OFD 2013-2014: Expanding Horizons

The mission of the Office of Faculty Development is to provide faculty with resources and experiences that enhance teaching and learning. The interaction between Office of Faculty Development (OFD) personnel and the faculty is confidential and separate from any formal assessment process of the university. Faculty Development partners with other campus units to create innovative programs, maximize resources, and positively impact teaching and scholarship.

In 2013-2014 OFD focused on expanding horizons and branching out into new areas of inquiry. The key areas of expansion were in social justice and community engaged scholarship, enhancing pedagogy and student advising in STEM disciplines, enhancing nursing curriculum and pedagogy at SCSU and throughout the CT community colleges, and assuring SCSU’s role in advancing the goals of the Multi-State Collaborative on Assessment of Student Learning. We continued to expand on the foundations built by the Teaching Innovation Program and the Curriculum Innovation Program and offered Forums, the Teaching Academy and numerous workshops and consultations on Integrated Course Design. Our faculty are continually encouraged to create innovative courses for the LEP Program and beyond. These areas, along with the implementation of Faculty Learning Communities, will remain central to OFD initiatives throughout 2014-2015.

2013-2014 provided challenges as well as opportunities. Our greatest challenge continues to be a lack of dedicated staff to assist faculty with learning new instructional technologies, and particularly in the use of effective pedagogy associated with various instructional tools. Despite the clear recommendations gathered through the Task Force on Online Instruction and the Student Success Task Force, it is unlikely that our faculty will be provided with the dedicated staff and resources needed to more successfully expand offerings of on-line or hybrid courses. The Teaching and Learning Technology Group regularly partners with OFD during new faculty orientations and the Teaching Academy, and we will continue to offer workshops and consultations throughout the year. The infusion of new leadership and talent across campus, and most notably, our new Provost and Vice-President for Academic Affairs, Dr. Bette Bergeron, may offer fresh perspectives on addressing learning with technology as a campus-wide issue.

Faculty Development Organization and Personnel

- Dr. Marianne Kennedy, Interim Provost and Vice President, Academic Affairs
- Dr. Bonnie Farley-Lucas, Director, Faculty Development/Professor, Communication
- Ms. Jennifer A. Hudson, Associate, Faculty Development
- Ms. Michele Salamone, Secretary II, Faculty Development and Secretary II, Curriculum Innovation Program
- Ms. Felicia Palmer, Student Worker (until 5/14)

Faculty Development Advisory Committee

The Faculty Development Advisory Committee (FDAC) members are elected positions filled through the Faculty Senate nomination and election process. Elected faculty serve three-year terms. As Director of Faculty Development, Dr. Farley-Lucas serves as Chair.
The Faculty Development Advisory Committee for 2013-2014 consisted of Karen Barnett (NUR), Siobhan Carter-David (HIS), Nikos Chrissidis (HIS), Robert Forbus (MKT), Jess Gregory (EDL), Jennifer Hudson (WMS), Klay Kruczek (MAT), Lisa Rebeschi (NUR), Meg Sargent (COM), Winnie Shyam (Library Services), and Christine Villani (EDU). Committee members brainstormed potential workshops and reviewed and ranked Curriculum Related Activities Grants and Faculty Development Grants. Committee members also provided suggestions for process improvement.

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-wide conferences, forums and working groups. The schedules for Faculty Development events for Fall, 2013 and Spring, 2014 appear in Appendix A.

New Initiative: Social Justice and Community Engaged Scholarship
In October, 2013, a team of five faculty, Dr. Farley-Lucas, Chelsea Harry, Greg McVerry, Deb Risky, and Greg Robbins, traveled to Philadelphia, PA to participate in the AAC&U-sponsored Campus Compact Summit on Community Engaged Scholarship. The team participated in the day and a half long, pre-summit workshop on valuing community engaged scholarship in the promotion and tenure process, along with another day and a half of selected workshops and panel presentations. Back on campus, and working with Dawn Cathey in Judicial Affairs, the team brainstormed ways to help inform and support faculty in their efforts.

In November, 2013, OFD sponsored a two-hour afternoon workshop on social justice, community engagement, and service learning. The session, featuring Leda Cooks of University of Massachusetts, Amherst, was attended by a cross-disciplinary group of six full-time and three part-time faculty, two of whom work full-time in Student Affairs. This informative session provided a cross-cultural perspective on social justice, as well as various models for enacting service learning and community engagement. Participant discussion was lively and focused on the need to harness various campus supports for faculty and students.

Another session, hosted by Dawn Cathey, Chelsea Harry, and SCSU’s Americor Vista volunteers, was held in June, 2014. This teleconference featured the authors of recent AAC&U initiatives on enhancing community engaged scholarship, and it attracted a core group of faculty currently engaged in service learning. More OFD offerings are planned in this area.

New Initiative: Strengthening STEM Curriculum and Pedagogy
OFD supports organizational development efforts across campus. Our new science building, recent endowment for student research, and strong programs for community and student engagement in STEM all point to targeted professional development in STEM education and student advising. Institutional research associated with student success at SCSU also confirms that curriculum and pedagogy in STEM-related courses, especially those offered to first year students and/or as part of the Liberal Education Program, need strengthening. In 2013-2014, OFD began its tangible focus on STEM education, and this focus is will into 2014-2015.
In Spring of 2014, working with Dr. Marianne Kennedy and Dr. Winnie Yu (Computer Science) Dr. Farley-Lucas served as PI for a grant proposal for the AAC&U/Helmsley Foundation “Turning Tides in STEM” project. This project aims to enhance learning climates and promote STEM education and careers to more women and minorities. Although our grant proposal ($295,000) was not selected for funding, we created a campus-specific plan to increase diversity in STEM education and support our students and faculty in creating a more inclusive and engaged learning environment. Several components of this plan can be implemented with little investment of resources. In addition, research conducted for this grant proposal will be useful in seeking other external funding sources, which is planned for Fall, 2014 and beyond.

OFD programming was added to focus on STEM education. A 2013 FDAC Grant supported Dr. Lucie Howell’s keynote workshop on enhancing teaching and learning STEM across disciplines as part of the 2014 Teaching Academy. This interactive workshop highlighted current K-12 standards and how these standards will impact university education. The workshop also encouraged participants to discuss the knowledge, tools, and innovation needed for students to succeed in all careers upon graduation. Other workshops intentionally featured STEM high school teachers and SCSU specialists as master teachers.

