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PREFACE

I am very pleased to share with you the 2011-2012 Annual Report for the Office of Faculty Development. The Faculty Development Program at St. Norbert College is first and foremost a collaborative effort, and dependant 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 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.

**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. The OFD also 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 four development funds:
  - Faculty Development Travel Fund
  - Fund for Pedagogical Development
  - Student-Faculty Development Endowment Fund
  - Summer Grants for Scholarship and Pedagogical Activities
- direct the New Faculty Orientation 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
  - Topical Sessions and Workshops
- 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
- plan “Celebrating Student and Faculty/Staff Collaborations”
- 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

During the 2011-2012 academic year, the vision for the Office of Faculty Development continued to rely on the foundational principles of faculty development as collaborative, responsive to faculty needs, and innovative. The OFD has continued its collaboration with many divisions and offices across campus in order to enrich our programming. This last year we joined with the Office of the President, the Office of the Dean, and the Division of Mission and Student Affairs to present a variety of programs. In addition, we partnered with numerous other offices and divisions for presentations at the New Faculty Orientation (NFO) Program and Workshops.

The Faculty Development Program worked to advance several initiatives for Academic Affairs and the College this past academic year. With the support of the Offices of the President and the Dean, we continued the initiative to re-examine the place of scholarship in faculty lives. There was record attendance at the Twenty-Fifth Annual Faculty Development Conference, Supporting the Scholarly Mission of St. Norbert College and Its Faculty, which was held on August 24, 2011. Dr. Jeff Frick, Dean of the College and Academic Vice President, reviewed what we have accomplished on the scholarship initiative and President Tom Kunkel updated us on progress in fundraising for an endowment to support faculty development and scholarship. Dr. Marc Roy, Provost at Goucher College, facilitated our conference, beginning with a reflection on striving for balance in faculty roles. He moderated a discussion on scholarship across the disciplines as discipline members reviewed their scholarship statements to date. Dr. Roy closed out the morning by contextualizing our tenure and promotion system within the academy and offered suggestions for moving forward. Dr. Frick announced the creation of the Task Force on Tenure and Promotion, whose proposal to create a pre-tenure review will be the topic of discussion for the Twenty-Sixth Annual Faculty Development Conference, to be held on August 22, 2012.

Dr. George A Lopez, The Rev. Theodore M. Hesburgh Professor of Peace Studies at the Kroc Institute for International Peace Studies at the University of Notre Dame and 2011 St. Norbert Ambassador of Peace, facilitated our first Teaching and Learning Workshop in September. The workshop, “Making Peace in Order to Teach Peace: Handling Academic Boundaries and Disciplinary Divides,” helped faculty members envision how they might think in interdisciplinary ways in order to contribute to peace studies at St. Norbert College. Our second Teaching and Learning Workshop, “How to Teach Writing Without Teaching Writing,” was facilitated by Dr. Ryan Cordell, Assistant Professor of English and Director of Writing Across the Curriculum. It explored strategies to reinforce and develop students’ writing skills while teaching content.

The Office of Faculty Development also partnered with the Offices of the Dean and the President to co-sponsor the “Learning in the Digital Age: Next Steps” Teaching and Learning Workshop held in February. The Digital Learning Task Force presented a report detailing their recommendations on ways to advance the cause of technologically-assisted learning at St. Norbert
College. As a follow-up to that workshop, the College invited Drs. Rebecca Davis and Thomas Warger from the National Institute for Technology in Liberal Education (NITLE) to visit campus, consult with important constituents, and offer a Teaching and Learning Workshop in April. At that workshop, “Directions in Digital Learning: A Conversation with NITLE,” Drs. Davis and Warger placed the report from the Digital Learning Initiative in the context of work in digital learning being done by our peer and aspirant institutions and made recommendations about how we could move forward on this initiative.

Congruent with an increased emphasis on the College’s mission, and concomitant requirement for faculty to reflect on their contributions to the mission in tenure and promotion applications, the OFD and the division of Mission and Student Affairs continued the Catholic Intellectual Tradition (CIT) discussion series. Attendance was robust at our spring discussion, “The Catholic Intellectual Tradition at St. Norbert College,” which brought together David Ricken, Bishop of Green Bay, Gary Neville, Abbot of St. Norbert Abbey, and Thomas Kunkel, President of St. Norbert College. The panel discussed the impact the Diocese and the Order have on the College, the vision that each leader has for Catholic higher education, and the role that the College plays with the Norbertines, the Diocese, and the wider community.

The OFD was particularly pleased with our community’s support for and participation in the “Celebrating Student and Faculty/Staff Collaborations” event. A record forty-seven projects were highlighted, involving eighty-two students and forty-five faculty and staff. OFD partnered with the Office of the Dean, College Advancement, and The Collaborative on the event. Dr. Mike Foley, ’84, Director of the Chemical Biology Platform, Broad Institute of MIT and Harvard, was the invited guest speaker and spoke about the importance of continued research to solve complex problems plaguing human health.

To be an effective Director of Faculty Development, I continue to make every effort to stay abreast of the latest research on the scholarship of teaching and learning, assessment, curricular development, mentoring, student learning outcomes, student profiles, new faculty needs, and the changing academy. To that end, I attended the Professional and Organizational Network in Higher Education Conference (POD) in October. At that conference I co-led the POD-sponsored double session “Starting and Sustaining Teaching and Learning Programs at Small Colleges: Theory and Practice,” which drew 60 newer faculty development directors who were starting or expanding faculty development programs. This double session provided participants with: a theoretical and structural framework of best practices at small colleges; the opportunity to examine their own campus situations and programs, and identify their immediate challenges; a peer network with which to share effective practices and strategies to meet these challenges; and the time and guidance to formulate a specific plan of next steps to move their program forward.

I was also the lead presenter on a panel of seasoned developers that facilitated the session, “Overcoming Issues Facing Mid-Career Faculty Developers at Small Colleges.” The session was
designed for faculty developers with three plus years in their position and strategized about the most pressing problems facing mid-career faculty developers: prioritizing efforts given limited resources; keeping programming and yourselves fresh; assessing program efforts; and ways to finance programmatic expansion. As Chair of the Small College Committee of POD, I provide leadership to faculty developers at small colleges and universities who are seeking to establish or improve their programs. At the POD conference, I organized and led the business meeting of the committee and organized activities for small college faculty developers. In addition, I monitor the active POD discussion list that has provided invaluable strategies, tips, and resources to enrich our program.

Moving forward, the principles of collaboration, responsiveness to faculty needs, and innovation will guide our efforts to help the office continue to be a leader at the national level.

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 four development funds

In the 2011-2012 year, the FDC consisted of the following members: Linda Beane-Katner, Director of Faculty Development, ex officio and Chair; Joel Mann, Assistant Professor of Philosophy, Division of Humanities and Fine Arts (2013); Yi-Lan Niu, Assistant Professor of Music, Representative at Large (2014); John Dose, Assistant Professor of Education, Division of Social Science (2012); John Frohliger, Associate Professor of Mathematics, Division of Natural Science (2013); and Nick Humphrey, Assistant Professor of German, Representative at Large (2014).

The full membership of the FDC met almost weekly during the 2011-2012 academic year. In addition, considerable business was transacted via telephone and 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. A subcommittee, headed by Faculty Development intern Niki Nelson, reviewed Student-Faculty Development Endowment Fund applications and granted awards to fifteen student-faculty collaborative teams. The Faculty Development Committee also granted four Fund for Pedagogical Development, seventeen Summer Grant and forty Faculty Development Fund awards. Besides planning five Spotlight on Scholarship (SoS) presentations, two Catholic Intellectual Tradition
presentations (with one consisting of a panel Q&A session with Bishop Ricken, Abbot Neville, and President Kunkel), four Teaching and Learning workshops, and one Annual Faculty Development Conference this year, the Committee also assisted with planning the "Celebrating Student and Faculty/Staff Collaborations" event. Preliminary planning for the Annual conference for August 2012 began in the fall, got more in-depth through the spring semester, and continued through the summer months via email.

Of note, the FDC, as the Office of Faculty Development’s central governance mechanism, has had to deal with the reality of rising costs and decreasing funds. Endowment principals and the amount we may draw from our endowments continued to be down. The Faculty Development Fund (FDF) and Student-Faculty Development Endowment Fund (SFDEF) both rely on endowment dollars. The FDF, received $14,924.47 in 2008-2009, $6,311.81 in 2009-2010, $6,324.38 in 2010-2011, and $8,336.02 in 2011-2012. The SFDEF received $10,849.13 in 2008-2009, $4,672.73 in 2009-2010, $4,808.61 in 2010-2011, and $6,338.12 in 2011-2012.

