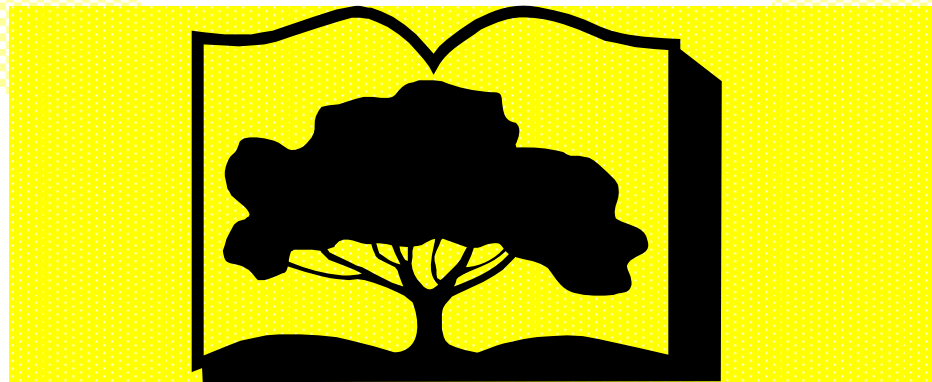


Twenty-Sixth Annual Report 2010-2011



The Office of
FACULTY
DEVELOPMENT



TWENTY-SIXTH ANNUAL REPORT: 2010-2011

OFFICE OF FACULTY DEVELOPMENT

ST. NORBERT COLLEGE

DE PERE, WISCONSIN

Linda Beane-Katner, Director

August 1, 2011

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PREFACE

I am very pleased to share with you the *2010-2011 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.

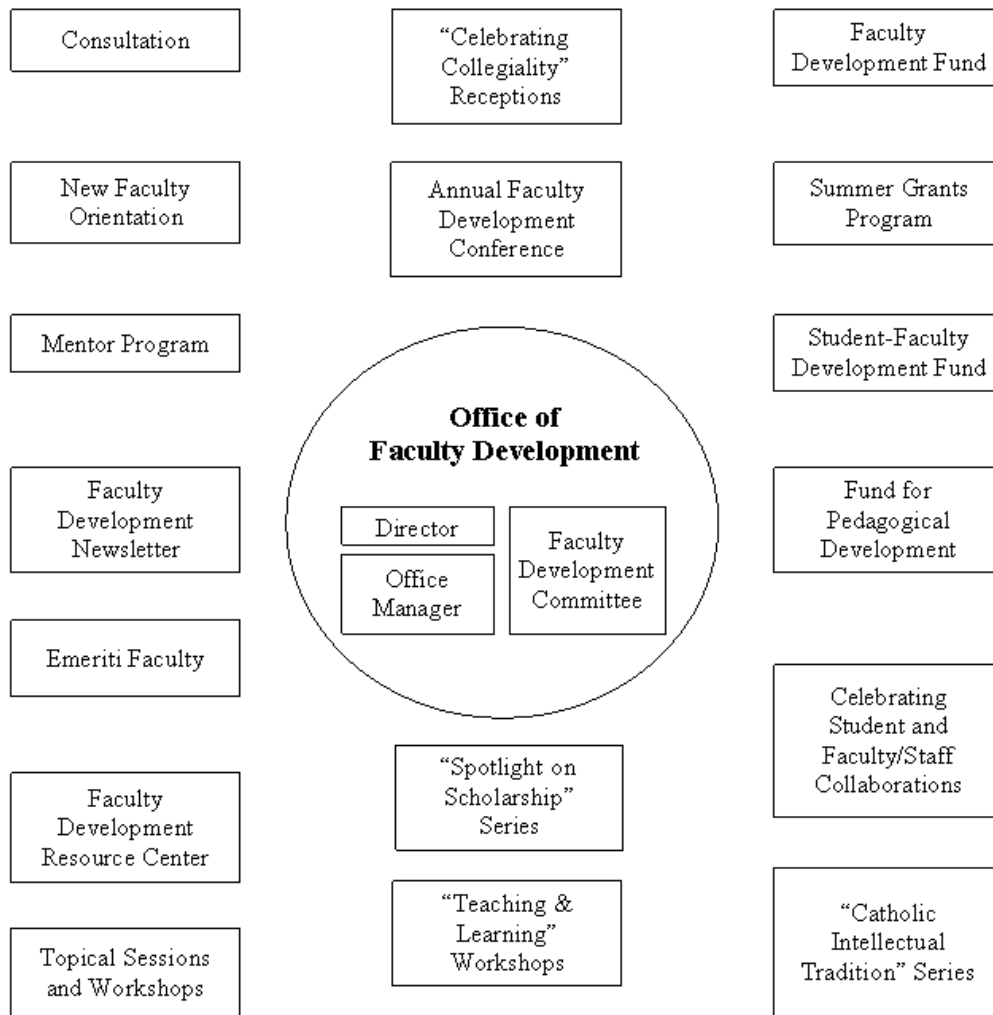
During the decade of the seventies, various College committees explored the possibility of instituting a faculty development program, but these general discussions lacked focus until 1981, when a North Central Association evaluation team recommended in its November Report that the College design, fund, 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 four development funds:
 - Faculty Development Travel Fund
 - Fund for Pedagogical Development
 - Student-Faculty Development Endowment Fund
 - Summer Grants for Scholarship and Pedagogical Activities
- direct the 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
 - “Catholic Intellectual Tradition” Series
 - Topical Sessions and Workshops
- 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 2010-2011 academic year, the vision for the Office of Faculty Development continued to rely on the foundational principles of faculty development as collaborative, responsive to faculty needs, and innovative. The OFD has continued its collaboration with many divisions and offices across campus in order to enrich our programming. This last year we joined with the Office of the President, the Office of the Dean, the Division of Student Affairs, and the Division of Mission and Heritage to present a variety of programs. In addition, we partnered with numerous other offices and divisions for presentations at the New Faculty Orientation (NFO) Program and Workshops.

The Faculty Development Program worked to advance several initiatives for Academic Affairs and the College this past academic year. With the support of the Offices of the President and the Dean, we continued the initiative to re-examine the place of scholarship in faculty lives. There was robust attendance at the Annual Faculty Development Conference, *Scholarship at St. Norbert College: Toward a New Consensus*, which was held on August 25, 2010. Dr. Jeff Frick, Dean of the College and Academic Vice President, kicked off the conference by sharing his vision for scholarship at St. Norbert College. Dr. Bill Craft, Academic Vice President and Dean of the College at Luther College, facilitated our conference, beginning with a reflection on living the life of inquiry in community. He also shared experiences and lessons from Luther College's decade-long initiative to support scholarship. President Tom Kunkel announced fundraising efforts to establish an endowment to support faculty development and scholarship. Faculty closed out the morning by discussing key questions about the role of scholarship in their professional lives. In preparation for this year's Annual Faculty Development Conference, which will extend our scholarship initiative, disciplines are drafting responses to four questions about scholarship. The Office of Faculty Development also partnered with the Offices of the Dean and the President to co-sponsor the *Learning in the Digital Age Forum*, held in February. Following opening remarks by President Kunkel, who called us to integrate modern tools and time-proven pedagogy, a panel of faculty who have piloted on-line or hybrid courses, shared their experiences. Following the forum, Dean Frick appointed a Learning in the Digital Age Task Force to study the opportunities and challenges which the digital age poses to liberal arts colleges in general, and St. Norbert College in particular, and report back to the faculty in January, 2012.

Our first Teaching and Learning Workshop last fall, *Grant Seeking at St. Norbert College: Taking the Next Step*, introduced our new Director of Grant Development, Ms. Sarah Ryan, to the campus community. A faculty panel of successful principal investigators and reviewers shared their experiences and tips with attendees. The second Teaching and Learning Workshop, *Understanding Undergraduate Research: An Overview Workshop*, brought faculty up-to-date on the activities and funding opportunities of The St. Norbert Collaborative: The Center for Undergraduate

Research, Scholarship, and Creative Activities. The third Teaching and Learning Workshop, *Speaking of Chocolate, Cholera, and Vampires: The Pleasures and Pains of Honors Tutorials*, addressed the implementation of the tutorials, which are a new alternative to traditional Honors classes in the reinvigorated Honors Program. The fourth Teaching and Learning Workshop, *Geographic Information Systems in a Liberal Arts Education*, explored the myriad teaching and learning applications of Geographic Information Systems.

Congruent with an increased emphasis on the College's mission, and concomitant requirement for faculty to reflect on their contributions to the mission in tenure and promotion applications, the OFD and the division of Mission and Heritage continued the Catholic Intellectual Tradition (CIT) discussion series. Attendance was robust for both our fall and spring discussions: "Integrating Our Catholic and Norbertine Traditions in the Work We Do;" and "Dialogues on Learning: The Catholic Intellectual Tradition in the Classroom." We will continue this next phase of our Catholic Intellectual Tradition discussion series this fall, inviting colleagues to share how they are incorporating CIT into their classes.

The OFD was particularly pleased with our community's support for and participation in *Celebrating Student and Faculty/Staff Collaborations*. Thirty-nine projects were highlighted, involving sixty-one students and twenty-nine faculty and staff. OFD partnered with The Collaborative and the Office of the Dean on the event. College Advancement underwrote the expanded recognition reception and gave away door prizes to some of the attendees. Dr. John Corbett, '85, Professor and Chairman of Biochemistry, Medical College of Wisconsin, was the invited guest speaker and spoke about the joys and benefits of undergraduate research.

