict management, balancing scholarship and teaching, student advising, and pedagogy. First-year faculty often receive the most direct contact in order to help acclimate them to the SCSU culture and to personally invite them to take an active role in internal professional development activities.

The year 2009-2010 saw a marked increase in on-on-one consultations and e-mail correspondence regarding conference proposals, letters of recommendation, academic advising, and collaborative learning projects.

Ms. Hudson consults on internal grants, and meets in person with almost every faculty member awarded CRAC, FDAC, Minority Recruitment or CSU Research Grants, this year totaling approximately 150 faculty.

## **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 2009**

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.

In July 2009, 19 faculty participated in Summer Tech. The program was led by Dan Soneson, Foreign Languages, and was assisted by David Petroski, Communication, Rebecca Hedreen, Buley Library, and Will Hochman, English. Participants began with an exploration of collaborative learning concepts with a focus on enhancing student engagement with technology, effective use of teaching tools, and presentational techniques and options. Topics covered throughout the hands-on sessions included: eLearning Vista, photos and discussions, Web 2.0, WIKIs, Blogs, Skype, iChat, video podcasting, ePortfolios, digital storytelling, and flip video cameras. A wide variety of teaching enhancements were evidenced in participants' final presentations on day 5 of Summer Tech. Written evaluations generated at the start and the conclusion of SummerTech indicate great changes in the knowledge levels of participants as a result of Summer Tech participation. See **Appendix O** for the overall results.

Since its inception, Dan Soneson taught the SummerTech program, earning rave reviews from faculty participants for his depth of knowledge of instructional technology and advanced teaching skills. Due to Dr. Soneson's leave of absence, Dr. Farley-Lucas shifted the planning for the 2010 SummerTech as a collaborative effort for Faculty Development and the Teaching and Learning Technologies Group, with Karen Musmanno serving as Program Coordinator. Dave Petroski, Rebecca Hedreen, Will Hochman and Jennifer Hudson also participated in the planning process. A 4-day workshop, with an explicit focus on eLearning Vista is planned for July, 2010.

In 2008, Faculty Development began offering a Teaching with Technology/SummerTech Reunion each semester. The key objectives of the gathering are to assess participants' use of technologies and innovations gained through SummerTech, to troubleshoot any particular instructional technology problems, and to gather suggestions for strengthening future SummerTech offerings. Participant feedback is continually positive and suggests continued support and training throughout the year.

### **2. New Initiative: SummerTech Tables**

Based on input from SummerTech 2009 participants, an informal forum was created to allow for collaboration and interdisciplinary exchange specifically related to teaching and the use of emerging instructional technologies. SummerTech Tables are scheduled for the first Thursday of each month, 11:30 am to 1:30 pm in the faculty dining area of ConnHall. The group is informal and self-sustaining, with a range of three to eight participants at each session.

### **3. Collaborations with the Teaching and Learning Technologies Group**

In addition to SummerTech 2010 planning, Faculty Development collaborated with the Teaching and Learning Technologies Group (TLT) on numerous projects. Dr. Farley-Lucas served on the Teaching

and Learning Technologies Committee, contributing to the development of a needs assessment survey for faculty that was distributed in May, 2010. TLT also developed sessions for faculty that address the intersection of pedagogy, learning, and technology. The Group has contributed significantly to the SCSU Teaching Academy, New Faculty Orientation, and Part-Time Faculty Orientation. Results from the TLT survey will help target topics and venues for future professional development workshops.

Plans for future collaboration between TLT and OFD focus on offering more web-based seminars.

#### **4. Large Format Poster Assistance Program**

In an effort to assist faculty with creating “poster sessions” for professional associations and conferences, Faculty Development links faculty to the Large Format Poster Assistance Program. Spear-headed by Marianne Kennedy and funded by the VPAA, the program provides funding for designing and printing of large format posters.

#### **5. 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* to inform 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 Hudson, Editor. Since 2007, based on faculty feedback, the *Weekly Calendar* is sent electronically to all faculty, so they can view the overview and then click on the web link if they'd like more information.

A sample issue of the *Weekly Calendar* can be found online at [http://www.southernct.edu/faculty\\_development/uploads/textWidget/wysiwyg/documents/week\\_ending\\_May\\_15.pdf](http://www.southernct.edu/faculty_development/uploads/textWidget/wysiwyg/documents/week_ending_May_15.pdf).

