

# Twenty-Second Annual Report 2006-2007



The Office of  
**FACULTY**  
DEVELOPMENT



**TWENTY-SECOND ANNUAL REPORT: 2006-2007**

**OFFICE OF FACULTY DEVELOPMENT**

**ST. NORBERT COLLEGE**

**DE PERE, WISCONSIN**

**Linda Beane Katner, Director**

July 31, 2007

# TABLE OF CONTENTS

Preface .....	i
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## Introduction

Genesis and Evolution of the SNC Faculty Development Program .....	1
Philosophy and Objectives of the Faculty Development Program .....	3

## Program Administration

Director of Faculty Development .....	4
Faculty Development Committee .....	6

## The 2006-2007 Program

New Faculty Orientation .....	7
Mentor Program .....	8
Annual Faculty Development Conference .....	8
“Teaching & Learning” Workshops .....	10
“Spotlight on Scholarship” Series .....	11
Topical Sessions on Teaching .....	12
“A Day of Celebration of Student and Faculty/Staff Collaborations” .....	15
Emeriti Faculty .....	15
“Celebrating Collegiality” Receptions .....	16
Faculty Development Summer Grants Program .....	16
Student-Faculty Development Endowment Fund .....	18
Fund for Pedagogical Development .....	20
Faculty Development Fund .....	21
Student Academic Travel Fund .....	21
Student Fellowship & Scholarship .....	22
Faculty Development Resource Center .....	22

## Appendices

APPENDIX A: New Faculty Orientation Program .....	24
APPENDIX B: New Faculty Orientation Workshop Programs .....	26
APPENDIX C: Findings from the Faculty Development Survey on the Mentor Program .....	27
APPENDIX D: January Conference Program .....	31
APPENDIX E: Faculty Development Summer Grants Program .....	32
APPENDIX F: Faculty Development Summer Grants Program .....	33
APPENDIX G: Faculty Development Fund .....	34
APPENDIX H: Student Academic Travel Fund .....	40

## PREFACE

I am very pleased to share with you the *2006-2007 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, and also for helping make my first year as Director so exciting and rewarding.

I would 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 SNC 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.

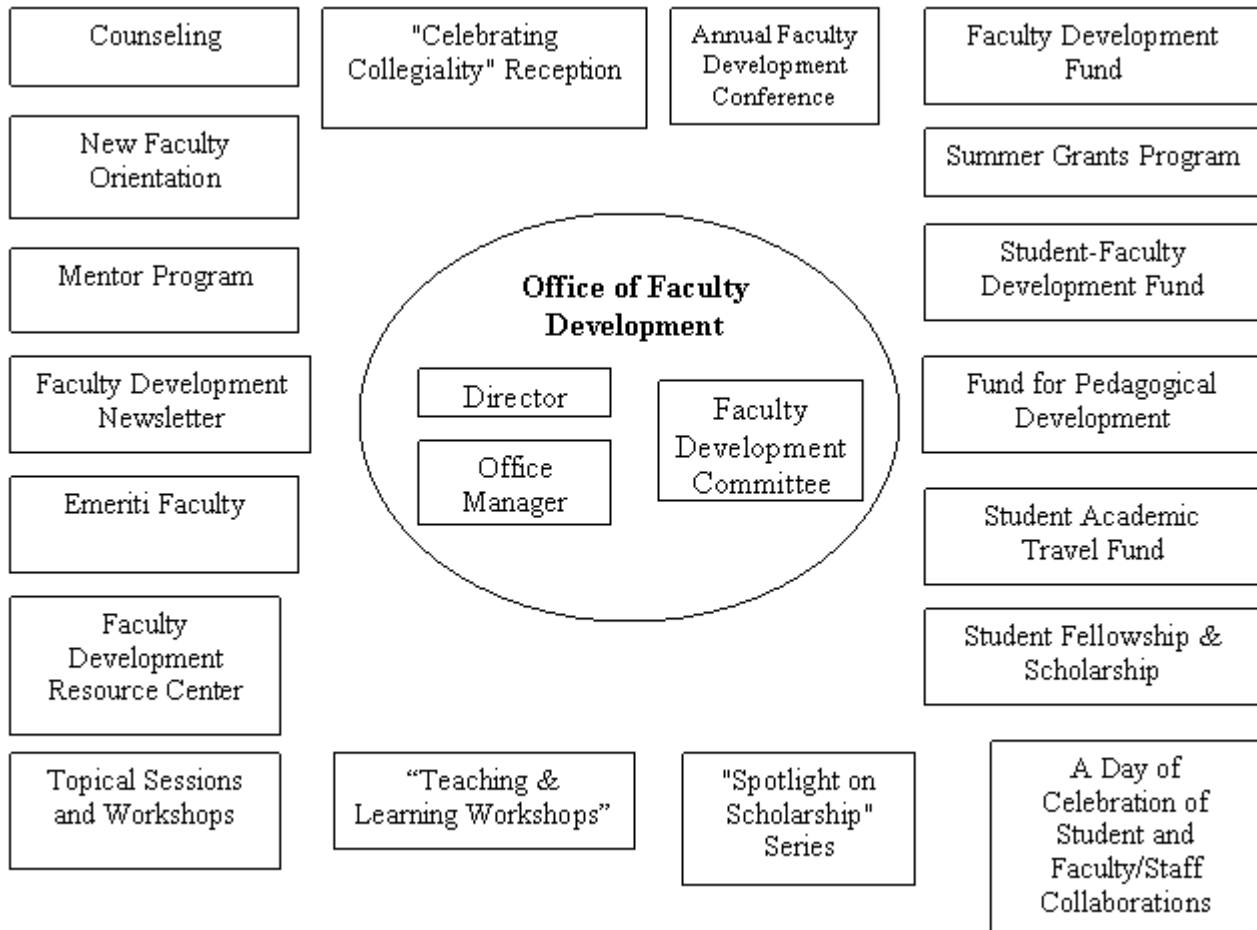
During the decade of the seventies, various College committees explored the possibility of instituting a faculty development program, but these general discussions lacked focus until 1981, when a North Central Association evaluation team recommended in its November Report that the College design, fund, 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 (FDP) 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 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:



Beginning 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 an internal search was conducted during the spring semester. At the end of the semester, Dr. Beane Katner was appointed as Director of Faculty Development for a five-year term.

## **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 (FDC)
- administer the five development funds:
  - Faculty Development Travel Fund
  - Fund for Pedagogical Development
  - Student-Faculty Development Endowment Fund
  - Summer Grants for Scholarship and Pedagogical Activities
  - Student Academic Travel Fund
- direct the Faculty Mentor Program
- organize programs aimed at enhancing teaching-learning effectiveness, fostering professional growth, promoting cross-disciplinary dialogue, and stimulating intellectual discourse:
  - “Teaching and Learning” Workshops
  - “Spotlight on Scholarship” Series
  - Topical Sessions and Workshops
- administer the program budget
- organize and facilitate the January Conference for Professional Development
- edit the *Office of Faculty Development Newsletter*
- 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 “A Day of Celebration of 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 the Office Manager and the Faculty Development Committee.

During the 2006-2007 academic year, my vision for the Office of Faculty Development rested primarily on three major principles: faculty development as collaborative, responsive to faculty needs, and innovative. Under my leadership, the OFD has continued and expanded collaboration with many divisions and offices across campus to enrich our programming. We collaborated with the Office of the Dean, Women's and Gender Studies, the Office of Institutional Effectiveness, the Office of Academic Advisement, the Division of Student Life, the Library, the Counseling Center, the Division of Mission and Heritage, the Office of Cultural Diversity, and the Center for International Education for various programs throughout the year. In addition, we partnered with numerous other offices and divisions for presentations at the New Faculty Orientation (NFO) Program and Workshops.

In order to gauge and respond to faculty needs, I created and administered a survey on the Mentor Program and overall OFD programs; published an article summarizing the effectiveness of the Mentor Program Survey in the Office of Institutional Effectiveness *Assessment News*; made recommendations on how to improve the Mentor Program based on survey results and best practices research; chose Teaching and Learning Workshop and January Conference topics based on survey and other feedback; organized a Book Discussion on faculty to faculty mentoring; obtained an Office of Institutional Effectiveness Assessment Grant to offer copies of *On Being a Mentor* to faculty; added a sixth New Faculty Orientation workshop and reformatted some of the existing workshops in order to best serve the needs of new faculty; created an assessment tool for the New Faculty Orientation Program and subsequent workshops; proposed evaluating each Faculty Development program; and published an *Office of Faculty Development Newsletter* during the fall and spring semesters.

In order to remain on the cutting edge of teaching and learning centers, we must build on the strengths of the current program and innovate. We were able to innovate modestly this year by inaugurating the Fund for Pedagogical Development; establishing open office hours in other buildings to increase communication with colleagues; modifying the January Faculty Development Conference format to have one expert offer an in-depth training workshop on mentoring; having the 2006 Donald B. King Scholarship winner give a Spotlight on Scholarship presentation; inaugurating socials with other areas on campus after two NFO workshops; and strengthening the Mentor Program.

An effective Director of Faculty Development will 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 Development Network in Higher Education Conference* in October. At that conference, I closely networked with the "Small College" faculty developers and attended their annual meeting. In February, I attended the *Innovations in the Scholarship of Teaching and Learning at the Liberal Arts Colleges* conference in Northfield, Minnesota. Moving forward, the principles of collaboration, responsiveness to faculty needs, and innovation will guide my efforts to make our Faculty Development Program the best it can be.

## 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
- help the Director prepare reports to the Dean and the Faculty
- judge applications for development funds

In the 2006-2007 year, the FDC consisted of the following members: Linda Beane Katner, Interim Director of Faculty Development, *ex officio* and Chair; Stephen Correia, Associate Professor of Education, Representative at Large; Kurstan Cunningham, Assistant Professor of Chemistry, Representative at Large; Susan Landt, Assistant Professor of Education, Division of Social Science; Marcie Paul, Associate Professor of Spanish, Division of Humanities and Fine Arts; and Jonathon Russel, Assistant Professor of Chemistry, Division of Natural Science.

The full membership of the FDC met almost weekly during the 2006-2007 academic year. In addition, considerable business was transacted via telephone and e-mail. The Committee spent its early fall meetings planning ongoing programs and the Twentieth Annual Faculty Development Conference. Our goal, as usual, was to shape a program commensurate with expressed faculty interests and needs. We launched the Fund for Pedagogical Development and considered who should attend New Faculty Orientation. The Committee spent the latter half of the semester reviewing Student-Faculty Development Endowment Fund applications. The main item of business during the Spring Semester was the review of Summer Grants Program applications, although some time was also spent fine-tuning eligibility guidelines and selection criteria for the Faculty Development Fund, the Student-Faculty Development Endowment Fund, and the Summer Grants Program. Further, Committee members spent many hours reviewing grant applications (SFDEF, Summer Awards, and FDF) outside the regular meeting times.

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, and constantly increasing, demands upon its members. Last year, for example, the Committee processed nearly 120 grant applications, a number that promises to increase regularly if present application patterns continue.

