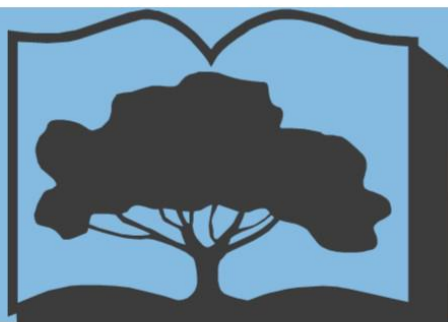


# Thirty-Second Annual Report 2016-2017



The Office of  
**FACULTY**  
DEVELOPMENT





**THIRTY-SECOND ANNUAL REPORT: 2016-2017**

**OFFICE OF FACULTY DEVELOPMENT**

**ST. NORBERT COLLEGE**

**DE PERE, WISCONSIN**

**Laurie MacDiarmid, Director**

August 1, 2017



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## PREFACE

I am very pleased to share with you the *2016-2017 Annual Report for the Office of Faculty Development*. The Faculty Development Program at St. Norbert College is first and foremost a collaborative effort, and dependent upon the support and cooperation of the entire academic community: faculty, administrators, support staff, and students. The Program's success results from this collegial support plus the hard work of a dedicated Faculty Development Committee and Office of Faculty Development Team. I would like to express my sincere and heartfelt thanks to each of you for helping make the St. Norbert College Faculty Development Program so successful.

I would like to recognize Gayle Lenz, Faculty Development Office Manager, for her significant assistance in the preparation of this report. I would also like to acknowledge Dr. Kenneth J. Zahorski for the historical sections of this document, which were adapted from previous *Annual Reports*.





# INTRODUCTION

## GENESIS AND EVOLUTION OF THE ST. NORBERT COLLEGE OFFICE OF FACULTY DEVELOPMENT

The spirit of faculty development manifests itself throughout the history of St. Norbert College. Over the decades, the College has supported a strong set of faculty development practices, including sabbaticals, travel and convention funding, a student evaluation of teaching program, professional growth funding, and a phased retirement program. Since September, 1985, these practices, along with several newly-inaugurated activities and programs, have been incorporated into a holistic Faculty Development Program specially tailored for and carefully designed to meet the changing needs of the St. Norbert College academic community.

During the decade of the seventies, various College committees explored the possibility of instituting a faculty development program, but these general discussions lacked focus until 1981, when a North Central Association evaluation team recommended in its November Report that the College design, fund, and implement a creative and dynamic Faculty Development Program. Shortly thereafter, Dr. Robert Horn, Dean of the College, appointed a Task Force on Faculty Development. After carefully studying the issue, the Task Force recommended the planning and implementation of a comprehensive program, explaining that such a program would not only weave into a coherent whole the existing set of faculty development practices, but would also underscore the College's strong commitment to teaching-learning, scholarship, curricular quality, and the well-being of its faculty and students. The Task Force also recommended that the Dean appoint a Director of Faculty Development, whose first task would be to help design the program. Dean Horn, in consultation with the Curriculum and Educational Policy Committee, appointed Dr. Kenneth J. Zahorski to the position on May 4, 1984.

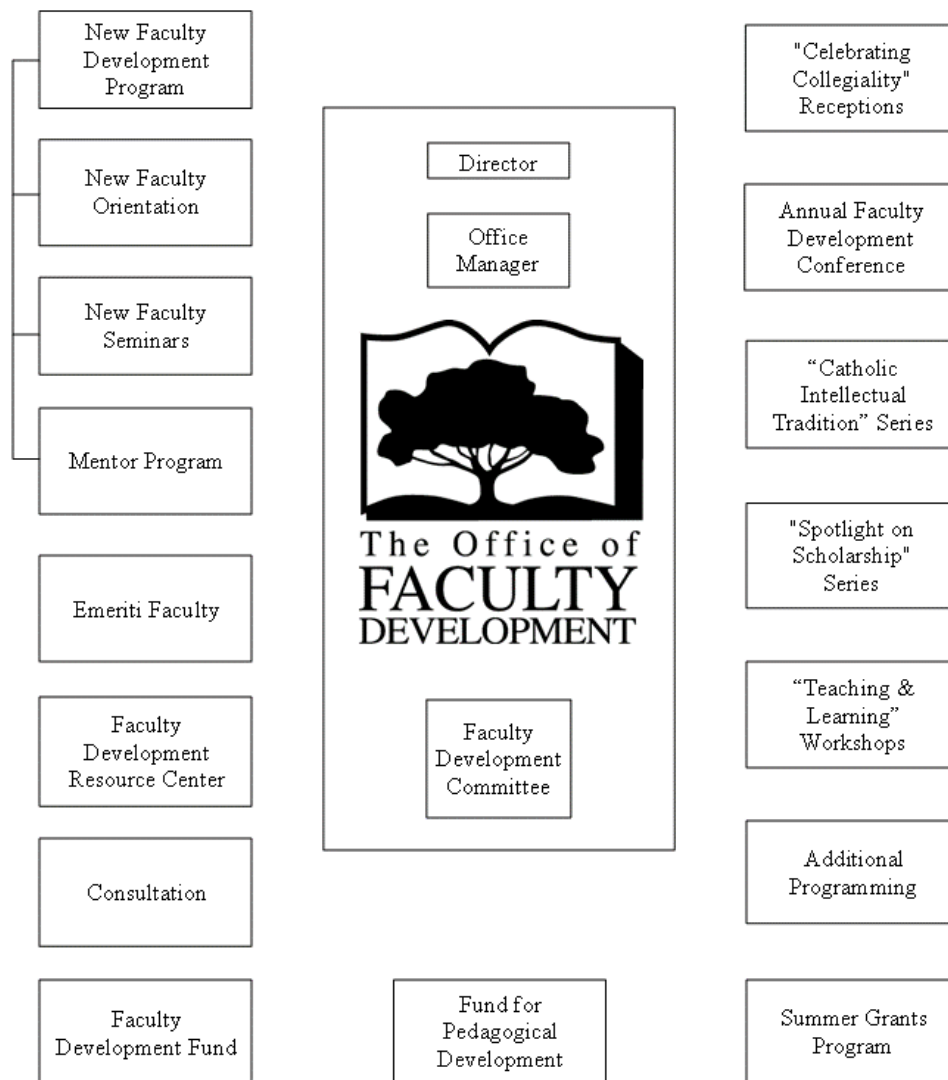
The Director began the task of designing a St. Norbert College Faculty Development Program by gathering input through a faculty survey. After collating the responses, he drafted a working paper that was subsequently discussed in small groups by the entire faculty in August, 1984, at the Fall Faculty Conference. The discussion leaders took detailed notes and gave them to the Director, who then prepared a summary of the suggestions for use by the newly-elected Ad Hoc Faculty Development Planning Committee, which he chaired. Meeting twice a week from October 29 through December 12, 1984, the Planning Committee drafted a Program proposal that was then submitted to the Curriculum and Educational Policy Committee for further study.

After unanimously endorsing the proposed Program at its February 19, 1985 meeting, the Curriculum and Educational Policy Committee sent the proposal to the Faculty Assembly for approval.

At the March 19, 1985 Faculty Meeting, a motion to institute a Faculty Development Program was brought to a vote without debate, and passed, fifty-nine in favor and none opposed.

The members of the newly-formed Faculty Development Committee (FDC) were elected at the April 23, 1985 Faculty Meeting; the student representative was appointed by the Student Government Association shortly thereafter. The stage was set for the 1985-1986 inaugural year of the St. Norbert College Faculty Development Program.

Since its inception, the Program has grown steadily. Primary components of the Office of Faculty Development (OFD) now include:



In May of 2003, Dr. Carol A. Cortez, Assistant Professor of Communications, began her tenure as Director of Faculty Development as Dr. Ken Zahorski returned to full-time teaching after serving as Director for nineteen years.

During the 2006-2007 academic year, Dr. Linda Beane-Katner, Associate Professor of French, served as Interim Director of Faculty Development when Dr. Cortez was on a one-year leave of absence. Dr. Cortez decided not to return to her position as Director, and a search was conducted during the spring semester 2007. At the end of the semester, Dr. Beane-Katner was appointed as Director of Faculty Development. She was reappointed to another term in 2012. Dr. Steve Correia, Associate Professor of Education, served as Interim Director during spring semester 2013 while Dr. Beane-Katner was on sabbatical. Dr. Beane-Katner returned to full-time teaching beginning with the 2015-2016 academic year, thus a search was held in the spring of 2015, and Dr. Laurie MacDiarmid began her service as the new Director beginning August 1, 2015.

### **PHILOSOPHY AND OBJECTIVES OF THE FACULTY DEVELOPMENT PROGRAM**

The St. Norbert College Faculty Development Program provides opportunities for professional and personal renewal and growth to both full- and part-time faculty in all stages of their careers. The Program first creates a wide range of developmental opportunities and then provides the help faculty need to take full advantage of these opportunities. Claude Mathis nicely sums up the objective of professional growth programs in general when, in his article "Faculty Development in a Decade of Transition," he defines faculty development as a "process for keeping the faculty responsive to the basic reason for their existence as faculty—to educate students and *each other* in a manner which is best for each other."

The Faculty Development Program is designed to be responsive to the changing needs of the faculty in relation to the institution as a whole and to Academia in general. The OFD team designs opportunities commensurate with the expressed needs of faculty colleagues and the institution, and collaborates with other divisions to best serve faculty.

In short, faculty development at St. Norbert College is a community effort possessing the potential to benefit all constituencies of the institution and to consolidate those groups into an academic community characterized by the kind of open communication, mutual respect, and trust to which our mission statement commits us. Ultimately, the Program is intended to create an environment of opportunity—an environment conducive to growth, revitalization, and renewal.

# **PROGRAM ADMINISTRATION**

## **DIRECTOR OF FACULTY DEVELOPMENT**

The Director of Faculty Development has the following duties and responsibilities:

- coordinate, direct, and assess the Faculty Development Program
- prepare the agenda for, and chair, the Faculty Development Committee
- administer the three development funds:
  - Faculty Development Travel Fund
  - Fund for Pedagogical Development
  - Summer Grants for Scholarship and Pedagogical Activities
- direct the New Faculty and Mentor Programs
- organize programs aimed at enhancing teaching-learning effectiveness, fostering professional growth, promoting cross-disciplinary dialogue, and stimulating intellectual discourse and reflection:
  - “Teaching and Learning” Workshops
  - “Spotlight on Scholarship” Series
  - “Catholic Intellectual Tradition” Series
  - Additional Programming
- collaborate with the Digital Learning Initiative
- administer the program budget
- organize and facilitate the Annual Faculty Development Conference
- consult with individual faculty on tenure, promotion, and sabbatical applications and other faculty concerns
- aid in the faculty recruiting process by interviewing candidates and informing them about the Faculty Development Program
- direct the program for Emeriti Faculty
- organize “Celebrating Collegiality” receptions
- act as a facilitator, helping faculty take full advantage of opportunities for pedagogical and professional development
- communicate with the Dean of the College and the faculty periodically on the status and future direction of the Program

The Director receives considerable assistance in accomplishing these duties from Gayle Lenz, Office Manager, and the Faculty Development Committee.

