

Thirty-Fourth Annual Report 2018-2019



The Office of
FACULTY
DEVELOPMENT



THIRTY-FOURTH ANNUAL REPORT: 2018-2019

OFFICE OF FACULTY DEVELOPMENT

ST. NORBERT COLLEGE

DE PERE, WISCONSIN

Laurie MacDiarmid, Director

August 1, 2019

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PREFACE

I am very pleased to share with you the *2018-2019 Annual Report for the Office of Faculty Development*. The Faculty Development Program at St. Norbert College is first and foremost a collaborative effort, and dependent upon the support and cooperation of the entire academic community: faculty, administrators, support staff, and students. The Program's success results from this collegial support plus the hard work of a dedicated Faculty Development Committee and Office of Faculty Development Team. I would like to express my sincere and heartfelt thanks to each of you for helping make the St. Norbert College Faculty Development Program so successful.

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

INTRODUCTION

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

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

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

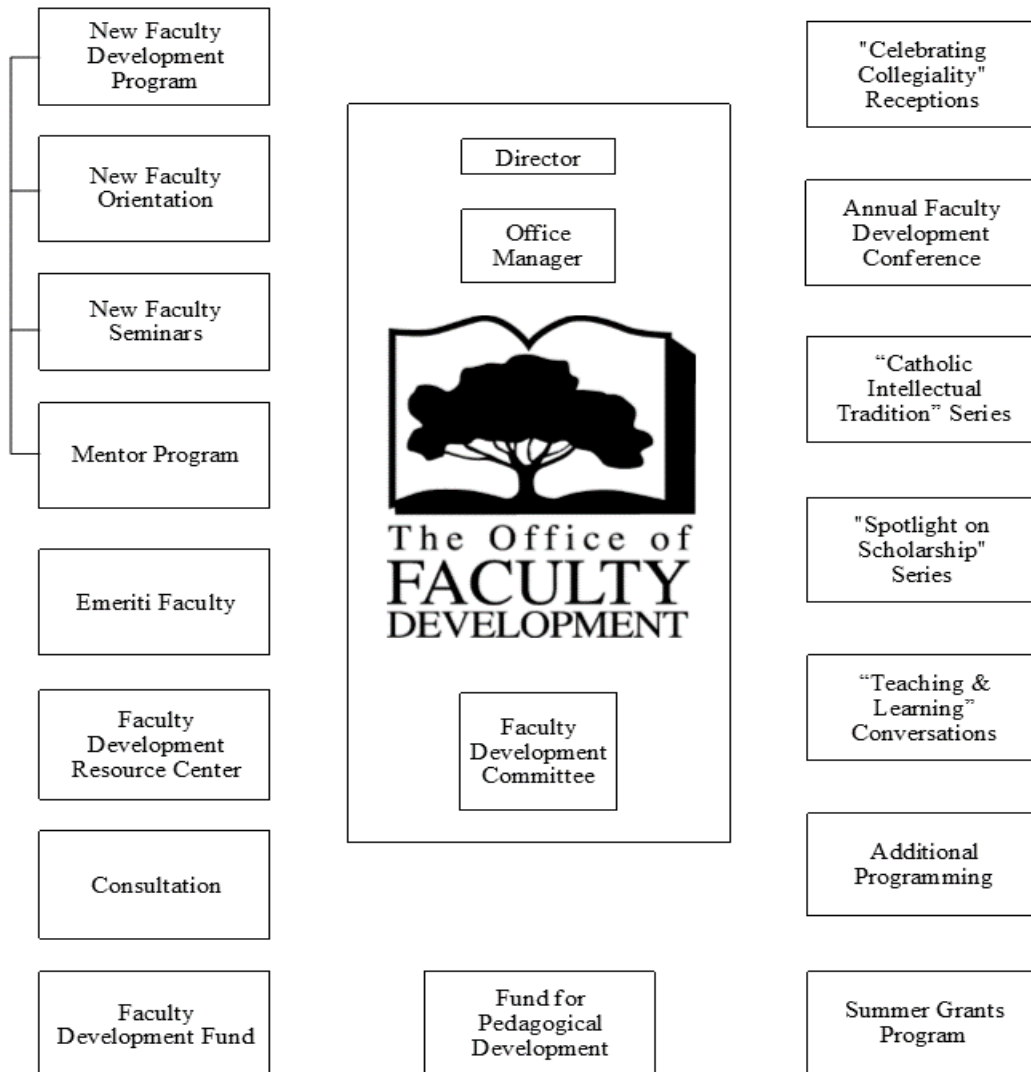
The Director began the task of designing a St. Norbert College Faculty Development Program by gathering input through a faculty survey. After collating the responses, he drafted a working paper that was subsequently discussed in small groups by the entire faculty in August, 1984, at the Fall Faculty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

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

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

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

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



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

During the 2006-2007 academic year, Dr. Linda Beane-Katner, Associate Professor of French, served as Interim Director of Faculty Development when Dr. Cortez was on a one-year leave of absence. Dr. Cortez decided not to return to her position as Director, and a search was conducted during the spring semester 2007. At the end of the semester, Dr. Beane-Katner was appointed as Director of Faculty Development. She was reappointed to another term in 2012. Dr. Steve Correia, Associate Professor of Education, served as Interim Director during spring semester 2013 while Dr. Beane-Katner was on sabbatical. Dr. Beane-Katner returned to full-time teaching beginning with the 2015-2016 academic year, thus a search was held in the spring of 2015, and Dr. Laurie MacDiarmid began her service as the new Director beginning August 1, 2015.

PHILOSOPHY AND OBJECTIVES OF THE FACULTY DEVELOPMENT PROGRAM

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

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

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

PROGRAM ADMINISTRATION

DIRECTOR OF FACULTY DEVELOPMENT

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

- coordinate, direct, and assess the Faculty Development Program
- prepare the agenda for, and chair, the Faculty Development Committee
- administer the three development funds:
 - Faculty Development Travel Fund
 - Fund for Pedagogical Development
 - Summer Grants for Scholarship and Pedagogical Activities
- direct the New Faculty and Mentor Programs
- organize programs aimed at enhancing teaching-learning effectiveness, fostering professional growth, promoting cross-disciplinary dialogue, and stimulating intellectual discourse and reflection:
 - “Teaching and Learning” Conversations
 - “Spotlight on Scholarship” Series
 - “Catholic Intellectual Tradition” Series
 - Additional Programming
- collaborate with the Commons for Full Spectrum Learning
- administer the program budget
- organize and facilitate the Annual Faculty Development Conference
- consult with individual faculty on tenure, promotion, and sabbatical applications and other faculty concerns
- aid in the faculty recruiting process by meeting with candidates and informing them about the Faculty Development Program
- direct the program for Emeriti Faculty
- organize “Celebrating Collegiality” receptions
- act as a facilitator, helping faculty take full advantage of opportunities for pedagogical and professional development
- communicate with the Vice President for Academic Affairs (VPAA) 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

At the present time, the SNC Office of Faculty Development serves as a “hub” for productive development programs and opportunities across campus -- the faculty-student research Collaborative, the Commons for Full Spectrum Learning (springing out of the Digital Learning Initiative), educational technology, and Academic Service Learning, to name a few key players. We foster three foundational principles: 1) responding to faculty development needs across divisions and career trajectories; 2) continually improving and innovating our programs in line with best practices and strategic goals for the College; and 3) collaborating with a wide range of faculty, staff and students to achieve equity, diversity and inclusion.

Our New Faculty Orientation program continues to be a significant component of our work. Over the last four years, we have made small changes to the program with the goal of making it more inviting and effective, and so ensuring greater faculty success and retention. A few of these changes have been: to move syllabus instruction online, allowing new faculty to begin work on their fall classes in mid-July; to work with ITS to offer workshops on Moodle and Knightline; to reduce the number of speakers over the two days; to spread out some of the welcoming events to reduce social fatigue and to share the planning of these events with the Welcoming Committee; to adjust expectations for assigned mentors and to restructure these relationships for new faculty in the Natural Sciences to include two mentors -- one inside and one outside of the faculty member’s home division.

Each year, we have also streamlined the information new faculty receive during the two and a half day orientation session, and have worked to make the six seminars during the academic year more pointed and productive. This year, we rearranged the order of the seminars to highlight faculty development issues, such as teaching personae, scholarship and creative productivity, and the College mission in the fall semester, and focused on tenure and promotion concerns in the spring. This August (2019), the New Faculty Orientation has been pared down from 2.5 days to 1.5 days. Additionally, new faculty will participate in a day-long Mission-based retreat on the first fall semester advisement day (October 29) that will take place at the Abbey. We will replace the seminar devoted to the Catholic Intellectual Tradition and Norbertine Heritage, traditionally held in November, with a seminar devoted to documenting teaching and scholarship successes for the self evaluation and third year review processes.

During 2018-19, Faculty Development’s unspoken “theme” was well-being in community. We invited Dr. David Myers from Hope College to address us on “The Pursuit of Happiness.” Dr. Myers delivered a spirited keynote on the markers that do -- and, to our surprise, *don’t* -- predict a person’s sense of well-being. He shared ground-breaking psychological research that explodes our myths about what makes for happiness, replacing them with the real signs of

joyous people, and followed up by offering us evidence-based pointers for future flourishing. Our goal in inviting Dr. Myers to campus was to get the community talking about the ways in which we can foster our own senses of well-being as we coach our colleagues, students and co-workers toward the same joy. The community's response to these remarks was overwhelmingly positive.

We also collaborated with President Bruess and Dean Frick to organize a follow-up Professional Development Day for all community members on the theme of strategic planning for success. Community members from across MSA and Academic Affairs led workshop sessions devoted to strategic thinking and planning, as well as practice, in a range of areas reflected in the current strategic plan. This year, we will continue this day as part of a re-gathering and goal-setting activity for the entire SNC community.