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 November. At that conference I presented a paper and led a discussion on "Promoting High-Impact Learning Practices through New Faculty Orientation." This paper concentrated 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. In order to be current, the College should be intentional and strategic in promoting these pedagogies – a task made easier by this generation of faculty's positive attitude toward high-impact practices. I am currently the Chair of the Small College Committee of POD, and as such, I provide leadership to faculty developers at small colleges and universities who are seeking to establish or improve their programs. In addition, I monitor the active *POD* discussion list that has provided invaluable strategies, tips, and resources to enrich our program.

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

FACULTY DEVELOPMENT COMMITTEE

The Faculty Development Committee has the following duties and responsibilities:

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

In the 2010-2011 year, the FDC consisted of the following members: Linda Beane-Katner, Director of Faculty Development, *ex officio* and Chair; Joel Mann, Assistant Professor of Philosophy, Division of Humanities and Fine Arts (2013); Charles Jacobs, Assistant Professor of Political Science, Representative at Large (2011); John Dose, Associate Professor of Psychology, Division of Social Science (2012); John Frohlinger, Associate Professor of Mathematics, Division of Natural Science (2013); and Deborah Anderson, Associate Professor of Biology, Representative at Large (2011).

The full membership of the FDC met almost weekly during the 2010-2011 academic year. In addition, considerable business was transacted via telephone and e-mail. The Committee used the fall meetings to plan ongoing programs and envision the Annual Faculty Development Conference to be held August, 2011. A Subcommittee spent the latter half of the semester reviewing Student-Faculty Development Endowment Fund applications.

The Committee reviewed the Summer Grant applications in the spring, and refined eligibility guidelines and selection criteria for the FDF, the SFDEF, the Fund for Pedagogical Development, and the Summer Grant awards. The Faculty Development Committee, with its long standing expertise in reviewing funding applications, was asked to review applications for the J-Term course development program, which offers faculty the opportunity to obtain financial support for developing new J-term courses. Awards were made in the third week of April for funding in the summer of 2011. The FDC also reviewed the budget situation for fiscal year 2012 and made recommendations about resource allocation that were communicated to the Dean. Finally, the FDC spent considerable time planning the August 2011 Faculty Development Conference dealing with scholarship at the College.

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 73 grant applications, as compared to 89 in 2009-2010, 112 in 2008-2009, 82 in 2007-2008, and 120 in 2006-2007. Part of the decrease in the number of applications is because the Student Academic Travel Fund grant process has been transferred to the St. Norbert Collaborative: The Center for Undergraduate Research, Scholarship and Creative Activities. The Committee again 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 by how much the OFD should raise the amount of the awards. From these discussions and because endowment principals and the amount we may draw from our endowments continue to be down again this fiscal year, changes were made in funding from the Office of Faculty Development for the fiscal year that started June 1, 2011. The FDC was proactive in asking the Office of the Dean of the College to supplement OFD funding, which was provided. The following memo was sent to all faculty on May 23, 2011:

SUBJECT: Additional OFD Funding

Dear Colleagues,

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

The Dean has just informed me that the Dean's Office has identified one-time dollars to supplement funding for the 2011-2012 academic year. We will be receiving an additional \$33,109.46 which will allow us to offer the following:

40 Faculty Development Fund Awards at \$650.00 each.

16 Summer Grants at \$2500.00 each.

10 Student-Faculty Development Endowment Fund Awards at \$1000.00 each.

4 Fund for Pedagogical Development Awards at \$650.00 each.

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

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

The FDC is continuing a five-year plan to increase the dollar amount of all funding sources.

THE 2010-2011 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 forty-five in 2010-2011) 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 2010-2011 began August 23, 2010 with a two-day acclimation session and continued throughout the year with the six follow-on workshops. Five full-time, tenure track, five visiting, fifteen adjunct or part-time faculty, and two administrators/staff participated in the NFO Program. Surveys administered directly after the August Orientation Program and at the end of the academic year revealed a very high level of satisfaction with the Program. Participants in NFO for 2010-2011 included:

Ravikant Agarwal: Assistant Professor of Computer Science
Paula Brusky: Adjunct Assistant Professor of Music
Laurey Clampett: Adjunct Instructor of Finance
Ryan Cordell: Assistant Professor of English and Director of Writing Across the Curriculum
Tina Dhaliwal: Adjunct Instructor of Education
Jeffrey Frick: Dean of the College & Academic Vice President
Daniel Groft: Instructor of Economics
Jason Haen: Instructor of Accounting
Julie Black Harder: Adjunct Instructor of Religious Studies
Blake Henson: Assistant Professor of Music
Kortney James: Adjunct Instructor of Music
Marc Jimos: Adjunct Instructor of Music
Michael Knight: Assistant Professor of Music and Director of Bands and
Head of Instrumental Music Education
Patricia LaPointe: Adjunct Assistant Professor of Art
Marjorie Mau: Adjunct Instructor of Art
Rebecca Nimmer: Adjunct Instructor of Music
Brenda Pfeil: Adjunct Instructor of French
James Porter: Visiting Assistant Professor of Physics
Erin Pryor: Visiting Assistant Professor of Sociology

Susan Regnier: Adjunct Instructor of Education
Barbara Ryan: Adjunct Instructor of Education
Sarah Ryan: Director of Grant Development
Rebecca Schmeisser: Assistant Professor of Geology
Sally Stamper: Visiting Instructor for Religious Studies
Karen Stefiuk: Adjunct Instructor of Music
Julie Stockwell: Adjunct Instructor of Social Work
Meg Turville-Heitz: Adjunct Instructor of Anthropology

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

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

St. Norbert College - Office of Faculty Development

New Faculty Orientation Program

August 23 & 24, 2010

Bemis International Center ~ Room 114

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

Monday - August 23, 2010

- 8:00 - 8:20 GATHERING & WELCOME**
CLOISTER WALK OF ST. NORBERT ABBEY (Directions Attached)
- 8:20 - 8:50 BREAKFAST**
- 8:50 - 9:25 INTRODUCTIONS**
- 9:25 - 10:35 A CONVERSATION ABOUT MISSION & HERITAGE**
A TOUR OF ST. NORBERT ABBEY
Rev. Dr. Jay Fostner, O.Praem, Vice President for Mission & Heritage
- 10:35 - 10:55 BREAK & DRIVE TO ST. NORBERT COLLEGE BEMIS ROOM 114**
- 10:55 - 11:10 PRESIDENT'S WELCOME**
Mr. Tom Kunkel, President
- 11:10 - 11:40 DEAN'S WELCOME**
Dr. Jeff Frick, Dean of the College & Academic Vice President
- 11:40 - 11:55 FACULTY CHAIR WELCOME**
Dr. Paul Johnson, Faculty Chair
- 12:00 - 1:00 LUNCH - MEET THE DEAN'S COUNCIL - HENDRICKSON DINING ROOM**
- 1:00 - 1:10 BREAK**
- 1:10 - 2:10 WHO ARE OUR STUDENTS?**
Dr. Bob Rutter, Associate Vice President of Institutional Effectiveness
Dr. Scott Kirst, Assistant Professor of Education
Dr. Jack Williamsen, Retention Coordinator & Data Analyst
- 2:10 - 2:25 KNIGHTLINE**
Mr. Jeff Ritter, Director of Academic Advising and Student Success
- 2:25 - 2:40 BREAK**
- 2:40 - 3:55 SURVIVING THE FIRST FEW WEEKS &**
ADVICE FOR THE FIRST YEAR
Dr. David Hunnicutt, Assistant Professor of Biology
Dr. Tynisha Meidl, Assistant Professor of Education
Dr. Karen Koenig, Assistant Professor of Religious Studies
- 3:55 - 4:00 WRAP-UP DAY ONE OF NFO**
Dr. Linda Beane-Katner, Director of Faculty Development

Tuesday - August 24, 2010

LIGHT BREAKFAST PROVIDED THROUGHOUT THE MORNING

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

8:30 - 9:30 SYLLABUS CONSTRUCTION - STRATEGIES & REFLECTIONS

Dr. Stephen Correia, Associate Professor of Education
Dr. David Poister, Associate Professor of Chemistry & Environmental Science
Dr. Deirdre Egan, Assistant Professor of English

9:30 - 10:15 THE WRITING PROGRAM & THE WRITING CENTER

Dr. Ryan Cordell, Assistant Professor of English and
Director of Writing Across the Curriculum

10:15 - 10:30 BREAK

10:30 - 11:30 LIBRARY & INFORMATION SERVICES

Ms. Felice Maciejewski, Library Director
Mr. Jay Cook, Software Support Specialist
Ms. Sally Hansen, Head Librarian of Public Services
Mr. Paul Waelchli, Information Literacy Librarian

11:30 - 12:00 ACADEMIC SUPPORT SERVICES & HONOR CODE

Dr. Anindo Choudhury, Associate Academic Dean

12:00 - 12:10 BREAK AND MOVE TO HENDRICKSON DINING ROOM

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

1:20 - 1:30 BREAK & MOVE TO BEMIS ROOM 114 (if not assigned a mentor, the next two sections are less applicable to you and you should feel free to leave if you prefer)