## LETTER FROM THE DIRECTOR

Our Office of Faculty Development continues to serve as a vibrant “hub” for productive development programs and opportunities across campus. We continue to foster our foundational principles: collaboration with the diverse offices and individuals across campus devoted to aspects of faculty development, responsiveness to faculty needs across divisions and career trajectories, and innovation. I continue to research best practices for faculty development as part of the national professional and organizational development community, and to enhance faculty community and productivity, keeping in mind the solid legacy of my predecessors in this role: Ken Zahorski, Carol Cortez, and Linda Beane-Boose.

I have made a few additions to the program this year in order to respond to our changing needs as an institution. Beginning with the New Faculty Orientation in August, I added an online syllabus exchange and workshop for new faculty, and those who participated met face-to-face after sharing and critiquing their plans via Google Documents. I offered the same exchange and workshop in the spring semester. I also encouraged the formation of a writing group among new faculty, which has been quite productive, and will make a more formal procedure for their formation and support a goal for the upcoming year. I would also like to add a few offerings for faculty who would like to learn more about scholarly productivity and publication to next year’s program, and will begin the fall semester with a Teaching and Learning session devoted to select faculty members’ recent scholarship and pedagogical innovations.

During the spring semester, I implemented a brown bag support group for those of us teaching graduate level courses, and we met twice over the Spring semester to exchange successes and challenges in the MTS, MALS and MBA classrooms. We will continue to investigate best practices for the graduate classroom, since our students in these programs are a different demographic from our traditional age undergraduates.

The Faculty Development Committee and I are preparing an August 2017 Faculty Conference devoted to the idea of instructional design that will create significant learning experiences for students -- learning experiences which will transform them in some way and thus will leave a lasting impact upon them. Christine Moeller will co-lead the conference with me and we will draw from L. Dee Fink’s foundational work: *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (2nd edition) as we ask faculty to “dream” about the sort of impact they’d like their courses to have on students two and three years after taking the class. Then we’ll introduce Fink’s integrated taxonomy of significant learning (foundational knowledge, application, integration, human dimension, caring, and learning how to learn) and demonstrate how our course goals fulfill these categories, and then pitch the alignment of course assignments, assessments, and schedules to create the most significant experiences for students. We’ll follow up

on the conference with a workshop that will introduce interested faculty to Fink's 12-step program for effective integrated course design.

I continue to uphold the robust mentoring program my predecessors put in place, encouraging faculty to collaborate with each other to practice reflective teaching and productive scholarship. As a means of supporting quality mentorship, I've visited many of my colleagues' classrooms and then discussed with them the ways in which I'm inspired by their examples. I'm pitching these visits not as evaluations but as collaborations. I've also developed a method for quickly and concretely observing and responding to my experience -- I record the highlights of the class session, the areas where (as a student) I perhaps needed more, and then my general impressions of the session and the classroom environment. I share this written response with the faculty member within 72 hours of my visit and follow up with a face to face conversation. These visits have been quite positive for me -- I'm truly inspired by what I experience in my peers' classrooms -- we've got a strong, caring faculty at St. Norbert who genuinely like to teach and to learn.

To follow our August 2016 conference devoted to the transformational practices going on in our classrooms, we presented 4 Teaching and Learning workshops devoted to helping faculty to make their classrooms inclusive and productive spaces for learning. We began the fall semester with "Disarming Fighting Words: Dealing with Racist -- and Other Harmful -- Comments in the Classroom," a workshop led by Distinguished Visiting Scholar Dr. Harry Brod, Professor of Sociology and Humanities, and Dr. Karen Mitchell, Professor of Communication Studies, both from the University of Northern Iowa. This workshop led to another event later in the semester, after the November election sparked national debate on the subject: an informal follow up conversation about our experiences in our classrooms. Our second workshop, "Supporting the Purposeful Graduate: Fostering a Sense of Meaning and Calling Among our Students," was led by Rebecca Lahti from the Emmaus Center. In February 2017, Paul Johnson led a workshop devoted to the proposed second-major Integrative Studies major which was well attended, and I plan to travel to Chicago in June to attend the AAC&U's workshop with Paul's team to work further on this project. Finally, Sharon Bohjanen, Assistant Professor of Teacher Education and I co-chaired a Teaching and Learning workshop at the end of March devoted to increasing neurodiversity in the classroom: "Neurodiversity: There is No 'Normal'." Sharon will pair up with Bruce Robertson in September for the first New Faculty Seminar next fall to encourage new faculty to use universal design techniques in their course design and classroom management.

In this role as Director of Faculty Development, I continue to enjoy many opportunities to work with and learn from my peers. As a member of the Presidential Search Committee, I worked with an inspiring team of trustees, faculty, staff and a student to help hire our incoming president, Brian Bruess. Sharon Bohjanen helped me to think about the opportunities that neurodiversity

brings to the classroom, Reed Riggle and Krissy Lukens have been helping me to think about the value of full spectrum pedagogy (this summer I will teach my first fully online course after participating in an international MOOC, our own SNC MOOC, and the very valuable DigPins hybrid community). Carrie Kissman, Wendy Scattergood and I developed and taught a MALS course devoted to Global Climate Change. Jeff Frick introduced me to the vibrant community of small college administrators and SNC peers by taking me with a large working group to the AAC&U Annual Conference in January. Further, Jeff and Kristin Vogel have included me in a strategic plan working group on leadership at the college, and I've formed part of Sue Brinkman's strategic plan devoted to employee development across the College. Rebecca Lahti and I co-hosted a reading group devoted to Angela Duckworth's provocative text, *Grit*, and I ended the spring semester with an Emmaus Center retreat devoted to nurturing our vocations. All of these collaborations and experiences remind me of the integrated ways we support and develop each other -- professionally and personally -- at St. Norbert College.

At the end of my second year in this role, I still think that the best aspect of it is the chance to be inspired by talented colleagues in every layer of the College's infrastructure: the faculty, staff, students, trustees and alumni who care deeply about St. Norbert's commitment to the common good and its joy in life-long learning. It remains my personal goal as Director of Faculty Development to do everything in my power to contribute to this work, here and elsewhere.

Sincerely,

Laurie MacDiarmid

Professor of English and Director of Faculty Development

## FACULTY DEVELOPMENT COMMITTEE

The Faculty Development Committee has the following duties and responsibilities:

- work with the Director in soliciting information from the faculty about their needs and in shaping a Program congruent with these needs
- work with the Director in making Program policy and administering the budget
- facilitate the spread of information about programs and activities of the OFD
- help the Director monitor and evaluate the progress of the Program
- give input to the Director on reports to the Dean and the Faculty
- judge applications for three development funds

In the 2016-2017 year, the FDC consisted of the following members: Laurie MacDiarmid, Director of Faculty Development, *ex officio* and Chair; Anna Herrman, Assistant Professor of Communication and Media Studies, Division of Humanities and Fine Arts (2019); Jamie O'Brien, Assistant Professor of Business Administration, Representative at Large (2017); Scott Kirst, Assistant Professor of Education, Division of Social Science (2018); Matt Spague, Assistant Professor of Chemistry, Division of Natural Science (2019); and Brandon Bauer, Assistant Professor of Art, Representative at Large (2017).

The full membership of the FDC met almost weekly during the 2016-2017 academic year. In addition, considerable business was transacted via e-mail.

The Committee's primary tasks were to develop the program offerings for the academic year and review applications for the various funds administered by the Office of Faculty Development. The Faculty Development Committee also granted four Fund for Pedagogical Development, twenty Summer Grant and fifty-five Faculty Development Fund awards. Besides planning eight Spotlight on Scholarship (SoS) presentations, two Catholic Intellectual Tradition presentations, four Teaching and Learning workshops, and one Annual Faculty Development Conference this year, the Committee collaborated with other offices to offer additional programs. Preliminary planning for the Annual conference for August 2017 began in the fall, and continued through the summer months via email.

The OFD has made deliberate efforts in recent years to 1) prioritize the Faculty Development Fund; and 2) make a modest gesture towards increasing the dollar amount of awards to help support professional development in these challenging economic times. To that end, for 2017-2018, we are offering the following:

- ◆ 55 Faculty Development Fund Awards at \$750.00 each.
- ◆ 20 Summer Grants at \$2,500.00 each.
- ◆ 6 Fund for Pedagogical Development Awards at \$750.00 each.



The Committee reviewed and refined eligibility guidelines and selection criteria for the FDF, the Fund for Pedagogical Development, and the Summer Grant awards.

As has been pointed out in previous annual reports, the FDC is the OFD's central governance mechanism, providing the means for continuously monitoring, assessing, and meeting the needs of the St. Norbert College faculty. The FDC is a dynamic, hardworking, and active Committee that places considerable demands upon its members. Last year, the Committee processed approximately 80 grant applications.

## **THE 2016-2017 PROGRAM**

### **NEW FACULTY DEVELOPMENT PROGRAM**

The New Faculty Development Program, designed to acclimate both full- and part-time new faculty to the St. Norbert College academic community, has three primary components: (1) an August orientation session (NFO) designed to acquaint new faculty with key academic programs and administrative offices, to supply information about College facilities and services, and to provide a forum for exchanging ideas about instructional, collegial and professional responsibilities; (2) a series of six seminars exploring topics of particular interest to new faculty; and (3) a Mentor Program in which experienced colleagues work with new faculty during their first year at the College, offering them opportunities to discuss professional and personal concerns.

The new faculty development process actually begins months before the August orientation session. During the preceding academic year, the Director meets with all candidates seeking teaching positions, and during these interviews describes the Faculty Development Program and begins assessing the professional needs of the candidates. The Director also attends as many of the candidates' class presentations as possible; this practice not only helps generate a well-informed assessment of each candidate's pedagogical skills, but also helps identify areas in which the faculty member might be assisted.

The more formal component of the New Faculty Development Program for 2016-2017 began August 18, 2016 with a two-day orientation session and continued throughout the year with the six follow-on seminars. Eight full-time tenure track, twelve visiting, adjunct or part-time faculty, and two administrators/staff participated in the NFO Program. Surveys administered directly after the August Orientation Program and at the end of the academic year revealed a very high level of satisfaction with the Program. Participants in NFO for 2016-2017 included:

Dr. Lucy A. Arendt: Professor of Business Administration-Management  
Dr. Sharon Bohjanen: Assistant Professor of Teacher Education  
Dr. Adam Brandt: Assistant Professor of Biology

Dr. Harry Brod: Visiting Distinguished Scholar of Masculinity Studies  
Ms. Kendra Bulgrin: Adjunct Assistant Professor of Art  
Dr. Daniel Collette: Visiting Assistant Professor of Philosophy  
Ms. Crystal Cook: Adjunct Instructor of Teacher Education  
Rev. Matthew M. Dougherty, O.Praem.: Adjunct Instructor of Theology and Religious Studies  
Dr. Andrew Duncan: Visiting Assistant Professor of Sociology  
Ms. Brooke Gustafson: Learning Specialist  
Dr. John Hennecken: Visiting Assistant Professor of Music  
Dr. Travis Hurst: Visiting Assistant Professor of Physics & Astronomy  
Dr. Elena A. Khapalova: Assistant Professor of Business Administration-Supply Chain Management  
Ms. Young-Im Lee: Visiting Assistant Professor of Political Science  
Ms. Cristina Ortiz: Assistant Professor of Sociology  
Dr. Simon Pfeil: Assistant Professor of Mathematics  
Dr. Grant Rozeboom: Assistant Professor of Business Administration-Business Ethics  
Mr. Todd Sarnstrom II: Visiting Instructor of Economics  
Dr. AnaMaria Seglie: Visiting Assistant Professor in English  
Dr. Kim Smith: Assistant Professor of Communication and Media Studies  
Mr. Jonathan Solarte Espinosa: Visiting Instructor of French and Spanish  
Ms. Chrystal Woller: Sr. Director of Health and Wellness

The Director will continue assessing each part of the New Faculty Development Program to make sure it is meeting the needs of our new colleagues.