Over the past three years, the FDC has made deliberate efforts 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 2011-2012, we requested and received the following amounts from the Office of the Dean:

- To fund 40 (the average number of awards the last five years) Faculty Development Fund awards at $650.00 each, which equals $26,000.00. OFD had $9,852.42 available from the endowment, thus we requested: $16,147.58

- To continue to offer 16 Summer Grants at $2,500.00 each, which equals $40,000. OFD had a budget of $28,000, and needed an additional: $12,000.00

- To continue to offer 10 Student-Faculty Development Endowment Fund awards at $1,000.00 each, which equals $10,000. OFD had $6,338.12 available from the endowment, thus we requested: $3,661.88

- To fund an additional two Fund for Pedagogical Development awards for a total of four: $1,300.00 = 2 x $650.00

Total requested and received: $33,109.46

The OFD wishes to thank Dean Frick for his critical financial support of and commitment to professional development for faculty.

Regarding the Student-Faculty Development Endowment Fund, in 2011-2012, with the Office of the Dean supplemental funding and the endowment fund, we had enough funds for ten awards. Because we received excellent applications, we transferred an additional $4,000.00 into this fund from the OFD operating budget to fund four additional awards.

The OFD received supplemental funding from the Office of the Dean for 2009-2010, 2010-2011, and 2011-2012 to compensate for decreased income from our endowments. We continue to work on securing supplemental funding for professional development.
The Committee reviewed and refined eligibility guidelines and selection criteria for the FDF, the SFDEF, 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 85 grant applications, as compared to 73 in 2010-2011, 89 in 2009-2010, 112 in 2008-2009, 82 in 2007-2008, and 120 in 2006-2007. The Committee again spent a lot of time discussing the optimal number and amount of its various awards. From these discussions and because endowment principals and the amount we may draw from our endowments continue to be down again this fiscal year, changes were made in funding from the Office of Faculty Development for the fiscal year that started June 1, 2012. The FDC was proactive in asking the Office of the Dean of the College to supplement OFD funding, which was provided. The following memo was sent to all faculty on May 29, 2012:

Dear Colleagues,

You may recall that for the last three years the level of funding for the Office of Faculty Development has been lower due to the faculty that endowment principals and the amount we may draw from our endowments have been down. Although our endowments have recovered slightly, our budget dollars continue to be down.

The Dean has informed me that the Dean’s Office has identified one-time dollars to supplement funding for the 2012-2013 academic year. We will be receiving an additional $22,329.78 which will allow us to offer the following:

42 Faculty Development Fund Awards at $650.00 each.
16 Summer Grants at $2,500.00 each.
15 Student-Faculty Development Endowment Fund Awards at $1,000.00 each.
4 Fund for Pedagogical Development Awards at $650.00 each.

The OFD wishes to thank Dean Frick for his critical financial support of and commitment to professional development for faculty.

I hope that this information helps you plan your professional activities for the next academic year. Please let me know if you have any questions.

Regards, Linda
THE 2011-2012 PROGRAM

NEW FACULTY ORIENTATION

The New Faculty Orientation 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 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 workshops 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 orientation 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 hour-long interviews (about twenty-two in 2011-2012) 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 Orientation Program for 2011-2012 began August 22, 2011 with a two-day acclimation session and continued throughout the year with the six follow-on workshops. Five full-time, tenure track, five visiting, fifteen adjunct or part-time faculty, and two administrators/staff participated in the NFO Program. Surveys administered directly after the August Orientation Program and at the end of the academic year revealed a very high level of satisfaction with the Program. Participants in NFO for 2011-2012 included:

- Brandon Bauer: Assistant Professor of Art
- Thomas Bogardus: Teaching Fellow of Philosophy
- Mara Brecht: Assistant Professor of Religious Studies
- Erik Brekke: Assistant Professor of Physics
- Shan Bryan-Hanson: Curator of Art Galleries and Collections of Art
- Bonnie de Arteaga: Adjunct Instructor of Art
- Kathryn Geimer-Chojnacki: Adjunct Instructor of Education
- Megan Haak: Teaching Fellow of Sociology
- Carrie Kissman: Assistant Professor of Biology
- Jamie Lynch: Assistant Professor of Sociology
- Christopher Meidl: Assistant Professor of Education
- Christopher Morong: Visiting Assistant Professor of Chemistry
- Luis Navarro-Ayala: Visiting Professor of Modern Languages & Literatures
- Robert Osgood: Chair of Teacher Education
- Nicholas Padilla: Adjunct Instructor of Geography
- Melinda Roberts: Director of the English as a Second Language Institute
Keith Sherony: Visiting Professor of Economics
Alexa Trumpy: Visiting Assistant Professor of Sociology
Erin Vogel: Director of the Mulva Library
Mary Elizabeth VonDras: Adjunct Instructor of Modern Languages and Literatures
James White: Adjunct Assistant Professor of Sociology
Andrea Wochenske: Adjunct Instructor of Biology

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

The full schedule for the New Faculty Orientation Program and Workshops is included on the following pages.
### Monday - August 22, 2011

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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| 8:00 - 8:20 | GATHERING & WELCOME  
CLOISTER WALK OF ST. NORBERT ABBEY (Directions Attached) |
| 8:20 - 8:50 | BREAKFAST                                                            |
| 8:50 - 9:25 | INTRODUCTIONS                                                        |
| 9:25 - 10:35 | A CONVERSATION ABOUT MISSION & HERITAGE  
A TOUR OF ST. NORBERT ABBEY  
Rev. Dr. Jay Fostner, O.Praem, Vice President for Mission & Student Affairs |
| 10:35 - 10:55 | BREAK & DRIVE TO ST. NORBERT COLLEGE BEMIS ROOM 114                |
| 10:55 - 11:10 | PRESIDENT'S WELCOME  
Mr. Tom Kunkel, President |
| 11:10 - 11:40 | DEAN'S WELCOME  
Dr. Jeff Frick, Dean of the College & Academic Vice President |
| 11:40 - 11:55 | FACULTY CHAIR WELCOME  
Dr. Michael Rosewall, Faculty Chair |
| 12:00 - 1:00 | LUNCH - MEET THE DEAN'S COUNCIL BEMIS 20CD  |
| 1:00 - 1:10 | BREAK                                                              |
| 1:10 - 2:10 | WHO ARE OUR STUDENTS?  
Dr. Bob Rutter, Associate Vice President of Institutional Effectiveness  
Dr. Terry Jo Leiterman, Assistant Professor of Mathematics  
Dr. Jack Williamsen, Retention Coordinator & Data Analyst |
| 2:10 - 2:25 | KNIGHTLINE  
Mr. Jeff Ritter, Director of Academic Advising |
| 2:25 - 2:40 | BREAK                                                              |
| 2:40 - 3:55 | SYLLABUS CONSTRUCTION - STRATEGIES & REFLECTIONS  
Dr. Marc von der Ruhr, Associate Professor of Economics  
Dr. David Poister, Associate Professor of Chemistry & Environmental Science  
Dr. Deirdre Egan, Assistant Professor of English |
| 3:55 - 4:10 | WRAP-UP DAY ONE OF NFO  
Dr. Linda Beane-Katner, Director of Faculty Development |
LIGHT BREAKFAST PROVIDED THROUGHOUT THE MORNING

8:15 - 8:30  COFFEE, CONVERSATION AND PICTURES

8:30 - 9:30  SURVIVING THE FIRST FEW WEEKS & ADVICE FOR THE FIRST YEAR
Dr. David Bailey, Assistant Professor of Biology
Dr. Tynisha Meidl, Assistant Professor of Education
Dr. Brad Ellis, Assistant Professor of Spanish

9:30 - 10:15  THE WRITING PROGRAM & THE WRITING CENTER
Dr. Ryan Cordell, Assistant Professor of English and Director of Writing Across the Curriculum

10:15 - 10:30  BREAK

10:30 - 11:30  LIBRARY & INFORMATION SERVICES
Ms. Kristin Vogel, Library Director

11:30 - 12:00  ACADEMIC SUPPORT SERVICES & HONOR CODE
Dr. Kevin Quinn, Associate Academic Dean

12:00 - 12:10  BREAK AND MOVE TO BEMIS ROOM 20CD

12:10 - 1:20  LUNCH - GREETINGS FROM THE PRESIDENT’S CABINET

1:20 - 1:30  BREAK & MOVE TO BEMIS ROOM 20AD (if not assigned a mentor, the next two sections are less applicable to you and you should feel free to leave if you prefer)