1:30-1:55 A DISCUSSION ABOUT MENTORING

Dr. Linda Beane-Katner, Director of Faculty Development

1:55-2:40 FACULTY RESPONSIBILITIES AT SNC: INSTRUCTIONAL, COLLEGIAL, AND PROFESSIONAL

Dr. Linda Beane-Katner, Director of Faculty Development

2:40-2:50 BREAK

2:50-3:50 FACULTY RESPONSIBILITIES AT SNC: INSTRUCTIONAL, COLLEGIAL, AND PROFESSIONAL (CONTINUED)

Dr. Linda Beane-Katner, Director of Faculty Development

3:50-4:00 WRAP-UP DAY TWO OF NFO

Dr. Linda Beane-Katner, Director of Faculty Development

5:30 - 7:30 FACULTY WELCOME (and welcome back) PICNIC

Ray Van Den Heuvel Family Campus Center Patio

New Faculty Orientation Workshops 2010-2011

NFO Workshop 1: Tuesday, September 7, 3:00 – 5:00 p.m., Center for Norbertine Studies, Mulva Room 201

“Stress and Success: Students and St. Norbert College”

Health and Wellness Services at St. Norbert College is an integrated and collaborative model of health, partnering with all constituents of the College. According to the American College Health Association, National College Health Survey conducted at SNC, students identified that the two most trusted sources of health information were health care professionals and faculty. We intended to capitalize on this by building strong partnerships with attendees to assist our students through their educational journey. Attendees joined Barbara Bloomer PHN, RN, Director of Health and Wellness Services, and Dr. Kevin Miller PhD, Lead Psychologist, to share knowledge and identify collaborative opportunities. Following these presentations, we had a social with Student Affairs Staff from 4:00 to 5:00 p.m.

NFO Workshop 2: Tuesday, October 5, 3:00 – 4:30 p.m., Union 201BC

“Getting it Done: Scholarship in the Trenches”

Transitioning into a full-time tenure track position that emphasizes excellent teaching is challenging. Given many competing demands, how do you carve out space and time for your own scholarship? Our panel, Tim Flood (Natural Science), Ashley Hill-Soderlund (Social Science) and Joel Mann (Humanities and Fine Arts), discussed thoughts and strategies for keeping on track with your research agenda in the early years.

NFO Workshop 3: Tuesday, November 2, 3:00 – 5:00 p.m., Center for Norbertine Studies, Mulva Room 201

“Understanding our Catholic Intellectual and Norbertine Traditions”

As the only Norbertine college in the world, we at St. Norbert emphasize the centrality of our mission in who we are and what we do. There is an expectation that faculty will articulate how they are contributing to the mission in yearly reviews, and tenure and promotion applications. In this workshop, we explored key concepts of our Catholic intellectual and Norbertine traditions, and discussed what it means to support and contribute to the mission of the College. Following this discussion, we had a social with Mission and Heritage Staff from 4:00 - 5:00 p.m.

End of Semester Lunch: Wednesday, December 15, 11:15 a.m. – 1:30 p.m., Bemis International Center

NFO Workshop 4: Tuesday, February 1, 3:00 – 4:30 p.m., Union 201BC

“Understanding our General Education and Grantseeking Programs”

Anindo Choudhury, Associate Academic Dean, and Sarah Ryan, Director of Grant Development, discussed the General Education and Grantseeking programs. We also covered the voting process and committee service.

NFO Workshop 5: Tuesday, March 1, 3:00 – 4:30 p.m., Union 201BC

“Exploring Faculty Roles in High-Impact Practices that Foster Student Learning”

The Association of American Colleges and Universities (AAC&U) has recently identified four practices that foster student learning: 1) service-learning courses; 2) undergraduate research programs; 3) learning communities; and 4) first-year/capstone courses. These practices, by their nature, require students to be actively involved in their own learning. These high-impact practices, when done well, engage students by helping them to make their own discoveries and connections, grapple with “big” questions, and address complex problems. St. Norbert College has recently intensified our efforts and moved forward on the first three practices. In this NFO Workshop, we elaborated on, and invited faculty to participate in, these high-impact practices. Dan Robinson, Director of the Center for Community Service and Learning explored how service-learning is an engaged pedagogy. John Pennington discussed the benefits of undergraduate research and

presented “St. Norbert Collaborative: The Center for Undergraduate Research, Scholarship and Creative Activities.” Marcie Paul discussed the impact of the newly launched living-learning component for first-year Honors students.

NFO Workshop 6: Tuesday, April 5, 3:00 – 4:30 p.m., Union Shield Room

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

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 prepared for tenure and promotion. We further discussed the Teaching Portfolio, SOOTs, Faculty Development Funds and Grants, and your 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 2010.

We extend heartfelt thanks for the mentors who assisted our new colleagues during the 2010-2011 academic year: Betsy Bauman, Jim Benton, Kari Cunningham, Russ Feirer, Tim Flood, Iris Jenkel, Marcie Paul, Stephen Rupsch, Wendy Scattergood, and Marc von der Ruhr.

ANNUAL FACULTY DEVELOPMENT CONFERENCE

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

The Twenty-fourth Annual Faculty Development Conference, *Scholarship at St. Norbert College: Toward a New Consensus* was held Wednesday, August 25, 2010 in Bemis 20 ABCD. As we engage in scholarship and creative activities, we contribute to the mission of St. Norbert College that calls us “to gain knowledge, solve problems, and seek truth.”

The St. Norbert College community last tackled the topic of scholarship two decades ago, and expectations and responsibilities for faculty have significantly changed since then. We launched an initiative to re-examine the place of scholarship in light of these and other changes, including our recent ranking as a national liberal arts college, the President’s vision of excellence, and trends in higher education nationwide.

Last year’s Faculty Development Conference on the role of and support for scholarship in faculty lives explored the following questions:

- What is our new Dean’s vision of scholarship at the College?
- What do we expect of ourselves as teacher-scholars and artists at different career stages?
- How can we best pursue scholarship and creative activities?
- What can we learn about faculty load from aspirant institutions?
- What is the College prepared to do in the next five years to support scholarship?

The conference was facilitated by Dr. William Craft. Dr. Craft is Dean of the College, Vice President for Academic Affairs, and Professor of English at Luther College. He serves on the executive boards of the American Conference of Academic Deans and the Wye Faculty Seminar. He has worked with the faculty at Luther to establish definitions of scholarship, expectations for scholarly achievement at different stages of faculty careers, and the relationship of scholarly inquiry to excellence in teaching, and with Jill Reich of Bates College and Elizabeth Tobin of Illinois College, he has recently led a workshop on faculty workload.

The full program is included on the following page.

Scholarship at St. Norbert College: Toward A New Consensus

8:00 – 8:25 Coffee and light refreshments

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

8:30 – 8:55 “A Vision for Scholarship at St. Norbert College” – Jeff Frick

8:55 – 9:25 “Living the Life of Inquiry in Community” – William Craft

The poet Wendell Berry writes that faculty members are trustees of the life of the mind in their community (*A Continuous Harmony*, 1972). If this is true, what we seek to do as scholars is live out a life of inquiry, discovery, and reflection, with peers and with students.

Given this, the first questions are not about how we “count” things, but rather these:

- What do we expect of ourselves as teacher-scholars and artists?
- How can we best organize our time to give ourselves joyfully to these tasks that we love?
- How can we ensure that our scholarship and artistry will enable our community to thrive?
- How can we best model the life of inquiry for our students?

9:25 – 9:35 Break

9:35 – 10:35 “The Luther College Experience” – William Craft

- The question of scholarship put to the Dean of the College ten years ago
- Feedback from department heads about the nature of scholarship in the disciplines, expectations at different career stages, and the relation of scholarship to College’s mission
- Review and revision of college-wide requirements and majors
- Reconfiguration of faculty load
- Changes in the culture of scholarship for faculty, teaching, and the College’s intellectual life
- Ten years on: still changing

10:35 – 10:45 Break

10:45 – 11:45 “St. Norbert College Opportunities” – Roundtable discussion on faculty aspirations/expectations in light of the mission of the College. Questions include:

- If you had more time, what type(s) of scholarship would you pursue and why?
- If you were free to do so, how would you choose to organize your professional time?
- How does scholarship bear fruit in your teaching?
- What range and depth of scholarship ought you to expect of yourself and others at various stages of your career?

11:45 – 12:10 “Lessons Learned from Luther College” – Question and answer session

12:10 – 12:25 “Finding More Financial Support for Scholarship at SNC” – Tom Kunkel and Jeff Frick

12:25 – 12:30 Conclusion – Linda Beane-Katner

12:30 – 1:45 Lunch and discussion

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

“TEACHING AND LEARNING” WORKSHOPS

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

Friday, October 1, 2010

“Grant Seeking at St. Norbert College: Taking the Next Step”

David Bailey, Assistant Professor of Biology

Anindo Choudhury, Associate Professor of Biology and Associate Academic Dean

Karlyn Crowley, Associate Professor of English and Director of Women’s & Gender Studies

Ashley Hill-Soderlund, Assistant Professor of Psychology

Sabine Hyland, Associate Professor of Anthropology

It’s the dawn of a new day in grant seeking at St. Norbert College! Many faculty view grants as a mysterious subject requiring special skills and knowledge. While grant seeking can be challenging, it is also very rewarding. It allows you to fund projects and research you wouldn’t normally be able to take on. It’s also a key element in faculty scholarship. Our new Director of Grant Development discussed grant seeking here at St. Norbert and was joined by colleagues who have been successful in grant seeking and reviewers. Attendees learned about the Office of Grant Development and the steps involved in applying for a grant.

