

# *Annual Report: 2010-2011*



## *Faculty Development Academic Affairs*

*Southern Connecticut State University*

*Engleman B 106 Phone: 203.392.5358 Fax: 203.392.5355*

*E-mail: [facultydevel@southernct.edu](mailto:facultydevel@southernct.edu)*

*[http://www.southernct.edu/faculty\\_development/](http://www.southernct.edu/faculty_development/)*

*Dr. Bonnie Farley-Lucas*

*Director, Faculty Development and Professor, Communication*

*[Farleylucab1@southernct.edu](mailto:Farleylucab1@southernct.edu), 203.392.5488*

*Ms. Jennifer A. Hudson*

*Operations and Grants Manager, Faculty Development*

*[Hudsonj1@southernct.edu](mailto:Hudsonj1@southernct.edu), 203.392.5357*

*Ms. Michele Salamone*

*Secretary, Faculty Development*

*[Salamonem1@southernct.edu](mailto:Salamonem1@southernct.edu), 203.392.5358*

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## **A. Introduction: A Year of Building Strong Foundations**

The Office of 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. 2010-2011 is best characterized as a year of building strong foundations. A great deal of Faculty Development activity was geared to building the foundation for the Curriculum Innovation Program, supporting curriculum design for the newly launched Liberal Education Program (LEP), launching the SCSU/AAC&U Shared Futures global education partnership, and assisting in the NEASC re-accreditation process. Strong foundations were also built through cross-campus collaborative relationships.

In June, 2010, the Davis Educational Foundation awarded SCSU a generous grant for \$270,300 over three years to support the Curriculum Innovation Program (CIP). The CIP advances two institutional goals: to provide faculty development and support in curriculum design that harnesses emerging technology and advances inter-disciplinary approaches; and to develop innovative curriculum to advance the newly revised Liberal Education Program. Four key components supporting organizational change are CIP Fellowships, CIP Workshops, a Curriculum Retreat, and Curriculum Innovation Exchanges.

The CIP is now well underway. Since Fall, 2010, CIP supported ten fellowships, three workshops, 75 faculty participating in the 2011 Teaching Academy, and 23 faculty participating in the Curriculum Innovation Retreat. An intentionally unified approach, using Integrated Course Design principles with a focus on assessment and active learning, helps ensure that our faculty create sound and innovative curriculum.

SCSU was one of 32 universities selected to participate in the American Association of College's and Universities (AAC&U) Shared Futures: General Education for a Global Century project. SCSU is linked on-line with team members representing the other institutions to share resources. Since Global Learning and Social Responsibility are core elements of our university mission statement, strategic plan, and Liberal Education Program, we have much to gain from this national partnership. Dr. Kevin Hovland, Director of the AAC&U Shared Futures initiative, was selected as Forum speaker to support efforts made by the Global Education Task Force and introduce faculty to concepts and tools for enhancing global education. In August, 2011, SCSU/AAC&U Team members will participate in the week-long AAC&U institute.

Faculty Development regularly partners with other campus units to create innovative programs, maximize resources, and positively impact teaching and scholarship. Sponsored Programs and Research, AAUP, Human Resources and several branches of Student Affairs and Student Supportive Services assist in creating programming that is responsive to trends in higher education, and, most importantly, serves the needs of SCSU faculty and students. Faculty Development enjoys symbiotic relationships with the Writing Across the Curriculum Committee, the Teaching and Learning Technologies Group, and the FYE/INQ Program.

In 2010-2011, two new partnerships were formed. Partnering with newly appointed Dean of School of Graduate Studies, Holly Crawford, Faculty Development laid plans to better meet the needs of graduate faculty. Sessions on "Addressing the Needs of SCSU Graduate Students,"

“Enhancing Faculty-Student Research Collaborations,” “The Scholarship of Teaching and Learning,” and a half-day workshop on enhancing scholarly productivity were all designed based on input from graduate faculty. New partnerships with the Diversity and Equity Leadership Council will help us focus more directly on enhancing diversity. OFD plans for 2011-2012 include integrating Diversity and Equity training session into New Faculty Orientation, a Spring Forum on diversity and teaching inclusively, and a faculty LGBT alliance group.

The 2010-2011 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.

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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.

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

## **C. Faculty Development Programs Embrace Five Dimensions**

### **Teaching**

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

### **Learning**

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

### **Environment**

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

### **Culture**

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

### **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**

### **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.

### **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.

### **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.

### **Technology**

- Understand the increased role of technology and its impact on teaching and learning.
- Provide individualized services including consultations on integrating a wide spectrum of technologies into teaching and learning.
- Develop and make available online resources on technology topics.
- Establish advisory groups on digital multimedia and other topics to assist in the planning and development of an infrastructure to support instructional technologies.
- Provide input on technology-related matters to faculty and administration.
- Recommend the design and development of a program for faculty, students, and staff that will facilitate their awareness and use of information and instructional technology in teaching and learning.
- Develop specific workshops and training sessions directed toward individual user populations, e.g., the Summer Tech program.
- Develop specific training and instructional materials that support the exploration and use of instructional technology.
- Identify, both within and without the University, resource persons and instructors who will provide technological instruction to faculty.
- Advise on matters relating to instruction of user groups.
- Develop an inventory to identify and facilitate access to instructional resources outside the University in support of faculty teaching.
- Provide insight and focus relative to the University's response to advances in information technology and distance learning.

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

- Dr. Selase Williams, Provost and Vice President, Academic Affairs
- Dr. Marianne Kennedy, Associate Vice President for Assessment, Planning, and Academic Programs
- Dr. Bonnie Farley-Lucas, Director, Faculty Development; Director, Teaching Innovation Program
- Ms. Jennifer A. Hudson, Operations and Grants Manager, Faculty Development
- Ms. Michele Salamone, Secretary II, and Secretary II, Teaching Innovation Program
- Ms. Luisa Florida, Student Worker

In June of 2011, Dr. Williams left SCSU for a career opportunity. Dr. Kennedy will be serving as Interim Provost. The position of Director of Faculty Development runs on a two-year rotation, with Dr. Farley-Lucas serving in this position until August, 2012. Dr. Ilene Crawford will serve as Interim Director for Fall, 2011 while Dr. Farley-Lucas is on sabbatical.

## **F. Faculty Development Advisory Committee and Outstanding Teaching Award Committee**

As of Spring, 2009, the Faculty Development Advisory Committee (FDAC) and the J. Philip Smith Outstanding Teaching Award Selection Committee are elected positions filled through the Faculty Senate nomination and election process. Elected faculty serve three-year terms.

The Faculty Development Advisory Committee for 2010-2011 consisted of Amal Abd El-Raouf (CSC), Richard Cain (PCH), Linda Ferraro (MGT), Robert Forbus (MKT), Misty Ginicola (CSP), Sean Grace (BIO), Cynthia Gubitose (MAT), Jennifer Hudson (ENG/WMS), Carrie Michalski (NUR), Kathleen Rondinone (MAT), Winnie Shyam (Library Services), Christine Villani (EDU), Hing Wu (Library Services) and Denise Zack (Counseling). Committee members brainstormed potential workshops, reviewed and ranked Curriculum Related Activities Grants and Faculty Development Grants, and reviewed and ranked nomination portfolios for the Technological Teacher of the Year Award and the newly instituted Outstanding Academic Advising Award (see section H). Committee members also provided suggestions for process improvement, including streamlining the on-line proposal process in MyGroups, and parceling out the grant selection process into two separate meetings.