Faculty Development also "rebranded" our Teaching and Learning Workshops as Conversations, hoping to inspire more participation and mutual exchange in the events, while respecting our colleagues' experiences and expertise and leveraging them to elevate the community. In this fashion, we talked about "working in the open" (opening aspects of our classrooms to communities beyond SNC), collaborating on research and creative endeavors with students, reflecting on and enhancing our most effective teaching personae, and the use (and abuse) of grades. In each case, our goal was to get faculty and staff talking about how to create engaging and productive classrooms for all students. In the future, I hope we continue to create time and space to join in conversation as life-long learners, as the best teaching and learning takes place in spaces where all members are respected, nourished, and challenged in healthy ways.

To that end, I continue to visit classrooms as often as possible, offering feedback as an "experienced" student, and engaging in conversations with my colleagues about their disciplines, methods and goals. I have learned from and been motivated by all of these experiences and conversations. In fact, wide-ranging conversation and the authentic relationships and respect they engender are central to transformative educational experiences for both "teacher" and "student." One of our goals for the upcoming academic year (2019-20) is to get more of our colleagues (faculty and staff) into each other's classrooms. This is an excellent method of helping each other to create meaningful connections between our individual experiences, expertise, and professional goals. It will also encourage us to think of ourselves as learners in community first, and only secondarily as mentors or teachers, and to imagine the building of meaningful learning experiences as our shared mission. Hopefully, this enhanced self reflection will dissolve artificial boundaries and restore our delight in learning and progressing together. To that end, Faculty Development will put an emphasis on collaborative dialogue in 2019-20, inviting students, administration and staff from all areas of St. Norbert to review and design the Faculty Development Program's structure and programming.

As in the past, Faculty Development has teamed up with other stakeholders to offer professional development events and opportunities. We paired with The Emmaus Center to support a “last” lecture by Paul Wadell on the eve of his retirement, for instance, and with the CIT series and Mission and Student Affairs to talk about laughter and joy in the context of spiritual health. We also collaborated the Center for Undergraduate Research to add a \$500.00 stipend to those seeking student support for summer grant activities. The Faculty Development subcommittee reviewing summer grant applications determined which applicants would receive these mini-grants and forwarded those names to Dr. Anindo Choudhury for disbursement. Faculty Development has also worked closely with The Commons for Full Spectrum Learning to develop its website, promote its work to guide instructors to reflect upon their pedagogies to elevate learning at the college, and nudge the campus toward student-centered learning. We have also helped to organize a learning community for faculty and staff devoted to contemplative practices, and collaborated with Shelly Mumma and Avery Garcia to create “unauthorized conversations” about leadership that challenge androcentric bias.

Looking forward, Faculty Development has invited Dr. Paul Wadell, Professor Emeritus of Theology and Religious Studies, to speak at our 2019 Faculty Development Conference in August. Dr. Wadell will offer a keynote, “Creating a Culture of Friendship and Charity -- Making SNC a Place Where All Can Flourish,” that will be followed by break-out table discussions and then a large-group “takeaway” conclusion that will kick off this year of collaborative work.

As I finish my fourth and penultimate year in the role of Director, I am grateful for every chance I have to work with a wide range of talented colleagues. Students, faculty, staff, administrators, and hourly employees have shared their gifts and stories with me, contributing to my mission as a learner-centered educator, convincing me that St. Norbert is a vibrant community of motivated learners eager to celebrate and increase excellence. Though we are already encouraged to share our stories and talents, and to examine our individual and institutional callings, I hope to spend my last year as Director helping to increase this collaborative and creative work, weaving a story for St. Norbert that celebrates shares our riches (community, knowledge, caring) and shares it with the communities outside of our gates.

Sincerely,

Laurie MacDiarmid

Director of Faculty Development and Professor of English

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 VPAA and the Faculty
- judge applications for three development funds

In the 2018-2019 year, the FDC consisted of the following members: Laurie MacDiarmid, Director of Faculty Development, *ex officio* and Chair; Gabe Licht, Assistant Professor of Business Administration, (2019); Cristina Ortiz, Assistant Professor of Sociology, (2020); Shalisa Collins, Associate Professor of Spanish, (2021); Matt Spague, Assistant Professor of Chemistry, (2019); and Ben Chan, Assistant Professor of Philosophy, (2020).

The full membership of the FDC met every other week during the 2018-2019 academic year. In addition, considerable business was transacted via e-mail.

The Committee's primary tasks were to develop the program offerings for the academic year and review applications for the various funds administered by the Office of Faculty Development. The Faculty Development Committee also reviewed five Fund for Pedagogical Development, twenty-five Summer Grant and fifty-one Faculty Development Fund awards. Besides planning eight Spotlight on Scholarship (SoS) presentations, two Catholic Intellectual Tradition presentations, four Teaching and Learning Conversations, and one Annual Faculty Development Conference this year, the Committee collaborated with other offices to offer additional programs. Preliminary planning for the Annual conference for August 2019 began in the fall, and continued through the summer months via email.

The OFD has made deliberate efforts in recent years to 1) prioritize the Faculty Development Fund; and 2) make a modest gesture towards increasing the dollar amount of awards to help support professional development in these challenging economic times. To that end, for 2019-2020, we are offering the following:

- ◆ 55 Faculty Development Fund Awards at \$750.00 each.
- ◆ 20 Summer Grants at \$2,500.00 each.
- ◆ 6 Fund for Pedagogical Development Awards at \$750.00 each.

The Committee reviewed and refined eligibility guidelines and selection criteria for the FDF, the Fund for Pedagogical Development, and the Summer Grant awards.

As has been pointed out in previous annual reports, the FDC is the OFD's central governance mechanism, providing the means for continuously monitoring, assessing, and meeting the needs of the St. Norbert College faculty. The FDC is a dynamic, hardworking, and active Committee that places considerable demands upon its members. Last year, the Committee processed approximately 80 grant applications.

THE 2018-2019 PROGRAM

NEW FACULTY DEVELOPMENT PROGRAM

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

The new faculty development process actually begins months before the August orientation session. During the preceding academic year, the Director meets with all candidates seeking teaching positions, and during these interviews describes the Faculty Development Program and begins assessing the professional needs of the candidates.

The more formal component of the New Faculty Development Program for 2018-2019 began August 15, 2018 with a two and a half-day orientation session and continued throughout the year with the six follow-on seminars. Ten full-time tenure track, ten visiting, adjunct or part-time faculty, and two administrator/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 2018-2019 included:

Dr. Chris Bradford, Assistant Professor of Teacher Education
Dr. Erinn Brooks, Assistant Professor of Sociology
Ms. Autumn Caines, Instructional Designer in Academic Technology
Dr. Miles Condon, Assistant Professor of Business Administration
Ms. Jessica Demovsky, Interim Coordinator of the Writing Program
Dr. Jaime Edwards, Assistant Professor of Philosophy
Mr. Jon Enslin, Vice President of College Advancement
Ms. Heidi Fagre, Sophomore Block Supervisor
Ms. Marcy Frayseth, Teacher Education Supervisor
Dr. Sydney Keough, Instructor of Philosophy

Dr. Dan Kling, Visiting Assistant Professor of Economics
Dr. Carrie Larson, Assistant Professor of Latin American History
Dr. Alison Baird Lovell, Visiting Assistant Professor of Modern Languages and Literatures
Dr. Nicholas Mauro, Assistant Professor of Physics
Dr. Brian Pietsch, Visiting Assistant Professor of Mathematics
Dr. Elliot Ratzman, Visiting Assistant Professor of Theology and Religious Studies
Dr. AnaMaria Seglie Clawson, Assistant Professor of English
Dr. Dan Stoll, Associate Dean of Global Affairs
Dr. Andrea Thiry-Wenz, Teacher Supervision
Dr. Leah Hutchinson Toth, Assistant Professor of English
Dr. Jamie Karp Waroff, Assistant Professor of Music
Ms. Ellen Whiteman, Visiting Assistant Professor of Sociology

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

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

NEW FACULTY ORIENTATION PROGRAM AS OF AUGUST 15, 2018
August 15, 16 & 17, 2018

Wednesday – August 15, 2018

- 1:00 – 3:00** **FACULTY NEW HIRE and BENEFITS ORIENTATION**
Bemis International Center Room 114 AB
(Only necessary for tenure track and visiting faculty members)
Mr. Jesse Albers, Manager of Compensation and Benefits and HRIS
(Please remember to bring documentation that establishes both identity and employment eligibility. Page 4 of the I-9 document lists the acceptable document(s) that you can provide to us.)