The full schedule for the New Faculty Orientation Program and Seminars is included on the following pages.

# NEW FACULTY ORIENTATION PROGRAM

August 18 & 19, 2016

Bemis International Center ~ Room 114 CD  
St. Norbert College

**Thursday - August 18, 2016**

- 8:00 - 8:20**      **GATHERING & WELCOME**  
**CLOISTER WALK OF ST. NORBERT ABBEY**  
**(SEE ENCLOSED INVITATION AND DIRECTIONS)**
- 8:20 - 8:50**      **BREAKFAST**
- 8:50 - 9:30**      **INTRODUCTIONS**
- 9:30 - 10:45**    **A CONVERSATION ABOUT MISSION & HERITAGE**  
**A TOUR OF ST. NORBERT ABBEY**  
Rev. Dr. Jay Fostner, O. Praem, Vice President for Mission & Student Affairs
- 10:45 - 11:05**   **BREAK & DRIVE TO ST. NORBERT COLLEGE BEMIS ROOM 114 CD**
- 11:10 - 12:10**   **WHO ARE OUR STUDENTS?**  
Mr. Mark Selin, Executive Director of Enrollment & Marketing  
Dr. Paul Ballard, Associate Dean for Student Success and Retention
- 12:15 - 1:20**    **LUNCH - MEET THE DEAN'S COUNCIL**  
**HENDRICKSON DINING ROOM**
- 1:20 - 1:30**      **BREAK**
- 1:30 - 3:00**      **SUCCEEDING IN THE FIRST YEAR**  
Dr. Amy Lewis, Assistant Professor of Humanities & Liberal Studies  
Dr. Kathleen Gallagher Elkins, Assistant Professor of Theology &  
Religious Studies  
Dr. Gabe Licht, Assistant Professor of Business Administration  
Dr. Ryan King, Assistant Professor of Biology
- 3:00 - 3:15**      **BREAK**
- 3:15 - 4:15**      **HEALTH, STUDENT DEVELOPMENT AND ACADEMIC SUCCESS**  
Ms. Carol Smith, Assistant Director of Health Programs  
Dr. Bruce Robertson, Senior Director of Counseling and Career Programs  
Mr. Corey Ciesielczyk, Director of Academic Support Services  
Ms. Mary Ellen Olson, Director-The Office of Career & Professional Dev.
- 4:15 - 4:30**      **WRAP-UP DAY ONE**  
Dr. Laurie MacDiarmid, Director of Faculty Development

**Friday - August 19, 2016**

**LIGHT BREAKFAST PROVIDED THROUGHOUT THE MORNING**

**8:00 - 8:30 COFFEE, CONVERSATION AND PICTURES**

**8:30 - 9:45 FACILITATING SUCCESSES IN TEACHING, LEARNING, AND SCHOLARSHIP:  
PARTNERING WITH THE LIBRARY AND ITS**

Ms. Krissy Lukens, Director of Academic Technology

Ms. Kristin Vogel, Director of the Library

Mr. Anthony Sigismondi, Information Literacy & Instruction Librarian

Mr. Daniel Lynds, Instructional Technologist -- Digital Humanities

**9:45 - 10:00 BREAK**

**10:00 - 11:15 ACADEMIC POLICIES & SERVICES: WRITING CENTER, WAC,  
HONOR CODE, CORE CURRICULUM**

Dr. Michael Rosewall, Associate Academic Dean & Associate

Professor of Music

Ms. Laura Neary, Director of the Writing Center & Adjunct Assistant

Professor of English

Dr. Drew Scheler, Director of the Writing-Across-the-Curriculum

Program & Assistant Professor of English

**11:15-11:30 BREAK**

**11:30 -12:25 WELCOME FROM THE PRESIDENT, DEAN AND FACULTY CHAIR**

Mr. Tom Kunkel, President

Dr. Jeff Frick, Dean of the College and Academic Vice President

Dr. Joel Mann, Faculty Chair & Associate Professor of Philosophy

**12:30 - 1:30 LUNCH - GREETINGS FROM THE PRESIDENT'S CABINET  
HENDRICKSON DINING ROOM**

**1:30 - 1:45 BREAK (if not assigned a mentor, the next sessions are less applicable to you and  
you should feel free to leave if you prefer)**

**1:45 - 2:15 A DISCUSSION ABOUT MENTORING**

Dr. Laurie MacDiarmid, Director of Faculty Development

**2:15 - 3:00 FACULTY RESPONSIBILITIES AT SNC: INSTRUCTIONAL, COLLEGIAL,  
AND PROFESSIONAL**

Dr. Laurie MacDiarmid, Director of Faculty Development

**3:00 - 3:15 BREAK**

**3:15-3:45 FACULTY RESPONSIBILITIES AT SNC: INSTRUCTIONAL, COLLEGIAL,  
AND PROFESSIONAL (CONTINUED)**

Dr. Laurie MacDiarmid, Director of Faculty Development

**3:45-4:00 LAST WORDS**

## **New Faculty Seminar Schedule - 2016-2017**

### **New Faculty Seminar 1: Tuesday, September 6, 2:00 – 3:30 p.m., Bemis Room 20CD "Counseling and Psychological Services: Working Alongside SNC Faculty to Support Students In and Outside the Classroom"**

Counseling and Psychological Services (CAPS) recognizes the critical role that faculty play in the lives of students at SNC. With the Catholic, Norbertine and Liberal Arts mission and values as a foundation, Bruce Robertson, Ph.D., the Senior Director of Counseling and Career Programs, will discuss the process for collaboration with CAPS as you teach, guide, and mentor your students. Faculty, employers and professional higher education staff continue to emphasize that today's college students who have grown up in a world of technology and social media, often lack interpersonal soft skills, expect immediate feedback, and do not differentiate between casual and professional relationships. Dr. Robertson will discuss characteristics of this generation of college students and some of the key areas of concern that faculty have encountered including disruptive students, mental health issues, Autism Spectrum Disorders, and alcohol/drug use and abuse. The support systems and resources available at SNC along with the process for making referrals and working with Counseling and Psychological Services will be reviewed and discussed.

### **New Faculty Seminar 2: Tuesday, October 4, 2:00 – 3:30 p.m., Bemis 114CD "Getting it Done: Scholarship in the Trenches"**

Transitioning into a full-time tenure track position that emphasizes excellent teaching is challenging. Given many competing demands, how do you carve out space and time for your own scholarship? Our panel of junior faculty will be discussing thoughts and strategies for keeping on track with your research agenda in the early years.

### **New Faculty Seminar 3: Tuesday, November 15, 2:00 – 4:00 p.m., Bemis 114CD "Understanding our Catholic intellectual and Norbertine Traditions"**

As the only Norbertine college in the world, we at St. Norbert College emphasize the centrality of our mission in who we are and what we do. There is an expectation that faculty will articulate how they are contributing to the mission in yearly reviews, and tenure and promotion applications. In this workshop, we will explore key concepts of our Catholic intellectual and Norbertine traditions, and discuss what it means to support and contribute to the mission of the College. Following this discussion, we will have a social with Mission and Student Affairs Staff from 3:00 - 4:00 p.m.

### **End of Semester Lunch: Wednesday, December 14, 11:30 a.m. – 1:00 p.m., Bemis Hendrickson Dining Room**

### **New Faculty Seminar 4: Tuesday, January 31, 2:00 – 3:30 p.m., Bemis Room 114CD "Exploring Faculty Roles in High-Impact Practices that Foster Student Learning: The Honors Program and Academic Service-Learning"**

In his seminal text, *High-Impact Educational Practices: What they are, who has access to them, and why they matter*, George Kuh outlines ten high-impact pedagogical practices that foster student learning. These high-impact practices, when done well, engage students by helping them to make their own discoveries and connections, grapple with "big" questions, and address complex problems. In this seminar, we will elaborate on, and invite you to participate in, these practices. Deirdre Egan-Ryan, Director of Academic Service-Learning, Sturzl Center for Community Service and Learning, will explore with you how service-learning is an engaged pedagogy. Marcie Paul, Director of the Honors Program, will discuss high-impact practices in the program, including the first-year living/learning component, honors tutorials and the first-year common course. Following this discussion, we will demonstrate how the online voting system works.

### **New Faculty Seminar 5: Tuesday, February 28, 2:00 – 3:30 p.m., Bemis Room 114CD "Exploring Faculty Roles in High-Impact Practices that Foster Student Learning: Undergraduate Research and Instructional Technology"**

The last of our New Faculty Orientation Seminars will concentrate on wrapping up the first year and moving on successfully. Fellow colleagues will discuss the First- and Pre-Tenure Reviews and preparing for tenure and promotion. We will further discuss the Teaching Portfolio, SOOTs, Faculty Development Funds and Grants, and your thoughts on the New Faculty Development Program and Seminars.

### **New Faculty Seminar 6: Tuesday, April 11, 2:00 – 3:30 p.m., Bemis Room 114CD "Preparing for First- and Pre-Tenure Reviews, Tenure, and Promotion"**

This seminar continues our exploration of high-impact educational practices. John Pennington, Director of The Collaborative: Center for Undergraduate Research, will invite participation in and discuss the benefits of

undergraduate research. Reid Riggle, Chair of the Digital Learning Initiative, will explore ways to increase student learning outcomes with technology.

## **MENTOR PROGRAM**

One of the College's greatest assets is the talented people we recruit to the faculty. Helping them to develop professionally in teaching, scholarship, advising, and service is one of the most important functions of the Office of Faculty Development. Effective mentoring of new faculty reaps concrete benefits for the person being mentored, the mentor, and the institution. This explains in part why Faculty Development focuses so intentionally on the Mentor Program.

We offered a mentor training session in mid-September to help clarify expectations for mentors and discuss best practices in mentoring. Successful mentor-mentee pairs from the past shared their experiences and new mentors brainstormed with experienced mentors about mentoring strategies. We were able to offer resources to mentors in order to facilitate their interaction with their new colleagues, including a copy of Brad Johnson's useful publication, *On Being a Mentor: A Guide for Higher Education Faculty*. Furthermore, the OFD provided funding to facilitate interaction between mentor pairs. In addition, the Director gave a presentation on, and discussion about, effective mentoring at the New Faculty Orientation program in the fall of 2016.

We extend heartfelt thanks for the mentors who assisted our new colleagues during the 2016-2017 academic year: Susan Landt, Ryan King, Carrie Kissman, Robert Kramer, Mark Glantz, Jamie Lynch, Eric High, Michael Olson, Joy Pahl, Wendy Scattergood, Raquel Cowell, David Hunnicutt, Ben Huegel, Jamie O'Brien, Drew Scheler, Valerie Kretz, Anna Herrman, and Brad Ellis.