# THE 2006-2007 PROGRAM

## NEW FACULTY ORIENTATION

The New Faculty Orientation Program, designed to acclimate both full- and part-time new faculty to the SNC 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 teaching and advising; (2) a series of workshops exploring topics of particular interest to new faculty; and (3) a Mentor Program in which experienced instructors 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 thirty in 2006-2007) describes the Faculty Development Program and, through close questioning, 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 2006-2007 began August 21, 2006 with a two and a half day acclimation session and continued throughout the year with six workshops. Five full-time, tenure track faculty, four adjunct or part-time faculty, and three administrators/staff participated in the NFO Program. Surveys administered directly after the August Orientation Program and at the end of the academic year revealed a very high level of satisfaction with the Program. The full schedule for the New Faculty Orientation Program and Workshops is included in Appendix A and B. Participants in NFO for 2006-2007 included:

Melanie Brown: Director of Writing Across the Curriculum, Assistant Professor of English.  
Jose Dalisay, Jr.: Professor of English, Philippine Faculty Exchange Program.  
Penny L. Fleischman: Adjunct Instructor of Spanish.  
Nancy Hershfield: Director of Development (Gift Programs).  
Allison Hoewisch: Associate Professor of Education.  
Scott Kirst: Visiting Assistant Professor of Education.  
Terry Jo Leiterman: Assistant Professor of Mathematics.  
James Manthey: Adjunct Instructor of Latin.  
Shelly Mumma: Director of Leadership, Service & Involvement and the Campus Center.  
Amanda Nycz: Assistant Director of Career Services.  
Michael Skivington: Assistant Professor of Education.  
Kendall Speten: Teaching Fellow in the Communication, Media, and Theatre Discipline.  
Michelle Tichy-Reese: Assistant Professor of Education.

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.

## **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 focused so intentionally on the Mentor Program this past year.

We offered a mentor training session in late September to help clarify expectations for mentors and discussed best practices in mentoring. Successful mentor-mentee pairs from the past shared their experiences and new mentors brainstormed with experienced mentors about mentoring strategies. With funding from the Office of the Dean, we were able to offer some resources to mentors in order to facilitate their interaction with their new colleagues.

The Office of Faculty Development surveyed faculty about their experience with the Mentor Program last fall. The article summarizing findings from the survey published in the Office of Institutional Effectiveness *Assessment News* is included in Appendix C. Survey results were analyzed to formulate recommendations for the program going forward. In addition, we chose faculty to student mentoring as the theme of the January Faculty Development Conference and distributed copies of the facilitator's book, *On Being a Mentor: A Guide for Higher Education Faculty*, to interested faculty. As a complement to the conference, we organized a Book Discussion in February on mentoring faculty. We will incorporate information from *On Being a Mentor* into the mentor training session, and distribute the book to new faculty as a way to prepare them to be more effectively mentored.

We extend heartfelt thanks for the mentors who assisted our new colleagues during the 2006-2007 academic year: Cheryl Carpenter; Linda Cook; Steve Correia; Bola Delano; Marti Lamar; Susan Landt; Laurie MacDiarmid; Bonnie McVey; Laura Neary; and Reid Riggle.

## **ANNUAL FACULTY DEVELOPMENT CONFERENCE**

The Twentieth Annual Faculty Development Conference, "*On Being a Mentor*" *Considerations for Mentoring Our Students* was held on January 18, 2007. The conference was facilitated by Dr. W. Brad Johnson, an Associate Professor of Psychology in the department of Leadership, Ethics, and Law at the United States Naval Academy, and a Faculty Associate in the Graduate School of Business and Education at Johns Hopkins University. A clinical psychologist, he is a fellow of the American Psychological Association and a member of the APA's Ethics Committee. He is the author of *On Being a Mentor: A Guide for Higher Education Faculty* (2006), *Elements of Mentoring* (2004), and *Getting Mentored in Graduate School* (2003), among many other publications.

Having the conference focused on mentoring our students flows from the Mission Statement of St. Norbert College which identifies the institution as “committed to providing an educational environment that is intellectually, spiritually and personally challenging” for students. Although the primary purpose of advisement is the intellectual dimension of student development, the personal and moral development of students is not neglected. Our *Advisor Manual* states: “Personal development includes the clarification of personal goals, enhancement of self-understanding, and promotion of open, trusting relationships. The design of an adequate academic plan requires goal clarification and awareness of abilities, personal limitations, and previously developed skills. The creation and implementation of an academic plan should occur in an advisor/advisee relationship characterized by increasing candor and mutual trust. And the clarification of personal values, an essential element in moral development, is intrinsic to the formation of personal goals.” Thus, effective academic advising and mentoring flows directly from the Mission Statement and embraces to some degree the three developmental goals St. Norbert College has for students.

The Faculty Development Conference on mentoring explored: why mentoring is important; what it means to mentor; the qualities of an excellent mentor; ethical considerations in mentoring; obstacles to meaningful mentoring; and how we assess mentoring and advising for tenure and promotion. The full conference program is included in Appendix D. As has been true of past conferences, every attempt was made to make the program as interactive as possible, with ample time afforded to the free-flowing exchange of questions, observations, and ideas. Judging from the quality of the discussions and the positive feedback the FDC and Director received from Conference participants, the program format worked very well, providing the opportunity for plenty of collegial interaction. The conference was well attended, with over 70 faculty, staff, and administrators participating.

In preparation for the conference, the Director secured a grant from the Office of Institutional Effectiveness to purchase seventy copies of Dr. Johnson’s book, *On Being a Mentor: A Guide for Higher Education Faculty* for distribution to faculty and staff. In response to requests from faculty to discuss mentoring of colleagues, we held a discussion of Dr. Johnson’s book on February 27. Over fifteen faculty and staff attended the lively discussion.

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 SNC 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, averaging approximately sixteen attendees at each workshop, were:

*September 15, 2006*

**“Podcasts, Blogs, and Wikis, Oh My!”**

**Ms. Krissy Lukens**, Instructional Technology Specialist

Technology changes at such a rapid pace, how does one keep up with it all? This workshop helped participants get up to speed with these and other newer technologies. This hands-on session reviewed what podcasts, blogs, wikis, IM, RSS, and Clickers are, highlighted the educational impact of these technologies, and gave participants time to explore them themselves.

*November 10, 2006*

**“How Our Millennial Students Communicate: Facebook, Blogs, RSS, Linked-In, Websites . . . .”**

**Co-sponsored with Student Life**

**Kurt Weber**, Director of Counseling Center

**Jerry Donahue**, Director of Career Services

**Peter Romenesko**, Freshman Blogger

**Kurt Brenkus**, Owner of Middle Coast, LLC

**Dana Vanden Heuvel**, Director of Business Development, Pheedo, Inc.

**Adi Redzic**, Secretary of the Student Government Association, Sophomore Political Science and International Studies Major and Spanish Minor

**Gloria Handschke**, Junior Education Major and Math Minor

Presented from the student perspective, this workshop was an informational session for faculty/staff to get a sense of how students communicate today. Our presenters demonstrated some of the sites, explained uses, and explored potential consequences of using the technology.

*February 9, 2007*

**“Gender in the Classroom”**

**Co-sponsored with Women's and Gender Studies**

**Dr. Paul Schnorr**, Assistant Professor of Sociology, and **Dr. Matt Stollak**, Assistant Professor of Business Administration, presented their research on "How SOOTs Vary by Context and Gender." Issues discussed included gender and type of class, gender and class size, and gender, GPA and SOOT scores.

**Dr. Bola Delano-Oriaran**, Assistant Professor of Education, discussed gender considerations in the classroom.

**Dr. Karlyn Crowley**, Assistant Professor of English, presented on gender and pedagogical approaches, concentrating on feminist pedagogy.

*March 30, 2007*

**IRB Best Practices**

**Dr. Ray Zurawski**, Associate Professor of Psychology, described the nature and role of the SNC Institutional Review Board (IRB). Specifically, the topics discussed were: 1) who should submit an application to the IRB; 2) some of the criteria by which applications are evaluated; 3) procedures for application; 4) timetable and processing of applications; and 5) IRB membership.

## “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, averaging approximately sixteen attendees at each session, included:

*September 21, 2006*

**Tom Conner**, Professor of French

### **“The Rise and Fall of the French Intellectual, 1898-1935”**

Dr. Tom Conner's forthcoming book on French intellectuals will trace the history of French intellectuals from the Dreyfus Affair to the totalitarian temptation in the 1930s, when so many intellectuals everywhere embraced Communism and Fascism.

*October 17, 2006*

**Don Abel**, Professor of Philosophy

### **“Can Consciousness Be Explained?” A Sabbatical Report**

Can we explain the phenomenon of consciousness experience? The subjective experience of a conscious mental state—“what it is like” to be in that state—has proved highly resistant to scientific or philosophical explanation. There seems to be an “explanatory gap” between the *neural activity* of a conscious state and the *experience that accompanies* such a state. Don Abel discussed his interdisciplinary research on contemporary theories of consciousness, conducted during his sabbatical leave last year.

*November 21, 2006*

**Kurstan Cunningham**, Assistant Professor of Chemistry

### **“Exciting Transition Metal Chemistry”**

Plants, using their green pigment of chlorophyll, are marvelous photochemists as they efficiently convert our sunlight into chemical energy. We, as chemists, try to duplicate Mother Nature's plant system by creating synthetic compounds that will also convert light into energy. To this end, the development of practical components for solar-energy conversion or possible chemical sensor components has fueled interest in photochemically active transition metal complexes. Kari Cunningham presented her design of these complexes and the role of undergraduates involved in her research projects.

*February 15, 2007*

**Anindo Choudhury**, Associate Professor of Biology

### **“All creatures great and small, and parasites in the midst of them all.”**

#### **Donald B. King Distinguished Scholar Award, 2006**

One of the enduring questions in biology asks how the awe-inspiring diversity of life around us originated. All of us intuitively recognize ‘natural kinds’ of organisms. Biologists call them species. But what are they really? Can we define them? Can we circumscribe their boundaries? Do they have an essence? For the past decade, Anindo Choudhury and his collaborators have tried to address some of these fundamental questions using parasites and hosts as model systems. Roughly a third of all species are parasites. Their hosts, humans included, serve a dual role as both their habitat and a source of nutrition. This presentation showed how such host-parasite systems allow us to address the patterns and processes of diversification, and how Anindo and his students have used these systems to investigate the processes that produce what Darwin called “endless forms most wonderful.”

*March 13, 2007*

**Nelson Ham**, Associate Professor of Geology

**“The Wisconsin Kettle Moraine: 150 years of scientific investigation.” A Sabbatical Report**

The Kettle Moraine of eastern Wisconsin--unique, scenic, and complex--is an area of glacial landforms created at the end of the last ice age (12,000-18,000 years ago). This landscape figures prominently in the first application of the glacial theory, proposed by Louis Agassiz in the mid 1800's, in North America. Prior to his work, much of the loose sedimentary deposits that we now attribute to glaciation was believed to have been deposited by catastrophic floods or rafted to their present positions by ice bergs (so called “diluvium”). This presentation traced the 19<sup>th</sup>-century investigations regarding the origin of the Kettle Moraine. We also compared landforms and deposits of the Kettle Moraine with those of modern glaciers.

