

**Thirty-First
Annual Report
2015-2016**



The Office of
FACULTY
DEVELOPMENT



THIRTY-FIRST ANNUAL REPORT: 2015-2016

OFFICE OF FACULTY DEVELOPMENT

ST. NORBERT COLLEGE

DE PERE, WISCONSIN

Laurie MacDiarmid, Director

August 1, 2016

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PREFACE

I am very pleased to share with you the *2015-2016 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.

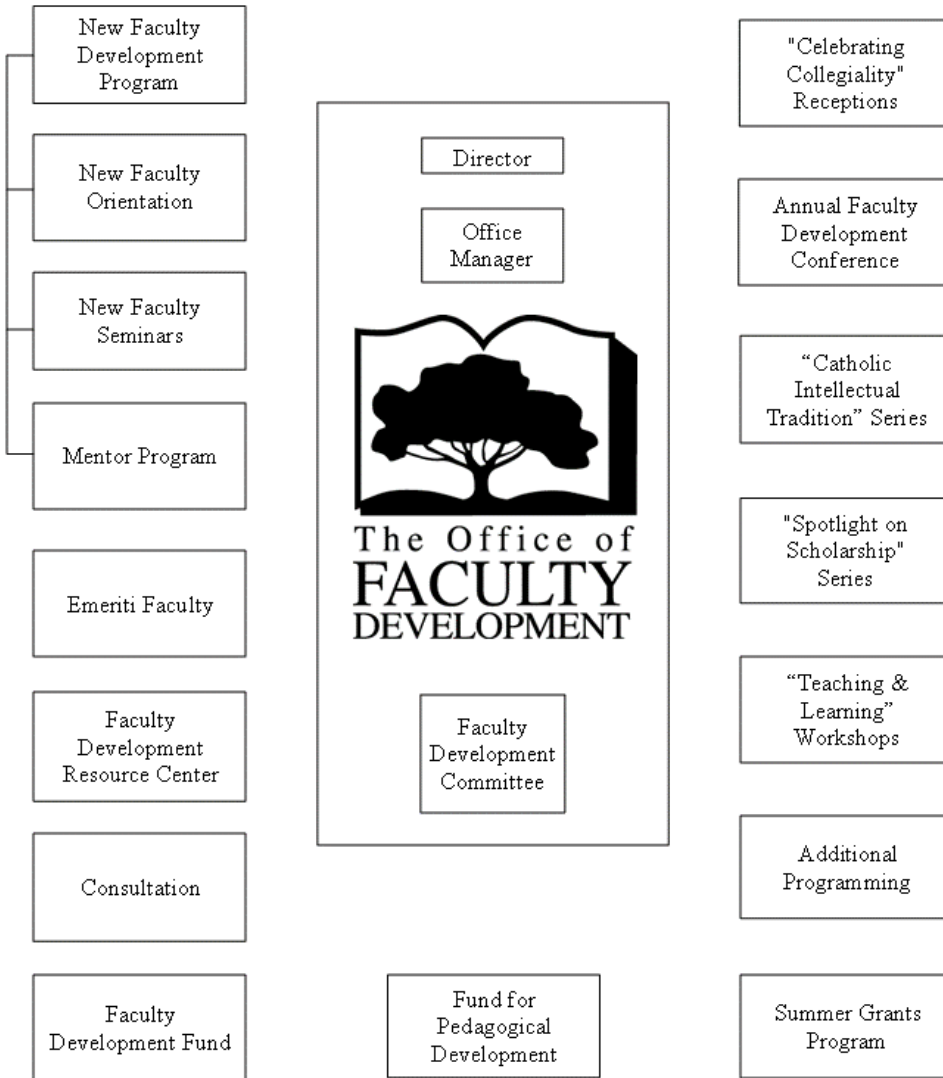
The Director began the task of designing a St. Norbert College Faculty Development Program by gathering input through a faculty survey. After collating the responses, he drafted a working paper that was subsequently discussed in small groups by the entire faculty in August, 1984, at the Fall Faculty 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 of 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 to 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

As I write this, I am finishing my first academic year as Director of Faculty Development. Over this year, I have maintained the Office of Faculty Development's 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. While researching best practices for faculty development, entering the national professional and organizational development community, and thinking about how I can leverage the existing program offerings and structures to enhance faculty community and productivity, I have carried out the nationally-recognized program put in place by my predecessors: Ken Zahorski, Carol Cortez, and Linda Beane-Boose.

I have made few revisions to the existing program, as I've found that many faculty and staff appreciate what's in place. I have made a few considered revisions for my second year, however. For instance, I learned from the cohort of new faculty members that the existing program for new faculty development (a two day orientation session in August, a structured mentoring program, and a series of six new faculty seminars) is fairly effective. As a result of individual conferences and evaluations of the various components, though, I have slightly revised the orientation program's scope and organization. This August, I plan to offer new faculty members more opportunities to get acclimated to their classrooms, the learning management system, Knightline, their divisionary and disciplinary operating procedures, and other nuts-and-bolts aspects of their "on-boarding." I am working in collaboration with the Welcoming Committee to coordinate social events and campus tours for the week before the orientation, and have pushed back course design and syllabus construction into the middle of August (as an online tutorial), where it is more appropriate.

I also plan to tinker a bit with the official mentoring program, which is nationally recognized in Professional Organization and Design (P.O.D.) network as a flagship offering. I will keep the program but hope to redefine, a bit, the "mentor" role, directing toward a coaching system to keep the relationship one of equal exchange rather than the more traditional teacher-student relationship implied by the term. I would like new faculty to think of their assigned counterpart as a go-to resource, or a potential "buddy," rather than a potentially evaluative Big Brother or Big Sister. I would also like to spread the "mentoring" across the St. Norbert culture, so that peer mentoring is a matter of course for everyone, and so that faculty at all stages of their careers feel supported and valued.

As I suggested, I've kept the exemplary program I inherited intact and have concentrated on enhancing the structure in order to maximize collaboration and community. In keeping with the Office of Faculty Development's tradition of linking the annual conference to the academic year's Teaching and Learning Workshops, I organized four workshops about high impact teaching practices (writing intensive courses, study abroad, service-learning, and collaborative/interdisciplinary teaching) to follow Terrel Rhodes's presentation, "Creating a 21st-Century Liberal Education for St. Norbert College." And after attending my first P.O.D. network conference in San Francisco in November, I began to collaborate with the Faculty Development Committee to

create an innovative exploration of “transformative” teaching at SNC for the August 2016 conference. We asked students to share their transformative educational moments via Google Forms and gathered over 40 testimonies about moments and courses and instructors who have changed students’ lives for the better, inside and outside of the classroom. We will share these stories with faculty on August 23, 2016, in what we hope will be a productive discussion of our teaching successes and a look toward the future, where we will grow these successes. Our Teaching and Learning Workshops will present more transformative and innovative approaches to active, student-centered learning.

Over this first year, I have benefited from and enjoyed the Office of Faculty Development’s collaboration a wide variety of individuals and offices across campus. As I’ve worked in conjunction with campus partners to coordinate the existing program offerings as well as a few additions, I’ve learned quite a bit about what our faculty and staff are doing to make this a vibrant learning community, and about how we can enlarge on these successes in the future. I’ve also enjoyed my own intellectual renaissance. Working with Mission and Student Affairs, Campus Ministry, the St. Norbert Collaborative, the Center for Norbertine Studies, the Digital Learning Initiative, the Sturzl Center for Community Service and Learning, the Cassandra Voss Center, the program for Writing Across the Curriculum, the Mulva library, the Office of Diversity, Equity and Inclusion, and other campus partners has opened me up to the amazing variety of good works underway at St. Norbert, and has instilled in me the desire to contribute to this focus on the whole student ... and the whole colleague. One of my goals for my tenure in this role is to share this enthusiasm for collaboration, connection and cross-pollination with my colleagues in Academic Affairs and Student Life, bringing us together as often as possible to think of new ways to engage in interdisciplinary exploration.

