

# *Annual Report: 2008-2009*



## *Faculty Development Academic Affairs*

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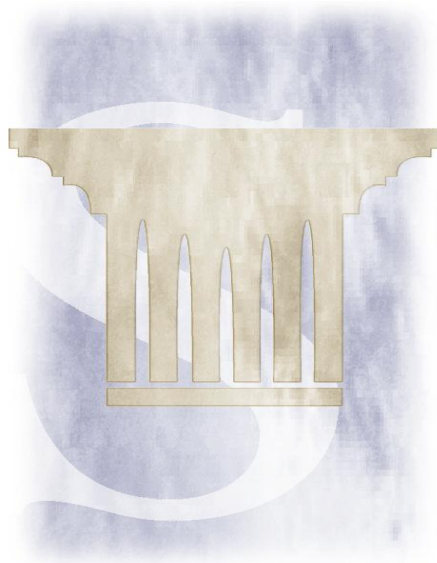
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Part of being a good teacher (not all) is knowing that you always have something new to learn—not so much about teaching techniques but about these particular students at this particular time and their particular set of aspirations, confusions, misconceptions,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

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

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

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

## **A. Introduction: A Year of Creativity and Collaboration**

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 2008-2009 year is best characterized as one of creativity and collaboration since a number of creative connections, process improvements, and changes occurred in Faculty Development, many as a result of new or strengthened collaborations with colleagues across campus.

Faculty Development partnered with other campus units to create innovative programs, maximize resources, and positively impact faculty teaching and scholarship. Faculty Development partnered with Sponsored Programs and Research to enhance the year-end celebration of scholarship by organizing the third annual Poster Session showcasing projects funded by Faculty Development Advisory Committee grants, Curriculum-Related grants, and Minority Recruitment and Retention grants. Another highlight was the collaboration with AAUP and Human Resources for the third annual Reception and Orientation for Part-Time Faculty, held in August, 2008. Bonnie Farley-Lucas, Coordinator of Faculty Development, worked with Nicole Henderson, Director of the FYE/INQ Program, to re-structure the FYE Academy, creatively combining it with portions of the New Faculty Orientation. With the help of Christine Baum, Director of Library Services, the Yale Library Card application process was simplified and made more user friendly. Susan Finkle, University Assistant, Jennifer Hudson, Operations and Grants Manager, and Marianne Kennedy, Associate Vice President for Assessment, Planning and Academic Programs worked with Jay Chhabra, Financial Information Systems Support Specialist, to clarify years of encumbered funds in the internal grants budgets. Faculty Development also worked with members of the Curriculum Related Advisory Committee and the Faculty Development Advisory Committee and members of the Faculty Senate to initiate the process of moving OFD related committees from appointed to elected bodies. The premiere event for Faculty Development is the SCSU Teaching Academy, the direct result of creative collaboration among members of Faculty Development, FYE/INQ, and Writing Across the Curriculum Committee.

Both Forums underwent process enhancements. In response to a presidential directive regarding campus safety, the Fall Forum was planned in conjunction with David Denino, Director of Counseling Services. For the first time, Academic Affairs teamed with Student Affairs for an all-campus event, extending the professional development and interdisciplinary exchange to the entire SCSU community. In response to both strategic initiatives regarding on-line instruction and to the recent hire of Wendy Chang, Chief Information Officer, the Spring Forum on the state of on-line instruction at SCSU was planned in collaboration with Stan Walonoski and the staff of the newly reorganized Teaching and Learning Technologies Group.

The Teaching Innovation Program, supported by the Davis Education Foundation, entered its third year. The Teaching Innovation Program (TIP) is designed to enhance teaching and learning outcomes, particularly in the areas of instructional technology, pedagogy, and the Scholarship of Teaching and Learning (SoTL). The TIP supports a Teaching Innovation Fellows program, faculty travel to pedagogy-related conferences, a forum on teaching innovation, and stipends for SCSU faculty-led workshops. In the past year, eight faculty were supported for attending pedagogy-related conferences and nine facilitated workshops on enhancing pedagogy. 85 participants attended the highly rated TIP workshops.

Throughout the year, Faculty Development continued to offer successful programs supporting excellence in teaching and learning.

The 2008-2009 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.

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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.

### **Learning**

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

### **Environment**

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

### **Culture**

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

### **Promotion/Advocacy**

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

## **D. Ongoing Goals of Faculty Development**

### **I. Faculty Development**

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

## **II. Recruitment, Retention, and Diversity**

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

## **III. Research and Scholarship**

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

## **IV. Technology**

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

#### **IV. Technology (cont'd)**

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

#### **E. Faculty Development Organization and Personnel**

- Dr. Marianne Kennedy, Associate Vice President for Assessment, Planning, and Academic Programs
- Dr. Bonnie Farley-Lucas, Coordinator, Faculty Development; Director, Teaching Innovation Program
- Ms. Jennifer A. Hudson, Operations and Grants Manager, Faculty Development
- Ms. Michele Salamone, Secretary, Teaching Innovation Program
- Ms. Susan Finkle, University Assistant, Faculty Development (until July 1, 2009)
- Ms. Jamie Velazquez, Student Worker, Teaching Innovation Program (until May 20, 2009)