*April 12, 2007*

**Jim Neilson**, Assistant Professor of Art

**“Textual Orientations”**

For the past several years Jim Neilson has been producing work inspired by the Arte Povera aesthetic, wherein he has reclaimed discarded books in order to discover essential elements and metaphors about the form and function of the book. Jim intentionally works with books that have already been rejected, withdrawn, deaccessioned, and censored, giving the book a “second chance” to act as a means or vehicle of communication. Precisely because books so closely resemble humankind in both form and function, they are the ideal means by which to suggest the human condition and investigate the riddles of human identity. Like us, books wear tell-tale coverings, have spines, are made up of layers of dermis, and are essentially fragile; they contain secrets, preserve memories, promote bias, reveal truth, advance lies, etc. Jim presented slides and selected pieces as examples of his work.

## **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 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. The Office of Faculty Development sponsored, co-sponsored, or helped defray the expenses of the following seminars, informational and discussion sessions, and workshops during the 2006-2007 academic year:

**“The Fundamentals of Grantseeking”**

Co-sponsored with the Office of Sponsored Programs and the Office of the Dean  
Tuesday, July 24 and Thursday, July 26, 9:00 – 11:50 a.m.

**Jeremy Miner**, Director of Sponsored Programs

This interactive workshop helped improve the success rate in winning grants from private foundations and government agencies. Offered in two sections of proposal planning and proposal writing, individuals developed skills in: identifying public and private funding sources, matching their needs with sponsor funding priorities, and writing persuasively and avoiding common mistakes. This is the third year this workshop has been offered and response remains strong.

### **Asperger Syndrome in the Classroom**

Monday, October 16, 2006

Co-Sponsored with the Counseling Center

**Dr. Margaret Sankey,**

**Associate Professor of History at Moorehead State University**

Margaret Sankey earned her Ph.D. in Early Modern British History from Auburn University in 2002, specializing in military and elite patronage culture in early 18th century Europe. Her book, *Jacobite Prisoners of the 1715 Rebellion: Preventing and Punishing Insurrection in Early Hanoverian Britain*, was published in 2005. (The workshop itself was cancelled due to flight delays, however, Dr. Sankey was able to address these issues at a later presentation open to the community.)

### **Follow-up to Asperger Syndrome in the Classroom**

Friday, March 9, 2007

Co-Sponsored with the Counseling Center

**Dr. Lawrence Welkowitz**

Dr. Lawrence Welkowitz is the co-editor (with Linda Baker) of *Asperger's Syndrome: Intervening in Schools, Clinics, and Communities*, published by Lawrence Erlbaum Associates. Within the edited volume, Drs. Welkowitz and Baker authored the chapter entitled "Supporting College Students With Asperger's Syndrome."

### **University of Wisconsin-Green Bay Instructional Development**

At the invitation of the Instructional Development Council, St. Norbert College faculty were invited to attend the January Faculty Development Conference at UWGB on January 12, 2007 titled "Student Engagement and Interdisciplinarity: What's In It For Me?" This invitation from one of our sister institutions in the area enlivened and broadened the scope of interdisciplinary discussion. The key note speaker was Dr. Debra Hoskins from UW-LaCrosse, and Dr. Fergus Hughes from UWGB was the distinguished luncheon speaker. There were also several break-out sessions.

### **Advising Webinar**

Co-sponsored with Office of Academic Advising, Student Life and First-Year Initiatives

- **February**—Strengths-Based Advising: Going Beyond Course Scheduling With Developmental Advising
- **March**—Academic and Career Advising for Sophomores (for four-year institutions)
- **June**—Strategies for Using Academic Advising to Enhance Retention and Student Engagement (designed especially for professional staff advisors and advising administrators, though faculty were also welcome)
- **July**—Using Evaluation to Improve Academic Advising (designed especially for professional staff advisors and advising administrators, though faculty were also welcome)

Transcripts from the Webinars can be borrowed from the Resource Center.

### **Celebrating Faculty Works**

Co-sponsored with the Todd Wehr Library and the Office of the Dean on Friday, April 20, 2007 in the Heritage Room. This event highlighted recent scholarly accomplishments by faculty.

### **Spotlight on Culture**

Co-Sponsored with Cultural Diversity and the Center for International Education, this series was developed to help our college community become more culturally informed and aware.

#### **Spotlight on Hmong Culture**

October 25, 2006

**Ms. Ka Youa Kong**, Corporate Recruiter in Human Resources with Wisconsin Public Service Corporation

Gained insight and learned about:

- Hmong culture, family structures, and traditions.
- The unique elements of Hmong interpersonal communication.

- How Hmong culture may be reflected in the work place or the classroom.
- How the broader community is changing.

### **Spotlight on Native American Culture**

Wednesday, October 25, 2006

**Mr. Paul Wilke**, School Social Worker with the Menominee Indian School District

Gained insight and learned about:

- Native American culture, family structures, and traditions.
- The unique elements of Native American interpersonal communication.
- How Native American culture may be reflected in the work place or the classroom.

### **Spotlight on International Cultures**

Tuesday, November 16, 2006

**Joe Tullbane**, Associate Dean for International Education and Outreach

**Sarah Griffiths**, Director of International Student and Scholar Services

**Luis Altamirano**, Junior physics major from Ecuador

**Adi Redzic**, Sophomore from Montenegro, majoring in international studies and political science

**Huyen Vu**, Junior business administration major from Vietnam

Gained insight and learned about:

- International students as a varied and growing segment of SNC's student population.
- Who our international students are--where they come from and why they decide on SNC.
- How international students experience the SNC community and the U.S.

### **Spotlight on African American Culture**

Tuesday, February 20, 2007

**Mr. Erik Howard**, Multicultural Advisor at the American Intercultural Center at UWGB

Gained insight and learned about:

- African American culture, family structures, and traditions.
- The unique elements of African American interpersonal communication.
- How African American culture may be reflected in the work place or the classroom.

### **Spotlight on Hispanic Culture**

Thursday, April 19, 2007

**Mrs. Gema Garcia**, Multicultural Center coordinator at Northwest Wisconsin Technical College

Gained insight and learned about:

- Hispanic culture, family structures, and traditions.
- The unique elements of Hispanic interpersonal communication.
- How Hispanic culture may be reflected in the work place or the classroom.

## **“A DAY OF CELEBRATION OF STUDENT & FACULTY/STAFF COLLABORATIONS”**

The fourth annual "A Day of Celebration of Student & Faculty/Staff Collaborations" was held on Friday, April 13, 2007 in the Sensenbrenner Student Union.

Co-sponsored by the Office of Faculty Development and the Office of the Dean of the College, "A Day of Celebration" 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 day 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, seven presentations and seventeen poster displays were highlighted, involving forty students and twenty-two faculty or staff. The day concluded with a Reception and Recognition Ceremony at 3:00 p.m.

### **EMERITI FACULTY**

In our ongoing effort to establish a more consistent pattern of meeting and interacting with Faculty Emeriti, which began in 2004, Faculty Emeriti were invited back to campus for several events. Of note were the following two events:

Legacy Lunch (part of Heritage Week 2006 and co-sponsored with Mission and Heritage) Wednesday, October 11, 2006 in the Bemis International Center. After lunch, compliments of the Office of Mission and Heritage, the group asked some general questions and simply enjoyed seeing and conversing with their colleagues. Fourteen of our colleagues were able to attend.

Spring Retiree Luncheon, Wednesday, April 25, 2007 in the Bemis International Center. Earlier in the year, Faculty Emeriti had requested the opportunity to meet the new Associate Academic Dean and to hear the latest information on the Bellin College of Nursing Program. Dean Marsden was also in attendance to discuss any other issues. Again, fourteen of our colleagues were able to attend.

The Office of Faculty Development again secured two offices for those emeriti who want to continue working in the college environment, Cofrin Hall Room 317 and Boyle Hall Room 417. Emeriti were again invited to participate in this year's Commencement ceremony on Sunday, May 13<sup>th</sup>. In addition, other offices on campus have become aware of the importance of keeping our emeriti "in the loop," and so emeriti are included in every event that might interest them.

The Office of Faculty Development received an anonymous donation to be used specifically for purchasing business cards for all emeriti faculty who would wish to receive them. Eleven individuals ordered business cards. These cards will be useful to the individuals and for promotion

of the College. We are thankful for the gift to get us started and will continue to offer business cards to our faculty as they retire.

St. Norbert College bid a fond farewell and thank you to John Phythyon, Associate Professor of Biology, who retired at the end of the 2006-2007 academic year after thirty-three years of service. 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 party for him and his guests at the home of President and Mrs. Hynes. Earlier in the day, 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 2006-2007 academic year. These socials enhance faculty morale and nurture community and collegiality. The first semester event was held during Heritage Week, Friday, October 13, 2006, in the Campus Center Reflection Lounge. Second semester, Celebrating Collegiality was held on Friday, March 9, 2007, 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 was 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 Committee, which is comprised of the elected faculty members of the FDC. The Program is administered by the Director of Faculty Development. The sixteen SNC faculty who received Summer Grant awards in the amount of \$1750.00 for the summer of 2007 were:

#### Scholarship, Research, and Artistic Endeavors Awards

**Deborah Anderson, Associate Professor of Biology**

To field collect fossil Ischyromyid rodents in South Pass, Wyoming and the Wind River Formation, both of the Green River Basin.

**Betsy Bauman-Martin, Assistant Professor of Religious Studies**

To conduct a book-length analysis of the 1<sup>st</sup> Epistle of Peter from the perspective of postcolonial theory. To examine the language that the author of 1 Peter uses to establish the identity of his readers, particularly the appropriation and redefinition of Jewish terms and concepts.

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

To research and write a book project that seeks to place the biblical book of Ecclesiastes (also known as Qoheleth) in the mainstream of ancient speculative tradition, and thus to “rehabilitate” the reading of the book which has sought to place Ecclesiastes on the margin of “orthodox” biblical theology.

**Melanie Brown, Assistant Professor of English**

To conduct research at three archives of primary materials in Kansas for the purpose of revising her dissertation on E. Halderman-Julius’s *Little Blue Books* into a book-length manuscript.

**Tom Conner, Professor of French**

To finish ongoing book tentatively entitled *Paris 1898-1935: The Rise and Fall of the French Intellectual, from the Dreyfus Affair to the Totalitarian Temptation*.

**Karlyn Crowley, Assistant Professor of English**

To write a chapter on “Gender and Pedagogy” for a forthcoming anthology titled *Got Diversity? Incorporating Diversity Across the Curriculum*.

**Wolfgang Grassl, Associate Professor of Business Administration**

To research at specialized major libraries and interview specialists at other universities, for completion of a book-length manuscript on the Catholic Intellectual Tradition.

**John Pennington, Associate Professor of English**

To complete an article on entitled “Thoreau’s Economy and George MacDonald’s *Lilith*: Walking Between Self-Reliance and Christian Submission,” and to begin work on an article on Octavia Butler, tentatively called “Octavia Butler’s *Parable Series*” and Frederick Douglass’s Narrative Strategies in *Narrative of the Life of Frederick Douglass, an American Slave*.”

**Ikuko Torimoto, Associate Professor of Japanese**

To complete a book titled *Okina Kyuin’s Work as a Japanese-American Newspaper Editor and Advocate for Immigrant Literature on the American West Coast, 1907-1924*.