1:30-1:55  A DISCUSSION ABOUT MENTORING
Dr. Linda Beane-Katner, Director of Faculty Development

1:55-2:45  FACULTY RESPONSIBILITIES AT SNC: INSTRUCTIONAL, COLLEGIAL, AND PROFESSIONAL
Dr. Linda Beane-Katner, Director of Faculty Development

2:45-2:55  BREAK

2:55-4:00  FACULTY RESPONSIBILITIES AT SNC: INSTRUCTIONAL, COLLEGIAL, AND PROFESSIONAL (CONTINUED)
Dr. Linda Beane-Katner, Director of Faculty Development

4:00-4:10  WRAP-UP DAY TWO OF NFO
Dr. Linda Beane-Katner, Director of Faculty Development

5:30 - 7:30  FACULTY WELCOME (and welcome back) PICNIC
Ray Van Den Heuvel Family Campus Center Patio
New Faculty Orientation Workshops
2011-2012

NFO Workshop 1: Tuesday, September 6, 2011, 3:00 – 4:30 p.m., Bemis Room 114 CD
“Resources Are All Around You”
Health and Wellness Services at St. Norbert College is an integrated and collaborative model of health, partnering with all constituents of the College. According to the American College Health Association, National College Health Assessment Survey conducted at SNC, students identified the two most trusted sources of health information were health care professionals and faculty. We intend to capitalize on this by building strong partnerships with you to assist our students through their educational journey. Attendees joined Barbara Bloomer PHN, RN, Sr. Director of Health and Wellness Services and Dr. Kevin Miller Ph.D., Sr. Director, Counseling and Testing Services, to share knowledge and resources as well as identify collaborative opportunities.

NFO Workshop 2: Tuesday, October 11, 2011, 3:00 – 4:30 p.m., Bemis 20 CD
“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? The panel, David Hunnicutt (Natural Science), Charles Jacobs (Social Science), and Joel Mann (Humanities and Fine Arts), discussed thoughts and strategies for keeping on track with a research agenda in the early years. In addition, Sarah Ryan, Director of Grant Development, discussed how her office can help advance scholarly agenda.

NFO Workshop 3: Tuesday, November 8, 2011, 3:00 – 5:00 p.m., Center for Norbertine Studies in the Mulva Library Room 201
“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 explored key concepts of our Catholic intellectual and Norbertine traditions, and discussed what it means to support and contribute to the mission of the College. Following this discussion, we had a social with Mission and Student Affairs staff.

End of Semester Lunch: Wednesday, December 14, 2011, 11:30 a.m. – 1:00 p.m., Bemis International Center

NFO Workshop 4: Tuesday, Friday, February 3, 2012, 3:00 – 4:30 p.m., Bemis 20 CD
“Understanding our General Education and Grantseeking Programs”
Kevin Quinn, Associate Academic Dean, and Sarah Ryan, Director of Grant Development, discussed the General Education and Grantseeking programs. We also covered the voting process and committee service.

NFO Workshop 5: Tuesday, February 28, 2012, 3:00 – 4:30 p.m., Bemis 20 CD
“Exploring Faculty Roles in High-Impact Practices that Foster Student Learning”
The Association of American Colleges and Universities (AAC&U) has recently identified four practices that foster student learning: 1) service-learning courses; 2) undergraduate research programs; 3) learning communities; and 4) first-year/capstone courses. These practices, by their nature, require students to be actively involved in their own 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. St. Norbert College has recently intensified efforts and moved forward on the first three practices. In this NFO Workshop, we elaborated on, and invited participation in, these high-impact practices. Deirdre Egan, Director of Academic Service-Learning, Center for Community Service and Learning, explored how service-learning is an engaged pedagogy. David Hunnicutt and Brad Ellis discussed the benefits of undergraduate research and presented “St. Norbert Collaborative: The Center for Undergraduate
Research, Scholarship and Creative Activities.” Marcie Paul discussed the impact of the first-year living-learning component of the Honors Program, as well as opportunities for faculty to participate in Honors Tutorials.

**NFO Workshop 6: Tuesday, March 27, 2012, 3:00 – 4:30 p.m., Mulva Library Room 201**

“Preparing for First-Year Review, Tenure, and Promotion”

The last of our New Faculty Orientation Workshops concentrated on several interlocking subjects for wrapping up the first year and moving on successfully; First-year Review, Tenure/Promotion, Teaching Portfolio, SOOTs, Faculty Development Funds and Grants, and Faculty’s thoughts on the New Faculty Orientation Program and Workshops. Terry Jo Leiterman and Shalisa Collins joined for the first half-hour of this workshop to share their perspective on the first-year review and the tenure process.

**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 2011.

We extend heartfelt thanks for the mentors who assisted our new colleagues during the 2011-2012 academic year: Shalisa Collins, Jim Neilson, Mark Bockenhauer, Deborah Anderson, Linda Beane-Katner, Paul Bursik, Brad Ellis, Tim Flood, David Hunnicutt, Julie Masey, John Neary, Jon Russel, and Wendy Scattergood.
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 compete with the J-term. We decided to pilot our conference in August 2009 before the start of classes and 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-fifth Annual Faculty Development Conference, Supporting the Scholarly Mission of St. Norbert College and Its Faculty was held Wednesday, August 24, 2011 in Bemis 20 ABCD. We all agree that scholarship and creative activities are vital to our academic lives not only because they sustain us as intellectuals, but also because they contribute to the mission of St. Norbert College, which calls us “to gain knowledge, solve problems, and seek truth.” The concerns we share spring from the challenge of balancing our scholarship with our myriad other professional and personal responsibilities.

This Annual Faculty Development Conference advanced the scholarship initiative we launched in February 2010 to re-examine the place of scholarship in light of our pursuit of excellence and rising national status as a liberal arts college. We explored the following topics:

- Steps the community has taken to create more time and resources for scholarship;
- Definitions of scholarship across the disciplines;
- Expectations of faculty at different career stages;
- Analysis of our tenure and promotion system compared to peers and aspirants;
- Necessary steps to clarify expectations and nurture scholarship; and
- St. Norbert College’s commitment to the resources needed to move our initiative forward.

The conference was facilitated by Dr. Marc Roy, Provost and Professor of Biology at Goucher College. He has also held administrative positions at Coe College and Beloit College. Dr. Roy serves on the board of the American Conference of Associate Deans and is currently vice chair of that organization. He has worked with faculty to expand undergraduate research, study abroad, and curricular opportunities for students. In addition, he has instituted faculty development programs and led faculty in a revision of general education requirements while at Goucher.

The full program is included on the following page.
8:00 – 8:25  Coffee and light refreshments

8:25 – 8:30  Welcome and introductory remarks – Linda Beane-Katner

8:30 – 9:00  “An Update on our Scholarship Initiative” – Jeff Frick
   • Rationale for our scholarship initiative, including a summary of progress to date
   • Overview of key themes from listening sessions
   • Announcement of task force to review tenure and promotion system
   • Process for completing and reviewing scholarship statements
   • Launch of scholarship circles

9:00 – 9:10  “Update on Progress in Fundraising for Scholarship” – Tom Kunkel

9:10 – 9:40  “Reflections on Faculty Roles at St. Norbert College: Striving for Balance” – Marc Roy
   • Reflections on our scholarly initiative
   • Why do we do what we do? Why do we do things the ways that we do?
   • Teaching, scholarship, service, governance, tenure, promotion, and our personal and professional lives are interwoven. How do we balance our responsibilities in a manner consistent with St. Norbert College’s mission and heritage?
   • How can we best anchor our scholarship in what we are doing already?
   • How can we revitalize a scholarly agenda?
   • How can we imagine the arc of our careers?
   • What can we learn from other colleges?

9:40 – 9:55  Break

9:55 – 10:55  “Scholarship across the Disciplines” – Marc Roy
   • The importance of defining scholarship
   • Roundtable discussion on scholarship statements and open discussion

10:55 – 11:05  Break

11:05 – 12:30  “Untangling the Web and Taking the Next Steps” – Marc Roy
   • Contextualizing our tenure and promotion system within the academy
     o What are the most frequent concerns about the relationships between scholarship, tenure, and promotion?
     o What are reasonable expectations?
   • Roundtable and open discussion on the following questions:
     o Given the status quo, what depth and range of achievement in scholarship should be expected in applications for 1) tenure; 2) associate professor; 3) full professor?
   • A few suggestions from another perspective, question and answer, and conclusion

12:30 – 1:30  Lunch and discussion

1:30 – 2:30  Consultation with Marc Roy. Dr. Roy met with individuals or disciplines for informal discussion on any of the conference topics.
Faculty development is always a community effort, and the Annual Faculty Development Conference is no exception. Only through the cooperation of many members of the St. Norbert College academic community is the implementation of a major conference like this one made possible. We are very fortunate to have such a cooperative spirit alive and well on this campus.