### **2. *Southern Dialogue***

*Southern Dialogue*, Faculty Development's official newsletter, is edited by Ms. Hudson. The newsletter aims 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* by submitting: short reports from different disciplines on classroom practices (500-1000 words), articles that focus on practical ideas related to teaching and learning in higher education and explorations of issues and challenges facing university faculty today (1500-2000 words), announcements of work-in-progress and requests for collaborators (150-200 words), announcements of conference presentations, publications, community outreach and creative projects (50-100 words), and book and website reviews (500-1000 words). The submissions deadline for the upcoming Fall 2010 issue will be October 18, 2010.

To view the Spring 2010 issue of *Southern Dialogue*, go to [http://www.southernct.edu/faculty\\_development/uploads/textWidget/wysiwyg/documents/Dialogue\\_Spring\\_2010.pdf](http://www.southernct.edu/faculty_development/uploads/textWidget/wysiwyg/documents/Dialogue_Spring_2010.pdf).

### **3. Faculty Development Web Page**

The Faculty Development web page (see [http://www.southernct.edu/faculty\\_development/](http://www.southernct.edu/faculty_development/)) 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 web page includes upcoming conferences on pedagogy and instructional technology.

The website features contributions from presenters from the Teaching Innovation Program workshop series, the SCSU Teaching Academy, and the FYE Academy, as well as articles and useful links related to teaching and learning. Ms. Hudson administers and updates the contents and organization of the Faculty Development Web page.

Plans for 2010 expansion of the website include the 20-Minute Mentor, a series of professional development workshops presented by nationally recognized experts, all 20-minutes in length. The series, covering 11 different topics in teaching and learning, will be made available to faculty starting in the Fall.

### **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. Since 2007, the Handbook has been distributed via a thumb-drive, which reduces production costs and provides faculty with a technology-friendly tool. The updated version is also available on the Faculty Development web page, where faculty can download the document and review it at their leisure. Two hard copies of the Handbook are placed on Reserve in Buley Library and two copies are housed in the Office of Faculty Development. Upon request, Faculty Development will supply faculty with a hard copy of the *Faculty Handbook*.

## **M. SCSU Teaching Innovation Program**

The Office of Faculty Development administered the Teaching Innovation Program (TIP) from 2006 to 2009. Funded by a grant from the Davis Education Foundation, 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 supported faculty engaged in the Scholarship of Teaching and Learning (SoTL) and pedagogical innovations using technology, provided faculty development opportunities, developed collegial mentoring, and communicated faculty accomplishments in the areas of teaching and learning.

With permission from the Davis Educational Foundation, funds unspent by July, 2009 were used to support the Fall Forum keynote speaker, TIP workshops for Fall, 2009, and faculty attendance at the New England Faculty Development Consortium conference and the New England Educational Assessment Network conference.

**Teaching Innovation Fellowships** supported meritorious projects that addressed pedagogy, teaching technologies, teaching effectiveness, outcomes-based learning models, curriculum innovation and other topics related to teaching excellence. Recipients of the Teaching Innovation Fellowships were awarded stipends to design, conduct, and assess the impact of their projects aimed at enhancing teaching and learning. They also mentored other professors, provide internal presentations and workshops, and disseminate their innovations via publications and presentations to professional organizations.

**Teaching Innovation Travel Funds** supported faculty research efforts and encourage participation in conferences directly related to teaching, learning, and technology.

In October, 2009, 8 faculty were funded for travel to the New England Educational Assessment Network conference in Worcester, MA. In addition, two faculty were supported for participation at the New England faculty development Consortium conference in Worcester, MA in November.

**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. In Fall 2009, the Forum keynote by Dr. Todd Zakrazek on the psychology of learning was supported by the Davis Foundation.

**Teaching Innovation Workshops** enlarge 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.

The TIP Workshops were originally competitively selected, with presenters paid a stipend of \$250 for designing and implementing a 2-hour workshop. The only component of the TIP now left operational, the workshop series relies on faculty volunteers, solicited via an open invitation to all faculty sent out prior to the start of the new semester.