The 2011 J. Philip Smith Outstanding Teaching Award Committee consisted of Amal Abdel Raouf (CSC), Kristine Anthis (PSY), Adam Goldberg (EDU), Jennifer Hudson (WMS), Sobeira Latorre (WLL), Ray Mugno (MAT), and Cindy Stretch (ENG). The two undergraduate students serving on the selection committee were Benjamin McNamee, Student Government Association President and newly elected to SCSU Board of Trustees, and Luisa Florida, Student Worker for Faculty Development.

## **G. 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, 2010 and Spring, 2011 appear in **Appendix A**.

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

The Office of Faculty Development administered the Teaching Innovation Program (TIP) from 2006 to 2009. Funded by a grant from the Davis Education Foundation, the TIP supported Fellowships, Teaching Innovation Travel Funds for participation in conferences directly related to teaching, Teaching Innovation Workshops, and a Teaching Innovation Forum, which brought nationally recognized experts on pedagogy to SCSU. Overall, the TIP 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.

In June, 2010, the Davis Educational Foundation awarded SCSU a generous grant for \$270,300 over three years to support a Curriculum Innovation Program. Building on the strong foundation developed by the TIP program, the Curriculum Innovation Program (CIP) advances two institutional goals. Goal 1 is to provide faculty development and support in curriculum design

that harnesses emerging technology and advances inter-disciplinary approaches. Goal 2 is to develop innovative curriculum to advance the newly revised Liberal Education Program, including Senior capstone courses. The four key components supporting organizational change are CIP Fellowships, CIP Workshops, a Curriculum Retreat, and Curriculum Innovation Exchanges.

In 2010-2011, ten CIP Fellowships were granted, two of which were faculty partnerships. By Fall, 2011, the Fellowships will yield a Nursing capstone course, four new LEP courses, a service-learning handbook, and three technology-related sources for all faculty to use. Fellows are awarded \$1000 upon completion of their project. Fellows are expected to share their expertise via on-line resources posted on the OFD website, workshops, and mentoring.

Three CIP Workshops were presented in Spring, 2011. Workshop topics were “Inter-Teaching Approach to Learning,” “Syllabus, Assignments, and Grading Design for LEP Courses,” and “Critical Thinking Instruction & Evaluation Techniques.” Presenters are awarded \$200 stipends. Although attendance was low, materials developed were shared in other workshops.

The 2011 Teaching Academy/Curriculum Innovation Retreat was a great success. Seventy-five faculty participated in the full-day workshop by Dr. Dee Fink on “Designing Curriculum for Significant Learning” and a day of workshops on scholarship, pedagogy, curriculum development. Twenty-three pre-selected faculty participated in a full-day workshop facilitated by four faculty with curriculum design and writing-across-the curriculum expertise. All 23 faculty worked on developing new courses to be offered as part of the Liberal Education Program initiated in Fall, 2011. Curriculum Retreat participants are paid a \$100 stipend for each day of participation, and a \$700 stipend upon completion of their course proposals.

Written evaluations from the event indicate a strong, positive impact on faculty knowledge of course design. According to the 16 faculty (of 23) evaluating the Retreat, the most effective components were “curriculum design knowledge,” “knowledge of the goals of Liberal Education,” “writing clear learning outcomes,” and “assessment strategies.” Comments on the overall evaluations of the retreat were very positive, with specific remarks about the helpfulness of facilitators and group members, and the productive, hands-on structure of the event See **Appendix B** for the event program and **Appendix C** for the list of retreat participants and tentative course titles.

Curriculum Innovation Exchanges, informal meetings for faculty to exchange curriculum designs, will take place twice in Fall, 2011 and Spring, 2012.

The CIP is administered by Dr. Farley-Lucas, with input from a Faculty Advisory Board consisting of DonnaJean Fredeen, Dean, School of Arts and Sciences; Polly Beals, Director, LEP; Laura Bower, Elementary Education; Richard Cain, Public Health; Ilene Crawford, English; and Robert Forbus, Marketing

## **2. New Faculty Orientation**

The annual New Faculty Orientation was held August 24-26, 2010. 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 2010 New Faculty Orientation Schedule appears as **Appendix D**.

To accommodate the large number of “emergency” temporary appointments hired for the Spring semester, an additional New Faculty Orientation was held in January, 2011.

### **3. Supporting Success: New Faculty Orientation Continuing Training**

To follow up on the August orientation, training sessions offered throughout the year 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 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.

### **4. Part-Time Faculty Reception and Orientation**

The sixth annual Southern Connecticut State University Part-Time Faculty Reception and Orientation was held on Thursday, August 29, 2010, from 5:30 to 8:00 pm in the Engleman Hall Seminar Center, ENB 121. The goals of the event were to celebrate the many contributions that part-time faculty make to the Southern community, provide valuable information about Southern, and introduce the wide variety of resources available to support part-time faculty and their students.

The event began with a reception with *hors d’oeuvres* and dinner hour snacks. Dr. Marianne Kennedy provided welcoming remarks that stressed the importance SCSU places on our adjunct faculty. Dr. Farley-Lucas facilitated the event, and provided a brief overview of effective pedagogy practices in higher education. Dawn Cathey, Adjunct Professor of School Counseling, and recipient of the 2010 J. Philip Smith Outstanding Teaching Award presented on “Outstanding Teaching and Outstanding Advice for Adjuncts.” Other key events included an introduction to MySCSU and e-Learning VISTA by Karen Musmanno from the Teaching and Learning Technologies Group, an overview of the Part-Time Faculty Mentoring Program and an

Interactive Resource Fair with representatives from Faculty Development, AAUP, Human Resources, Counseling Services, Disability Resource Center, and Buley Library.

More than 50 part-time faculty, administrators, and campus leaders participated in the event. Participants' evaluations indicated that they rated the session as excellent and worthwhile. Written comments focused on how grateful the adjuncts were for the support and information provided, and how the event made them feel more valued and more connected to the Southern community. One key area for improving the event for 2010 was a clearer explanation of e-learning VISTA. The program for the 2010 Part-Time Faculty Reception and Orientation appears in **Appendix E**.

### **5. New Initiative: Curriculum Summit**

To support the Liberal Education Program and global education initiatives, a Curriculum Summit was held on March 3. While all faculty were invited to participate in the two 2-hour professional development workshops, special invitations were sent to department chairs, assessment committee members, and LEP steering committee members. Specific goals of the Curriculum Summit included assisting faculty in assessing and improving goals and outcomes in course, program, and university-wide levels, and forging professional links with local and regional constituents. Dr. Marvin Feit, Professor of Social Work at Norfolk State University, presented his expertise in building campus-community connections via consulting relationships, assessment services, and service learning. Dr. Nuria Cuevas, Interim Dean, and Professor, College of Liberal Arts at Norfolk State University, shared her expertise in curriculum development and curriculum mapping. Dr. Cuevas provided participants with well-designed sample templates for course-level and program-level curriculum maps.

The Curriculum Summit was attended by 17 participants. Written evaluations centered on the helpful suggestions for creating collaborative and consultative relationships with community agencies and the valuable curriculum mapping models provided by Dr. Cuevas for participants to share with colleagues in their departments. The event was funded, in part, by a Faculty Development Advisory Committee Grant.