In recent years, the Office of Faculty Development has expanded its concept of mentoring to include different levels and types of mentoring which are anchored in the New Faculty Development program. The Formal Mentor program continues to exist, but the New Faculty Seminars stress mutual mentoring amongst the new faculty cohort and peer mentoring by established faculty members who serve on the seminar panels. Additional mentoring from the Associate Deans and the Director of Faculty Development contributes to this mentoring network which supports new faculty colleagues.

## ANNUAL FACULTY DEVELOPMENT CONFERENCE

For the first twenty-two years of its existence, the Annual Faculty Development Conference was held in January prior to the start of classes. In 2007, the College implemented our current J-term, which has grown steadily in popularity since that time. In 2009, there were twenty J-term classes competing with the Annual Conference, so the FDC determined that we should move the conference date so as not to conflict with the J-term. We decided to pilot our conference in August 2009 before the start of classes to determine if that time frame was a feasible alternative. The FDC was very pleased with the faculty and staff response to the piloting of our change in timing for the conference, and decided, in January 2010, to permanently move the Annual Conference to August.

The Thirtieth Annual Faculty Development Conference, "*Shop Talk: Transformative Education @ SNC*," was held on August 23, 2016 in Bemis 114. Wording from the conference invitation follows:

Dear Friends,

On behalf of the Faculty Development Committee, I would like to invite you to our 2016 Annual Faculty Development Conference, *Shop Talk: Transformative Education @ SNC*, which will be held on August 23, 2016 in Bemis 114. Coffee and light refreshments will be available at 8:45 a.m. and the conference will start at 9:15 a.m. The conference concludes at 12:00 p.m. and lunch follows.

This year's conference will depart from the norm. We will not have a keynote speaker -- instead, we'll look at what 40+ St. Norbert students had to say about what they consider to be transformative (or "aha") moments in their educational journeys, inside and outside of the classroom. Where and when did this transformation happen? What exactly took place? Who helped them to and through it? Students report teaching successes in a wide range of settings (100 to Masters level courses, inside and outside the classroom, here and elsewhere) from a wide range of instructors (full-time, visiting and adjunct faculty; career and psychological counselors; academic support staff).

Then we'll connect the students' stories to our own. Our hope is that we'll be able to use these small testimonials to remind ourselves about the central role higher education can play, especially at a small, Catholic, liberal arts college, in the creation of a more just, sustainable, and loving society. So let's begin the semester with an engaging and productive conversation sprung from these stories: What does "transformation" mean in this particular context? How, when and why is it taking place? How are we (educators, learners) encouraging, provoking, directing, and/or sustaining this "transformation"? (What other active verbs should be here?) What comes next?

## **“TEACHING AND LEARNING” WORKSHOPS**

"Teaching and Learning" Workshops are a series of informal presentation/discussion sessions dedicated to promoting an exchange of ideas about teaching and learning. This year's workshops were:

Friday, October 14, 2016 – 37 attendees

### **“Disarming Fighting Words: Dealing With Racist — and Other Harmful — Comments in the Classroom”**

**Harry Brod, Distinguished Visiting Scholar and Professor of Sociology and Humanities at the University of Northern Iowa**

**Karen Mitchell, Professor of Communication Studies at the University of Northern Iowa**

Many of us find it challenging to respond to racist or otherwise hurtful comments in the classroom. Such comments often take us off guard, and can be very difficult to handle well. This workshop focuses on: 1) the kinds of comments to which we should be attentive, and 2) how we can use empathy and listening skills to address such comments in the moments in which they occur. This is an interactive workshop, so come prepared to participate.

Friday, September 30, 2016 – 10 attendees

### **“Supporting the Purposeful Graduate: Fostering a Sense of Meaning and Calling Among our Students”**

**Rebecca Lahti**

We all want our students to graduate from St. Norbert with a sense of purpose and a more-than-utilitarian view of their education. In fact, research and experience show that most college students hunger for this as well. How are we already doing this at SNC? What could we do differently or better? Drawing upon sociologist Tim Clydesdale's *The Purposeful Graduate: Why Colleges Must Talk to Students about Vocation*, this workshop will explore his research and conclusions and will consider how they can enhance our work at St. Norbert.

Friday, February 17, 2017 – 18 attendees

### **“Energizing our Liberal Arts Tradition with Integrative Studies”**

SNC has made impressive advances in College programming recently with the addition of the Schneider School of Business and Economics and the upgrade to the facilities in the new Gehl-Mulva Science Center. It's time we focus attention on making comparable advances in the defining mission of the College as a liberal arts institution. The College's current Strategic Plan (Initiative 5, Activity 4) calls upon us to “emphasize our liberal arts tradition.”

Employers today want to hire college graduates who have the full array of skills, knowledges and competencies that have long been the hallmarks of the liberally educated citizen: historical and scientific understanding; cultural sensitivity; effective communication both orally and in writing; critical thinking and initiative; interpretive acumen and creativity; facility with quantitative and statistical methods and the ability to think across disciplinary boundaries. Acquiring these skills will not only improve our students' employment prospects but enrich their lives.

Friday's workshop will focus on a proposal to establish a new curricular program at the College to be called “Integrative Studies in the Liberal Arts” (ISLA). The objectives of this program are to extend more of the benefits of the liberal arts to more of our students and to deepen and enhance their educational experience across the disciplines and divisions. The integrative studies concept is being applied at many of our peer and aspirant institutions and at liberal arts colleges across the country.

Friday, March 31, 2017 – 13 attendees

### **“Neurodiversity: There is No ‘Normal’”**

**Sharon Bohjanen, Assistant Professor of Teacher Education**



**Laurie MacDiarmid, Director of Faculty Development and Professor of English**

Let's launch a conversation about neurodiversity and pedagogy. Participants in the discussion will explore neurodiversity in college classrooms and at its conclusion will be able to:

- Define neurodiversity
- Explore neurotypical assumptions
- Redefine "disability" as "exceptionality"
- Explore "emancipatory" models that identify benefits of neurodiversity
- Gain knowledge of practical teaching strategies that have been demonstrated as effective for all learners in college settings

**“SPOTLIGHT ON SCHOLARSHIP” SERIES**

"Spotlight on Scholarship," a series of informal presentation/discussion sessions, is designed to recognize professional achievement in scholarship at St. Norbert College and to celebrate the rich diversity and talents of our colleagues. This year's presentations included:

Thursday, October 27, 2016 – 17 attendees

**Shalisa Collins**, Associate Professor of Spanish

**“A City, Some Corpses and a Whole Lot of Murder: Tales of a (Crime-Ridden) Sabbatical Project”**

In crime fiction, the corpse plays an essential role. First and foremost, its presence signifies that a criminal act has been committed. Secondly, the corpse may function as a text itself, contributing telltale signs about the victim or providing clues that lead to the disclosure of the crime. Often, in contemporary Latin American crime fiction, the corpse remains a sign that more is dead and rotting than just a body. Such is the case in the crime series by Chilean author Ramón Díaz Eterovic. In her sabbatical project, Shalisa Collins looked at how the city takes on the role of victim in Díaz Eterovic's novels. At the heart of the matter is a military dictatorship and its enduring legacy that has left an indelible mark on the face of the city.

Wednesday, September 14, 2016 – 16 attendees

**Kurstan Cunningham**, Assistant Professor of Chemistry

**“The Joy of Boron: A Gourmet Guide to Luminescence”**

Boron is a quirky little element whose main job appears to be confounding chemistry students by being the exception to all the rules. However, it is this “rule-breaker” quality that allows chemists to use boron, guided by their imagination and creativity, to generate new avenues from familiar chemical paths. Kari outlined how serendipity led her to the unpredictable world of boron chemistry. She shared how her new compounds were designed to luminesce and the beautiful crystals that were created along with the failures unexpected outcomes from the project.

Wednesday, April 12, 2017 – 15 attendees

**Howard Ebert**, Associate Professor of Theology & Religious Studies

**“God as Cause: Does it Matter?”**

The belief that God is actively involved in history lies at the heart of the three great western monotheistic religions: Judaism, Christianity, and Islam. The significance of this belief is so central to each tradition that they become meaningless and inconsequential without it. Yet what does it mean to say God “acts” in the world? How can God's ever abiding presence and influence be presented in a credible way that both honors God's radical transcendence and intimate immanence while taking into account scientific advancements?

Responding to these questions requires an examination of the meaning of causality and the (in)appropriateness of utilizing this term to understand divine agency. Howard shared the results of his

sabbatical research that focused on assessing different approaches of understanding divine causality (i.e., Thomistic, Transcendental Thomistic and Process Perspectives.) This assessment centered on how a notion of God's activity in the world can be understood that fosters an active dialogue with the sciences and contemporary experiences of freedom and suffering.

Wednesday, February 22, 2017 – 9 attendees

**Stephen Rupsch**, Associate Professor of Theatre Studies  
2016 Donald B. King Distinguished Scholar Award Recipient  
**“The Creation and Growth of Theatre Z”**

Stephen Rupsch discussed the creation and growth of Theatre Z, a small theatre company he founded in 2011 with April Beiwenger. What started as a summer grant to generate a feasibility study eventually became the core values for four productions thus far. Rupsch reviewed the challenges and successes of the growth of the company, and celebrated becoming an official nonprofit and employing union actors. Rupsch also addressed questions related to the relationship of performing arts and the Green Bay community.

Thursday, March 23, 2017 – 14 attendees

**David Hunnicutt**, Associate Professor of Biology  
**“When Did Basic Become Bad? The Long Journey Toward a Vaccine”**

Arguably the best treatment for any infectious disease is to avoid contracting it. The best way to avoid contracting an infectious disease is to be vaccinated against it. David Hunnicutt's lab at St. Norbert College is part of a research team currently working on a potential vaccine for a fish disease caused by *Flavobacterium columnare*, which is applied research drawing some interest from aquaculture. However, the origins of the project reach back to a basic research project into a simple question asked over 100 years ago: how do gliding bacteria move? Dr. Hunnicutt discussed the vaccine and virulence work that made up his sabbatical project in 2016, illustrating how basic research can lead to unexpected applications.

## **“THE CATHOLIC INTELLECTUAL TRADITION” SERIES CO-SPONSORED WITH THE DIVISION OF MISSION & HERITAGE**

"The Catholic Intellectual Tradition," a series of informal presentation/discussion sessions involving staff and faculty, began in the fall of 2007 when we explored the Catholic intellectual tradition in general terms. Since then, these conversations, usually one per semester with two presentations each, are meant to help educate faculty and staff about the tradition, demonstrate how a specific topic relates to the tradition, and model how to raise these topics for discussion in the classroom.

Tuesday, October 18, 2016, 12:00 p.m.-1:30 p.m. and Thursday, October 20, 2016  
2:00 p.m.-3:30 p.m. – 64 attendees

**David Poister, Ph.D.**  
**“The Science of Climate Change”**

David Poister is a Professor of Chemistry and Environmental Science at St. Norbert College where he has taught since 1995. He is an environmental chemist with research interests in biogeochemistry and the chemical ecology of aquatic systems. His current scientific work focuses on chemical interactions between algae growing in the Fox River. In addition to his work as a scientist, David is interested in exploring how the dialogue between science and religion can be used to understand and advance the human condition. His presentation explained the basic physical and chemical processes driving current changes to the earth's climate system. This scientific understanding will form the basis of next semester's CIT workshop centering on the religious and spiritual dimensions of climate change.