Thursday - August 16, 2018

- 8:00 - 8:20** **GATHERING & WELCOME**
CLOISTER WALK OF ST. NORBERT ABBEY
(SEE ENCLOSED INVITATION AND DIRECTIONS)
- 8:20 - 8:50** **BREAKFAST**
- 8:50 - 9:30** **INTRODUCTIONS**
- 9:30 - 10:45** **A CONVERSATION ABOUT MISSION & HERITAGE**
A TOUR OF ST. NORBERT ABBEY
Rev. Dr. Jay Fostner, O. Praem, Vice President for Mission & Student Affairs
- 10:45 - 11:05** **BREAK & DRIVE TO ST. NORBERT COLLEGE BEMIS ROOM 114 CD**
- 11:10 - 12:10** **WHO ARE OUR STUDENTS?**
Mr. Mark Selin, Executive Director of Enrollment & Marketing
- 12:15 - 1:20** **LUNCH - MEET THE DEAN'S COUNCIL**
HENDRICKSON DINING ROOM
- 1:20 - 1:30** **BREAK**
- 1:30 - 3:00** **HEALTH, STUDENT DEVELOPMENT AND ACADEMIC SUCCESS**
Ms. Chrystal Woller, Sr. Director of Health and Wellness
Dr. Bruce Robertson, Sr. Director of Counseling and Career Programs
Mr. Corey Ciesielczyk, Director of Academic Support Services
Ms. Mary Ellen Olson, Director of Career & Professional Development
Dr. Paul Ballard, Associate Dean for Student Success & Retention
- 3:00 - 3:15** **BREAK**
- 3:15 - 4:15** **SUCCEEDING IN THE FIRST YEAR**
Dr. Phil Klickman, Assistant Professor of Music
Dr. Eric Lewellyn, Assistant Professor of Biology
Dr. Hannah Kling, Assistant Professor of Economics
Ms. Katie Ginsbach, Instructor of Spanish
Dr. Angel Saavedra Cisneros, Assistant Professor of Political Science

Friday - August 17, 2018

LIGHT BREAKFAST PROVIDED THROUGHOUT THE MORNING

8:00 - 8:30 COFFEE, CONVERSATION AND PICTURES

**8:30 - 9:45 FACILITATING SUCCESSES IN TEACHING, LEARNING, AND SCHOLARSHIP:
PARTNERING WITH THE LIBRARY AND ITS**

Ms. Krissy Lukens, Director of Academic Technology

Ms. Kristin Vogel, Director of the Library

Dr. Reid Riggle, Associate Professor of Education

9:45 - 10:00 BREAK

**10:00 - 11:15 ACADEMIC POLICIES & SERVICES: WRITING CENTER, WAC,
HONOR CODE, CORE CURRICULUM**

Dr. Michael Rosewall, Associate Academic Dean & Professor of Music

Ms. Laura Neary, Director of the Writing Center & Adjunct Assistant

Professor of English

11:15-11:30 BREAK

11:30 -12:25 WELCOME FROM THE PRESIDENT, DEAN AND FACULTY CHAIR

Dr. Brian Bruess, President

Dr. Jeff Frick, Dean of the College and Academic Vice President

Dr. Cyndi Ochsner, Faculty Chair & Associate Professor of Chemistry

**12:30 - 1:30 LUNCH - GREETINGS FROM THE PRESIDENT'S CABINET
HENDRICKSON DINING ROOM**

1:30 - 1:45 BREAK

**1:45 - 3:00 FACULTY RESPONSIBILITIES AT SNC: INSTRUCTIONAL, COLLEGIAL,
AND PROFESSIONAL**

Dr. Laurie MacDiarmid, Director of Faculty Development

New Faculty Seminar Schedule – 2018-2019

New Faculty Seminar 1: Tuesday, September 11, 2:00 – 3:30 p.m., Bemis Room 114AB

“Teaching Intangibles” Fairly loose agenda to give us the opportunity to talk about your experience teaching at St. Norbert so far: What’s going well? What has surprised you? What challenges do you think you might face? What goals are you setting? Since we all bring a wealth of information, experience and attitude to the table, we’ll be able to pool our considerable resources to support each other for a successful -- and enjoyable -- first semester. Thinking about the things we can’t always prepare for that turn out to be important: teaching personae, for instance, and the tone that we set with our syllabi, assignments, and course designs. Cultural differences (how many of us are from the mid-west, and Wisconsin in particular?) and expectations, as well as where we are in our career cycle (beginning, mid, or late). Hopefully you can add to this list as we talk about these first weeks with our boots on the ground.

New Faculty Seminar 2: Tuesday, October 9, 2:00 – 3:30 p.m., Bemis 114AB

“Balancing Teaching and Scholarship at a Small Liberal Arts College”

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 scholarship? A few experienced faculty will join us to discuss strategies for establishing and maintaining a productive research agenda in your first years at SNC. For the first half hour, 2:00-2:30, we will engage in some peer mentoring -- How are you doing in the classroom? What have you accomplished with your own work? At 2:30, four colleagues: Anindo Choudhury, Professor of Biology and Director of Undergraduate Research; Ben Huegel, Assistant Professor of Business Administration; Debbie Kupinsky, Assistant Professor of Art; and Karlyn Crowley, Professor of English and Director of the Cassandra Voss Center, will share their personal strategies for maintaining a productive scholarly and/or creative practice while engaging in learner-centered instruction and contributing to collegial service. I hope this opens a spirited conversation about our own experiences and successes, here and elsewhere.

New Faculty Seminar 3: Tuesday, November 13, 2:00 – 3:30 p.m., Bemis 114D

“Understanding our Catholic intellectual and Norbertine Traditions”

As faculty at the only Norbertine College in the world, our mission is to educate the whole student, and to teach through word and example. So as we teach and mentor students, and as we pursue our research and our creative activities, we're living the mission. And we bring this mission into our leadership work and our collegial activities. When it comes time to reflect upon our accomplishments (as we go through the pre-tenure third year review, for instance, or apply for tenure and promotion), we do so thinking about how our accomplishments have fed this mission. In this third seminar, we'll meet with Rosemary Sands, Director for the Center of Norbertine Studies, and Paul Wadell, Professor of Theology and Religious Studies, to learn about key concepts of the Catholic intellectual and Norbertine traditions.

End of Semester Lunch: Wednesday, December 13, 11:30 a.m. – 1:00 p.m., Bemis Hendrickson Dining Room

New Faculty Seminar 4: Tuesday, February 5, 2:00 – 3:30 p.m., Bemis Room 114D

“Exploring Faculty Roles in High-Impact Practices that Foster Student Learning: The Honors Program and Academic Service-Learning”

In his seminal text, *High-Impact Educational Practices: What they are, who has access to them, and why they matter*, George Kuh outlines ten high-impact pedagogical practices that foster student learning. These high-impact practices, when done well, engage students by helping them to make their own discoveries and connections, grapple with “big” questions, and address complex problems. In this seminar, we will elaborate on, and invite you to participate in, these practices. Deirdre Egan-Ryan, Director of Academic Service-Learning, Sturzl Center for Community Service and Learning, will explore with you how service-learning is an engaged pedagogy. Joel Mann, Director of the Honors Program, will discuss high-impact practices in the program, including the first-year living/learning component, honors tutorials and the first-year common course. Following this discussion, we will demonstrate how the online voting system works.

New Faculty Seminar 5: Tuesday, March 5, 2:00 – 3:30 p.m., Bemis Room 114D

“Preparing for First- and Pre-Tenure Reviews, Tenure, and Promotion”

We will cover procedures for and questions about annual evals, the pre-tenure review, and tenure and promotion. This will be your chance to bring all of your questions and to chew them over in company. To prepare for the meeting, you might want to check out the relevant chapters/entries of our Faculty Handbook (<https://www.snc.edu/thefaculty/docs/facultyhandbook.pdf>).

New Faculty Seminar 6: Tuesday, April 9, 2:00 – 3:30 p.m., Bemis Room 114D

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

During the first hour, Krissy Lukens, Director of Academic Technology and Reid Riggle, Chair of the Digital Learning Initiative, will explore ways to increase student learning outcomes with technology. We will save the last 30 minutes for peer mentoring.

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.

We extend heartfelt thanks for the mentors who assisted our new colleagues during the 2018-2019 academic year: Reid Riggle, Kathleen Gallagher Elkins, Ben Huegel, John Pennington, Ben Chan, Karlyn Crowley, Joy Pahl, Abby Trollinger, Shalisa Collins, Michael Olson, Seth Meyer, Howard Ebert, Deirdre Egan-Ryan, Ed Ridsen, Debbie Kupinsky, and Alexa Trumphy.

In recent years, the Office of Faculty Development has expanded its concept of mentoring to include different levels and types of mentoring which are anchored in the New Faculty Development program. The Formal Mentor program continues to exist, but the New Faculty Seminars stress mutual mentoring amongst the new faculty cohort and peer mentoring by established faculty members who serve on the seminar panels. Additional mentoring from the Associate Deans and the Director of Faculty Development contributes to this mentoring network which supports new faculty colleagues.

ANNUAL FACULTY DEVELOPMENT CONFERENCE

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

The Thirty-second Annual Faculty Development Conference, "*The Pursuit of Happiness*," was held on August 21, 2018 in Bemis Hendrickson Dining Room. Wording from the conference invitation follows:

Hope College social psychologist David Myers is a communicator of psychological science. His writings, supported by National Science Foundation grants and fellowships, have appeared in three dozen academic periodicals and four dozen magazines, and in his seventeen books, including general interest books and textbooks. His research and writings have been recognized by the Gordon Allport Prize, by an "honored scientist" award from the Federation of Associations in the Brain and Behavioral Sciences, by the Award for Distinguished Service on Behalf of Personality-Social Psychology, and by three honorary doctorates.

Annual Faculty Development Conference August 21, 2018

"The Pursuit of Happiness" with David Myers

8:00-9:00	Breakfast & Catch up
9:00-11:00	David Myers will explore the things that do, and surprisingly don't, predict people's sense of well-being. New studies explode some myths about what makes for happiness, reveal the marks of joy-filled people, and offer some evidence-based pointers to human flourishing.

“TEACHING AND LEARNING” CONVERSATIONS

"Teaching and Learning" Conversations are a series of informal presentation/discussion sessions dedicated to promoting an exchange of ideas about teaching and learning. This year's conversations were:

Thursday, September 27, 2018 – 13 attendees

“Working in the Open”

Reid Riggle

Shan Bryan-Hansen,

Krissy Lukens

Deb Anderson

Laurie MacDiarmid

First, we quickly shared our experiences from this summer's Digital Pedagogy Lab (University of Mary Washington) and how that experience has us thinking about teaching and learning, and then we opened up the discussion. Have *you* worked and learned in the open? Has that experience changed the way you think about teaching and learning?