### **6. 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 2010-2011, 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 Innovation Program Advisory Board. 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 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, 2010 and Spring, 2011, 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 Best Practices in Academic Advising and Electronic Resources for Faculty.

In all, 147 faculty participated in workshops throughout the academic year.

## **7. 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 XLV: The Power of Inquiry as a Way of Learning**

Forum XLV featured Dr. Virginia S. Lee on *The Power of Inquiry as a Way of Learning* on Wednesday, August 25, 2010. This workshop introduced a framework and repertoire of tools for implementing inquiry-guided learning anywhere in the undergraduate curriculum. The approach acknowledges the developmental level of students by balancing challenge and support in inquiry and of instructors depending upon their assumptions about teaching and level of comfort with inquiry as a way of learning. Participants engaged in an actual inquiry and experimented with patterns of inquiry in one of their own courses. To support our evolving Liberal Education Program, Dr. Lee also led an afternoon session for faculty interested in leading, evaluating, and supporting a successful LEP.

Dr. Lee is principal and senior consultant of Virginia S. Lee & Associates, a consulting firm based in Durham, NC, specializing in teaching, learning and assessment in higher education. She has worked with approximately 50 colleges and universities in the United States, Canada, and the Middle East. She is a Former President (2007-2010) of the Professional & Organizational Development Network in Higher Education. Previously, Dr. Lee served as Associate Director, Faculty Center for Teaching and Learning, North Carolina State University, and Director, Graduate Student Teaching Programs, and Consultant, University of North Carolina – Chapel Hill. Dr. Lee is on the editorial review boards of *Innovative Higher Education*, *The Journal of Faculty Development*, and *To Improve the Academy*. She is also the editor of *Teaching and Learning through Inquiry: A Guidebook for Institutions and Instructors* (Stylus; 2004). She earned her Ph.D. in Educational Psychology from the University of North Carolina – Chapel Hill; her M.B.A. from New York University; and her B.A. in English Literature from Smith College.

Written evaluations indicate that faculty found the presentation informative and well organized. Key learning outcomes reported by participants include: defining inquiry-guiding learning, identifying key components of inquiry-guided learning, identifying common patterns of courses

that incorporate inquiry-guided learning, and developing curriculum that supports inquiry-guided learning in their discipline.

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

### **B. Forum XLVI: Globalizing the Curriculum**

University Forum XLVI: *Globalizing the Curriculum* was held on Wednesday, January, 19, 2011.

The Forum featured keynote speaker, Kevin Hovland. Hovland earned a BA in Russian Regional Studies from Columbia University and is ABD in History at Georgetown University. He is Director of Global Initiatives and Curricular Change at Association for American Colleges and Universities (AAC&U), working in the office of Diversity, Equity, and Global Initiatives. He is responsible for the Shared Futures initiative, directing its current curriculum development project, General Education for a Global Education. That project, funded by the Henry Luce Foundation, has created a network of 32 colleges and universities committed to using global learning outcomes as an organizing principle for coherent and comprehensive general education design. SCSU was selected as one of the 32 participating institutions.

Hovland is the author of the AAC&U monograph, *Shared Futures: Global Learning and Liberal Education* as well as several articles further articulating global learning as an essential outcome of liberal education. He is also program director for AAC&U's annual meeting, project director for *The Educated Citizen and Public Health*, and executive editor of *Diversity & Democracy: Civic Learning for Shared Futures*, an AAC&U periodical designed to provide campus practitioners with readily available information about successful diversity initiatives around the country and to support academic leaders and educators as they design and reshape their diversity programs, civic engagement initiatives, and global learning opportunities to better prepare students for principled action in today's complex world.

Participant's written evaluations indicate that faculty responded well to the presentation and that they welcome more opportunities to learn about global learning and teaching practices. The top four areas for change in knowledge reported by participants were identifying global learning outcomes, identifying opportunities for incorporating global learning in courses they currently teach, defining global education, and citing the benefits of incorporating global learning across the curriculum.

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

### **8. 2011 SCSU Teaching Academy: Celebrating the Teacher/Scholar**

The SCSU Teaching Academy, instituted in 2008, was designed to offer faculty an intensive, two-day conference with hands-on instruction relative to writing across the curriculum, curriculum design and assessment, and effective pedagogy. The Teaching Academy design was intended to meet various faculty needs while maximizing limited resources.

The 2011 Teaching Academy featured a day-long workshop conducted by Dee Fink on *Designing Courses for Significant Learning* and a half-day session by Linda Nilson on

*Scholarship Made Easier: Best Practices for Writing and Publishing More Effectively and More Efficiently.* A variety of workshops on writing-across-the-curriculum, pedagogy, the Scholarship of Teaching and Learning (SoTL), and technology were presented by our most talented teachers. In sum, 18 SCSU faculty and administrators volunteered to serve as master teachers/mentors for their colleagues.

On the evening of June 2 (4:30 – 6:00pm) a Celebration of Outstanding Teaching Reception, sponsored by the SCSU Foundation, was held. This celebration recognized Dr. Misty Ginicola, recipient of the SCSU-CSUS Trustees Teaching Award, and Dr. Elliot Horch, recipient of the Norton Mezvinsky Trustees Research Award. Recipients of the 2011 J. Philip Smith Outstanding Teaching Award, the Technological Teacher Award and the newly instituted Outstanding Academic Advising Award (see section H) were also recognized. To conclude the event, books related to teaching and learning were raffled off. In addition to enhancing their teaching, faculty were rewarded with meals and refreshments, publishers' book fairs, and stimulating interdisciplinary exchanges. Thanks, in part, to the generous grant from the Davis Educational Foundation, participants were awarded with a \$200 stipend upon completion of the Teaching Academy.

Written evaluations from both days and the overall event evaluation were overwhelmingly positive. Participants rated the presenters and the workshops very highly. Regarding the overall Teaching Academy experience, the majority of respondents indicated an effectiveness level of "effective" or "very effective" in meeting their professional development needs. The items receiving the highest ratings were: "providing me with curriculum design knowledge," "enhancing teaching effectiveness for increased student engagement," "helping to build a culture of teaching excellence," and "engaging me in workshops to enhance learning outcomes."

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

## **9. FYE Academy**

The FYE Academy was created in 2006 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 two-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 2010, the FYE Academy was led and facilitated by Dr. Cindy Stretch, English. Follow-up sessions for FYE Academy were held throughout the academic year and were organized by Nicole Henderson, FYE/INQ Director.

Written evaluations from the 2010 FYE Academy indicate that participants evaluated the program very positively and found the content to be very useful. Key areas for change in participants' change in knowledge include: explaining the goals of Southern's FYE program, designing course activities and assignments that support INQ and FYE objectives, designing their INQ syllabus, and recommending resources available on campus to assist students. Complete evaluations are included in **Appendix I**.

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

In 1999, the UCF approved a pilot project to support faculty who teach L (now W or writing intensive) courses and to provide increased oversight of L courses. After the successful pilot, the UCF created a committee to oversee W courses. In 2004, Faculty Development agreed to take on the role of supporting instructors teaching writing intensive courses. Initially appointed, the Writing Across the Curriculum (WAC) committee members are now elected and represent all four schools.