#### **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 2008 and Spring 2009 appear in **Appendix A**.

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

The annual New Faculty Orientation was held August 24-27, 2008. Beginning on August 24th with a welcome reception and dinner for new hires and their guests, the orientation included an extensive introduction for new faculty members to Southern's faculty and administration, resources, policies and governance, as well as some practical suggestions for enhancing pedagogy. Thirty new faculty participated. Orientation also included an information session conducted by Human Resources personnel and a Diversity Awareness session conducted by Marcia Smith-Glasper and the Office of Diversity and Equity. Evaluations indicated that sessions were rated as "excellent" overall and participants received useful information. Specific participant comments focused on the welcoming nature of the event, the opportunity to meet other new faculty and SCSU administrators, and the well organized and useful introduction to SCSU's library and technology resources. The 2008 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**

More than 70 part-time faculty, administrators, and campus leaders participated in the second annual Southern Connecticut State University Part-Time Faculty Reception and Orientation, held on August 21, 2008, from 5:30 to 8:00pm in the Grand Ballroom of the Michael J. Adanti Student Center. The event celebrated the many contributions that part-time faculty make to the Southern community and introduced the wide variety of resources available to support part-time faculty and their students.

The event began with a half-hour for socializing and enjoying dinner hour snacks. Dr. Farley-Lucas facilitated the event. Dr. Cheryl Norton, Dr. Selase Williams, and Dr. Ron Herron all provided welcoming remarks that stressed the importance SCSU places on our adjunct faculty. David Denino, 2006 recipient of the J. Philip Smith Award for Outstanding Part-Time Teaching presented on linking community service to teaching by showcasing his experiences as a Red Cross Relief Volunteer in New Orleans immediately following Hurricane Katrina. Lois Lake Church, 2007 recipient of the J. Philip Smith Award for Outstanding Part-Time Teaching, presented "From C to Shining C," which featured her suggestions for effective pedagogy. Other key events included an introduction to the Part-Time Faculty Mentoring Program and an Interactive Resource Fair with representatives from Faculty Development, AAUP, Human Resources, Counseling Services, Disability Resource Center, Buley Library, and the Faculty Technology Walk-in Center.

Participants' evaluations indicated that they rated the session as excellent and worthwhile. Written comments focused on how grateful the adjuncts were for the support and information provided, and how the event made them feel more valued and more connected to the Southern community. The program appears in **Appendix C**. Professor Church's PowerPoint presentation is available on the Faculty Development web site at [http://www.southernct.edu/faculty\\_development/facultyprojectshowcase/](http://www.southernct.edu/faculty_development/facultyprojectshowcase/).

The 2008 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.

### **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 2008-2009, 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, the Faculty Development Advisory Committee, and the Curriculum Related Activity 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 2008 and Spring 2009, 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 and provided workshops on such essential topics as Sexual Harassment Prevention, Best Practices in Academic Advising, and Electronic Resources for Faculty.

In response to faculty requests, Dr. Farley-Lucas extended the depth of offerings by developing and presenting workshops on Work/Family Balance, Gender in the Curriculum, Creating Rubrics, and Using Ice-Breakers to Facilitate a Positive Learning Climate.

In all, 180 faculty participated in workshops throughout the academic year. While workshop participation numbers may seem discouraging on the face of it, 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 develop a series of workshops to help faculty develop their grant-writing and grant-seeking skills. In coordination with Sponsored Programs and Research, Faculty Development assisted with workshops on “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.

## **6. 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. Specific goals include:

The 2009 Teaching Academy on “Engaging All Learners,” held June 2-4, was attended by 78 faculty. It featured Dr. Leslie Ann Roldan (Massachusetts Institute of Technology) on “Journal Club as Strategy to Promote Scientific Thinking” and “Incorporating Writing into Traditionally Non-writing Intensive Courses,” and Dr. Barbara Millis (University of Texas, San Antonio) on “Linking Classroom Assessment Techniques (CAT’s) to the Research on How People Learn” and “Using Cooperative Writing Activities to Promote Critical Thinking.”

In addition, 34 SCSU faculty volunteered to serve as master teachers/mentors. These Teaching Innovation Workshop presenters and faculty with expertise in FYE, Writing Across the Curriculum, classroom facilitation, and instructional technology provided additional workshops for their colleagues. Each day featured a different publisher’s book fair and enough time to network and

engage in dialogue with colleagues. In order to enhance the visibility of teaching excellence, on the final afternoon, the nominees and recipients of the J. Philip Smith Award for Outstanding Teaching were honored during a wine and cheese social sponsored by the SCSU Foundation. To conclude the event, books related to teaching and learning and a variety of items donated by the book publishers were raffled off to faculty participants.

Overall, participants rated the presenters and the workshops very highly. Data gained from participants' written evaluations indicate that the most significant changes for attendees were "Deliver instruction designed to enhance student success for first-year students" (31% increase), "Use a variety of classroom assessment techniques" (30% increase), and "Implement teaching strategies that promote scientific thinking" (27% increase). The highest rates of agreement were for the three objectives of "Enhancing teaching effectiveness for increased student engagement" (97% agreement), "Engaging me in workshops to enhance learning outcomes" (97% agreement), and "Helping to build a culture of teaching excellence" (91% agreement).

The complete evaluation report, prepared by the Office of Assessment and Planning, along with participants' written comments for the 2009 Teaching Academy, appear in **Appendix D**.

## **7. 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.

Starting in 2008, 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. In August 2008, more than a dozen faculty successfully completed the FYE Academy.