The best aspect of this role, I’ve discovered, is the chance to learn so much about my talented colleagues in every layer of the College’s infrastructure. I’ve been exposed to faculty, staff, students, trustees and alumni who are working to grow St. Norbert’s commitment to the common good through a joy in life-long learning, a creative liberal arts intelligence, and a faith-based application of intellectuality to the problems and questions that face us. I’m convinced that St. Norbert College, as a whole, is engaged in meaningful work, work designed to bring us together locally and globally to fashion more loving and productive communities. It is 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 2015-2016 year, the FDC consisted of the following members: Laurie MacDiarmid, Director of Faculty Development, *ex officio* and Chair; Eric High, Assistant Professor of Music, Division of Humanities and Fine Arts (2016); Jamie O'Brien, Assistant Professor of Business Administration, Representative at Large (2017); Scott Kirst, Assistant Professor of Education, Division of Social Science (2015); Seth Meyer, Assistant Professor of Mathematics, 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 2015-2016 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 two Fund for Pedagogical Development, twenty Summer Grant and fifty-three Faculty Development Fund awards. Besides planning eight Spotlight on Scholarship (SoS) presentations, one 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 2016 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 2016-2017, 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 2015-2016 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 2015-2016 began August 20, 2015 with a two-day orientation session and continued throughout the year with the six follow-on seminars. Eight full-time tenure track, eleven visiting, adjunct or part-time faculty, and three 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 2015-2016 included:

Ms. Susan Bacos: Adjunct Instructor of Teacher Education
Mr. Michael Bauer: Part-time counselor in the Counseling Center
Dr. Judy Cervantes: Visiting Assistant Professor of Spanish
Dr. Kathryn (Katie) Dunn: Assistant Professor of Biology
Dr. Debra (Debbie) Gagnon: Adjunct Assistant Professor of Education
Ms. Andrea (Andy) Guenther-Pal: Part-time counselor in the Counseling Center
Dr. Kameko Halfmann: Visiting Assistant Professor of Psychology
Ms. Ann Hintz: Director of Academic Advising

Mr. Lowell Hoeft: Adjunct Instructor of French
Dr. Valerie Kretz: Assistant Professor of Communication and Media Studies
Dr. Justin Krueger: Adjunct Assistant Professor of Music
Mr. Don Krumpos: Adjunct Instructor of Art
Ms. Debbie Kupinsky: Assistant Professor of Art
Dr. John-Gabriel (Gabe) Licht: Assistant Professor of Business Administration
Dr. Jason McFarland: Assistant Professor of Theology and Religious Studies
Ms. Megan Oberstadt: Adjunct Instructor of Spanish
Kristine (Kris) Peters: Visiting Associate Professor of Computer Science
Dr. Michelle Schoenleber: Assistant Professor of Psychology
Dr. Sarah Schuetze: Visiting Assistant Professor of English
Dr. Siobhan Shay: Visiting Assistant Professor of Chemistry
Dr. Erica Southworth: Assistant Professor of Teacher Education
Dr. Matthew Sprague: Assistant Professor of Chemistry

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 20 & 21, 2015

Bemis International Center ~ Room 114 CD

St. Norbert College

Thursday - August 20, 2015

- 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 - 10:50 A CONVERSATION ABOUT MISSION & HERITAGE
A TOUR OF ST. NORBERT ABBEY**
Rev. Dr. Jay Fostner, O.Praem, Vice President for Mission & Student Affairs
- 10:50 - 11:10 BREAK & DRIVE TO ST. NORBERT COLLEGE BEMIS ROOM 114 CD**
- 11:10 - 12:10 COURSE AND SYLLABUS DESIGN**
Dr. Alexa Trumpy, Assistant Professor of Sociology
Dr. Seth Meyer, Assistant Professor of Mathematics
Dr. Anna Herrman, Assistant Professor of Communication & Media Studies
- 12:15 - 1:20 LUNCH - MEET THE DEAN'S COUNCIL
HENDRICKSON DINING ROOM**
- 1:20 - 1:30 BREAK AND MOVE TO 20 CD**
- 1:30 - 3:05 FACILITATING SUCCESSES IN TEACHING,
LEARNING, AND SCHOLARSHIP: PARTNERING WITH LIBRARY
AND ITS**
Ms. Krissy Lukens, Director of Academic Technology
Ms. Kristin Vogel, Director of Library
- 3:05 - 3:15 BREAK**
- 3:15 - 4:15 SUCCEEDING IN THE FIRST FEW WEEKS &
ADVICE FOR THE FIRST YEAR**
Dr. Anders Hendrickson, Assistant Professor of Mathematics
Dr. Raquel Cowell, Assistant Professor of Psychology
Dr. Amy Lewis, Assistant Professor of Humanities & Liberal Studies
- 4:15 - 4:30 HEALTH, STUDENT DEVELOPMENT AND ACADEMIC SUCCESS**
Ms. Barb Bloomer, Sr. Director for Health and Wellness Services
- 4:30 - 4:45 WRAP-UP DAY ONE OF NFO**
Dr. Laurie MacDiarmid, Director of Faculty Development

LIGHT BREAKFAST PROVIDED THROUGHOUT THE MORNING

- 8:00 - 8:30** **COFFEE, CONVERSATION AND PICTURES**
- 8:30 - 9:45** **WHO ARE OUR STUDENTS?**
Mr. Mark Selin, Acting Executive Director of Enrollment and Marketing
Dr. Marcie Paul, Director of the Honors Program & Professor of Spanish
- 9:45 - 10:00** **Break**
- 10:00 - 11:15** **ACADEMIC POLICIES & SERVICES: WRITING CENTER, WAC, ACADEMIC SUPPORT, 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
Dr. Paul Ballard, Associate Dean of Student Success & Retention
- 11:15 -11:45** **PRESIDENT'S WELCOME**
Mr. Tom Kunkel, President
- 11:45 – 12:00** **DEAN'S WELCOME**
Dr. Jeff Frick, Dean of the College and Academic Vice President
- 12:00 - 12:15** **FACULTY CHAIR WELCOME**
Dr. Sandy Odorzynski, Faculty Chair & Professor of Economics
- 12:15 - 12:25** **BREAK**
- 12:25 - 1:25** **LUNCH - GREETINGS FROM THE PRESIDENT'S CABINET HENDRICKSON DINING ROOM**
- 1:25 - 1:35** **BREAK (if not assigned a mentor, the next sessions are less applicable to you and you should feel free to leave if you prefer)**
- 1:35-2:00** **A DISCUSSION ABOUT MENTORING**
Dr. Laurie MacDiarmid, Director of Faculty Development
- 2:00-2:50** **FACULTY RESPONSIBILITIES AT SNC: INSTRUCTIONAL, COLLEGIAL, AND PROFESSIONAL**
Dr. Laurie MacDiarmid, Director of Faculty Development
- 2:50-3:00** **BREAK**
- 3:00-4:05** **FACULTY RESPONSIBILITIES AT SNC: INSTRUCTIONAL, COLLEGIAL, AND PROFESSIONAL (CONTINUED)**
Dr. Laurie MacDiarmid, Director of Faculty Development
- 4:05-4:15** **WRAP-UP DAY TWO**
Dr. Laurie MacDiarmid, Director of Faculty Development

New Faculty Seminar Schedule - 2015-2016

New Faculty Seminar 1: Tuesday, September 8, 2:00 – 3:30 p.m., Bemis Room 114CD

"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 13, 2:00 – 3:30 p.m., Mulva Room 101

"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 10, 2:00 – 4:00 p.m., Mulva Room 201, Center for Norbertine Studies

"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 16, 11:30 a.m. – 1:00 p.m., Bemis Hendrickson Dining Room

New Faculty Seminar 4: Tuesday, February 2, 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. A representative 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, March 8, 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"

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.

New Faculty Seminar 6: Tuesday, April 12, 2:00 – 3:30 p.m., Bemis Room 114CD

"Preparing for First- and Pre-Tenure Reviews, Tenure, and Promotion"

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.

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 2014.

We extend heartfelt thanks for the mentors who assisted our new colleagues during the 2015-2016 academic year: Marcie Paul, David Bailey, Raquel Cowell, Kristin Vogel, Deirdre Egan Ryan, April Beiswenger, Paul Bursik, Blake Henson, Stuart Korshavn, Anna Herrman, Susan Landt, and David Poister.

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 Twenty-ninth Annual Faculty Development Conference, “Creating a 21st-Century Liberal Education for St. Norbert College” was held Tuesday, August 25, 2015 in Bemis 114 ABCD. Wording from the conference invitation follows:

Liberal Education is an approach to learning that empowers individuals and prepares them to work within complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings. (Definition adapted from Association of American Colleges and Universities.)