In 2010-2011, the revised WAC program was led by Scott Ellis as Interim Director of the Writing Across the Curriculum Program, and Kimberly Lacey as Chair of the Writing Across the Curriculum Committee. Faculty Development collaborated closely with all WAC leaders to ensure that adequate support and professional development were offered to faculty on topics such as developing writing intensive courses, creating and using grading rubrics, efficient methods for assessing and commenting on student writing, and instructional technologies that support student writing. Training and individual consultations are offered for all faculty during the SCSU Teaching Academy, the FYE Academy, and throughout the academic year. Steven Corbett, Director of the English Composition program, offered several outstanding and well attended "Practical Pedagogy" workshops, thus assisting in training and mentoring all faculty.

### **11. New Initiative: 20-Minute Mentor Series**

The goal of the 20-Minute Mentor series, produced by Magna Publications, is to provide a variety of high quality training materials related to teaching effectiveness to all faculty.

The top reasons cited by faculty for not participating in professional development workshops are lack of time and a scheduling conflict with workshop times. The 20-Minute Mentor CD series is accessible at all times via the Faculty Development website, is time-effective, and is an inexpensive method for providing resources aimed at enhancing teaching effectiveness.

Each of the 20-Minute Mentor CDs includes a recorded program (audio and visual), 3-8 pages of supplemental materials, a copy of the PowerPoint presentation, and a complete transcript. A campus access license allows all faculty to have access for an unlimited amount of time, so they can engage in professional development workshops whenever time allows. At 20 minutes each, the materials are condensed, specific, and can fit into anyone's schedule. The presenters are all nationally recognized experts in faculty development issues. Twelve topics were selected

according to universal appeal and potential impact on teaching and learning and include clarifying learning goals, promoting lasting learning, increasing student participation, learning from student ratings, and using threaded discussions.

## **12. Faculty Development/Sponsored Programs Partnerships**

Faculty Development continued to collaborate with Patricia Zibluk, Director of Sponsored Programs and Research, to help faculty develop grant-writing and grant-seeking skills. Sponsored Programs and Research assisted with workshops on “Info-Ed Line” and “Grants 101” and drop-in workshops to provide feedback on CSU Research, Curriculum-Related, and Faculty Development Advisory Grants. The entire SPAR staff made themselves available for a drop-in workshop to assist faculty in assembling their CSU Grant proposals. Eight faculty received one-on-one feedback and suggestions for improving their grants.

In 2010, the annual SPAR/OFD poster session and recognition event, typically held in the Spring, was re-scheduled for October. The Spring scheduling of this event was problematic due to competing events and lack of faculty participation due to crowded schedules. As anticipated, coinciding the event with Halloween allowed for greater faculty participation.

A total of 27 faculty presented interactive poster sessions on research and creative projects funded by CSU Research, Curriculum-Related, and Faculty Development Advisory Grants. Faculty were also invited to “recycle” posters previously presented at their professional association conferences. Nearly 100 faculty and administrators attended the event.

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

SCSU is a Carnegie Campus affiliate, and has 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.

A panel presentation conducted for the 2010 Teaching Academy sparked and renewed interest in SoTL. The presentation, led by Dr. Jean Breny, Public Health, Dr. Deborah Carroll, Psychology, and Dr. Steven Corbett, English, introduced SoTL practices and highlighted the presenters’ own research in pedagogy. Participants in the session decided to form a new inquiry community to support SoTL on campus. Starting in Fall, 2011, group members plan to meet informally over the course of the academic year to discuss current pedagogy issues and review one another’s teaching-related research and scholarship projects.

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

The Building Community Connections Brown Bag Lunch Series, spun out of the Thursday Morning Discussion Group (now defunct) began in Fall, 2006. This informal gathering meets on the first Friday of each month in the Faculty Dining Room of Connecticut Hall. The series encourages collegial discussion in a structure-free environment, and Faculty Development assists this goal by scheduling and promoting the event. 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 or monthly lunches with their colleagues.

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

### **1. 2010 Faculty Scholar Award**

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.

English Professor Brian Johnson was chosen as the 2010 recipient of the Faculty Scholar Award. The award committee selected Johnson based on his book *Torch Lake & Other Poems* (Del Sol Press, 2008). Johnson received the award at a campus ceremony on October 18, 2011. *Torch Lake*, Johnson's first full-length poetry collection, was a finalist for the Poetry Society of America's Norma Farber First Book Award, one of the most prestigious first book awards in American poetry. The Farber Award was established by the family and friends of Norma Farber, poet and author of children's books, for a first book of original poetry written by an American.

Johnson was chosen by the 2010 Faculty Scholar Award Committee. Chaired by Shirley A. Jackson, Sociology, the committee included: Nancy Marano, Education; Elsie Okobi, Information and Library Science; Pina Palma, World Languages and Literatures; Mary Purdy, Communication Disorders; and Hing Wu, Library Services.

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

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

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

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

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

**2011 Recipient: Dr. Deborah Carroll**

The 2011 recipient of the J. Philip Smith Outstanding Teaching Award is Deborah Carroll, Professor of Psychology. Dr. Carroll demonstrates high standards, continual improvement, and excellence in all aspects of her teaching. She employs a variety of teaching strategies and personally connects with students at all levels.

Dr. Carroll teaches a wide variety of undergraduate and graduate courses for the Psychology Department and the Honors College, including Introductory Psychology, Statistics, Experimental Methods, Brain and Behavior, Seminar for Psychology Majors, Infant and Child Development, Psychopharmacology, The Research Act: Theory and Fact, Data Gathering: Instrumentation, Design and Analysis, Thinking and Learning, Seminar in Comparative Psychology, and Biological Basis of Behavior. For each class, she regularly earns ecstatic course evaluations from her students. The terms "well organized," "challenging but helpful" "passionate about the field," "available," "respectful," and "compassionate" consistently appear in written comments.

Her featured course in Behavioral Statistics required careful research and the implementation of new instructional technology to allow for self-paced learning, immediate feedback to students' work, and student mastery of statistical problems. The course is also offered as a Writing Intensive course, providing students with opportunities for peer review, feedback, revisions, and reflection on their learning. Dr. Carroll transformed this traditionally difficult course into a student favorite.

Dr. Carroll's strong commitment to student success extends well beyond the classroom. She serves as academic advisor for graduate and undergraduate Psychology students, and voluntarily advises Honors College students and undeclared majors. She is a master statistician and serves as the unofficial methods consultant for psychology students and faculty alike. A strong proponent of writing-to-learn, she served as Director of the SCSU Writing-Across-the-Curriculum program for 2008-2010. She generously shares her teaching expertise with colleagues by mentoring others and facilitating workshops. She engages in continual professional development, regularly enhancing her teaching with new techniques and technologies.

Members of the J. Philip Smith Outstanding Teaching Award Committee were particularly struck by her strong scholarly commitment to both disciplinary research and the Scholarship of Teaching and Learning (SoTL). She has authored and co-authored numerous research articles

and conference papers for national and regional professional associations, including “The Virtual Brain Interactive Software,” “A comparative study of quiet sleep, active sleep, and waking on the first two days of life,” and “Reliability and validity of computer scoring of behavioral states in rats and rabbits.” She was awarded an SCSU Teaching Innovation Program Fellowship to explore “Inter-Teaching” and earned two awards from the American Psychological Association Society for the Teaching of Psychology for her research on “A writing intensive approach for teaching statistics” and “The benefits of writing to learning approach.”