Friday, November 12, 2010

“Understanding Undergraduate Research: An Overview Workshop”

Kari Cunningham, Assistant Professor of Chemistry

Brad Ellis, Assistant Professor of Spanish

Ashley Hill-Söderlund, Assistant Professor of Psychology

David Hunnicutt, Assistant Professor of Biology

Scott Kirst, Assistant Professor of Education

Brian Pirman, Associate Professor of Art

Linda Beane-Katner, Associate Professor of French and Director of Faculty Development

John Pennington, Professor of English and Director of The Collaborative

The St. Norbert Collaborative: Center for Undergraduate Research, Scholarship and Creative Activities bets over/under that attendees enjoyed its informative workshop on undergraduate collaborative research. The workshop had a threefold design. The Collaborative:

- defined the philosophy of undergraduate research as a collaborative activity
- examined the similarities and differences of undergraduate research as it pertains to the natural sciences, social sciences, and humanities
- provided a detailed overview of the funding sources at St. Norbert College for undergraduate research.

Friday, February 18, 2011

“Speaking of Chocolate, Cholera, and Vampires: The Pleasures and Pains of Honors Tutorials”

Marcie Paul, Director of the Honors Program, and Associate Professor of Spanish

Laurie MacDiarmid, Associate Professor of English

David Hunnicutt, Assistant Professor of Biology

One of the most exciting changes we have seen in the new Honors Program is the addition of tutorials. Marcie Paul explained the nuts and bolts of tutorials (credits, hours, registration), and then two honors students joined faculty members Laurie MacDiarmid and David Hunnicutt - who both taught their second tutorial in fall - in a presentation on the tutorial experience. Attendees joined in as we discussed the exciting opportunities for exploration, collaboration, and research offered by these mini-courses.

Friday, April 1, 2011

“Geographic Information Systems in a Liberal Arts Education”

Krissy Lukens, Instructional Technology Specialist

Dan Tilly, Adjunct Instructor of Geography and Lead GIS Specialist with Foth Infrastructure & Environment

A session which highlighted the myriad teaching and learning applications of Geographic Information Systems (GIS). GIS integrates hardware, software, and data to capture, manage, analyze, and display all forms of spatially referenced information. GIS has revolutionized the ways in which we question, interpret, and visualize data across a wide range of disciplines. GIS software was installed in a College computer lab, and a first course was offered in spring, 2011. Krissy Lukens and Dan Tilly shared examples of how GIS can be used to reveal relationships and patterns. Participants had the opportunity to explore custom-map applications using iPads that were provided.

“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 twenty-two attendees at each session, included:

September 16, 2010

Bridget Burke Ravizza, Assistant Professor of Religious Studies

“Christian Ethics, Parenting, and Reproductive and Genetic Technologies”

From “Jon and Kate” to “Octomom”... from pregnant women in their sixties to divorced couples suing over frozen embryos... reproductive and genetic technologies are making headlines. They are also complicating parenthood and putting a whole new set of moral quandaries in the laps of parents-to-be. We often imagine that couples who are dealing with infertility (up to one in six couples) are the ones facing moral dilemmas about these technologies, and indeed they are. Yet fertile couples are also likely to face difficult choices prompted by technologies, due to the fetal genetic testing that is becoming increasingly routine in prenatal care. Bridget Burke Ravizza discussed her recent sabbatical project, focusing on how Catholic parishes can better help women and couples negotiate these technologies, and why this is a crucial—if challenging—task.

October 28, 2010

Robert Kramer, Associate Professor of History

“Life in a Holy City at The End of Days”

The past 2,000 years or so have witnessed the rise of numerous millennial movements around the world, as societies under stress have come to expect the arrival of a Redeemer and the imminent end of the world. Heterodox (or even downright bizarre) by definition, these movements have sometimes attracted numerous followers and lasted a considerable period of time. Not many have “acquired” their own fully functioning state, established their own theocracy, built their own capital

city from scratch, and left a rich paper trail for the benefit of later historians. So it was Bob's pleasure to study the city of Omdurman, Sudan in the late 19th century, and to wonder how people expected to live, day-to-day, as the end of the world approached. This presentation introduced the subject of the Mahdist movement in Sudan and discussed the various sources for studying it, both written and oral. Additionally, Bob commented on the (unforeseen) benefits of leaving a project undone for a number of years, teaching introductory-level courses, and then returning to it with fresh eyes.

November 19, 2010

Russ Feirer, Associate Professor of Biology

“Studies on the Effects of Plant-Derived Compounds on Cancer Cells”

Over 500,000 people will die of cancer in the United States this year. Approximately one out of two men and one out of three women will develop cancer during their lifetimes. Work studying the basic biology of cancer cells has led to the development of new classes of anti-cancer drugs, with rational drug design being employed more frequently. In spite of this, over 60% of currently prescribed anti-cancer drugs originated as natural products isolated from plants, microbes or marine organisms (Cragg & Newman, 2006). Compounds obtained from plants that have recently shown promise as anticancer agents include resveratrol, present in grapes, peanuts and other plants. Resveratrol was first reported to act as a cancer preventative in mice in 1997. Those early reports were confirmed and more recently extended to many human cancer cell lines and mouse tumorigenesis models by several groups, including the research lab of Dr. Arthur Polans of the University of Wisconsin Medical School and Carbone Cancer Center. Russ was fortunate enough to have spent a sabbatical leave in the Polans lab, and described the work that was conducted there and continues here at SNC. The discussion highlighted the unexpected twists and turns encountered in a scientific career and the benefits of having a broad scientific background.

March 8, 2011

Wolfgang Grassl, Associate Professor of Business Administration

2010 Donald B. King Distinguished Scholar Award Recipient

“The Why and How of Scholarship: Thoughts about Disciplines and Research Agendas (with Some Examples from the Social Sciences)”

This presentation covered the following topics: (1) Realist vs. idealist approaches to research; (2) Finding structures in reality as a vocation of academics; (3) Disciplines and their limitations; (4) Pursuing a research agenda; (5) Wolfgang's own humble attempts as an example: problems, methods, and interconnections; and (6) Suggestions to colleagues.

April 5, 2011

Bradford Ellis, Assistant Professor of Spanish

“Slaves, Sorcery, and Subversion: Morisco Women in Early Modern Spain”

Among the subjects most troubling to authorities in sixteenth- and seventeenth-century Spain were the Moriscos, Muslim converts to Christianity. Despite their public conversion, many Moriscos continued to practice their Islamic faith and its traditions in secret. Morisco women, in particular, threatened church and state authority since they could preserve their Islamic heritage within the household and raise their children in the Muslim culture. Two categories of Morisco women who were especially troubling to Christian authorities were slaves and those who practiced love magic, known as *hechiceras*. In this presentation, Brad discussed his on-going research on the ways in which these women challenged the patriarchal Christian mainstream of their time while preserving their Muslim heritage and identity.

**“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.

Tuesday, September 21, 2010: 11:15 p.m. ~ 12:45 p.m.

Wednesday, September 29, 2010: 3:00 p.m. ~ 4:30 p.m.

William Hyland, Assistant Professor of Latin and Director of the Center for Norbertine Studies

Bridget Burke Ravizza, Assistant Professor of Religious Studies

Paul Wadell, Professor of Religious Studies

“Integrating Our Catholic and Norbertine Traditions in the Work We Do”

We all know that St. Norbert College is a liberal arts institution rooted in the Catholic and Norbertine traditions. And we likewise know that we are the only Norbertine college in the world. But what difference does this make in the work we do? Does the Norbertine focus on *communio* change our understanding of who we are, what we do, and how we do it? Does Norbert’s call to reconciliation and peacemaking-and the Norbertines’ esteem for hospitality and charity- shape our awareness of how we are called to attend to one another? Similarly, does the Catholic intellectual tradition’s emphasis on the unity of the true, the good, and the beautiful both challenge and enrich our appreciation of rationality, and free us to teach in more open and innovative ways? Too, if the Catholic intellectual tradition calls us to move from knowledge to wisdom to goodness, what does this mean for those of us who teach? This panel presentation wrestled with these questions by first exploring aspects of the Norbertine Tradition and what they mean for the work we do, and then by reflecting on fundamental dimensions of the Catholic intellectual tradition and what they might entail for us in the different roles we have at the College. We concluded with some practical examples of how both traditions impact our work in the classroom. For instance, how is the Catholic intellectual tradition integrated into a Women’s and Gender Studies course such as Feminist Theology, considering that feminism is perceived by some to be at odds with Catholicism (in fact, Pope Benedict has warned of its “lethal effects”)?

Tuesday, March 22, 2011: 1:00 p.m. ~ 2:30 p.m.

Wednesday, March 23, 2011: 12:00 p.m. ~ 1:30 p.m.