Monday, February 6, 2017, 3:00 p.m.-4:30 p.m. and Wednesday, February 8, 2017, 12:00 p.m.-1:30 p.m. – 84 attendees

**David Poister, Ph.D.**

**“Answering the Call of Laudato Si’: Science and the Common Good”**

This presentation examined the common good from a scientific perspective and illustrated how scientific knowledge can be integrated with religious perspectives to address global-scale crises and improve the human condition.

## **ADDITIONAL PROGRAMMING**

Collaboration is one of the foundations of the Faculty Development Program. Colleagues from across the College approach the Office of Faculty Development with proposals to co-sponsor speakers, workshops, discussions, and other events. Whereas the OFD is not able to honor all requests, we do occasionally collaborate with other offices and programs to co-sponsor additional programming opportunities for faculty and staff.

Friday, December 2, at 3:30 PM

**Harry Brod and Karen Mitchell**

**"Hard Words in the Classroom"**

An informal conversation on how to handle "Hard Words in the Classroom" in productive, community-building ways. In preparation for the conversation, attendees were asked to read "Managing Hot Moments in the Classroom," by Lee Warren of Harvard University's Derek Bok Center.

Monday March 6, 12:00-1:00 PM and April 26, 12:00-1:00 PM

**Instructors (Past and Present) in the MLS, MTS, and MBA programs**

**“Brown Bag Shop Talk”**

A get together that shared what works (and doesn't work) in the graduate level classroom. The goal of this luncheon was to begin to create a cohort of teacher-scholars involved with graduate instruction at SNC. Several questions that were considered in discussion included: "In your experience, how are graduate students different from undergraduate students?" "How are they the same?" "How have your goals or strategies changed for the graduate level?" and "What advice would you give to new graduate level instructors?"

Monday, April 3

**Writing Across the Curriculum Program Advisors**

**“WAC Course Design Fellowship”**

This fellowship was geared towards those who had a course whose writing assignments they wanted to improve, were designing a new course, or were interested in developing a 100- or 200-level Writing Intensive (C-WI) course. Additionally, it provided a collaborative space for designing and improving one course. This involved reviewing important research on writing instruction, reflecting on disciplinary needs and practices, and work-shopping pedagogies. Fellows will present one another with a revised vision for writing in their course shortly before the fall semester begins.

## **FACULTY EMERITI**

In our ongoing effort to establish a more consistent pattern of meeting and interacting with Faculty Emeriti, Emeriti were invited back to campus for several events. Of note were the following events:

Emeriti Lunch, Friday, October 31, 2016 in the Bemis International Center. Twenty-four of our colleagues were able to attend.

Emeriti Lunch, Monday, April 10, 2017 in the Bemis International Center. Seventeen of our colleagues were able to attend.

St. Norbert College bid a fond farewell and thank you to Kathy Muhs, Assistant Professor of Mathematics; John Frohlinger, Associate Professor of Mathematics; and John Day, Associate Professor of Spanish, who earned emeriti status at the end of the 2016-2017 academic year. In honor of their dedicated service to St. Norbert College, the Office of Faculty Development, in collaboration with the President and Dean of the College, hosted a farewell dinner for them and their guests, after the college community recognized their years of dedicated service at the Faculty Awards Reception. The community also presented a gift of appreciation.

## **“CELEBRATING COLLEGIALLY”**

The Office of Faculty Development hosts two Celebrating Collegiality receptions each year. These gatherings are rooted in the Norbertine principle of *radical hospitality* and are intended to enhance faculty morale and nurture community and collegiality. Two “Celebrating Collegiality” gatherings were held in the 2016-2017 academic year. The first semester event was held Friday, October 21, 2016, in the Campus Center Reflection Lounge. Second semester, “Celebrating Collegiality” was held on Friday, March 3, 2017, again in the Campus Center Reflection Lounge. Because these events are set-up in an "open house" style, attendance is difficult to estimate, but the majority of faculty were able to attend at least part of the afternoon. Feedback is always positive.

## FACULTY DEVELOPMENT SUMMER GRANTS PROGRAM

The Summer Grants Program offers faculty the opportunity to obtain financial support for scholarly, artistic, curricular, and instructional projects undertaken during the summer months. The grants are awarded by the Summer Grants Subcommittee, which is comprised of elected faculty members of the Faculty Development Committee. The Program is administered by the Director of Faculty Development. The SNC faculty who received 2017 Summer Grant awards of \$2,500.00 were:

### Curricular and Instructional Improvement

**April Beiswenger, Associate Professor of Theatre Studies**

Support for the development of a new online course "THEA 387: History of Architecture and Decor."

**Erik Brekke, Assistant Professor of Physics**

Support for the redesign of "PHYS 121/122" with online lectures.

**Debbie Kupinsky, Assistant Professor of Art**

Support for the addition and building of technical skills that will enhance curricular content in the sculpture area, particularly in wood construction.

**John-Gabriel Licht, Assistant Professor of Business Administration**

Support for the partial redesign of a statistics course to coincide with MATH 128 and BUAD 284.

**Erica Southworth, Assistant Professor of Education**

Support for the restructuring of existing Teacher Education 2-credit courses into 4-credit courses and the integration of culturally-diverse resources in each.

### Scholarship and Creative/Artistic Endeavors

**Brandon Bauer, Assistant Professor of Art**

Support for the scholarly project, "Exhibition Support - Founders Hall Gallery, UW-Manitowoc."

**Adam Brandt, Assistant Professor of Biology**

Support for the scholarly project, "Toll-like Receptor Gene Diversity in Turtles (Order: Testudines) and Implication for Disease Resistance."

**Bridget Burke Ravizza, Associate Professor of Theology and Religious Studies**

Support for the scholarly project, "Book Project on Same Sex Marriage in the Catholic Tradition."

**Anindo Choudhury, Professor of Biology and Environmental Science**

Support for the scholarly project, "Distribution and Relationships of the Human Broad Tapeworm in North America."

**Deirdre E. Egan-Ryan, Associate Professor of English/Director of Academic Service-Learning**

Support for the scholarly project, "Modernist Women and Social Engagement."

**Katie Garber, Assistant Professor of Chemistry**

Support for the scholarly project, "Application of a Chemical Method to Detect Phosphorylation to Bacterial Systems."

**Eric High, Associate Professor of Music**

Support for the scholarly project to commission two new works for the contrabass trombone.

**Ryan King, Assistant Professor of Biology**

Support for the scholarly project, "Mapping the Molecular and Cellular Complexity of Planarian Protonephridia."

**Robert S. Kramer, Professor of History**

Support for the scholarly project, "Research in the Sudan Archive at University of Durham (UK)."

**Amy Lewis, Assistant Professor of Humanities and Liberal Arts**

Support for the scholarly project, "Book Project on Henry Bibb's Slave Narrative."

**Cristina Ortiz, Assistant Professor of Sociology**

Support for the scholarly project, "Examining Societal Factors that Influence the Racial and Cultural Socialization Process."

**Wayne Patterson, Professor of History**

Support for the scholarly project, "Research on William Franklin Sands at the Kyujanggak in Seoul, Korea."

**Drew J. Scheler, Assistant Professor of English/Director of Writing Across the Curriculum**

Support for the scholarly project, "How Does Your Garden Grow?: Toward the Alignment of WAC and Community Literacy."

**Victoria Tashjian, Professor of History**

Support for the scholarly project, "African American Settlement in Nineteenth Century Northeast Wisconsin: Archival Research."

**Alexa Trumpy, Assistant Professor of Sociology**

Support for the scholarly project, "Reading for Points."

The investment in the Summer Grants Program has been an excellent one. During the past thirty-two years, through over 500 individual grants, the Program has provided many faculty with opportunities for pursuing significant scholarly, artistic, curricular, and pedagogical projects that otherwise might not have been undertaken or completed.

**SUMMER GRANT APPLICATIONS DATA:**

<b>SUMMER 2017 (\$50,000.00)</b>	<b>31-YEAR BREAKDOWN (1986-2017)</b>																																																																																																																																																																																				
<p><b>I. APPLICATIONS ANALYSIS:</b></p> <p>Applications: 25</p> <p>Applicants: 25</p> <p>Collaborative projects: 0</p> <p><b>Rank:</b></p> <table> <tr><td>Professor</td><td>=</td><td>5</td></tr> <tr><td>Associate</td><td>=</td><td>4</td></tr> <tr><td>Assistant</td><td>=</td><td>16</td></tr> <tr><td>Instructor</td><td>=</td><td>0</td></tr> </table> <p><b>Disciplines (25):</b></p> <table> <tr><td>Anthropology</td><td>=</td><td>0</td><td>History</td><td>=</td><td>3</td></tr> <tr><td>Art</td><td>=</td><td>2</td><td>Humanities</td><td>=</td><td>1</td></tr> <tr><td>Biology</td><td>=</td><td>3</td><td>Mathematics</td><td>=</td><td>1</td></tr> <tr><td>Bus. Admin.</td><td>=</td><td>1</td><td>MLL</td><td>=</td><td>1</td></tr> <tr><td>Chemistry</td><td>=</td><td>1</td><td>Music</td><td>=</td><td>1</td></tr> <tr><td>Comm.</td><td>=</td><td>1</td><td>Philosophy</td><td>=</td><td>0</td></tr> <tr><td>Computer Sci.</td><td>=</td><td>0</td><td>Physics</td><td>=</td><td>1</td></tr> <tr><td>Economics</td><td>=</td><td>0</td><td>Pol. Science</td><td>=</td><td>0</td></tr> <tr><td>Education</td><td>=</td><td>2</td><td>Psychology</td><td>=</td><td>0</td></tr> <tr><td>English</td><td>=</td><td>2</td><td>Theol&amp;Rel. Studies</td><td>=</td><td>2</td></tr> <tr><td>Geography</td><td>=</td><td>0</td><td>Soc. Science</td><td>=</td><td>0</td></tr> <tr><td>Geology</td><td>=</td><td>0</td><td>Sociology</td><td>=</td><td>2</td></tr> <tr><td></td><td></td><td></td><td>Theater Studies</td><td>=</td><td>1</td></tr> </table>	Professor	=	5	Associate	=	4	Assistant	=	16	Instructor	=	0	Anthropology	=	0	History	=	3	Art	=	2	Humanities	=	1	Biology	=	3	Mathematics	=	1	Bus. Admin.	=	1	MLL	=	1	Chemistry	=	1	Music	=	1	Comm.	=	1	Philosophy	=	0	Computer Sci.	=	0	Physics	=	1	Economics	=	0	Pol. Science	=	0	Education	=	2	Psychology	=	0	English	=	2	Theol&Rel. Studies	=	2	Geography	=	0	Soc. Science	=	0	Geology	=	0	Sociology	=	2				Theater Studies	=	1	<p><b>I. APPLICATIONS ANALYSIS:</b></p> <p>Total applications processed: 599</p> <p>Total applicants: 640</p> <p>Total collaborative projects: 50</p> <p><b>Rank:</b></p> <table> <tr><td>Professor</td><td>=</td><td>78</td></tr> <tr><td>Associate</td><td>=</td><td>176</td></tr> <tr><td>Assistant</td><td>=</td><td>368</td></tr> <tr><td>Instructor</td><td>=</td><td>13</td></tr> </table> <p><b>Disciplines (25):</b></p> <table> <tr><td>Anthropology</td><td>=</td><td>12</td><td>History</td><td>=</td><td>53</td></tr> <tr><td>Art</td><td>=</td><td>18</td><td>Humanities</td><td>=</td><td>7</td></tr> <tr><td>Biology</td><td>=</td><td>59</td><td>Mathematics</td><td>=</td><td>15</td></tr> <tr><td>Bus. Admin.</td><td>=</td><td>49</td><td>MLL</td><td>=</td><td>38</td></tr> <tr><td>Chemistry</td><td>=</td><td>20</td><td>Music</td><td>=</td><td>12</td></tr> <tr><td>Comm.</td><td>=</td><td>33</td><td>Philosophy</td><td>=</td><td>32</td></tr> <tr><td>Computer Sci.</td><td>=</td><td>3</td><td>Physics</td><td>=</td><td>10</td></tr> <tr><td>Economics</td><td>=</td><td>24</td><td>Pol. Science</td><td>=</td><td>20</td></tr> <tr><td>Education</td><td>=</td><td>40</td><td>Psychology</td><td>=</td><td>30</td></tr> <tr><td>English</td><td>=</td><td>49</td><td>Rel. Studies</td><td>=</td><td>48</td></tr> <tr><td>Geography</td><td>=</td><td>3</td><td>Soc. Science</td><td>=</td><td>2</td></tr> <tr><td>Geology</td><td>=</td><td>12</td><td>Sociology</td><td>=</td><td>29</td></tr> <tr><td></td><td></td><td></td><td>Theater Studies</td><td>=</td><td>11</td></tr> </table>	Professor	=	78	Associate	=	176	Assistant	=	368	Instructor	=	13	Anthropology	=	12	History	=	53	Art	=	18	Humanities	=	7	Biology	=	59	Mathematics	=	15	Bus. Admin.	=	49	MLL	=	38	Chemistry	=	20	Music	=	12	Comm.	=	33	Philosophy	=	32	Computer Sci.	=	3	Physics	=	10	Economics	=	24	Pol. Science	=	20	Education	=	40	Psychology	=	30	English	=	49	Rel. Studies	=	48	Geography	=	3	Soc. Science	=	2	Geology	=	12	Sociology	=	29				Theater Studies	=	11
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<p><b>CATEGORY BREAKDOWN:</b></p> <table> <tr><td>"Scholarship, Research, . . ."</td><td>Applications:</td><td>19</td></tr> <tr><td>"Curricular &amp; Instructional . . ."</td><td>Applications:</td><td>6</td></tr> </table>	"Scholarship, Research, . . ."	Applications:	19	"Curricular & Instructional . . ."	Applications:	6	<p><b>II. CATEGORY BREAKDOWN:</b></p> <table> <tr><td>"Scholarship, Research, . . ."</td><td>Applications:</td><td>399</td></tr> <tr><td>"Curricular &amp; Instructional . . ."</td><td>Applications:</td><td>196</td></tr> <tr><td>"International Research . . ."</td><td>Applications:</td><td>4</td></tr> </table>	"Scholarship, Research, . . ."	Applications:	399	"Curricular & Instructional . . ."	Applications:	196	"International Research . . ."	Applications:	4																																																																																																																																																																					
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**SUMMER GRANT APPLICANT FUNDING DATA:**