In the 2013 and 2014 Faculty Development Conferences, we launched a conversation on the evolving landscape of higher education and what our response should be to the challenges facing liberal arts colleges. In the ideal 21st-century curriculum, the values and skills of the liberal arts, and the practical orientation toward managing and leading change fostered in pre-professional programs, are intentionally integrated in all majors. St. Norbert College is well-positioned for this approach with its strong liberal arts core, robust pre-professional programs and an emphasis on high-impact practices that elevate student learning. This year’s conference focuses on connecting the liberal learning we foster on campus with the needs of employers and the community, with the goal of inspiring higher levels of active, reflective, and collaborative learning. In this way, we can best prepare students to be educated and contributing citizens of the 21st century.

We will explore the following questions in light of the changing landscape of higher education:

- How can we strengthen students’ preparation to be liberally educated graduates?
- How can we help students to understand, document, and describe their learning?
- How can we better articulate the alignment between the expectations of students, the values we hold dear as educators, and the needs of employers?

This conference was facilitated by Dr. Terrel L. Rhodes, Vice President for the Office of Quality, Curriculum and Assessment, AAC&U. For nearly a decade, Dr. Rhodes has played a key role in efforts by the Association

of American Colleges and Universities (AAC&U) to describe, evaluate, and advocate for high-quality liberal education. He led the national project on the Valid Assessment of Learning in Undergraduate Education (VALUE), and is currently leading multi-state efforts to examine intentional designs for general education and the assessment of authentic student work. Rhodes received his B.A. from Indiana University at Bloomington and his M.A. and Ph.D. in Political Science from the University of North Carolina at Chapel Hill. Before moving into national higher education work, he was a faculty member in political science and public administration for thirty years, and served as vice provost and assistant vice chancellor.

The full program is included on the following pages.

**Annual Faculty Development Conference
August 25, 2015**

“Creating a 21st-Century Liberal Education for St. Norbert College”

Facilitated by Dr. Terrel L. Rhodes, Vice President for the Office of Quality, Curriculum, and Assessment, Association of American Colleges & Universities

8:00-8:25 Coffee, Light Refreshments, and Conversation. Please sit in disciplinary groups.

8:25-8:30 Welcome and Introduction

8:30-9:00 The Theoretical Framework for a 21st-Century Liberal Education

Faculty and employers are actually in strong agreement about the knowledge and skills our students need to meet 21st-century challenges. Exactly how to ensure those outcomes for all of our students is more challenging. Fortunately, we have mounting research and evidence showing we can meet these challenges if we are brave enough and sufficiently committed to acting. We will open the conference with an overview of faculty priorities, employer expectations, economic trends, student views and emerging frameworks for curriculum redesign.

9:00-10:00 The View from the Community: Perspectives from Local Employers

In this section, we will move from the national context to the local perspective. What qualities and skills should candidates possess in order to get hired locally, be successful, and get promoted? Compared to other regional colleges and universities, where are our graduates strong and where do they need more development? How can students from any major best describe and demonstrate their knowledge and skills to potential employers?

9:00-9:10 Introductory Remarks. Dr. Terry Rhodes

9:10-9:40 Remarks from the Panelists:
Craig Dickman, CEO/Chief Innovation Officer, Breakthrough Fuel
Mary Burich, Director of Human Resources, Schneider National, Inc.
Glen Tilot, Volunteer Coordinator, Brown County Human Services Dept.
John Ravizza, Principal of Notre Dame High School

9:40-10:00 Open Discussion with Panelists

10:00-10:15 Break

10:15-11:00 A 21st-Century Liberal Education at St. Norbert College

10:15-10:45 Remarks. In the previous two Faculty Development Conferences with Pat Hutchings and Peter Felten, we focused on the qualities a graduate of St. Norbert College should exhibit and how we can create engaged and targeted opportunities for students to develop those qualities. Today, we want to think about how to make those qualities more

visible, so students are aware of the learning goals we are pursuing, and can track and evaluate their own progress toward achieving them.

The good news is that faculty and the employers of our graduates agree on what they are looking for from our students (Essential Learning Outcomes) even though they may use different language to describe it. And, curricular designs for fostering and evaluating those outcomes are being developed and implemented around the country. After an overview of these initiatives, faculty will have the opportunity for individual and small-group brainstorming about how their current efforts might be modified to better align with and make visible the learning goals they are trying to support.

10:45-11:00 Individual and Disciplinary Work. Questions are on the handout.

11:00-11:15 Break. Please sit in interdisciplinary groups after the break.

11:15-12:15 Aligning College, Student & Community

11:15-11:30 Remarks. How are you preparing your students (in their core and major classes) to meet these 21st-century liberal education proficiencies? How do you know? Are there ways you could engage students in fuller learning of the desired outcomes? The concept of signature work or signature assignments is an emerging and promising way to provide an integrative framework that connects learning across academic and student affairs, campus and community, core and major. Intentionally connecting signature work from different parts and stages of the curriculum can help both faculty and students demonstrate, discuss, and evaluate the learning that is occurring.

What might this look like at SNC? What resources do we already have in place that could contribute to such an approach? How can we help students see common learning outcomes across disciplines? What could students do that would demonstrate their learning and would also connect different disciplines?

11:30-12:15 Roundtable (30 minutes) and Group Discussion (15 minutes). See handout.

12:15-12:30 Concluding Remarks

What are the “next steps” for SNC? We are being asked to rethink how we educate students. But we also need to articulate and demonstrate how what we are already doing responds to the needs of society and employers. We can do it, and if we do it well, our students will be our best evidence of success.

12:30-1:30 Lunch

“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 2, 2015 – 21 attendees

“Composition and Community: Defining a High-Impact Practice”

Drew Scheler, assistant professor of English and Director of Writing Across the Curriculum

What does it mean to be committed to writing pedagogy? Indeed, why teach writing at all? We assume the practical usefulness of writing skills, often making bold claims about its ability to instill a sense of citizenship and civic engagement in our students. If that's the case, how can our classes help connect these lofty goals to the mechanics of written composition? How, in other words, do we make writing instruction meaningful for our students—and for ourselves? This workshop addressed these questions by proposing the following claim: because writing is a community-oriented process, effective writers are necessarily attuned to the concerns and values of the communities with whom they are engaged. In considering this position, we weighed research in the field of composition studies against the experience of several SNC instructors who recently re-invested themselves in the WAC program. Those who attended had the opportunity to workshop and redevelop one writing assignment.

Friday, October 30, 2015 - 13 attendees

“Empowering a New Generation of World-Changers”

Mary Ann Studer, Dean of McMaster School for Advancing Humanity at Defiance College

This interactive workshop considered one institution's model of international community-based research and explored the potential for St. Norbert College to do the same. For over ten years, Defiance College's McMaster Fellows and Scholars have, in collaboration with indigenous populations, effectively addressed the root causes of human suffering with applied academics. Mary Ann Studer, Dean of the McMaster School for Advancing Humanity, then provided workshop participants with information about the year-long learning communities that support McMaster teams in Belize, Cambodia, Tanzania, and Panama. Workshop participants discussed how the St. Norbert campus community can, likewise, utilize its scholarship to improve the human condition.

Friday, February 19, 2016 – 25 attendees

“PhDs Without Borders: Collaborative Teaching at St. Norbert College”

Joel Mann, Associate Professor of Philosophy

“Interdisciplinarity” has become something of a buzzword in higher education. Due to pressures both internal and external, institutions are increasingly expecting faculty to cater to this trend. At the same time, graduate school has become a crucible for forging professional scholars with highly specialized and focused expertise. One obvious way to bridge the gap between training and teaching is collaboration. At many small liberal arts colleges, however, resources do not permit faculty to “team teach” courses on a regular basis. Are there available alternatives? Can they work at St. Norbert College? A panel of faculty and students spoke to their experiences with collaborative teaching at SNC, and participants were asked to brainstorm collaborations for the future.

Friday, April 1, 2016 – 19 attendees

“Improving Learning with Community Engagement: Three Models”

Here at St. Norbert College, professors from a wide variety of disciplines have chosen to implement different models of community engagement in their courses. These models include – Placement: regular student placements in nonprofit agencies or schools; Project/Product: community-based research in the form of projects or studies that courses complete for community partners;

Presentation: students offer presentations in venues outside the institution. Faculty have worked within each of these modes and have blended them in a hybrid way. Additionally, some have published scholarship on this work. Together with students from their courses, Erik Brekke (Physics), Brad Ellis (Modern Languages and Literatures), and Marc Schaffer (Economics) will speak about their experiences with academic service-learning. Bola Delano (Education) will discuss her publication in the field of critical service-learning as a model for scholarship based in such teaching and learning. Come hear about their practices, and consider ways you might similarly reinvigorate your own teaching, learning, and scholarship.