Robert Pyne, Director of the Peace and Justice Center

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

John Neary, Professor of English

“Dialogues on Learning: The Catholic Intellectual Tradition in the Classroom”

How does the Catholic intellectual tradition enrich scholarship and student learning at St. Norbert College? The panel discussion explored ways in which faculty from multiple disciplines might draw upon the resources and ideals of the Catholic intellectual tradition in the classroom. Robert Pyne discussed the way his courses utilize Catholic Social Teaching to encourage both realism and an expansive vision of human flourishing. Anindo Choudhury addressed the compatibility of faith and reason, especially as it relates to evolution and student learning. John Neary explained how a spiritual view of the process of knowing, along with the Catholic sacramental vision, has helped him to see learning as an act of love and not just of cognition.

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 2010-2011 academic year with approximately 65 in attendance:

February 4, 3:00 - 4:30 p.m. Webb Theatre of Abbot Pennings Hall of Fine Arts

Learning in The Digital Age Forum

OFD partnered with the Office of the President for this event. The students who come to St. Norbert College are attracted to the small, residential nature of the institution that is a central part of our tradition and heritage. Today, however, they also bring with them certain expectations arising from the omnipresence of computer and telecommunications technologies in their lives.

Like all colleges and universities, we are starting to reconcile the traditional forms of pedagogy that we practice with the learning styles and expectations of Millennial students. As part of this important exploration, one question that needs careful consideration is the role of online and/or hybrid courses. How appropriate are they at a campus like ours? Where and how are they most effective? And how can we make them fully consistent with the mission and identity of the College?

In short, how do we best integrate modern tools and time-proven pedagogy? We invited attendees to join President Kunkel for a faculty-led examination of the issues at hand. To facilitate the conversation, we invited the following colleagues who have piloted online courses to share reflections on their experiences: Kari Cunningham; John Frohlicher; Wolfgang Grassl; Scott Kirst; Grazia Villaroel. We intended for this event to be a free-ranging and candid exchange of all viewpoints, with ample time for discussion. The conversation continued over wine and cheese at a reception immediately following.

"CELEBRATING STUDENT & FACULTY/STAFF COLLABORATIONS"

The eighth annual "Celebrating Student & Faculty/Staff Collaborations" was held on Tuesday, March 29, 2011 in Todd Wehr Hall from 1:00 to 4:00 p.m. In an effort to increase attendance, in 2008 we changed this from a full day event to an event from 2:00 – 5:00 p.m. and in 2011 expanded to start an hour earlier. We also continued to increase the marketing for attendance, and were extremely pleased with the results. Further, for 2011, we moved the event to Todd Wehr Hall for greater visibility.

Co-sponsored by the Office of Faculty Development, The Collaborative: The Center for Undergraduate Research, Scholarship and Creative Activities, and the Office of the Dean of the College, this event focuses on the valued tradition at St. Norbert College of collaborations taking place in labs, studios, and other scholarly or creative settings, resulting in a rich array of scholarly

research and creative works. The event featured collaborative projects that grew out of independent studies, class assignments, and informal conversations as well as those collaborations supported through Student-Faculty Development Endowment Grants or the Research Fellows Program. This year, thirty-nine projects were highlighted, involving sixty-one students and twenty-eight faculty or staff. The event concluded with a Reception and Recognition Ceremony in Hendrickson Dining Hall, with remarks by guest speaker Dr. John Corbett, '85, Professor and Chairman of Biochemistry, Medical College of Wisconsin.

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, Tuesday, November 9, 2010 in the Bemis International Center. Seventeen of our colleagues were able to attend.

Emeriti Lunch, Thursday, April 7, 2011 in the Bemis International Center. After lunch, Dean Jeff Frick, Dean of the College and Academic Vice President gave a brief introduction of his first half of the year here at SNC and answered questions from our emeriti. Twenty-two of our colleagues were able to attend.

St. Norbert College bid a fond farewell and thank you to Jim Benton, Associate Professor of Sociology; Jim Hodgson, Professor of Biology; and Donald Taylor, Adjunct Associate Professor of Art, Director of Art Galleries, and Curator of the Collection who retired at the end of the 2010-2011 academic year. In honor of their dedicated service to St. Norbert College, the Office of Faculty Development, in collaboration with the President and Dean of the College, hosted a farewell dinner for them and their guests, after the college community recognized their years of dedicated service at the Faculty Awards Reception. The community also presented gifts of appreciation.

“CELEBRATING COLLEGIALITY”

Two “Celebrating Collegiality” events were held in the 2010-2011 academic year. These socials enhance faculty morale and nurture community and collegiality. The first semester event was held Friday, October 22, 2010, in the Campus Center Reflection Lounge. Second semester, “Celebrating Collegiality” was held on Friday, March 25, 2011, again in the Campus Center Reflection Lounge. Because these events are set-up in an "open house" style, attendance is difficult to estimate, but the majority of faculty were able to attend at least part of the afternoon. Feedback is always positive.

FACULTY DEVELOPMENT SUMMER GRANTS PROGRAM

The Summer Grants Program offers faculty the opportunity to obtain financial support for scholarly, artistic, curricular, and instructional projects undertaken during the summer months. The grants are awarded by the Summer Grants Committee, which is comprised of the elected faculty members of the FDC. The Program is administered by the Director of Faculty Development. The seventeen SNC faculty who received 2011 Summer Grant awards of up to \$2,500.00 were:

Scholarship, Research, and Artistic Endeavors Awards

Deborah Anderson, Associate Professor of Biology

To travel to Wyoming for collection of Late-Early Eocene Fossil Rodent species.

Betsy Bauman, Assistant Professor of Religious Studies

To prepare an article titled, "Secret Spaces: Sexuality and the Production of Knowledge in the Apocalyptic Process," for presentation and publication.

April Beiswenger, Assistant Professor of Theatre Studies

To create a series titled, "The Glass of Fashion and the Mould of Form," containing pieces based on the juxtaposition of historical and cultural mores of gender-specific fabric use in traditional male/female clothing.

Shalisa Collins, Assistant Professor of Spanish

To complete a book chapter titled, "The City as Corpse in the Detective Novels of Ramón Díaz Eterovic" and an article titled "The neo-policial latinoamericano and the Question of Form: Spatial Metamorphosis in the Detective Novels of Ramón Díaz Eterovic."

Bradford Ellis, Assistant Professor of Spanish

To complete an article entitled, "Sorcery and Subversion: Morisco Women in Salas Barbadillo's *La hija de Celestina*."

Nelson Ham, Professor of Geology and Environmental Science

To complete a prospectus, outline, and draft chapters of a book on Wisconsin streams.

Charles Jacobs, Assistant Professor of Political Science

To investigate Justice Stephen Breyer's contribution to the development of Supreme Court doctrine and write an article titled, "Justice Stephen Breyer in the Age of Chief Justice John Roberts: An Initial Look."

Terry Jo Leiterman, Assistant Professor of Mathematics

To model the population dynamics of phytoplankton in freshwater, inland ecosystems, through theoretical and experimental means, with an emphasis on the process of sedimentation as it relates to particle size, shape, and concentration.

John Pennington, Professor of English

To create an interactive digital archive of George MacDonald's *At the Back of the North Wind* (1871) to accompany the critical edition of MacDonald's children's fantasy that will be published in the Fall of 2011 by Broadview Press.

David Poister, Associate Professor of Chemistry and Environmental Science

To evaluate the hypothesis that *Gloeocystis planctonica* exerts allelopathic inhibition on Fox River diatoms.

Stephen Rupsch, Assistant Professor of Theatre Studies

To mount the first production of a New Theatre Company in Green Bay.

Beth Tarasawa, Assistant Professor of Sociology

To assess how summer gains and losses vary by student socio-economic status and summer school attendance in the Howard - Suamico School District.

Curricular and Instructional Improvement Awards

David Bailey, Assistant Professor of Biology

To develop a new course titled "Humans and the Environment," which will examine, in both lecture and the laboratory, how humans interfere with their own biology and that of other organisms.

Ryan Cordell, Assistant Professor of English

To design an upper-level course or summer institute in digital humanities theory and methodology that will benefit students in graduate school or the job market.

Karlyn Crowley, Associate Professor of English, and Director, Women's and Gender Studies

To design a new course on Gay and Lesbian literature for the English Discipline to be cross-listed with Women's and Gender Studies.

David Hunnicutt, Associate Professor of Biology

To design a new course titled, "Introductory Microbiology," in order to reorganize the microbiology program on campus.

Sarah Parks, Assistant Professor of Music

To create course readings for MUSI 315-Survey of Opera, which will cover historical development of opera and discuss the biographies and compositions of musicians who contributed to the genre of opera.