**Gratzia Villarroel, Associate Professor of Political Science**

To conduct field research in Bolivia in preparation for a manuscript entitled *In the Footsteps of Bartolina Sisa: Indigenous Women, Evo Morales, and the Bolivia Social Revolution*.

Curricular and Instructional Improvement Awards

**John Day, Assistant Professor of Spanish**

To develop an intensive beginning Spanish course to take place in Maymester for students earning certification in Teacher Education. Immediately following the Maymester Spanish course, students will then participate in an intensive immersion program on Mexican education in Cuernavaca, Mexico.

**Elizabeth Gordon, Assistant Professor of Geology**

To explore and evaluate suitable locations in the Yucatan Peninsula for future Geology Natural History Field Courses (Geol 451).

**Wayne Patterson, Professor of History**

To broaden knowledge of China by participating in a two-week seminar titled “China’s Silk Road” which takes place in China’s western frontier provinces.

**Brian Pirman, Associate Professor of Art**

To research and develop content areas for a History of Modern Design course for General Education.

**Kevin Quinn, Associate Professor of Economics**

To develop a GS 12 course, "Sports and Society," that can be offered in regular rotation.

**Michael Skivington, Assistant Professor of Education**

To redesign the existing course called "Teaching in a Developing Nation" (EDUC 300) within the Teacher Education Department. The course will be offered to non-Spanish majors receiving certification in the Education Department who are seeking professional experiences in a culture that is different from their own.

The investment in the Summer Grants Program has been an excellent one. During the past twenty-two years, through over 350 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 Appendix E and F.

## **STUDENT-FACULTY DEVELOPMENT ENDOWMENT FUND**

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 SNC 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 SNC Natural Science major, received the first Student-Faculty Development Endowment Fund award in October, 1991, 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 SNC 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. 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 SNC 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.

The following student-faculty learning partnership teams received Student-Faculty Development Endowment Fund awards for the 2006-2007 academic year:

**Stefanie Jochman, Senior English Major**

**Dr. John Pennington, Associate Professor of English**

Support for a project to write a critical essay that examines Beatrix Potter's stories, artwork, and life in the context of children's literature and literary theory.

**Amber Schuh, Junior Chemistry Major with Biochemistry Concentration**

**Dr. Cyndi Ochsner, Assistant Professor of Chemistry**

Support for a project to determine the mechanism of FDA approved drug Modafinil to inhibit the human dopamine transporter.

**John Paul Savaryn, Senior Biology Major**

**Dr. Colin Montpetit, Assistant Professor of Biology**

Support for a project to clone and obtain DNA sequences for NPY-family peptide receptors and evaluate gene expression of the receptors during the life cycle of lampreys.

**Nicholas A. Rankin, Senior Biology Major**

**Dr. John Phythyon, Associate Professor of Biology**

Support for a project to design and carry out a set of microbiology laboratory experiments, using multimedia as a pedagogical tool to enhance learning in a science laboratory.

**Andrew Schemmel, Senior Biology Major**

**Dr. Anindo Choudhury, Associate Professor of Biology**

Support for a project using cloning techniques to determine the interrelationships of a group of fish parasitic nematodes (roundworms) known as Spirurida, and test hypotheses about their evolutionary history.

**Tess Patitucci, Junior Biology Major**

**Dr. Russ Feirer, Associate Professor of Biology**

Support for a project to study the occurrence of proline in a primitive plant's responses to water stress by measurement of free proline levels in stressed plants, and to clone and sequence the gene for the enzyme responsible for proline synthesis.

**Casey Knuteson, Junior Geology Major**

**Dr. Elizabeth Gordon, Assistant Professor of Geology**

Support for a project of sedimentary facies analysis of Cambrian sandstones exposed in Central Wisconsin to determine the original depositional environments, which will lead to a better understanding of Earth history during Cambrian time.

## FUND FOR PEDAGOGICAL DEVELOPMENT

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

The rationale for this proposal was that a faculty member may currently apply for Faculty Development funds to attend a conference if he/she is performing a significant role at the conference (e.g. presenting a paper or a poster, chairing a session). However, FDF 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.

This proposal was approved by Dean Marsden for the 2006-2007 academic year. In this inaugural year, Jessica Jacobs, Assistant Professor of Art, and Michael Skivington, Assistant Professor of Education were awarded the first two awards. Because of the success of this new funding source, the Office of the Dean has agreed to continue funding these awards for the 2007-2008 academic 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 pro rata 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. The FDF was slated to receive \$11,676.51 in 2006-2007, but because it soon became apparent that amount would not be enough, an additional \$6,000.00 was transferred from the Endowment Fund.

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 forty-eight awards this past year. See Appendix G for a complete listing of recipients.

## **STUDENT ACADEMIC TRAVEL FUND**

In the fall of 2004, in an effort to streamline the student funding process, the Director of Faculty Development and the Faculty Development Committee began administering the Academic Clubs Fund, which had been under the purview of Dr. John Sutton, Associate Vice President for Academic Services and Budgeting. The Student Academic Travel Fund, as it is now known, is intended to help students defray the cost of participating in academic conferences and competitions. To get an idea of how many students would be applying for funds each year, faculty who worked with students on conference presentations and/or helped them prepare for academic competitions were asked to complete an Intent to Apply for Student Academic Travel Funds Form. The responses led to setting the budget at \$100.00 per student per academic year.

The fund for the 2006-2007 school year was approximately \$4,500.00 (\$2,500 in program budget monies and an additional \$2,000.00 from an anonymous donor). The Student Academic

Travel fund funded thirty-five students to attend ten professional conferences. At the end of the fiscal year, all students were informed that there was a small amount of money remaining in the fund and that if they still had additional outstanding receipts, to turn them in for reimbursement. Many students took advantage of this extra reimbursement. As in past years, students were active participants in the conference or the competition to be considered for funding. Appendix H has a complete listing of recipients.

## **STUDENT FELLOWSHIP AND SCHOLARSHIP**

The Office of Faculty Development has created a brochure giving pertinent information about national student fellowships and scholarships. This brochure is distributed to advisors before the fall semester advising dates. This past year, the Office helped the Fellowship Committee process several applications.

## **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 (OFD) Research Assistants.

The Resource Center holds nearly 1,800 full-length works treating a wide variety of pedagogical, curricular, and professional matters. In addition, the Center carries subscriptions to several periodicals, newspapers, and newsletters, including *Catholic Education*, *The Journal of Higher Education*, *Liberal Education*, *The Teaching Professor*, and *Diverse Issues in Higher Education*. 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*. To support the College's review of the General Education Program, texts have been added to the collection dealing with service learning, diversity issues, and first-year seminars. 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 Todd Wehr 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, and Student-Faculty Development Endowment Fund), sabbatical proposals, and videotapes of the Faculty Development Conferences. HFA faculty searches place applicant files in the Resource Center for the search committee to have easy access. Copies of the materials from the Webinars on Advising are also available in the Resource Center.

A Faculty Development web site provides a general overview of the OFD, brief descriptions of program components, and data on program administration. 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. Information is updated periodically. 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.

## Appendix A

# St. Norbert College Office of Faculty Development

New Faculty Orientation Program  
August 21 & 22, 2006  
Bemis International Center ~ Room 114

*All sessions will be held in the Bemis International Center unless noted otherwise.*

### Monday - August 21

- 8:15 - 8:45 COFFEE & CONVERSATION**
- 8:45 - 9:05 WELCOME & INTRODUCTIONS**  
Dr. Linda Beane Katner, Interim Director of Faculty Development
- 9:05 - 9:20 DEAN'S WELCOME**  
Dr. Michael Marsden, Dean of the College & Academic Vice President
- 9:20 - 10:30 WHO ARE OUR STUDENTS?**  
Dr. Bob Rutter, Associate Vice President of Institutional Effectiveness  
Dr. Wendy Scattergood, Assistant Professor of Political Science  
Dr. Jack Williamsen, Retention Coordinator & Data Analyst
- 10:30 - 10:45 BREAK & MOVE TO LIBRARY ROOM 227**
- 10:45 - 11:25 THE WRITING PROGRAM & THE WRITING CENTER**  
Dr. Melanie Brown, Director of the Writing Center
- 11:30 - 11:45 BOOKSTORE BASICS - Bemis 114**  
Mr. Guy McCauley, Regional Manager
- 11:50 - 1:15 LUNCH - MEET THE DEAN'S COUNCIL**  
Compliments of the Office of Faculty Development
- 1:30 - 2:30 SYLLABUS CONSTRUCTION - STRATEGIES & REFLECTIONS**  
Dr. Tim Flood, Professor of Geology  
Dr. Marti Lamar, Assistant Professor of History  
Dr. Matt Stollak, Assistant Professor of Business Administration
- 2:30 - 2:45 BREAK & MOVE TO COFRIN 109**
- 2:45 - 3:30 COMPUTER SERVICES**  
Mr. John Beck, Director of Computer Services
- 3:30 - 3:40 KNIGHTLINE**  
Mr. Jeff Ritter, Associate Professor of Business Administration,  
Director of Academic Advising, and Director of First Year Initiatives

**Tuesday, August 22**

- 8:15 - 8:45 COFFEE & CONVERSATION**
- 8:45 - 9:00 FACULTY CHAIR WELCOME**  
Dr. John Dose, Faculty Chair
- 9:00 - 9:30 A CONVERSATION ABOUT MISSION & HERITAGE**  
Fr. Jay Fostner, Vice President of Mission & Heritage
- 9:30 - 10:45 SURVIVING THE FIRST FEW WEEKS & ADVICE FOR THE FIRST YEAR**  
Dr. Cyndi Ochsner, Assistant Professor of Chemistry  
Dr. Tom Reynolds, Associate Professor of Religious Studies  
Dr. Stephen Rupsch, Assistant Professor of Theatre
- 10:45 - 11:00 BREAK & MOVE TO JMS TRITRON ROOM**
- 11:00 - 11:30 MEDIA SERVICES**  
Mr. Tom Smith, Director of Media Services
- 11:45 - 1:15 LUNCH - GREETINGS FROM THE AAC (Administrative Advisory Committee)**  
Compliments of the Office of Faculty Development
- 1:25 - 1:55 ACADEMIC SUPPORT SERVICES**  
Ms. Karen Goode-Bartholomew, Director of Academic Support Services
- 1:55 - 2:30 TODD WEHR LIBRARY**  
Ms. Felice Maciejewski, Director of the Library
- 2:45 - 3:45 DIVISION ORIENTATION WITH THE DIVISIONAL ASSOCIATE DEANS - Location TBA**  
Dr. Jim Benton, Social Science  
Dr. Howard Ebert, Humanities & Fine Arts  
Dr. John Frohlinger, Natural Science
- 5:30 - 7:00 NEW FACULTY WELCOME PICNIC**  
Ray Van Den Heuvel Family Campus Center Patio

**Friday, August 25**

**10:30 – 12:30 Abbey Tour and Lunch**

## Appendix B

### NEW FACULTY ORIENTATION WORKSHOP SCHEDULE

#### **NFO WORKSHOP #1: Tuesday, September 5, 3:00 - 5:00 P.M., Union Shield Rm/Women's Ctr**

Kathy Molnar, Assistant Professor of Business Administration, explained the nominations and elections process and showed step-by-step how to use the electronic system. Barb Bloomer, Director of the Health Center, and Kurt Weber, Director of the Counseling Center, talked about the programs and services their departments offer to faculty and students. We learned about the policies and procedures related to maintaining the mental and physical well-being of our students (and ourselves). After the presentations, we moved to the Women's Center for a social with Student Life staff.

