

Academic Affairs Report

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Nazareth COLLEGE

2020 in 2010

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"The only questions that really matter are the ones you ask yourself."

Ursula K. Le Guin

"Good questions outrank easy answers."

Paul A. Samuelson

Since last January, the Nazareth community has discussed the challenges and opportunities for the college in 2020: in faculty and staff Assembly Days, a Board of Trustees retreat, a retreat of the Vice Presidents, the appreciative inquiry Summit in August, and numerous meetings of the 2020 Steering Committee, Subcommittees, and other working groups. This has been work of a high intellectual order, taking into account external forces, our own dreams, strengths, and weaknesses, and expert scholarship about higher education. We have deferred goal-making so that we can understand the basic questions (or foundational issues) that will underlie the new strategic plan.

The Academic Affairs Subcommittee has intentionally grounded its deliberations both in the insights documented throughout the campus-wide process and in extensive research. It aims to complete its preliminary work, setting priorities on key issues or themes by the end of Janu-

ary. There will be opportunities for faculty and staff to respond to the priority issues before the Subcommittee moves to goal setting. (It is also my plan to build on the 2020 process to develop a strategic plan for Academic Affairs.)

The 2020 Summit produced a set of "provocative propositions" that have informed our discussions this fall. As I have pondered these and the wealth of other 2020 materials, I have begun to see that the emerging key questions and issues are associated with several broad aims or "propositions" specific to Academic Affairs. Each proposition of course prompts a host of questions that may in turn launch any of a number of specific goals or strategies for the future. Here is my synthesis for your consideration and response:

1. We will serve students with in-demand, innovative, and mission-focused degree programs.

2. Our external reputation and our internal priorities will be defined by a transformative sequence of opportunities for students to develop intellectual capacities, skills for living in a pluralistic world, and the ability to apply academic learning to lived experi-

ence. This sequence will be a "constant" among the dynamic and diverse educational options at Nazareth.

3. Taking into account all of the factors that shape the work of faculty, we will refine a model for faculty roles that reflects the mission and strategic goals of the institution and positions the faculty to respond to future challenges and opportunities.

4. Nazareth College will have complementary governance and administrative structures with the capacity to respond nimbly to change and to serve both our mission and external accountability.

5. Our clearly stated expectations/aspirations for students in 2020 and beyond will be shaped by our understanding of what their careers, work, and social experiences will be.

What are the questions, challenges, and possibilities that these propositions raise in your mind? Let me know what you think.

I wish you a productive end of the semester and a pleasant winter break.

Sara Varbus



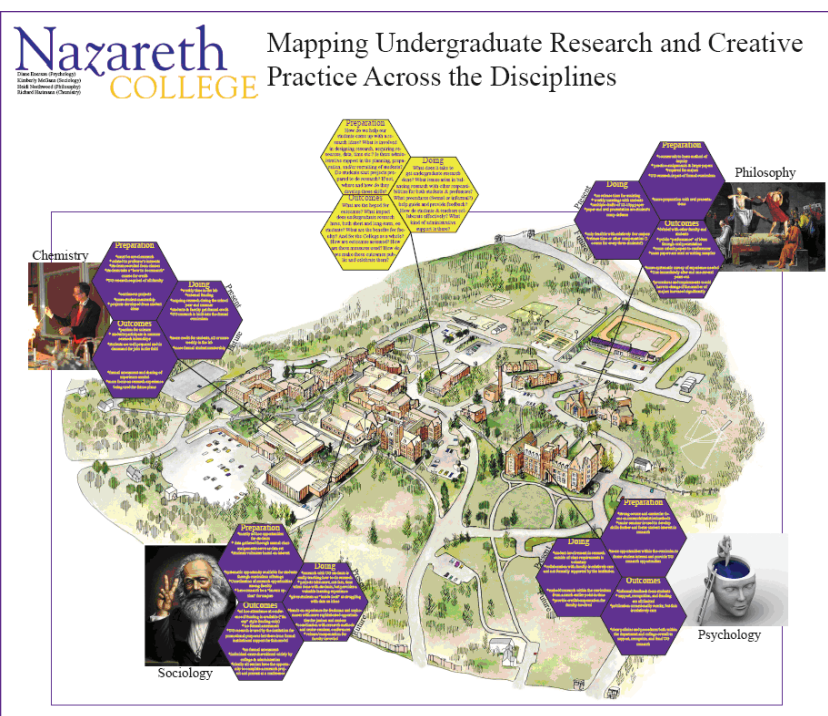
Rochelle Ruffer (Mgt) and Mary-Ann Bush (Psych) confer at 2020 Summit