SUMMER 2017	31-YEAR BREAKDOWN (1986-2017)																																																										
<p><b>I. APPLICANT BREAKDOWN:</b></p> <p>Applicants Funded: 20</p> <p>Applicants unfunded: 5</p> <p><b>Rank:</b></p> <p>Professor = 4 Associate = 4 Assistant = 12</p> <p><b>Disciplines (25):</b></p> <table> <tr><td>Anthropology = 0</td><td>History = 3</td></tr> <tr><td>Art = 2</td><td>Humanities = 1</td></tr> <tr><td>Biology = 3</td><td>Mathematics = 0</td></tr> <tr><td>Bus. Admin. = 1</td><td>MLL = 0</td></tr> <tr><td>Chemistry = 1</td><td>Music = 1</td></tr> <tr><td>Comm. = 0</td><td>Philosophy = 0</td></tr> <tr><td>Computer Sci. = 0</td><td>Physics = 1</td></tr> <tr><td>Economics = 0</td><td>Pol. Science = 0</td></tr> <tr><td>Education = 1</td><td>Psychology = 0</td></tr> <tr><td>English = 2</td><td>Theol/Rel. = 1</td></tr> <tr><td>Geography = 0</td><td>Studies = 0</td></tr> <tr><td>Geology = 0</td><td>Soc. Science = 0</td></tr> <tr><td></td><td>Sociology = 2</td></tr> <tr><td></td><td>Theater St. = 1</td></tr> </table>	Anthropology = 0	History = 3	Art = 2	Humanities = 1	Biology = 3	Mathematics = 0	Bus. Admin. = 1	MLL = 0	Chemistry = 1	Music = 1	Comm. = 0	Philosophy = 0	Computer Sci. = 0	Physics = 1	Economics = 0	Pol. Science = 0	Education = 1	Psychology = 0	English = 2	Theol/Rel. = 1	Geography = 0	Studies = 0	Geology = 0	Soc. Science = 0		Sociology = 2		Theater St. = 1	<p><b>I. APPLICANT BREAKDOWN:</b></p> <p>Applications: 521</p> <p>Applicants Funded: 473</p> <p><b>Rank:</b></p> <p>Professor = 57 Associate = 136 Assistant = 288 Instructor = 8</p> <p><b>Disciplines (25):</b></p> <table> <tr><td>Anthropology = 10</td><td>History = 39</td></tr> <tr><td>Art = 16</td><td>Humanities = 5</td></tr> <tr><td>Biology = 47</td><td>Mathematics = 10</td></tr> <tr><td>Bus. Admin. = 31</td><td>MLL = 37</td></tr> <tr><td>Chemistry = 19</td><td>Music = 10</td></tr> <tr><td>Comm. = 30</td><td>Philosophy = 28</td></tr> <tr><td>Computer Sci. = 2</td><td>Physics = 7</td></tr> <tr><td>Economics = 19</td><td>Pol. Science = 14</td></tr> <tr><td>Education = 28</td><td>Psychology = 23</td></tr> <tr><td>English = 48</td><td>Theol/Rel. = 35</td></tr> <tr><td>Geography = 2</td><td>Studies = 7</td></tr> <tr><td>Geology = 11</td><td>Soc. Science = 1</td></tr> <tr><td></td><td>Sociology = 121</td></tr> <tr><td></td><td>Theater = 9</td></tr> <tr><td></td><td>Studies = 9</td></tr> </table>	Anthropology = 10	History = 39	Art = 16	Humanities = 5	Biology = 47	Mathematics = 10	Bus. Admin. = 31	MLL = 37	Chemistry = 19	Music = 10	Comm. = 30	Philosophy = 28	Computer Sci. = 2	Physics = 7	Economics = 19	Pol. Science = 14	Education = 28	Psychology = 23	English = 48	Theol/Rel. = 35	Geography = 2	Studies = 7	Geology = 11	Soc. Science = 1		Sociology = 121		Theater = 9		Studies = 9
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<p><b>II. CATEGORY BREAKDOWN:</b></p> <p>"Scholarship, Research, and Artistic Endeavors" : 15</p> <p>"Curricular and Instructional Improvement" : 5</p>	<p><b>II. CATEGORY BREAKDOWN:</b></p> <p>"Scholarship, Research, and Artistic Endeavors" : 331</p> <p>"Curricular and Instructional Improvement" : 174</p> <p>"International Research Project" : 1</p>																																																										
<p><b>III. AWARDS BREAKDOWN:</b></p> <p>"Scholarship, Research, and Artistic Endeavors": \$ 37,500.00</p> <p>"Curricular and Instructional Improvement" : \$ 12,500.00</p> <p>Applications: <b>TOTAL: \$50,000.00</b></p> <p>"Scholarship, Research, and Artistic Endeavors" Average Award: \$ 2,500.00</p> <p>"Curricular and Instructional Improvement" Average Award: \$2,500.00</p> <p>Average Award/All Categories: \$ 2,500.00</p>	<p><b>III. AWARDS BREAKDOWN:</b></p> <p>"Scholarship, Research, and Artistic Endeavors" : \$ 584,924.00</p> <p>"Curricular and Instructional Improvement" : \$ 257,915.00</p> <p>"International Research Project" <u>3,000.00</u></p> <p><b>TOTAL: \$ 845,839.00</b></p> <p>"Scholarship, Research, and Artistic Endeavors" Average Award: \$ 1,767.00</p> <p>"Curricular and Instructional Improvement" Average Award: \$ 1,482.00</p> <p>"International Research Project" Average Award: \$ 3,000.00</p> <p>Average Award/All Categories: \$ 2,083.00</p>																																																										



## FUND FOR PEDAGOGICAL DEVELOPMENT

In August, 2006, the Faculty Development Committee proposed to the Dean of the College that an additional \$1,000.00 be set aside per academic year for two \$500.00 awards to be granted to faculty who wish to attend (rather than present at) pedagogical conferences. The same eligibility rules, guidelines, and application procedures would govern these applications as govern traditional FDF applications. After attending the conference, the faculty member, in consultation with the Director of Faculty Development, determines the most appropriate forum for sharing the knowledge and/or expertise gained from the conference with colleagues and sets a date for this forum.

The rationale for this proposal was that a faculty member may currently apply for Faculty Development funds to attend a conference if he/she is performing a significant role at the conference (e.g. presenting a paper or a poster, chairing a session). However, FDF dollars *will not* ordinarily be allocated to support attendance at an annual association convention or conference at which the applicant is not presenting a paper or performing a significant role. The Faculty Development Committee notes that while the philosophy of the FDF is to encourage and support faculty scholarship, the FDC would also like to encourage faculty members to stay current in their fields, especially in the areas of pedagogy and technology. Annual meetings often provide the best opportunity to learn about new technology and pedagogy, thus the Fund for Pedagogical Development can be accessed for this purpose. Four awards of up to \$750.00 were granted for 2016-2017.

### **Katie Dunn, Assistant Professor of Biology**

Funding of \$750.00 to help cover expenses to participate in the American Physiological Society Institute on Teaching and Learning Workshop, Madison, WI, June 20-24, 2016, specific to the teaching and learning of Physiology and perfectly tailored to two courses taught.

### **Tom Conner, Professor of French**

Funding of \$750.00 to help cover expenses to participate in the American Council on the Teaching of Foreign Languages, Boston, MA, November 18-20, 2016, to deal with assessment of cultural and language proficiency, attend various workshops geared toward defending foreign language programs; and review a wide range of textbooks.

### **Ikuko Torimoto, Associate Professor of Japanese**

Funding of \$750.00 to help cover expenses to participate in the American Council on the Teaching of Foreign Languages, Boston, MA, November 18-20, 2016, to learn to develop a placement test for incoming students.

### **Deborah Anderson, Professor of Biology**

Funding of \$750.00 to help cover expenses to participate in the American Association of Anatomists Annual Conference, Chicago, IL, April 21-25, 2017, specific to networking, pedagogical innovation, effective science communication, professional research opportunity, mentoring and work-life

balance, and virtual microscope database.

Because of the continued success of this funding source, it is hoped that we will be able to offer this funding well into the future. We will offer six awards in the 2017-2018 year.