Follow-up sessions for FYE Academy were held throughout the academic year and were organized by Nicole Henderson, FYE/INQ Director.

Evaluations from the 2009 SCSU Teaching Academy (see above) indicate that faculty learned a great deal about first-year students, teaching strategies designed for collaborative learning and critical thinking, and classroom assessment techniques, all of which are critical to the success of faculty teaching first-year students.

## **8. 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 XLI**

University Forum XLI: *Promoting Campus Safety* was held on Tuesday, August 26, 2008, 8:30 am – 4:15 pm in the Charles Garner Recital Hall, ENC 112. Breaking tradition from an event targeted specifically to faculty, Forum XLI was an-all campus event that involved collaboration with Academic Affairs and Student Affairs. In response to a presidential directive regarding campus safety, Bonnie Farley-Lucas, Michele Salamone, and David Denino, Director, SCSU Counseling Center and Interim Director, SCSU Health Center, collaborated to create an event that would increase awareness of student mental health issues, assist faculty in creating classroom practices and policies, and initiate a university-wide dialogue on campus safety issues.

For the first time, the Forum's professional development and interdisciplinary exchange extended to the entire SCSU community. This all-university event began with continental breakfast, followed by a keynote on "Lessons Learned from Virginia Tech" delivered by, Dr. Gerald Amada, internationally recognized expert on campus safety and classroom management. Dr. Amada's has published ten books and more than 100 articles on mental health issues, psychotherapy, and disruptive student issues. His books on college student issues are *Coping with the Disruptive College Student: A Practical Model*, *Coping with Misconduct in the College Classroom: A Practical Model*, and *Mental Health and Student Conduct Issues on the College Campus: A Reader*.

Dr. Amada's morning keynote was followed by a Community Conversation on "Promoting Safety at Southern." Panelists included David Denino and leaders in Student Affairs and SCSU Police. Luncheon was held in the Grand Ballroom of the Michael J. Adanti Student Center.

The afternoon keynote by Dr. Amada for faculty on "Problematic Behaviors, Disruptive Students and Classroom Management" was followed by a "Promoting Civility in the Classroom," a panel presentation with campus leaders on safety and classroom management issues.

At the conclusion, copies of Dr. Amada's book were raffled. Evaluations suggest that the session provided valuable information and knowledge and that participants found the subject matter interesting. Several commented on the need to offer more university-wide programming on issues of concern to all SCSU employees. The program for this event is presented as **Appendix E**.

Thanks to the assistance of Joe Musante, Public Affairs, Forum XLI brought SCSU positive press coverage. The event was featured on CT Channel 8 News (ABC) and CT Channel 61 News (FOX). An article also appeared in the *New Haven Register*.

## **B. Forum XLII**

Forum XLII on “Going the Distance: On-Line Instruction at SCSU” was held on Thursday, January 22, 2009, 8:30 - 2:00. In response to both faculty interest and to budget constraints, the Forum was the first to rely solely on SCSU presenters. This “home grown” Forum, attended by more than 100 faculty and administrators, showcased Southern’s own expertise and resources in the area of instructional technology and on-line education.

The event provided an overview of national trends in on-line instruction, shared statistics on SCSU’s current state of on-line instruction, and informed faculty of resources available to support instructional innovation. After introductory comments from President Cheryl Norton, and Marianne Kennedy, Associate Vice President Assessment, Planning and Academic Programs, presentations were provided by Wendy Chang, Chief Information Officer, Stan Walonoski, Director, Instructional Technology, Karen Musmanno, e-Learning Administrator, and Bob Cuddihee, Media and Instructional Specialist. After a collegial luncheon, a demonstration of best practices in on-line instruction was provided by Jane McGinn, Associate Professor of Information and Library Science and Women’s Studies.

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

## **9. 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 2008-2009, the revised WAC program was led by Deborah Carroll of Psychology as Director of the Writing Across the Curriculum Program, and Kate Marsland, also of Psychology, as Chair of the Writing Across the Curriculum Committee. Faculty Development collaborated closely with both 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. Much of the content that had been covered for several years by external consultants offering 3-day intensive workshops for faculty were replaced with 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.

## **10. 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 Thursday or Friday (alternating) of each month in the Faculty Dining Room of Connecticut Hall, continued to be scheduled for Fall 2008 and Spring 2009. 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.

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

SCSU is a Carnegie Campus affiliate, 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, the group was led informally by Klaus Peters, Computer Science. Group members met on Friday afternoons eight times over the course of the academic year to discuss current pedagogy issues and review one another's teaching-related research and scholarship projects. They also created their own interactive WIKI to keep members and interested parties apprised of their on-going activities. About eight faculty members participated on a regular basis this year.

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

During 2008-2009, in addition to providing financial and administrative support for two awards to SCSU faculty for outstanding performance in scholarship and teaching, Faculty Development provided financial and administrative support for the third iteration of the Junior Faculty Fellowship Program.

### **1. 2009 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. Robin Troy, English, was selected for her promising creative writing project, [Liberty Lanes](#). She will take her reassigned time

in Fall, 2009. Julia Irwin, Psychology, was selected due to her outstanding research in the area of "Speech Perception in Children with Autism Spectrum Disorders." She will take her reassigned time in Spring 2010.