New Initiative: Strengthening Nursing Education
2013-2014 marked increased energy in supporting nursing faculty and strengthening curriculum. In September, 2013, Dr. Farley-Lucas co-facilitated an on-campus session (with Dr. Peter Troiano, Interim Vice-President Student Affairs and Julie Liefeld, Director, Counseling Services) on millennial students and addressed specific questions about enhancing teaching and learning based on student demographics. In May 2014, Dr. Farley-Lucas facilitated a day-long curriculum retreat for our Nursing faculty. In June 2014, Dr. Farley-Lucas responded to a request from Linda Perfetto, Director of Nursing education for the Connecticut community colleges. To enhance curriculum across the state and better prepare students who may be transitioning into CT’s universities, Dr. Farley-Lucas offered a day-long teambuilding session for the transition implementation committee, as well as a day-long workshop on Integrated Curriculum Design. She has already volunteered to provide a curriculum workshop for CT community college nursing educators in November, 2014. Finally, Dr. Farley-Lucas forged professional links with a leading nursing educator in Canada for collaborative research on decreasing bullying in nursing education. Other OFD offerings to strengthen nursing education are in progress.

New Initiative: Multi-State Collaborative for Assessment of Student Learning
Spearheaded on the SCSU campus by Dr. Michael Ben-Avie, Director of Assessment and Planning, a self-selected group of faculty teaching senior-level courses has joined together to promote the Multi-State Collaborative for Assessment of Student Learning. So far, eight states, including Connecticut, are contributing faculty expertise to help assess student learning in the common core areas of written communication, critical thinking, and quantitative reasoning. OFD assisted Dr. Ben-Avie with the initial communication campaign and faculty recruiting process. As part of the 2014 Teaching Academy, a full introduction to the scope of the project was offered to nearly 20 participants under the title “No Professor Left Behind.” SCSU faculty will participate in the formal training for participating Connecticut faculty at Eastern CT State University in August, 2104. A follow-up session for SCSU faculty will be held by OFD in November, 2014 and OFD will assist Dr. Ben-Avie in project implementation.
Concluding the Curriculum Innovation Program
In June, 2010, the Davis Educational Foundation awarded SCSU a generous grant for $270,300 over three years to support a Curriculum Innovation Program (CIP). The CIP advanced two institutional goals. Goal 1 was to provide faculty development and support in curriculum design that harnessed emerging technology and advanced inter-disciplinary approaches. Goal 2 was to develop innovative curriculum to advance the newly revised Liberal Education Program, including Senior capstone courses. The four key components supporting organizational change were CIP Fellowships, CIP Workshops, a Curriculum Retreat, and Curriculum Innovation Exchanges. The CIP program was officially completed in 2013.

The Davis Educational Foundation graciously supported the use of the untapped CIP budget to be applied to funding portions of the 2014 SCSU Teaching Academy (appraised elsewhere). This funding contributed greatly to enhancing faculty expertise in curriculum development.

Workshops to Promote Teaching Excellence
In 2013-2014, the Office of Faculty Development offered 50 events, for a total of 69 hours of professional development opportunities. In all, 94 individuals participated in workshops throughout the academic year.

Workshop topics are devised after consulting data gained through the Office of Assessment and Planning, SCSU’s institutional leaders, and the Faculty Development Advisory Committee. Workshops are also developed in response to faculty requests or from faculty who volunteer to offer sessions based on their particular expertise. Sessions for the 2013-2014 semesters included:

- Successful Academic Advising for the LEP (2 sessions);
- Successful Academic Advising Using Banner Web (2 sessions);
- Teaching Academy & Curriculum Retreat Reunion/Exchange.

Community Engaged Scholarship

Fall 2013 Forum
The Fall 2013 Forum on “Apprehending Teaching Excellence” was held on Tuesday, August 27. Our keynote speaker was Dr. Peter Seldin, Distinguished Professor of Management emeritus at Pace University. Dr. Seldin is a specialist in the evaluation and development of faculty and administrative performance, and has been a consultant to more than 350 colleges and universities throughout the United States and in 45 countries around the world. Dr. Seldin has presented more than 100 invited addresses, and has been a faculty leader at 50 American Council on Education national programs for division and department chairs and deans.

Dr. Seldin’s recent, books include: The Academic Portfolio: A Practical Guide to Documenting Teaching, Research, and Service (2009, with J. Elizabeth Miller); Evaluating Faculty Performance (2006, with associates); The Teaching Portfolio, 3rd ed. (2004); The Administrative Portfolio (2002, with Mary Lou Higgerson); Changing Practices in Evaluating Teaching (1999); The Teaching Portfolio, 2nd ed. (1997); and Improving College Teaching (1995, with associates). He has contributed numerous articles on the teaching profession, student ratings, teaching improvement, educational practice, and academic culture to such publications as the New York Times, the Chronicle of Higher Education, and Change magazine. Among recent
honors, Seldin was named by the World Bank as a Visiting Scholar to Indonesia. He was elected a Fellow of the College of Preceptors in England, a special honor given to a small number of faculty and administrators who are judged to have made an "outstanding contribution to higher education on the international level." For his contributions to the scholarship of teaching, he has received honorary degrees from Keystone College (Pennsylvania) and Columbia College (South Carolina).

In all, 78 faculty and administrators participated in the Forum. Written evaluations indicate that faculty found the presentation well organized and presented by a trusted expert. Key learning outcomes most commonly reported by participants include:

- Cite research on student ratings of instruction (3.63),
- Create a portfolio aimed to enhance teaching effectiveness (3.34),
- List a variety of suggestions for improving teaching portfolios (3.17), and
- Identify common objections to student ratings of instruction (2.71).

Open-ended comments suggested a variety of changes in instruction and assessment that participants planned to employ to enhance their teaching.

The program for this event is presented as Appendix B.

Spring 2014 Forum

The Spring 2014 Forum on “Student Success and Retention” was held on Friday, January 10 in ENA 120 beginning with a continental breakfast at 8:30. This Forum provided the university community an opportunity to learn, interact, and focus on our shared mission of student success.