Dr. Carroll joined the Psychology Department at Southern in 1994 after completing a National Institute of Mental Health postdoctoral fellow with Columbia University. She earned her BS in Psychology from Fairfield University, an MS in Biobehavioral Sciences and a Ph.D. in Development Psychobiology from the University of Connecticut.

See **Appendix J** for the press coverage of the awardees’ accomplishments.

### **3. Technological Teacher of the Year Award**

In March, 2009, an anonymous donor made a generous gift to Southern in order to create an award for Technological Teacher of the Year and the Office of Faculty Development was charged with establishing the nomination and selection procedures. The purpose of the annual award is to recognize the importance of effective use of technology in the classroom and the faculty who embrace it. Awardees will receive a \$1500 stipend, a plaque stating the achievement, and public recognition. One award will be granted each year. Full-time and part-time faculty at all ranks who are currently employed at SCSU are eligible to apply.

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

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

#### **2011 Technological Teacher of the Year: Dr. Steven Corbett**

Steven Corbett, Assistant Professor of English and Writing Program Administrator, was selected for the Technological Teacher Award for 2011. The Faculty Development Advisory Committee selected Dr. Corbett due to his strong commitment to using technology to enhance student involvement in the learning process and to encourage student self-reflection on their learning. His research and scholarly commitment to best practices in teaching composition using emerging

technology and his efforts to mentor colleagues are commendable, as are his enthusiasm and positivity.

Dr. Corbett teaches the entirety of his composition courses via a paperless process, whereby drafts are submitted, feedback is provided by the instructor and peers, and portfolios are created to showcase students' completed compositions, all using on-line resources. Student nominations also centered on how valuable the technology was in their learning. Selection committee members also applauded the eco-friendly contribution that paperless courses make in saving valuable resources, especially time, paper, and students' dollars.

Dr. Corbett takes a scholarly approach to his teaching, researching best practices in both face-to-face and on-line instruction. His dissertation focused on Classroom-Based Writing Tutoring and One-to-One Conferencing. His more current scholarship regarding the collaborative peer editing processes, online conferencing, e-portfolios, and assessing student learning has been published and presented to national and international associations and is widely disseminated via electronic sources.

He has offered numerous workshops through his "Practical Pedagogy" series, regularly drawing in faculty from all disciplines to enhance teaching with writing and technology. His enthusiastic support of the Writing Across the Curriculum (WAC) program is felt across campus. Dr. Corbett joined SCSU in 2008 upon completion of his PhD in English from the University of Washington, Seattle.

#### **4. New Initiative: Outstanding Academic Advisor Award**

In 2011, in response to assessment data gained during the NEASC reaccreditation process, the Office of Faculty Development instituted the Outstanding Academic Advisor Award. The purpose of the Award is to recognize the integral links between excellent academic advising and student retention and success, and to reward faculty who provide exceptional academic advising and mentoring to undergraduate or graduate students. Awardees receive a \$1500 stipend, a plaque stating the achievement, and public recognition. One award is granted each year. Full-time faculty at all ranks who are currently employed at SCSU are eligible to apply.

Faculty who work collaboratively with students in charting their academic direction, display knowledge of discipline and department specific academic programs, university degree requirements, registration procedures, and university resources supporting student success, and who provide exemplary professional guidance to students are especially qualified for nomination. Nominations may originate from: students, alumni, department chairs, academic administrators, individual faculty members, or self-nominations.

Nominations are reviewed by the Faculty Development Advisory Committee. Based on their review, the Committee invites their top ranked candidates to submit an application portfolio. The portfolio contains a cover sheet and achievement summary, a 1200-word narrative, a three-page vitae and four letters of recommendation. The Committee uses three criteria to rate the quality of the achievement: knowledge of the advising process, positive impact on student retention and success, and evidence of positive, professional guidance to students. The Committee makes

recommendations to the Director of Faculty Development. The Provost and Vice President for Academic Affairs announces the award.

It is expected that the recipient of the Outstanding Academic Advisor Award will mentor other SCSU faculty, represent SCSU faculty in matters related to academic advisement, and make a public presentation at Southern and/or within CSUS.

**2011 Outstanding Academic Advisor: Dr. Kate Marsland**

Dr. Kate Marsland, Professor of Psychology was named the first recipient of the newly instituted SCSU Outstanding Academic Advisor Award. Dr. Marsland methodically created advising tools to assist Psychology students. She created and administered surveys regarding advising, and most importantly, used student feedback to improve the process. More than 60 advisees gravitate to her for professional assistance each semester. Consistently described as “approachable,” “extremely helpful,” and “going above and beyond,” she provides sound guidance in academic programs and careers. She also served as thesis advisor for numerous Independent Studies, Honors Theses, and Masters’ Theses

Dr. Marsland serves as advisor for the SCSU Psychology Club and Psi Chi, the Psychology Honors Society. She also serves as a Psi Chi Eastern Regional Steering Committee Member. She regularly leads students to participate in Eastern Psychological Association conferences. Nominators commented on the variety of research talks and workshops she offers. As a show of her devotion to students, Dr. Marsland rallied the university community to help her mentee, Christina Cortese, and her family before and after the student’s death from cancer. Dr. Marsland goes beyond academic advising by serving as advocate for all students. In her roles as New Student Orientation Faculty Leader and as INQ Professor and Advisor, she creates opportunities for students to connect with social and academic support systems.

Finally, Dr. Marsland serves as a mentor and role model for other faculty, with strong contributions to colleagues via the Writing Across the Curriculum Committee, FYE Academy, and Teaching Academy workshops. Dr. Marsland joined SCSU in 2003. She also serves as Associate Faculty Member for the Zigler Center in Child Development and Social Policy. She earned her PhD in Psychology, M. Phil. in Psychology, and, MS, Psychology from Yale University, and her BA in Psychology from Fairfield University.

**5. Junior Faculty Fellowship**

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. Due to budget constraints, the Junior Faculty Research Fellowship was suspended for 2010-2011.

## **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 invited each year via a call for volunteers, and several mentors participate on a regular basis. Mentees are invited to participate during the New Faculty Orientation program. The program supplements existing departmental mentoring by adding an 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, though it is assumed that contacts are most critical for at least one year, and can continue if both parties consent. At any point during the mentoring process, if a mentor and/or mentee feel that the relationship is not productive, Faculty Development is informed so that a different mentor or mentee can be assigned.

Led by Librarian Winnie Shyam in 2010-2011, the Faculty Development Mentoring Program established mentor-mentee relationships between 20 new and senior faculty mentors from different departments. Mentors and mentees were encouraged to meet weekly on an informal basis to discuss the challenges and opportunities facing the new faculty member.

In September, a kick-off luncheon was held for the Mentoring Program. Mentors and mentee pairs got acquainted and planned their follow-up meetings. A mid-semester meeting was held on October 20, and the end-of-semester mentoring connection luncheon, held on December 8, 2010 was attended by 14 faculty. Spring, 2011 events included mid-semester and end-of semester gatherings, with 11 faculty in attendance.

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. As part of the program, all interested participants are provided with a copy of the classic text, "Mentor in a Manual."