Sizable Faculty Delegation Attends AAC&U Conference on Creativity, Inquiry and Discovery

By Diane Enerson

Sponsored in part by CTE and in part by CAS, seven faculty recently attended the AAC&U Conference on *Creativity, Inquiry, and Discovery: Undergraduate Research In and Across the Disciplines* (Durham, North Carolina). In addition to those presenting a poster [Enerson, Hartmann, McGann, and Northwood, see *Updates* for details], those who participated included **Thomas Donlin-Smith** (Religious Studies), **Grant Gutheil** (Psychology), and **Stephanie Zamule** (Biology).

The conference afforded a collegial venue to learn about and share with others strategies that can ensure more (if not all) students have an opportunity to engage in the “process of discovery” as undergraduates. The conference was designed to expand faculty notions about undergraduate student research and creativity while advancing its practice across all disciplines. For Thom Donlin-Smith, significant take-aways from the conference included an understanding that to clarify our goals for undergraduate student research we need to first determine where such experiences might fit. Among the questions he would ask are, “Do we want to infuse research skills and experiences broadly throughout the curriculum to reach all students? Or would our purpose be to provide in-depth “high impact” research experiences for a few students?” How we might institutionalize undergraduate research would follow naturally from the identified goals.



Grant Gutheil agrees that these are critical questions but his significant take-aways were different. What became clear for Grant was that in the STEM disciplines the path to a productive undergraduate student research agenda was relatively clear, and at most institutions well under way. The work had begun and the justification was clear. In contrast, for the social sciences, arts and humanities the groundwork and direction are less linear and apparent. Disciplines within these areas are much more likely to be finding their

way and much more likely to implicate other units such as our Center for Civic Engagement. One more take-way for Grant and others was the unmistakable realization that to make a comprehensive undergraduate research agenda work requires additional resources—most often through external funding, reallocations, or increased enrollment.

A comprehensive summary of what was learned at the conference will become the starting point for the ongoing discussion within the Undergraduate Research Working Group.



Schedule of Events



For more details on events, visit the [CTE website](#).

How to contact CTE:
teachexl@naz.edu
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- December 8 - Undergraduate Classes End
- December 9 - Undergraduate Reading Day - Undergraduate Evening Classes in Session
- December 16 - Fall Semester Ends
- January 5 - Technology @ Naz Day
- January 6 - Faculty Assembly Day & New Year Party
- January 10 - Spring Semester Classes Begin
- January 13 - Faculty Executive Committee - S125
- January 18 - New Faculty Discussion #12 - G351
- January 21 - Faculty Meeting - Forum
- January 27 - Faculty Executive Committee - S125
- February 1 - New Faculty Discussion #13 - G351
- February 4 - Assessment Workshop
- February 10 - Faculty Executive Committee - S125
- February 15 - New Faculty Discussion #14 - G351
- February 18 - Faculty Meeting - Forum
- February 24 - Faculty Executive Committee - S125
- February 21 - 25 - Graduate Break
- February 25 - Undergraduate Reading Day
- March 1 - New Faculty Discussion #15 - G351

From the Director of the Core Curriculum

What's Been Happening This Fall:

The Time Line: The Curriculum Committee began to develop an implementation time line early this fall. This included information about the timing of pilots and scheduling of the various components of the new core: the First Year Seminar, the Perspectives (Enduring Questions) courses, the second-level Integrative Studies, and capstone Seminar, as well as Experiential Learning and Health & Wellness. In addition, the time line also included key dates for academic departments and administrative offices. After I was appointed Director, I continued to develop this implementation plan by conducting interviews and meetings with, primarily, representatives from the

administration to find out what challenges there are for a smooth transition into the new core. This [time line](#) can be found on the VPAA website.