To frame the Forum, Tracy Tyree, Vice President of Student Affairs, presented an overview of institutional data related to SCSU student success and retention, as well as a brief update on the progress of the Student Success Task Force. Erin Larkin, Assistant Professor, World Languages and Literatures, presented a workshop on “Teaching Millennial Students: What Matters Most.” This was followed by a workshop on “Creating a Caring Classroom - The Affective Dimension of Learning,” facilitated by Adam Goldberg, Associate Professor and Undergraduate Coordinator, Elementary Education. Luncheon was served in ENB 121 from 12:00 to 1:00. The final workshop on “Advising and Mentoring Students for Success” was offered after the luncheon by Frank LaDore, Director of Academic Advising.

In all, 71 faculty and administrators attended the Forum. Written evaluations indicate that the learning outcomes most widely reported by participants were:

- State the current progress of the SCSU’s Student Success Task Force (2.5),
- Cite SCSU institutional data related to student success and retention (2.41), and
- Articulate connections among the affective/caring dimensions of teaching and student success (2.33).

Open-ended comments suggested a variety of changes that participants planned to employ to enhance their teaching including using Universal Design, more advising and conferencing, using more technological advancements that students recommend, and considering the affective dimension when planning learning activities.

The program for this event is presented as Appendix C.
SCSU Teaching Academy
The 2014 Teaching Academy, held May 12 through May 14, was a success. A total of 53 faculty participated in the half-day workshop on “Teaching Inclusively with Technology,” by Ian O’Byrne from the University of New Haven. Forty faculty participated in the half-day workshop on “Teaching STEM Across the Curriculum” by Lucie Howell from the Quinnipiac University. And, 12 faculty participated in the half-day workshop based on Dr. Dee Fink’s “Designing Curriculum for Significant Learning” and facilitated by Dr. Farley-Lucas. The event concluded with an introduction to the Multistate Collaborative Assessment Project, led by Dr. Michael Ben-Avie.

In addition, a variety of workshops on teaching with technology, writing-across-the-curriculum, and pedagogy were presented by our most talented teachers. In sum, 10 SCSU faculty and administrators, along with a local high school teacher, volunteered to serve as master teachers/mentors. Thanks to the generous extension of CIP grant funds by the Davis Educational Foundation, participants were awarded with a $100 stipend upon completion of the Teaching Academy.

Written evaluations from both days and the overall event evaluation were very positive. For Day 1, the largest gains in knowledge reported were in the objectives “state the value of teaching inclusively” and “list a variety of inclusive teaching practices that use technology.” For Day 2, the largest gains in knowledge reported were in the objectives “explain why STEM education is a cross-disciplinary goal” and “plan learning activities that encourage student engagement and active learning in STEM disciplines.” Regarding the overall Teaching Academy experience, the majority of respondents provided positive feedback and indicated a variety of ways their teaching will be enhanced as a result of their participation in the workshops. The items receiving the highest ratings were: “enhancing 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 2014 Teaching Academy, appear in Appendix D

FYE Academy
In 2007 the Office of Faculty Development created and implemented an FYE Academy to support faculty teaching in the FYE/INQ program. The original design entailed four days of workshops, curriculum design, and connections with various Student Affairs personnel. The FYE Academy design has evolved over the past years to a one-day event that includes instructors of linked classes (MAT and ENG) and Student Ambassadors in the process. The FYE/INQ Office now plans and delivers the workshop content, and Faculty Development funds are used to support the luncheon for faculty. In 2014, the event was coordinated by Ms. Dyan Robinson.

New Initiative: Campus-wide LEP/Curriculum Forum
Based on input from FDAC members who pointed to the importance of providing a forum for faculty to discuss key issues in a supportive environment, a special campus-wide LEP/Curriculum Forum was held on October 4 in ASC Ballroom B. The event began with an overview of the Liberal Education Program by Polly Beals, LEP Director, followed by a briefing on the institutional data gathered to date by Michael Ben-Avie, Director of Assessment and
Planning, Dr. Farley-Lucas provided an update on the participation rates of faculty in curriculum development efforts and the number of unique courses that were developed for the LEP.

The challenges posed by the structure of the LEP, especially in relation to student success and transfer students’ pathways to graduation were key themes among the discussions. In sum, 47 faculty participated in the event, and more than eighteen faculty raised points to be considered. Written evaluations of the cite the greatest knowledge changes in three objectives, “ability to articulate key findings from the LEP evaluation,” “ability to state key characteristics of the SCSU Liberal Education Program,” and “ability to cite faculty development and curriculum development efforts made in relation to the LEP.”

**Drop by Faculty Development Consultations**

Drop by Faculty Consultations allow provide faculty assistance on topics generated through recommendations gained through the Faculty Development Advisory Committee, comments on event feedback forms, and request made during new faculty orientations. These consultations are scheduled in ENB 106 between 12:00 and 4:00pm on alternating weekdays.

In 2013-2014, one-on-one consultations designed to meet faculty requests included: “Curriculum Innovation,” “Writing a Teaching Philosophy Statement,” “FDAC and CRAC Grants: Assistance and Feedback,” “Problem Students? Solutions,” “Bringing Creativity into the Classroom,” “Feeling Burned Out? Refreshing Academic Ideas,” “Assembling Your CSU Proposal,” and “Faculty Work-Life Balance.” Participation rates vary according to the topic, but the most widely attended session, with 14 participants, was “Assembling Your CSU Proposal.”

**LGBTQI Faculty and Staff Alliance**

The LGBTQI Faculty and Staff Alliance launched on October 11, 2011, National Coming Out Day, in response to an indicated need for support of SCSU’s LGBTQI faculty and staff on campus. The Alliance promotes the inclusion and well-being of SCSU’s LGBTQI faculty and staff and their allies, and provides a safe zone network for sharing resources and experiences on campus. Meetings are informal and held once every month. During the 2012-2013 year, 24 (10 individuals) faculty and staff participated in the Alliance. The Alliance plans to continue creating collaborations with the student PRISM group, Diversity and Equity, the Multicultural Center and other departments and organizations on campus.

**Writing Support Workshops**

In 2013-2014, the Writing Across the Curriculum Program (WAC) was co-chaired by Deb Carroll (Psychology) and Karen Burke (Media Studies). Faculty Development collaborated closely with WAC leaders to ensure that adequate support and development 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.