#### **NFO WORKSHOP #2: Tuesday, October 3, 3:00 - 4:30 p.m., Union Shield Room**

Anindo Choudhury, Associate Academic Dean and Associate Professor of Biology, and Mr. Jeff Ritter, Associate Professor of Business Administration, Director of Academic Advising, and Director of First Year Initiatives, discussed the General Education and Advising programs. Larry Thorsen, Associate Professor of Mathematics provided information on the Honor's Program.

#### **NFO WORKSHOP #3: Tuesday, October 31, 3:00 - 4:30 p.m., Library**

Library Director, Felice Maciejewski and her staff identified popular library resources for faculty, and explained procedures for interlibrary loan, electronic reserves, and book and journal acquisition.

#### **Christmas Lunch: Wednesday, December 13, 12:00-1:30 p.m., Hendrickson Dining Room**

#### **NFO WORKSHOP #4: Tuesday, January 30, 3:00 - 4:30 P.M., Bemis**

This workshop introduced us to the programs of the Center for International Education. Dr. Joseph Tullbane, Associate Dean of International Programs and Director of International Education, spoke about our ESL Institute, Great Decisions Lecture Series, and other international programs. Ms. Rosemary Sands, Director of Study Abroad, described our study abroad program. Ms. Sarah Griffiths, Director of International Student and Scholar Services, discussed student and faculty exchanges. Following the presentations, the staff of the Center for International Education invited us to a wine and cheese social, to conclude at about 5:00 p.m.

#### **NFO WORKSHOP #5: Tuesday, February 20, 3:00 - 4:30 p.m., Union Shield Room**

This ninety-minute informational session included brief presentations from the Office of Cultural Diversity; Leadership, Service and Involvement; Faith, Learning, & Vocation, and Grant Seeking at SNC. All of these programs make significant contributions to the teaching-learning environment at St. Norbert College, and thus, are an important part of New Faculty Orientation. After the presentations, we previewed the rest of the semester and answered any questions.

#### **NFO WORKSHOP #6: Tuesday, April 10, 3:00 - 4:30 p.m., Alumni House Parlor**

The last of our New Faculty Orientation Workshops concentrated on several interlocking subjects. Rick Poss, Paul Schnorr and Bridget Burke Ravizza shared their perspective on the first-year review and the tenure process. We then discussed documenting effective teaching through the teaching portfolio, analyzing SOOTs, and further details on preparing annual reviews and the tenure application.

## Appendix C

### Findings from the Faculty Development Survey on the Mentor Program

By Dr. Linda Beane Katner

Interim Director of Faculty Development

The Office of Faculty Development, as noted in its mission statement, exists to serve faculty needs<sup>1</sup>. In an attempt to meet those needs, the St. Norbert College Mentor Program was established in 1986 by Dr. Ken Zahorski and became a model program for many institutions nationwide. Successful mentor programs can have an extremely positive effect on new faculty colleagues. As we know from the latest research, the most salient mentoring outcomes for junior faculty include<sup>2</sup>:

- stronger commitment to a career in academe
- greater sense of ownership and commitment to their institution
- higher rates of retention
- more effective teaching and service to the institution
- better adjustment to the department, the institution, and the job
- enhanced scholarly productivity (grants and publications)
- higher rates of job and career satisfaction
- higher rates of achieving tenure

In the years since the Mentor Program was established, demands on mentors and new faculty members have increased as the College has evolved. In order to best serve our new faculty colleagues, the Mentor Program should respond to the current demands of the College.

With this in mind, the Survey of the Mentor Program was developed to measure faculty members' level of satisfaction with the program in order to gauge what we are doing well, and what areas might need attention. This article will critically analyze the data and make some preliminary recommendations on ways to strengthen the Mentor Program. The Survey was administered in October 2006, and the full survey data can be found on the Office of Institutional Effectiveness website: [https://www.snc.edu/oie/archive/login/mentor\\_survey\\_frequencies.pdf](https://www.snc.edu/oie/archive/login/mentor_survey_frequencies.pdf)

#### Demographics

Sixty-two faculty members responded to the survey (55 full-time, 3 adjunct, 1 emeritus, 3 did not identify status). Results were cross-tabbed to further profile respondents:

- Divisional Affiliation: 33.9% HFA; 38.7% SS; 24.2% NS; 1.6% other (vs. the 42% HFA, 36% SS 21% NS, and 1% other that comprises total voting faculty)
- Gender: 54.1% Male; 45.9% Female (vs. 65% men and 35% women who comprise total voting faculty)
- Number of Years Taught at SNC: 24.2% less than 4; 27.4% 4-10; 21% 11-20; 24.2% 21+; 3.2% did not specify
- Current job rank: 4.8% adjunct professor; 1.6% visiting professor; 4.8% instructor; 35.5% assistant professor; 37.1% associate professor; 9.7% professor; 1.6% professor emeritus; 4.8% did not specify

#### Participation and Best Practices

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<sup>1</sup> "The Program is designed to be flexible and dynamic enough to meet the changing needs of the Faculty in relation to the institution as a whole." *Faculty Handbook of St. Norbert College*, IV-27 and IV-28.

<sup>2</sup> W. Brad Johnson, *On Being a Mentor: A Guide for Higher Education Faculty* (Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers, 2007) 141.

Overall, 26.2% of survey respondents said that they were not assigned a mentor when they first arrived at SNC. While surprising, this percentage may be explained by the number of adjuncts responding as well as professors who arrived at the College before the start of the Mentor Program in 1986.

Best practices research is divided on whether or not the mentor should be from the same discipline, although 81.8% of respondents strongly agree or agree that this should be the practice at St. Norbert College. An overwhelming majority of respondents (82.2%) reported having one or more informal mentors, indicating that considerable mentoring is occurring outside the official Mentor Program. Notably, a minority of faculty members are actually mentoring new colleagues, with only 37.1% of respondents reporting that they had been a mentor. The data also suggest that this small group of mentors are asked to be mentors repeatedly with 40% of those responding reporting that they had been a mentor three or more times.

Mentors generally report that they are satisfied with the job that they are doing with their mentees. 73.9% reported that their mentees were very receptive to their feedback, and 90.9% indicated that their feedback had a positive impact on their mentees. 90.5% of mentors felt that they were a good match with their mentees, and 86.9% of mentors rated themselves as very good or good as a mentor. In short, mentors believe they are performing their roles well or very well.

### **Program Satisfaction**

While 52.1% of respondents think that the Mentor Program is working excellently or very well, a surprising 47.8% think that the program is working fairly or poorly. The data offer some insight into this apparent disconnect between mentor perceptions of how they are doing and their general level of satisfaction with the program. Mentees express less satisfaction with the program than mentors with 36.4% of respondents reporting that their experience as mentees was fair (15.9%) or poor (20.5%). Furthermore, the quality of these mentor-mentee relationships varies greatly. Whereas 72.8% of mentees report that their relationship with their mentor during the first year was friendly (61.4%) or collegial (11.4%), 27.4% of mentees characterize that relationship as remote, which is disconcerting. Some of these relationships improve slightly over time with 21.4% of mentors characterizing the relationship as remote now. It is clear from the data that mentees have a less satisfactory experience with the Mentor Program than mentors.

Satisfaction with specific mentor functions also varies. The number in parentheses indicates the percentage of mentees who were satisfied with their mentor's performance of various mentor functions.

- encouragement to attend meetings (78.6%)
- introductions to colleagues (76.8%)
- feedback on advising (72.1%)
- feedback regarding collegial expectations (70.5%)
- inclusion in social activities (69.7%)
- feedback about scholarship (69.7%)
- guidance about campus politics (67.4%)
- feedback about teaching (65.1%)
- orientation to College policies and the Faculty Handbook (64.3%)
- counsel on year-end evaluations, tenure and promotion applications (62.8%)
- guidance on balancing work and personal responsibilities (61.9%)
- guidance on how to best manage professional workload (59.5%)

The first five functions could be considered to be more straightforward, less complex tasks. This might explain why mentees are generally satisfied with how their mentors performed these functions. As the functions become more complex and/or less well defined, mentee satisfaction declines.

Correspondingly, mentors were asked to report how much attention they gave to the same functions. Again, the number in parentheses indicates what percentage reported giving some or a great deal of attention to:

- feedback regarding collegial expectations (95.6%)
- introductions to colleagues (91.3%)
- feedback about teaching (91.3%)
- guidance about campus politics (91.3%)
- feedback on advising (86.9%)
- encouragement to attend meetings (82.6%)
- feedback about scholarship (78.2%)
- orientation to College policies and the Faculty Handbook (77.3%)
- counsel on year-end evaluations, tenure and promotion applications (73.9%)
- inclusion in social activities (72.7%)
- guidance on how to best manage professional workload (69.5%)
- guidance on balancing work and personal responsibilities (68.2%)

Mentors generally report giving quite a bit of attention to the majority of functions, although the degree of attention does not necessarily translate into satisfaction on the part of mentees. Considering the importance we give to teaching at St. Norbert College, having 91.3% of mentors report giving a great deal or some attention to this is not surprising. What is surprising, however, is that only 65.1% of mentees are satisfied with the feedback they receive. Furthermore, it is apparent that mentors are not clear about what is expected of them and express unhappiness about that in the comments.

### **Sample Variations**

When we cross-tab the results, some variations by rank, division, gender, and length of service emerge. In general, when discussing mentee satisfaction with specific mentor functions:

- Assistant professors are the least satisfied
- Faculty in Natural Science are less satisfied than those in other divisions
- Female faculty are markedly less satisfied than male faculty
- Faculty who have been at the college 4-10 years and 21 plus years report less satisfaction than other faculty

This same pattern holds true when respondents characterize their relationship with their mentor in the first year and at present. A higher percentage of faculty members in the following categories describe the relationship as remote: assistant professors; Natural Science; female; and those who have been at the college 4-10 and 21+ years.

Furthermore, assistant professors and women are most likely to rate themselves as poor mentors. Assistant and associate professors are more likely than professors to regard the current Mentor Program as fair or poor. In sum, women faculty and natural science faculty are not getting as much out of the program as others. Assistant professors express less satisfaction, which is worrisome given that they are the primary focus of the Mentor Program.