“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, September 23, 2011 - 13 attendees
"Making Peace in Order to Teach Peace: Handling Academic Boundaries and Disciplinary Divides"
George A. Lopez, Ph. D.
The Rev. Theodore M. Hesburgh, C.S.C.,
Professor of Peace Studies
Kroc Institute for International Peace Studies
University of Notre Dame
2011 St. Norbert Ambassador of Peace
Interdisciplinary programs can be incredibly stimulating, but they bring unique challenges. As many of us have seen, the integration of traditional disciplines creates tensions pedagogically and programmatically. This workshop helped faculty members thrive in the midst of such tensions while enjoying the benefits of wide-ranging and collaborative scholarship. The workshop was facilitated by Dr. George A. Lopez, who holds the Hesburgh Chair in Peace Studies at the Kroc Institute for International Peace Studies at the University of Notre Dame. An award winning teacher and consultant who has worked in the interdisciplinary field of peace studies for over 40 years, Lopez is widely known for his prolific scholarship on human rights, ethics and economic sanctions.

Friday, November 4, 2011 - 8 attendees
“How to Teach Writing Without Teaching Writing”
Ryan Cordell, Assistant Professor of English and Director of Writing Across the Curriculum
Faculty at St. Norbert College believe in our writing program. We know that students learn writing best from experts in various disciplines and that writing is a skill we should not divorce from content. At the same time, we often worry that we cannot devote enough time to writing. We have so much to cover in our classes—how can we also mentor our student writers? Fortunately, we teach academic argument—perhaps inadvertently—all the time. This workshop helped faculty develop strategies to reinforce and develop their students' writing skills while teaching content. We discussed how small shifts of emphasis in in class discussions can supplement the direct writing instruction done when commenting on students’ papers.

Friday, February 17, 2012 - 40 attendees
“Learning in the Digital Age: Next Steps”
DLI Task Force Members
In February 2011, President Kunkel and the OFD convened a forum to address the issues surrounding the use of digital technologies in higher education. What is St. Norbert College doing to prepare for and adapt to the new learning technologies that dominate the news and that our students will increasingly expect? What can we do to reach this new generation of tech-savvy learners more effectively? What should we be doing? Last August, Dean Frick appointed a task
The “Digital Learning Initiative” (DLI), through their research, discussion, and consultation with the National Institute for Technology in Liberal Education, (NITLE) identified a short list of next steps that may help advance the cause of technologically-assisted learning at St. Norbert College. The DLI shared the fruits of their explorations with the Faculty as a whole and with other constituencies on campus. There was plenty of time for questions, answers, comments and suggestions.

Friday, April 13, 2012 - 40 in attendance
“Directions in Digital Learning: A Conversation with NITLE”
(National Institute for Technology in Liberal Education)
Drs. Rebecca Davis and Thomas Warger
The St. Norbert College Report of the Digital Learning Initiative (February 2012) tells us that changes in how education will be conducted at the College lie ahead. The influence of digital technologies on liberal education is inevitable; the challenge for us is to be deliberative and critically reflective as we engage with them. We have choices to make as a College, not about what St. Norbert is and will be, but how it will set new objectives and pathways as it looks to the future. How can we pursue new opportunities while maintaining the essence of St. Norbert College? The digital landscape is not fully mapped, but neither is it totally unknown. We have a strong and trusted orientation to guide us. These are the points of the compass: Changes will be transitional, not disruptive. Faculty will determine the path ahead—the near and far objectives, the pace of progress, and the alternatives we encounter. The journey will be a community project: students, faculty, staff, and administrators traveling together and supporting each other. The vehicles of travel—software, devices, and new techniques and terminology—are largely incidental. The goal is what it has always been: the College as a distinctive place of learning, communication, cooperation, and creativity.

“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:

October 20, 2011 - 10 attendees
Reid Riggle, Associate Professor of Education
“What Do You Believe? Examining College Professors’ Personal Epistemologies”
Epistemic beliefs and epistemic cognition, sometimes called personal epistemology, focuses on an individual’s thinking and beliefs about knowledge and knowing, and typically includes some or all of the following elements: beliefs about the definition of knowledge, how knowledge is constructed, how knowledge is evaluated, where knowledge resides, and how knowing occurs. It seems reasonable to expect that college professors hold strong epistemic beliefs and that these ideals impact how they approach teaching and assessment in their courses. In his sabbatical research, Reid explored the nature of college professors’ personal epistemologies. Through in-depth interviews with a sample of faculty at several liberal arts colleges, he collected data on how professors think about learning and how these ideas translate into pedagogy and assessment practices in their classes.

November 30, 2011 - 18 attendees
Karlyn Crowley, Associate Professor of English and Director of Women’s and Gender Studies
“From Swedenborgian Hermaphrodites to Goddess Worshippers: Researching Gender in Alternative Cultures”
In her talk, Karlyn shared how she came to work on her research and where it has taken her intellectually. She discussed a forthcoming article completed out of her sabbatical project on

February 22, 2012 - 6 attendees

**Robert Kramer, Associate Professor of History**

2011 Donald B. King Distinguished Scholar Award Recipient

“Recovering the Past the Hard Way: Field Work in Sudan Before Electricity”

Complementing his earlier Spotlight on Scholarship presentation (fall 2010) that described the history of an Islamic holy city, Robert Kramer discussed some of the challenges that faced him during fieldwork in Sudan in the 1980s. While some of these were familiar to colleagues in other fields (e.g., the basic problem of how to live comfortably and healthily in an unfamiliar environment), others were specific to the place, time and topic of his research. From the mundane to the momentous, these were challenges that led him to question, repeatedly, what exactly it was that he was studying.

March 20, 2012 - 20 attendees

**Thomas Bolin**, Associate Professor of Religious Studies

“History, Faith & Scholarship: Official Catholic Teaching on Biblical Scholarship”

Since the turn of the 20th century, the official teaching office of the Catholic Church has weighed in on the doctrinal merits and drawbacks of the academic practice of critical biblical scholarship. A watershed moment in this history was the Vatican publication of a little-known document (On the Historical Truth of the Gospels), which appeared in the midst of a hard-fought dispute during the Second Vatican Council (1962-1965) over the Church’s attitude toward scholarship. Tom spent his sabbatical researching the composition of this text, which included consulting documents in the Vatican Archives and the personal papers of a Belgian Norbertine involved in its writing. Situating his research in the light of more recent official Church teaching on critical biblical scholarship has led Tom to conclude that the present-day leadership of the Church would like to lessen the importance of modern biblical scholarship on Catholic teaching and theology.

April 16, 2012 - 18 attendees

**John Holder**, Associate Professor of Philosophy


Nirvana, the goal of Buddhist spirituality, is often conceived as an achievement of other-worldly transcendence—an escape from the mundane world of suffering to a realm of inner peace. But a careful study of Buddhism’s earliest scriptures, the Pali Canon preserved in the Theravada Buddhist tradition, shows clearly that this conception is wrong. In the early texts, the Buddha’s nirvana is not an escape from the world, but a profound psychological transformation of the human mind that takes place in the natural world. Nirvana is a this-worldly achievement. In this presentation, John reported on some of the results of his study of Theravada Buddhism in Thailand with prominent Thai scholars and Buddhist monks. In particular, his research focused on connecting Buddhism, especially meditative techniques, with contemporary cognitive science. One issue that arose many times both with academic scholars and monks: how should a researcher present his/her findings about religious belief and practices where there is a clear discrepancy (even contradiction) between scriptural doctrines and the beliefs/practices of a religion in popular culture? The presentation was supplemented with photos of stunning Thai Buddhist temples.
"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, about one per semester with two presentations each, are meant to help educate faculty and staff about the tradition, demonstrate how a specific topic relates to the tradition, and model how to raise these topics for discussion in the classroom.