**20-Minute Mentor**

The 20-Minute Mentor series provides 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 scheduling conflicts. 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.

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.

Magna Commons
As of August, 2011, SCSU began subscription to Magna Commons, which provides free, 24-hour access to training seminars on CDs on more than 100 topics related to pedagogy, scholarship, and assessment. New topics are added monthly.

The Faculty Lounge 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). Based on feedback from participants in Teaching Academies, faculty were interested in keeping the discussions moving forward. In order to foster networking and informal discussion related to SoTL and pedagogy, starting in Fall 2012 an informal discussion group, “The Faculty Lounge” was scheduled. This Brown Bag Lunch Series meets on the first Friday of each month in the Faculty Development Office. The session encourages collegial discussion in a structure-free environment.

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

2013 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. 2013-2014 elected committee members were Brian Johnson (ENG), John Jacobs (PSY), Elizabeth Rodrigues-Keys (SWK), Lystra Richardson (EDU), Rex Gilliland (PHI), and Rafael Hernandez (WLL).

2013 Faculty Scholar: Stephen Amerman (HIS).

J. Philip Smith Outstanding Teaching Award Committee
The J. Philip Smith Outstanding Teaching Award Committee members are recruited through the Faculty Senate nomination and election process. Elected faculty serve three-year terms. As Director of Faculty Development, Dr. Farley-Lucas serves as Chair.

The 2014 J. Philip Smith Outstanding Teaching Award Committee consisted of: Sousan Arafeh (EDL), Sandip Dutta (ECO), Scott Ellis (ENG), Jennifer Hudson (WMS), Aukje Lamonica (EXS), Elizabeth Rodrigues-Keys (SWK), and Matthew Rothbard (EXS). The two
undergraduate students serving on the selection committee were: Alicia DiVito (SGA President), Erin McGuckin (SGA President), Natalie Savoy (SGA Vice President), and Felicia Palmer (Student Worker for Faculty Development). The graduate students serving on the selection committee were Nicole Lowman (GSAC Chair) and Patricia Cruz (GSAC Co-Chair). Committee members reviewed and ranked nomination portfolios for the J. Philip Smith Outstanding Teaching Award, the Technological Teacher Award, and the Outstanding Advising Award.

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

The J. Philip Smith Outstanding Teaching Award recognizes exceptional instruction among our full and part-time faculty. The award is conferred to one full-time faculty and one part-time faculty each year. Awardees receive a $2500 stipend, a commemorative plaque, and a pin.

Candidates are nominated by a student, faculty member, by an alumnus using an online process or they may self-nominate. The Director of Faculty Development acknowledges the nominees and convenes the Selection Committee, which is an elected body of faculty as well as two undergraduate and two graduate students. Nominations occur in January and February, supporting portfolios are submitted in March, and a selection is made by May. Southern’s President presents the awards during the Undergraduate Commencement.

**2014 J. Philip Smith Outstanding Teachers**

**Melissa Talhelm**, Associate Professor of English, joined SCSU in 2006. She earned a BA in English, a Master of Teaching in Secondary Education, and PhD in English Education all from the Curry School of Education, University of Virginia. Dr. Talhelm regularly teaches Teaching Literature to Adolescents, Lyrics as Literature: Reading and Writing Song Lyrics, and Special Project Seminar. She serves as a Student Teaching Supervisor, an English Department Honors Thesis Advisor, and is Coordinator of the Secondary English Education Program. For ten years, she worked as a high school English Teacher.

Committee members were particularly impressed with Dr. Talhelm’s creative pedagogy that pushes against convention. A lifelong musician and teacher, Dr. Talhelm’s interests in modeling, multimodal pedagogy and the affective dimensions of learning are evident in each of her courses. Dr. Talhelm states “If I’m pushing my students out of their comfort zones through the use of creative modes of expression, I need to step up to the same challenge.” Typical student comments on course evaluations were “excellent,” “challenging,” and “amazing class.” Dr. Talhelm’s students described her as “enthusiastic,” “a consummate, accomplished professional motivated by her students” and spoke of her “encouragement of collaboration” and “positive attitude.” Colleagues attest to Dr. Talhelm’s “tireless work in the classroom, on campus and in national venues” and of her standing as a “careful and successful teacher of teachers.” Dr. Talhelm created a number of publications and presentations on pedagogy, participates regularly in teaching conferences, and contributes to faculty development workshops on campus.

**Allison Bass**, Instructor of English and Inquiry, began teaching at SCSU in 2011. She earned a BA in English from Western Carolina University, and a Master of Arts in English with an Advanced Graduate Certificate in Women’s Studies from SCSU. She regularly teaches Fundamentals of College Writing, Writing Arguments, and Creative and Intellectual Inquiry.
Bass, who serves as Co-Director of Bridges, a program that targets local juniors from Wilbur Cross High School in hopes of helping to develop college readiness skills, also teaches Interdisciplinary Studies in College Readiness through the program as well as College Success Skills through the University Access Program.

Committee members were particularly impressed with Ms. Bass’s dedication to first-year students. Ms. Bass states “a student of mine is a student forever.” Ms. Bass’s love of learning and support of a cooperative environment shines through in her teaching, which she defines as a “never-ending reciprocal process.” She uses a variety of effective pedagogical approaches and encourages community engagement. Students’ written course evaluations overwhelmingly support a high quality learning experience characterized by professionalism, caring, and support. Typical student comments were “helpful,” “one of the best teachers,” and “cares for the success of all her students.” Ms. Bass regularly participates in faculty development activities and engages in several community service activities in Greater New Haven, including the Downtown Evening Soup Kitchen and serving as leader of Troop 67277 of the Girl Scouts of America.

**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 to recognize the importance of effective use of technology in the classroom and the faculty who embrace it. One awardee each year receives a $1000 stipend, a plaque stating the achievement, and public recognition. 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 are reviewed by the Outstanding Teaching Award Committee, an elected committee of faculty that represents all of the SCSU schools. The Committee invites top ranked candidates to submit an application portfolio, which is evaluated according to the significance of the innovation, its positive effect on teaching, creative activity, or student learning outcomes, expertise and previous experience, and evidence of innovation. The Committee makes their recommendations to the Provost and Vice President for Academic Affairs, who announces the award. In 2014, a total of 15 nominations were entered for 10 faculty members.