“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:

September 21, 2015 – 16 attendees

Stephen Rupsch, Associate Professor of Theatre Studies and Director of Theatre
“Directing in San Francisco, from Concept to Opening Night”

This presentation explored the process of directing a production at The New Conservatory Theatre Center in San Francisco in the Fall of 2014. Stephen discussed the unique challenges that the play presented, as well as the experience of moving back and forth from academia to the professional world. Stephen also utilized the blog that he wrote throughout the process to illustrate certain challenges that popped up, as well as looked at the potential cultural impact of the play.

October 29, 2015 – 12 attendees

Karlyn Crowley, Professor of English & Director of the Cassandra Voss Center
2015 Donald B. King Distinguished Scholar Award Recipient
“Crossing Over: Creating Undead Scholarship”

Have you ever published an article and wished more than 5 people had read it? It can feel like few people read what we write or see what we produce. There's a movement in the academy urging scholars to make their work “cross over” to the public. But what are the challenges to becoming a public intellectual? What scholarship oozes through ivory tower walls? Karlyn talked about her own past and future scholarly projects as bids to cross over and speak to a wider public. And I don't mean to zombies. She discussed: where do ideas go to live and not die?

November 19, 2015 – 15 attendees

Marc von de Ruhr, Professor of Economics
2015 Donald B. King Distinguished Scholar Award Recipient
“A Rational Approach to Studying Economic Behavior Suggests We May Not Be Rational?”

The majority of work done in the Economics discipline is done under the assumption that people are fiercely rational and have stable preferences. In fact, this is one of the major assumptions behind the very insightful work of Nobel Laureate Gary Becker. However, recent work (primarily by our colleagues in psychology) suggests this assumption ought to be questioned in an effort to better understand many aspects of our lives as humans. In his discussion, Marc discussed various theories of behavioral economics in the context of explaining how an economist trained in International Trade found himself studying religious behavior under the assumption of rational choice theory, ultimately leading to his interest in behavioral economics.

February 17, 2016 – 8 attendees

Karen Park, Assistant Professor of Theology and Religious Studies
“Marian Art on the Fringes: Nuclear Annihilation and Abortion Politics at Two U.S. Shrines”

Karen Park's sabbatical research on shrines to the Virgin Mary in the U.S. illuminates the sometimes surprising ways that images of Mary are used and manipulated at these sites. Her talk focused on two works of Marian art she looked at as part of her research. One, a transgressive modern statue of Our Lady of Guadalupe from a shrine in La Crosse, WI, re-interprets traditional understandings of Our Lady of Guadalupe in light of current abortion politics. Another, a large mural from the National Shrine Basilica of Our Lady of Fatima in upstate New York, provides a glimpse into the fears and hopes of a mid-century Cold War community. A close contextual reading of these pieces illuminated some of the theological and political priorities negotiated at these sites.

March 9, 2016 – 11 attendees

Nelson Ham, Professor of Geology

“Seeing the Past in the Present: Northeast Wisconsin’s Environmental History reflected in its Streams”

Knowing the past has important implications for stream restoration, a multi-million dollar annual business in Wisconsin. Forward-looking restoration efforts are built upon understanding what streams were like before Euro-American settlement, how they were impacted by settlers, and what legacy remains to this day. We looked at the legacy of 19th century logging upon NE Wisconsin watersheds—the most profound human-induced environmental change of our region—and assessed the impacts of logging on the many trout streams of the area. We also looked at how modern techniques of geoscience can add to the details of traditional logging history and explained what is and isn't natural about our streams. And we aimed to see why a liberal arts perspective can make for better science. In the end, it seems that the places that *look* the most natural to us today are anything but, and they remain poorly studied and often misunderstood.

April 14, 2016 – 13 attendees

Wendy Scattergood, Assistant Professor of Political Science

“The Sky is Falling, the Sky is Falling: American Political Polarization and the Politics of Hyperbole”

Watch or read any news source on US politics these days and you're likely to be inundated with news about polarization. The media is rife with alarmist rhetoric about the dire implications of polarization. But in academic research, a much more diverse and complex picture emerges. Some studies find no polarization in the public, while others argue that long-term social and economic changes have created a public more polarized than in any other time in recent history. Further studies focus on Congress, and create a lively debate over the various causes of polarization amongst elected representatives. Given such a dizzying array of studies, viewpoints, and prognostications, one can easily feel overwhelmed. This presentation introduced this political research and infused it with historical and international examples lacking in the literature, and offered some sneak-peaks at Wisconsin data on polarization.

**“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.

Wednesday, November 11, 2015, 3:00 p.m.-4:30 p.m. and Thursday, November 12, 2015, 11:50 a.m.-1:20 p.m. – 67 attendees

Terrence W. Tilley, Ph.D.

“Divine revelation and academic freedom: Engaging the Catholic Intellectual Tradition in Light of the Teachings of the Second Vatican Council”

Terrance Tilley is the author of 13 books and scores of articles on philosophical and systematic theology and the philosophy of religion. His most recent books include “Faith: What It Is and What It Isn’t” (Orbis, 2010) and “The Disciples’ Jesus: Christology as Reconciling Practice” (Orbis, 2008). Past president of the Catholic Theological Society of America, in 2012, Tilley received that organization’s John Courtney Murray Award for Distinguished Achievement in Theology. His talk helped us to thoughtfully engage a question of great importance for anyone working in Catholic higher education: How does the fullness of academic inquiry thrive in a community shaped by faith? Tilley not only thinks this is possible, he believes it is something Catholic higher education must consider now more than ever.

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, November 20, 2015, 3:00-4:30 p.m.

Kelsy Burke and Amanda Kim

“Safe Space training”

Co-sponsored with the office of the Diversity Affairs

In support of the college’s Safe Space program, the Office of Faculty Development and the Office of Diversity Affairs are offering a Safe Space training session for faculty. This 90-minute session covered foundational concepts and terminology, increased awareness of LGBTQ student experiences and provided an opportunity to sign up to serve as an ally on campus. One or both facilitators were available for 30 minutes following the session for anyone that wished to talk with them further.

November 13, 2015 and Feb 12, 2016 Bias Incident Response Faculty meeting

Co-sponsored with the office of the Senior Adviser to the President for Equity, Diversity and Inclusion

Planned but neither session took place

Friday, February 26, 2016, 3-4:30 p.m.

Karlyn Crowley and Stephen Rupsch

“Safe Space training”

Co-sponsored with the office of the Diversity Affairs

In support of the college’s Safe Space program, the Office of Faculty Development and the Office of Diversity Affairs are offering a Safe Space training session for faculty. This 90-minute session covered foundational concepts and terminology, increased awareness of LGBTQ student experiences and provided an opportunity to sign up to serve as an ally on campus. One or both facilitators were available for 30 minutes following the session for anyone that wished to talk with them further.

Friday, April 8, 2016, 3-4:30 p.m.

John Neary

Let's talk books: Parker J. Palmer's "To Know As We Are Known"

Co-sponsored with the Cassandra Voss Center and the Mulva Library

A book discussion of one of Parker J. Palmer's greatest hits (at least in our circles): *To Know As We Are Known: A Spirituality of Education*.

If you don't know about Parker J. Palmer or haven't read one of his books already, you're in for a treat. Palmer is a highly regarded speaker, writer and thinker, blending mindfulness and spirituality with educational philosophy. He's a prolific author with a number of bestsellers to his credit -- and that's because he asks us to think deeply about our vocations as educators, about our connections with others, and about how our work is infinitely bound up in and with spiritual love.

June 2015-April 2016

"Digital Learning Initiative Learning Community"

Co-sponsored by the Digital Learning Initiative, the Mulva Library, Instructional Technology Services, and the Office of Faculty Development.

Facilitated by Laurie MacDiarmid, Krissy Lukens, Reid Riggle, and Kristin Vogel.