Based upon suggestions from new faculty, New Faculty/Mentoring Happy Hours are arranged each semester to assist new faculty in making collegial connections. The informal events are held at Delaney's Restaurant in Westville and correspond with the middle and end of each semester. Attendance for each event ranges from six to twelve, with some faculty forming a core friendship group that extends well beyond the scheduled socializing hours.

Informal research indicates that new faculty at SCSU can easily become overwhelmed meeting the 4-4 teaching load, and advising, service, and scholarship needs. New faculty often report feeling "disconnected" from personal and professional support groups, particularly during the

first year. For this reason, all faculty in their first three years at SCSU are invited to participate in Mentoring events and in New Faculty Orientation Continuing Training.

In order to provide a forum for new faculty to present their research and become more integrated in the community, faculty in their first three years at SCSU were sent a special letter of invitation to present their current research at the annual SPAR/OFD Celebration of Scholarly Pursuits. In October, 2010, three new faculty presented at the event and reported positive outcomes, including becoming more aware of colleagues' research interests and feeling more integrated in the SCSU community.

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

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

### **1. New Initiative: Faculty Senate Creative Activity Research Grants**

The Faculty Creative Activity Research Grant fund was created by the Faculty Senate Resolution S-10-03 "Proposal Concerning University Support of Creative Activity."

The program sought proposals that enhanced the educational mission, visibility, and research stature of Southern Connecticut State University. Research was defined as any scholarship activity resulting in one or more of the following: 1) the creation of new knowledge in a particular discipline, including making connections across traditional fields (i.e. multidisciplinary research); 2) the application of disciplinary/multidisciplinary knowledge, methodologies and/or insights to problems of individuals or groups in the broader society; 3) the production of creative works in the arts; and 4) research in student learning within a discipline or area of learning. In addition, proposals submitted to this research program took into account one or more of the following aspects of faculty research:

1. Establish new research (in the broad definition of the previous paragraph) at the university;
2. Support faculty in the continuation and completion of meritorious research;
3. Encourage the development of projects with potential for external funding.

Funding was awarded at the end of May, 2011, for summer research. 37 faculty members were awarded the Faculty Creative Activity Research Grant which totaled \$92,500.

### **2. New Initiative: Faculty Senate Creative Activity Travel Funds**

The Faculty Creative Activity Travel fund was created as a result of Faculty Senate Resolution S.10.3 to provide additional funding for travel to individual faculty members. With Faculty Creative Activity Travel Funds all trips were limited to \$1,100 of funding. AAUP guidelines regarding the purpose of the travel and the required submission deadlines also applied. Once already existing AAUP funds were expended, Travel Authorization (TA) forms were supported by the new Faculty Creative Activity Travel Fund, until those funds were also expended. The eligibility periods were as follows: December 15, 2010 – February 14, 2011; February 15, – April 14, 2011; and April 15 – June 15, 2011. TA forms were processed on a "first-come first-served" basis. A total of 76 faculty research trips were funded.

Those who collaborated in the development of this new resource included the immediate past President of the Faculty Senate, Brian Johnson; the Faculty Academic Strategic Plan committee;

the Faculty Senate Academic Policy Committee; and members of the Faculty Senate Ad Hoc Committee on Creative Activity who developed the guidelines for the fund: Susan Calahan, School Health Education; Annette Madlock, Communication; Paul Petrie, English; and David Pettigrew, Philosophy. Dr. Selase Williams, Provost and Mr. James Blake, Executive Vice-President, aided in finalizing the plan for the implementation of the new fund.

### **3. 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 FDAC members representing all academic schools.

In Fall, 2010, Nine faculty proposals were funded, at a total of \$20,838. In Spring, 2011, 25 proposals were funded, at a total of \$50,829. Recipients for the 2010-2011 academic year are presented in **Appendix K**.

The complete text of the request for proposals and application forms are available in Faculty Development, or online:

[http://www.southernct.edu/faculty\\_development/grants/facultydevelopmentfundgrants/](http://www.southernct.edu/faculty_development/grants/facultydevelopmentfundgrants/)

### **4. 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, and collaborative proposals involving the work of two or more faculty members will be funded at a maximum of \$4,000 to be shared by the applicants. Proposals that address writing intensive "W" courses, on-line course development, and that advance the goals of the newly established Liberal Education Program are especially encouraged.

For 2010-2011, 27 proposals were reviewed. A total of 22 were funded, at a total of \$60,170.

Recipients for the 2010-2011 awards are presented as **Appendix L**.

### **5. 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. The SCSU committee reviewing proposals from the other CSU campuses for 2010-2011 was chaired by Patricia Zibluk, Esq. Faculty Development has managed the award payout and served as the records depository for the CSU/RGP for the past several years.

In 2011, 77 SCSU faculty members submitted proposals for consideration for the CSU research grant and the total amount of research support requested was \$357,192. Based upon scores, 66 awards were made, at a total of \$282,013.82. Recipients are presented in **Appendix M**.

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

With members of the committee appointed by the President 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 2010-2011 nine Southern Connecticut State University faculty members submitted proposals for consideration for the MRRC grant and the total amount of research support requested was \$9,082.50. Six awards were made, at a total of \$5,482.50. Recipients are presented in **Appendix N**.

### **7. 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\\_Application1112.pdf](http://www.southernct.edu/faculty_development/uploads/textWidget/wysiwyg/documents/Yale_Library_Card_Application1112.pdf)

For FY 2010-2011, 36 applications were received. All 36 SCSU faculty were supported by the Yale Library Card program. The list of recipients is presented as **Appendix O**.

### **8. Faculty Development/Sponsored Programs and Poster Session**

The Office of Sponsored Programs and Research (SPAR) regularly offers support for faculty, particularly in the area of grant searching and writing grant proposals. In September, 2010, John Rochette assisted six faculty during a One-on-One Consultation session on "Using the Community of Science Data Base." In March, 2011, Drop-by Consultations Faculty

Development assisted eight faculty by reviewing and providing feedback on their FDAC and CRAC grant proposals.

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 are invited to present a poster session or a one-page summary of their project goals and outcomes.

In 2010, the event was switched from its usual May date to October 29 to allow greater faculty participation. This move was very successful, with an increase in numbers of faculty poster presenters (27). Under the direction of Patricia Zibluk, Director of SPAR, the celebration followed the theme of a fall fair, with a popcorn machine, apples and pumpkins all contributing to the festivity.

Faculty presenters commented on the positive experience of meeting other faculty and sharing their research and projects. Faculty attending the poster session commented on the diversity and high quality of their colleagues' research and they appreciated the informal exchanges. New faculty, in particular, were thankful for being showcased.

### **9. Individual Consultations**

Throughout the academic year, Dr. Farley-Lucas conducts several informal 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.

In 2010-2011, one-on-one consultations designed to meet faculty requests included "Creating Rubrics," "Balancing Teaching/Research/Service," and "Work-Life Balance Strategies for Faculty." These consultations are scheduled between 12:00 and 4:00pm on alternating days.

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. The newly instituted Faculty Senate Creative Activity Funds and Creative Activity Travel Funds increased the number of contacts to approximately 200 faculty members.