The investment in the Summer Grants Program has been an excellent one. During the past twenty-six years, through over 395 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 2011 (\$42,500.00)	26-YEAR BREAKDOWN (1986-2011)																																																																																																																																								
<p>I. APPLICATIONS ANALYSIS:</p> <p>Applications: 20</p> <p>Applicants: 20</p> <p>Collaborative projects: 0</p> <p>Divisions:</p> <table> <tr><td>Hum. & F.A.</td><td>= 11</td></tr> <tr><td>Social Sciences</td><td>= 3</td></tr> <tr><td>Natural Sciences</td><td>= 6</td></tr> <tr><td>Inter Divisional</td><td>= 0</td></tr> </table> <p>Rank:</p> <table> <tr><td>Professor</td><td>= 3</td></tr> <tr><td>Associate</td><td>= 5</td></tr> <tr><td>Assistant</td><td>= 12</td></tr> <tr><td>Instructor</td><td>= 0</td></tr> </table> <p>Disciplines (25):</p> <table> <tr><td>Anthropology</td><td>= 0</td><td>History</td><td>= 2</td></tr> <tr><td>Art</td><td>= 0</td><td>Humanities</td><td>= 0</td></tr> <tr><td>Biology</td><td>= 3</td><td>Mathematics</td><td>= 1</td></tr> <tr><td>Bus. Admin.</td><td>= 0</td><td>MLL</td><td>= 2</td></tr> <tr><td>Chemistry</td><td>= 1</td><td>Music</td><td>= 1</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>= 0</td><td>Pol. Science</td><td>= 1</td></tr> <tr><td>Education</td><td>= 1</td><td>Psychology</td><td>= 0</td></tr> <tr><td>English</td><td>= 3</td><td>Rel. Studies</td><td>= 1</td></tr> <tr><td>Geography</td><td>= 0</td><td>Soc. Science</td><td>= 0</td></tr> <tr><td>Geology</td><td>= 1</td><td>Sociology</td><td>= 1</td></tr> <tr><td></td><td></td><td>Theater Studies</td><td>= 2</td></tr> </table>	Hum. & F.A.	= 11	Social Sciences	= 3	Natural Sciences	= 6	Inter Divisional	= 0	Professor	= 3	Associate	= 5	Assistant	= 12	Instructor	= 0	Anthropology	= 0	History	= 2	Art	= 0	Humanities	= 0	Biology	= 3	Mathematics	= 1	Bus. Admin.	= 0	MLL	= 2	Chemistry	= 1	Music	= 1	Comm.	= 0	Philosophy	= 0	Computer Sci.	= 0	Physics	= 0	Economics	= 0	Pol. Science	= 1	Education	= 1	Psychology	= 0	English	= 3	Rel. Studies	= 1	Geography	= 0	Soc. Science	= 0	Geology	= 1	Sociology	= 1			Theater Studies	= 2	<p>I. APPLICATIONS ANALYSIS:</p> <p>Total applications processed: 462</p> <p>Total applicants: 502</p> <p>Total collaborative projects: 49</p> <p>Divisions:</p> <table> <tr><td>Hum. & F.A.</td><td>= 247</td><td>Professor</td><td>= 61</td></tr> <tr><td>Soc. Sci.</td><td>= 177</td><td>Associate</td><td>= 154</td></tr> <tr><td>Nat. Sci.</td><td>= 78</td><td>Assistant</td><td>= 278</td></tr> <tr><td>Inter Divisional</td><td>= 1</td><td>Instructor</td><td>= 13</td></tr> </table> <p>Disciplines (25):</p> <table> <tr><td>Anthropology</td><td>= 12</td><td>History</td><td>= 44</td></tr> <tr><td>Art</td><td>= 10</td><td>Humanities</td><td>= 5</td></tr> <tr><td>Biology</td><td>= 36</td><td>Mathematics</td><td>= 7</td></tr> <tr><td>Bus. Admin.</td><td>= 44</td><td>MLL</td><td>= 34</td></tr> <tr><td>Chemistry</td><td>= 17</td><td>Music</td><td>= 8</td></tr> <tr><td>Comm.</td><td>= 28</td><td>Philosophy</td><td>= 28</td></tr> <tr><td>Computer Sci.</td><td>= 3</td><td>Physics</td><td>= 5</td></tr> <tr><td>Economics</td><td>= 21</td><td>Pol. Science</td><td>= 18</td></tr> <tr><td>Education</td><td>= 29</td><td>Psychology</td><td>= 30</td></tr> <tr><td>English</td><td>= 44</td><td>Rel. Studies</td><td>= 40</td></tr> <tr><td>Geography</td><td>= 3</td><td>Soc. Science</td><td>= 2</td></tr> <tr><td>Geology</td><td>= 9</td><td>Sociology</td><td>= 15</td></tr> <tr><td></td><td></td><td>Theater Studies</td><td>= 3</td></tr> </table>	Hum. & F.A.	= 247	Professor	= 61	Soc. Sci.	= 177	Associate	= 154	Nat. Sci.	= 78	Assistant	= 278	Inter Divisional	= 1	Instructor	= 13	Anthropology	= 12	History	= 44	Art	= 10	Humanities	= 5	Biology	= 36	Mathematics	= 7	Bus. Admin.	= 44	MLL	= 34	Chemistry	= 17	Music	= 8	Comm.	= 28	Philosophy	= 28	Computer Sci.	= 3	Physics	= 5	Economics	= 21	Pol. Science	= 18	Education	= 29	Psychology	= 30	English	= 44	Rel. Studies	= 40	Geography	= 3	Soc. Science	= 2	Geology	= 9	Sociology	= 15			Theater Studies	= 3
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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. In 2011, the OFD began partnering with the St. Norbert Collaborative: The Center for Undergraduate Research, Scholarship and Creative Activities to expand the program. 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), two faculty members from the Faculty Development Committee, and one from the St. Norbert Collaborative. Through the use of a carefully planned and implemented promotional strategy, the Awards Committee has, with each passing year, created greater visibility for the Fund among St. Norbert College students. As a result, many grant partnerships are now student initiated. The Director and members of the FDC are pleased to have played a role in developing this Fund and look forward to administering and nurturing it in the years ahead.

Endowment principals and the amount we may draw from our endowments were again down for the 2011 fiscal year. The SFDEF received \$4,808.61 in 2010-2011. It received \$10,849.13 in 2008-2009 and \$4,672.73 in 2009-2010, when the Dean's Office identified one-time dollars to supplement funding.

To increase the number of worthy awards that could be supported in 2010-2011, the Dean's Office identified \$5,000 one-time dollars and the St. Norbert Collaborative identified \$2,000 one-time dollars to supplement the fund. This allowed the SFDEF Subcommittee to be able to grant twelve Student-Faculty Development Endowment Fund awards.

The following student-faculty learning partnership teams received Student-Faculty Development Endowment Fund awards for the 2010-2011 academic year:

Mr. Sergii Bilokhatnuik, Junior Computer Science and Mathematics Major

Dr. Ravi Agarwal, Assistant Professor of Computer Science

Support for a project to investigate Android's capabilities and limitations and develop a multi-level authentication application to enhance Android's security and authentication process. The application development will be done in Java programming language using Android's SDK and Eclipse platform. A formal research paper will be published following the conclusion of the project.

Ms. Emily Klug, Senior Biology Major

Dr. David Bailey, Assistant Professor of Biology

Support for a project to study two proteins, tyrosine kinase B and vesicular glutamate transport, and the role they play in the hippocampus of zebra finches. This project will provide extra information for the evolving model of estrogen-mediated memory formation and results will be interpreted within the laboratory at St. Norbert College.

Mr. Chase Brosseau, Senior Biology Major

Mr. Eric Gale, Junior Biology Major

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

Support for a project to study the systematics and biogeography of parasites of freshwater fishes in Panama, and their role in addressing bio-geographical patterns on a broader scale in relation to the Great American Biotic Interchange. The results will be compiled and a public website will be made in collaboration with the Smithsonian Tropical Research Institute.

Ms. Megan King, Junior Sociology Major

Dr. Bola Delano-Oriarian, Assistant Professor of Education

Dr. Tynisha Meidl, Assistant Professor of Education

Mrs. Debra Faase, Academic Instructor of Education

Support for a project to identify, examine and evaluate the instructional literacy approaches teachers use in the classroom to meet the needs of culturally diverse learners. Results of the study will be submitted for scholarly publication in an education-based journal.

Ms. Isabella Benassi, Junior Biology Major

Dr. Russ Feirer, Associate Professor of Biology

Support for a project to study the effects of resveratrol on the glucose metabolism and cell viability of melanoma and breast cancer cell lines. Found in grapes and other plants, dietary resveratrol has been proposed to be a cancer preventative and toxic to cancer cells. The results will be presented at the American Association of Cancer Research in April, 2011.

Ms. Jamilya Sauranbayeva, Junior Business Administration Major

Mr. Yerzhan Nauruzbayev, Sophomore International Business and Language Area Studies, and Political Science Major

Dr. Wolfgang Grassl, Associate Professor of Business Administration

Support for a project to study options for developing the logistics market in Kazakhstan with the goal of stimulating international business. This project will also look at the possibility of contributing to our local

Brown County economy by requesting that Schneider National Inc. become involved in the project and provide services in the areas of Kazakhstan and central Asia where markets are rapidly growing.

Ms. Sarah Day, Senior Geology and Spanish Major

Dr. Rebecca Schmeisser, Assistant Professor of Geology

Dr. Nelson Ham, Professor of Geology

Support for a project to assess periods of dune formation in Northeast Wisconsin and the reconstruction of paleo-wind directions utilizing new geological laboratory techniques. The results of this project will be used to test computer-model reconstructions of climate change and drought during the Dust Bowl in the early 1900s.

Mr. Blake Bashor, Senior Biology Major

Dr. David Hunnicutt, Assistant Professor of Biology

Support for a project to identify bacteria in the zebra finch gut as well as to assess the effects of specific hormones and gut bacteria on endocrine function in the birds.