Candidates' applications were judged by a committee of full professors appointed by the Associate Vice President for Academic Affairs. The 2008-2009 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.

Professors Vivian Shipley and Leon Yacher were chosen as the recipients of the 2009 Faculty Scholar Award. Both were honored to receive the award during the President's Fall Convocation, held in Lyman Center on November 21. The 2009 committee for the Faculty Scholar Award was chaired by David Levine, Professor, Art. The award committee selected Shipley based on her book "Gleanings: Old Poems, New Poems," and Yacher based on his book "The Role of Geographer and Natural Scientist Henri Francois Pittier (1857-1950) in the Evolution of Geography As a Science in Costa Rica."

The award committee said that Shipley's book "comprises 88 poems . . . all celebrating aspects of rural life in the author's native Kentucky. The sounds and sights of Appalachia past and present echo through the pages of this arresting volume, providing the reader an intimate entree into a world apart. "As the title indicates," the committee noted, "some of the poems contained in this collection have already seen the light of day in national literary magazines (quite a few of those individual pieces have been prize winners). Others are new to this publication. All are meticulously crafted, freshly observed slices of life that remind us of the resiliency of the human spirit and the ability of beauty to dwell in unexpected places." "Gleanings" was nominated for the Pulitzer Prize, garnered the 2004 Paterson Award for Sustained Literary Achievement, and received enthusiastic reviews in over 20 national literary journals.

Yacher's book, which the award committee called a "meticulous biography," has been lauded for its groundbreaking look at Swiss-born geographer and botanist Pittier (1857-1950). The committee praised Yacher for "single-mindedly conduct[ing] research in archives and libraries on three continents and in three languages to bring to light the career of Pittier . . . who is still relatively unknown in the English speaking world but seminal to the development of geography in Costa Rica. In this respect, the author has opened the door for new research in Latin American geography, education, and colonial studies."

### **3. J. Philip Smith Award for Outstanding Teaching**

Southern has long been known as an institution that values teaching. In December of 1998, Dr. J. Philip Smith, Interim Vice President for Academic Affairs, endorsed the establishment of an Outstanding Teaching Award to recognize exceptional instruction among our full and part-time faculty. The idea for the award originated with the faculty, and the nomination and award process was developed during 1998-99 by the Faculty Development Advisory Committee (FDAC) with the Office of Faculty Development providing administrative and financial support. In 2004, the Award was renamed the J. Philip Smith Award for Outstanding Teaching to honor the work of long-time Vice President for Academic Affairs, J. Philip Smith. As a further commitment to teaching excellence at SCSU, President Cheryl Norton and Provost Selase Williams increased the monetary award in 2006 from \$500 to \$2500 and established that both a full-time and part-time award could be conferred every year.

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

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

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

#### **2009 Recipients: Meg Sargent and Diane Frankel-Gramelis**

The winner of the 2009 award for outstanding teaching by a full-time faculty was Dr. Margaret M. Sargent, Associate Professor of Communication. Dr. Sargent joined the Communication Department at Southern in 1999 - 2000, and then returned in 2003. She demonstrates teaching excellence in a wide variety of courses, including Communication Theory, Training and Development, Persuasion, Interviewing, Small Group Communication, and Interpersonal Communication, regularly earning ecstatic course evaluations from her students.

Dr. Sargent's nomination portfolio clearly documented thoughtful attention to creating academically rigorous course material that is designed to actively engage students in the learning process by attending to all students' learning styles. Members of the J. Philip Smith Outstanding Teaching Award Committee were particularly struck by her passion for teaching, her explicit attention to student learning and engagement, and the continual, positive innovation of her courses and her pedagogy.

Dr. Sargent's strong commitment to student success extends beyond the classroom to include academic advising for more than 30 Relational Communication students, serving as the Faculty Advisor for the College Republicans, and working alongside student interviewers on classroom

communication research. At the University level, she is an active member of the Teaching Innovation Program Advisory Board, the Curriculum Related Activities Committee, and the Academic Standing Committee. She also generously shares her teaching expertise to Southern faculty through workshops, including the First Year Experience Academy and the Teaching Innovation Program. Her teaching is complemented by an on-going research agenda that includes health communication, training and development, and pedagogy, as well as a strong commitment to ongoing professional development in both the discipline of Communication and the craft of teaching.

Dr. Sargent earned her BS in Speech and Dramatic Arts from Central Michigan State University, an MA in Communication Studies from Northern Illinois University, and a Ph.D. in Communication from Southern Illinois University.

The winner of the 2009 award for outstanding teaching by a part-time faculty was Ms. Diane Frankel-Gramelis, Director of Community Education at Milford Hospital, and adjunct professor of Public Health. She regularly teaches two sections of Stress Management and Health Promotion each semester. She earned both her Bachelor's degree in Health Education and her Master's in Public Health Education from Southern. Involved and available to help students' assessment of her teaching. Numerous letters from student nominators attest to her depths of knowledge and compassion for students, lifelong lessons learned, and the positive differences made in their lives.

Outside of the classroom, Ms. Frankel-Gramelis tirelessly demonstrates her passionate commitment to learning. Each semester, she guides and mentors student interns at Milford Hospital Education Department and presents workshops on stress reduction and health-related strategies for Southern Resident Advisors and the School of Graduate Studies. She has also shared her professional expertise through presentations for the Wellness Center, the Women and Work Life Balance Conference, and the Administrative Professionals Day.

