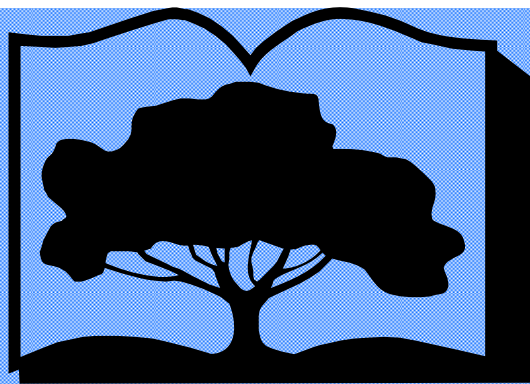


Twenty-Fourth Annual Report 2008-2009



The Office of
FACULTY
DEVELOPMENT



TWENTY-FOURTH ANNUAL REPORT: 2008-2009

OFFICE OF FACULTY DEVELOPMENT

ST. NORBERT COLLEGE

DE PERE, WISCONSIN

Linda Beane-Katner, Director

August 1, 2009

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PREFACE

I am very pleased to share with you the *2008-2009 Annual Report for the Office of Faculty Development*. The Faculty Development Program at St. Norbert College is first and foremost a collaborative effort, and dependant upon the support and cooperation of the entire academic community: faculty, administrators, support staff, and students. The Program's success results from this collegial support plus the hard work of a dedicated Faculty Development Committee and Office of Faculty Development Team. I would like to express my sincere and heartfelt thanks to each of you for helping make the St. Norbert College Faculty Development Program so successful.

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

INTRODUCTION

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

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

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

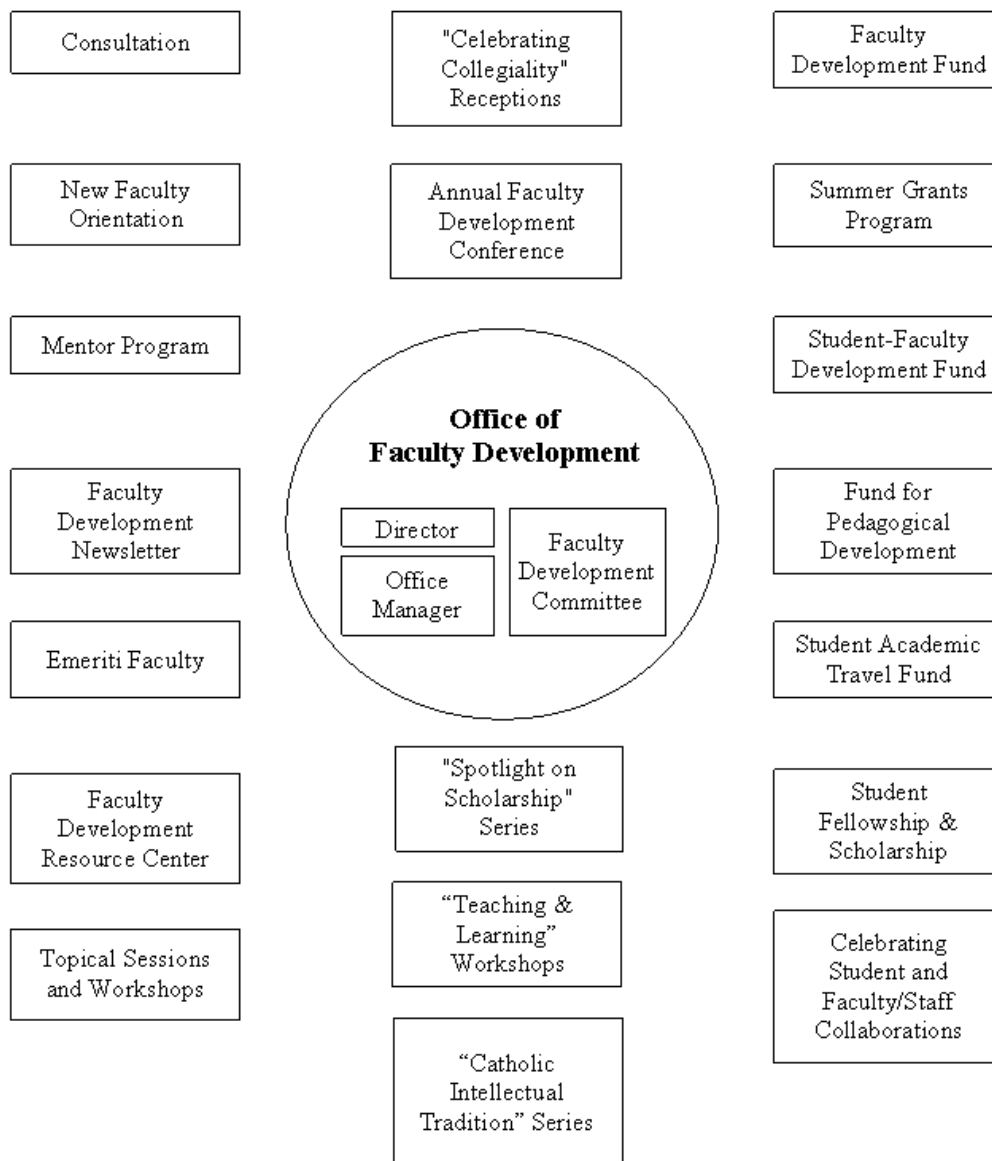
The Director began the task of designing a St. Norbert College Faculty Development Program by gathering input through a faculty survey. After collating the responses, he drafted a working paper that was subsequently discussed in small groups by the entire faculty in August, 1984, at the Fall Faculty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

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

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

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

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



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

During the 2006-2007 academic year, Dr. Linda Beane-Katner, Associate Professor of French, served as Interim Director of Faculty Development when Dr. Cortez was on a one-year leave of absence. Dr. Cortez decided not to return to her position of Director, and a search was conducted during the spring semester 2007. At the end of the semester, Dr. Beane Katner was appointed as Director of Faculty Development.

PHILOSOPHY AND OBJECTIVES OF THE FACULTY DEVELOPMENT PROGRAM

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

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

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

PROGRAM ADMINISTRATION

DIRECTOR OF FACULTY DEVELOPMENT

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

- coordinate, direct, and assess the Faculty Development Program
- prepare the agenda for, and to chair, the Faculty Development Committee
- administer the 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 and reflection:
 - “Teaching and Learning” Workshops
 - “Spotlight on Scholarship” Series
 - Topical Sessions and Workshops
 - “Catholic Intellectual Tradition” Series
- administer the program budget
- organize and facilitate the Annual Faculty Development Conference
- author 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 “Celebrating Student and Faculty/Staff Collaborations”
- organize “Celebrating Collegiality” receptions
- act as a facilitator, helping faculty take full advantage of opportunities for pedagogical and professional development
- communicate with the Dean of the College and the faculty periodically on the status and future direction of the Program

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

LETTER FROM THE DIRECTOR

During the 2008-2009 academic year, the vision for the Office of Faculty Development continued to rely on three major principles as a foundation: faculty development as collaborative, responsive to faculty needs, and innovative. The OFD has continued collaboration with many divisions and offices across campus to enrich our programming. This last year we collaborated with the Office of the President, the Office of the Dean, the Division of Student Affairs, the Division of Mission and Heritage, and the Center for Community Service and Learning 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.

The Faculty Development Program worked to advance several initiatives for Academic Affairs and the College this past academic year. Larry Scheich and I co-chaired the Undergraduate Research, Scholarship, and Creative Activities (URSCA) Advisory Group. This group presented a Teaching and Learning Workshop and initiated a faculty-wide discussion to explore the what, why, how, and when of doing URSCA with students. We articulated the need for a Director to lead these efforts, and following a search, John Pennington was appointed in June, 2009.

The Office of the Dean and the OFD offered full funding for a group of students to attend the *National Conference on Undergraduate Research* in April. The FDC accepted and reviewed applications, Scott Kirst served as group leader for the five funded students who traveled to La Crosse, and Gayle Lenz coordinated arrangement efforts. These students also participated in this year's *Celebrating Student and Faculty/Staff Collaborations*. The OFD was particularly pleased that a record 79 students presented at our event, and we are exploring ways to further expand this celebration in the future.

The OFD also supported the first full year of operation of the Center for Community Service and Learning (CCSL), which provides resources to promote and support both academic and co-curricular service-learning. We co-sponsored a brown bag lunch discussion on academic service-learning in the fall and offered a Teaching and Learning Workshop in the spring. The CCSL will announce the Fund for Academic Service-Learning Course Development shortly.

As St. Norbert College explores different vehicles for the delivery of instruction, the Education Department outlined their use of instructional technology in a Teaching and Learning Workshop. Another Teaching and Learning Workshop explored the work done by the Environmental Sustainability Advisory Committee to make the campus more sustainable. We also previewed potential sustainability initiatives of the renovated science building. Finally, to support the College's efforts on diversity and inclusivity, the OFD, the Office of the President, and the Committee on Equity, Diversity, and Inclusion co-sponsored a workshop *Building a More Inclusive Community on Campus*. This workshop will serve as a springboard to a fall Teaching and Learning Workshop on *Fostering Cross-Cultural Competence in the Classroom*.

The FDC continues to work hard to draw stronger connections between the Faculty Development Conferences and the Teaching and Learning Workshops in order to more fully investigate topics of interest and concern to the faculty. Following the 2006 January Conference *Millennials Go to College: Implications for Teaching and Learning*, and the 2008 Teaching and Learning Workshop on *Millennials in the Classroom*, the OFD and the Office of the President will be presenting a workshop dealing with challenging situations and students in the classroom in August 2009. The URSCA efforts are a natural outgrowth of our 2008 Faculty Development Conference *Engaging our Students: Undergraduate Research and Creative Scholarship*. Following our 2009 Faculty Development Conference, *The Scholarship of Teaching and Learning: Discovering the Research Opportunities in Your Teaching*, faculty gathered for informal lunch discussions on how to incorporate SoTL in their classrooms.

Congruent with an increased emphasis on the College's mission, and necessity for faculty to reflect on their contributions to the mission in tenure and promotion applications, the OFD and the division of Mission and Heritage continued the "Catholic Intellectual Tradition" Series. Attendance was robust for discussions of faith and politics in the fall, and ecumenism in the spring. The series will continue this fall with a discussion of academic freedom.