During this academic year, Faculty Development helped the Digital Learning Initiative (DLI) to support several colleagues' efforts to refine one of their courses through integrate technology:

- **April Beiswenger** (Theater)- Taught THEA 237 History of Clothing and Fashion in the J-Term as a fully online course to provide better access to students, leverage online sources, and consider what makes an effective online course.
- **Erik Brekke** (Physics)- Flipped lectures for PHYS 111 & 112 allowing for more class time to support deeper explanations of concepts, provide feedback, share demonstration based examples, and engage in collaborative problem solving.
- **Kelsy Burke** (Sociology)- Developed a new course on the Sociology of Cyberspace which examined "digital culture" through the lens of theory, empirical research, and hands-on experimentation.
- **Anders Hendrickson** (Mathematics) - Flipped Math 131: Calculus and Analytic Geometry 1 to allow for more class time to allow for time with the students doing calculus problems rather than lecturing.
- **Amy Lewis** (Humanities and Liberal Arts)- Developed a student project which focused on building integrated digital maps for HUMA 422, That Slow Poison: Slavery in Antebellum America, that allowed for visualization of geographic location and movement of individuals in the slave narratives which are the center of the course.
- **Tynisha Meidl** (Education) - Flipped a four week segment of EDUC 350: Developmental Reading and Language Arts to support a learner-centered, project-based, approach to teaching phonemic awareness, phonics, and letter sounds.
- **Kathy Molnar** (Business Administration)- Flipped BUAD 142 Computer Applications in Business in order to allow students to have more control over their own learning, become empowered by student-centered learning/collaboration, build interpersonal skills, and be more efficient.

Due to scheduling conflicts, the DLI, in consultation with Faculty Development and other stakeholders, shifted strategies for the DLI learning community. Instead of meeting for "dinner meetings," as in the past, the learning community put together a combination of flexible social events and online shares (in the Google+ community). Each semester, the DLI offered three social events: coffee, lunch, or drinks. Grant recipients were asked to participate in at least one of these events each semester. The idea was to provide a range of options to best fit the participants' schedules. In addition, the more casual format lent itself to open discussion. The members also posted ideas and provided feedback online in the DLI Google+ community.

The Director of Faculty Development participated in coffee and lunch for both semesters, and read over the shares on the Google+ community. She also participated in an online J-Term DigPINS course led by Sundi Richardson on Snoodle in order to learn more about current best

practices in digital and hybrid pedagogy, and in the process joined the vibrant learning community that the DLI has formed over the years of its exploration at the College.

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, November 13, 2015 in the Bemis International Center. Twenty of our colleagues were able to attend.

Emeriti Lunch, Wednesday, April 13, 2016 in the Bemis International Center. Sixteen of our colleagues were able to attend.

St. Norbert College bid a fond farewell and thank you to Judy Smith, Assistant Professor of Communication & Media Studies; Wolfgang Grassl, Professor of Business Administration; and Linda Beane-Boose, Professor of French, who earned emeriti status at the end of the 2015-2016 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 COLLEGIALITY”

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 2015-2016 academic year. These socials enhance faculty morale and nurture community and collegiality. The first semester event was held Friday, October 23, 2015, in the Campus Center Reflection Lounge. Second semester, “Celebrating Collegiality” was held on Friday, March 4, 2016, 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 2016 Summer Grant awards of \$2,500.00 were:

Curricular and Instructional Improvement

Anders Hendrickson, Assistant Professor of Mathematics

Support for the creation of "Math 128: Introductory Statistics for Business."

Anna Herrman, Assistant Professor of Communication & Media Studies

Support for the creation of a new course "Conflict Communication."

Debbie Kupinsky, Assistant Professor of Art

Support for the creation of a new course on non-Western Art History.

Marc Schaffer, Assistant Professor of Economics

Support for the creation of a new course "Urban Economics."

Scholarship and Creative/Artistic Endeavors

Deborah Anderson, Associate Professor of Biology

Support for the scholarly project, "Investigating the role of environmental differences in driving taxonomic turnover events in North America at the Wasatchian/Bridgerian boundary."

David Bailey, Associate Professor of Biology

Support for the scholarly project, "An investigation of the phase of spatial memory function and signal transduction mechanisms modified by a brain-derived estrogen."

Erik Brekke, Assistant Professor of Physics

Support for the scholarly project, "Optical Pumping of a Dense Rubidium Gas."

Anindo Choudhury, Professor of Biology and Environmental Science

Support for a scholarly project, "Parasites of freshwater fishes of Eastern Oregon."

Mark Glantz, Assistant Professor of Communication & Media Studies

Support for a scholarly project, "Functional Analysis of the 2016 Presidential Primary Campaign Messages."

Eric Hagedorn, Assistant Professor of Philosophy

Support for the chapter project, "Aquinas through the 1350s" for the *Cambridge Companion to Medieval Ethics*.

Ryan King, Assistant Professor of Biology

Support for a scholarly project, "Mapping the molecular and cellular complexity of planarian protonephridia."

Valerie Kretz, Assistant Professor of Communication & Media Studies

Support for the scholarly project, "Associations Between Entertainment Media Viewing, Romantic Beliefs, and Relationship Satisfaction."

Jamie Lynch, Assistant Professor of Sociology

Support for the scholarly project, "Birth Weight Disparities in School Readiness: Does Parental Investment Matter?"

Luis Navarro-Ayala, Assistant Professor of Modern Languages and Literatures

Support for the scholarly project, "Moroccan Boys: Points of Resistance in Homosexual Tourism."

Jamie O'Brien, Assistant Professor of Business Administration

Support for the scholarly project, "The Frustration of Knowledge Management – Futile Dualities in Organizational Knowledge."

Robert Osgood, Professor of Teacher Education

Support for the scholarly project, "Preliminary Research on the History of Teacher Training in Special Education."

Katie Ries, Assistant Professor of Art

Support for the scholarly project, "Expanding the Matrix: ReallyBIGPRINTS!"

Stephen Rupsch, Associate Professor/Director of Theatre Studies

Support for the scholarly project, "Theatre Z summer production."

Abigail Trollinger, Assistant Professor of History

Support for the scholarly project, "Becoming Entitled: Relief and Unemployment Insurance Before the New Deal."

Alexa Trumpy, Assistant Professor of Sociology

Support for the scholarly project, "What We Talk About When We Talk About Empowerment."

The investment in the Summer Grants Program has been an excellent one. During the past thirty-one years, through over 480 individual grants, the Program has provided many different 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:

SUMMER 2016 (\$50,000.00)	30-YEAR BREAKDOWN (1986-2016)																																																																																																																																												
<p>I. APPLICATIONS ANALYSIS:</p> <p>Applications: 24</p> <p>Applicants: 24</p> <p>Collaborative projects: 0</p> <p>Divisions:</p> <table> <tr><td>Humanities</td><td>= 7</td></tr> <tr><td>Social Sciences</td><td>= 4</td></tr> <tr><td>Natural Sciences</td><td>= 6</td></tr> <tr><td>Schneider School</td><td>= 2</td></tr> <tr><td>Inter Divisional</td><td>= 0</td></tr> <tr><td>Visual & Perf. Art</td><td>= 4</td></tr> </table> <p>Rank:</p> <table> <tr><td>Professor</td><td>= 3</td></tr> <tr><td>Associate</td><td>= 4</td></tr> <tr><td>Assistant</td><td>= 17</td></tr> <tr><td>Instructor</td><td>= 0</td></tr> </table> <p>Disciplines (25):</p> <table> <tr><td>Anthropology</td><td>= 0</td></tr> <tr><td>Art</td><td>= 2</td></tr> <tr><td>Biology</td><td>= 4</td></tr> <tr><td>Bus. Admin.</td><td>= 1</td></tr> <tr><td>Chemistry</td><td>= 0</td></tr> <tr><td>Comm.</td><td>= 3</td></tr> <tr><td>Computer Sci.</td><td>= 0</td></tr> <tr><td>Economics</td><td>= 1</td></tr> <tr><td>Education</td><td>= 1</td></tr> <tr><td>English</td><td>= 0</td></tr> <tr><td>Geography</td><td>= 0</td></tr> <tr><td>Geology</td><td>= 0</td></tr> <tr><td>History</td><td>= 2</td></tr> <tr><td>Humanities</td><td>= 0</td></tr> <tr><td>Mathematics</td><td>= 1</td></tr> <tr><td>MLL</td><td>= 1</td></tr> <tr><td>Music</td><td>= 0</td></tr> <tr><td>Philosophy</td><td>= 1</td></tr> <tr><td>Physics</td><td>= 1</td></tr> <tr><td>Pol. Science</td><td>= 0</td></tr> <tr><td>Psychology</td><td>= 0</td></tr> <tr><td>Theol&Rel. Studies</td><td>= 1</td></tr> <tr><td>Soc. Science</td><td>= 0</td></tr> <tr><td>Sociology</td><td>= 3</td></tr> <tr><td>Theater Studies</td><td>= 2</td></tr> </table>	Humanities	= 7	Social Sciences	= 4	Natural Sciences	= 6	Schneider School	= 2	Inter Divisional	= 0	Visual & Perf. Art	= 4	Professor	= 3	Associate	= 4	Assistant	= 17	Instructor	= 0	Anthropology	= 0	Art	= 2	Biology	= 4	Bus. Admin.	= 1	Chemistry	= 0	Comm.	= 3	Computer Sci.	= 0	Economics	= 1	Education	= 1	English	= 0	Geography	= 0	Geology	= 0	History	= 2	Humanities	= 0	Mathematics	= 1	MLL	= 1	Music	= 0	Philosophy	= 1	Physics	= 1	Pol. Science	= 0	Psychology	= 0	Theol&Rel. Studies	= 1	Soc. Science	= 0	Sociology	= 3	Theater Studies	= 2	<p>I. APPLICATIONS ANALYSIS:</p> <p>Total applications processed: 574</p> <p>Total applicants: 615</p> <p>Total collaborative projects: 50</p> <p>Divisions:</p> <table> <tr><td>Humanities</td><td>= 279</td></tr> <tr><td>Soc. Sci.</td><td>= 201</td></tr> <tr><td>Nat. Sci.</td><td>= 107</td></tr> <tr><td>Schneider School</td><td>= 4</td></tr> <tr><td>Inter Divisional</td><td>= 1</td></tr> <tr><td>Visual&Perf. Art</td><td>= 4</td></tr> </table> <p>Rank:</p> <table> <tr><td>Professor</td><td>= 73</td></tr> <tr><td>Associate</td><td>= 172</td></tr> <tr><td>Assistant</td><td>= 342</td></tr> <tr><td>Instructor</td><td>= 13</td></tr> </table> <p>Disciplines (25):</p> <table> <tr><td>Anthropology</td><td>= 12</td></tr> <tr><td>Art</td><td>= 16</td></tr> <tr><td>Biology</td><td>= 56</td></tr> <tr><td>Bus. Admin.</td><td>= 48</td></tr> <tr><td>Chemistry</td><td>= 19</td></tr> <tr><td>Comm.</td><td>= 32</td></tr> <tr><td>Computer Sci.</td><td>= 3</td></tr> <tr><td>Economics</td><td>= 24</td></tr> <tr><td>Education</td><td>= 38</td></tr> <tr><td>English</td><td>= 47</td></tr> <tr><td>Geography</td><td>= 3</td></tr> <tr><td>Geology</td><td>= 12</td></tr> <tr><td>History</td><td>= 50</td></tr> <tr><td>Humanities</td><td>= 6</td></tr> <tr><td>Mathematics</td><td>= 14</td></tr> <tr><td>MLL</td><td>= 37</td></tr> <tr><td>Music</td><td>= 11</td></tr> <tr><td>Philosophy</td><td>= 32</td></tr> <tr><td>Physics</td><td>= 9</td></tr> <tr><td>Pol. Science</td><td>= 20</td></tr> <tr><td>Psychology</td><td>= 30</td></tr> <tr><td>Rel. Studies</td><td>= 46</td></tr> <tr><td>Soc. Science</td><td>= 2</td></tr> <tr><td>Sociology</td><td>= 27</td></tr> <tr><td>Theater Studies</td><td>= 10</td></tr> </table>	Humanities	= 279	Soc. Sci.	= 201	Nat. Sci.	= 107	Schneider School	= 4	Inter Divisional	= 1	Visual&Perf. Art	= 4	Professor	= 73	Associate	= 172	Assistant	= 342	Instructor	= 13	Anthropology	= 12	Art	= 16	Biology	= 56	Bus. Admin.	= 48	Chemistry	= 19	Comm.	= 32	Computer Sci.	= 3	Economics	= 24	Education	= 38	English	= 47	Geography	= 3	Geology	= 12	History	= 50	Humanities	= 6	Mathematics	= 14	MLL	= 37	Music	= 11	Philosophy	= 32	Physics	= 9	Pol. Science	= 20	Psychology	= 30	Rel. Studies	= 46	Soc. Science	= 2	Sociology	= 27	Theater Studies	= 10
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<p>CATEGORY BREAKDOWN:</p> <p>"Scholarship, Research, . . ." Applications: 20</p> <p>"Curricular & Instructional . . ." Applications: 4</p>	<p>II. CATEGORY BREAKDOWN:</p> <p>"Scholarship, Research, . . ." Applications: 380</p> <p>"Curricular & Instructional . . ." Applications: 190</p> <p>"International Research . . ." Applications: 4</p>																																																																																																																																												
<p>FUNDING REQUESTS BREAKDOWN:</p> <p>"Scholarship, Research, and Artistic Endeavors": \$ 50,000.00</p> <p>"Curricular and Instructional Improvement" : 10,000.00</p> <p>TOTAL: \$ 60,000.00</p> <p>"Scholarship, Research, and Artistic Endeavors" Average Request: \$2,500.00</p> <p>"Curricular and Instructional Improvement" Average Request: \$2,500.00</p> <p>Average Request/All Categories: \$2,500.00</p>	<p>III. FUNDING REQUESTS BREAKDOWN:</p> <p>"Scholarship, Research, and Artistic Endeavors": \$ 721,587.00</p> <p>"Curricular and Instructional Improvement" : 316,925.00</p> <p>"International Research Project" : <u>11,950.00</u></p> <p>TOTAL: \$ 1,050,462.00</p> <p>"Scholarship, Research, and Artistic Endeavors" Average Request: \$ 1,899.00</p> <p>"Curricular and Instructional Improvement" Average Request: \$ 1,668.00</p> <p>"International Research Project" : Average Request: \$ 2,988.00</p> <p>Average Request/All Categories: \$ 2185.00</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. Two awards of up to \$750.00 were granted for 2015-2016.

Larry Thorsen, Associate Professor of Mathematics

Funding of \$750.00 to help cover expenses to participate in the 2015 MathFest Mathematics Association of America National Conference, Washington, DC, August 5-8, 2015, to learn new teaching strategies.

Tynisha Meidl, Associate Professor of Teacher Education

Funding of \$750.00 to help cover expenses to participate in the Association of Teacher Educators Annual Meeting, Chicago, IL, February 13-16, 2016, to learn new teaching ideas, research, syllabuses, course outlines and resources.

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 2016-2017 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-two funded awards this past year. The following is a complete listing of recipients.

FACULTY DEVELOPMENT FUND: 2015-2016

I. APPLICANT BREAKDOWN:

Applications received and processed: 54

Total applications funded: 52

Total faculty funded: 50

Divisions:

Humanities	=	23
Social Sciences	=	12
Natural Sciences	=	10
Schneider School of Bus/Econ	=	0
Visual & Performing Arts	=	7

Rank:

Professor	=	7
Associate	=	13
Assistant	=	28
Visiting Assistant	=	2
Other	=	2

Disciplines:

Anthropology/Sociology	=	0
Art	=	3
Biology	=	7
Business Administration	=	0
Chemistry	=	1
Communication	=	2
Computer Science	=	0
Economics	=	0
Education	=	5
English	=	6
Geography	=	0

Geology	=	1
History	=	2
Humanities	=	1
Mathematics	=	0
Music	=	3
Modern Languages & Literatures	=	6
Philosophy	=	2
Physics	=	0
Political Science	=	2
Psychology	=	3
Sociology	=	2
Theater Studies	=	1
Theology & Religious Studies	=	4

Wayne Patterson, Professor of History

Funding of up to \$750.00 to help cover expenses for travel to Tokyo, Japan, to participate in the Asian Studies Conference Japan, June 18-21, 2015, to serve as both chair and discussant on a panel dealing with issues related to Japan and/or Korea.

Stephen Rupsch, Associate Professor/Director of Theatre Studies

Funding of up to \$750.00 to help cover expenses for travel to Montreal, Canada, to participate in the Association for Theatre in Higher Education, July 29-August 3, 2015, to serve on the panel titled, "Approaching 'Content Warnings': On the Stage, in the Classroom, and in the Broader Campus Community."