In reviewing her nomination portfolio, members of the J. Philip Smith Outstanding Teaching Award Committee concluded, "Diane Frankel-Gramelis inspires devotion in her students, both past and present, through her courses and her outreach outside the classroom. She gives tirelessly to the community."

See **Appendix G** for the press coverage of the awardees' accomplishments.

## **H. Support for Chairs: The Chairperson's Institute**

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

A "listserv" dedicated to chairpersons' needs had 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 in 2008.

Planning for the 2008 SCSU Academic Chairs' Institute centered on an off-site retreat, with a special session on Conflict Resolution for Department Chairs. Due to budget issues, the planning for the off-site

retreat ceased. Under the guidance of Bill Faraclas, Social Work, the Chair's Council agreed to conduct on-site sessions focusing on open discussion and identification of common issues among Chairs.

## **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.

Coordinated by Librarian Winnie Shyam in 2008-2009, the Faculty Development Mentoring Program established mentor-mentee relationships between 26 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. The end-of-semester mentoring connection luncheon, held on December 5, 2008 was attended by 15 faculty.

Due to the voluntary nature of the program, Faculty Development does not actively monitor the mentoring relationship closely or guarantee the outcomes of individual mentor-mentee relationships. However, 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 in 2008-2009 to assist new faculty in making collegial connections. The informal events were held at Delaney's Pub and Restaurant in Westville and corresponded with the middle and end of each semester. Attendance for each event ranged from six to twelve, with several faculty forming a core friendship group that extended well beyond the scheduled socializing hours.

Kristine Anthis, Associate Professor of Psychology volunteered to lead a learning community centered on "Successful Beginnings," but despite heavy promotion of the opportunity, she had no participants. Based upon this lack of participation and upon participant feedback centering on the wide range of "mentoring

connection expectations," Dr. Farley-Lucas conducted research on best practices in Junior Faculty mentoring programs, conducted focus groups with faculty within their third year of employment at SCSU, and designed the Junior Faculty Network program to be implemented in Fall, 2009.

## **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 2008, 25 faculty proposals were funded, at a total of \$31,625. In Spring 2009, 19 proposals were funded, at a total of \$22,629. Recipients for the 2008-2009 academic year are presented in **Appendix H**.

The complete text of the request for proposals and application forms are available in Faculty Development, or online: [www.southernct.edu/departments/facdev/g\\_infoapp.html](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 response to 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 2008-2009, 38 proposals were reviewed. A total of 31 were funded, at a total of \$60,050.

Recipients for the 2008-2009 awards are presented as **Appendix I**.

### **3. Connecticut State University (CSU) Research Grant Program**

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

recommended for funding. Faculty Development has managed the award payout and served as the records depository for the CSU/RGP for the past several years.

The SCSU committee reviewing proposals from the other CSU campuses for 2008-2009 was chaired by Patricia Zibluk, Esq.

In 2008, 73 SCSU faculty members submitted proposals for consideration for the CSU research grant and the total amount of research support requested was \$324,982.00. Based upon scores, 60 awards were made, at a total of \$237,970.00. Recipients are presented in **Appendix J**.

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

With members of the committee appointed by the 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 2008-2009, 13 Southern Connecticut State University faculty members submitted proposals for consideration for the MRRC grant and the total amount of research support requested was \$22,232.00. 14 awards were made, at a total of \$24,617.00. Recipients are presented in **Appendix K**.

#### **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 Fall, 2008, with the help of Christine Baum, Director of Library Services, the Yale Library Card application process was simplified and made more user friendly. The original process required a faculty application sent to Faculty Development, a Faculty Development consent signature, a letter to Buley Library, and a letter of introduction initiated by library personnel that had to be physically collected from the Reference Desk at Buley Library for the faculty member to bring to the Yale Library on the first visit. The process has been streamlined from two weeks to one week, with an electronic letter sent directly to the faculty member and to Yale Library.

Future efforts will focus on a formal review process that includes reports of outcomes obtained by faculty as a result of their Yale Library access.

For FY 2008-2009, 27 applications were received. All 27 SCSU faculty were supported by the Yale Library Card program. The list of recipients is presented as **Appendix M**.

## **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.

The following faculty presented project summaries:

Amal Abd El-Raouf, Computer Science  
Margaret Das, Biology  
Bonnie Farley-Lucas, Faculty Development/Communication  
Peg Goralski, Management/MIS and Krystyna Gorniak, Philosophy  
Lisa Lancor, Computer Science  
Patricia Olney, Political Science  
David Pettigrew, Philosophy  
Meg Sargent, Communication  
William Sherman, Psychology  
Vivian Shipley, English  
Jule Tolis, Special Education and Reading  
Michele Vancour, Public Health  
Robert Workman, Computer Science  
Winnie Yu, Computer Science  
Patricia Zibluk, Director, SPAR

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, Faculty Development personnel conduct 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. 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.

As is the trend with students using e-mail instead of traditional in-person office hours, our faculty also use e-mail extensively. Faculty Development personnel respond to requests for information, RSVPs, grant-related information, and increasingly, requests for letters of recommendation for faculty currently being considered for promotion, tenure, or sabbatical leave.

## **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 2008**

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 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.