To be an effective Director of Faculty Development, I continue to make every effort to stay abreast of the latest research on the scholarship of teaching and learning, assessment, curricular development, mentoring, student learning outcomes, student profiles, new faculty needs, and the changing academy. To that end, I attended the *Professional and Organizational Network in Higher Education Conference (POD)* in October. At that conference I presented a paper and led a discussion on "Mentoring the Next Generation of Faculty at Small Colleges." At this year's *POD*, I will present a paper "Creating Extended Orientations for the Next Generation of New Faculty." These papers concentrate on the changing nature of the professoriate, and the need of institutions of higher education to be able to change commensurately with new faculty in order to recruit and retain the best professors to serve our students. We have applied the findings of this research to fine tune and improve the year-long New Faculty Orientation and Mentor Programs. In addition, I monitor the active *POD* discussion list that has provided invaluable strategies, tips, and resources to enrich our programs.

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

FACULTY DEVELOPMENT COMMITTEE

The Faculty Development Committee has the following duties and responsibilities:

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

In the 2008-2009 year, the FDC consisted of the following members: Linda Beane-Katner, Director of Faculty Development, *ex officio* and Chair; Melanie Brown, Assistant Professor of English and Director of Writing Across the Curriculum, Division of Humanities and Fine Arts (2010); Charles Jacobs, Assistant Professor of Political Science, Representative at Large (2011); Susan Landt, Assistant Professor of Education, Division of Social Science (2009); Terry Jo Leiterman, Assistant Professor of Mathematics, Division of Natural Science (2010); and Cynthia Ochsner, Assistant Professor of Chemistry, Representative at Large (2011).

The full membership of the FDC met almost weekly during the 2008-2009 academic year. In addition, considerable business was transacted via telephone and e-mail. The Committee spent its early fall meetings planning ongoing programs and fine tuning the program for the Twenty-Second Annual Faculty Development Conference. The Committee developed the criteria and application for full funding for students to attend the *National Conference on Undergraduate Research*. The Committee spent the latter half of the semester reviewing Student-Faculty Development Endowment Fund applications.

The Committee reviewed the NCUR and Summer Grant applications in the spring, and refined eligibility guidelines and selection criteria for the FDF, the SFDEF, the Fund for Pedagogical Development, Student Academic Travel (SAT) Fund, and Summer Grant awards. The FDC also reviewed the budget situation for fiscal year 2010 and made recommendations about resource allocation that were communicated to the faculty. Finally, the FDC spent considerable time planning the August 2009 Faculty Development Workshop on dealing with challenging situations and students in the classroom.

As has been pointed out in previous annual reports, the FDC is the OFD's central governance mechanism, providing the means for continuously monitoring, assessing, and meeting the needs of the St. Norbert College faculty. The FDC is a dynamic, hardworking, and active Committee that places considerable demands upon its members. Last year the Committee processed 112 grant applications, as compared to 82 in 2007-2008 and 120 in 2006-2007. The Committee spent a lot of time discussing whether the amount of the Faculty Development Fund and Summer Grant awards is affecting the

number of applications, and whether OFD should raise the amount of the awards. From these discussions and because endowment principals are down for this fiscal year and the percentage we may draw from our endowments has decreased, changes were made in funding from the Office of Faculty Development (OFD) for the fiscal year that started June 1, 2009. The following memo was sent to all faculty on June 15, 2009:

Dear Colleagues,

I would like to inform you of changes in funding from the Office of Faculty Development (OFD) for the fiscal year that started June 1, 2009. As you may know, endowment principals are down for this fiscal year. In addition, the percentage we may draw from our endowments has decreased. The Faculty Development Fund (FDF) and Student-Faculty Development Endowment Fund (SFDEF) both rely on endowment dollars. The FDF, which received \$14,924.47 in 2008-2009, will receive \$6,311.81 in 2009-2010. The SFDEF, which received \$10,849.13 in 2008-2009, will receive \$4,672.73 in 2009-2010.

The Faculty Development Committee reviewed the situation and made recommendations for this fiscal year based on two principles: 1) to prioritize the Faculty Development Fund; and 2) to make a modest gesture towards increasing the dollar amount of awards, which haven't been raised in years, to help support professional development in these challenging economic times.

To accomplish this we are transferring money from the Summer Grant fund and the OFD operating budget to the Faculty Development Fund so that we can offer 36-40 awards (similar to previous years), and increase the award amount from \$500.00 to \$550.00. Because we are transferring money from Summer Grant Awards, we will only be able to offer eight Summer Grant Awards, but we are increasing the award amount from \$1,750.00 to \$2,000.00 for 2009-2010.

Regarding the Student Faculty Development Endowment Fund, we expect to be able to offer four \$1,000.00 awards in 2009-2010. We will not be able to transfer any additional dollars into this fund or increase the award amount.

The Fund for Pedagogical Development will offer at least two \$500.00 awards.

We are all hoping for better economic times in the near future, but for the present, we hope this information helps you plan your professional development activities for this fiscal year.

The FDC would like to propose a five-year plan to increase the dollar amount of all funding sources.

THE 2008-2009 PROGRAM

NEW FACULTY ORIENTATION

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

The new faculty orientation process actually begins months before the August orientation session. During the preceding academic year, the Director meets with all candidates seeking teaching positions, and during these hour-long interviews (about thirty in 2008-2009) describes the Faculty Development Program and begins assessing the professional needs of the candidates. The Director also attends as many of the candidates' class presentations as possible; this practice not only helps generate a well-informed assessment of each candidate's pedagogical skills, but also helps identify areas in which the faculty member might be assisted.

The more formal component of the Orientation Program for 2008-2009 began August 18, 2008 with a two-day acclimation session and continued throughout the year with the six follow-on workshops. Six full-time, tenure track, seven one-year appointment, two adjunct or part-time faculty, and two administrators/staff participated in the NFO Program. Surveys administered directly after the August Orientation Program and at the end of the academic year revealed a very high level of satisfaction with the Program. Participants in NFO for 2008-2009 included:

David Bailey: Assistant Professor of Biology
Christina (Teena) Carroll: Assistant Professor of Mathematics
Candace Dietz: Adjunct Instructor of Spanish
Bonnie Granus: Adjunct Instructor of Spanish
Ashley Hill-Söderlund: Assistant Professor of Psychology
Brandon Hofstedt: Teaching Fellow in Sociology
Kim Kaczmarowski: Instructor and Director of the Human Service Program
Leanne Kent: Visiting Instructor of Philosophy
John Ochsner: Chemical Hygiene Officer
Katherine Ourada: Visiting Instructor in Communication
Karen Park Koenig: Assistant Professor of Religious Studies
Benjamin Prince: Postdoctoral Teaching Fellow
Christina Ritsema: Assistant Professor of Business Administration
Shane Rocheleau: Assistant Professor of Art
Joshua Schulz: Visiting Instructor of Philosophy
Paul Waelchli: Information Literacy and Instruction Librarian
Larry Waggle: Visiting Assistant Professor of Philosophy

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

The full schedule for the New Faculty Orientation Program and Workshops is included here.

**St. Norbert College
Office of Faculty Development**

**New Faculty Orientation Program
August 18 & 19, 2008
Bemis International Center ~ Room 114**

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

Monday - August 18

- 8:15 - 8:45 COFFEE & CONVERSATION**
- 8:45 - 9:05 WELCOME & INTRODUCTIONS**
Dr. Linda Beane-Katner, Director of Faculty Development
- 9:05 - 9:35 DEAN'S WELCOME**
Dr. Michael Marsden, Dean of the College & Academic Vice President
- 9:40 - 10:50 WHO ARE OUR STUDENTS?**
Dr. Bob Rutter, Associate Vice President of Institutional Effectiveness
Dr. Jon Russel, Assistant Professor of Chemistry
Dr. Jack Williamsen, Retention Coordinator & Data Analyst
- 10:50 - 11:00 BREAK & MOVE TO LIBRARY ROOM 227**
- 11:00 - 11:45 THE WRITING PROGRAM & THE WRITING CENTER**
Dr. Melanie Brown, Director of the Writing Center
- 11:50 - 1:00 LUNCH - MEET THE DEAN'S COUNCIL**
Compliments of the Office of Faculty Development
- 1:00 - 2:00 SYLLABUS CONSTRUCTION - STRATEGIES & REFLECTIONS**
Dr. Deborah Anderson, Associate Professor of Biology
Dr. Marcie Paul, Associate Professor of Spanish
Dr. Marc von der Ruhr, Associate Professor of Economics
- 2:00 - 2:15 BREAK TO DRIVE TO ST. NORBERT ABBEY**
- 2:15 - 2:45 A CONVERSATION ABOUT MISSION & HERITAGE**
Fr. Jay Fostner, Vice President of Mission & Heritage
- 2:45 - 4:15 ABBEY TOUR AND RECEPTION**

Tuesday - August 19

- 8:15 - 8:45 COFFEE & CONVERSATION**
- 8:45 - 9:00 PRESIDENT'S WELCOME**
Mr. Tom Kunkel, President
- 9:00 - 9:25 MENTOR PROGRAM**
Dr. Linda Beane-Katner, Director of Faculty Development
- 9:25 - 10:40 SURVIVING THE FIRST FEW WEEKS &
ADVICE FOR THE FIRST YEAR**
Dr. Stephen Rupsch, Assistant Professor of Theatre Studies
Dr. Charley Jacobs, Assistant Professor of Political Science
Dr. Cyndi Ochsner, Assistant Professor of Chemistry
- 10:50 - 11:50 FACULTY RESPONSIBILITIES AT ST. NORBERT COLLEGE:
INSTRUCTIONAL, COLLEGIAL, AND PROFESSIONAL
THE DIVISIONAL ASSOCIATE DEANS**
Dr. Jim Benton, Social Science
Dr. David Duquette, Humanities & Fine Arts
Dr. Larry Scheich, Natural Science
- 11:50 - 1:00 LUNCH - GREETINGS FROM THE PRESIDENT'S CABINET**
Compliments of the Office of Faculty Development
- 1:00 - 1:15 FACULTY CHAIR WELCOME**
Dr. John Dose, Faculty Chair
- 1:15 - 1:30 KNIGHTLINE**
Mr. Jeff Ritter, Associate Professor of Business Administration,
Director of Academic Advising, and Director of First Year Initiatives
- 1:30 - 2:00 ACADEMIC SUPPORT SERVICES**
Ms. Karen Goode-Bartholomew, Director of Academic Support Services
- BREAK & MOVE TO JMS 212**
- 2:10 - 3:40 INFORMATION SERVICES**
Ms. Felice Maciejewski, Library Director and Interim Associate Vice
President for Information Services
Ms. Sally Hansen, Interim Assistant Director of the Library
Mr. John Beck, Director of Information Technology
Mr. Tom Smith, Director of Technology Support Services

- 5:30 - 7:00 NEW FACULTY WELCOME PICNIC**
Ray Van Den Heuvel Family Campus Center Patio

New Faculty Orientation Workshops 2008-2009

NFO Workshop 1: Tuesday, September 2, 3:00 – 5:00 p.m., Alumni House

Barbara Bloomer, PHN, RN, Director of Health and Wellness Services (H&WS), which encompasses healthcare, mental health, and health promotion discussed policies and procedures related to the mental and physical well-being of our students (and us). Dr. Kurt Weber, staff psychologist in H&WS, talked about the counseling programs and services offered to faculty and students. We had a few minutes to discuss any issues, items, or questions new faculty had encountered during the first week. Following these presentations, we had a social with Student Affairs Staff from 4:00 to 5:00 p.m., which was a nice opportunity to meet colleagues in Student Affairs.