**2014 Technological Teacher of the Year. Robert McEachern**, Professor of English, joined our faculty in 1997. He has taught a range of writing courses, from Composition to Professional Writing and Social Media. Committee members were particularly impressed by Dr. McEachern’s expertise in writing with technology. Dr. McEachern is currently teaching a new Tier 3 LEP capstone course, Writing for the Web, a culmination of his creative, scholarly and pedagogical work in professional writing and social media which gives students real world experience and an opportunity to explore values present in the use of social media. Dr. McEachern emphasizes
student collaboration in real time through the use of Google Docs, the use of LinkedIn as a viable tool for professional opportunities and discussions, and the essentials of business writing in the form of blogging. Students are also given the opportunity to manage the English Department’s Facebook page and blog.

The key themes among Dr. McEachern’s nomination letters were “effective teacher” and “pragmatic problem-solver” who “immersed our classroom.” A strong proponent of continual professional development, he shares his expertise widely through academic journals and conferences, as well as on-campus workshops. Dr. McEachern earned a Bachelor of Arts in English from Boston University, a Master of Arts in English from Northeastern University, and a Doctor of Philosophy in English/Rhetoric and Composition from University of Louisville.

**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 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 $1000 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 Outstanding Teaching Award Committee and top ranked candidates are invited to submit an application portfolio. 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 Provost and Vice President for Academic Affairs, who announces the award. Each year, Dr. Farley-Lucas contacts the National Academic Advising Association (NACADA) so our SCSU Outstanding Advisor receives national recognition on the NACADA website, along with a personal congratulatory e-mail. In 2014, 74 nominations were entered for 38 faculty members.

**2014 Outstanding Academic Advisor. C. Patrick Heidkamp**, Associate Professor of Geography, joined our faculty in 2007 and currently serves as Chair of the Geography Department. Committee members were particularly impressed with the breadth and effectiveness of Dr. Heidkamp’s advisement—from First-Year Experience Program to Liberal Education Program to graduate students. In addition to excellence in academic advising, Dr. Heidkamp involves students in a variety of research projects, publications, conference presentations, professional opportunities and graduate programs.
Dr. Heidkamp was strongly supported by anonymous student nominations and by written letters from students and colleagues. The key theme among his nomination letters was “mentor par excellence.” From study abroad programs in Iceland to a campus orchard supporting sustainability, he creates opportunities for students to grow and develop. Dr. Heidkamp earned a Bachelor of Arts in Geography from Sonoma State University, and a Master of Arts and Doctor of Philosophy in Geography from University of Connecticut. He recently earned a certificate in viticulture from Washington State University.

Robert E. Jirsa Service Award
Named in honor of Robert E. Jirsa (1943-2009), former Faculty Senate President and longtime Promotion and Tenure Committee Chair, the Robert E. Jirsa Service Award is given annually to a full-time faculty member who has made extraordinary contributions and demonstrated outstanding leadership in his or her service to the university. Members of the Robert E. Jirsa Service Award Committee for 2013-2014 were Mary Purdy (CMD), Chair, Daniel Swartz (EXS), Robert McEachern (ENG), Krystyna Gorniak-Kocikowska (PHI), and Mathew Rothbard (EXS).

All full-time faculty members are eligible for the award. Former recipients of the Robert E. Jirsa Service Award are ineligible. Awardees are provided a commemorative plaque and a cash award of $2,500. Members of the faculty may be nominated by colleagues or self-nominated and are evaluated via a letter highlighting the nominee’s depth and breadth of service, level of participation, consistency of service over the years, and what has changed for students and/or faculty as a result of the nominee’s involvement in service. Faculty who were nominated by a colleague are invited by the Chair of the Committee to submit a complete application.

2014 Robert E. Jirsa Service Award. Liz Keenan (SWK) was selected for this award based on her continual record of service to her department, the university, the community, and to several professional associations. Her persistent contributions to the Social Work Department, UCF, and other university-committees were noteworthy and outstanding among her peers.

Joan Finn Junior Faculty Fellowship
The Joan Finn Junior Faculty Fellowship 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. Upon the untimely passing of Joan Finn, who assisted in creating the fellowship and led the Committee for many years, the Fellowship was named in her honor in 2012.

The 2014 Jr. Faculty Selection Committee consisted of members of the Research and Scholarship Advisory Committee (RSAC). Michele Thompson served as Chair. RSAC members were Jim Mazur (PSY), Kalu Ogbaa (ENG), Resha Cardone (WLL), Kelly Bordner (PSY), Mia Brownell (ART), Jonathan Weinbaum (BIO), Todd Schwendemann (PHY), Sandip Dutta
Faculty Development Annual Report 2013-2014

(ECO/FIN), Greg Robbins (MGT/MIS), Peter Latchman (EXS); Sousan Arafeh (EDL), Jaak Rakfeldt (SWK), Jennifer McCullagh (CMD), and Lisa Bier (Library Services).

2014 Joan Finn Junior Faculty Fellows: Two faculty were selected to receive JFJF Fellowships to further their scholarly activity. Robert Gregory (EXC) and Gregory McVerry (EDU) will be provided with 9-hours of reassigned time to focus on their research agendas.

Board of Regents Faculty Awards
The Board of Regents and President Gregory W. Gray, the ConnSCU Office of Academic Affairs, invites nominations for campus-based and system-wide recognitions of excellence in teaching or research/creative/scholarly work by faculty members of the Connecticut State Colleges & Universities who are Assistant and Associate Professors in tenure-track or tenured positions. Teaching Awards are given to recognize faculty who have distinguished themselves as outstanding teachers for at least five years and have a minimum of two years’ track record of promoting instructional improvements for their programs/departments. Research Awards are given to recognize faculty from the state universities who are doing exceptional research/creative work. There are a total of eighteen awards granted by the Board of Regents for Higher Education: one award of $1,000 to a faculty member from each ConnSCU institution and two awards of $1,000 each to the individuals who best exemplify high quality teaching among the state universities and among the community colleges.