As Secretary for the Curriculum Innovation Program, Ms. Salamone consults with faculty concerning grant proposals, essential paper work, and event planning. In addition to her Faculty Development role assisting faculty with events planning, she assisted ten CIP Fellows, three CIP presenters, and 25 Curriculum Innovation Retreat Participants through the external grant funding process.

While e-mail communication with faculty remains constant throughout the year, 2010-2011 was marked with a fairly steady stream of faculty “dropping by” to inquire about grant proposals and paperwork, discuss research projects and conferences, and talk through plans for curriculum innovation projects. With an expressed mission to boost morale whenever possible, Faculty Development personnel use these personal exchanges as an opportunity to assist, complement, and provide resources. Letters and e-mails of appreciation from faculty attest to the “helpfulness” and “encouragement” they received and the positive impact our programming has had on their teaching and scholarship.

## **K. Commitment to Technological Innovation and Support**

### **1. SummerTech 2010**

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 three-day workshop and participants are required to enhance at least one course and present their improved course design at the end of the institute.

24 faculty participated in Summer Tech, July 5-8, 2010. Participants began with an exploration of collaborative learning concepts with a focus on enhancing student engagement with technology, effective use of teaching tools, and presentational techniques and options. Topics covered throughout the hands-on sessions included: eLearning Vista, photos and discussions, Web 2.0, WIKIs, Blogs, Skype, iChat, video podcasting, ePortfolios, digital storytelling, and flip video cameras. A wide variety of teaching enhancements were evidenced in participants’ final presentations on day 3 of Summer Tech. Written evaluations generated at the conclusion of SummerTech indicate great changes in the knowledge levels of participants as a result of Summer Tech participation. See **Appendix P** for the overall results.

Planning for the 2010 SummerTech was a collaborative effort for Faculty Development and the Teaching and Learning Technologies Group, with Karen Musmanno serving as Program Coordinator. Dave Petroski, Communication, Rebecca Hedreen, Library Services, and Will Hochman, English, also participated in the planning process.

### **2. SummerTech Reunions and SummerTech Tables**

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.

Based on a suggestion made by faculty member, Laura Bower, SummerTech Tables are scheduled for the first Thursday of each month to facilitate discussion among faculty interested in teaching with technology. Faculty meet informally in the Faculty Dining Room of Connecticut Hall.

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

In addition to SummerTech 2010 planning, Faculty Development collaborated with the Teaching and Learning Technologies Group (TLT) on numerous projects. The TLT Group contributed significantly to the SCSU Teaching Academy, New Faculty Orientation, and Part-Time Faculty Orientation. Dr. Farley-Lucas serves on the Teaching and Learning Technologies Committee, which centers on assessing and meeting faculty needs for training and technology use.

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

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

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

Faculty Development has facilitated the use of technology in instruction by providing faculty and staff with a variety of World Wide Web links to professional development resources and conferences. 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 Ms. 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\\_13.pdf](http://www.southernct.edu/faculty_development/uploads/textWidget/wysiwyg/documents/week_ending_May_13.pdf).

### **2. Southern Dialogue**

*Southern Dialogue*, Faculty Development's official newsletter, is edited by Ms. Hudson. The newsletter aims to recognize and reward faculty accomplishments, encourage interdisciplinary connections, and keep the SCSU community informed of current issues related to teaching and learning.

Faculty members are encouraged to contribute to the content of *Southern Dialogue* by submitting: short reports from different disciplines on college 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), and images (with a minimum resolution of 300 dpi).

The newsletter continues to evolve as a high-quality professional publication. To view the Spring 2011 issue of *Southern Dialogue*, go to [http://www.southernct.edu/faculty\\_development/uploads/textWidget/wysiwyg/documents/Dialogue\\_Spring\\_2011.pdf](http://www.southernct.edu/faculty_development/uploads/textWidget/wysiwyg/documents/Dialogue_Spring_2011.pdf).

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

The Faculty Development web page ([http://www.southernct.edu/faculty\\_development/](http://www.southernct.edu/faculty_development/)) offers links to a variety of useful resources, including descriptions of Faculty Development programs, schedules, publications, and frequently used forms. The page provides SCSU faculty and staff convenient access to immediately relevant resources and advertises Faculty Development services. In order to provide faculty with greater opportunities for professional development beyond the Southern campus, the Faculty Development web page includes upcoming conferences on pedagogy and instructional technology.

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

### **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, the Curriculum Innovation Program, or FDAC grants.

### **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. Faculty Development Workshops**

Faculty Development continued its series of professional workshops for new and returning faculty throughout the year. Sessions for the Fall, 2010, semester included:

- Supporting Student Success: SCSU Services;
- Supporting Excellence in Academic Advising (2 sessions);
- Advantages of Open Access Publishing for Authors;
- Veterans' Day Ceremony: From the Battlefield to the Classroom; and

Assisting Students in Distress.

Sessions for the Spring, 2011, semester included:

Suicide Prevention Taskforce: Suggestions for Faculty;

Enhancing Student-Faculty Research Collaborations;

Digital Academics Showcase;

Academic Advising SCSU Best Practices (2 sessions); and

Successful Teaching: Advice from SCSU's Outstanding Professors.

## **N. 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 2010-2011. They also enlarged the scope of their expertise in faculty development, pedagogy, and organizational skills in order to better serve our faculty and students.

Dr. Farley-Lucas co-presented a round-table discussion on "Encouraging out-of-class communication" at the 2010 international Improving University Teaching conference in Washington, DC (July, 2010). She participated in the Professional and Organizational Development conference in St. Louis, MO and took part in a 2-day workshop on "How Learning Works: 7 Research-Based Principles for Smart Teaching" (November, 2010). She co-authored "Enhancing out-of-class communication: Students' top 10 suggestions" for *The Teaching Professor*, Vol. 24. In 2010-2011 she served as a member of the Editorial Review Board for *To Improve the Academy*. She also served as Reviewer for the POD Network conference, the Lily-East Teaching Conference, and the Applied Communication division of the National Communication Association. In June 2011, Dr. Farley-Lucas was invited as Reviewer for the *International Journal for Academic Development*. She also provided a professional review for *The Interpersonal Communication Book*, (13<sup>th</sup> ed.). Her co-authored article on "Enhancing out-of-class communication: Students' perspectives" will appear in the upcoming *To improve the academy: Resources for faculty, instructional, and organizational development*, Vol. 31. Her upcoming workshop for POD Network on out-of-class communication was nominated for a Menges Research Award.

In 2010-2011, Dr. Farley-Lucas co-chaired the Standard 5 subcommittee for the SCSU NEASC Reaccreditation Team, serving as primary author. She also served on the 2010-2011 CSU Trustees Outstanding Teaching Award Selection Committee and the TLTG Advisory Committee. She assisted with writing the Shared Futures AAC&U proposal and is a member of the SCSU/AAC&U Team. Dr. Farley-Lucas was awarded an SCSU Faculty Development Grant (\$2500) to support the Curriculum Summit. She was awarded Sabbatical Leave for Fall 2011 and will be continuing her research on faculty incivility, mentoring, and faculty-student communication.