NFO Workshop 2: Tuesday, September 30, 3:00 – 4:30 p.m., Union Shield Room

Anindo Choudhury, Associate Academic Dean and Associate Professor of Biology and Environmental Science, and 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 Honors Program.

NFO Workshop 3: Tuesday, October 28, 3:00 – 4:30 p.m., Todd Wehr Library

Felice Maciejewski, Library Director and Interim Associate Vice President for Information Services, along with librarians Sally Hansen, Kim Boldt, Sally Cubitt and Paul Waelchli identified popular library resources for faculty and explained procedures for interlibrary loan, electronic reserves, book and journal acquisition, and copyright. We also had time to discuss SOOTs and other issues related to teaching during the first year.

Christmas Lunch: Wednesday, December 10, 11:30 a.m. – 1:30 p.m., Bemis International Center

NFO Workshop 4: Tuesday, February 3, 3:00 – 5:00 p.m., Bemis International Center

This workshop introduced 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, Language Services, International Student Recruitment, 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, shared information about the international student population at St. Norbert College. The workshop began at 3:00 p.m. and, following the presentations, the staff of the Center for International Education invited us to a wine and cheese social.

NFO Workshop 5: Tuesday, March 3, 3:00 – 4:30 p.m., Union Shield Room

Dan Robinson gave an orientation to the Center for Community Service and Learning; Julie Massey gave an overview of Faith, Learning, and Vocation; and Kelly Ball-Stahl introduced Grant Seeking at the College. Following those presentations, we reviewed upcoming events and discussed committees and voting.

NFO Workshop 6: Tuesday, April 14, 3:00 – 4:30 p.m., Union 201 BC

The last of our New Faculty Orientation Workshops concentrated on wrapping up the first year and moving on successfully. Fellow colleagues discussed the First-Year Review and preparing for tenure and promotion. We discussed the Teaching Portfolio, SOOTs, Faculty Development Funds and Grants, and new faculty's thoughts on the New Faculty Orientation Program and Workshops.

MENTOR PROGRAM

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

We offered a mentor training session in mid-September to help clarify expectations for mentors and discuss best practices in mentoring. Successful mentor-mentee pairs from the past shared their experiences and new mentors brainstormed with experienced mentors about mentoring strategies. We were able to offer resources to mentors in order to facilitate their interaction with their new colleagues, including a copy of Brad Johnson's useful publication, *On Being a Mentor: A Guide for Higher Education Faculty*. Furthermore, the OFD provided funding to facilitate interaction between mentor pairs. In addition, the Director gave a presentation on and discussion about effective mentoring at the New Faculty Orientation program in the fall of 2008.

We extend heartfelt thanks for the mentors who assisted our new colleagues during the 2008-2009 academic year: Kevin Hutchinson; Iris Jenkel; Paul Johnson; James Neilson; Brian Pirman; Sandy Odorzynski; Ray Zurawski; Paul Wadell; Larry Scheich; Donald Abel; Mark Bockenbauer; Bridget Burke Ravizza; Kari Cunningham; John Frohlinger; Russ Feirer; John Neary; and Marcie Paul.

ANNUAL FACULTY DEVELOPMENT CONFERENCE

The Twentieth-second Annual Faculty Development Conference, *The Scholarship of Teaching and Learning: Discovering the Research Opportunities in Your Teaching* was held on January 22, 2009. The conference was facilitated by Drs. Michael Smith and Rebecca Nowacek. Dr. Michael Smith is Assistant Professor of History and Environmental Studies at Ithaca College. Dr. Rebecca Nowacek is Assistant Professor of Rhetoric and Composition at Marquette University. Drs. Smith and Nowacek were named Scholars at the Carnegie Academy for the Scholarship of Teaching and Learning for 2005-2006. In addition to having presented their own investigations of learning at numerous disciplinary and cross-disciplinary conferences, they have co-edited a book on the Scholarship of Teaching and Learning, *Citizenship Across the Curriculum*, to be published by Indiana University Press in 2009.

Scholarly reflection on our teaching helps us better educate our students and contributes to the mission of St. Norbert College which calls us to "*cultivate a love of lifelong learning through excellence in teaching.*"

Becoming a scholar of teaching and learning is quite simply taking the questions we all have about student learning in our classrooms and trying to answer them as a scholar would: design a study that would yield evidence, collect and analyze that evidence, and share the results of your research in a public forum. SoTL provides opportunities to reflect critically on our teaching, resulting in new ways of engaging students in our classrooms. As educators at St. Norbert College, we are called to be teacher-scholars, and SoTL provides a rich opportunity to connect the two.

This year's Faculty Development Conference on the scholarship of teaching and learning explored the following questions:

- What is SoTL?
- How do I practice it?
- Am I already doing SoTL?
- How does it benefit me, my students, and the College?
- How do I write a SoTL article, and where do I publish this work?
- How does St. Norbert College recognize SoTL research and publication?

The program included comments by Dr. Cynthia Oschner on her experiences with SoTL in the classroom. 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 approximately 60 faculty, staff, and administrators participating. However, the concurrent offering of 20 J-Term classes understandably affected attendance. The FDC has discussed this issue at length and is recommending that we move the Annual Faculty Development Conference away from January for 2010.

Faculty development is always a community effort, and the Annual Faculty Development Conference is no exception. Only through the cooperation of many members of the St. Norbert College academic community is the implementation of a major conference like this one made possible. We are very fortunate to have such a cooperative spirit alive and well on this campus.

The full conference program is included on the next page.

Faculty Development January Conference

The Scholarship of Teaching and Learning: Discovering the Research Opportunities in Your Teaching

8:15 - 8:45 Coffee and Conversation

8:45 - 9:00 Welcome and Introduction

9:00 - 9:45 **Defining Scholarship, Scholarly Teaching, and the Scholarship of Teaching and Learning**

What is scholarship—generally and as it is conceived at St. Norbert College
What is scholarly teaching
What is the scholarship of teaching and learning

Roundtable Discussion: What teaching experiences have generated questions about how students learn? *Both positive and negative experiences can lead to scholarly inquiry.*

9:45 - 10:00 Break

10:00 - 11:00 **Doing the Scholarship of Teaching and Learning**

History of SoTL and the idea of building a *Teaching Commons*
Genesis of presenters' own SoTL work

Roundtable Discussion: Based on "Preparing for the Scholarship of Teaching and Learning"

11:00 - 11:15 Break

11:15 - 12:15 **Analyzing and Making Public Your Investigations into Learning**

Design and implementation

The view from Institutional Review Board: Ray Zurawski, Associate Professor of Psychology

Dissemination of SoTL work

Professional recognition for tenure and promotion

Assessment and SoTL: Bob Rutter, Associate Vice President for Institutional Effectiveness

SoTL in action at St. Norbert College: Cynthia Ochsner, Assistant Professor of Chemistry

Roundtable Discussion: Building a Culture of SoTL on Campus: Toward a *Teaching Commons* at St. Norbert College

12:15 - 12:30 Wrap-Up

12:30 Lunch

“TEACHING AND LEARNING” WORKSHOPS

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

September 12, 2008

“Promoting Undergraduate Research, Scholarship, and Creative Activities at SNC”

Larry Scheich, Professor of Chemistry & Associate Dean of Natural Science

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

Brian Pirman, Associate Professor of Art

Jason Senjem, Assistant Professor of Business Administration

Scott Kirst, Assistant Professor of Education

Five SNC faculty members participated in the Council on Undergraduate Research conference *Frontiers and Challenges in Undergraduate Research* in June 2008 and these colleagues shared what they learned. This workshop examined the many forms that undergraduate research, scholarship, and creative activities can take across the divisions at a liberal arts institution. Also discussed was the challenges and benefits of engaging students in URSCA. We aimed to build on the 2008 January Faculty Development conference and expand URSCA at St. Norbert College.

November 14, 2008

“Enhancing Your Courses Using Online Discussions, Resources, and Learning Objects”

Bola Delano, Assistant Professor of Education

Mary Greenlaw, Associate Professor of Education & Chair of Teacher Education

Scott Kirst, Assistant Professor of Education

Krissy Lukens, Instructional Technology Specialist

Reid Riggle, Associate Professor of Education

This workshop intended to provide information and encourage dialogue about engaging students using online discussions, learning objects, and resources while maintaining the high quality of instruction present at SNC. Some topics discussed include: levels of online integration, challenges and benefits of online learning objects and discussions, and limits of online or hybrid teaching models.

February 20, 2009

“Into the Streets: Academic Service-Learning and Community Based Learning at SNC”

Bobbi Timberlake, Founding Director of the Service-Learning Program at Marquette University

Deirdre Egan, Assistant Professor of English & Director of American Studies

Wendy Scattergood, Assistant Professor of Political Science

Larry Scheich, Professor of Chemistry & Associate Dean of Natural Science

Is service-learning a fad or a legitimate pedagogy? Why would faculty choose to use this teaching/learning method? Does it mean we have to give students grades or credit for picking up trash in the neighborhood? How much extra time is involved? How does it benefit students? Faculty? The community? Is it a fluffy addition to a course? An easy "A?" This workshop helped provide answers to these questions. We discussed what service-learning is (and isn't); how to decide whether it would work for a course you teach; and how to design the course with a service-learning component. Resource materials were provided.