Each campus selects a recipient of the teaching and research/creative/scholarly work awards and those awardees will be eligible for the four system-wide awards. The campus selection process, under the leadership of the Provost, is guided by the Research and Scholarship Advisory Committee (RSAC – see above). The campus’ nomination for the award recipient is submitted to the Board by the President. A system’s selection committee reviews the campuses’ nominations and makes a recommendation for the award to the Board’s Academic Affairs Committee for its review and endorsement to the Board.

Board of Regents Awardees: In 2014, Laura Bowers-Phipps (EDU) was selected as the outstanding full-time professor; and Walter Stutzman (MUS) was selected for outstanding part-time professor. The Research Award was presented to Julia Irwin (PSY).

New Initiative: Celebration of Excellence Faculty Award Luncheon
Upon request by President Mary Papazian, the multiple events typically devoted to honoring awardees of the outstanding scholarship and teaching awards spread across multiple receptions, including the Teaching Academy Celebration of Excellence, were collapsed into one premier event. The newly cast reception in recognition of outstanding teaching was sponsored by the SCSU Foundation. The inaugural planning committee for the Celebration of Excellence Faculty Award Luncheon was Margaret Huda (President’s Office), Linda Robinson (Academic Affairs), Ms. Salamone, and Dr. Farley-Lucas.

More than 120 faculty, SCSU leaders, and family members participated in the April 14 event, which which honored recipients of the J. Philip Smith Outstanding Teaching Award, the Technological Teacher of the Year Award, the Outstanding Academic Advising Award, and the Jirsa Service Award, as well as the Faculty Scholar Award, Joan Finn Junior Faculty Fellows,
and the Board of Regents’ Teaching and Scholarship awardees. President Papazian and Dr. Kennedy presented awards to the recipients and recognized the finalists for each of the awards. The Chairs of the various committees handed awardees their framed certificates. Informal feedback was very positive regarding the community building and the affirmations of the many role models celebrated during the luncheon.

Faculty Retention and Development: Orientation and Mentoring Programs

New Faculty Luncheon and Resource Fair
While New Faculty Orientation was traditionally a 3-day event, the CSU calendar shifted to allow just one day for professional development at the start of the fall semester. To meet this challenge, a new faculty luncheon reception, combined with a resource fair featuring various campus service units, was enacted. Hosted in a new venue, Lyman Auditorium Lobby, the event drew more than 15 representatives from 8 university services participating, including Human Resources, Office of Information Technology, AAUP, Student Supportive Services, and Buley Library. A total of 57 people, 16 of which were new faculty, attended the event. Feedback from the event centered on the welcoming climate, the feeling of support from many campus services, and gratitude for meeting other new faculty.

New Faculty Orientation
The annual New Faculty Orientation was held August 26 and welcomed 21 participants. The orientation included an introduction for new faculty members to Southern’s faculty and administration, resources, policies and governance, as well as some practical suggestions for enhancing pedagogy. Evaluations indicated that sessions were rated as “excellent” overall and participants received useful information.

The 2013 New Faculty Orientation Schedule appears as Appendix E.

Part-Time Faculty Reception and Orientation
The eighth annual Southern Connecticut State University Part-Time Faculty Reception and Orientation was held on Thursday, August 22, 2013 from 5:30 to 8:00 pm in the Lyman Center Lobby.

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. 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 51 part-time faculty, administrators, and campus leaders participated in the event. Participants’ evaluations indicated that they rated the session as excellent and worthwhile.
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.

All SCSU faculty, particularly faculty within their first 3 years at Southern, 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” and a session on “Supporting
Excellence in Academic Advising” presented by Frank LaDore, Academic Advisement.

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. 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.

In 2013-2014, the Faculty Development Mentoring Program established mentor–mentee
relationships between 15 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. Winnie Shyam, Buley Library, and Ms. Hudson
provide support and organizational expertise to the program.

All faculty in their first three years at SCSU are invited to participate in Mentoring events and in
New Faculty Orientation Continuing Training. 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 in October, and the end-of-semester mentoring
connection luncheon was held in December. In the Spring, events included a mid-semester and
end-of-semester gathering, which were both well attended and well received.

The Faculty Development web site 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 new faculty are provided with a copy of the classic text,
“Mentor in a Manual.”

New Initiative: Department Chair Appreciation Brunch
On February 7, a Department Chair Appreciation Brunch was held to provide support and
networking for Department Chairs. This informal event was attended by 8 Department Chairs
and one previous Department Chair. Participants commented on the welcome opportunity for
collegial exchange outside of the formal boundaries of their typical interactions. This is an event that OFD plans to sponsor each Spring.

New Initiative: Faculty Learning Communities
2013-2014 provided time for gathering research and building the blueprint for instituting Faculty Learning Communities (FLC’s). Based on professional development workshops and professional associations, research in best practices, and faculty recommendations, the common text was selected. The 2014-2015 year for OFD will target new faculty mentoring, nurturing morale, building community building, and supporting scholarship.

Support for Scholarship, Research and Professional Development

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 supports proposals that enhanced the educational mission, visibility, and research stature of Southern Connecticut State University. Dr. Lisa Vitale of the World Languages and Literatures department chaired the committee that is charged with proposal review. Funding for summer research projects was granted to 30 faculty members, for a total of $70,000.00.

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.

In Fall, 2013, 14 of 17 faculty proposals were funded at a total of $35,000.00. In Spring, 2014, 19 of 21 proposals were funded at a total of $33,685.00. Recipients for the 2013-2014 academic year are presented in Appendix F.

Curriculum Related Activities Committee (CRAC) Grant Program
In accordance with Article 10.6.5 of the CSU/AAUP Collective Bargaining Agreement, the Faculty Development Advisory Committee provides recommendations to the Provost and 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 2013-2014, 23 of 32 proposals were funded at a total of $63,000.00. Award recipients are presented as Appendix G.
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. Jennifer Hudson served as local coordinator for the SCSU committee reviewing proposals from the other CSU campuses for 2013-2014.

In 2014, 71 faculty were awarded funding based upon scores at a total of $256,523.07. Recipients are presented in Appendix H.

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.

In 2013-2014, 8 awards were made, at a total of $13,640.00. Recipients are presented in Appendix I.

The Yale University Library Card Program
This program allows full-time faculty access to the resources of Yale University’s extensive research library through non-borrowing library privileges. The program aims 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).