Ms. Renee Wenig, Senior Biology and Mathematics Major

Dr. David Hunnicutt, Assistant Professor of Biology

Support for a continued project to study nasal carriage of *Staphylococcus aureus* at St. Norbert College. The project will include taking self-nasal swabs from a large sample of students who will also fill out an anonymous questionnaire. The data will be analyzed to compare it to current research to determine current risk factors.

Mr. Leivur Reinert Djurhuus, Junior Art Major

Mr. Brian Pirman, Associate Professor of Art

Support for a project to design an installation piece for the Godschalx Gallery that addresses aspects of creative initiation. The "Exquisite Corpse" will be the model of interest, and a gallery of 10 3'x3' panels will be constructed using Adobe Photoshop and Adobe Illustrator.

Ms. Alison Schaefer, Junior Chemistry Major

Dr. David Poister, Associate Professor of Chemistry and Environmental Science

Support for a project to sample and study a blue-green algae that releases a compound that stimulates the growth of freshwater diatoms. These algae and diatoms are present in our very own Fox River. The results will be published and will represent a significant contribution to the field of aquatic chemical ecology.

Ms. Stephanie Weiss, Senior Business Major

Ms. Andrea Burklund, Senior Accounting Major

Ms. Amy Vandenberg, Assistant Professor of Business Administration

Support for a project to study the affects of mark-to-market on a broad spectrum of banking industries ranging from small branches to large governmental institutions. The aims of mark-to-market have been to place a greater responsibility on the banking industry, but attempts to institute the new method have failed. This project is going to consolidate evidence to prove whether or not it is a beneficial way to deal with the current economic crisis and what affects this new method will have in the future.

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.

Three awards were granted for 2010-2011:

Deborah Anderson, Associate Professor of Biology

Funding of \$600.00 to help cover expenses for travel to Washington, D.C., to attend the Scholarship of Teaching and Learning (SoTL) Institute, July 14-17, 2010, and gain some formal training with colleagues while documenting new pedagogical approaches that encourage student learning. This training will help better serve undergraduates who hope to get the most out of their education.

Charles Jacobs, Assistant Professor of Political Science

Funding of \$600.00 to help cover expenses for travel to New Haven, CT, to attend the Interdisciplinary Summer Workshop for College Instructors: Processes of Constitutional and Legal Change, July 10-17, 2010, to gain some formal training and education materials through debates and presentations. As pre-law advisor, this will help better serve undergraduates who hope to pursue law as a vocation.

Beth Tarasawa, Assistant Professor of Sociology

Funding of \$600.00 to help cover expenses to Portland, OR, to attend the "From Reciprocity to Collective Transformation: Achieving the Potential of Community-Campus Partnerships" conference, May 22-26, 2011, to enhance the foundations of higher education partnerships with contemporary understandings, research, and practice to improve service-learning development. This will deepen the interest and practice of community-higher education partnership.

Because of the continued success of this funding source, it is hoped that we will be able to offer this funding well into the future. We will offer four awards in the 2011-2012 year.

FACULTY DEVELOPMENT FUND

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

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

The Faculty Development Committee reviewed the situation and made recommendations for the 2011 fiscal year based on two principles: 1) to prioritize the Faculty Development Fund; and 2) to continue to make a modest gesture towards increasing the dollar amount of awards to help support professional development in these challenging economic times.

To accomplish this we transferred money from the Summer Grant fund to the Faculty Development Fund so that we could offer 28 awards (less than previous years), and increase the award amount from \$550.00 to \$600.00. As we approached the maximum number of awards we could support, we approached the Dean's Office who identified one-time dollars to supplement funding, thus we did not have to turn down any request for support due to lack of funds.

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-four awards this past year. The following is a complete listing of recipients.

FACULTY DEVELOPMENT FUND: 2010-2011

I. APPLICANT BREAKDOWN:

Applications received and processed: 34

Total applications funded: 34

Total faculty funded: 34

Divisions:

Hum. & Fine Arts	=	14
Social Sciences	=	15
Natural Sciences	=	5

Rank:

Professor	=	4
Associate	=	9
Assistant	=	21
Adjunct Assistant	=	0
Instructor/Other	=	0

Disciplines:

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

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

Marc von der Ruhr, Associate Professor of Economics

Funding of \$600.00 to help cover expenses for travel to Portland, OR, to participate in the Association for the Study of Religion, Economics, and Culture in conjunction with the Western Economics Association, June 29-July 3, 2010, to present a paper titled "Subsidizing Religious Participation Through Groups: A Model of 'Megachurch' Strategy for Growth."

Marcie Paul, Associate Professor of Spanish

Funding of \$600.00 to help cover expenses for travel to Toronto, Canada, to participate in the Latin American Studies Association Annual Conference, October 5-9, 2010, to present a paper titled "Brothers, Doubles, and Imposters: Cyclical Fratricide in Ignacio Padilla's *Amphitryon*."

Jason Senjem, Assistant Professor of Business Administration

Funding of \$600.00 to help cover expenses for travel to Lausanne, Switzerland, to participate in the International Institute for Management Development and École Polytechnique Fédéral de Lausanne (EPFL), June 9-12, 2010, to present a paper titled "Shades of Green: Entrepreneurial Influences of Environmental Practice Adoption" co-authored with Ms. Jessica Richards (SNC).

Bradford Ellis, Assistant Professor of Spanish

Funding of \$600.00 to help cover expenses for travel to South Hadley, MA, to participate in the bi-annual conference of the *Grupo de Estudios sobre la Mujer en España y las Américas (pre-1800)* (GEMELA), September 22-26, 2010, to present a paper titled "From Slaves to Sorcerers: The Subversive Presence of Morisco Women in Golden Age Spain."

Ryan Cordell, Assistant Professor of English and Director of Writing-Across-the-Curriculum

Funding of \$600.00 to help cover expenses for travel to Rice University, Houston, TX, to participate in the "Millennialism and Providentialism in the Era of the American Civil War" conference October 1-3, 2010, to present a paper titled "'This *Flattering* Millennium Theory': Denominationalism Against Millennialism in James Fenimore Cooper's *The Crater*."

Deborah Anderson, Associate Professor of Biology

Funding of \$600.00 to help cover expenses for travel to Pittsburg, PA, to participate in the 70th Anniversary of the Annual Meeting of Society Vertebrate Paleontology conference, October 8-13, 2010, to present a poster titled "New Specimens of *Thisbemys brevicrista* (Rodentia) from the Middle Eocene Bridger Formation, Green River Basin, Wyoming."

Joel Mann, Assistant Professor of Philosophy

Funding of \$600.00 to help cover expenses for travel to Worcester, MA, to participate in the Boston Area Colloquium in Ancient Philosophy lecture series, December 1-4, 2010, to be a commentator on a paper titled "Medical Analogies and Apories in Aristotle's Natural Science," authored by Monte Johnson, Philosophy, University of California, San Diego.

Rebecca Schmeisser, Assistant Professor of Geology

Funding of \$600.00 to help cover expenses for travel to Denver, CO, to participate in the National Geological Society of America Meeting, October 31 - November 3, 2010, to present a paper titled "Taphonomy of a Nearly Complete Polycotylid Plesiosaur Skeleton from the Tropic Shale of Southern Utah."

Bola Delano, Assistant Professor of Teacher Education

Funding of \$600.00 to help cover expenses for travel to Chestnut Hill, MA, to participate in the Annual Diversity Challenge: "Race and Culture in Teaching, Training, and Supervision," October 14-17, 2010, to present a workshop titled "Using Culturally Appropriate Service Learning Methods to Prepare White Pre-Service Teachers," and to be a co-presenter of a structured discussion titled "Indicators of Success: Faculty of Color at Predominately White Institutions."

Eliot Elfner, Professor of Business Administration

Funding of \$600.00 to help cover expenses for travel to San Diego, CA, to participate in the international conference for the Institute of Behavioral and Applied Management, October 6-11, 2010, to present a paper titled "The Case for Gathering Evidence about Program Effectiveness to Improve Student Learning."

Beth Tarasawa, Assistant Professor of Sociology

Funding of \$600.00 to help cover expenses for travel to Boston, MA, to participate in the Annual Diversity Challenge: "Race and Culture in Teaching, Training, and Supervision," October 14-17, 2010, to present a session titled "Racing the Classroom: Unpacking Color-blind Racism in Predominately White Institutions" along with Dr. Belisa Gonzales (Ithaca College).

Tynisha Meidl, Assistant Professor of Teacher Education

Funding of \$600.00 to help cover expenses for travel to Orlando, FL, to participate in the Association of Teacher Education Annual Meeting, February 13-16, 2011, to present a paper titled "Developing Dispositions in Teacher Candidates Through Community Service," co-authored with Beth Baumann (SNC 2011).

Tom Conner, Professor of French

Funding of \$600.00 to help cover expenses for travel to Albuquerque, NM, to participate in the Rocky Mountain Modern Languages Association annual convention, October 14-16, 2010, to present a paper titled "Berlin at a Crossroads."