April 17, 2009

"The Other Three Rs in the Classroom: Reduce, Reuse, Recycle"

Mark Bockenbauer, Associate Professor of Geography

Lew Pullen, Manager of Mechanical Systems

Larry Scheich, Professor of Chemistry & Associate Dean of Natural Sciences

St. Norbert College is committed to reducing its environmental impact and "achieving carbon

neutrality as soon as possible." Members of the SNC community and the Environmental Sustainability Advisory Committee shared a brief overview of efforts designed to achieve the *Presidents Climate Commitment*. We shared and discussed ideas for integrating sustainability into SNC curriculum and extra-curricular experiences. Design and utilization of a renovated John Minahan Science Building as a green teaching and learning center was also discussed.

“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 eighteen attendees at each session, included:

September 10, 2008

Wayne Patterson, Professor of History

“In the Service of His Korean Majesty: William Nelson Lovatt and the Origins of the Pusan Customs, 1876-1888”

When discussing Korea's "Chinese Decade," roughly defined as the dozen or so years prior to the Sino-Japanese War of 1894-1895, most of the attention is focused on the heavy-handed activities of the Chinese "Resident" Yuan Shikai in Seoul. Less well known is that part of this Chinese effort to control Korea involved the absorption of Korea's newly-formed Maritime Customs Service. Using the recently uncovered correspondence of one of Korea's first customs commissioners, this talk discussed some heretofore unknown aspects of this attempted takeover by China during the late Choson period.

October 16, 2008

Brian Pirman, Associate Professor of Art

“IMAGES - A Photographic Journey”

Brian discussed his spring 2008 sabbatical, when he drove from De Pere, Wisconsin to Santa Fe, New Mexico and back. On his way, he photographed the American landscape and what he calls "Lost Americana." This includes old signs, buildings, landscapes, etc. He stayed off the interstate and took mainly county roads. Brian stayed in Santa Fe for approximately a month. He took many photographs there while attending several photographic workshops on digital photography. After his return, Brian published a book of the photographs. Brian shared his journey and discussed some of the more interesting photographs and experiences. He also discussed how his book was published with Blurb and gave some insight to how to publish a book using this software.

November 19, 2008

Paul Bursik, Associate Professor of Business Administration

“Impatience and Opportunity in the Trading Market for Draft Picks in the National Football League”

Paul discussed his research on the efficiency of the market for NFL draft picks, which is part of his sabbatical project from fall 2007. The sabbatical project looked at anomalies in professional sports from an economic perspective. Economists tend to assume that businesses, including sports teams, act in ways that display both intelligence (they do not make systematic mistakes) and self-interest (they want to make money). When we observe outcomes that seem to be at odds with either of these assumptions, it constitutes a potential anomaly. Drawing from a growing literature on behavioral finance and behavioral economics, many of these anomalies in sports can be partially explained by the imperfect way that we analyze problems and make decisions as humans. Paul provided an introduction to this literature and considered the case of the trading market for NFL draft picks as an example.

February 16, 2009

John Neary, Professor of English

“SHADOWS AND ILLUMINATIONS: Literary Journeys to the Dark Side”

Why are we humans fascinated by stories of journeys to the dark side? Do all of us Dr. Jekylls have an inner, secret Mr. Hyde? Is there some kind of spiritual illumination that ironically comes from darkness and melancholy? Questions such as these drove John's spring 2008 sabbatical, in which he worked on a book called "Shadows and Illuminations: Literature as Spiritual Journey." He dove into such works as Hawthorne's short story "Young Goodman Brown," Kubrick's film *Eyes Wide Shut*, Toni Morrison's *Sula*, and Jonathan Safran Foer's *Everything Is Illuminated* to examine the spiritual dimensions of the human quest for "the heart of darkness." He looked at writers and artists who go on imaginative voyages to a realm of shadow and uncanny, disturbing discovery that can be a necessary—perhaps even beautiful and life-expanding—part of the search for meaning. Using film clips and illustrations from the literary and theoretical texts he studied, John talked about the book that he has been writing about this topic, and he invited attendees to come with titles of their own favorite works that explore "the dark side."

March 12, 2009

John Pennington, Professor of English

“George MacDonald's *At the Back of the North Wind*: A Critical Edition to Rehabilitate a Literary Reputation”

Donald B. King Distinguished Scholar Award, 2008

George MacDonald (1825-1905)—poet, preacher, novelist, fantasist, and fairy-tale writer— influenced his friend Lewis Carroll and that the children's fantasy novel, *At the Back of the North Wind* (1871) is indebted to *Alice's Adventures in Wonderland* (1865) and that *North Wind* became an influence on *Through the Looking-Glass* (1872). John's sabbatical project was to create a critical, definitive edition of *At the Back of the North Wind*, with textual annotations that help illuminate the text and explain obscure details that a contemporary reader may not understand, such as examining the textual variants of the novel. Furthermore, the project provided the contextual material that places the novel in its historical time period and will contain central critical studies on the novel. Such a critical edition is designed to be used in the classroom, primarily in colleges and universities. Much of John's presentation, however, detailed the reasons *why* such an edition of MacDonald's fantasy is needed: to rehabilitate MacDonald's reputation. John discussed how Christian fundamentalists, ironically guided by C. S. Lewis's assessment of MacDonald, have appropriated the author, marginalizing him from the Victorian canon and creating a false conservative identity for a very radical thinker and writer.

April 23, 2009

Gratzia Villarroel, Director of International Studies and Associate Professor of Political Science

“In the Footsteps of Bartolina Sisa: Indigenous Women, Evo Morales, and the Bolivian Social Revolution”

When Evo Morales took power in Bolivia in 2006, he made the controversial promise to his female followers that instead of creating a Ministry of Gender (as many Bolivian women had expected), he would appoint indigenous women to ministerial positions. Morales kept his promise and not only appointed several indigenous women to high ranking government positions but he also elevated the political status of the powerful indigenous women's union, the *Federación Nacional de Mujeres Campesinas Indígenas de Bolivia*, *Bartolina Sisa*. Why did Evo Morales take this approach towards gender equality? Do indigenous women in high-ranking positions promote policies that advance the status of all Bolivian women? Are political structures in place that guarantee that Bolivian women continue to enjoy high-ranking political positions in a post-Morales administration? Gratzia, the 2007-2008 Santo Domingo Visiting Scholar of the David Rockefeller Center of Latin American Studies at Harvard University, discussed her sabbatical research on the interplay of gender and ethnicity in one of Latin America's most controversial governments.

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

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

Monday, September 15, 2008: 3:00 p.m. ~ 4:15 p.m.

Wednesday, September 17, 2008: 1:45 p.m. ~ 3:00 p.m.

Bridget Burke Ravizza, Assistant Professor of Religious Studies

Paul Wadell, Professor of Religious Studies and Coordinator of Faculty/Staff Development for Faith, Learning & Vocation

Faith and Politics

For many people faith and politics are worlds apart and ought to stay that way. But the Catholic intellectual tradition has steadfastly maintained that a community's faith convictions are relevant to every area of life, including the political realm. Otherwise, one's faith becomes privatized and is seen to matter for one's personal life, but not for the life of society. Nonetheless, as recent national elections have made clear, how faith relates to politics is not always easily discerned, even among members of the same ecclesial community. What is the relation between church authority and one's conscience on these matters? How should church leaders try to influence their members? What should be done when individuals dissent from particular moral teachings? This presentation examined these questions and explored the relationship between faith and politics by attending to recent Catholic teachings on the issue, and by offering some suggestions on how faith communities might best deal with divergent viewpoints among their members.

Tuesday, March 24, 2009: 11:30 a.m. ~ 1:00 p.m.

Wednesday, March 25, 2009: 3:00 p.m. ~ 4:30 p.m.

Julie Massey, Director of Faith, Learning & Vocation

Paul Wadell, Professor of Religious Studies and Coordinator of Faculty/Staff Development for Faith, Learning & Vocation

Moving Toward *Communio*? Ecumenical Challenges in the Church and at St. Norbert College

What do Catholics think about other Christians? What do they think about members of other world religions? Certainly from the time of the Reformation up to the eve of the Second Vatican Council, the Church had a very clear answer to these questions. But inspired by the example of Pope John XXIII and reading "the signs of the times," the Council called Catholics to a genuine change of heart on these matters and the result was the beginning of the ecumenical movement in the Catholic Church. What happened at the Council to bring about these changes? What were Catholics told to think and do differently? And where are we today? What do our students feel about these matters? Moreover, if the Second Vatican Council challenged Catholics to reach out to others, how well do we do this at St. Norbert College? Are we moving toward *communio*? Do we, as the Council urged Catholics, look for "bonds of connection" with each of the members of our College community? In this presentation we examined these questions by exploring the clear change in Catholic teaching that occurred at the Second Vatican Council, by asking where the Church is today on these matters, and by reflecting on the status of ecumenism at St. Norbert College as it is lived out in our relationships with one another.

TOPICAL SESSIONS AND WORKSHOPS

This component of the Faculty Development Program complements the "Spotlight on Scholarship" and "Teaching and Learning" Workshops series, providing faculty with opportunities to discuss in small- and large-group settings a broad range of professional, social, personal, and spiritual topics. Expressed faculty interests and institutional needs determine the selection of topical sessions. The Director and the Faculty Development Committee work toward creating a balanced set of offerings, offsetting sessions that explore more general trends and issues in higher education with those that develop specific, usable skills and techniques. The following was offered during the 2008-2009 academic year with approximately 130 in attendance:

April 24, 1:30 - 3:00 p.m. Sensenbrenner Lounge

Dr. Marybeth Gasman, Associate Professor, University of Pennsylvania Graduate School of Education
Building a More Inclusive Community on Campus

OFD partnered with the Office of the President and the Committee on Equity, Diversity and Inclusion to sponsor this workshop on Multiculturalism on Campus. The workshop was led by Dr. Marybeth Gasman, a St. Norbert alum who is an associate professor at Penn's Graduate School of Education. Dr. Gasman's areas of expertise include historically black colleges and universities, diversity in higher education, African-American educational leadership, fundraising and philanthropy. Marybeth is a prolific author, and she recently received Penn's Excellence in Teaching Award. Dr. Gasman spoke about her experiences, scholarship and best practices in creating an inclusive campus community, then opened up the session to a general discussion on issues of difference, prejudice, and internalized racism.