The following workshops were presented in Fall 2009:

- Getting Started with Wikis in the Classroom by David Petroski, Communication and Derek Taylor, Communication
- Tech Talk: Clickers 101 by Kristine Anthis, Psychology
- Digital Storytelling: Multimedia Narratives by Daniel Soneson
- Using Course Blogs to Strengthen Student engagement in Any Course by Scott Ellis, English

- Infusing Physical Activity into Your Academic Courses by Marybeth Fede, Exercise Science and Doris Marino, School Health Education

## **N. New Initiative: The Curriculum Innovation Program**

Building on the strong foundation developed by the TIP program, Dr. Farley-Lucas created a Curriculum Innovation Program (CIP) to provide faculty with the knowledge and tools for creating curriculum and to support collaboration among departments and schools. Particularly as Southern implements its newly re-designed Liberal Education Program (LEP), faculty will need to apply outcomes-based assessment, design courses for deep learning and student engagement, develop interdisciplinary models of instruction, and use the most effective instructional technologies. Faculty will need mentoring, on-going support, and an organizational structure that facilitates interdisciplinary collaboration. The CIP targets four key areas for change and innovation: the Liberal Education Program, senior-level capstone courses, technologies that encourage collaborative learning and strengthen student engagement, and interdisciplinary collaborations.

In June, 2010, the Davis Educational Foundation awarded SCSU a generous grant for \$270,300 over three years to support the CIP. To develop, sustain, and reward faculty through wide-scale change efforts, four initiatives will be offered. Curriculum Innovation Fellowships will provide stipends for competitively selected faculty to create model courses and mentor other faculty in curriculum design. A Curriculum Innovation Retreat will offer faculty an intensive 3-day, on-campus, professional development experience in curriculum design, instructional technology, and effective teaching techniques. Participants will be awarded stipends, and faculty who submit completed course designs or significant course revisions will earn an extra stipend. The Curriculum Innovation Exchange will provide two follow-up sessions each semester for instruction, mentoring, and assessment. The Curriculum Innovation Workshop Series will provide three workshops in curriculum development, assessment, instructional technology, and classroom facilitation. Faculty presenters will be competitively selected and awarded stipends.

The CIP will be administered by Dr. Farley-Lucas, with input from a faculty advisory board. As stated in the Davis Foundation's letter to President Cheryl Norton, "In making the award, Trustees expressed confidence in project leaders and in their achievements in advancing the new liberal education program." The CIP will be implemented in Fall, 2010.

## **O. Faculty Development Professional Presentations, Services and Activities**

Dr. Bonnie Farley-Lucas, Ms. Jennifer Hudson, and Ms. Michele Salamone represented Faculty Development and Southern through a variety of professional presentations, services and activities during 2009-2010. They also enlarged the scope of their expertise in faculty development, pedagogy, and organizational skills in order to better serve our faculty and students.

Dr. Farley-Lucas participated in the National Communication Association conference in Chicago, IL (November, 2009) and presented a paper on "Out-of-class communication and faculty-student relational boundaries" with Dr. Meg Sargent. A related paper on "Encouraging and discouraging out-of-class communication: Students' perspectives" was accepted for presentation at the 2010 Improving University Teaching conference. In 2009-2010 she served her third year as a member of the Editorial Review Board for *To Improve the Academy* and served as Reviewer for the Lilly-East Conference on University Teaching, May, 2010 conference. In May, 2010, she was selected as Reviewer, for the J. Devito best selling textbook, *The Interpersonal Communication Book*.

In addition to the Davis Educational Foundation grant (\$270, 300) to establish and direct the SCSU Curriculum Innovation Program, Dr. Farley-Lucas was awarded internal grant funds to support her scholarship and creative activity. She was awarded a Connecticut State University Research Grant (\$3,950) for independent research on “Critical Perspectives on Organizational Sense-Making: Faculty Incivility” and an SCSU Faculty Development Grant (\$2,088) for implementing the 20-Minute Mentor electronic faculty development program.