Ikuko Torimoto, Associate Professor of Japanese

Funding of \$600.00 to help cover expenses for travel to Honolulu, Hawaii, to participate in the 2011 Hawaii International Conference on Arts and Humanities, January 9-12, 2011, to present a paper titled "Life Stories of Issei Women as Portrayed in Eileen Sunada Sarasohn's Book 'Issei Women Echoes from Another Frontier.'"

Susan Landt, Associate Professor of Education

Funding of \$600.00 to help cover expenses for travel to Lake Geneva, WI, to participate in Wisconsin Education Association of Student Support Programs (WEASSP) XV Annual Sharing Conference Making Education Meet the Challenge, December 1-3, 2010, to present a workshop "Multicultural literature: locating, evaluating, and incorporating in the curriculum."

Matt Stollak, Associate Professor of Business Administration

Funding of \$600.00 to help cover expenses for travel to Las Vegas, NV, to participate in the 18th Annual Conference of American Society of Business and Behavioral Sciences, February 24-27, 2011, to present a paper titled "Getting Social: The impact of Social Networking Usage on Grades Among College Student."

Paul Ngo, Associate Professor of Psychology

Funding of \$600.00 to help cover expenses for travel to Portland, OR, to participate in the Fourth International Conference on Business and Sustainability, November 3-6, 2010, to present a paper titled "Individual-and Group-Level Factors that Impact Sustainability" and co-present "Different but not Diverging: Climate Change and Corporate Diversity in Fortune 500 Companies."

Wayne Patterson, Professor of History

Funding of \$600.00 to help cover expenses for travel to Honolulu, HI, to participate in the Annual Meeting of the Association for Asian Studies and the International Conference on Asian Studies, March 30-April 4, 2011, to Chair and be a Discussant on a panel entitled "(Dis)embodying "Japan": Discourses of Multiracial Empire in Manchukuo and Japanese Immigrants in Hawai'i, British Columbia, and the Priamur Region."

Charley Jacobs, Assistant Professor of Political Science

Funding of \$600.00 to help cover expenses for travel to Chicago, IL, to participate in the 69th Annual Midwest Political Science Association Conference, March 31-April 3, 2011, to present a paper titled "Supreme Court Opinion Assignment and the Dominant Senior Associate Justice: The Role of John Paul Stevens" co-authored with Professor Christopher E. Smith from Michigan State University.

Sabine Hyland, Associate Professor of Anthropology

Funding of \$600.00 to help cover expenses for travel to Mangas, Peru, to pursue research in the field, January 6-17, 2011, to be project leader to study a previously unknown sample of Inca writing found in a remote village in the central Andes.

Kathy Molnar, Associate Professor of Business Administration

Funding of \$600.00 to help cover expenses for travel to Portland, OR, to participate in the Western DSI conference, April 5-8, 2011, to present a paper titled "Do Undergraduate Business Students' Perceptions of Corporate Social Responsibility Differ Between the United States and Ireland?" co-authored with Iris Jenkel.

Iris Jenkel, Assistant Professor of Business Administration

Funding of \$600.00 to help cover expenses for travel to Portland, OR, to participate in the Western DSI conference, April 5-8, 2011, to present a paper titled "Do Undergraduate Business Students' Perceptions of Corporate Social Responsibility Differ Between the United States and Ireland?" co-authored with Kathy Molnar.

Amy Vandenberg, Assistant Professor of Business Administration

Funding of \$600.00 to help cover expenses for travel to Las Vegas, NV, to participate in the American Society of Business and Behavioral Sciences Conference, February 24-27, 2011, to present a paper titled "Mark-To-Market To What Market?" co-authored with Andrea Burklund and Stephanie Weiss.

Leanne Kent, Assistant Professor of Philosophy

Funding of \$600.00 to help cover expenses for travel to Miami, FL, to participate in the conference on Eudaimonia and Virtue: Reconsidering the Good Life, February 24-28, 2011, to present a paper titled "Eudaimonism, Normativity and Deontic Concepts."

Stephen Rupsch, Assistant Professor and Director of Theatre Studies

Funding of \$600.00 to help cover expenses for travel to Minneapolis, MN, to participate in the Mid-America Theatre Conference, March 2-6, 2011, to present a paper titled "The Uncertain Company: Examining Ethical and Realistic Issues in Creating a New Theatre Studies Major."

Katherine Muhs, Assistant Professor of Mathematics

Funding of \$600.00 to help cover expenses for travel to San Francisco, CA, to participate in the U.S. Department of Education MSP Regional Conference, March 21-24, 2011, to present a paper titled "Northeast WI Math Partnership Overview, Successes, and Challenges."

Ravi Agarwal, Assistant Professor of Computer Science

Funding of \$600.00 to help cover expenses for travel to Kennesaw, GA, to participate in the annual conference of the Association of Computing Machinery South East, March 23-26, 2011, to present a paper titled "Software Development Process Animation."

John Day, Assistant Professor of Spanish

Funding of \$600.00 to help cover expenses for travel to National Harbor, MD, to participate in the Convention and Expo of the Council for Exceptional Children, April 25-28, 2011, to present a paper titled "We're Not in Cancun Anymore: Preservice Immersion Experiences in Schools in Mexico" co-authored with Dr. Michael Skivington (UW-Oshkosh).

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

Funding of \$600.00 to help cover expenses for travel to Boston, MA, to participate in the American Literature Association Conference, May 25-29, 2011, to present a paper titled "From Bower to Bauer: Transnational Modern Spaces Re-Formed."

Russ Feirer, Associate Professor of Biology

Funding of \$600.00 to help cover expenses for travel to Orland, FL, to participate in the annual conference of the American Association for Cancer Research, April 2-6, 2011, to present a paper titled "Resveratrol: Effect on Polyamine Metabolism and Synergistic Interactions with DFMO and DenSpm in Breast Cancer and Uveal Melanoma Cell Lines," co-authored with Isabella Benassi and Izzy Rauguth (SNC).

Gratzia Villarroel, Associate Professor of Political Science

Funding of \$600.00 to help cover expenses for travel to Chicago, IL, to participate in the Midwest Political Science Association conference, March 31-April 3, 2011, to present a paper titled "Torture Survivors of Argentina's Military Regimes: The Interlay of Democracy, Political Conditionality, and Political Will," co-authored with Patricia Isasa, and to chair a panel titled "Comparative Politics, Social Movements and Transitions to Democracy in Latin America."

Yi-Lan Niu, Assistant Professor of Music

Funding of \$600.00 to help cover expenses for travel to Long Island, NY, and Boston, MA, to participate in a concert and masterclass, May 11-13, 2011, to present a world premier concert at Suffok County Community College and a duo recital and masterclass at Noble and Greenough School.

Shalisa Collins, Assistant Professor of Spanish

Funding of \$600.00 to help cover expenses for travel to Lexington, KY, to participate in the Kentucky Foreign Language Conference, April 14-16, 2011, to present a paper titled "The City as Corpse in the Detective Novels of Ramón Díaz."

Edward Ridsen, Professor of English

Funding of \$100.00 to help cover expenses for travel to Kalamazoo, MI, to participate in the Annual International Medieval Congress, May 11-15, 2011, to present a paper titled "Ecovian Aesthetics and Beowulfian Poetics" and contribute "Impact on Medieval Studies and Medievalism" to a roundtable discussion.

FACULTY DEVELOPMENT RESOURCE CENTER

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

The Resource Center holds approximately 1,800 full-length works treating a wide variety of pedagogical, curricular, and professional matters. About 50 new full-length works have been added to the Resource Center this past year. In addition, the Center carries subscriptions to several periodicals, newspapers, and newsletters, including *Catholic Education*, *The Journal of Higher Education*, *Liberal Education*, and *The Teaching Professor*. Further, the Center subscribes to two quarterly source books: *New Directions for Teaching and Learning* and *New Directions for Higher Education*. The Office Manager is available to help find additional information on issues in higher education.

A set of Merriam-Webster dictionaries, guides, and handbooks places helpful reference works at the fingertips of faculty. Included in the set are the *Webster's Third New International Dictionary*, *Collegiate Thesaurus*, *Dictionary of Synonyms*, *Style Manual*, *New Biographical Dictionary*, *Instant Word Guide*, and *Guide to Abbreviations*. All of the full-length works in the Resource Center have been catalogued and cross-referenced by author, title, and subject for easy access, and are also in the Mulva Library's on-line catalogue.

Other resource materials in the files include copies of successful in-house grant applications (e.g., Faculty Development Fund, Summer Grants Program, Fund for Pedagogical Development, and Student-Faculty Development Endowment Fund), sabbatical proposals, first-year review essays, promotion essays, and

videotapes of the Annual Faculty Development Conferences. HFA faculty searches place applicant files in the Resource Center for the search committee to have easy access.

An Office of Faculty Development web site provides a general overview of the OFD, brief descriptions of program components, and data on program administration. The web site was also totally revamped to make it easier to use. The web site also contains detailed information on a number of specific OFD activities, including the Annual Faculty Development Conference, the “Teaching and Learning” Workshops, and the “Spotlight on Scholarship” series. We continue to compile, print and distribute a calendar to all colleagues in Academic Affairs, listing events pertinent to the faculty. This calendar has received rave reviews, and requests to continue publishing. In addition, with the new Zimbra collaboration suite adopted by the College which includes calendars, a special calendar was created for faculty events and is maintained by the Office of Faculty Development.