Friday, November 2, 2018 – 22 attendees

“Collaborating with Students to Investigate, Create and Share”

Anindo Choudhury

Laurie MacDiarmid

We talked about how we can encourage and support the inclusion of students in our research and creative work. We were particularly eager to explore ways to increase the existing Collaborative's reach and scope. This was a great opportunity for those who had worked with students in the past, or were thinking about working with them in the future. Additionally, we sought out conversations about how to get more students and faculty from all divisions to work together to investigate, create and share.

Friday, February 8, 2019 – 22 attendees

“The Classroom Play: Let's Talk Teaching Persona”

Stephen Rupsch

Laurie MacDiarmid

We explored our teaching personas and performances. Additionally we asked the following questions: Who we become when we step into the classroom? What are students expecting? Do we mindfully craft our personas or do we let them come “naturally”? Can craft and authenticity combine or are they mutually exclusive? and How has your teaching persona changed with time and experience?

Friday, March 8, 2019 – 8 attendees

“Grades? Grades! Grades...”

Laurie MacDiarmid, Director of Faculty Development and Professor of English

This discussion went over some questions regarding grades. What do grades mean to you? To students? How do you do it? What are the implications, side effects, benefits and/or downfalls of grades and the system they create? Would you ever consider not doing it? To feed interest in the topic, and thoughts about the practice, Jesse Stommel's episode of the podcast Teaching in Higher Ed, “How to Ungrade” was offered as supplementation.

“SPOTLIGHT ON SCHOLARSHIP” SERIES

"Spotlight on Scholarship," a series of informal presentation/discussion sessions, is designed to recognize professional achievement in scholarship at St. Norbert College and to celebrate the rich diversity and talents of our colleagues. This year's presentations included:

Thursday, September 20, 2018 – 16 attendees

Becky McKean, Associate Professor of Geology

“Studying Plesiosaurs from an Ancient Ocean: How Weather, Family Life, and Politics Shaped My Sabbatical Project”

At first glance, the dry deserts of southern Utah do not seem like the ideal place to hunt for fossils of plesiosaurs, extinct marine reptiles from the time of the dinosaurs. However, this location was flooded by an ancient ocean nearly 100 million years ago. Having worked in this stunning location nearly every summer, combating 100+ degree heat, Dr. McKean was excited to take a fall sabbatical and search for new fossil sites in delightfully cool temperatures. Except...things did not quite go according to plan. Dr. McKean talked about how she managed doing field work in record high temperatures, conducting research trips while balancing the needs of her one-year-old son, and how the results of the 2016 election and one political announcement during her sabbatical had a drastic impact on her research.

Friday, November 30, 2018 – 15 attendees

Erin Hunsader, Visiting Assistant Professor of Theatre Studies

“Dorothy Never Got Down Like This”

Professor Hunsader's book is about a small town girl's move from Appleton to the Big Apple and all of the detours in between.

Alison Baird Lovell, Visiting Assistant Professor of Modern Languages and Literatures

“The Shadow of Dante in French Renaissance Lyric: Scève's *Délie*”

Dr. Lovell's book argues that Maurice Scève's *Délie* was influenced by the writings of Dante Alighieri, author of the *Divine Comedy*, and offers a new perspective on the scholarly assessment of Scève as a French Petrarchan poet.

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

“Queering Transcultural Encounters: Bodies, Image, and Frenchness in Latin America and North America”

Dr. Navarro-Ayala's book explores questions of gender, queerness, queer of color critique, body image in transcultural information media and technology, race, and ethnicity in Francophone and Latin American contexts.

Wednesday, February 13, 2019 – 17 attendees

Karlyn Crowley, Professor of English and Women's Gender Studies; Director of the Cassandra Voss Center

“What Happens When Audre Lorde and Bill Gates Walk Into a Bar?”

This talk explored what might happen if social justice met entrepreneurship, start-up culture, and more, as Karlyn Crowley rethought social justice strategy in her sabbatical book project, “Better Mettle: Smarter Social Justice.”

Eric High, Associate Professor of Music

“Calling an Audible – Changing course during your sabbatical when opportunities arise.”

What happens when new opportunities arise after your sabbatical application was submitted and approved? This Spotlight on Scholarship covered Eric's answer, along with an interesting musical selection.

Thursday, March 14, 2019 – 14 attendees

Brian Pirman, Associate Professor of Art

“From Rome to NYC to Bear Run, Pennsylvania”

Attendees followed Brian to the places that serve as extraordinary inspiration; inspiration that results in creativity and a fresh, new mindset when it comes to the creative process.

John Holder, Professor of Philosophy

“Are Buddhism and Modern Science Compatible?”

Attendees were tasked with following the clues from a Buddhist statue to a conception of the natural world that was the catalyst for the Buddha’s enlightenment and forms the metaphysical core of our modern scientific worldview.

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

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

Thursday, November 8, 2018, 3:00 p.m. – 5:00 p.m. – 34 attendees

Main Event Ice Cream Social

Bridget Burke Ravizza

Howard Ebert

In conversation with Laurie MacDiarmid

This event was only offered one time as it couldn’t be replicated, and we invited students, faculty and staff, as our campus explores this year’s theme of Contemplation: Action Begins Within, we wanted to spend some time contemplating the place of humor, joy, and laughter in a robust spiritual life.

Thursday, February 28, 2019, 3:00 p.m.-4:30 p.m. – 33 attendees

“Building Communio in an Age of Technology”

This event differed from those that have been put on in the past, as it was built around a dialogue between colleagues as opposed to a panel. The basis for this discussion was to be provided by two excellent lectures held on campus. However, due to weather conditions, one speaker was unable to present. Accordingly, the event was still held, and conversation was spurred by the single speaker’s presentation as opposed to both. A main topic for consideration examined how we experience and grow community within and through an age of evolving technologies.

ADDITIONAL PROGRAMMING

Collaboration is one of the foundations of the Faculty Development Program. Colleagues from across the College approach the Office of Faculty Development with proposals to co-sponsor speakers, workshops, discussions, and other events. Whereas the OFD is not able to honor all

requests, we do occasionally collaborate with other offices and programs to co-sponsor additional programming opportunities for faculty and staff.

With Emmaus Center

Friday, February 22nd, 2019, 3:30 p.m.-5:00 p.m. - 28 attendees

Paul Wadell, Professor of Theology and Religious Studies

“The Callings of Our Professions”

Attendees gathered to hear their beloved colleague, Paul Wadell, talk about “The Callings of Our Professions.” He was joined by panelists Erik Brekke (Physics), Raquel Cowell (Psychology), and Deirdre Egan-Ryan (English). The discussion was followed by time to talk and refreshments.

With Educational Technology and Full Spectrum Learning

Wednesday, March 13th, 2019, 12:00 p.m.-1:00 p.m. - 16 attendees

Lunch & Learn

“Textbook Affordability”

Attendees brought their lunches and talked about alternatives to high priced textbooks. Colleagues Matthew Sprague (Chemistry), Adam Brandt (Biology), Deb Anderson (Biology), and Cheryl Carpenter Siegel (Sociology) quickly presented their experiences with “nontraditional” and more affordable texts in their courses. There was then discussion and questions to follow.

FACULTY EMERITI

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

Emeriti Lunch, Thursday, November 29, 2017 in the Bemis International Center. Twenty-nine of our colleagues were able to attend.

Emeriti Lunch, Thursday, April 18, 2019 in the Bemis International Center. Twenty-three of our colleagues were able to attend.

St. Norbert College bid a fond farewell and thank you to Paul Wadell (Theology and Religious Studies), who earned emeriti status at the end of the 2018-2019 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 him and his guests, after the college community recognized his years of dedicated service at the Faculty Awards Reception. The community also presented a gift of appreciation.

“CELEBRATING COLLEGIALITY”

The Office of Faculty Development hosts two Celebrating Collegiality receptions each year. These gatherings are rooted in the Norbertine principle of *radical hospitality* and are intended to enhance

faculty morale and nurture community and collegiality. Two “Celebrating Collegiality” gatherings were held in the 2018-2019 academic year. The first semester event was held Friday, October 19, 2018, in the Campus Center Reflection Lounge. Second semester, “Celebrating Collegiality” was held on Friday, March 1, 2019, again in the Campus Center Reflection Lounge. Because these events are set-up in an "open house" style, attendance is difficult to estimate, but the majority of faculty were able to attend at least part of the afternoon. Feedback is always positive.

FACULTY DEVELOPMENT SUMMER GRANTS PROGRAM

The Summer Grants Program offers faculty the opportunity to obtain financial support for scholarly, artistic, curricular, and instructional projects undertaken during the summer months. The grants are awarded by the Summer Grants Subcommittee, which is comprised of elected faculty members of the Faculty Development Committee. The Program is administered by the Director of Faculty Development. The Collaborative: Center for Undergraduate Research decided this year to allocate **five** separate \$500 student stipend supplements to support SNC student assistants for successful Summer Grants. Each Faculty Summer Grant award could only receive one such supplement. The Collaborative envisioned that the Summer Grant Subcommittee would evaluate the proposals and award the grants, including \$500 student stipends if requested, using the usual procedures, and then inform the Collaborative of the stipend awardees. The student stipend would work like all other stipends and student work, i.e. it would be processed through Student Employment, and be subject to minimum wage requirements, FICA and Medicare withholding, etc. In the summer, students can work for up to 40 hours a week. The student stipends are not to be used for travel, attending conferences, etc. This stipend is purely intended to pay for hours for work ("labor"), whatever that may be. Also, faculty members are not to expect that student assistants will use their stipend money to fund travel related to the project or other project-related expenses. The philosophy behind this is that it provides yet another opportunity to broaden the experience of students and their interactions with faculty scholars. Some may see this as a type of apprenticeship, even. While mentoring can and likely will happen, even unintentionally, the faculty member is under no obligation to do the kinds of things we require/expect from the Collaborative grant activities. This is purely a form of support for the faculty to conduct **their** research. This application for the student stipend was not used in evaluating the proposal.