For FY 2013-2014, 19 applications were received by 14 SCSU faculty. All 14 faculty were supported by the Yale Library Card program. The list of recipients is presented as Appendix J.

Individual Consultations
Throughout the academic year, Dr. Farley-Lucas conducts several informal one-on-one consultations regarding professional development, collegiality, scholarship, balancing scholarship and teaching, student advising, and pedagogy. First-year faculty often receive the most direct contact in order to help acclimate them to the SCSU culture and to personally invite them to take an active role in internal professional development activities.
Ms. Hudson consults on internal grants and meets in person with almost every faculty member awarded CRAC, FDAC, Minority Recruitment, CSU Research Grants or Faculty Senate Creative Activity Funds.

As Secretary for the Office of Faculty Development, and the Curriculum Innovation Program, Ms. Salamone handles updating brochures, Faculty Guidebook, Orientation Guides, event programs and handouts. She assists with event planning, compiles and organizes all data for SCSU Teaching Awards and ensured payments to 65 Teaching Academy participants.

E-mail communication with faculty remains constant throughout the year, and a fairly steady stream of faculty stop in to inquire about grant proposals and paperwork, discuss research projects and conferences, and talk through plans for curriculum innovation projects.

**Commitment to Technological Innovation and Support**

**Collaborations with the Teaching and Learning Technologies Group**

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.

**Tech Tables**

Based on a suggestion made by faculty member, Laura Bower, Tech 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.

**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.

**Miscellaneous Technology Support for Faculty**

Faculty Development facilitated the use of technology in instruction by providing faculty with workshops, demonstrations, and discussion sessions. We provide a variety of 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.

**Communicating with Faculty**

**Weekly Calendar**

Ms. Hudson edits the publication of 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 funded by Faculty Development Advisory Committee Grants. All faculty are invited to submit items for inclusion.

A sample issue of the *Weekly Calendar* can be found online at: [http://www.southernct.edu/faculty-staff/faculty-development/publications/week%20ending%20Apr25.pdf](http://www.southernct.edu/faculty-staff/faculty-development/publications/week%20ending%20Apr25.pdf).

**Southern Dialogue**

Southern Dialogue, Faculty Development’s newsletter, is also edited by Ms. Hudson. The newsletter aims to recognize and reward faculty accomplishments, encourage interdisciplinary connections, and keep our community informed of trends in teaching and learning.

Faculty members are encouraged to contribute to *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).

Past issues of *Southern Dialogue*, can be viewed at: [http://www.southernct.edu/faculty-staff/faculty-development/southerndialogue.html](http://www.southernct.edu/faculty-staff/faculty-development/southerndialogue.html). This year no issues of *Southern Dialogue* were produced as no faculty submitted any reports or articles, despite several calls for submissions and deadline extensions for both Fall, 2013, and Spring, 2014, issues. While submissions of announcements of conference presentations, publications, and community outreach were received, the lack of submissions this academic year may be attributable to faculty workload.

**Faculty Development Web Page**

The Faculty Development web page ([http://www.southernct.edu/faculty-staff/faculty-development/index.html](http://www.southernct.edu/faculty-staff/faculty-development/index.html)) 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.

**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.
Faculty Guidebook
Starting in August of 2013, the Office of Faculty Development began offering a Faculty Guidebook. This document blends the essential information currently offered via the Faculty Handbook and the Orientation Guide for New Faculty. This move avoids duplication of effort related to materials provided on Southern’s official website and clarifies the expectation that this is not a legally-binding document, but a helpful resource for faculty. Faculty are referred directly to the website, and particularly to the Employee Handbook issued by Human Resources, for all official organizational information. We are here in ENB 106 to assist as needed!

Faculty Development Professional Presentations, Services and Activities
Dr. Farley-Lucas, Ms. Hudson, and Ms. Salamone represented Faculty Development and Southern through a variety of professional presentations, services and activities during 2013-2014. 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 continued to provide workshops for regional, national, and international associations. In July, 2013 she presented on “Thirty years of experiential learning,” a keynote panel for the international conference on Improving University Teaching, Santiago, Chile. She also presented a 60-minute workshop on “Class resolutions, time capsules, and learning summaries: End of course assessment,” and a 60-minute workshop on “Icebreakers and introductions for creating a caring classroom climate.” In January, 2014 she published “Reflecting on active learning experiences 30 years ago” in *The Teaching Professor*. In April she presented a co-authored paper, “Just give us what we need”: Considering millennials’ expectations for student-faculty relationships,” for the Eastern Communication Association. In June, 2014 she presented a 40-minute workshop on “Assessing end-of-semester learning” for the Lilly Conference on College and University Teaching in Bethesda, MD.

Dr. Farley-Lucas is a member of the Advisory Board for the Improving University Teaching international conference, and in July 2014 was selected as Treasurer. In 2013-2014 she served as a Respondent for the Family Communication Division of the National Communication Association, as Reviewer for four Lilly Conferences on University Teaching, and as Reviewer for the Applied Communication Division of the National Communication Association. For her professional development, she attended the Professional and Organizational Development Network conference in Pittsburgh, PA in October and participated in a 4-hour workshop on “The Peak Performing Professor.” She also led a five-member SCSU team to the 3-day AAC&U Eastern Region Collaborative summit on Community Engaged Scholarship in Philadelphia, PA.

Ms. Hudson served on this year’s Planning Committee for the Annual SCSU Women’s Studies Conference, held in April. This year’s theme was “Ecology, Spirituality, Sustainability: Feminist & Indigenous Interventions,” and Ms. Hudson facilitated a 75-minute workshop titled “Sisters and Brothers Roaring: Using Writing to Connect with the Sacred Self and Sacred Earth.”

Campus Engagement
In 2013-2014 Dr. Farley-Lucas served on the SCSU On-Line Learning Task Force and the Student Success Task Force (SSTF). She co-chaired the SSTF subcommittee on Teaching and
Learning and wrote its final report of recommendations. She also served on the TLTG Advisory Committee and the Faculty and Staff Campaign for Student Giving Committee. More recently, she chaired the Search Committee for the Student Affairs Director of Center for Academic Success and she is a member of the Task Force for the Master of Library and Information Science Reaccreditation. She is also a member of the system-wide Transfer 2020 initiative regarding Faculty Development.