"CELEBRATING STUDENT & FACULTY/STAFF COLLABORATIONS"

The sixth annual "Celebrating Student & Faculty/Staff Collaborations" was held on Tuesday, March 31, 2009 in the Sensenbrenner Student Union from 2:00 to 5:00 p.m. In an effort to increase attendance, we changed this from a full day event to an event from 2:00 – 5:00 p.m. in 2008 and it seemed to work, thus we kept the same time frame. We also increased the marketing for attendance, and were extremely pleased with the results

Co-sponsored by the Office of Faculty Development and the Office of the Dean of the College, this event focuses on the valued tradition at St. Norbert College of collaborations taking place in labs, studios, and other scholarly or creative settings, resulting in a rich array of scholarly research and creative works. The 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, eight presentations, seven exhibits/works of art and twenty-two poster displays were highlighted, involving eighty-one students and twenty-seven faculty or staff. The event concluded with a Reception and Recognition Ceremony. The FDC has begun discussion on how to expand this event in the future.

FACULTY EMERITI

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

Emeriti Lunch, Wednesday, November 5, 2008 in the Bemis International Center. After lunch, at the request of several of our Emeriti, President Thomas Kunkel gave a brief overview of his perspective of the College and then the group asked questions. The group lingered and simply enjoyed seeing and conversing with their colleagues. Fourteen of our colleagues were able to attend.

Emeriti Lunch, Tuesday, April 7, 2009 in the Bemis International Center. A formal program was not planned for after lunch. Instead, our colleagues had time to visit with each other. Eighteen 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 458. Emeriti were again invited to participate in this year's Commencement ceremony on Sunday, May 17th. 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.

St. Norbert College bid a fond farewell and thank you to Bonnie Berken, Assistant Professor of Mathematics, who retired in the 2008-2009 academic year. In honor of her dedicated service to St. Norbert College, the Office of Faculty Development, in collaboration with the President and Dean of the College, hosted a farewell dinner for her and her guests. Later that week, the college community recognized her 27 years of dedicated service at the Faculty Awards Reception. The community also presented gifts of appreciation.

"CELEBRATING COLLEGIALITY"

Two "Celebrating Collegiality" events were held in the 2008-2009 academic year. These socials enhance faculty morale and nurture community and collegiality. The first semester event was held, Friday, November 7, 2008, in the Campus Center Reflection Lounge. Second semester, "Celebrating Collegiality" was held on Friday, March 6, 2009, 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 ten St. Norbert College faculty who received 2009 Summer Grant awards in the amount of \$1,750.00 were:

Scholarship, Research, and Artistic Endeavors Awards

Deborah Anderson, Associate Professor of Biology

To work in the field at Lost Cabin, Wind River Formation in Wyoming to collect fossils for a taxonomic study. Once identified, the collected specimens will be used to determine the biodiversity levels for small mammals in this area.

Deirdre Egan, Assistant Professor of English and Director of American Studies

To complete an article entitled "Domesticity on the Trail and in the Tale: Women's Travel Writing as Experiential Education," and to begin work on an article on the role of vocation in students' experiences of academic service-learning.

Wolfgang Grassl, Associate Professor of Business Administration

To research in libraries and archives, conduct interviews, and write a book-length typescript on the history and intellectual style of the Premonstratensian Order.

Sabine Hyland, Associate Professor of Anthropology

To prepare the introductory chapters and Quechua glossary for *Gods of the Andes: An Account of the Ancient Customs of the Natives of Peru* to be published by Penn State University Press.

John Pennington, Professor of English

To complete a full-length critical article on Stefanie Meyer's *Twilight* series books.

Shane Rocheleau, Assistant Professor of Art

To construct a phone booth sized one-way mirror enclosure to photograph persons as they operate as art subjects within this apparatus.

Curricular and Instructional Improvement Awards

Ashley Hill-Soderlund, Assistant Professor of Psychology

To research and develop an upper-level, developmental psychology course on adult development and aging.

Katherine Muhs, Assistant Professor of Mathematics

To research and develop a new course in the principles of geometry for Upper Elementary and Middle School Pre-Service Teachers.

Matthew Stollak, Assistant Professor of Business Administration

To research and develop a new course that will examine the institution of employee and labor relations in the United States.

Marc von der Ruhr, Associate Professor of Economics

To research and redevelop ECON 376, *International Trade*, to make it eligible for master's credit at Marquette University in support of the recent agreement between Marquette University and St. Norbert College.

The investment in the Summer Grants Program has been an excellent one. During the past twenty-four years, through over 370 individual grants, the Program has provided many different faculty with opportunities for pursuing significant scholarly, artistic, curricular, and pedagogical projects that otherwise might not have been undertaken or completed. A breakdown of data on applications is included in the following pages.

APPLICATIONS DATA:

SUMMER 2009 (\$28,000.00)	24-YEAR BREAKDOWN (1986-2009)																																																																																																																																								
<p>I. APPLICATIONS ANALYSIS:</p> <p>Applications: 10</p> <p>Applicants: 10</p> <p>Collaborative projects: 0</p> <p>Divisions:</p> <table> <tr> <td>Hum. & F.A.</td> <td>= 3</td> <td>Rank:</td> <td>Professor</td> <td>= 1</td> </tr> <tr> <td>Social Sciences</td> <td>= 5</td> <td></td> <td>Associate</td> <td>= 4</td> </tr> <tr> <td>Natural Sciences</td> <td>= 2</td> <td></td> <td>Assistant</td> <td>= 5</td> </tr> <tr> <td>Inter Divisional</td> <td>= 0</td> <td></td> <td>Instructor</td> <td>= 0</td> </tr> </table> <p>Disciplines (24):</p> <table> <tr> <td>Anthropology</td> <td>= 1</td> <td>History</td> <td>= 0</td> </tr> <tr> <td>Art</td> <td>= 1</td> <td>Humanities</td> <td>= 0</td> </tr> <tr> <td>Biology</td> <td>= 1</td> <td>Mathematics</td> <td>= 1</td> </tr> <tr> <td>Bus. Admin.</td> <td>= 2</td> <td>MFL</td> <td>= 0</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>= 0</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>= 0</td> </tr> <tr> <td>Education</td> <td>= 0</td> <td>Psychology</td> <td>= 1</td> </tr> <tr> <td>English</td> <td>= 2</td> <td>Rel. Studies</td> <td>= 0</td> </tr> <tr> <td>Geography</td> <td>= 0</td> <td>Soc. Science</td> <td>= 0</td> </tr> <tr> <td>Geology</td> <td>= 0</td> <td>Sociology</td> <td>= 0</td> </tr> </table>	Hum. & F.A.	= 3	Rank:	Professor	= 1	Social Sciences	= 5		Associate	= 4	Natural Sciences	= 2		Assistant	= 5	Inter Divisional	= 0		Instructor	= 0	Anthropology	= 1	History	= 0	Art	= 1	Humanities	= 0	Biology	= 1	Mathematics	= 1	Bus. Admin.	= 2	MFL	= 0	Chemistry	= 0	Music	= 0	Comm.	= 0	Philosophy	= 0	Computer Sci.	= 0	Physics	= 0	Economics	= 1	Pol. Science	= 0	Education	= 0	Psychology	= 1	English	= 2	Rel. Studies	= 0	Geography	= 0	Soc. Science	= 0	Geology	= 0	Sociology	= 0	<p>I. APPLICATIONS ANALYSIS:</p> <p>Total applications processed: 428</p> <p>Total applicants: 468</p> <p>Total collaborative projects: 49</p> <p>Divisions:</p> <table> <tr> <td>Hum. & F.A.</td> <td>= 231</td> <td>Rank:</td> <td>Professor</td> <td>= 58</td> </tr> <tr> <td>Soc. Sci.</td> <td>= 166</td> <td></td> <td>Associate</td> <td>= 142</td> </tr> <tr> <td>Nat. Sci.</td> <td>= 71</td> <td></td> <td>Assistant</td> <td>= 259</td> </tr> <tr> <td>Inter Divisional</td> <td>= 1</td> <td></td> <td>Instructor</td> <td>= 13</td> </tr> </table> <p>Disciplines (24):</p> <table> <tr> <td>Anthropology</td> <td>= 11</td> <td>History</td> <td>= 42</td> </tr> <tr> <td>Art</td> <td>= 10</td> <td>Humanities</td> <td>= 5</td> </tr> <tr> <td>Biology</td> <td>= 32</td> <td>Mathematics</td> <td>= 6</td> </tr> <tr> <td>Bus. Admin.</td> <td>= 42</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>= 28</td> <td>Philosophy</td> <td>= 27</td> </tr> <tr> <td>Computer Sci.</td> <td>= 3</td> <td>Physics</td> <td>= 5</td> </tr> <tr> <td>Economics</td> <td>= 20</td> <td>Pol. Science</td> <td>= 17</td> </tr> <tr> <td>Education</td> <td>= 26</td> <td>Psychology</td> <td>= 29</td> </tr> <tr> <td>English</td> <td>= 41</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.	= 231	Rank:	Professor	= 58	Soc. Sci.	= 166		Associate	= 142	Nat. Sci.	= 71		Assistant	= 259	Inter Divisional	= 1		Instructor	= 13	Anthropology	= 11	History	= 42	Art	= 10	Humanities	= 5	Biology	= 32	Mathematics	= 6	Bus. Admin.	= 42	MFL	= 32	Chemistry	= 16	Music	= 7	Comm.	= 28	Philosophy	= 27	Computer Sci.	= 3	Physics	= 5	Economics	= 20	Pol. Science	= 17	Education	= 26	Psychology	= 29	English	= 41	Rel. Studies	= 36	Geography	= 3	Soc. Science	= 2	Geology	= 8	Sociology	= 13
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Geology	= 8	Sociology	= 13																																																																																																																																						
<p>CATEGORY BREAKDOWN:</p> <p>" Scholarship, Research , . . ." Applications: 6</p> <p>" Curricular & Instructional . . ." Applications: 4</p>	<p>II. CATEGORY BREAKDOWN:</p> <p>" Scholarship, Research , . . ." Applications: 270</p> <p>" Curricular & Instructional . . ." Applications: 154</p> <p>" International Research . . ." Applications: 4</p>																																																																																																																																								
<p>FUNDING REQUESTS BREAKDOWN:</p> <p>" Scholarship, Research, and Artistic Endeavors": \$ 10,500.00</p> <p>" Curricular and Instructional Improvement" : 7,000.00</p> <p>TOTAL: \$ 17,500.00</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>III. FUNDING REQUESTS BREAKDOWN:</p> <p>" Scholarship, Research, and Artistic Endeavors": \$ 450,087.00</p> <p>" Curricular and Instructional Improvement" : 229,425.00</p> <p>" International Research Project" : 11,950.00</p> <p>TOTAL: \$ 691,462.00</p> <p>" Scholarship, Research, and Artistic Endeavors" Average Request: \$ 1,667.00</p> <p>" Curricular and Instructional Improvement" Average Request: \$ 1,490.00</p> <p>" International Research Project" : Average Request: \$ 2,988.00</p> <p>Average Request/All Categories: \$ 2,048.00</p>																																																																																																																																								

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 St. Norbert College academic community was provided with another in-house funding source from which to draw.