In July 2009, 20 faculty participated in Summer Tech. 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: Twitter, eLearning Vista: photos and discussions, Web 2.0, Google Docs, Blogs, Photobooth, WIKIs, alternative course management systems, Skype, iChat, and videopodcasting, ePortfolios, digital storytelling and flip videocameras. 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 L** for the overall results.

The SummerTech program was led by Dan Sonesson, Foreign Languages, and was assisted by David Petroski, Communication, Rebecca Hedreen, Buley Library, and Will Hochman, English. The group is currently innovating a faculty collective, called Digital Academics, designed to support faculty and advance emerging technologies for teaching and learning at SCSU.

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

Faculty Development's collaboration with the newly reorganized Teaching and Learning Technologies Group has resulted in development sessions for faculty that address the intersection of pedagogy, learning, and technology. The Group has contributed significantly to the Fall

Forum, the SCSU Teaching Academy, New Faculty Orientation, and Part-Time Faculty Orientation. Future collaborations include a webinar on collaborative learning and further promotion of eVista Learning course management systems.

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

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

### **4. Miscellaneous Technology Support for Faculty**

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

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

## **L. Communicating with Faculty**

### **1. Weekly Calendar**

Faculty Development publishes the *Weekly Calendar* 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**

After a hiatus of three years, Ms. Hudson revived *Southern Dialogue*, Faculty Development's official newsletter, in Spring 2009. As Editor, Ms. Hudson expanded the focus and vision of the newsletter to not only recognize and reward faculty accomplishments and encourage interdisciplinary connections, but also to keep the SCSU community informed of current issues related to teaching and learning. Faculty responded positively and enthusiastically to the new format and focus of *Southern Dialogue*.

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).
- Book and website reviews (500-1000 words).

Submissions are sent to Ms. Hudson. The submissions deadline for the upcoming Fall 2009 issue will be September 15, 2009.

To view the Spring 2009 issue of *Southern Dialogue*, go to [http://www.southernct.edu/faculty\\_development/uploads/textWidget/wysiwyg/documents/Dialogue\\_Spring\\_2009.pdf](http://www.southernct.edu/faculty_development/uploads/textWidget/wysiwyg/documents/Dialogue_Spring_2009.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.

Starting in 2008, 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.

### **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. Davis Foundation Grant: SCSU Teaching Innovation Program**

The Office of Faculty Development also administers the Teaching Innovation Program (TIP). Funded by a 3-year 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 aims to support faculty engaged in the Scholarship of Teaching and Learning (SoTL) and pedagogical innovations using technology, provide faculty development opportunities, develop collegial mentoring, and communicate faculty accomplishments in the areas of teaching and learning.

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

For 2008-2009 the number and quality of Fellowship proposals increased, mainly because many faculty opted for a summer stipend option. The TIP Advisory Board reviewed a total of 12 completed proposals. Based upon the evaluation rubric developed, the following 6 projects were selected for funding: “Development, Application and Evaluation of an Inter-Teaching Approach to Learning,” “Mobile Learning to Enhance Athletic Training Programs,” “Building Self-Efficacy for Online Technology,” “Universal Design for Learning,” “Enhancing Content Area Literacy,” “Preparing Reflective Teachers through Program-long Blogs and Electronic Portfolios,” and “Development of Programmatic Electronic Portfolios.”

Key outcomes associated with the TIP Fellows include innovative use of instructional design and technology, curriculum development, enhanced assessment of student learning outcomes, and increased student engagement.

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

For 2008-2009, TIP Advisory Board members reviewed 12 proposals. Awardees for 2008-2009 participated in the following conferences and workshops: Technology, Reading, and Learning Diversity; National Science Teachers’ Association; National Institute for the Teaching of Psychology; A Day at Alverno College; and the International Conference on College Teaching and Learning. In April of 2009, 3 faculty participated in the Lilly-East Conference.

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

For 2008-2009, 8 workshops were selected for presentation out of the 15 proposals reviewed by the Advisory Board. The following workshops were presented in 2008-2009: “Using ArtStor, the Image DataBase,” “What Learning Management Systems Can Do,” “Diversity in Higher Education: Promoting Acceptance in the Classroom,” “Blogs in the Curriculum: Constructing and Maintaining a Blog,” “Using

the Writing Studio I and II,” “Integrating Universal Design,” and “Using Ubiquitous Presenter for Active Learning.”

In 2008-2009, 85 participants attended the various workshops and rated the presenters and the content very highly using a written feedback form. As sample of what participants wrote that they would do to improve their teaching includes the following: “using more online classroom techniques,” “making race and diversity more explicit in my teaching,” “including more pictures into my lectures,” “using virtual reality especially and images in general,” “using blogs to get students involved in discussion,” “providing students with support to publish e-portfolios,” and “including more on-line collaboration on assignments.”

The Teaching Excellence and Innovation Forum brings nationally recognized experts on pedagogy to the SCSU campus for half-day workshops and contributes to professional development and interdisciplinary dialogue. This year, the Forum XLI keynote by Dr. Gerald Amada on campus safety and classroom management, and the SCSU Teaching Academy presentations by Dr. Leslie Ann Roldan and Dr. Barbara Millis were supported by the Davis Foundation.

The Teaching Innovation Program is administered by Faculty Development and is assisted by a Teaching Innovation Advisory Committee, comprised of faculty selected to represent all academic schools of the University. Specific responsibilities of this advisory committee include developing and reviewing award guidelines, recommending award recipients, aiding in the selection of presenters for the Teaching Excellence and Innovation Series, and brainstorming potential Forum speakers.