The SNC faculty who received 2019 Summer Grant awards of \$2,500.00 (with \$500 student stipend in parenthesis) were:

Curricular and Instructional Improvement

Angel Saavedra Cisneros, Assistant Professor of Political Science

Support for the development and design of a new course, "Immigration and Citizenship" as well as the planning of the course "The Politics of Congress."

David Hunnicutt, Associate Professor of Biology (with \$500 additional student stipend)

Development of Core Curriculum physical and natural world course based on the Tiny Earth curriculum.

Michael P. Rosewall, Professor of Music

Support for the development and design of a new course, "Music History and Literature."

Grant J. Rozeboom, Assistant Professor of Business Administration and Ethics

Support for the development and design of a new short-term study abroad course on the Scottish Enlightenment.

Marc Schaffer, Associate Professor of Economics

Support for the development and design of a new MBA course "Data Visualization and Dashboards."

Alexa Trumpy, Associate Professor of Sociology

Support for the development and design of a new course "Sociology 220: American Culture and Consumption."

Jamie Waroff, Assistant Professor of Music

Support for the development and design of a new course "Women in Music: Expressions of Gender and Sexuality."

Scholarship and Creative/Artistic Endeavors

Deborah K. Anderson, Professor of Biology

Support for the scholarly project, "Resolving the Age Discrepancy of the Sand Wash Basin via Study of Newly Collected Mammal Fossils."

Brandon Bauer, Associate Professor of Art (with \$500 additional student stipend)

Support for the scholarly project of developing an art exhibition to supplement sabbatical research and work regarding nuclear artifacts.

Bridget Burke Ravizza, Associate Professor of Theology and Religious Studies

Support for the scholarly project, "Same-Sex Marriage from a Catholic Perspective."

Anindo Choudhury, Professor of Biology & Environmental Science

Support for the scholarly project, "Morphological and Molecular Analysis of Parasites from Freshwater Fishes in Panama."

Anna Herrman, Associate Professor of Communication and Media Studies

Support for the scholarly project, "Significant Learning in the College Classroom: A Student's Perspective."

John. J. Holder, Professor of Philosophy

Support for the scholarly project, "Reconnecting Mindfulness Meditation to its Buddhist Context."

Debbie Kupinsky, Assistant Professor of Art (with \$500 additional student stipend)

Support for the scholarly project, "Making Sense of the Unknown."

Nicholas Mauro, Assistant Professor of Physics (with \$500 additional student stipend)

Support for the scholarly project, "Investigations of Structure in Room Temperature Ionic Liquids Using X-Ray Diffraction."

Karen E. Park, Associate Professor of Theology and Religious Studies

Support for the scholarly project, "Marian Shrines in the U.S. -- Edited Volume."

Michelle Schoenleber, Assistant Professor of Psychology

Support for the scholarly project, "Shame Regulation Function of Self-Injurious Behavior."

Erica Southworth, Assistant Professor of Education (with \$500 additional student stipend)

Support for the scholarly project, "Fanning the Flames of Undergraduate Research: Crafting Collaborative Presentations into Manuscripts & Advancing the next Education Faculty + Undergraduate Researcher Study."

Matthew Sprague, Assistant Professor of Chemistry

Support for the scholarly project, "Effects of Internal Hydrogen Bond Formation on the Thermochemistry of Hydroxylated Criegee Intermediates."

The investment in the Summer Grants Program has been an excellent one. During the past thirty-four years, through over 540 individual grants, the Program has provided many different faculty with opportunities for pursuing significant scholarly, artistic, curricular, and pedagogical projects that otherwise might not have been undertaken or completed.

SUMMER GRANT APPLICATIONS DATA:

SUMMER 2019 (\$50,000.00)	33-YEAR BREAKDOWN (1986-2019)																																																																																																																																																																																				
<p>I. APPLICATIONS ANALYSIS:</p> <p>Applications: 26</p> <p>Applicants: 26</p> <p>Collaborative projects: 0</p> <p>Rank:</p> <table> <tr><td>Professor</td><td>=</td><td>4</td></tr> <tr><td>Associate</td><td>=</td><td>10</td></tr> <tr><td>Assistant</td><td>=</td><td>12</td></tr> <tr><td>Instructor</td><td>=</td><td>0</td></tr> </table> <p>Disciplines (25):</p> <table> <tr><td>Anthropology</td><td>=</td><td>0</td><td>History</td><td>=</td><td>1</td></tr> <tr><td>Art</td><td>=</td><td>2</td><td>Humanities</td><td>=</td><td>1</td></tr> <tr><td>Biology</td><td>=</td><td>4</td><td>Mathematics</td><td>=</td><td>0</td></tr> <tr><td>Bus. Admin.</td><td>=</td><td>1</td><td>MLL</td><td>=</td><td>0</td></tr> <tr><td>Chemistry</td><td>=</td><td>1</td><td>Music</td><td>=</td><td>3</td></tr> <tr><td>Comm.</td><td>=</td><td>2</td><td>Philosophy</td><td>=</td><td>1</td></tr> <tr><td>Computer Sci.</td><td>=</td><td>0</td><td>Physics</td><td>=</td><td>2</td></tr> <tr><td>Economics</td><td>=</td><td>2</td><td>Pol. Science</td><td>=</td><td>1</td></tr> <tr><td>Education</td><td>=</td><td>1</td><td>Psychology</td><td>=</td><td>1</td></tr> <tr><td>English</td><td>=</td><td>0</td><td>Theol&Rel. Studies</td><td>=</td><td>2</td></tr> <tr><td>Geography</td><td>=</td><td>0</td><td>Soc. Science</td><td>=</td><td>0</td></tr> <tr><td>Geology</td><td>=</td><td>0</td><td>Sociology</td><td>=</td><td>1</td></tr> <tr><td></td><td></td><td></td><td>Theater Studies</td><td>=</td><td>0</td></tr> </table>	Professor	=	4	Associate	=	10	Assistant	=	12	Instructor	=	0	Anthropology	=	0	History	=	1	Art	=	2	Humanities	=	1	Biology	=	4	Mathematics	=	0	Bus. Admin.	=	1	MLL	=	0	Chemistry	=	1	Music	=	3	Comm.	=	2	Philosophy	=	1	Computer Sci.	=	0	Physics	=	2	Economics	=	2	Pol. Science	=	1	Education	=	1	Psychology	=	1	English	=	0	Theol&Rel. Studies	=	2	Geography	=	0	Soc. Science	=	0	Geology	=	0	Sociology	=	1				Theater Studies	=	0	<p>I. APPLICATIONS ANALYSIS:</p> <p>Total applications processed: 650</p> <p>Total applicants: 691</p> <p>Total collaborative projects: 50</p> <p>Rank:</p> <table> <tr><td>Professor</td><td>=</td><td>95</td></tr> <tr><td>Associate</td><td>=</td><td>195</td></tr> <tr><td>Assistant</td><td>=</td><td>393</td></tr> <tr><td>Instructor</td><td>=</td><td>13</td></tr> </table> <p>Disciplines (25):</p> <table> <tr><td>Anthropology</td><td>=</td><td>12</td><td>History</td><td>=</td><td>55</td></tr> <tr><td>Art</td><td>=</td><td>22</td><td>Humanities</td><td>=</td><td>8</td></tr> <tr><td>Biology</td><td>=</td><td>68</td><td>Mathematics</td><td>=</td><td>16</td></tr> <tr><td>Bus. Admin.</td><td>=</td><td>52</td><td>MLL</td><td>=</td><td>38</td></tr> <tr><td>Chemistry</td><td>=</td><td>21</td><td>Music</td><td>=</td><td>17</td></tr> <tr><td>Comm.</td><td>=</td><td>37</td><td>Philosophy</td><td>=</td><td>34</td></tr> <tr><td>Computer Sci.</td><td>=</td><td>3</td><td>Physics</td><td>=</td><td>13</td></tr> <tr><td>Economics</td><td>=</td><td>26</td><td>Pol. Science</td><td>=</td><td>21</td></tr> <tr><td>Education</td><td>=</td><td>44</td><td>Psychology</td><td>=</td><td>33</td></tr> <tr><td>English</td><td>=</td><td>50</td><td>Rel. Studies</td><td>=</td><td>50</td></tr> <tr><td>Geography</td><td>=</td><td>3</td><td>Soc. Science</td><td>=</td><td>2</td></tr> <tr><td>Geology</td><td>=</td><td>13</td><td>Sociology</td><td>=</td><td>31</td></tr> <tr><td></td><td></td><td></td><td>Theater Studies</td><td>=</td><td>11</td></tr> </table>	Professor	=	95	Associate	=	195	Assistant	=	393	Instructor	=	13	Anthropology	=	12	History	=	55	Art	=	22	Humanities	=	8	Biology	=	68	Mathematics	=	16	Bus. Admin.	=	52	MLL	=	38	Chemistry	=	21	Music	=	17	Comm.	=	37	Philosophy	=	34	Computer Sci.	=	3	Physics	=	13	Economics	=	26	Pol. Science	=	21	Education	=	44	Psychology	=	33	English	=	50	Rel. Studies	=	50	Geography	=	3	Soc. Science	=	2	Geology	=	13	Sociology	=	31				Theater Studies	=	11
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<p>FUNDING REQUESTS BREAKDOWN:</p> <table> <tr><td>"Scholarship, Research, and Artistic Endeavors":</td><td>\$ 45,000.00</td></tr> <tr><td>"Curricular and Instructional Improvement" :</td><td>\$ 20,000.00</td></tr> <tr><td>TOTAL:</td><td>\$ 65,000.00</td></tr> <tr><td>"Scholarship, Research, and Artistic Endeavors"</td><td>Average Request: \$2,500.00</td></tr> <tr><td>"Curricular and Instructional Improvement"</td><td>Average Request: \$2,500.00</td></tr> <tr><td>Average Request/All Categories:</td><td>\$2,500.00</td></tr> </table>	"Scholarship, Research, and Artistic Endeavors":	\$ 45,000.00	"Curricular and Instructional Improvement" :	\$ 20,000.00	TOTAL:	\$ 65,000.00	"Scholarship, Research, and Artistic Endeavors"	Average Request: \$2,500.00	"Curricular and Instructional Improvement"	Average Request: \$2,500.00	Average Request/All Categories:	\$2,500.00	<p>III. FUNDING REQUESTS BREAKDOWN:</p> <table> <tr><td>"Scholarship, Research, and Artistic Endeavors":</td><td>\$ 859,087.00</td></tr> <tr><td>"Curricular and Instructional Improvement" :</td><td>\$354,425.00</td></tr> <tr><td>"International Research Project" :</td><td>\$ 11,950.00</td></tr> <tr><td>TOTAL:</td><td>\$ 1,225,462.00</td></tr> <tr><td>"Scholarship, Research, and Artistic Endeavors"</td><td>Average Request: \$ 1,975.00</td></tr> <tr><td>"Curricular and Instructional Improvement"</td><td>Average Request: \$ 1,680.00</td></tr> <tr><td>"International Research Project" :</td><td>Average Request: \$ 2,988.00</td></tr> <tr><td>Average Request/All Categories:</td><td>\$ 2,214.00</td></tr> </table>	"Scholarship, Research, and Artistic Endeavors":	\$ 859,087.00	"Curricular and Instructional Improvement" :	\$354,425.00	"International Research Project" :	\$ 11,950.00	TOTAL:	\$ 1,225,462.00	"Scholarship, Research, and Artistic Endeavors"	Average Request: \$ 1,975.00	"Curricular and Instructional Improvement"	Average Request: \$ 1,680.00	"International Research Project" :	Average Request: \$ 2,988.00	Average Request/All Categories:	\$ 2,214.00																																																																																																																																																								
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SUMMER GRANT APPLICANT FUNDING DATA:

SUMMER 2019	33-YEAR BREAKDOWN (1986-2019)																																																										
<p>I. APPLICANT BREAKDOWN:</p> <p>Applicants Funded: 19</p> <p>Applicants unfunded: 7</p> <p>Rank:</p> <p>Professor = 4 Associate = 7 Assistant = 8</p> <p>Disciplines (25):</p> <table> <tr><td>Anthropology = 0</td><td>History = 0</td></tr> <tr><td>Art = 2</td><td>Humanities = 0</td></tr> <tr><td>Biology = 3</td><td>Mathematics = 0</td></tr> <tr><td>Bus. Admin. = 1</td><td>MLL = 0</td></tr> <tr><td>Chemistry = 1</td><td>Music = 2</td></tr> <tr><td>Comm. = 1</td><td>Philosophy = 1</td></tr> <tr><td>Computer Sci. = 0</td><td>Physics = 1</td></tr> <tr><td>Economics = 1</td><td>Pol. Science = 1</td></tr> <tr><td>Education = 1</td><td>Psychology = 1</td></tr> <tr><td>English = 0</td><td>Theol/Rel. = 2</td></tr> <tr><td>Geography = 0</td><td>Studies = 0</td></tr> <tr><td>Geology = 0</td><td>Soc. Science = 0</td></tr> <tr><td></td><td>Sociology = 1</td></tr> <tr><td></td><td>Theater St. = 0</td></tr> </table>	Anthropology = 0	History = 0	Art = 2	Humanities = 0	Biology = 3	Mathematics = 0	Bus. Admin. = 1	MLL = 0	Chemistry = 1	Music = 2	Comm. = 1	Philosophy = 1	Computer Sci. = 0	Physics = 1	Economics = 1	Pol. Science = 1	Education = 1	Psychology = 1	English = 0	Theol/Rel. = 2	Geography = 0	Studies = 0	Geology = 0	Soc. Science = 0		Sociology = 1		Theater St. = 0	<p>I. APPLICANT BREAKDOWN:</p> <p>Applications: 560</p> <p>Applicants Funded: 517</p> <p>Rank:</p> <p>Professor = 64 Associate = 149 Assistant = 307 Instructor = 8</p> <p>Disciplines (25):</p> <table> <tr><td>Anthropology = 10</td><td>History = 40</td></tr> <tr><td>Art = 20</td><td>Humanities = 5</td></tr> <tr><td>Biology = 54</td><td>Mathematics = 11</td></tr> <tr><td>Bus. Admin. = 33</td><td>MLL = 37</td></tr> <tr><td>Chemistry = 20</td><td>Music = 13</td></tr> <tr><td>Comm. = 33</td><td>Philosophy = 30</td></tr> <tr><td>Computer Sci. = 2</td><td>Physics = 9</td></tr> <tr><td>Economics = 20</td><td>Pol. Science = 15</td></tr> <tr><td>Education = 31</td><td>Psychology = 26</td></tr> <tr><td>English = 48</td><td>Theol/Rel. = 37</td></tr> <tr><td>Geography = 2</td><td>Studies = 9</td></tr> <tr><td>Geology = 12</td><td>Soc. Science = 23</td></tr> <tr><td></td><td>Sociology = 122</td></tr> <tr><td></td><td>Theater = 9</td></tr> <tr><td></td><td>Studies = 9</td></tr> </table>	Anthropology = 10	History = 40	Art = 20	Humanities = 5	Biology = 54	Mathematics = 11	Bus. Admin. = 33	MLL = 37	Chemistry = 20	Music = 13	Comm. = 33	Philosophy = 30	Computer Sci. = 2	Physics = 9	Economics = 20	Pol. Science = 15	Education = 31	Psychology = 26	English = 48	Theol/Rel. = 37	Geography = 2	Studies = 9	Geology = 12	Soc. Science = 23		Sociology = 122		Theater = 9		Studies = 9
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<p>II. CATEGORY BREAKDOWN:</p> <p>"Scholarship, Research, and Artistic Endeavors" : 12</p> <p>"Curricular and Instructional Improvement" : 7</p>	<p>II. CATEGORY BREAKDOWN:</p> <p>"Scholarship, Research, and Artistic Endeavors" : 358</p> <p>"Curricular and Instructional Improvement" : 186</p> <p>"International Research Project" : 1</p>																																																										
<p>III. AWARDS BREAKDOWN:</p> <p>"Scholarship, Research, and Artistic Endeavors": \$ 30,000.00</p> <p>"Curricular and Instructional Improvement" : \$ 17,500.00</p> <p>Applications: TOTAL: \$47,500.00</p> <p>"Scholarship, Research, and Artistic Endeavors" Average Award: \$ 2,500.00</p> <p>"Curricular and Instructional Improvement" Average Award: \$2,500.00</p> <p>Average Award/All Categories: \$ 2,500.00</p>	<p>III. AWARDS BREAKDOWN:</p> <p>"Scholarship, Research, and Artistic Endeavors" : \$ 652,424.00</p> <p>"Curricular and Instructional Improvement" : \$ 287,915.00</p> <p>"International Research Project" <u>3,000.00</u></p> <p>TOTAL: \$ 943,339.00</p> <p>"Scholarship, Research, and Artistic Endeavors" Average Award: \$ 1,822.00</p> <p>"Curricular and Instructional Improvement" Average Award: \$ 1,548.00</p> <p>"International Research Project" Average Award: \$ 3,000.00</p> <p>Average Award/All Categories: \$ 2,123.00</p>																																																										

FUND FOR PEDAGOGICAL DEVELOPMENT

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

The rationale for this proposal was that a faculty member may currently apply for Faculty Development funds to attend a conference if he/she is performing a significant role at the conference (e.g. presenting a paper or a poster, chairing a session). However, FDF dollars *will not* ordinarily be allocated to support attendance at an annual association convention or conference at which the applicant is not presenting a paper or performing a significant role. The Faculty Development Committee notes that while the philosophy of the FDF is to encourage and support faculty scholarship, the FDC would also like to encourage faculty members to stay current in their fields, especially in the areas of pedagogy and technology. Annual meetings often provide the best opportunity to learn about new technology and pedagogy, thus the Fund for Pedagogical Development can be accessed for this purpose. Three awards of up to \$750.00 were granted for 2017-2018.

Mark Bockenbauer, Professor of Geography

Funding of up to \$750.00 to help cover expenses to attend Powerful Geography (sponsored by the National Center for Research in Geography Education), San Jose, Costa Rica, November 1-4, 2018, a conference that will bring together geography educators and researchers who will be looking to plan out social studies and particularly geography curriculum that K-16 geography needs for future students – and teachers.

Angel Saavedra Cisneros, Assistant Professor of Political Science

Funding of up to \$750.00 to help cover expenses to attend the Google Faculty Institute, Sunnyvale, CA, June 18-22, 2018, a conference that is diverse in its interesting and relevant sessions such as machine learning, teaching tracks about how to leverage the google cloud and google suite, in particular the sessions titled “30 Ways to use G Suite in your courses.”

Cristina Ortiz, Assistant Professor of Sociology

Funding of up to \$750.00 to help cover expenses to attend the Council on Social Work Education Annual Conference, Orlando, FL, November 6-11, 2018, a conference that is a theme of “Expanding Interprofessional Education to Achieve Social Justice,” which is relevant to your research and also to what you do in the classroom.

Because of the continued success of this funding source, it is hoped that we will be able to offer this funding well into the future. We will offer six awards in the 2019-2020 year.