John Day, Assistant Professor of Modern Languages and Literatures

Funding of up to \$750.00 to help cover expenses for travel to St. Peter, MN, to participate in the 2015 Upper Midwest Civic Engagement Summit, June 9-10, 2015, to present a paper titled "Language and Cultural Exchange Conversation Partners."

Howard Ebert, Associate Professor of Theology and Religious Studies

Funding of up to \$750.00 to help cover expenses for travel to Milwaukee, WI, to participate in the Catholic Theological Society of America Convention, June 11-14, 2015, to present a paper titled “Locating the *Senus Fedei*: A Rahnerian Perspective.”

Carrie Kissman, Assistant Professor of Biology and Environmental Science

Funding of up to \$750.00 to help cover expenses for travel to Baltimore, MD, to participate in the 100th Ecological Society of America Annual Meeting, August 9-14, 2015, to present a paper titled “Reducing algal blooms in Dream Lake: Algal and zooplankton seasonal dynamics indicate combined response to food web manipulation and winter kill event” and another titled “Stress across aquatic systems: A meta-analysis of synergistic interactions.”

David Bailey, Associate Professor of Biology

Funding of up to \$750.00 to help cover expenses for travel to Chicago, IL, to participate in the Society for Neuroscience meeting, October 17-21, 2015, to present a paper titled “Hippocampal aromatization modulates spatial memory in the zebra finch via the action of estradiol on membrane receptors.”

Amy Lewis, Assistant Professor of Humanities and Liberal Arts

Funding of up to \$750.00 to help cover expenses for travel to Madison, WI, to participate in the Feminist Theory and Music Conference, August 6-9, 2015, to present a paper titled “‘When We Gets to Heaven, Dey’ll Be No Slaves No More:’ The Musical Resistance of Enslaved Americans.”

John Dose, Associate Professor of Psychology

Funding of up to \$750.00 to help cover expenses for travel to Chicago, IL, to participate in the 2015 Meeting of the Society for Neuroscience, October 17-21, 2015, to present a poster titled “A test of the aversive versus the rewarding effects of nicotine in rats neonatally treated with quinpirole: Analysis of brain plasticity mechanisms.”

Zach Pratt, Assistant Professor of Biology

Funding of up to \$750.00 to help cover expenses for travel to Madison, WI, to participate in the Molecular Genetics of Bacteria and Bacteriophages Meeting, August 4-8, 2015, to present a poster titled “The outer membrane protein, OmpX, is required for maximal growth of *Escherichia coli* in the presence of bile salts.”

Anindo Choudhury, Professor of Psychology & Environmental Science

Funding of up to \$750.00 to help cover expenses for travel to Corvallis, OR, to participate in lab work at Oregon State University, August 16-29, 2015, to continue your collaborative research with Michael Kent regarding fish parasites.

Tynisha Meidl, Associate Professor of Education

Funding of up to \$375.00 to help cover expenses for travel to New Orleans, LA, to participate in the National Association of Multicultural Education Annual Conference, October 1-4, 2015, to present a paper titled “Considerate Phonics: Reevaluating the Phonics We Use and the Phonics We Teach.”

Tynisha Meidl, Associate Professor of Education

Funding of up to \$375.00 to help cover expenses for travel to Carlsbad, CA, to participate in the Literacy Research Association Annual Convention, December 1-5, 2015, to present a paper titled “Crafting Imagined Selves: Demystifying the Submission and Revision Process of Scholarly Academic Writing for PhD Candidates, Novice Researchers, and New Scholars.”

Shan Bryan-Hanson, Director and Curator of Art Galleries and Collections

Funding of up to \$187.00 to help cover expenses for travel to Washington, DC, to participate in the 7th Annual Conference of the Association for Contemplative Mind in Higher Education, October 7-11, 2015, to present a poster titled “Wander In/Wonder In: Academic Art Galleries and Contemplative Pedagogy.”

Tom Conner, Professor of French

Funding of up to \$750.00 to help cover expenses for travel to Tromsø, Norway, to participate in the Sixth International Hamsun Conference, August 31-September 6, 2015, to present a paper titled “Going Off the Beaten Path: Knut Hamsun’s Forays Into Travel Writing.”

Alexa Trumpy, Assistant Professor of Sociology

Funding of up to \$750.00 to help cover expenses for travel to Chicago, IL, to participate in the Annual Meeting of the American Sociological Association, August 21-25, 2015, to present a paper titled “Collective Identity and the Evaluation of Oppositional Rhetoric.”

Brad Ellis, Assistant Professor of Spanish

Funding of up to \$750.00 to help cover expenses for travel to Austin, TX, to participate in the *Don Quijote* and the Mediterranean World conference, October 17-20, 2015, to present a paper titled “Más de Cristiano que de moro”: The Morisco Ricote, Ana Félix, and the Debate over the 1609 Expulsion in Part Two of *Don Quijote*.

Michelle Schoenleber, Assistant Professor of Psychology

Funding of up to \$750.00 to help cover expenses for travel to New Orleans, LA, to participate in the International Society for Traumatic Stress Studies Annual Meeting, November 4-7, 2015, to present a paper titled “Temporal dynamics of emotion in posttraumatic stress disorder symptom clusters in a clinical sample.”

Ivy Cargile, Assistant Professor of Political Science

Funding of up to \$750.00 to help cover expenses for travel to San Francisco, CA, to participate in the American Political Science Association Annual Meeting, September 1-6, 2015, to present a paper titled “Intersectionality and Latina/o Candidate Evaluations,” and being invited to conduct a workshop titled “Latinas in America Politics Bridging the Gap Between Intersectionality and Electability.”

Ryan King, Assistant Professor of Biology

Funding of up to \$750.00 to help cover expenses for travel to Chicago, IL, to participate in the 2015 North American Planarian Meeting, September 18-20, 2015, to present a paper titled “Mapping the molecular and cellular complexity of planarian protonephridia.”

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 2016 Hawaii International Conference on Arts & Humanities, January 9-14, 2016, to present a paper titled “Okina Kyūin and Early Japanese Immigration to the United States.”

Deborah Anderson, Associate Professor of Biology

Funding of up to \$750.00 to help cover expenses for travel to Dallas, TX, to participate in the Society of Vertebrate Paleontology, October 13-18, 2015, to present a paper titled “Comparison of Basin Margins to Basin Center Assemblages Reveals Taxonomic Disparity in Late Early to Middle Eocene Rodent Biodiversity.”

Valerie Kretz, Assistant Professor of Communication & Media Studies

Funding of up to \$750.00 to help cover expenses for travel to Las Vegas, NV, to participate in the National Communication Association Annual Convention, November 19-22, 2015, to present a paper titled “Together Forever or Together For Now: Viewer Perceptions and Expectations of Romantic Relationships in Movies and Television” and chairing a panel titled “Research on Media, Children and Adolescents I: Representations and Effects of Risky and Dangerous Behaviors.”

Abigail Trollinger, Assistant Professor of History

I am pleased to inform you that the Faculty Development Committee approved your request of up to \$750.00 to help cover expenses for travel to Detroit, MI, to participate in the North American Labor History Conference, October 22-25, 2015, to present a paper titled “Defending the Unemployed in Prosperous Times: The 1927 Campaign for Social Insurance.”

Eric High, Assistant Professor of Music

Funding of up to \$530.65 to help cover expenses for travel to Cedar Falls, IA, to participate in a lecture recital at the University of Northern Iowa, October 22-23, 2015, to present a lecture recital regarding the contrabass trombone.

Eric High, Assistant Professor of Music

Funding of up to \$219.35 to help cover expenses for travel to Lincoln, NE, to participate in a lecture recital at the University of Nebraska, November 17-19, 2015, to present a lecture recital regarding the contrabass trombone.

Susan Landt, Associate Professor of Education

Funding of up to \$750.00 to help cover expenses for travel to Union, NJ, to participate in the Associate for Constructivist Teaching Conference, October 15-18, 2015, to present a paper titled "Teaching about Constructivism through Constructivist Practices: Pre Service Teachers Learning through Experience."

David Hunnicutt, Associate Professor of Biology

Funding of up to \$750.00 to help cover expenses for travel to Auburn, AL, to participate in the Flavobacterium 2015, October 26-29, 2015, to present two papers co-authored out of your lab, "The roles of *Flavobacterium* type IX secretion systems in motility, virulence, and polysaccharide and protein digestion" and "*Flavobacterium columnare* type IX secretion system mutations result in defects in gliding motility and loss of virulence."