Tuesday, January 31, 2012, 3:00 - 5:00 p.m. - approximately 160 attendees
David Ricken, Bishop of Green Bay
Gary Neville, Abbot of St. Norbert Abbey
Thomas Kunkel, President of St. Norbert College

“The Catholic Intellectual Tradition at St. Norbert College”
Catholic higher education has a long history within the Church and American society. In recent years, two documents in particular—Ex corde Ecclesiae (1990) and “The Application of Ex corde Ecclesiae for the United States” (2000)—have shaped the relationship between church hierarchy and Catholic colleges and universities. At St. Norbert College, our Catholic identity has been affirmed and nurtured in the last decade by two presidents, three bishops and two abbots—along with the continuing guidance of the College’s sponsoring Order, the Norbertines, and the leadership of our Board of Trustees. The relationships among the College, the Norbertines, and the Catholic Diocese of Green Bay have had a profound impact both on where the College is today and where it is headed. But with so many figures in the picture, it is not always clear what their respective roles are. This event featured a dialogue with the leaders of these three institutions—the Abbot of St. Norbert Abbey, the Bishop of Green Bay, and the President of St. Norbert College—to talk about their roles and their relationships. This conversation addressed the impact these institutions have on the College, the vision that each leader has for Catholic higher education (and for St. Norbert College specifically), and the role that the College plays with the Norbertines, the Diocese, and the wider community.

TOPICAL SESSIONS AND WORKSHOPS
This component of the Faculty Development Program complements the "Spotlight on Scholarship" and "Teaching and Learning" Workshops series, providing faculty with opportunities to discuss in small- and large-group settings a broad range of professional, social, personal, and spiritual topics. Expressed faculty interests and institutional needs determine the selection of topical sessions. The Director and the Faculty Development Committee work toward creating a balanced set of offerings, offsetting sessions that explore more general trends and issues in higher education with those that develop specific, usable skills and techniques. Due to a visit from the Higher Learning Commission this year, a logistically complicated Catholic Intellectual Tradition event with Bishop Ricken, Abbot Neville, and President Kunkel, and future steps taken in regards to exploring digital learning that were incorporated into the Teaching and Learning Workshop series, we did not offer additional workshops.
“CELEBRATING STUDENT & FACULTY/STAFF COLLABORATIONS”

The ninth annual "Celebrating Student & Faculty/Staff Collaborations" was held on Tuesday, April 3, 2012 in Todd Wehr Hall from 1:00 to 4:00 p.m. In an effort to increase attendance, in 2008 we changed this from a full day event to an event from 2:00 – 5:00 p.m. and in 2011 expanded to start an hour earlier. We also continued to increase the marketing for attendance, and were extremely pleased with the results. Further, for 2011, we moved the event to Todd Wehr Hall for greater visibility and will continue to use this venue.

Co-sponsored by the Office of Faculty Development, The Collaborative: The Center for Undergraduate Research, Scholarship and Creative Activities, the Office of Advancement and the Office of the Dean of the College, this event focuses on the valued tradition at St. Norbert College of collaborations taking place in labs, studios, and other scholarly or creative settings, resulting in a rich array of scholarly research and creative works. The event featured collaborative projects that grew out of independent studies, class assignments, and informal conversations as well as those collaborations supported through Student-Faculty Development Endowment Grants or the Research Fellows Program. This year, forty-seven projects were highlighted, involving eighty-two students and forty-five faculty or staff. The event concluded with a Reception and Recognition Ceremony in Hendrickson Dining Hall, with remarks by guest speaker Dr. Michael Foley, ’84, Director of the Chemical Biology Platform, Broad Institute of MIT and Harvard.

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 two events:

Emeriti Lunch, Wednesday, November 9, 2011 in the Bemis International Center. After lunch, Kristen Vogel, Director of the Mulva Library spoke and answered questions from our emeriti. Twenty-two of our colleagues were able to attend.

Emeriti Lunch, Thursday, April 12, 2012 in the Mulva Library Room 101. After lunch, Phil Oswald, Vice President for College Advancement, spoke and answered questions from our emeriti. Twenty-five of our colleagues were able to attend.

St. Norbert College bid a fond farewell and thank you to Rick Poss, Professor of Mathematics, who retired at the end of the 2011-2012 academic year. In honor of his 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 him and his guests, after the college community recognized his years of dedicated service at the Faculty Awards Reception. The community also presented gifts of appreciation.
“CELEBRATING COLLEGIALLY”

Two “Celebrating Collegiality” events were held in the 2011-2012 academic year. These socials enhance faculty morale and nurture community and collegiality. The first semester event was held Friday, October 21, 2011, in the Campus Center Reflection Lounge. Second semester, “Celebrating Collegiality” was held on Friday, February 24, 2012, 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 FDC. The Program is administered by the Director of Faculty Development. Seventeen grants were awarded, but one needed to be returned due to unexpected circumstances. The sixteen SNC faculty who received 2012 Summer Grant awards of up to $2,500.00 were:

Scholarship, Research, and Artistic Endeavors Awards

Deborah Anderson, Associate Professor of Biology
To support the project “Research on Mammalian Faunal Change at Raven Ridge,” which investigated the hypothesis that mammal diversity does not increase during the Early-Middle Eocene age for the Raven Ridge, Colorado-Utah location.

Brandon Bauer, Assistant Professor of Art
To support completion of the final production, printing, and professional presentation of “Finishing Funds for Solo Exhibition.”

April Beiswenger, Assistant Professor of Theater Studies
To support the summer project “Show of Dross,” to advance professional development as a costume designer and an artist.

Mara Brecht, Assistant Professor of Religious Studies
To submit an essay titled, “Pilgrims for Peace or Prayers for Pluralism,” to be considered for publication by the Journal of Interreligious Dialogue.

Erik Brekke, Assistant Professor of Physics
To create a laser source that is high powered with a narrow frequency range to explore nonlinear optical processes.

Deirdre Egan-Ryan, Assistant Professor of English
To write and present a conference paper meant to serve as the basis for a chapter-length study to be included in a book manuscript, “Strange Moderns: Migratory Women Writers and Urban Spatial Re-Form.”

Terry Jo Leiterman, Assistant Professor of Mathematics
To support ongoing scholarship utilizing training in fluid dynamics to test and refine a mathematical model on particle growth.
Jamie Lynch, Assistant Professor of Sociology
To study the varying influence of college attendance on the health of young adults by race and gender, and also to present findings at the national Population Association of America annual meeting and submit a manuscript to the journal *Demography*.

Joel Mann, Assistant Professor of Philosophy
To complete a project titled, “A Tale of Two Curiosities: Antiphon’s Third Tetralogy and the Doctrine of Double Effect.”

Rebecca McKean, Assistant Professor of Geology
To support work on the taphonomy of marine vertebrates of the Cretaceous Western Interior Seaway.

Tynisha Meidl, Assistant Professor of Education
To complete a manuscript on the literacy approaches teachers use in the classroom to meet the needs of diverse learners and to start a second manuscript on the use of book talks as pedagogy to motivate struggling readers.

Karen Park, Assistant Professor of Religious Studies
To complete a successful book proposal for an edited volume of primary source material on the Virgin Mary.

Curricular and Instructional Improvement Awards

David Bailey, Assistant Professor of Biology
To develop, with Cynthia Ochsner, a new course titled “Introduction to Scientific Research,” which aims to expose students to scientific research across the disciplines and improve the writing and comprehension of scientific works, and a new web site for the College's pre-health programs of study.

John Holder, Associate Professor of Philosophy
To employ a different approach to teaching PHIL 105 “Critical Thinking” course by integrating a wide variety of academic subjects to challenge students to solve abstract logic problems.

Katherine Muhs, Assistant Professor of Mathematics
To update the format of MATH 212 so that it is more an inquiry-based course to give pre-service teachers a deeper understanding of the mathematics they will be teaching, which is in line with the new Common Core State Standards for Mathematics.

Cynthia Ochsner, Assistant Professor of Chemistry
To develop, with David Bailey, a new course titled “Introduction to Scientific Research,” which aims to expose students to scientific research across the disciplines and improve the writing and comprehension of scientific works, and a new web site for the College's pre-health programs of study.