FACULTY DEVELOPMENT FUND

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

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

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

FACULTY DEVELOPMENT FUND: 2018-2019

I. APPLICANT BREAKDOWN:

Applications received and processed: 51

Total applications funded: 51

Total faculty funded: 51

Rank

Professor	=	9
Associate	=	15
Assistant	=	24
Visiting Assistant	=	1
Other	=	2

Disciplines:

Anthropology/Sociology	=	0	Geology	=	0
Art	=	1	History	=	2
Biology	=	8	Humanities	=	1
Business Administration	=	1	Mathematics	=	2
Chemistry	=	1	Music	=	5
Communication	=	3	Modern Languages & Literatures	=	6
Computer Science	=	0	Philosophy	=	4
Economics	=	0	Physics	=	2
Education	=	3	Political Science	=	2
English	=	5	Psychology	=	2
Geography	=	0	Sociology	=	31
			Theater Studies	=	0
			Theology & Religious Studies	=	2

Shan Bryan-Hanson, Director and Curator of Art Galleries & Instructor of Art

Invited to present a paper titled "Social Fabrics, Radical Textile Projects on Campus" at the Audacious Ideas: University Museums and Collections as Change Agents for a Better World, Association of Academic Museums and Galleries Annual Conference, June 20-24, 2018, in Miami, FL. \$375.00 to help cover travel expenses.

Anindo Choudhury, Professor of Biology & Environmental Science

Invited to present two papers titled "Mapping and filling gaps: Revision of proteocephalid tapeworms (Cestoda), neglected parasites of freshwater fishes in North America" and "Parasites of the Burbot, *Lota lota* from Green Bay of Lake Michigan with an evaluation of *Eubothrium rugosum*" at the 2018 American Society of Parasitologists meeting, June 21-24, 2018, in Cancun, Mexico. \$750.00 to help cover travel expenses.

Karlyn Crowley, Professor of English

Invited to serve on five panels titled "Rethinking Whiteness and Antiracist Racism in WGS Programs," "About the book: University and College Women's and Gender Equity Centers: The Changing Landscape," "Revolutionary Space: How Physical Environments Shape Identity, Equity,

and Knowledge Production,” “Rethinking Entrepreneurship: Social Justice and Capitalist Logics,” and “Why Diversity Doesn’t Work: Decolonizing Higher Education Futures” at the National Women’s Studies Association conference, November 7-11, 2018, in Atlanta, GA. \$750.00 to help cover travel expenses.

Michelle Schoenleber, Assistant Professor of Psychology

Invited to present a paper titled “Testing a Shame Regulation Pathway to Sustained Engagement in Non-Suicidal Self-Injury” at the Society for Research in Psychopathology conference, September 20-23, 2018, in Indianapolis, IN. \$750.00 to help cover travel expenses.

Joel Mann, Professor of Philosophy

Invited to present a paper titled “A discourse on method: the skepticism of περὶ φύσιος ἀνθρώπου” at the International Association for Presocratic Studies Biennial Conference, June 19-July 1, 2018, in Delphi, Greece. \$750.00 to help cover travel expenses.

Ryan King, Assistant Professor of Biology

Invited to present a poster titled “Planarian protonephridia as a model for exploring excretory system biology” at the 2018 International Planarian Meeting, July 16-20, 2018, in Madison, WI. \$750.00 to help cover travel expenses.

Brad Ellis, Associate Professor of MLL

Invited to present a paper titled “Old Christian-Morisco Relationships: Cervantes’s Response to the Morisco Expulsion in Part Two of *Don Quijote*” at the Cervantes Society of America Conference, September 26-30, 2018, in Calgary, Canada. \$750.00 to help cover travel expenses.

Adam Brandt, Assistant Professor of Biology

Invited to present a paper titled “Influence of the Geographic Distribution of Prion Protein Gene Sequence Variation on Patterns of Chronic Wasting Disease Spread in White-tailed Deer” at The Wildlife Society 25th Annual Conference, October 7-12, 2018, in Cleveland, OH. \$750.00 to help cover travel expenses.

Carrie Kissman, Assistant Professor of Biology

Invited to present posters titled “Reducing algal blooms in Dream Lake, WI: Algal and zooplankton seasonal dynamics indicate response to food web manipulation,” “Possible detrimental effects of sediment dredging on zooplankton in the Lower Fox River, WI, USA from 2013-2016,” and “High transparency lakes of Northern Minnesota reveal greater zooplankton species richness and biomass” at the 103rd Ecological Society of America annual meeting, August 5-10, 2018, in New Orleans, LA. \$750.00 to help cover travel expenses.

Katie Garber, Assistant Professor of Chemistry

Attending the Gordon Research Conference on Natural Products & Bioactive Compounds, July 29-August 3, 2018, in Andover, NH. \$750.00 to help cover travel expenses.

Angel Saavedra Cisneros, Assistant Professor of Political Science

Invited to present a paper titled “Immigrant Integration: Multiple, Embedded, and Superordinate Identities, in *Immigrant Political Incorporation in Turbulent Times*” at the American Political Science Association, August 3-September 3, 2018, in Boston, MA. \$750.00 to help cover travel expenses.

Yi-Lan Niu, Assistant Professor of Music

Invited to present a lecture titled “How to Develop and Maintain a Healthy Vocal Technique Through Puberty” at the Affiliated Zhongli Senior High School of National Central University in Zhongli, Taiwan, Republic of China, September 3, 2018. \$140.00 to help cover travel expenses.

Ikuko Torimoto, Professor of Japanese

Invited to present a paper titled “Kyūin Okina and his wife Kiyoko’s life as immigrant to the American West Coast” at the 2019 17th Annual Hawaii International Conference on Arts and Humanities, January 10-12, 2019, in Honolulu, HI. \$750.00 to help cover travel expenses.

Deborah Anderson, Professor of Biology

Invited to present a co-authored poster titled “New specimens of rodents and primates from the San Wash Basin corroborate an earliest Uintan age” at the Society of Vertebrate Paleontology, October 17-20, in Albuquerque, NM. \$750.00 to help cover travel expenses.

Tom Conner, Professor of French

Invited to chair a division titled “Germanic Studies” and present a paper titled “Odd Man Out: the Curious Case of Markus Wolf” at the Rocky Mountain Modern Language Association, October 4-6, 2018, in Cheyenne, WY. \$750.00 to help cover travel expenses.

Valerie Kretz, Assistant Professor of Communication & Media Studies

Invited to be a respondent on “I’m the Boss and Can View What I Want to: Select Exposure to Media Content;” present a paper titled “Playing with Sources: Teaching Student to Find and Use Mass Communication Scholarship;” present “Role Play-Act I: A Collaboratory about the Transition from Profession Work to the Academy Role” and “Play-Act II: A Collaboratory about the Transition from the Academy to Professional Work;” and present a co-authored paper “Does the glass slipper really fit? The links between viewing Disney princess films and endorsement of romantic beliefs, relationship contingent self-esteem, and traditional courtship attitudes” at the National Communication Association Annual Convention, November 7-11, 2018, in Salt Lake City, UT. \$750.00 to help cover travel expenses.

Kathleen Gallagher Elkins, Assistant Professor of Theology & Religious Studies

Invited to present a paper titled “Becoming a Trauma-Informed Bible Professor” at the Society of Biblical Literature and American Academy of Religion Annual Meetings, November 16-20, 2018, in Denver, CO. \$750.00 to help cover travel expenses.

Wayne Patterson, Professor of History

Invited to deliver a keynote address at the Annual Conference of the Mid-Atlantic Association for Asian Studies, entitled “Peace in Asia: Past, Present, and Possible,” November 2-7, 2018, in Elizabethtown, PA. \$750.00 to help cover travel expenses.

Robert Osgood, Professor of Teacher Education

Invited to present a paper titled “Teacher Education for Special Education: A World unto Its Own” at the History of Education Society conference, October 31 - November 4, 2018, in Albuquerque, NM. \$750.00 to help cover travel expenses.

Paul Ngo, Associate Professor of Psychology

Invited to present a paper titled “Post-materialism: Precursor to Millennial Political Activism?” at the Northeastern Political Science Association conference, November 8-11, 2018, in Montreal, Canada. \$750.00 to help cover travel expenses.

Nicholas Mauro, Assistant Professor of Physics

Invited to present a contributed talk titled “Implementing Non-Prescriptive Experiments in the Introductory Laboratory” at the Winter Meeting of the American Association of Physics Teachers, January 12-15, 2019, in Houston, TX. \$750.00 to help cover travel expenses.

Jacob Laubacher, Assistant Professor of Mathematics

Invited to present a paper titled “A Deformation Theory Controlled by $H^*_s d(A,A)$ ” at the Joint Mathematics Meeting, January 15-20, 2019, in Baltimore, MD. \$750.00 to help cover travel expenses.

Erik Brekke, Associate Professor of Physics

Invited to present a poster titled “Optical cavity for enhanced parametric four-wave mixing in rubidium” at the annual Division of Atomic, Molecular, and Optical Physics conference, May 28-June 1, 2018, in Ft. Lauderdale, FL. \$750.00 to help cover travel expenses.

Kim Smith, Assistant Professor of Communication & Media Studies

Invited to present a paper titled “Using Blogs to Connect Across Cultures: A Reflection” at the SoTL Commons Conference: A Conference for the Scholarship of Teaching & Learning, January 24-25, 2019, in Savannah, GA. \$750.00 to help cover travel expenses.

Cristina Ortiz, Assistant Professor of Sociology

Invited to present a paper titled “Teaching Race and Culture: How parents unintentionally, nonverbally, and indirectly transmit messages about race and culture” at the Hawai'i Sociological Association conference, February 12-18, 2019, in Honolulu, Hawaii. \$750.00 to help cover travel expenses.