Internally, Dr. Farley-Lucas provided a “mock classroom” experience for two groups of students participating in the 2010 New Student Orientation. In 2009-2010, she co-chaired a subcommittee of the SCSU NEASC Reaccreditation Team. She also served on the 2009-2010 CSU Trustees Outstanding Teaching Award Selection Committee and the Junior Faculty Fellowship Selection Committee. She also served as the Communication Department’s Department Evaluation Committee Chair, mentoring and guiding the five new faculty through the yearly assessment process. Throughout the Spring 2010 semester, she spearheaded an interdisciplinary SoTL research project regarding authentic assessment of professional communication and consultation skills in collaboration with Dr. Dana Schneider and Dr. Constance Mindell, Social Work, and Dr. Linda Sampson, Communication.

As part of her professional development, Dr. Farley-Lucas actively participated in the 3-day Dee Fink Curriculum Design workshop and participated in numerous faculty development workshops on pedagogy, instructional technology, and course design and assessment presented at during the TIP Workshop series, Forums, the SCSU Teaching Academy, the FYE Academy, and SummerTech.

As part of her professional development, Ms. Hudson attended in-house workshops and participated in numerous faculty development workshops. She also participated in the In-Service Training Class for Excel 2007- I (Introduction) training at Manchester Community College in March 2010, served on the SCSU Open Book Freshman Read Selection Committee in Spring 2010, presented on the “Less Time, More Impact: Effective Short Writing Assignments” panel at the 2010 SCSU Teaching Academy in June, and continued her ongoing research in eLearning and mentoring.

Ms. Salamone attended several in-house professional development workshops. She also participated in the In-Service Training Classes for Excel 2007: Data and Functions, Adobe Acrobat: Basics and Adobe Acrobat: Forms at Manchester Community College

All Faculty Development personnel successfully completed the in-house online training course for Discrimination and Sexual Harassment and GLBA Compliance.

## **P. Community Engagement**

In September, 2009, Dr. Farley-Lucas was honored as a Guest Server for the Friedrich’s Ataxia Research Alliance (FARA), a group supporting two SCSU students afflicted with the disease. Each year since 2005 the Office of Faculty Development has donated two boxes of non-perishable food items and toiletries as part of the campus-wide Adopt-a-Family holiday food drive. In May, 2010, Michele Salamone served as a team member and fundraiser for both the SCSU’s Heart Walk Team and the Walk for Autism.

## **Q. SCSU Partnerships**

Thanks to contributions from a wide variety of SCSU faculty, administrators, staff, and students, Faculty Development enjoyed another extremely successful year. Ultimately, all SCSU faculty contribute to the

*Faculty Development Annual Report 2009-2010*

success of faculty development efforts and help to foster a climate of continual learning and professional growth. During 2009-2010, the following individuals contributed their talents, expertise, and leadership for the benefit of their SCSU colleagues via workshops, mentoring, events, articles, committee service, and consultations.

Amal Abd El-Raouf, Computer Science  
Elaine Allen, Counseling Services  
Valerie Andrushko, Anthropology  
Kristine Anthis, 2010 Technological Teacher of the Year Awardee  
Jim Barber, Student Supportive Services  
Christina Baum, Director, Buley Library  
Polly Beals, Director, Liberal Education Program/History  
Michael Ben-Avie, Assessment and Planning  
Denise Bentley-Drobish, Residence Life; Coordinator, FYE Program  
Lisa Bier, Buley Library  
James Blake, Executive Vice President  
Shelly Bochain, Nursing  
Diane Boutaugh, Human Resources  
Jean Breny Bontempi, Public Health  
Lise Brule, University Controller  
Sandy Bulmer, Public Health  
Kevin Buterbaugh, Political Science  
Judith Buzzell, Education  
Deborah Carroll, Psychology; Director, WAC Program  
Vincenzo Cascella, Sponsored Programs and Research  
Dawn Cathay, 2010 J. Philip Smith Outstanding Adjunct Teacher, School Health  
Jay Chhabra, Budget and Planning  
Wendy Chang, Chief Information Officer  
Lois Lake Church, English  
Delinda Conte, Sponsored Programs and Research  
Steven Corbett, English  
Bob Cuddihee, Teaching and Learning Technologies  
Linda Cunningham, AAUP  
Margaret Das, Biology  
Patti DeBarbieri, Counseling and School Psychology  
Dave Denino, Director, Counseling Services  
Scott Ellis, Interim Director and Director, WAC/English  
Marge Fadden, Career Services  
Debbie Fairchild, Disability Resource Center  
Bill Faraclas, Public Health  
Tom Ferrucci, Student Support Services and English  
Joseph Fields, Mathematics  
Joan Finn, Recreation and Leisure  
DonnaJean Fredeen, Dean, School of Arts and Sciences  
Misty Ginicola, 2010 J. Philip Smith Outstanding Teacher, Counseling and School Psychology  
Adam Goldberg, Elementary Education  
Peg Goralski, Management/MIS  
Krystyna Gorniak, Philosophy  
Jennifer Guarino, English  
Cynthia Gubitose, Mathematics  
Jerry Hauselt, IRB/Psychology