The investment in the Summer Grants Program has been an excellent one. During the past twenty-seven years, through over 400 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. A breakdown of data on applications is included in the following pages.
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<td><strong>II. CATEGORY BREAKDOWN:</strong></td>
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<td>&quot;Scholarship, Research, and Artistic Endeavors&quot;: 13</td>
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<tr>
<td>&quot;Curricular and Instructional Improvement&quot;: 4</td>
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<td><strong>III. AWARDS BREAKDOWN:</strong></td>
<td><strong>III. AWARDS BREAKDOWN:</strong></td>
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<tr>
<td>&quot;Scholarship, Research, and Artistic Endeavors&quot;: $30,000.00</td>
<td>&quot;Scholarship, Research, and Artistic Endeavors&quot;: $394,924.00</td>
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<td>&quot;Curricular and Instructional Improvement&quot;: 12,500.00</td>
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<td>Applications:</td>
<td>&quot;International Research Project&quot;: 3,000.00</td>
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<td>TOTAL: $42,500.00</td>
<td>TOTAL: $603,339.00</td>
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<td>&quot;Scholarship, Research, and Artistic Endeavors&quot; Average Award: $2,500.00</td>
<td>&quot;Scholarship, Research, and Artistic Endeavors&quot; Average Award: $1,632.00</td>
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<td>&quot;Curricular and Instructional Improvement&quot; Average Award: $2,500.00</td>
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<td>&quot;International Research Project&quot; Average Award: $3,000.00</td>
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<td>Average Award/All Categories: $2,003.00</td>
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Early in the Spring Semester of 1985-1986, Beth Maren, Chair of the Class of '86 Gift Committee, invited Ken Zahorski, Director of Faculty Development, to a Committee meeting for the purpose of establishing a class gift designed to promote student-faculty scholarly, pedagogical, artistic, and curricular collaborations. Out of this and other such planning sessions, the concept of "Project '86: The Ultimate Partnership" was born.

To help the dream of "Project '86" become reality, each member of the senior class was invited to donate $86.00 over a three-year period. On June 30, 1990, the date marking the end of that three-year period, the Student-Faculty Development Endowment Fund principal had generated sufficient interest to provide a $1000.00 award for 1990-1991. Thus, thanks to the generosity of the Class of '86 the St. Norbert College academic community was provided with another in-house funding source from which to draw.

Since Dr. Tim Flood, Associate Professor of Geology, and James Sullivan, a St. Norbert College Natural Science major, received the first Student-Faculty Development Endowment Fund award in October, 1990, the Fund has grown considerably, thanks to the generosity of the F.W. Olin Foundation. Citing our institution as a "center of academic excellence," the Foundation awarded a $100,000.00 grant to St. Norbert College in the fall of 1991 for the purpose of supporting faculty development in general, and joint student-faculty learning partnerships in particular. The addition of Olin Grant monies to the initial "Project '86" gift has provided the OFD with the monetary support needed to make available several $1,000.00 Student-Faculty Development Endowment Fund grants each year.

The Student-Faculty Development Endowment Fund is a unique and exciting growth opportunity promising substantial benefits for students, faculty, and the institution as a whole. The Office of Faculty Development worked on the project for three years before the first call for applications in the Fall Semester of 1990-1991: first helping to refine the concept; then helping to develop strategies for promoting it; and, finally, drafting a set of funding guidelines and establishing an Awards Committee. The Awards Committee is comprised of the Faculty Development Student Intern (Chair), representatives from the Faculty Development Committee, and student representatives. Through the use of a carefully planned and implemented promotional strategy, the Awards Committee has, with each passing year, created greater visibility for the Fund among St. Norbert College students. As a result, many grant partnerships are now student initiated. The Director and members of the FDC are pleased to have played a role in developing this Fund and look forward to administering and nurturing it in the years ahead.

Endowment principals and the amount we may draw from our endowments were up slightly for the 2012 fiscal year. The SFDEF received $6,338.12 in endowment dollars for 2011-2012, $3,661.88 in one-time dollars from the Dean’s Office and an additional supplement of $4,000.00 from the OFD operating budget. Endowment dollars from previous years were: $4,808.61 in 2010-2011, $4,672.73 in 2009-2010, and $10,849.13 in 2008-2009. The Dean’s Office identified one-time dollars to supplement funding in 2009-2010, 2010-2011, as well as 2011-2012.
The following student-faculty learning partnership teams received Student-Faculty Development Endowment Fund awards for the 2011-2012 academic year:

**Mr. Brandon Fox, Sophomore Computer Science Major**  
**Dr. Ravi Agarwal, Assistant Professor of Computer Science**  
Support for a project to develop an iOS application to help K-12 teachers in the classroom. The application will be created in Objective C programming language using Xcode integrated development. A formal research paper will be submitted for publication at the 14th International Workshop on Mobile Computing Systems and Applications, HotMobile 2013.

**Mr. Derek Harrington, Senior Computer Science Major**  
**Dr. Ravi Agarwal, Assistant Professor of Computer Science**  
Support for a project to develop a GUI application that will convert an excel prototype of a strategic planning tool that guides decision-makers from brainstorming, via the identification and quantification of relevant factors, to a list of strategic priorities into a portable software tool. C# programming language will be used to implement this tool. The results were submitted to Information Systems/Business Strategies conference in March, 2012.

**Ms. Sarah Lottes, Senior Biology Major**  
**Dr. David Bailey, Assistant Professor of Biology**  
Support for a project to investigate the effects of increased corticosterone levels on memory function and the levels of calbindin on zebra finches. Calbindin expression will be examined in tissue samples from the finches. The results will be submitted to a behavioral society conference in 2012.

**Ms. Yekaterina Makeyeva, Sophomore Biology Major**  
**Dr. David Bailey, Assistant Professor of Biology**  
Support for a project to identify the relationship between the amounts of estrogen and VGLUT in neuronal cells of zebra finches; specifically those associated with memory. Brain tissue will be labeled and quantified for levels of VGLUT in untreated brain tissue to serve as a control for the relationship in conjunction to the quantification of treated tissues. Results will be interpreted within the laboratory at St. Norbert College.

**Mr. Jordan Kabat, Senior Music Performance Major**  
**Dr. Linda Cook, Assistant Professor of Music**  
Support for a project to produce, typeset, and edit hand written music materials and convert them into the SIBELIUS program. The results will be performed by the brass ensemble, and the completed works will also be published.

**Ms. Shanna Dennis, Junior Biology Major**  
**Dr. Russ Feirer, Associate Professor of Biology**  
Support for a project to test the effects of resveratrol, DFMO, and DenSpm on breast cancer and non-cancerous epithelial cell lines. It is hypothesized that these compounds will have less of an effect on normal cells and induce apoptosis on only cancer cell lines. The results were presented at the American Association of Cancer Research in April, 2012.

**Ms. KateLyn White, Junior Biology and Psychology Major**  
**Dr. Russ Feirer, Associate Professor of Biology**  
Support for a project to test the effects of resveratrol and DCA on glucose metabolism of cancer and non-cancerous cell lines. It is hypothesized that treating cancerous cells will result in a drop of glucose metabolism while non-cancerous cell lines should be less affected and maintain a constant level of glucose metabolism. Results of this project were presented at the American Association of Cancer Research in April, 2012.
Mr. Billy Fischer, Senior Geology Major
Dr. Tim Flood, Professor of Geology
Support for a project to study and characterize the nature of the mega-crystals of hornblende rocks in the Wausau area. A Scanning Electron Microscope with a SEM-EDS will further quantify the hornblende’s chemical makeup. The results of this project will be presented to the Institute on Lake Superior Geology.

Ms. Viktoriya Zotova, Junior Economics Major
Dr. Wolfgang Grassl, Associate Professor of Business Administration
Support for a project to study the factors that determine domestic or foreign university choice among Bulgarian students. A research model will be constructed and data will be gathered electronically through questionnaires. The results were submitted for publication in an academic journal in May 2012.

Ms. Sandra Payan, Junior Sociology Major
Dr. Sabine Hyland, Associate Professor of Anthropology
Support for a project to study the female roles and gender symbolism of the ritual dancers in the neo-Aztec Kalpulli Ketzal Coatlicue. Ethnographic observations in the field will be compiled and analyzed in an attempt to learn more about this growing Mexican and Mexican-American religious tradition. The results from this study will be used to produce an academic article in the spring.

Ms. Megan King, Senior Sociology Major
Ms. Olivia Poepping, Junior Sociology Major
Dr. Jamie Lynch, Assistant Professor of Sociology
Support for a project to study the influence of college major on social and health issues and how these interact with other variables of interest like age, sex, and socioeconomic status. The results of this project will be used to produce a research paper to be presented at St. Norbert College, and the study hopes to provide new information about the ways in which SNC impacts the lives of its students.

Mr. HanQin (Caesar) Cai, Senior Mathematics Major
Dr. Kevin Murphy, Assistant Professor of Mathematics
Support for a project to study the parametrization of the Koch Curve. Working with the two dimensional Koch curve, the team will classify the points and write formal proofs for the Koch curve. The results of this project were used to produce a paper that was submitted to the Pi Mu Epsilon Journal in February, 2012.