David Hunnicutt, Associate Professor of Biology

Invited to present a paper titled “*Flavobacterium johnsoniae* biofilm formation is dependent on the type 9 secretion system” at the Flavobacterium 2018 conference, November 24 – December 1, 2018, in Nara, Japan. \$750.00 to help cover travel expenses.

AnaMaria Seglie Clawson, Assistant Professor of English

Invited to present a paper titled “Norbertine Archives: Local, National, and Hemispheric Contexts in Early U.S. Literature” at the Society of Early Americanists conference, February 28-March 3, 2019, in Eugen, OR. \$132.04 to help cover travel expenses.

Eric High, Associate Professor of Music

Invited to present a series of guest recitals and master classes at UL-Lafayette, Northwestern State University (Natchitoches, LA; LSU (Baton Rouge, LA); and McNeese State University (Lake Charles, LA), March 7-10, 2019. \$750.00 to help cover travel expenses.

AnaMaria Seglie Clawson, Assistant Professor of English

Invited to serve as panel chair titled “Critique and the Religious Turn in Literary Studies” at the Modern Language Association, January 2-6, 2019, in Chicago, IL. \$592.00 to help cover travel expenses.

Amy Lewis, Assistant Professor of Humanities & Liberal Arts

Invited to present a paper titled “Synchronous Time and Teaching the Truth in Charles Chesnut's Conjure Tales,” at the American Literature Association Conference, May 22-26, 2019, in Boston, MA. \$750.00 to help cover travel expenses.

Deirdre Egan-Ryan, Associate Professor of English

Invited to present a paper titled “Virginia Lee Burton's Children's Literature and Collective Action,” and chairing a roundtable *Modernist Women Writers and American Social Engagement* at the American Literature Association Conference, May 22-27, 2019, in Boston, MA. \$750.00 to help cover travel expenses.

Erica Southworth, Assistant Professor of Education

Invited to present a book chapter titled "Pictures Speak Louder: Portraying Early Prominent Middle Eastern Religious Women as 'White' and 'Passive' in Textbook Imagery," in a discussion session with the book editors and other chapter authors from her book: *Marking the Invisible: Articulating Whiteness in Social Studies* at the American Educational Research Association Conference, April 6-8, 2019, in Toronto, Canada. \$750.00 to help cover travel expenses.

Mark Glantz, Associate Professor of Communications & Media Studies

Invited to present a paper titled "Demanding and Co-constructing an Apology: The Case of Television Writer Megan Ganz and Television Producer Dan Harmon" at the Eastern Communication Association Conference, April 10-12, 2019, in Providence, RI. \$750.00 to help cover travel expenses.

Seth Meyer, Associate Professor of Mathematics

Invited to present a paper titled "Vertex Degree Sequences Mod K" at the 50th Southeastern International Conference on Combinatorics, Graph Theory & Computing Conference, March 1-7, 2019, in Boca Raton, FL. \$750.00 to help cover travel expenses.

Katie Ginsbach, Assistant Professor of MLL

Invited to present a paper titled "Beyond Intertextuality: The Library in the Historical Novels of Arturo Pérez-Reverte" at the Kentucky Foreign Language Conference: The Languages, Literatures, and Cultures Conference, April 11-14, 2019, in Lexington, KY. \$750.00 to help cover travel expenses.

Jamie O'Brien, Associate Professor of Management

Invited to present a paper titled "Self-Sabotage in Knowledge Management System Implementation" at the Midwest Business Administration Association International Conference, March 27-29, 2019, in Chicago, IL. \$750.00 to help cover travel expenses.

Christina Mirisis, Visiting Assistant Professor of MLL

Invited to present a paper titled "L2 Acquisition of Spanish Voiced Stops and Approximants: Is Accurate Perception Necessary for Accurate Production" at the American Association for Applied Linguistics, March 9-12, 2019, in Atlanta, GA. \$562.50 to help cover travel expenses.

Jaime Edwards, Assistant Professor of Philosophy

Invited to Author Meets Critics titled "Jonny Thakkar's Plato as Critical Theorist" at the Philosophy, Politics and Economics Society Meeting, March 27-31, 2019, in New Orleans, LA. \$750.00 to help cover travel expenses.

Russ Feirer, Associate Professor of Biology

Invited to present a paper titled "Effects of high glucose and DCA on ROS production and viability of breast cancer cells with disrupted antioxidant systems" at the American Association for Cancer Research, March 29-April 3, 2019, in Atlanta, GA. \$750.00 to help cover travel expenses.

Benjamin Chan, Assistant Professor of Philosophy

Invited to present and chair a symposium titled "Ethics of Parenting and Procreation" at the American Philosophical Association Central Division Meeting, February 20-24, 2019, in Denver, CO. \$750.00 to help cover travel expenses.

Bola Delano, Associate Professor of Teacher Education

Invited to present a workshop titled "Preparing Pre-Service Teachers for Diverse Classrooms: Engaging Teacher Preparation Programs to Adopt the Authentic Culturally Engaged Service-Learning Approach" at the Hawaii International Conference on Education, January 5-8, 2019, in Hawaii, HI. \$750.00 to help cover travel expenses.

Luis Navarro-Ayala, Assistant Professor of MLL

Invited to present a paper titled "Frenchness: Boundary Figures and Figuring Boundaries in Alfonso Hernández Catá's *El ángel de Sodoma*" at the XXII Congreso Internacional de Literatura Hispánica y Estudios Hispánicos, March 4-9, 2019, in Santiago, Chile. \$750.00 to help cover travel expenses.

John Pennington, Professor of English

Invited to present a paper titled "The Fin de Siècle and Feminism: A study of George MacDonald's *Lilith* (1895)" at the International Association for the Fantastic in the Arts conference, March 14-18, 2019, in Orlando, FL. \$750.00 to help cover travel expenses.

Jamie Waroff, Assistant Professor of Music

Invited to participate in a recording project of two pieces titled "Nocturno" and "Cavatine No. 8" associated with the International Trumpet Guild, January 4-6, 2019, in Columbus, GA. \$750.00 to help cover travel expenses.

Bridget Burke Ravizza, Associate Professor of Religious Studies

Invited to attend a session based on a book chapter titled *Love, Sex, and Families: Catholic Perspectives* at the Society of Christian Ethics, January 3-6, 2019, in Louisville, KY. \$750.00 to help cover travel expenses.

Eric Hagedorn, Associate Professor of Philosophy

Invited to chair a session titled "Mind and Thought: Medieval Approaches;" and two papers titled "Self-Knowledge, Self-Consciousness, and Reflexivity in Late medieval Philosophy" and "Intentionality in Aquinas's Metaphysical Model of Mind" at the 2019 Central Division Meeting of the American Philosophical Association, February 21-23, 2019, in Denver, CO. \$750.00 to help cover travel expenses.

Justin Krueger, Adjunct Assistant Professor of Music

Invited to present a session titled "Smartphones, Tablets and Chocolate Cake" at the Music Teacher National Association 2019 National Conference, March 16-20, 2019, in Spokane, WA. \$187.50 to help cover travel expenses.

Wendy Scattergood, Assistant Professor of Political Science

Invited to present a paper titled "Contextualizing Climate Change Deniers," and chairing a panel titled "Comparative Implications of Climate Change," at the Western Political Science Association Conference, April 18-20, 2019, in San Diego, CA. \$750.00 to help cover travel expenses.

Sarah Parks, Associate Professor of Music

Invited to perform *A "Glorias" Concert with John Rutter* with the St. Norbert College Choirs at a gala concert, part of MidAmerica Productions' 36th concert season, May 24-27, 2019, in Carnegie Hall, New York, NY. \$750.00 to help cover travel expenses.

Eric Lewellyn, Assistant Professor of Biology

Invited to present a two posters titled "Essential genes for regulating actin polymerization during clathrin-mediated endocytosis are functionally conserved between *Saccharomyces cerevisiae* and *Schizosaccharomyces pombe*," and "Transgenic *Saccharomyces cerevisiae* with engineered minimal fusion construct from *Schizosaccharomyces pombe* shows growth while lacking native WASP/myosin complex," at the American Society for Cell Biology and European Molecular Biology Organization 2018 Meeting, December 8-12, 2018, in San Diego, CA. \$750.00 to help cover travel expenses.

Carrie Larson, Assistant Professor of History

Invited to present a paper titled "The Argentine Conquest of the Desert: The Official Story," and chair a panel titled "*Latin Liminality: Race, Rebellion, and the Illusion of Safety*," at the Rocky Mountain Council for Latin American Studies, April 3-5, 2019, in Santa Fe, NM. \$750.00 to help cover travel expenses.

FACULTY DEVELOPMENT RESOURCE CENTER

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

The Resource Center holds approximately 1,800 full-length works treating a wide variety of pedagogical, curricular, and professional matters. About 10 new full-length works have been added to the Resource Center this past year. In addition, the Center carries subscriptions to several periodicals, and newsletters, including *Liberal Education*, and *The Teaching Professor*. The Office Manager is available to help find additional information on issues in higher education.

All of the full-length works in the Resource Center have been catalogued and cross-referenced by author, title, and subject for easy access, and are also in the Mulva Library's on-line catalogue. Other resource materials in the files include copies of successful in-house grant applications (e.g., Faculty Development Fund, Summer Grants Program, Fund for Pedagogical Development), sabbatical proposals, first-year review essays, promotion essays, and videotapes/DVDs of the Annual Faculty Development Conferences from January 1988 through August 2012.

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" Conversations, and the "Spotlight on Scholarship" series, the Catholic Intellectual Tradition Series and additional programming. We changed to an electronic calendar for all faculty and staff, listing pertinent events. This calendar has received rave reviews.