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

The Student-Faculty Development Endowment Fund is a unique and exciting growth opportunity promising substantial benefits for students, faculty, and the institution as a whole. The Office of Faculty Development worked on the project for three years before the first call for applications in the Fall Semester of 1990-1991: first helping to refine the concept; then helping to develop strategies for promoting it; and, finally, drafting a set of funding guidelines and establishing an Awards Committee. The Awards Committee is comprised of the Faculty Development Student Intern (Chair), the President or officer of the Student Government Association, the President or officer of another academic club (these alternate by year), and two faculty members from the Faculty Development 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 St. Norbert College students. As a result, many grant partnerships are now student initiated. The Director and members of the FDC are pleased to have played a role in developing this Fund and look forward to administering and nurturing it in the years ahead.

The following student-faculty learning partnership teams received Student-Faculty Development Endowment Fund awards for the 2008-2009 academic year:

Ms. Gretchen Panzer, First Year English Major

Dr. John Pennington, Professor of English

Support for a project to create an international research database for the study of George MacDonald (1824-1905), Victorian author, who wrote in a variety of genres. This database will be available on the world wide web and linked to the MLA Online International Bibliography along with the Victorian Web.

Ms. Kim Keil, Junior Biology Major

Dr. Deborah Anderson, Associate Professor of Biology

Support for a project to revise the alpha taxonomy of the Eocene rodent *Thisbemys*. The project includes describing the size and morphological changes in crown pattern over time and identification of *Thisbemys* species found in the Bridger Formation.

Mr. Michael Audette, Senior Business Administration Major

Dr. James Harris, Assistant Professor of Business Administration

Support for a consumer study that looks at *opinion leadership* within reference groups. The current belief is that such behaviors are motivated because they bestow respect and status. This research hopes to illuminate so-called points of consumer disassociation, or, when does relinquishing a lifestyle interest turn into a social gain. An example like "that band was better early on" will be specifically examined.

Mr. Steve Gale, Senior Biology Major

Dr. Anindo Choudhury, Associate Professor of Biology and Environmental Science

Support for a project to compare isolates of *Bithynia tentaculata* from locations in Europe and the United States in order to characterize and monitor how this invasive species has changed since its introduction into Eastern North America in the 1870s and to determine relative rates of DNA divergence due to geographical differences.

Ms. Jessica Richards, First Year Accounting and Environmental Science Major

Dr. Jason Senjem, Assistant Professor of Business Administration

Support for a project to write a literature review and design a testable model with hypotheses on the entrepreneurial process of sustainable practice adoption by organizations.

Ms. Jaimee Eckers, Senior Biology Major

Dr. David Bailey, Assistant Professor of Biology

Support for a project to further the understanding of how the hormone estrogen improves learning and memory. The project specifically investigates whether estrogen treatment in a songbird concomitantly increases the expression of two proteins known to be involved in processes that lead to an increase in the strength and numbers of contacts between brain cells.

Ms. Renee Wenig, Sophomore Biology and Math Major

Dr. David Hunnicutt, Assistant Professor of Biology

Support for a project to generate green glowing cells in *Flavobacterium johnsoniae* that will aid in understanding the mechanism of bacterial movement called gliding motility.

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, 2007-2008, and again for the 2008-2009 academic years. Four awards were available for 2008-2009, and three were awarded. They are:

Deborah Anderson, Associate Professor of Biology

Funding of \$500.00 to help cover expenses for travel to Houston, TX, to attend the Joint Annual Meeting of the Geological Society of American, American Society of Agronomy, Crop Science Society of America, and Gulf Coast Association of Geological Societies, October 3-8, 2008, and gain new insights to develop knowledge and skill at combining pedagogical scholarship with paleontological research.

Mark Bockenauer, Associate Professor of Geography

Funding of \$500.00 to help cover expenses for travel to Madison, WI, to attend the Mapping Wisconsin Communities: Intro to GIS and Community Workshop, and learn computer mapping skills to further upgrade and enhance classroom strategies.

Thomas Conner, Professor of French

Funding of \$500.00 to help cover expenses for travel to Orlando, FL, to attend the American Council on the Teaching of Foreign Languages, November 21-23, 2008, to further development of personal and discipline outcomes assessment, foreign language education, grant writing, and administrative leadership in the foreign language discipline.

Because of the success of this new funding source, it is hoped that we will be able to offer this funding well into the future. Budget constraints mean that two awards will be offered for the 2009-2010 year.

FACULTY DEVELOPMENT FUND

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

Typically, monies for the Fund come from the Faculty Endowment Fund (i.e., 1/3 of the annual interest). Any part of the annual allotment not used during the academic year is returned to the Faculty Endowment Fund at the end of the fiscal year. If in any given year the allotment should prove insufficient to meet faculty needs, additional monies may be transferred from the Endowment Fund to the FDF in accordance with existing College policy. The FDF received \$14,924 in 2008-2009. This amount was insufficient for this year and there were no additional monies to be transferred from the Endowment Fund, thus the Office of Faculty Development used surplus Summer Grant monies to supplement the FDF.

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

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

FACULTY DEVELOPMENT FUND: 2008-2009

I. APPLICANT BREAKDOWN:

Applications received and processed: 41

Total applications funded: 39

Total faculty funded: 39

Divisions:

Hum. & Fine Arts	=	19
Social Sciences	=	12
Natural Sciences	=	8

Rank:

Professor	=	6
Associate	=	11
Assistant	=	18
Adjunct Assistant	=	1
Instructor/Other	=	3

Disciplines:

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

Geology	=	1
History	=	2
Humanities	=	0
Mathematics	=	2
Music	=	1
Modern Foreign Languages	=	4
Philosophy	=	3
Political Science	=	1
Psychology	=	2
Religious Studies	=	1
Sociology	=	0

Karlynn Crowley, Assistant Professor of English/Director of Women's and Gender Studies

Funding of \$500.00 to help cover expenses for travel to Cincinnati, OH, to participate in the National Women's Studies Association Annual Conference, June 17-22, 2008, to present "Still Making It Sexy: Branding, Selling, and Promoting Women's and Gender Studies, Part 2," present "Constructing and Defining Women's Studies: (Re)examining the Introductory Course," and chair "Key Terms and Narrative Contexts: Theorizing the Stories that Structure the Field of Women's Studies."

David Poister, Associate Professor of Chemistry and Environmental Science

Funding of \$500.00 to help cover expenses for travel to St. John's, Newfoundland, Canada, to participate in the American Society of Limnology and Oceanography meeting, June 7-12, 2008, to present "*Aulacoseira* Dynamics in a Wisconsin Lake" co-authored with SNC students Alyssa Kurth, Andrew Farrell, and Kassandra Land.

David Duquette, Professor of Philosophy

Funding of \$500.00 to help cover expenses for travel to Vancouver, Canada, to participate in the Meeting of the Society for Existential and Phenomenological Culture, concurrent with the Congress of the Canadian Federation for the Humanities and Social Sciences, June 2-5, 2008, to present "Sartre on the Status of the Transcendental Ego in Husserl," and comment on a paper titled "Absurdity, Navel-gazers and Infallible Popes."

David Hunnicutt, Assistant Professor of Biology

Funding of \$500.00 to help cover expenses for travel to Boston, MA, to participate in the American Society for Microbiology meeting, June 1-5, 2008, to present "Comparison of *gld* Genes among Members of the Phylum *Bacteroidetes*" co-authored with colleagues from the University of Rhode Island.

Brad Ellis, Assistant Professor of Spanish

Funding of \$500.00 to help cover expenses for travel to Long Beach, CA, to participate in the Grupo de Estudios sobre la Mujer de España y las Américas, pre-1800 Conference, October 1-5, 2008, to present "Weaving Their Own Story: Morisca Strategies of Passive Resistance in Early Modern Spain," chair a panel, and serve on the Executive Board of this Association.

Joel Mann, Assistant Professor of Philosophy

Funding of \$500.00 to help cover expenses for travel to Austin, TX, to participate in the XIII Colloquium Hippocraticum, August 11-13, 2008, to present "On the (distinctively Hippocratic?) *On the art*," and chair and moderate a session entitled "Hippocratic bodies, whole and parts."

Yi-Lan Niu, Assistant Professor of Music

Funding of \$500.00 to help cover expenses for travel to Taipei City, Taiwan, to participate in the 2008 International Concert Tour, May 15-June 14, 2008, to guest lecture in the performance practice class of zither and give two recitals.

¹Bonnie Lueck, Director of Children's Center and Faculty Member

Funding of \$125.00 to help cover expenses for travel to Dallas, TX, to participate in the Annual National Association for Education of Young Children Conference, November 4-8, 2008, to present "Inspirations from Italy: Implementing Doctoral Study, Collaboration, and Emergent Curriculum in Classroom and Teacher-Preparation Settings," specifically focusing on the Reggio Emilia Approach.