Mr. Matt Rooyakkers, Sophomore Chemistry Major
Dr. Cynthia Ochsner, Assistant Professor of Chemistry
Support for a project to investigate the structural analog of Modafinil and its inhibitory capabilities on the human dopamine transporter expressed in embryonic kidney cells. A rotating disk electrode voltammetry will be used to determine how the analog inhibits the transporter. The results will be used to produce a paper for publication in the Journal of Neuroscience and will also be presented at a conference.

Mr. Robert Schadrie, Senior Accounting Major
Mr. Matthew Van Lanen, Senior Accounting Major
Ms. Amy Vandenberg, Assistant Professor of Business Administration
Mr. Jason Haen, Instructor of Accounting
Support for a project to conduct a cost-benefit analysis on the projected total costs of an accounting undergraduate college education. The results of this study will benefit students at St. Norbert College as it takes a focus on this institution. The results of this study were presented at the AARBI conference in January of 2012 as well as submitted for publication in the conference proceedings.
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 funds 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 these guidelines 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.

Four awards of up to $650.00 were actually granted for 2011-2012, but five were processed and one individual returned the award due to a family emergency, allowing the award to be re-distributed.

**Rebecca McKeen, Assistant Professor of Geology**
Funding of $650.00 to help cover expenses for travel to Williamsburg, VA, to attend the Early Career Geoscience Faculty: Teaching Research, and Managing Your Career Workshop, June 12-18, 2011, to help determine where best to place one’s time and energy, balance the different demands on time, and develop projects that will utilize undergraduate research opportunities.

**Charles Jacobs, Assistant Professor of Political Science**
Funding of $650.00 to help cover expenses for travel to Chicago, IL, to participate in the Midwest Association of Pre-Law Advisors Annual Conference, October 27-30, 2011, to continue the development of the newly established pre-law program by attending the conference and specifically, to attend the session for experienced pre-law advisors, and to gain insights into advising students about personal statements, application essays, and application addenda statements.

**Ikuko Torimoto, Associate Professor of Japanese**
Funding of $650.00 to help cover expenses for travel to Denver, Co, to participate in the American Council on the Teaching of Foreign Languages Conference, November 18-20, 2011, to update the evaluation of the Oral Proficiency Interview and Japanese placement exam, so that St. Norbert College is prepared to implement a foreign language requirement in the fall of 2012.

**Susan Landt, Associate Professor of Education**
Funding of $650.00 to help cover expenses for travel to Chicago, IL, to participate in the NCTE Annual Convention: Reading the Past, Writing the Future, November 19-22, 2011, to attend the workshop “My Story, Your Story, Our Story: Cultural Connections and Issues in Children’s Literature,” for focus on cultural authenticity in children’s literature.
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 four awards in the 2012-2013 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.

Typically, monies for the Fund come from the Faculty Endowment Fund (i.e., 1/3 of the annual interest). Any part of the annual allotment not used during the academic year is returned to the Faculty Endowment Fund at the end of the fiscal year. If in any given year the allotment should prove insufficient to meet faculty needs, additional monies may be transferred from the Endowment Fund to the FDF in accordance with existing College policy. Endowment principals were down, and the percentage that we could draw from our endowments was decreased for the 2010 and 2011 fiscal years. Therefore, the FDF, which received $14,924.47 in 2008-2009, received $6,311.81 in 2009-2010 and $6,324.38 in 2010-2011. The Office of the Dean identified one-time dollars to supplement funding during those years.

We received $9,852.42 in endowment dollars for 2011-2012, so the Faculty Development Committee again reviewed the situation and made recommendations for the 2012 fiscal year based on two guiding principles: 1) to prioritize the Faculty Development Fund; and 2) to continue to make a modest gesture towards increasing the dollar amount of awards to help support professional development in these challenging economic times.

To accomplish this we increased the award amount from $600.00 to $650.00 and again approached the Dean’s Office who identified one-time dollars to supplement funding, thus we were able to offer up to 40 awards.

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 thirty-eight funded awards this past year. The following is a complete listing of recipients.
### FACULTY DEVELOPMENT FUND: 2011-2012

#### I. APPLICANT BREAKDOWN:

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#### Disciplines:

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| Art = 4                    | History = 0  |
| Biology = 4                | Humanities = 0 |
| Business Administration = 4 | Mathematics = 2 |
| Chemistry = 0              | Music = 1    |
| Communication = 0           | Modern Languages & Literatures = 2 |
| Computer Science = 1        | Philosophy = 3 |
| Economics = 3              | Political Science = 0      |
| Education = 3              | Psychology = 1            |
| English = 4                | Religious Studies = 3     |
| Geography = 0              | Sociology = 1             |
|                            | Theater Studies = 0        |

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**Anindo Choudhury, Professor of Biology and Environmental Science**  
Funding of $650.00 to help cover expenses for travel to Lawrence, KS, to participate in the 7th International Workshop on Cestode Systematics, July 10-15, 2011, to present a paper titled “Species Boundaries and Identities in the Bothriocephalus Cuspidatus Species Complex: Molecular and Morphological Studies,” co-authored with Zachery Gregorich, Shuai Zheng, Peter Bernardy, Shane Hoffmann and Joe Beuchel.

**Kevin Quinn, Professor of Economics**  
Funding of $650.00 to help cover expenses for travel to San Diego, CA, to participate in the Western Economic Association International annual meeting, June 29-July 4, 2011, to present a paper titled “Ideas for Future NFL Research” in a session he chaired and for which he was a discussant. Dr. Quinn was also a discussant of another session.

**Karlyn Crowley, Associate Professor of English and Director of Women’s & Gender Studies**  
Funding of $650.00 to help cover expenses for travel to Atlanta, GA, to participate in the National Women’s Studies Association Annual Conference, November 10-13, 2011, to chair and give a paper in the Roundtable titled “What Academic Feminism Has Come To: Thinking Through the Futures of Feminist Theorizing.”
Terry Jo Leiterman, Assistant Professor of Mathematics
Funding of $650.00 to help cover expenses for travel to Lexington, KY, to participate in MathFest, August 4-6, 2011, to present a paper titled “Settling Velocity and Sedimentation in Low Reynolds Number Fluid Systems.”

Deirdre Egan-Ryan, Assistant Professor of English
Funding of $650.00 to help cover expenses for travel to Buffalo, NY, to participate in the Modernist Studies Association Conference, October 7-9, 2011, to present a paper titled “Willa Cather’s Squares: Becoming Spatially Modern.”

Joel Mann, Assistant Professor of Philosophy
Funding of $650.00 to help cover expenses for travel to New York, NY, to participate in the Society for Ancient Greek Philosophy annual meeting, October 20-23, 2011, to present a paper titled “Antiphon’s Third Tetralogy and the Doctrine of Double Effect.”

Ryan Cordell, Assistant Professor of English and Director of Writing-Across-the-Curriculum
Funding of $650.00 to help cover expenses for travel to Seattle, WA, to participate in the Modern Language Convention, January 4-9, 2012, to present a paper titled “Mapping the Antebellum Culture of Reprinting” and co-leading a pre-conference workshop titled “Getting Started in Digital Humanities with DHCommons.”

Matthew Stollak, Associate Professor of Business Administration
Funding of $650.00 to help cover expenses for travel to Orlando, FL, to participate in the Academic and Business Research Institute Conference, January 4-8, 2012, to present a paper titled “The Impact of Social Media Policies on the Staffing and Socialization Process.”

Deborah Anderson, Associate Professor of Biology
Funding of $650.00 to help cover expenses for travel to Las Vegas, NV, to participate in the Annual Meeting of the Society of Vertebrate Paleontology, November 1-6, 2011, to present a paper titled “Diversity of Sciuravidae (Mammalia: Rodentia) Including a New Species from the Middle Eocene of Wyoming.”

Tim Flood, Professor of Geology
Funding of $650.00 to help cover expenses for travel to Minneapolis, MN, to participate in the Geological Society of America National Meeting, October 9-12, 2011, to present a paper titled “Integrating an Introductory Geology Course and a Science Education Course for K-8 Pre-Service Teachers,” co-authored with Scott Kirst.

Rebecca McKean, Assistant Professor of Geology
Funding of $650.00 to help cover expenses for travel to Minneapolis, MN, to participate in the Geological Society of America National Meeting, October 9-12, 2011, to present a paper titled “Optically Stimulated Luminescence Dating (OSC) of Stabilized Sand Dunes in Northeastern Wisconsin: Evidence for Holocene Climate Change.”

Karen Park, Assistant Professor of Religious Studies
Funding of $650.00 to help cover expenses for travel to San Francisco, CA, to participate in the American Academy of Religion Conference, November 18-22, 2011, to present a paper titled “Gather the Children in this Wild Country: Boundaries and Borders at a Frontier Marian Apparition Site.”