*Faculty Development Annual Report 2009-2010*

Rebecca Hedreen, Library Services  
Henry Hein, Interim Dean, School of Business  
Nicole Henderson, English; Director, FYE/INQ  
Ronald Herron, Vice President for Student and University Affairs  
Will Hochman, English  
Gary Holder-Winfield, AAUP  
Sandra Holley, Dean, Graduate School  
Pam Hopkins, Management/MIS  
Kirk Hughes, English  
Shirley Jackson, Sociology  
Brian Johnson, English, Faculty Senate President  
Jan Jones, FYE/INQ  
Stephen Joyner, Associate Vice President, Academic Student Services  
Bruce Kalk, Associate Dean, School of Arts and Sciences  
Elizabeth Keenan, Social Work  
Frank Ladore, Academic Advising  
Lisa Lancor, Computer Science  
Tricia Lenda, Academic Advising  
Heidi Lockwood, Philosophy  
Robert McEachern, English  
Melissa McClain, English  
Jane McGinn, FYE, Information and Library Science  
Julian Madison, History; Chair, CRAC  
Peter Madonia, Educational Leadership  
Kate Marsland, Psychology; Chair, WACC  
Armen Marsoobian, Coordinator LEP Tier I, Critical Thinking  
Joanne Mielczarski, Academic Advising  
Sharon Misasi, Interim Dean, Education  
Jack Mordente, Veteran's Office  
Joe Musante, Public Affairs  
Karen Musmanno, Teaching and Learning Technologies  
Ray Mugno, Mathematics  
Diana Newman, Communication Disorders  
Deborah Newton, Special Education  
Cheryl Norton, President  
Patricia Olney, Political Science  
Klaus Peters, Computer Science  
David Petroski, Communication  
Geraldine Prince, Career Services  
Monica Raffone, Academic Advising  
Paula Rice, Diversity and Equity Programs  
Megan Rock, Vice President of Institutional Advancement  
Linda Sampson, Communication  
Meg Sargent, Communication  
Camille Serchuk, Art History  
Mike Shea, English  
Vivian Shipley, English  
Winnie Shyam, Library Services; Coordinator, Faculty Mentoring Program  
Eric Simms, Michael J. Adanti Student Center  
Deb Smith, Recreation and Leisure  
Marcia Smith Glasper, Diversity and Equity Programs

Dan Soneson, Foreign Languages; Project Director, Summer Tech  
Cindy Stretch, English  
Jim Tait, Science Education and Environmental Studies  
Judith Tarbox, English  
Frank Tavares, Communication  
Peter Troiano, Dean, Student Affairs  
Michele Vancour, Public Health  
Christine Villani, Elementary Education  
Stan Walonoski, Director, Teaching and Learning Technologies Group  
Pat Whalen, Career Services  
Selase Williams, Provost  
Robert Workman, Computer Science  
Winnie Yu, Computer Science  
Kathy Yalof, Academic Affairs  
Jessica York, FYE, Women's Studies  
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 2009-2010 were affiliated with the following institutions and organizations:

1. Notre Dame University
2. Quinnipiac University
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. Mitchell College, New London, CT
10. University of New Haven, West Haven, CT
11. Berklee School of Music, Boston, MA
12. Worcester State College, Worcester, MA
13. New England Faculty Development Consortium
14. New England Educational Assessment Network
15. National Communication Association
16. Professional and Organization Development (POD) Network
17. American Association of Colleges and Universities (AAC&U)
18. Society for Teaching and Learning in Higher Education
19. Improving University Teaching (IUT)
20. Dee Fink and Associates
21. The IDEA center
22. Lilly-East