Ms. Hudson continued to facilitate the LGBTQI Faculty and Staff Alliance and also continued serving on the Faculty Development Advisory Committee, Outstanding Teaching Award Committee. She completed an in-service training session on effective speech communication in November, 2013.

Ms. Salamone served on the Celebration of Excellence Faculty Award Luncheon Committee and spearheaded in handling the details associated with all OFD events for the year.

**Community Engagement**

Faculty Development staff aim to enhance SCSU and our local communities. In June, 2014, Dr. Farley-Lucas facilitated a teambuilding session and a Curriculum Retreat for CT State Community College Nurse Educators at Manchester Community College. Since 2008, Dr. Farley-Lucas, Ms. Hudson and Ms. Salamone have donated two full boxes of non-perishable food items each year as part of SCSU’s yearly Adopt-A-Family community food drive. Ms. Salamone contributed to the Random Acts of Kindness Bake No Sale and the Friends of Rudolph Toy Drive. Dr. Farley-Lucas and Ms. Salamone donated to the Faculty and Staff Campaign for Student Success fund.

Ms. Hudson rode in the Folks on Spokes bike tour to benefit Bridges, a community-based provider of mental health services, in Milford, CT, on September 15, 2013. She became active in her new church home, St. Paul’s on the Green in Norwalk, CT, where she sang in the summer choir, began service as a lector, and participated in a number of adult formation activities. In addition, Ms. Hudson has made contributions to St. Hilda’s House, Episcopal Relief and Development, and Stop Hunger Now.

**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 2013-2014, the following individuals contributed their talents, expertise, and leadership for the benefit of their SCSU colleagues.

- Amal Abd El-Raouf, Computer Science
- Goldie Adele, Disability Resources
- Elaine Allen, Counseling Services
- Kristine Anthis, Psychology
- Sousan Arafeh, Educational Leadership
- Jay Bailey, Human Resources
- Jim Barber, Student Supportive Services
- Karen Barnett, Nursing
Gary Holder-Winfield, AAUP
Margaret Huda, President’s Office
Shirley Jackson, Sociology
Brian Johnson, English
Jan Jones, FYE/INQ
Bruce Kalk, Associate Dean, School of Arts and Sciences
Elizabeth Keenan, Social Work
Klay Kruczek, Math
Frank LaDore, Academic Advising
Aukje Lamonica, School Health Education
Lisa Lancor, Computer Science
Sobeira Latorre, World Languages & Literatures
Michelle Lawler, Counseling Services
Tricia Lenda, Academic Advising
Julie Liefeld, Counseling Services
Heidi Lockwood, Philosophy
Robert McEachern, English
Gregory McVerry, Education
Peter Madonia, Educational Leadership
Armen Marsoobian, Philosophy
Diane Mazza, Human Resources
Joanne Mielczarski, Academic Advising
Jack Mordente, Veteran’s Office
Jodie Mozder-Gil, Journalism
Joe Musante, Public Affairs
Karen Musmanno, Teaching and Learning Technologies
Ray Mugno, Mathematics
Marie Nabbout-Cheiban, Math
Deborah Newton, Interim Dean, Education
Tracey Owers, Institutional Advancement
Felicia Palmer, Student
Mary Papazian, President
David Petroski, Communication
Geraldine Prince, Career Services
Monica Raffone, Academic Advising
Rick Riccardi, Office of Management and Institutional Research
Paula Rice, Human Resources
Gregory Robbins, Management/MIS
Dyan Robinson, FYE/INQ
Linda Robinson, Academic Affairs
John Rochette, SCSU Foundation
Elizabeth Rodriguez Keyes, Social Work
Mathew Rothbard, Exercise Science
Dawn Roy, Social Work
Mike Shea, English
Winnie Shyam, Library Services; Coordinator, Faculty Mentoring Program
Faculty Development Annual Report 2013-2014

Eric Simms, Adanti Student Center
David Starkey, Lyman Auditorium
Jaime Toth, Development
Peter Troiano, Interim Vice President, Student Affairs
Tracy Tyree, Vice President, Student Affairs
Christine Villani, Elementary Education
Deb Weiss, Communication Disorders
Hing Wu, Library Services
Charlie Yang, Management/MIS
Winnie Yu, Computer Science
Kathy Yalof, Academic Affairs
Denise Zack, Counseling Services
Bo Zamfir, Adaptive Technology
Patricia Zibluk, Sponsored Programs and Research

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 2013-2014 were affiliated with the following institutions and organizations:

1. Dee Fink and Associates
2. Lilly Conferences for the Improvement of University and College Teaching and Learning
3. EAB/Student Success Collaborative
4. Amity High School
5. American Association of Colleges and Universities (AAC&U)
6. Carnegie Association - Council for the Advancement and Support of Education
7. University of North Carolina, Chapel Hill
8. Central Connecticut State University
9. Eastern Connecticut State University
10. Western Connecticut State University
11. Gateway Community College
12. Manchester Community College
13. Connecticut Community College Nursing Educators
14. The Davis Educational Foundation, Falmouth, ME
15. University of Massachusetts, Amherst
16. Pace University
17. Yale University
18. University of New Haven
19. Quinnipiac University
20. Worcester State College
21. University of British Columbia, Vancouver
22. New England Faculty Development Consortium
23. New England Educational Assessment Network
24. National Communication Association
25. Eastern Communication Association
26. Professional and Organization Development (POD) Network
27. Society for Teaching and Learning in Higher Education
28. Improving University Teaching
29. International Consortium for Educational Development
30. The IDEA Center
31. The National Forum on Teaching and Learning
32. Academy for Academic Leadership
33. National Academic Advising Association (NACADA)
34. McGraw-Hill Higher Education

Appendices

Appendix A: Fall 2013 and Spring 2014 Faculty Development Events Schedules
Appendix B: Forum Fall 2013 Program
Appendix C: Forum Spring 2014 Program
Appendix D: SCSU Teaching Academy Evaluation Report
Appendix E: New Faculty Orientation Schedule
Appendix F: Faculty Development Grant Program Award Recipients
Appendix G: Curriculum-Related Activities Grant Program Award Recipients
Appendix H: Connecticut State University Research Grant Program Award Recipients
Appendix I: Minority Recruitment and Retention Committee Grant Program Award Recipients
Appendix J: Yale Library Card Program Recipients