For 2008-2009, TIP Advisory Board members were Scott Ellis, English, Adam Goldberg, Elementary education, Pam Hopkins, Management, Ray Mugno, Mathematics, Diana Newman, Communication Disorders, Deborah Newton, Special Education, Klaus Peters, Computer Science, and Meg Sargent, Communication. Bonnie Farley-Lucas facilitated the Board, Michele Salamone served as Secretary, and Marianne Kennedy provided technical assistance to faculty regarding assessment of student learning and assists with formative evaluation of project activities.

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

## **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 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. To meet these needs, the Curriculum Innovation Program (CIP) would support five key initiatives: Curriculum Innovation Fellowships, the SCSU Teaching Academy, the Teaching Academy Exchange, the Teaching Academy Workshop Series, and Teaching Innovation Travel Funds.

A full program proposal was submitted to the Davis Foundation for consideration for funding starting in Fall 2009 and the Foundation Board visited SCSU in June as part of its decision-making process.

Campus leaders, representatives from SPAR, the TIP Advisory Board, WAC, and SummerTech, along with faculty TIP participants, provided favorable accounts of TIP, the Liberal Education Program, and the Office of Faculty Development. Unfortunately, SCSU was not selected for funding. The Foundation did provide valuable feedback and encouraged re-submission of a proposal in Spring of 2010. Without external funding, the full Curriculum Innovation Program cannot be implemented. However, special programming on curriculum design and inter-disciplinary collaboration is planned, starting in Fall 2009.

## **O. Faculty Development Workshops**

Faculty Development continued its series of professional workshops for new and returning Southern faculty throughout the year. Sessions for the Fall, 2008, semester included:

Supporting Students: SCSU Resources  
Supporting Excellence in Academic Advising (2 sessions)  
Text Book Alternatives: Electronic Resources for Faculty  
Fulbright Scholarships: SCSU Connections

Sessions for the Spring, 2009, semester included:

Developing and Using Rubrics  
Identifying and Helping Students in Crisis  
Mentoring Students  
Academic Advising SCSU Best Practices (2 sessions)  
Successful Teaching: Advice for SCSU's Outstanding Professors  
Online Instructional Resources

## **P. 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 2008-2009. They also enlarged the scope of their expertise in faculty development, pedagogy, and organizational skills in order to better serve our faculty and students.

In July, 2008 Dr. Farley-Lucas and Ms. Hudson collaborated on a paper on "Transforming e-Communication to Civil e-Learning Communities" which was presented at the international conference on Improving University Teaching, Glasgow, Scotland. This paper was invited for submission and published in *Teaching and Learning in Higher Education*, October, 2008.

Dr. Farley-Lucas participated in the National Communication Association conference in San Diego, CA (November, 2008) and presented a paper on "Ethics for Communication Training Professionals: Case-Stems to Codes" for the Training and Development Commission. With Dr. Meg Sargent, she presented a 75 minute workshop on "Millennial Mentoring: Enhancing Faculty-Student Relationships" for the Lilly-East Conference on College and University Teaching, University of Delaware (April, 2009). In 2008-2009 she served her second year as a member of the Editorial Review Board, To Improve the Academy, and served as a Reviewer for the 2008 Professional and Organization Development Network conference papers and panels.

As part of her professional development, Dr. Farley-Lucas participated in a short course on "SoTL: The Nuts and Bolts of the Scholarship of Teaching and Learning in Communication" while at the National Communication Association conference. She attended several workshops on assessment and effective pedagogy presented at the New England Education Assessment conference in Worcester, MA (November, 2008) and at the Lilly-East Conference on College and University Teaching. She also participated in numerous faculty development workshops on pedagogy, instructional technology, and course design and assessment presented at SCSU as part of the TIP Workshop series, Forums, the SCSU Teaching Academy, and the FYE Academy. In July, 2009 she participated in a number of sessions held during SummerTech, thereby maintaining current with emerging instructional tools and technologies.

Internally, Dr. Farley-Lucas provided workshops on "Professionalism and Ethics in Training and Development" for two sections of Dr. Meg Sargent's Communication Training and Development class. She also provided a "mock classroom" experience and academic advising for two groups of students participating in the 2009 New Student Orientation. In 2008-2009, Dr. Farley-Lucas served as a member of the SCSU Task Force for Part-Time Student Retention. She conducted research and contributed the literature review and a design for student focus groups that met with IRB approval. She served on the 2008 CSU Trustees Outstanding Teaching Award Selection Committee and the Junior Faculty Fellowship Selection Committee. In Fall, 2008, she served as a member of the Text Message Information Task Force (SCSU Alert) as part of crisis communication plan.

In support of her scholarship and teaching, Dr. Farley-Lucas was awarded internal grant funds. During the year, she continued her research with Dr. Sargent and a team of three undergraduate student interviewers on "Student Perspectives on Faculty-Student Relational Boundaries," which was supported by a Connecticut State University Research Grant (2008). She was awarded a Teaching Innovation Travel Grant to support workshop presentation at the Lilly-East Conference on College and University Teaching. She was also awarded an SCSU Faculty Development Grant to support the development of a Junior Faculty Mentoring Network program and an SCSU Curriculum-Related Grant for developing writing intensive (W) and 8-week semester models for COM 225: Interpersonal Communication.