## **FACULTY DEVELOPMENT FUND**

The Faculty Development Fund (FDF) is designed to help faculty defray the cost of professional growth activities and projects. The elected members of the Faculty Development Committee review applications. The Director of Faculty Development manages the fund and administers the awards, but does not judge the proposals. All full- and part-time faculty are eligible to apply for monies from the FDF, with part-time faculty receiving prorated allotments based upon the number of courses taught per year. Proposals are judged on the basis of their potential for enhancing the applicants' professional growth.

The Director and members of the Faculty Development Committee will continue to carefully monitor the disbursement of FDF monies, modifying procedures and guidelines in accordance with changing faculty needs and expectations. In the future, as in the past, faculty input will be central to FDC deliberations on the FDF as Committee members continue doing their best to be just and prudent stewards of this important Fund.

As usual, the FDF attracted proposals from a wide range of faculty. Funded applicants came from all Divisions, from all ranks, and from different disciplines, totaling fifty-six funded awards this past year. The following is a complete listing of recipients.

## FACULTY DEVELOPMENT FUND: 2016-2017

### I. APPLICANT BREAKDOWN:

**Applications received and processed: 56**

**Total applications funded: 56**

**Total faculty funded: 53**

#### Rank

Professor	=	13
Associate	=	14
Assistant	=	20
Visiting Assistant	=	6
Other	=	3

#### Disciplines:

Anthropology/Sociology	=	0	Geology	=	1
Art	=	3	History	=	2
Biology	=	4	Humanities	=	1
Business Administration	=	2	Mathematics	=	2
Chemistry	=	1	Music	=	4
Communication	=	2	Modern Languages & Literatures	=	3
Computer Science	=	0	Philosophy	=	8
Economics	=	1	Physics	=	0
Education	=	5	Political Science	=	2
English	=	6	Psychology	=	4
Geography	=	0	Sociology	=	2
			Theater Studies	=	0
			Theology & Religious Studies	=	3

#### **Brad Ellis, Assistant Professor of Spanish**

Funding of up to \$750.00 to help cover expenses for travel to San Juan, Puerto Rico, to participate in the Grupo de Estudios sobre la Mujer en Espana y Latinoamerica, September 28-October 2, 2016, to present a paper titled "Slaves, Sorcery, and Subversion: The Spanish Picaresque Novel's Response to the Morisco Expulsion of 1609."

#### **Joel Mann, Associate Professor of Philosophy**

Funding of up to \$750.00 to help cover expenses for travel to Austin, TX, to participate in the International Association for Presocratic Studies Fifth Biennial Conference, June 12-18, 2016, to present a paper titled "Action and Pollution in Antiphon's Tetralogies."

#### **Anindo Choudhury, Professor of Biology**

Funding of up to \$750.00 to help cover expenses for travel to Edmonton, Canada, to participate in the American Society of Parasitologists, Annual Meeting, July 11-14, 2016, to present a paper titled "*Ex Uno Plures*: Species recognition and diversification of freshwater *Bothriocephalus* species in North American freshwater fishes."

**Justin Krueger, Adjunct Assistant Professor of Music**

Funding of up to \$375.00 to help cover expenses for travel to Oberlin, Ohio, to participate in the 2016 MTNA Group Piano and Piano Pedagogy Forum, August 4-7, 2016, to present a poster titled “An Age of Discovery: Piano Literature of the 21<sup>st</sup> Century.”

**Eric High, Assistant Professor of Music**

Funding of up to \$750.00 to help cover expenses for travel to Grand Forks, ND, to participate in a Lecture Recital, October 6, 2016, to present a Lecture Recital on the “Contrabass Trombone.”

**David Bachyrycz, Visiting Fellow of Philosophy**

Funding of up to \$187.00 to help cover expenses for travel to Chicago, IL, to participate the 47<sup>th</sup> Annual Meeting of The Husserl Circle, June 15-18, 2016, to comment on a paper titled “On Husserl’s Argument from the Problem of Transcendence.”

**Yi-Lan Niu, Associate Professor of Music**

Funding of up to \$750.00 to help cover expenses for travel to Taiwan, Republic of China, to present five lectures and two voice master classes hosted at the Jhongli Senior High School Department of Music, June 1-22, 2016.

**Erica Southworth, Assistant Professor of Education**

Funding of up to \$750.00 to help cover expenses for travel to Washington, DC, to participate in the National Council for the Social Studies, December 1-3, 2016, to present a poster titled “A Picture is Worth 1,000 (Gendered) Words: Imagery in Textbooks.”

**Carrie Kissman, Assistant Professor of Biology and Environmental Science**

Funding of up to \$750.00 to help cover expenses for travel to Fort Lauderdale, FL, to participate in the 101st Ecological Society of America Annual Meeting, August 6-12, 2016, to present a paper titled “Cannibalism in largemouth bass: A 28-year record from a small north temperate lake,” and another paper titled “Reducing algal blooms in Dream Lake, WI: Algal and zooplankton season dynamics indicate response to food web manipulation.”

**Seth Meyer, Assistant Professor of Mathematics**

Funding of up to \$750.00 to help cover expenses for travel to Leuven, Belgium, to participate in the International Linear Algebra Society (ILAS) annual meeting, July 9-16, 2016, to present a paper titled “Minimum Circulant Rank.”

**David Bailey, Associate Professor of Biology**

Funding of up to \$750.00 to help cover expenses for travel to San Diego, CA, to participate in the annual Society for Neuroscience meeting, November 12-16, 2016, to present two posters titled “Acute corticosterone treatment differentially affects spatial memory behavior and vesicular glutamate transporter 2 mRNA in the hippocampus of adult male and female zebra finches” and a Insulin receptor labeling in zebra finch brain as revealed by confocal.”

**John Dose, Associate Professor of Psychology**

Funding of up to \$750.00 to help cover expenses for travel to San Diego, CA, to participate in the annual Society for Neuroscience meeting, November 12-16, 2016, to present a poster titled “Behavioral and plasticity mechanisms of the acute effects of nicotine in the neonatal quinpirole model of schizophrenia.”

**Katie Garber, Assistant Professor of Chemistry**

Funding of up to \$750.00 to help cover expenses for travel to Andover, NH, to participate in the Natural Products & Bioactive Compounds Gordon Research Conference, July 31-August 5, 2016, to present a poster titled “Combating antibiotic resistance: discovery of new drugs and new targets.”

**Tynisha Meidl, Associate Professor of Teacher Education**

Funding of up to \$750.00 to help cover expenses for travel to New Orleans, LA, to participate in the International Association for Research on Service Learning and Community Engagement Conference, September 25-28, 2016, to present a paper titled “Bifurcation or Dichotomy?: Three Case Studies Investigating the Intersection of Policy and Practice of Service-Learning in K-12 Education.”

**Karlyn Crowley, Professor of English**

Funding of up to \$750.00 to help cover expenses for travel to Montreal, Quebec, Canada, to participate in the National Women’s Studies Association, November 9-13, 2016, to be on two panels titled “Strategizing Masculinities: Masculinities Work As Decolonized Praxis” and “Rethinking Women’s and Gender Studies Rethought (or, Looking Towards RWGS Volume II).”

**Alexa Trumpy, Assistant Professor of Sociology**

Funding of up to \$750.00 to help cover expenses for travel to Seattle, WA, to participate in the American Sociological Association, August 20-24, 2016, to present a paper titled “How Movements Benefit Converts: Case Studies of Converts in Four Movements.”

**Valerie Kretz, Assistant Professor of Communication & Media Studies**

Funding of up to \$750.00 to help cover expenses for travel to Philadelphia, PA, to participate in the National Communication Association conference, November 9-13, 2016, to present two papers titled “Relationship Satisfaction and Attachment Predict Different Forms of Parasocial Interaction with Media Figures” and “Individual Differences in Emotions Evoked by Media Depictions of Romantic Relationships.”

**Ikuko Torimoto, Associate Professor of Japanese**

Funding of up to \$750.00 to help cover expenses for travel to Honolulu, HI, to participate in the 2017 Hawaii International Conference on Arts & Humanities, January 8-11, 2017, to present a paper titled “The Establishment of Seattle’s Nihon-machi.”

**Michelle Schoenleber, Assistant Professor of Psychology**

Funding of up to \$750.00 to help cover expenses for travel to Baltimore, MD, to participate in the Society for Research in Psychopathology conference, September 28-October 2, 2016, to present a poster titled “Psychometric properties & content expansion of the Brief Pathological Narcissism Inventory.”

**Scott Kirst, Assistant Professor of Education**

Funding of up to \$750.00 to help cover expenses for travel to Denver, CO, to participate in the 2016 Geological Society of America Annual Meeting, September 24-25, 2016, to present a paper titled “Combining an introductory geology course with a science education course: Lessons learned after four years.”

**David Duquette, Professor of Philosophy**

Funding of up to \$750.00 to help cover expenses for travel to Montreal, Canada, to participate in the Hegel Society of America conference, November 3-6, 2016, to chair a session titled “How Hegel Read the Platonic Dialogues.”

**Tim Flood, Professor of Geology**

Funding of up to \$750.00 to help cover expenses for travel to Denver, CO, to participate in the 2016 Geological Society of America Annual Meeting, September 24-27, 2016, to present a paper titled “Combining an introductory geology course with a science education course: Lessons learned after four years.”

**Debbie Kupinsky, Assistant Professor of Art**

Funding of up to \$750.00 to help cover expenses for travel to Stevens Point, WI, to participate in the University of Wisconsin-Stevens Point Edna Carlsten Gallery *Topographies Exhibition*, November 1-December 7, 2016, presenting the work of five artists in the exploration of the theme from a cultural, spiritual, interpersonal and geographical perspective.

**Anna Herrman, Assistant Professor of Communication & Media Studies**

Funding of up to \$750.00 to help cover expenses for travel to Oak Park, IL, to participate in the Organization for the study of communication, language and gender conference, October 14-16, 2016, to present a paper titled "Communication and Eating Disorders: The Isolated Image of a Women's Body."

**Thomas Bolin, Professor of Theology & Religious Studies**

Funding of up to \$750.00 to help cover expenses for travel to San Antonio, TX, to participate in the Annual Meeting of the Society of Biblical Literature, November 18-22, 2016, to present a paper titled "Blameless, Complete, or Ended? The Contradictory Colophon in Job" and participate in a Review Panel of Eva Mroczek: *The Literary Imagination in Jewish Antiquity*.

**Thomas Conner, Professor of French**

Funding of up to \$750.00 to help cover expenses for travel to Jacksonville, FL, to participate in the South Atlantic Modern Language Association annual convention, November 3-6, 2016, to present a paper titled "The Problem With Biblical Motifs in Knut Hamsun's *Growth of the Soil*."

**Steven Burgess, Teaching Fellow in Philosophy**

Funding of up to \$375.00 to help cover expenses for travel to Hiram, OH, to participate in an invited lecture, October 13-15, 2016, titled "Nietzsche on Descartes: The Hidden Target of Gay Science, 344."

**Amy Lewis, Assistant Professor of Humanities & Liberal Arts**

Funding of up to \$750.00 to help cover expenses for travel to Denver, CO, to participate in the American Studies Association Annual Meeting, November 16-20, 2016, to present a paper titled "'I still long for a hearthstone of my own;': Enslaved African-Americans and Their Search for Home."