Tanya Randle, Teaching Fellow in Philosophy
Funding of $312.50 to help cover expenses for travel to Portland, OR, to participate in the Northwest Philosophy Conference, November 3-6, 2011, to present a paper titled “Euthyphro’s Dilemma and the Relation between Faith and Reason.”
Ikuko Torimoto, Associate Professor of Japanese
Funding of $650.00 to help cover expenses for travel to Mishima, Japan, to participate in the joint St. Norbert College/Nihon University Faculty Conference, October 20-21, 2011, to present a paper titled “Promoting Faculty/Student Collaborative Research in Japan: A Case Study.”

Tynisha Meidl, Assistant Professor of Education
Funding of $650.00 to help cover expenses for travel to San Antonio, TX, to participate in the Association of Teacher Educators’ 92nd Annual Meeting, February 11-15, 2012, to present “The Critical Discussion of Race: Developing Culturally Competent Educators in a Global Community of Learners.”

Omobolade Delano-Oriaran, Assistant Professor of Education
Funding of $650.00 to help cover expenses for travel to San Antonio, TX, to participate in the Association of Teacher Educators’ 92nd Annual Meeting, February 11-15, 2012, to present “The Critical Discussion of Race: Developing Culturally Competent Educators in a Global Community of Learners.”

Marc von der Ruhr, Associate Professor of Economics

Paul Ngo, Associate Professor of Psychology
Funding of $650.00 to help cover expenses for travel to Portland, OR, to participate in the Fifth Annual International Conference on Business and Sustainability, November 2-5, 2011, to present a paper titled “You Can Lead a Horse to Water: Does Coursework Affect Students’ Attitudes Towards Corporate Social Responsibility?”

Bonnie Lueck, Director of the Children’s Center
Funding of $125.00 to help cover expenses for travel to Orlando, FL, to participate in the National Association for the Education of Young Children Conference, November 1-5, 2011, to present a paper titled “Emergent Curriculum: Helping Teachers to Implement What They Believe, Articulating Best Practice to Administrators and Curriculum Leaders in the Face of Standards and Test Scores, and Building Confidence to Engage in Best Practices for Young Children’s Learning.”

David Bailey, Assistant Professor of Biology
Funding of $650.00 to help cover expenses for travel to Washington, DC, to participate in the Society for Neuroscience Annual Meeting, November 12-16, 2011, to present “Local Inhibition of Constitutive, Presynaptic Aromatase in the Passerine Hippocampus Decreases Acquisition of Spatial Memory.”

Mara Brecht, Assistant Professor of Religious Studies
Funding of $650.00 to help cover expenses for travel to San Francisco, CA, to participate in the National Meeting of the American Academy of Religion, November 17-20, 2011, to present “Rethinking Interreligious Epistemology through Women’s ‘Idle Chatter.’”

Betsy Bauman, Assistant Professor of Religious Studies
Funding of $650.00 to help cover expenses for travel to San Francisco, CA, to participate in the Annual Society of Biblical Literature Conference, November 18-20, 2011, to present a paper titled “Secret Spaces: Apocalyptic and Sexuality.”

Tom Conner, Professor of French
Funding of $650.00 to help cover expenses for travel to Denver, CO, to participate in the American Consortium on the Teaching of Foreign Languages, November 17-20, 2011, to present a paper titled “Using Indochine to Teach French Colonialism.”
Kathy Molnar, Associate Professor of Business Administration
Funding of $650.00 to help cover expenses for travel to Key West, FL, to participate in the International Academy of Business and Economics Conference, March 7-12, 2012, to present a paper titled “What Would Stop Undergraduate Students from Cheating?”

John Pennington, Professor of English
Funding of $650.00 to help cover expenses for travel to Orland, FL, to participate in the International Conference in the Fantastic in the Arts, March 21-25, 2012, to present a paper titled “The Secret Garden at the Back of the North Wind: The Life and Death Journey in Frances Hodgson Burnett and George MacDonald.”

Jamie Lynch, Assistant Professor of Sociology
Funding of $650.00 to help cover expenses for travel to San Francisco, CA, to participate in the Population Association of America annual meeting, May 2-6, 2012, invited to be a chair and discussant of a session titled “Education and Health Behaviors.”

James Neilson, Assistant Professor of Art
Funding of $650.00 to help cover expenses for travel to Bloomington, IL, to participate in an art showing at the Merwin Gallery of Illinois Wesleyen University, February 28-March 29, 2012, to present work done at Northern Exposure: An Art Exhibition by St. Norbert College Art Faculty.

Yi-Lan Niu, Assistant Professor of Music
Funding of $650.00 to help cover expenses for travel to South Dakota and Iowa, April 19-23, 2012, to participate in musical performances.

David Duquette, Professor of Philosophy
Funding of $650.00 to help cover expenses for travel to Ontario, to participate in the 2012 Humanities and Social Sciences Congress, May 28-June 1, 2012, to be a commentator on a paper being presented for the Society for Existential and Phenomenological Theory and Culture.

Russ Feirer, Associate Professor of Biology
Funding of $650.00 to help cover expenses for travel to Chicago, IL, to participate in the American Association for Cancer Research annual meeting, March 31-April 4, 2012, to present "The Effect of Resveratrol Combined with DFMO or DenSPM on MCF-7 Breast Cancer Cells and MCF-10a Non-Cancerous Cells.

Amy Vandenberg, Assistant Professor of Business Administration
Funding of $650.00 to help cover expenses for travel to Cambridge, MA, to participate in the International Journal of Arts & Sciences’ International Conference for Academic Disciplines, May 27-31, 2012, to present "Analyzing the Support System for Undergraduate International Students in the United States."

Brandon Bauer, Assistant Professor of Art
Funding of $244.99 to help cover expenses for travel to Sheboygan, WI, to participate in the Effjay Projekts Gallery showing, April 14-May 26, 2012, to show work titled "Indiana Green."

Iris Jenkel, Assistant Professor of Business Administration
Funding of $650.00 to help cover expenses for travel to Key West, FL, to participate in the International Academy of Business and Economics conference, March 8-12, 2012, to present a paper titled “Gender and Whistleblowing in College: A Laboratory Experiment.”

Teena Carroll, Assistant Professor of Mathematics
Funding of $650.00 to help cover expenses for travel to Boston, MA, to participate in the Joint Math Meetings, January 3-7, 2012, to present a paper titled “Curve Sketching; Building Functions with Puzzle Pieces.”
Ravi Agarwal, Assistant Professor of Computer Science
Funding of $650.00 to help cover expenses for travel to Springfield, MO, to participate in the Consortium for Computing Sciences in Colleges: Central Plains Conference, March 29-April 1, 2012, to present two papers titled “Android Authentication and Device Administration API,” co-authored with Sergii Bilokhatnuik (SNC), and “Lego Mindstorm NXT Controller with Peer-to-Peer Video Streaming in Android,” co-authored with Christopher Gusman (SNC) and Derek Harrington (SNC).

Brian Pirman, Associate Professor of Art
Funding of $650.00 to help cover expenses for travel to Bloomington, IL, to participate in an art showing at the Merwin Gallery of Illinois Wesleyean University, February 28-March 29, 2012, to exhibit work at Northern Exposure: An Art Exhibition by St. Norbert College Art Faculty.

Brandon Bauer, Assistant Professor of Art
Funding of $405.01 to help cover expenses for travel to Bloomington, IL, to participate in an art showing at the Merwin Gallery of Illinois Wesleyean University, February 28-March 29, 2012, to exhibit work at Northern Exposure: An Art Exhibition by St. Norbert College Art Faculty.

Keith Sherony, Visiting Professor of Economics
Funding of $375.00 to help cover expenses for travel to Phoenix, AZ, to participate in the 19th Annual NINE Spring Training Conference, March 6-11, 2012, to present a paper titled “Buckner, Bartman, and Bobby Thompson: The Folklore and Fact of Pivotal Plays.”

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 Assistants and Interns.

The Resource Center holds approximately 1,800 full-length works treating a wide variety of pedagogical, curricular, and professional matters. About 30 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, and Student-
Faculty Development Endowment Fund), sabbatical proposals, first-year review essays, promotion essays, and videotapes of the Annual Faculty Development Conferences. HFA faculty searches place applicant files in the Resource Center for the search committee to have easy access.

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. 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. In addition, with the new Zimbra collaboration suite adopted by the College which includes calendars, a special calendar was created for faculty events and is maintained by the Office of Faculty Development.