## Recommendations

Whereas the Mentor Program at St. Norbert College has many strengths, these findings along with the research done on best practices suggest that the Office of Faculty Development might consider the following (listed in no particular order):

- continue to match mentees with mentors in their own discipline unless a compelling reason exists otherwise
- more clearly lay out expectations for mentors, and continue to provide more training
- give new mentors a copy of Dr. W. Brad Johnson's book, *On Being a Mentor: A Guide for Higher Education Faculty*
- investigate and address special mentoring needs of women faculty
- engage the divisions in discussions about how new colleagues can be better served
- explore ways to extend the mentoring relationship beyond the first year
- devote more resources to the program, specifically in funding training for mentors and opportunities for mentor-mentee pairs to get together
- explore developing a questionnaire for new faculty about their preferences in a mentor, to better match mentors and mentees
- expand established faculty participation in the Mentor Program
- decide how being a mentor is recognized in tenure and promotion applications

## Appendix D

### CONFERENCE SCHEDULE

**8:15-8:45: Coffee and Conversation**

**8:45-9:00: Introduction to Advising/Mentoring**

**9:00-10:00: Mentoring Theory, Research, and Practice**

Why Mentoring Matters  
Definition of the Terms  
Some Reasons Why College Professors Mentor

*Roundtable Discussion #1: Best Mentoring Practices. Think of the student whom you have most effectively mentored. How did the relationship develop? What did you “do?” Why did the relationship work so well?*

The “How To” of Mentoring: Mentor Functions  
On *Being* a Mentor: Traits and Qualities of Excellent Mentors

**10:00-10:15: Break**

**10:15-11:15: Mentoring Applications and Quandaries**

Everything You Need to Know about Mentoring Undergraduates (in 15 minutes)  
The Ethical Mentor: Principles and Problems (case examples)

*Roundtable Discussion #2: Ethical Quandaries. Identify salient ethical concerns and faculty obligations in several student-faculty vignettes. In discussing/debriefing these cases, Dr. Johnson will bring his work on the American Psychological Association Ethics Committee to bear: vignettes will be based on real cases.*

Mentoring Across Sex and Race

**11:15-11:30: Break**

**11:30-12:15: Overcoming Obstacles and Assessing Outcomes**

Some Obstacles to Mentorship in Academe

*Roundtable Discussion #3: Obstacles to Mentoring at St. Norbert College. In your own experience, what are the primary obstacles to advising and mentoring students at St. Norbert College? In order to better advise and mentor students, what would need to change?*

Assessing Mentoring Outcomes: Developing an Advisor Portfolio

**12:15-12:30: Conference Wrap-up: Questions and Comments**

**12:30: Lunch**

## Appendix E

### FACULTY DEVELOPMENT SUMMER GRANTS PROGRAM APPLICATIONS DATA:

SUMMER 2007 (\$28,000.00)	22-YEAR BREAKDOWN (1986-2007)																																																																																																																																								
<p><b>I. APPLICATIONS ANALYSIS:</b></p> <p>Applications: 20</p> <p>Applicants: 20</p> <p>Collaborative projects: 0</p> <p><b>Divisions:</b></p> <table> <tr> <td>Hum. &amp; F.A.</td> <td>= 11</td> <td><b>Rank:</b></td> <td>Professor</td> <td>= 2</td> </tr> <tr> <td>Social Sciences</td> <td>= 6</td> <td></td> <td>Associate</td> <td>= 9</td> </tr> <tr> <td>Natural Sciences</td> <td>= 3</td> <td></td> <td>Assistant</td> <td>= 93</td> </tr> <tr> <td>Inter Divisional</td> <td>= 0</td> <td></td> <td>Instructor</td> <td>= 0</td> </tr> </table> <p><b>Disciplines (24):</b></p> <table> <tr> <td>Anthropology</td> <td>= 0</td> <td>History</td> <td>= 1</td> </tr> <tr> <td>Art</td> <td>= 1</td> <td>Humanities</td> <td>= 0</td> </tr> <tr> <td>Biology</td> <td>= 2</td> <td>Mathematics</td> <td>= 0</td> </tr> <tr> <td>Bus. Admin.</td> <td>= 3</td> <td>MFL</td> <td>= 3</td> </tr> <tr> <td>Chemistry</td> <td>= 0</td> <td>Music</td> <td>= 0</td> </tr> <tr> <td>Comm.</td> <td>= 0</td> <td>Philosophy</td> <td>= 1</td> </tr> <tr> <td>Computer Sci.</td> <td>= 0</td> <td>Physics</td> <td>= 0</td> </tr> <tr> <td>Economics</td> <td>= 1</td> <td>Pol. Science</td> <td>= 1</td> </tr> <tr> <td>Education</td> <td>= 1</td> <td>Psychology</td> <td>= 0</td> </tr> <tr> <td>English</td> <td>= 3</td> <td>Rel. Studies</td> <td>= 2</td> </tr> <tr> <td>Geography</td> <td>= 0</td> <td>Soc. Science</td> <td>= 0</td> </tr> <tr> <td>Geology</td> <td>= 1</td> <td>Sociology</td> <td>= 0</td> </tr> </table>	Hum. & F.A.	= 11	<b>Rank:</b>	Professor	= 2	Social Sciences	= 6		Associate	= 9	Natural Sciences	= 3		Assistant	= 93	Inter Divisional	= 0		Instructor	= 0	Anthropology	= 0	History	= 1	Art	= 1	Humanities	= 0	Biology	= 2	Mathematics	= 0	Bus. Admin.	= 3	MFL	= 3	Chemistry	= 0	Music	= 0	Comm.	= 0	Philosophy	= 1	Computer Sci.	= 0	Physics	= 0	Economics	= 1	Pol. Science	= 1	Education	= 1	Psychology	= 0	English	= 3	Rel. Studies	= 2	Geography	= 0	Soc. Science	= 0	Geology	= 1	Sociology	= 0	<p><b>I. APPLICATIONS ANALYSIS:</b></p> <p>Total applications processed: 408</p> <p>Total applicants: 448</p> <p>Total collaborative projects: 39</p> <p><b>Divisions:</b></p> <table> <tr> <td>Hum. &amp; F.A.</td> <td>= 223</td> <td><b>Rank:</b></td> <td>Professor</td> <td>= 54</td> </tr> <tr> <td>Soc. Sci.</td> <td>= 156</td> <td></td> <td>Associate</td> <td>= 134</td> </tr> <tr> <td>Nat. Sci.</td> <td>= 69</td> <td></td> <td>Assistant</td> <td>= 251</td> </tr> <tr> <td>Inter Divisional</td> <td>= 1</td> <td></td> <td>Instructor</td> <td>= 13</td> </tr> </table> <p><b>Disciplines (24):</b></p> <table> <tr> <td>Anthropology</td> <td>= 9</td> <td>History</td> <td>= 40</td> </tr> <tr> <td>Art</td> <td>= 9</td> <td>Humanities</td> <td>= 5</td> </tr> <tr> <td>Biology</td> <td>= 31</td> <td>Mathematics</td> <td>= 5</td> </tr> <tr> <td>Bus. Admin.</td> <td>= 39</td> <td>MFL</td> <td>= 32</td> </tr> <tr> <td>Chemistry</td> <td>= 16</td> <td>Music</td> <td>= 7</td> </tr> <tr> <td>Comm.</td> <td>= 27</td> <td>Philosophy</td> <td>= 25</td> </tr> <tr> <td>Computer Sci.</td> <td>= 3</td> <td>Physics</td> <td>= 5</td> </tr> <tr> <td>Economics</td> <td>= 18</td> <td>Pol. Science</td> <td>= 16</td> </tr> <tr> <td>Education</td> <td>= 25</td> <td>Psychology</td> <td>= 28</td> </tr> <tr> <td>English</td> <td>= 39</td> <td>Rel. Studies</td> <td>= 36</td> </tr> <tr> <td>Geography</td> <td>= 3</td> <td>Soc. Science</td> <td>= 2</td> </tr> <tr> <td>Geology</td> <td>= 8</td> <td>Sociology</td> <td>= 13</td> </tr> </table>	Hum. & F.A.	= 223	<b>Rank:</b>	Professor	= 54	Soc. Sci.	= 156		Associate	= 134	Nat. Sci.	= 69		Assistant	= 251	Inter Divisional	= 1		Instructor	= 13	Anthropology	= 9	History	= 40	Art	= 9	Humanities	= 5	Biology	= 31	Mathematics	= 5	Bus. Admin.	= 39	MFL	= 32	Chemistry	= 16	Music	= 7	Comm.	= 27	Philosophy	= 25	Computer Sci.	= 3	Physics	= 5	Economics	= 18	Pol. Science	= 16	Education	= 25	Psychology	= 28	English	= 39	Rel. Studies	= 36	Geography	= 3	Soc. Science	= 2	Geology	= 8	Sociology	= 13
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<p><b>CATEGORY BREAKDOWN:</b></p> <p>"Scholarship, Research, . . ." Applications: 10</p> <p>"Curricular &amp; Instructional . . ." Applications: 10</p>	<p><b>II. CATEGORY BREAKDOWN:</b></p> <p>"Scholarship, Research, . . ." Applications: 260 (246 applicants)</p> <p>"Curricular &amp; Instructional . . ." Applications: 144 (142 applicants)</p> <p>"International Research . . ." Applications: 4 (4 applicants)</p>																																																																																																																																								
<p><b>FUNDING REQUESTS BREAKDOWN:</b></p> <p>"Scholarship, Research, and Artistic Endeavors": \$ 17,500.00</p> <p>"Curricular and Instructional Improvement" : 17,500.00</p> <p><b>TOTAL:</b> \$ 35,000.00</p> <p>"Scholarship, Research, and Artistic Endeavors" Average Request: \$1,750.00</p> <p>"Curricular and Instructional Improvement" Average Request: \$1,750.00</p> <p>Average Request/All Categories: \$1,750.00</p>	<p><b>III. FUNDING REQUESTS BREAKDOWN:</b></p> <p>"Scholarship, Research, and Artistic Endeavors": \$ 433,337.00</p> <p>"Curricular and Instructional Improvement" : 211,925.00</p> <p>"International Research Project" : 11,950.00</p> <p><b>TOTAL:</b> \$ 657,212.00</p> <p>"Scholarship, Research, and Artistic Endeavors" Average Request: \$ 1,667.00</p> <p>"Curricular and Instructional Improvement" Average Request: \$ 1,472.00</p> <p>"International Research Project" : Average Request: \$ 2,988.00</p> <p>Average Request/All Categories: \$ 2,042.00</p>																																																																																																																																								



## Appendix G

<b>FACULTY DEVELOPMENT FUND: 2006-2007</b>			
<b>I. APPLICANT BREAKDOWN:</b>			
<b>Applications received and processed: 51</b>			
<b>Total applications funded: 48</b>		<b>Total faculty funded: 48</b>	
<b>Divisions:</b>		<b>Rank:</b>	
Hum. & Fine Arts	= 20	Professor	= 7
Social Sciences	= 11	Associate	= 16
Natural Sciences	= 17	Assistant	= 21
		Adjunct Assistant	= 2
		Instructor/Other	= 2
<b>Disciplines (count number):</b>			
Anthropology/Sociology	= 0	Geology	= 2
Art	= 0	History	= 1
Biology	= 5	Humanities	= 2
Business Administration	= 5	Mathematics	= 1
Chemistry	= 2	Music	= 1
Communication	= 3	Modern Foreign Languages	= 4
Computer Science	= 2	Philosophy	= 3
Economics	= 2	Political Science	= 1
Education	= 4	Psychology	= 2
English	= 3	Religious Studies	= 2
Geography	= 1	Sociology	= 2

### **Reid Riggle, Associate Professor of Education**

Funding for \$500 for travel to San Diego, CA to participate in the Association for Teacher Educators Conference, February 17-21, 2007, to present two papers titled "The Early Adolescent Block: Working with 8<sup>th</sup> Grade Teachers to Prepare Pre-service Teachers to be Middle School Teachers" and "A Model for Assessing Candidate Dispositions," co-authored with Mary Greenlaw.