Matt Stollak, Assistant Professor of Business Administration

Funding of \$500.00 to help cover expenses for travel to Arlington, VA, to participate in the Society for Human Resource Management (SHRM) Annual Leadership Conference, November 20-22, 2008, to represent the area as Wisconsin State Foundation Director, President of the Green Bay Area SHRM Chapter, and Student Chapter Advisor for St. Norbert College.

Deirdre Egan, Assistant Professor of English/Director of American Studies

Funding of \$500.00 to help cover expenses for travel to Minneapolis, MN, to participate in the Midwest Modern Language Association Conference, November 13-16, 2008, to present "Rewriting Alice: Lewis Carroll's Traveler in Wonderland and Beyond."

Marc von der Ruhr, Associate Professor of Economics

Funding of \$500.00 to help cover expenses for travel to Louisville, KY, to participate in the Society for the Scientific Study of Religion conference, October 16-19, 2008, to present "Signaling Quality to Seekers: How Megachurches Attract Religious Refugees."

Deborah Anderson, Associate Professor of Biology

Funding of \$500.00 to help cover expenses for travel to Cleveland, OH, to participate in the Annual Meeting of Society Vertebrate Paleontology, October 15-18, 2008, to present "Evolutionary Change in *Thisbemia* (Rodentia; Ischyromyidae), Recovered from the Bridger Formation, Green River Basin, Wyoming."

Wayne Patterson, Professor of History

Funding of \$500.00 to help cover expenses for travel to Northfield, MN, to participate in the 57th Annual Meeting of the Midwest Conference on Asian Affairs, October 10-12, 2008, to present "Pusan's First Commissioner of Customs, 1883-1886: New Perspectives on Korea's 'Chinese Decade.'"

¹ Awarded but funds were not used.

Shane Rocheleau, Assistant Professor of Art

Funding of \$500.00 to help cover expenses for his exhibition "Within and Without," "Tide" and "Regress" at St. Norbert College, January 26-February 13, 2009.

Melanie Brown, Assistant Professor of English/Director of Writing Across the Curriculum

Funding of \$500.00 to help cover expenses for travel to Las Vegas, NV, to participate in the International Writing Centers Association Annual Convention, October 29-November 1, 2008, to present "Students, Consultants, Teachers: Perspectives of a Writing Center" co-authored with SNC students Bridgette Flasch (2009) and Suzan Odabasi (2009).

Tom Conner, Professor of French

Funding of \$500.00 to help cover expenses for travel to Claremont, CA, to participate in the Pacific Ancient and Modern Language Associate (PAMLA) Annual Conference, November 7-8, 2008, to present "Hamsun's *Hunger* and the Literary Bohème" and to organize a session; and to Louisville, KY, to participate in the South Atlantic Modern Language Association (SAMLA) Annual Conference, November 8-10, 2008, to present "Johan Nilsen Nagel: A Dandy Personage in Knut Hamsun's *Mysteries*," chair a panel on Scandinavian Literature and to organize a session.

Yoko Mogi-Hein, Adjunct Assistant Professor/Human Relations Coordinator of Teacher Education

Funding of \$312.50 to help cover expenses for travel to Wisconsin Dells, WI, to participate in the Statewide Equity and Multicultural Education Conference, November 19-21, 2008, to present "Teaching Math With Pokémon Part II: Children with Autism" and introduce and lead a presentation "Finding Hope in the Winds of Change: How Wisconsin Schools that still use American Indian Nicknames and Logos Can Overcome a Legacy of Willful Blindness," a group presentation with GENS408 students.

Paul Ngo, Associate Professor of Psychology

Funding of \$500.00 to help cover expenses for travel to San Francisco, CA, to participate in the Annual Meeting of the American Anthropological Association, November 19-23, 2008, to present "Nightmare Avoidance and the Fabrication of Organizational Culture" co-authored with Peter Pisano (2008) and Dr. Ed Chung (Elizabethtown College).

Ikuko Torimoto, Associate Professor of Japanese

Funding of \$500.00 to help cover expenses for travel to Honolulu, HI, to participate in the Hawaii International Conference on Arts and Humanities, January 9-12, 2009, to present "The Worldwide Appeal of Manga and Anime" and chair the session.

Shalisa Collins, Assistant Professor of Spanish

Funding of \$500.00 to help cover expenses for travel to Minneapolis, MN, to participate in the Midwest Language Association Annual Convention, November 13-16, 2008, to present "Place and Identity: The Case of Héctor Belascoarán Shayne in the Detective Fiction of Paco Ignacio Taibo II" on a panel consisting of all SNC Spanish professors.

Larry Waggle, Visiting Assistant Professor of Philosophy

Funding of \$375.00 to help cover expenses for travel to Oxford, England, to participate in the Oxford Round Table: Ethics the Convolution of Contemporary Values, March 22-27, 2009, to participate in the round table discussion comprised of approximately 35 scholars dealing with, among other things, today's interplay of environmental, biological, social and religious beliefs and theories in ethical considerations.

John Pennington, Professor of English

Funding of \$500.00 to help cover expenses for travel to Orlando, FL, to participate in the International Association for the Fantastic in the Arts Conference, March 18-22, 2009, to present "Big Vampiric Love: Gender, Class, Race, and Religion in Stefanie Meyer's *Twilight* Series."

Sabine Hyland, Associate Professor of Anthropology

Funding of \$500.00 to help cover expenses for travel to Eugene, OR, to attend the American Society for Ethnohistory meeting, November 12-16, 2008, to co-edit a special volume of *Ethnohistory* that deals with the study of Native American cultures, to be published in the fall of 2009.

Tim Flood, Professor of Geology

Funding of \$500.00 to help cover expenses for travel to San Francisco, CA, to participate in the American Geophysical Union Annual Meeting, December 13-18, 2008, to present "Current Events via Electronic Media: An Instructional Tool in a General Education Geology Course."

Laurie MacDiarmid, Associate Professor of English/Writer in Residence

Funding of \$500.00 to help cover expenses for travel to Albuquerque, NM, to participate in the Annual Meeting of the Southwest/Texas Popular and American Cultural Associations, February 25-28, 2009, to present "Toward a Kinder, Gentler Undergraduate Writing Workshop: Ego-Friendly, Earth-Friendly."

Terry Jo Leiterman, Assistant Professor of Mathematics

Funding of \$500.00 to help cover expenses for travel to Washington, DC, to participate in the Joint Meetings of the Mathematical Association of America and the American Mathematical Society, January 5-8, 2009, to present "Modeling Diatom Growth in Trout Lake."

Charley Jacobs, Assistant Professor of Political Science

Funding of \$500.00 to help cover expenses for travel to Chicago, IL, to participate in the Midwest Political Science Association meeting, April 2-4, 2009, to present "Old Judicial Federalism: Desegregation Litigation in State Courts in the Era Before *Brown v. Board of Education* and Its Impact on Contemporary Integration Efforts."

Michelle Tichy, Assistant Professor of Education

Funding of \$500.00 to help cover expenses for travel to San Diego, CA, to participate in the American Educational Research Association Annual Conference, April 11-18, 2009, to present "Contemplative Practices, Peace Education, and Holistic Education – Creating a More Positive School Climate for all Members of School Communities," chair the Holistic Education Special Interest Group, and moderate several other sessions.

Susan Landt, Assistant Professor of Education

Funding of \$500.00 to help cover expenses for travel to Milwaukee, WI, to participate in the Wisconsin State Reading Association's Annual Convention, February 5-7, 2009, to present "Beyond the Newbery and Caldecott: Award Winning Multicultural Literature" and "What About Boys? Choosing Multicultural Literature with Males in Mind."

Kari Cunningham, Assistant Professor of Chemistry

Funding of \$500.00 to help cover expenses for travel to Salt Lake City, UT, to participate in the American Chemical Society 237th National Meeting and Exposition, March 22-26, 2009, to present "Unexpected Reactivity of Simple Alkyl Derivatives of 1,10-phenanthroline."

Jim Neuliep, Professor of Communication and Media Studies

Funding of \$500.00 to help cover expenses for travel to Chicago, IL, to participate in the annual convention of the International Communication Association, May 21-25, 2009, to be the respondent/critic on the top three papers, serve on the Board of Directors, and chair the Intercultural Communication Division.

Anindo Choudhury, Associate Professor of Biology/Associate Academic Dean

Funding of \$500.00 to help cover expenses for travel to Willamette University, OR, March 14-22, 2009, to design the protocol for haplotype work, trouble shoot the amplification of the cytochrome c oxidase gene, and perfect cloning techniques.

Katie Ourada, Visiting Instructor of Communication and Media Studies

Funding of \$375.00 to help cover expenses for travel to New Orleans, LA, to participate in the Popular Culture/American Culture Association National Conference, April 9-12, 2009, to present "Motorcyclists' Myths and Stereotypes of Motorcycle Safety Campaigns and Initiatives," "I Know What It's Like: Perceptions of Motorcycle Riding by Non-Riders," and "An Analysis of Online Comments in Response to Newspaper coverage of a Fatal Motorcycle/Semi-Truck Accident."

Kevin Quinn, Associate Professor of Economics

Funding of \$500.00 to help cover expenses for travel to Tucson, AZ, to participate in the NINE Conference, March 12-15, 2009, to present "Are Steroid-Era Players' Performances Really That Grand," co-authored with Glenn Knowles and Keith Sherony (UW-La Crosse); "Putting Off the Day: The Tenure of MLB Managers, 1903-2007," co-authored with Paul Bursik (SNC); and chair a conference session.

Paul Bursik, Associate Professor of Business Administration

Funding of \$500.00 to help cover expenses for travel to Tucson, AZ, to participate in the NINE Conference, March 12-15, 2009, to present a paper titled "Putting Off the Day: The Tenure of MLB Managers, 1903-2007," co-authored with Kevin Quinn (SNC).

Ashley Hill Soderlund, Assistant Professor of Psychology

Funding of \$500.00 to help cover expenses for travel to Denver, CO, to participate in the biannual meeting of the Society for Research in Child Development, March 31-April 5, 2009, to present "Psychophysiological Correlates of Effortful Control Across Three Contexts in Early Childhood."

²Dawn Rohm, Instructor/Systems Administrator

Funding of \$187.50 to help cover expenses for travel to Bradford, UK, to participate in the 23rd IEEE AINA Conference, May 23-30, 2009, to present "Configuring Beaconless IEEE 802.15.4 Networks Under Different Traffic Loads."