As part of her professional development, Ms. Hudson attended in-house workshops such as Records and Information Management (June, 2009), Banner Finance (January, 2009), and PSA and Honorarium Training (October, 2008). She participated in numerous faculty development workshops, continued research in e-Learning trends, and served as Referee for the debut issue of *Currents in Teaching and Learning* published by Worcester State College. She also introduced and hosted discussions of the films "Lost Highway" (Fall, 2008) and "Rebecca" (Spring, 2009) in the *Cinéma du Monde* film series supported by Faculty Development.

Ms. Salamone attended several in-house professional development workshops, such as Records and Information Management (June, 2009) and Banner Finance (January, 2009), Worker's Compensation 101 (September, 2008), PSA and Honorarium Training (October, 2008). She also participated in In-Service Training at Manchester Community College (6 hours each) in Word - Form Design and Creation (October, 2008) and Outlook 2007 - Introduction (March, 2009).

All Faculty Development personnel successfully completed the in-house online training course for information security and mobile devices (June, 2009) and FERPA compliance (April, 2009).

## **Q. Community Engagement: Relay for Life**

Under the direction and guidance of Michele Salamone, Faculty Development took another active role in the American Cancer Society Relay for Life of Hamden/North Haven, CT, June 2009. As of May 2009,

the American Cancer Society Relay for Life of Hamden/North Haven has raised over 1 million dollars. This year, the team “Helping Others,” in which members of Faculty Development personnel and their families (amongst others) participated, raised more than \$3000.

## **R. SCSU Partnerships**

Thanks to contributions from a wide variety of SCSU faculty, administrators, staff, and students, Faculty Development enjoyed an extremely successful year. Ultimately, all SCSU faculty contribute to the success of faculty development efforts and help to foster a climate of continual learning and professional growth. During 2008-2009, the following individuals contributed their talents, expertise, and leadership for the benefit of their SCSU colleagues.

Amal Abd El-Raouf, Computer Science  
Elaine Allen, Counseling Services  
Jim Barber, Student Supportive Services  
Christina Baum, Director, Buley Library  
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/SoTL  
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  
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  
Joseph Dooley, Chief, SCSU Police  
Scott Ellis, English  
Marge Fadden, Career Services  
Debbie Fairchild, Disability Resource Center  
Bill Faraclas, Public Health  
Tom Ferrucci, Student Support Services and English  
Joseph Fields, Mathematics  
Joan Finn, Recreation and Leisure  
DonnaJean Fredeen, Dean, School of Arts and Sciences  
Misty Ginicola, Counseling and School Psychology  
Adam Goldberg, Elementary Education

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Peg Goralski, Management/MIS  
Krystyna Gorniak, Philosophy  
James Granfield, Dean, School of Education  
Jennifer Guarino, English  
Cynthia Gubitose, Mathematics  
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, History  
Elizabeth Keenan, Social Work  
Frank Ladore, Academic Advising  
Lisa Lancor, Computer Science  
Tricia Lenda, Academic Advising  
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  
Joanne Mielczarski, Academic Advising  
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 Pettigrew, Philosophy  
David Petroski, Communication  
Chris Piscitelli, Student Affairs  
Geraldine Prince, Career Services  
Monica Raffone, Academic Advising  
Jaak Rakfeldt, Social Work  
Sal Rizza, Student Affairs  
Megan Rock, Vice President of Institutional Advancement  
Linda Sampson, Communication  
Frank Sansone, Graduate Studies; IRB  
Meg Sargent, Communication  
Mike Shea, English

William Sherman, Psychology  
Vivian Shipley, English  
Winnie Shyam, Library Services; Coordinator, Faculty Mentoring Program  
Eric Simms, Michael J. Adanti Student Center  
Marcia Smith Gasper, 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  
Jule Tolis, Special Education and Reading  
Peter Troiano, Dean, Student Affairs  
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  
Leon Yacher, Geography  
Kathy Yalof, Academic Affairs  
Jessica York, FYE, Women's Studies  
Denise Zack, Counseling Services  
Bo Zamfir, Adaptive Technology  
Patricia Zibluk, Sponsored Programs and Research

## **S. Inter-Institutional Partnerships**

Faculty Development regularly collaborates with a wide variety of institutions and individuals. Faculty, administrators, and staff with whom Faculty Development has worked in 2008-2009 were affiliated with the following institutions and organizations:

1. City College of San Francisco, San Francisco, CA
2. University of Texas, San Antonio, TX
3. Massachusetts Institute of Technology, Boston, MA
4. Central Connecticut State University, New Britain, CT
5. Eastern Connecticut State University, Willimantic, CT
6. Western Connecticut State University, Danbury, CT
7. The Davis Foundation, Falmouth, ME
8. Fairfield University, Fairfield, CT
9. Yale University, New Haven, CT
10. Mitchell College, New London, CT
11. University of New Haven, West Haven, CT
12. University of Delaware, Newark, DE
13. Berklee School of Music, Boston, MA
14. Strathclyde University, Glasgow, Scotland
15. Worcester State College, Worcester, MA
16. New England Faculty Development Consortium
17. New England Educational Assessment Network
18. National Communication Association

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19. Professional and Organization Development (POD) Network
20. American Association of Colleges and Universities (AAC&U)
21. Society for Teaching and Learning in Higher Education