### **Michelle Tichy, Assistant Professor of Education**

Funding for \$500 for travel to Chicago, IL to participate in the American Educational Research Conference, April 9-14, 2007, to present two papers titled "The Impact of Construction Controversy on Children's Moral Development" and "Educating the Whole Person: A case study of a Life Skills training program."

### **Kevin Quinn, Associate Professor of Economics**

Funding for \$500 for travel to Tucson, AZ to participate in the NINE Conference, March 13-18, 2007, to present a paper titled "Whither or Whether the Stolen Base" co-authored with Paul Bursik.

### **Kurstan Cunningham, Assistant Professor of Chemistry**

Funding for \$500 for travel to Chicago, IL to participate in the American Chemical Society National Meeting and Exposition, March 25-29, 2007, to present two papers titled "Chiral copper(I) phenanthroline derivatives" and "Asymmetric Derivatives of 1, 10-Phenanthroline."

**Jon Russel, Assistant Professor of Chemistry**

Funding for \$500 for travel to Chicago, IL to participate in the American Chemical Society National Meeting and Exposition, March 25-29, 2007, to present a paper titled "Investigation of the Mechanism of Inhibition of the Dopamine Transporter by Modafinil."

**John Phythyon, Associate Professor of Biology**

Funding for \$500 for travel to Toronto, Ontario Canada to participate in the General Meeting of the American Society for Microbiology, May 21-25, 2007, to present a paper titled "Creating an Audiovisual Emphasis to an Introductory Microbiology Laboratory Course," co-authored with Nicholas Rankin ('07).

**Paul Schnorr, Assistant Professor of Sociology**

Funding for \$500 for travel to Chicago, IL to participate in the Midwest Sociological Society Annual Meeting, April 4-7, 2007, to present two papers titled "Variation in Student Evaluations: Differences Based on Gender, Class Size and General Education Courses" and "Evaluation of Student Opinion of Teaching (SOOT) Perceptions: A Study of the Purpose and Usefulness of the SOOT," co-authored with Matt Stollak.

**Colin Montpetit, Assistant Professor of Biology**

Funding for \$500 for travel to Buffalo, NY to participate in the Case Studies in Science Workshop, May 21-25, 2007, to participate in the five-day workshop that focuses on training undergraduate college science faculty to teach with case studies, to write their own cases, and to assess their students' learning with cases.

**Dawn Rohm, Instructor of Computer Science/Systems Administrator**

Funding for \$218.75 for travel to Bellevue, WA to participate in the IEEE Real-Time and Embedded Technology and Applications Symposium, April 2-4, 2007, to present a papers titled "Smart Parking Lots of the Future."

**Cheryl Carpenter-Siegel, Assistant Professor of Sociology**

Funding for \$500 for travel to San Jose, Costa Rica to participate in the 54<sup>th</sup> Annual Meeting of the Southeastern Council of Latin American Studies, April 18-22, 2007, to present a paper titled "Competing Images of Latin American Poverty: U.S. Non-governmental Organizations' Fundraising Appeals in the 21<sup>st</sup> Century," co-authored with Grazia Villarroel.

**Grazia Villarroel, Associate Professor of Political Science**

Funding for \$500 for travel to San Jose, Costa Rica to participate in the 54<sup>th</sup> Annual Meeting of the Southeastern Council of Latin American Studies, April 18-22, 2007, to present a paper titled "Competing Images of Latin American Poverty: U.S. Non-governmental Organizations' Fundraising Appeals in the 21<sup>st</sup> Century," co-authored with Cheryl Carpenter-Siegel.

**Elizabeth Gordon, Assistant Professor of Geology**

Funding for \$500 for travel to Lutsen, MN to participate in the Meeting of the Institute of Lake Superior Geology, May 9-12, 2007, to present a paper titled "Paleoenvironmental Interpretation of a Lower Paleozoic Stromatolite Reef, Northeastern Wisconsin," co-authored with Renata Jasinevisius, '07.

**Deirdre Egan, Assistant Professor of English**

Funding for \$500 for travel to Albuquerque, NM to participate in Southwest/Texas Popular/American Culture Association Conference, February 14-17, 2007, to present a paper titled "Alice's Adventures in the New Wonderland: Selling the Railroad through popular Gendered Discourse."

**Don Abel, Professor of Philosophy**

Funding for \$245 for a Web-based course titled "Consciousness: The WebCourse," originating at the University of Arizona, Tucson, January 22 – April 9, 2007.

**Jim Blahnik, Associate Professor of Computer Science**

Funding for \$500 for travel to Sebring, FL to use the Ariens Company research facility, January 4-16, 2007, to use their research facility to continue the development of our SNC robotic lawn machines.

**Bill Hyland, Adjunct Assistant Professor of Latin and Humanities, and Director of the Center for Norbertine Studies**

Funding for \$100 for travel to Milwaukee, WI to participate in American Catholic Historical Association, March 29-31, 2007, to present a paper titled "The Incarnation, Reform and the Unity of the Church: a Sermon of Master Johannes Wifflet, O. Praem, for the Feast of the Annunciation at the Council of Basel (1432)."

**Terry Jo Leiterman, Assistant Professor of Mathematics**

Funding for \$500 for travel to New Orleans, LA to participate in Project NExT/Young Mathematician's Network Session at the Joint Mathematics Meeting, January 4-8, 2007, to present a poster titled "Spinning Rods: Experiments and Theory," to participate in a series of workshops, and to judge an undergraduate poster session.

**Steve Westergan, Adjunct Instructor of Humanities**

Funding for \$250 for travel to Honolulu, Hawaii to participate in Hawaii International Conference on Arts and Humanities, January 11-15, 2007, to present a paper titled "Anxiety and Reversal in Dante's *Paradiso*."

**Kendall Speten, Teaching Fellow in Communication**

Funding for \$180 for travel to San Antonio, TX to participate in the National Communication Association Annual Meeting, November 15-18, 2006, to attend the short course titled "The Classroom as a Site for Active Connection-Building: Using Peer Workshops in the Public Speaking Course."

**Susan Landt, Assistant Professor of Education**

Funding for \$500 for travel to Milwaukee, WI to participate in the Wisconsin State Reading Association convention, February 8-10, 2007, to present a paper titled "The Best of the Best: Multicultural Reading Committee's Recommendations for Children's and Young Adult Literature," and "Multicultural Literature in the Classroom."

**Melanie Brown, Director of Writing Across the Curriculum and Writing Center, and Assistant Professor of English**

Funding for \$500 for travel to Chicago, IL to participate in High and Low Culture: 48th Annual Midwest Modern Language Association Convention, November 10-12, 2006, to present a paper titled "'Little pile of them in a tool box': eBay and the Re-Emergence of the Little Blue Books, 1919-1978."

**Bola Delano, Assistant Professor of Education**

Funding for \$500 for travel to Phoenix, AZ to participate in the 16th Annual International Conference for the National Association for International Education, November 7-12, 2006 to present a paper titled "Electronic Multicultural Teaching Resources Guides (EMTRGs) as a Tool for Sustaining Voices Beyond the College Classroom."

**John Holder, Associate Professor of Philosophy**

Funding for \$500 for travel to Columbia, SC to participate in the Annual Meeting of the Society for the Advancement of American Philosophy, March 7-11, 2007 to be Chair and Commentator for a panel titled "Buddhism and Pragmatism."

**Marcie Paul, Associate Professor of Spanish**

Funding for \$500 for travel to Chicago, IL to participate in the Midwest Modern Language Association Convention, November 9-11, 2006 to present a paper titled "The Criminal as Electron: Physics and Detection in Jorge Volpi's *En busca de Klingsor*" in a special session on the "género negro," the Spanish detective novel.

**David Duquette, Professor of Philosophy**

Funding for \$500 for travel to St. Louis, MO to participate in the 2006 meeting of the American Section of the International Association for Philosophy of Law and Social Philosophy, November 2-5, 2006 to present a commentary titled "Reply to Stephen Nathason on Utilitarianism and the Ethics of War."

**Frederick Schmidt, Professor of Music**

Funding for \$500 for travel to Madison, WI to participate in the 2006 Wisconsin State Music Conference, October 25-27, 2006 to present as Conductor of the St. Norbert Community Band.

**Jason Senjem, Assistant Professor of Business Administration**

Funding for \$500 for travel to Cleveland, OH to participate in A Global Forum called by The Academy of Management, The United Nations Global Compact, and the Case Weatherhead School of Management, October 22-25, 2006 to present a paper titled "Creating Sustainable Value through Motivation."

**Ikuko Torimoto, Associate Professor of Japanese**

Funding for \$500 for travel to Honolulu, Hawaii to participate in the International Conference on Arts and Humanities, January 12-15, 2007 to present a paper titled "Okina Kyuin's Work as Editor for Two Leading Japanese American Newspapers on the West Coast: The Ofu Nippo (The Sacramento Daily News) and the Nichibei Shimbun (The Japanese-American News) Between 1914 and 1924."

**Tom Conner, Professor of French**

Funding for \$500 for travel to Honolulu, Hawaii to participate in the International Conference on Arts and Humanities, January 12-15, 2007 to present two papers titled "Hamsun and Kafka: Small World" and "The Dreyfus Affair and Bernard Lazare: An Intellectual Saint and Prophet, or Disillusioned Sionist and Unrepentant Anarchist?"

**Tom Reynolds, Associate Professor of Religious Studies**

Funding for \$500 for travel to Ottawa, Canada to participate in the *Colloquium on Violence and Religion*, May 31-June 4, 2006 to present a paper titled "The Creative Desire for God: Mimesis beyond Violence in Monotheistic Traditions."

**Stuart Korshavn, Associate Professor of Psychology**

Funding for \$500 for travel to New Orleans, LA to participate in the American Psychological Association, August 10-13, 2006 to present a paper titled "Recognition Test of Psychological Literacy."

**Anindo Choudhury, Assistant Professor of Biology**

Funding for \$500 for travel to Glasgow, Scotland to participate in the 11<sup>th</sup> International Congress of Parasitology, August 6-11, 2006 to present three papers titled: "Species Boundaries in *Bothriocephalus Cuspidatus* (Cestoda: Bothriocephalidae): A Parasite of North American Freshwater Fishes," co-authored with R. C. Johnson (SNC 2006), S. G. P. Hoffmann (SNC 2005), and P. J. Bernardy (SNC 2006); "Phylogenetics and Biogeography of Genus *Crepidostomum* (Trematoda: Allocreadiidae), Parasites of North Temperate Freshwater Fishes," co-authored with R. C. Johnson (SNC 2006); and "Systematics and Biogeography of Lissorchiidae (Trematoda), Parasites of Cypriniform Fishes," co-authored with P. A. Nelson (North/South Consultants, Inc.).

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

Funding for \$500 for travel to Edinburgh, Scotland to participate in the International Meeting of the Society for Biblical Literature, July 2-6, 2006, to present a paper in the Wisdom Literature of the Hebrew Bible section.

**Mark Bockenbauer, Associate Professor of Geography**

Funding for \$500 for travel to Singapore to participate in the Semester At Sea Voyage 2006, July 8-August 22, 2006, to be content lecturer, a teaching strategies leader, and presenter of a set of lectures on regional and thematic geography.