**Kathleen Molnar, Associate Professor of Business Administration**

Funding of up to \$750.00 to help cover expenses for travel to Key West, FL, to participate in the 2017 Academic OASIS/IAABR-KEY WEST International Academic Conference on Business, Economics, Finance and Accounting, January 4-7, 2017, to present a paper titled "Factors that Influence Faculty to Integrate Technology into the Classroom and Faculty Perceptions' of Benefits."

**Daniel Collette, Visiting Assistant Professor of Philosophy**

Funding of up to \$562.50 to help cover expenses for travel to New Brunswick, NJ, to participate in the Society of Christian Philosophers Eastern Division Meeting, October 19-21, 2016, to present a paper titled "What Happens Before Pascal's Wager: The Apologetic Project of the *Pensées* and the Psychology of Persuasion."

**Cristina Ortiz, Assistant Professor of Sociology**

Funding of up to \$750.00 to help cover expenses for travel to Los Angeles, CA, to participate in the Critical Mixed Race Studies Conference, February 23-27, 2017, to present a paper titled "Racializing Multiracials: How children's phenotype and gender influence the parental racialization process" and chair a panel titled "Mixed Families and Racial Socialization."

**Mara Brecht, Associate Professor of Theology & Religious Studies**

Funding of up to \$750.00 to help cover expenses for travel to San Antonio, TX, to participate in the American Academy of Religion annual meeting, November 18-22, 2016, to present a paper titled "Comparative Theology in the Classroom."

**Lucy Arendt, Professor of Management**

Funding of up to \$750.00 to help cover expenses for travel to Santiago, Chile, to participate in the 16<sup>th</sup> World Conference on Earthquake Engineering, January 6-17, 2017, to present a paper titled "Strengthening building code implementation and compliance in the developing world: A case study of Nepal."

**Robert Osgood, Professor of Teacher Education**

Funding of up to \$750.00 to help cover expenses for travel to Providence, RI, to participate in the 2016 Annual Meeting of the History of Education Society, November 2-6, 2016, to present a paper titled "Origins of a Great Divide: Initial Efforts in the Professional Development of Special Education Teachers in the United States."

**Joel Mann, Associate Professor of Philosophy**

Funding of up to \$282.54 to help cover expenses for travel to Kansas City, MO, to participate in the Central Meeting of the American Philosophical Association, March 2-5, 2017, to be a commentator on a paper titled "Noell Birondo's 'Practical Wisdom and Coercive Technai.'"

**Robert Kramer, Professor of History**

Funding of up to \$750.00 to help cover expenses for travel to Washington, D.C., to participate in the African Studies Association annual meeting, December 2-3, 2016, to be a discussant on a panel titled "John O. Hunwick's Legacy: Bibliographer of West African Manuscripts."

**Bridget Burke Ravizza, Associate Professor of Theology & Religious Studies**

Funding of up to \$750.00 to help cover expenses for travel to Washington, D.C., to participate in the Society of Christian Ethics Annual Conference, January 5-9, 2017, to be a participant in a roundtable discussion of her book *Project Holiness: Marriage as a Workshop for Everyday Saints*, in the "Breakfast with an Author" sessions.

**Drew Scheler, Assistant Professor of English**

Funding of up to \$750.00 to help cover expenses for travel to Chicago, IL, to participate in the Renaissance Society of America Conference, March 30-April 1, 2017, to present a paper titled "'A Roome in Your Friendship': Emotional Space in John Donne's Familiar Letters."

**Young-Im Lee, Visiting Assistant Professor of Political Science**

Funding of up to \$656.25 to help cover expenses for travel to New Orleans, LA, to participate in the Southern Political Science Association Annual Meeting, January 11-14, 2017, to present a paper titled "Running as a Woman? President Tsai Ing-Wen's Presidential Campaigns in 2012 and 2016" and serve as a roundtable panelist on the roundtable Gender in the Classroom during the 2016 Presidential Election.

**Eric Hagedorn, Assistant Professor of Philosophy**

Funding of up to \$750.00 to help cover expenses for travel to Kansas City, KS, to participate in the 2017 Central Division Meeting of the American Philosophical Association, March 2-4, 2017, to present a paper titled "Wodeham on God's Unity, Singular Cognition, and the Essentiality of Origins."

**Omobalade Delano-Oriaran, Associate Professor of Education**

Funding of up to \$750.00 to help cover expenses for travel to Orlando, FL, to participate in the Association of Teacher Educators, February 10-14, 2017, to present a paper titled "The Role of Equity Literacy in Increasing Academic Excellence."

**Debbie Kupinsky, Assistant Professor of Art**

Funding of up to \$300.61 to help cover expenses for travel to UW-Green Bay, WI, to participate in the University of Wisconsin-Green Bay Gallery *Topographies Exhibition*, February 24-March 31, 2017.

**Wayne Patterson, Professor of History**

Funding of up to \$750.00 to help cover expenses for travel to Baltimore, MD, to participate in the International Studies Association 2017 Annual Convention, February 22-25, 2017, to chair a panel "Security and Economic Dynamics between North Korea and East Asian Powers."

**AnaMaria Seglie, Visiting Assistant Professor of English**

Funding of up to \$562.50 to help cover expenses for travel to Tulsa, OK, to participate in the Society of

Early Americanists Tenth Biennial Conference, March 2-4, 2017, to present a paper “Geo-Religious Romance: Old World Prejudice and New World Imperialism in Sedgwick’s *Hope Leslie*.”

**John Pennington, Professor of English**

Funding of up to \$750.00 to help cover expenses for travel to Orlando, FL, to participate in the International Association of the Fantastic in the Arts Convention, March 21-26, 2017, to present a paper titled “I, Mr. Robot, I, Mr. Dick: The Lingering Influence of Philip K. Dick on Popular Culture.”

**Ozum Yesiltas, Visiting Assistant Professor of Political Science**

Funding of up to \$562.50 to help cover expenses for travel to Baltimore, MD, to participate in the International Studies Association 58<sup>th</sup> Annual Conference, February 22-25, 2017, to present two papers titled “Rethinking the ‘Right of Return’: An International Law Analysis of the Syrian Refugee Crisis” and “A Source of Hope Among Horror: The Feminist Revolution in Rojava,” and chair a panel titled “Rethinking Ethnic Conflict: Governance, Patterns and Trends.”

**Paul Ngo, Associate Professor of Psychology**

Funding of up to \$750.00 to help cover expenses for travel to New Orleans, LA, to participate in the 46<sup>th</sup> Annual Meeting of the Society for Cross-Cultural Research, March 1-4, 2017, to present a paper titled “Mediating or Moderating the Effect of Community Interventions on Residents’ Well-Being: A Place for Social Support.”

**Katie Ries, Assistant Professor of Art**

Funding of up to \$750.00 to help cover expenses for travel to Atlanta, GA, to participate in the Southern Graphics Council International Conference, March 14-19, 2017, to organize and display a themed portfolio titled “Throwing Lines: Celebrating the Act of Mark-Making.”

**Daniel Collette, Visiting Assistant Professor of Philosophy**

Funding of up to \$187.50 to help cover expenses for travel to Tampa, FL, to participate in the Southeast Seminar in Early Modern Philosophy, March 9-11, 2017, to present a paper titled “Hobbes, John Amos Comenius, and the Millenarian Threat.”

**Marc von der Ruhr, Professor of Economics**

Funding of up to \$750.00 to help cover expenses for travel to San Francisco, CA, to participate in the Western Social Science Organization conference, Association for Social Economics, April 12-16, 2017, to present a paper titled “Religious Identity, Revisited.”

**John Hennecken, Visiting Assistant Professor of Music**

Funding of up to \$562.50.00 to help cover expenses for travel to Athens, GA, to participate in the premiere of a piece of music commissioned by the University of Georgia Wind Symphony, directed by Jaclyn Hartenberger, March 20-22, 2017, titled “The *Athens Concerto* for Chamber Ensemble and Winds,” work with the musicians in rehearsal, supervise the professional recording session, and speak at the performance.

**Raquel Cowell, Assistant Professor of Psychology**

Funding of up to \$750.00 to help cover expenses for travel to Austin, TX, to participate in the Society for Research in Child Development, April 6-8, 2017, to present a paper titled “Do Peers Turn Cool Executive Functions Tasks Hot? An Examination of Context in Decision Making.”

**Deirdre Egan Ryan, Associate Professor of English**

Funding of up to \$750.00 to help cover expenses for travel to Boston, MA, to participate in the American Literature Association Conference, May 24-29, 2017, to present a paper titled “Virginia Lee Burton and Her Boys: Rewriting the Modern Heroine through Arts and Crafts Design” and serve as a panel organizer titled “Occupying Modernism: Three Socially Engaged Women Artists.”



**Edward Ridsen, Professor of English**

Funding of up to \$750.00 to help cover expenses for travel to Kalamazoo, MI, to participate in the 52<sup>nd</sup> International Congress on Medieval Studies, May 11-14, 2017, to present a paper titled “The Politics of the Liberal Arts, Then and Now” and serve on a panel titled “Would You Write More, or What? The Quests to Publish Historically-Based Creative Writing.”

**Anders Hendrickson, Assistant Professor of Mathematics**

Funding of up to \$750.00 to help cover expenses for travel to Binghamton, NY, to participate in the Zassenhaus Groups and Friends Conference, May 26-28, 2017, to present a paper titled “Progress on Lattices of Supercharacter Theories.”

**Russ Feirer, Associate Professor of Biology**

Funding of up to \$750.00 to help cover expenses for travel to Washington, DC, to participate in the American Association for Cancer Research, April 2-5, 2017, to present a paper titled “The Combined Effects of Polyamine and GSH Inhibition on the Viability of Human Cancer Cell Lines.”

## **FACULTY DEVELOPMENT RESOURCE CENTER**

The Resource Center (Boyle Hall, Room 320) serves several functions. First, it provides faculty easy access to a wide variety of professional materials. Second, it serves as a reading room for faculty wishing to take advantage of the Center's collection of texts, bound articles, and journals. Third, it serves as a viewing room for those who wish to preview videotapes and DVDs. And, finally, it serves as the office and working area for the Faculty Development Office Manager and Office of Faculty Development Research Assistant.

The Resource Center holds approximately 1,800 full-length works treating a wide variety of pedagogical, curricular, and professional matters. About 10 new full-length works have been added to the Resource Center this past year. In addition, the Center carries subscriptions to several periodicals, and newsletters, including *Liberal Education*, and *The Teaching Professor*. The Office Manager is available to help find additional information on issues in higher education.

All of the full-length works in the Resource Center have been catalogued and cross-referenced by author, title, and subject for easy access, and are also in the Mulva Library's on-line catalogue. Other resource materials in the files include copies of successful in-house grant applications (e.g., Faculty Development Fund, Summer Grants Program, Fund for Pedagogical Development), sabbatical proposals, first-year review essays, promotion essays, and videotapes/DVDs of the Annual Faculty Development Conferences.

An Office of Faculty Development web site provides a general overview of the OFD, brief descriptions of program components, and data on program administration. The web site was also totally revamped to make it easier to use. The web site also contains detailed information on a number of specific OFD activities, including the Annual Faculty Development Conference, the “Teaching and

Learning” Workshops, and the “Spotlight on Scholarship” series, the Catholic Intellectual Tradition Series and additional programming. We continue to compile, print and distribute a calendar to all colleagues in Academic Affairs, listing events pertinent to the faculty. This calendar has received rave reviews, and requests to continue publishing.