Kelsy Burke, Assistant Professor of Sociology

Funding of up to \$750.00 to help cover expenses for travel to Milwaukee, WI, to participate in the National Women's Studies Association Annual Conference, November 12-15, 2015, to present a paper titled "Pornography, Piety, and Precarity: How Conservative Evangelical Christianity Defines and Contests the Erotic."

Bola Delano, 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 2015 NAME 25th Anniversary Conference, October 1-4, 2015, to present a paper titled "From Pre-Service Years to In-Service Years, Can They Teach Some of What They Do Know?"

Becky McKean, Assistant Professor of Geology

Funding of up to \$750.00 to help cover expenses for travel to Dallas, TX, to participate in the Society of Vertebrate Paleontology Conference, October 14-18, 2015, to present a poster titled "Taphonomy of Marine Vertebrates in the Late Cretaceous Tropic Shale, southern Utah."

Luis Navarro-Ayala, Assistant Professor of MLL

Funding of up to \$750.00 to help cover expenses for travel to Mérida, Yucatán, Mexico, to participate in the XVII Congreso Internacional de Literatura Hispánica, March 7-13, 2016, to present a paper titled "Othering the *Contemporáneos*: Frenchness, Mexicanness and Queerness."

Linda Beane-Boose, Professor of French

Funding of up to \$750.00 to help cover expenses for travel to San Francisco, CA, to participate in the Professional and Organizational Development Network in Higher Education, November 4-8, 2015, to present a paper titled "20x20x6: An Innovative Presentation Format."

Karlyn Crowley, Professor of English, Director of Cassandra Voss Center

Funding of up to \$750.00 to help cover expenses for travel to Milwaukee, WI, to participate in the National Women's Studies Association, November 12-15, 2015, to serve on three panels titled "WCC: Who Needs the Center? Best Practices for Inclusion at Women's and Gender Centers," "WMGS is SICK!: Hacking, Contagion, Virality, Branding for the Field," and "Creating Women's and Gender Studies Publics: Containments within and Seepages Beyond the Field-Imaginary."

Kathleen Gallagher Elkens, Assistant Professor of Theology & Religious Studies

Funding of up to \$750.00 to help cover expenses for travel to Atlanta, GA, to participate in the American Academy of Religion and Society of Biblical Literature Joint Annual Meetings, November 20-24, 2015, to respond to a panel titled “Children in the Biblical World.”

Anna Herrman, Assistant Professor of Communication and Media Studies

Funding of up to \$750.00 to help cover expenses for travel to Las Vegas, NV, to participate in the National Communication Association Conference, November 19-21, 2015, to be a part of a panel titled “Embracing Opportunities for Conflict Skill Acquisition: Integrating Conflict Resolution Education into the College Communication Curriculum.”

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 Modernist Studies Association, November 18-22, 2015, to lead a conference seminar titled “Resistance and Reform: Modernist Women and Social Engagement.”

Paul Ngo, Associate Professor of Psychology

Funding of up to \$750.00 to help cover expenses for travel to Denver, CO, to participate in the American Anthropological Association meeting, November 19-22, 2015, to present a paper titled “Herd Instinct and the Ethnic Divide: A Study of Media Consumption by Chinese Immigrants in Canada.”

Mara Brecht, Assistant Professor of Theology and Religious Studies

Funding of up to \$750.00 to help cover expenses for travel to Atlanta, GA, to participate in the Annual American Academy of Religion Meeting, November 21-24, 2015, to present a paper titled “Serving by Storytelling: Teaching Muslim and Christian Theologies Dialogically.”

Drew Scheler, Assistant Professor of English

Funding of up to \$750.00 to help cover expenses for travel to Boston, MA, to participate in the Renaissance Society of American Annual Conference, March 31-April 2, 2016, to present a paper titled “Rhetorical Intimacy in Erasmusian Epistolary Theory.”

Jason McFarland, Assistant Professor of Theology and Religious Studies

Funding of up to \$750.00 to help cover expenses for travel to Houston, TX, to participate in the North American Academy of Liturgy Annual Meeting, January 7-10, 2016, to present a paper titled “Interpreting Music in its Liturgical Context: The State of the Question.”

Steven Burgess, Teaching Fellow in Philosophy

Funding of up to \$375.00 to help cover expenses for travel to Paris, France, to participate in the Philosophy Conference in Honor of Roger Ariew, January 7-10, 2016, to present a paper titled “Metaphysical Considerations in Descartes’ *Regulae*.”

Brandon Bauer, Assistant Professor of Art

Funding of up to \$750.00 to help cover expenses for travel to Ripon, WI, to participate in exhibition and artist lecture, March 23-May 2, 2016, to present an exhibition and artist lecture titled “Landscapes of Absence.”

Eric Hagedorn, Assistant Professor in Philosophy

Funding of up to \$750.00 to help cover expenses for travel to Chicago, IL, to participate in the Central Division Meeting of the American Philosophical Association, March 3-6, 2016, to present a paper titled “Impossible Intrinsic Middles in Ockham’s Theory of Consequences.”

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, March 16-20, 2016, to present a paper titled “The Not-So-Light Princess: Tori Amos and Samuel Adamson’s Reimagining of George MacDonald’s Classic Fairy Tale.”

Sarah Schuetze, Visiting Assistant Professor in English

Funding of up to \$562.50 to help cover expenses for travel to State College, PA, to participate in the C19: Society for Nineteenth-Century Americanists, March 17-20, 2016, to present a paper titled “Skulls over Cases: Samuel Morton and the Struggle of Form” on the Case Study panel.

Yi-Lan Niu, Assistant Professor in Music

Funding of up to \$750.00 to help cover expenses for travel to Rochester, NY, to participate in the concert series of the Sunday chamber music program, April 23-25, 2016, to present a recital titled “Sei Cavatina, op.39.”

Debbie Kupinsky, Assistant Professor of Art

Funding of up to \$750.00 to help cover expenses for travel to Kansas City, MO, to participate in the National Council on Education in the Ceramic Arts, March 15-19, 2016, to present an exhibition titled “Chromophalia, an NCECA Concurrent Exhibition.”

Kari Cunningham, Assistant Professor of Chemistry

Funding of up to \$750.00 to help cover expenses for travel to San Diego, CA, to participate in the National Meeting of the American Chemical Society, March 14-17, 2016, to present a poster/paper titled “Synthesis, structural characterization and luminescent behavior of heteroleptic zinc(II) complexes employing novel asymmetric N,N-heterocyclic ligands.”

Bonnie Johnson, Assistant Professor of Education

Funding of up to \$750.00 to help cover expenses for travel to Washington, D.C., to participate in the American Association for the Advancement of Curriculum Studies, April 4-9, 2016, to present a paper titled “Steps to Privatizing American Schools.”

Ozum Yesiltas, Visiting Assistant Professor of Political Science

Funding of up to \$562.50 to help cover expenses for travel to Atlanta, GA., to participate in the International Studies Association Annual Conference, March 16-19, 2016 to present a paper titled “Nationalizing Iran: Counter-Discourses on Democracy and National Identity.”

Erik Brekke, Assistant Professor of Physics

Funding of up to \$750.00 to help cover expenses for travel to Providence, RI, to participate in the Annual Meeting of the Division of Atomic, Molecular, and Optical Physics, May 23-27, 2016 to present a poster titled “Frequency Characteristics of Parametric Four-Wave Mixing.”

Edward Ridsen, Professor of English

Funding of up to \$750.00 to help cover expenses for travel to Kalamazoo, MI, to participate in the Annual International Congress on Medieval Studies, May 13-15, 2016 to present a paper titled “Gamelyn and Athelston: Looking Forward and Looking Back.”

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, newspapers, and newsletters, including *Catholic Education*, *The Journal of Higher Education*, *Liberal Education*, and *The Teaching Professor*. Further, the Center subscribes to two quarterly source books: *New Directions for Teaching and Learning* and *New Directions for Higher Education*. The Office Manager is available to help find additional information on issues in higher education.

A set of Merriam-Webster dictionaries, guides, and handbooks places helpful reference works at the fingertips of faculty. Included in the set are the *Webster's Third New International Dictionary*, *Collegiate Thesaurus*, *Dictionary of Synonyms*, *Style Manual*, *New Biographical Dictionary*, *Instant Word Guide*, and *Guide to Abbreviations*. 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.