**Kathy Molnar, Assistant Professor of Business Administration**

Funding for \$500 for travel to Reno, NV to participate in the International Association for Computer Information Systems, October 4-7, 2006, to present a paper titled "Collaborative Teaching: Changing the Way We Educate Computer Information System Majors," co-authored with Dr. McVey and Dr. Pankratz.

**Stephen Rupsch, Assistant Professor of Communications, Media & Theatre and Director of Theatre Program**

Funding for \$500 for travel to Chicago, IL to attend the Association for Theatre in Higher Education Conference, August 3-6, 2006, to confer with other theatre programs in order to brainstorm and find out what will be applicable to the revamping of the Theatre Program, and to expand on your dissertation.

**Russ Feirer, Associate Professor of Biology**

Funding for \$500 for travel to Oxford, England to participate in the Gordon Research Conference on Salt & Water Stress in Plants, September 2-7, 2006, to present a paper titled "Arginine Decarboxylase and Water Stress in Primitive Plants."

**Karlynn Crowley, Assistant Professor of English**

Funding for \$500 for travel to Chicago, IL to participate in Midwest Modern Language Association 48<sup>th</sup> Annual Convention, November 12, 2006, to chair the panel "Women in Literature" and presenting a paper titled "Soul Work: Oprah and the Black New Age."

**Bradford Ellis, Assistant Professor of Spanish**

Funding for \$500 for travel to Washington, D.C. to participate in the Association of Women Writers of Spain and the Americas, October 4-7, 2006, to present a paper titled "Identity Transgression and Disguise in Zayas and Cervantes: Literary Representations of Morisco Culture in Early Modern Spain."

**Wayne Patterson, Professor of History**

Funding for \$500 for travel to Boston, MA to participate in the 58<sup>th</sup> Annual Meeting of the Association for Asian Studies and the North American Steering Committee of the International Society for Korean Studies, March 21-25, 2007, to be an inaugural officer of the North American Steering Committee, representing the United States and Canada.

**Iris Jenkel, Assistant Professor of Business Administration**

Funding for \$500 for travel to Charleston, SC to participate in the Atlantic Marketing Association Annual Conference, September 26 – October 1, 2006, to present a paper titled "Brad Pitt and Peyton Manning: Is Generation Y 'Buying' What They are Selling?" co-authored with Joy Pahl.

**Joy Pahl, Assistant Professor of Business Administration**

Funding for \$500 for travel to Charleston, SC to participate in the Atlantic Marketing Association Annual Conference, September 26 – October 1, 2006, to present a paper titled "Brad Pitt and Peyton Manning: Is Generation Y 'Buying' What They are Selling?" co-authored with Iris Jenkel.

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

Funding for \$500 for travel to Portland, OR to participate in the Society for the Scientific Study of Religion, October 18-22, 2006, to present a paper titled "A Survey of Models to Explain the Success of Megachurches: The Market for Religious Affiliation."

**Tim Flood, Professor of Geology**

Funding for \$500 for travel to Philadelphia, PA to participate in the National Meeting of the Geological Society of America, October 23-26, 2006, to present a paper titled "Growing Pains: Three New Geoscience Programs Address Growth Issues."

**Matthew Stollak, Assistant Professor of Business Administration**

Funding for \$500 for travel to Arlington, VA to participate in Society for Human Resource Management Annual Leadership Conference, November 9-12, 2006, for your appointments as Wisconsin State Foundation Director, Student Chapter Advisor for SNC, and as President of the Green Bay Area SHRM Chapter.

**Jim Neuliep, Professor of Communication**

Funding for \$500 for travel to San Antonio, TX to participate in the National Communication Association Convention, November 16-20, 2006, to teach a course titled "Teaching the College Course in Intercultural Communication."

**Deborah Anderson, Associate Professor of Biology**

Funding for \$500 for travel to Ottawa, Ontario, Canada to participate in the Annual Society of Vertebrate Paleontology meeting, October 18-21, 2006, to present your paper titled "Newly discovered partial cranium of *Acritoparamys francesci* (Rodentia: Ischyromyidae) from the Bighorn Basin, Wyoming supports a change in classification to the Subfamily Paramyinae."

**Paul Ngo, Associate Professor of Psychology**

Funding for \$500 for travel to Charleston, SC to participate in the Atlantic Marketing Association Conference, September 27 – October 1, 2006, to present a paper titled "Sad Movies Always Make Me Cry."

## Appendix H

### Student Academic Travel Awards

#### **Sigma Tau Delta National English Honors, Pittsburg, PA, March 28-April 1, 2007**

**Stuart Ninabuck**, a Junior English and History Major, received funding to read a short fiction and creative writing piece.

**Meredith Meier**, a Senior English Major and Business Administration Minor, received funding to present a paper titled "Derailing the Fear of Homosexuality in the 1940s and 1950s: Tennessee Williams and A Streetcar Named Desire."

**Bridgette Flasch**, a Sophomore English and Secondary Education Major, received funding to present a paper titled "Confronting Racism with Integrity."

**Zachary Willis**, a Senior English Major and American Studies Minor, received funding to present a paper titled "James Bond: The Evolution of a Spy."

**Andrew Caldie**, Senior English Major & Music Minor, received funding to present a paper titled "Humor and Horror: Alternative Visions of Death in James Joyce's Ulysses."

**Kalin Lebrun**, a Junior English Major with emphasis on Creative Writing, received funding to present a paper titled "Remember to Breathe" Collection Name."

**Stefanie Jochman**, a Senior English Major with Secondary Certification, received funding to present a paper titled "Words of Lead": Emily Dickson and the Grief of the Civil War."

**Michael Thiel**, a Senior English Major with Creative Writing Emphasis and Music Minor, received funding to present a paper titled "Hum My Story."

**Rebecca Krus**, a Senior English Major, received funding to participated as Academic Paper and Session Chair.

**Holly Mophew**, a Senior English and Psychology Major, received funding to present a paper titled "And This Kept the Cold Out."

#### **Wisconsin Psychology Association, Madison, WI, April 11-12, 2007**

**Kelly Kubichka**, a Junior Psychology Major, received funding to present a paper titled "Psychology Methods course on the Effects of Serial Position on the Recall of Television Commercial."

**Amanda Gollhardt**, a Junior Psychology Major, received funding to present a paper titled "Psychology Methods course on the Effects of Serial Position on the Recall of Television Commercial."

#### **Wisconsin Section of the MAA, Eau Claire, WI, April 20-21, 2007**

**Kyle Diederich**, a Sophomore Math Major (Secondary Education) and Computer Science Minor, received funding to present a paper titled "Measuring Diskivity and Finding Intersecting Regions," with Ryan Pavlik.

**Ryan Pavlik**, a Sophomore Math and Computer Science Major and Spanish Minor, received funding to present a paper titled "Sophomore Math and Computer Science Major and Spanish Minor," with Kyle Diederich.

#### **American Society of Microbiology, Toronto, Canada, May 21-25, 2007**

**Nicholas Rankin**, a Senior Biology Major, received funding to present a paper titled "Using multimedia as a pedagogical tool to enhance learnin in a science laboratory."

#### **Institute of Lake Superior Geology Annual Meeting 2007, Lutsen, MN, May 9-12, 2007**

**Dan Costello**, a Senior Geology and English Major, received funding to present a paper titled "Origin of a mafic pegmatite within the 1.1 Billion Year Old Duluth Complex, Northeastern MN."

**Renata Jasinevicius**, a Senior Geology Major, received funding to present a paper titled "Paleoenvironmental Reconstruction of a Lower Paleozoic Stromatolite Reef Northeastern Wisconsin."

**Troy Boisjoli**, a Senior Geology Major, received funding to present a paper titled "Paleoenvironmental Reconstruction of a Lower Paleozoic Stromatolite Reef Northeastern Wisconsin."

#### **Midwest Sociological Society Conference, Chicago, IL, April 4-7, 2007**

**Amanda Fischer**, a Senior Sociology, Human Services Major, received funding to present a paper titled "Factors of Social Integration and Student Satisfaction Among Freshmen College Students."

**Kristen Buettner**, a Senior English Major and Sociology and Business Administration Minors, received funding to present a paper titled "The Effects of Family Upbringing and Structure on College Students' Attitudes About Gender Roles."

**Beau Becker**, a Sociology Major and Psychology Minor, received funding to present a paper titled "The Effect of Gender, Socioeconomic Status, and the Childhood Experience of Parental Models on College Student Attitudes toward Future Life Plans Regarding the Balance of Work and Family."

**Kennedy Center American College Theatre Festival, Milwaukee, WI, Jan. 9-13, 2007**

**Elizabeth Dallmeyer**, a Freshman History Major, received funding to present a scene from the play *Fuddy Meers*.

**Nick Glass**, a Freshman Communication, Media & Theatre Major, received funding to present a scene from the play *Fuddy Meers*.

**7th Annual Fall Conference for Ethics and Culture, "Modernity: Yearning for the Infinite", South Bend, IN, Nov. 29-Dec. 3, 2006**

**David Echelbarger**, a Senior Philosophy and Religious Studies Major, received funding to attend the conference as an undergraduate participant.

**17<sup>th</sup> Annual Argonne Symposium for Undergraduates in Science, Engineering, and Math, Argonne, IL, Nov. 3-4, 2006**

**Alyssa Kurth**, a Sophomore Biology Major and Chemistry Minor, received funding to present a paper titled "Aulacoseira Colony Size in Trout Lake."

**Amanda McGovern**, a Junior Chemistry Major, received funding to present a paper titled "Investigation of the CECL3 Promoted Rearrangements on N-Sulfinylindoles"

**Amber Schuh**, a Junior Biochemistry Major and Biology Minor, received funding to present a paper titled "The Effect of Modafinil on the Human Dopamine Transporter."

**Christopher Le Clair**, a Sophomore Chemistry Major and Biology Minor, received funding to present a paper titled "Calcium Driving Conformational Change in Synaptotagmin Isoforms."

**Jamie Wieting**, a Junior Chemistry Major and Biology Minor, received funding to present a paper titled "Investigation of the Synthesis of Modafinil Analogs."

**Kristi Keller**, a Junior Chemistry and Biomedical Science Majors, received funding to present a paper titled "The Synergistic Effects of Antimicrobial Polymers: Synthesis, Characterization, and Antimicrobial Testing."

**Laura Kubista**, a Junior Chemistry Major and Biology Minor, received funding to present a paper titled "Synthesis and Study of New Acrylate-Based Hydrogen Bonding Promoters."

**Tim Berto**, a Senior Chemistry Major, received funding to present a paper titled "Asymmetric Derivatives of Copper(I) Phenanthrolines."

**National Women's Studies Association, 27th Annual Conference: "Locating Women's Studies: Formations of Power and Resistance", Oakland, CA, June 14-18, 2006**

**Cassandra Voss**, a Sophomore Women's and Gender Studies and English Majors, received funding to present a paper titled "Fear of Feminism Exploring Undergraduate Perceptions."

**Catherine Orecchia**, a Sophomore English and Spanish Studies Majors, received funding to present a paper titled "Analyzing Strategies for Women's Centers at Religiously-Affiliated Schools."

**Laura Miller**, a Sophomore Philosophy and English Majors, received funding to present a paper titled "Community and Conflict: LGBTQ Issues in the Catholic Institution."