As part of her professional development, Ms. Hudson became a voting member and representative for Southern with three other faculty members in the New England Faculty Development Consortium (NEFDC) and attended the NEFDC Fall 2010 Conference, "Better Teaching—Better Learning," in Worcester, MA (November, 2010). In Spring, 2011, she

represented part-time faculty in her service on the selection committee for the J. Philip Smith Award for Outstanding Teaching and also continued her service on the SCSU Open Book Freshman Read Selection Committee. In Spring, 2011, Ms. Hudson also participated in two in-service training classes at Manchester Community College (Excel 2007 Data and Functions and Access 2010 Introduction) and continued her ongoing research in eLearning, pedagogy and mentoring. She also continued to participate in numerous faculty development workshops.

In Fall 2010, Ms. Salamone took part in a 3-day long professional development workshop and completed the examination required to be a Certified Microsoft Office Specialist. In Spring 2011, she participated in the Access 2010 Introduction in-service training at Manchester Community College. She also attended several in-house professional development workshops and continued to enhance the quality of Faculty Development print and electronic documents and organizational systems.

## **O. Community Engagement**

Faculty Development staff aim to enhance SCSU and our local communities. Since 2008, Dr. Farley-Lucas, Ms. Hudson and Ms. Salamone have donated two full boxes of non-perishable food items as part of SCSU's yearly Adopt-A-Family community food drive. Ms. Hudson and Ms. Salamone volunteered to serve on the CT State Employee Campaign, assisting with mailings for participants and contributing to the bake sale. For the SCSU Random Acts of Kindness program, Dr. Farley-Lucas contributed to the no-sale baked goods, and Ms. Salamone donated items to the RAOK Pot o'Gold Giveaway. Ms. Salamone also contributed to the Friends of Rudolph Toy Drive. Ms. Hudson contributed to local rape crisis centers and similar resource centers for women through SCSU's annual V-Day benefit production of Eve Ensler's *Vagina Monologues*.

## **P. 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 2010-2011, 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  
Kristine Anthis, Psychology  
Jim Barber, Student Supportive Services  
Stanley Battle, Interim President  
Christina Baum, Director, Buley Library  
Betsy Beacom, Public Affairs  
Polly Beals, Director, Liberal Education Program/History  
Michael Ben-Avie, Assessment and Planning  
Denise Bentley-Drobish, Residence Life; Coordinator, FYE Program  
Lisa Bier, Buley Library

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James Blake, Executive Vice President  
Shelly Bochain, Nursing  
Diane Boutaugh, Human Resources  
Laura Bower, Elementary Education  
Jean Breny Bontempi, Public Health/SoTL  
Lise Brule, University Controller  
Sandy Bulmer, Public Health  
Rick Cain, Public Health  
Mary Jo Caputo, Public Affairs  
Deborah Carroll, Psychology; Director, WAC Program  
Darci Carson, Human Resources  
Vincenzo Cascella, Sponsored Programs and Research  
Dawn Cathey, School Health Education  
Jay Chhabra, Budget and Planning  
Wendy Chang, Chief Information Officer  
Lois Lake Church, English  
Marylou Conley, Public Affairs  
Delinda Conte, Sponsored Programs and Research  
Steven Corbett, English  
Ilene Crawford, English  
Greg Crerar, SCSU Foundation  
Bob Cuddihee, Teaching and Learning Technologies  
Linda Cunningham, AAUP  
Margaret Das, Biology  
Deb DeSisto, Academic Affairs  
Scott Ellis, Interim Director, WAC/English  
Marge Fadden, Career Services  
Debbie Fairchild, Disability Resource Center  
Linda Ferraro, Management  
Tom Ferrucci, Student Support Services and English  
Joseph Fields, Mathematics  
Luisa Florida, Student  
Robert Forbus, Marketing  
DonnaJean Fredeen, Dean, School of Arts and Sciences  
Misty Ginicola, Counseling and School Psychology  
Adam Goldberg, Elementary Education  
Krystyna Gorniak, Philosophy  
Sean Grace, Biology  
Jennifer Guarino, English  
Cynthia Gubitose, Mathematics  
Jerry Hauselt, IRB/Psychology  
Rebecca Hedreen, Library Services  
Nicole Henderson, English; Director, FYE/INQ  
Ronald Herron, Vice President for Student and University Affairs  
Will Hochman, English  
Gary Holder-Winfield, AAUP

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Shirley Jackson, Sociology  
Brian Johnson, English, Faculty Senate President  
Jan Jones, FYE/INQ  
Bruce Kalk, Associate Dean, School of Arts and Sciences  
Elizabeth Keenan, Social Work  
Frank Ladore, Academic Advising  
Lisa Lancor, Computer Science  
Sobeira Latorre, World Languages & Literatures  
Tricia Lenda, Academic Advising  
Heidi Lockwood, Philosophy  
Robert McEachern, English  
Jane McGinn, FYE, Information and Library Science  
Benjamin McNamee, Student, SGA President  
Peter Madonia, Educational Leadership  
Kate Marsland, Psychology; Chair, WACC  
Armen Marsoobian, Coordinator LEP Tier I, Critical Thinking  
Carrie Michalski, Nursing  
Joanne Mielczarski, Academic Advising  
Sharon Misasi, Interim Dean, Education  
Jack Mordente, Veteran's Office  
Joe Musante, Public Affairs  
Karen Musmanno, Teaching and Learning Technologies  
Ray Mugno, Mathematics  
Geri Natkin, Academic Affairs  
Deborah Newton, Special Education  
David Petroski, Communication  
Geraldine Prince, Career Services  
Lisa Rebesch, Nursing  
Monica Raffone, Academic Advising  
Linda Robinson, SCSU Foundation  
John Rochette, SCSU Foundation  
Kathleen Rondinone, Mathematics  
Linda Sampson, Communication  
Meg Sargent, Communication  
Mike Shea, English  
Winnie Shyam, Library Services; Coordinator, Faculty Mentoring Program  
Marcia Smith-Glasper, Diversity and Equity Programs  
Cindy Stretch, English  
Jim Tait, Science Education and Environmental Studies  
Judith Tarbox, English  
Peter Troiano, Interim Vice President, Student Affairs  
Michele Vancour, Public Health  
Christine Villani, Elementary Education  
Stan Walonoski, Director, Teaching and Learning Technologies Group  
Pat Whalen, Career Services  
Selase Williams, Provost

Hing Wu, Library Services  
Winnie Yu, Computer Science  
Kathy Yalof, Academic Affairs  
Jessica York, FYE, Women's Studies  
Denise Zack, Counseling Services  
Bo Zamfir, Adaptive Technology  
Patricia Zibluk, Sponsored Programs and Research

## **Q. 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 2010-2011 were affiliated with the following institutions and organizations:

1. Clemson University
2. Dee Fink and Associates
3. Norfolk State University
4. Virginia Lee and Associates
5. American Association of Colleges and Universities (AAC&U)
6. University of Massachusetts, Amherst
7. University of South Florida
8. Central Connecticut State University
9. Eastern Connecticut State University
10. Western Connecticut State University
11. Gateway Community College
12. The Davis Educational Foundation, Falmouth, ME
13. Yale University
14. University of New Haven
15. Worcester State College
16. New England Faculty Development Consortium
17. New England Educational Assessment Network
18. National Communication Association
19. Professional and Organization Development (POD) Network
20. Society for Teaching and Learning in Higher Education
21. Improving University Teaching
22. International Consortium for Educational Development
23. The IDEA Center
24. The National Forum on Teaching and Learning
25. McGraw-Hill Higher Education
26. Pearson Arts and Sciences