³Betsy Bauman, Assistant Professor of Religious Studies

Funding of \$500.00 to help cover expenses for travel to Fort Worth, TX, to participate in the Theta Alpha Kappa Religious Studies Honor Society Board Meeting, April 17-19, 2009, as National Secretary of the Theta Alpha Kappa Religious Studies Honor Society.

Robert Kramer, Associate Professor of History

Funding of \$500.00 to help cover expenses for travel to East Lansing, MI, to participate in the Sudan Studies Association Annual Conference, May 21-24, 2009, where this year's conference theme is "Languages and Cultures of Sudan" which directly applies to his contracted manuscript on Omdurman, Sudan, and to assist with the fourth edition of the *Historical Dictionary of the Sudan* which he is co-editing.

Teena Carroll, Assistant Professor of Mathematics

Funding of \$500.00 to help cover expenses for travel to Bowling Green, KY, to participate in the Cumberland Conference on Combinatorics, Graph Theory and Computing, May 21-23, 2009, to present "Bounds on the Size of the Largest 'Induced-V' free Boolean Family."

² Awarded but funds were not used.

³ Awarded but funds were not used.

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 2008-2009 school year was approximately \$4,800.00 (\$2,500.00 in program budget monies and an additional \$2,300.00 from an anonymous donor). The Student Academic Travel Fund funded thirty-seven students to attend seven 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. The following is a complete listing of recipients.

Student Academic Travel Awards

19th Annual Argonne Symposium for Undergraduates in Science, Engineering, and Mathematics Argonne, IL, November 7-8, 2008

Justin Cartier, a Junior Chemistry Major, received funding to present "Synthesis and Characterization of Biodiesel."

Beth Holt, a Junior Biology Major, received funding to present "Effects of Cyanobacteria on *Aulacoseira* Colony Size."

Matthew Kahlscheuer, a Senior Chemistry and Biochemistry Major, received funding to present "The Effect of Modafinil and its Analogs on the Human Dopamine Transporter."

Ian Klein, a Junior Chemistry Major, received funding to present "Reactivity of Derivatives of 1,10-Phenanthroline."

Darryl Wesener, a Senior Chemistry Major, received funding to present "Probing the Wetness of a Molten Globular Protein Core with Nitroxide Radicals."

ASIANetwork 17th Annual Conference, Lisle, IL, March 14-15, 2009

The following students received funding to present "100 Faces of Japanese Women."

Katlyn Jaeger, a Junior Graphic Arts Major

Deziree Larson, a Senior Graphic Design Major

Paul McEnaney, a Junior Computer Science Major

International Writing Centers Association Convention, Las Vegas, Nevada, October 29-November 1, 2008

The following students received funding to participate in a presentation on Writing Center Perceptions:

Bridgette Flasch, a Senior English Major with Secondary Education Certification

Suzan Obadasi, a Senior English Major

National Conference on Undergraduate Research, LaCrosse, WI, April 16-18, 2009

Jaclyn Domina, a Junior Accounting Major, received funding to present "An Incorporation of International Financial Reporting Standards: An Analysis of Wisconsin Professors."

Noemi Gaztambide, a Junior Accounting Major, received funding to present "An Incorporation of International Financial Reporting Standards: An Analysis of Wisconsin Professors."

Kristi Richter, a Junior Accounting Major, received funding to present "Investigating the Accounting Change to IFRS: In Depth Analysis of one Company's Perspective."

Michael Szadkowski, a Senior Biology Major, received funding to present "Molecular Characterization of the Human Broad Tapeworm in North America."

Carrie Van Asten, a Junior Accounting Major, received funding to present "Investigating the Accounting Change to IFRS: In Depth Analysis of one Company's Perspective."

Carrie Ann Wagner, a Junior Accounting Major, received funding to present "An Incorporation of International Financial Reporting Standards: An Analysis of Wisconsin Professors."

Alexandra Wallace, a Junior Accounting Major, received funding to present "Investigating the Accounting Change to IFRS: In Depth Analysis of one Company's Perspective."

**The Statewide Equity & Multicultural Education Conference, Wisconsin Dells, WI,
November 19-21, 2008**

The following students received funding to present "Finding Hope in the Winds of Change: How Wisconsin Schools that still use American Indian Nicknames and Logos Can Overcome a Legacy of Willful Blindness:"

Megan Beauprey, a Senior Elementary Education Major

Susan Ernst, a Senior Education Major

Amy Sterckx, a Senior Education Major

Johanna Panzer, a Senior German Major

Caitlin Froemming, a Senior Education Major

Sigma Tau Delta National Convention, Minneapolis, MN, March 24-28, 2009

Kimberly Anderson, Senior English Major, received funding to present "Susanna Rowson's Charlotte Temple: A Painful Lesson About Inaction" and "Chronology."

Amie Arnoldussen, Junior English Major, received funding to present "The Powerless become Powerful in Henry James' *The Turn of the Screw*."

Kathryn Botsford, Junior English Major, received funding to present "Power of Words in Wang Ping's "Syntax" and "The Drill."

Matthew Bougie, Junior English Major, received funding to present "Diminishing Feminism with Edith Warton's *The House of Mirth*,"

Sarah Cornelissen, Junior English Major, received funding to present "Tear Stained Thoughts."

Meghan Engsberg, Senior English Major, received funding to present "American Women in Rowson's *Charlotte Temple*: Feminist Implications of the Middle Class."

Jody Kelter, Sophomore English Major, received funding to present "The Marriage of Heaven and Hell."

Anthony Malcore, Junior English Major, received funding to present "The Androgynous Garden in Steinbeck's "The Chrysanthemums."

Jenna Prince, Senior English Major, received funding to present "The Divine Rake: God's Seduction of Theodore Wieland in Charles Brockden Brown's Wieland."

Greg Stanley, Senior English Major, received funding to present "Dear Hannah."

Paul Utterback, Senior English Major, received funding to present "Silence Amidst Racial Injustice: Complacent Catholicism for Flannery O'Connor and Afraid to Fly."

UMOJA Black Heritage Experience Program, Green Lake, WI, October 24-26, 2008

The following students received funding to present on the Single Group Studies approach:

Elizabeth Buss, Junior Education Major

Kelly Hoks, Junior Education Major

Megan Meyer, Junior Education Major

Amanda Ourada, Junior Education Major

Aaron Roden, Junior Education Major

Alissa Schoen, Junior Education Major

2009 NATIONAL CONFERENCE ON UNDERGRADUATE RESEARCH (NCUR)

The Office of the Dean of the College and the Office of Faculty Development collaborated to create a funding opportunity for four students to attend and present their research or creative scholarship at the National Conference on Undergraduate Research (NCUR) held at UW-La Crosse April 16-18, 2009. Students who submitted an abstract online to NCUR were eligible to apply for full funding for the conference. The application for funding was due to the Office of Faculty Development (December 1, 2008). When students received notification of acceptance from NCUR (January 23, 2009), they forwarded that notification to Faculty Development by January 28, 2009 to complete their application.

Preference was given to students who had previously presented at "Celebrating Student and Faculty/Staff Collaborations." One award was designated for each division with one additional at-large award.

The Faculty Development Committee judged the awards and the Director of Faculty Development administered the awards. The Faculty Development Committee announced the awards by February 11, 2009. Students not selected for full funding for NCUR automatically received \$100 from the Student Academic Travel fund.

Registration, travel, and hotel arrangements were made by the Office of Faculty Development and expenses were paid directly by the office, saving the students out-of-pocket expenses. Students were allowed meal expenses which they paid for and were reimbursed for upon their return. Students also wrote a report detailing the experience.

Dr. Scott Kirst met with the group before the conference to set goals and strategize with the students about the presentations. Faculty collaborators were invited to this dinner meeting. Dr. Kirst accompanied the group to the NCUR conference. After the conference he held a debriefing session with all NCUR attendees. Student reaction to the experience was very positive. The following is a complete listing of recipients.

2009 NCUR Awards

Kim Keil, a Junior Biology and Biomedical Major, received funding to present "A Study of Evolutionary Change in *Thibemys* (Rodentia; Ischyromyidae) Recovered from the Bridger Formation, Green River Basin, Wyoming."

Steven Gale, a Senior Biology Major, received funding to present "Comparison of DNA Sequences between European and North American Isolates of the Invasive European Snail *Bithynia tentaculata*."

Corey Vorland, a Junior Mathematics and Computer Science Major, received funding to present "Modeling Diatom Growth in Trout Lake."

Stephanie Schauer, a Junior Mathematics Major with Secondary Education Certification, received funding to present "Modeling Diatom Growth in Trout Lake."

⁴**Christine Garten**, a Senior English and French Major, received funding to present "Researching Across the Curriculum: the Research Paper and Writing Across the Curriculum."

⁴ Awarded but student was unable to attend due to an emergency.

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. In the spring, it was determined that administrative support for student fellowship and scholarship would move to the Office of the Associate Academic Dean.

FACULTY DEVELOPMENT RESOURCE CENTER

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

The Resource Center holds nearly 1,800 full-length works treating a wide variety of pedagogical, curricular, and professional matters. About 40 new full-length works have been added to the Resource Center this past year. In addition, the Center carries subscriptions to several periodicals, newspapers, and newsletters, including *Catholic Education*, *The Journal of Higher Education*, *Liberal Education*, and *The Teaching Professor*. Further, the Center subscribes to two quarterly source books: *New Directions for Teaching and Learning* and *New Directions for Higher Education*. The Office Manager is available to help find additional information on issues in higher education.

A set of Merriam-Webster dictionaries, guides, and handbooks places helpful reference works at the fingertips of faculty. Included in the set are the *Webster's Third New International Dictionary*, *Collegiate Thesaurus*, *Dictionary of Synonyms*, *Style Manual*, *New Biographical Dictionary*, *Instant Word Guide*, and *Guide to Abbreviations*. To support College initiatives, texts have been added to the collection dealing with undergraduate research. 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, Fund for Pedagogical Development, and Student-Faculty Development Endowment Fund), sabbatical proposals, first-year review essays, promotion essays, 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.

An Office of Faculty Development web site provides a general overview of the OFD, brief descriptions of program components, and data on program administration. The web site 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. In addition, with the new Zimbra collaboration suite adopted by the College this past year which includes calendars, a special calendar was created for faculty events and is maintained by the Office of Faculty Development.