First Year Seminar Pilot: Two faculty members (**Susan Nowak**, Religious Studies, and **Bill Lammela**, Chemistry) volunteered to pilot a version of the new First Year Seminar this fall. The primary purpose of this pilot was to see how a discipline based seminar and a one-credit lab (which deals more with transitional issues) might function to provide a high-impact experience for new First Year students.

Core Curriculum Committee Elected: The faculty voted to create a Core Cur-

riculum Committee that eventually will be primarily concerned with both the assessment of student learning outcomes in the core, as well as reviewing core course proposals. Until such time as the core is implemented, however, this committee will play a key role in the development of criteria for the various academic components of the core and the choice of the electronic portfolio software. The faculty members elected to this committee are as follows: **Harry Murray** (Sociology/Anthropology), **Joe Pestino** (English), **Christine Bochen** (Religious Studies), **Matthew Ames** (Theatre Arts), **Deborah LaBelle** (Management), **Lisa Durant-Jones** (*Continued on Page 6*)

UPDATES



Forward
Updates to
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- **Sheila Brady Root** (Biology/Chemistry) received an award from the Rochester Area Colleges--Center for Excellence in Math and Science for her over 40 years of service to the Math/Science education community around Rochester. She has worked on projects including Science Exploration Days, the Jason Project, STANYS conferences, currently president of the Central Western Section of STANYS, Science Congress and is currently doing service learning projects with her nutrition lab and Rochester City Schools.
- **Jane Shebert** (Chemistry) received an award from the Rochester Section of the American Chemical Society for her work with High School Awards Night. This event recognizes students in high schools around the six county region around Rochester who excel in High School Chemistry.
- **Monica Weis SSJ** (English/MALS) presented "Levels of Healing in Hewett's 'A White Heron'" at the NYCEA Conference, October 1-2, St. John Fisher, Rochester, NY and was the keynote speaker for a conference on Thomas Merton and Ecology at Bellarmine University, October 16: "Turning Toward the Planet: Thomas Merton's Ecological Conversion."
- **Merideth Rao** (Communication Sciences & Disorders) co-presented "*Strategies to Improve Cognition and Memory*" at the HCR-sponsored conference: Stroke Management: Best Practice Strategies Across the Health Care Continuum, held at Nazareth College. October 2010 and "Wounds from Combat: Similarities and Differences in Treating PTSD and TBI" at the 28th Annual Brain Injury Association of New York State Convention. June 2010. Merideth also presented "Speech & Resonance Evaluation and Treatment for Individuals with Cleft Lip and Palate" at Bright Start Pediatric Services. October 2010 and Co-treatment Approach to Aphasia with Music and Speech Therapy at the 2010 American Music Therapy Association Conference in Cleveland, Ohio. November 2010.
- **Jed Metzger** (Social Work) was Principle Investigator, New York Campus Compact, Students in Service grant, September, 2010, \$39,600. This grant funded 35 social work students who provided 300 hours of service in their communities. Jed also presented "You Bet I Told" - Using service learning to teach community macro practice. *New York State Social Work Education Association Conference Proceedings*.
- **Shawgi Tell** (Dept. of Social & Psychological Foundations of Education) spent the Fall 2010 semester on sabbatical preparing a book prospectus on charter schools in the United States. During this time he also published short essays in the *Democrat and Chronicle* and *City Newspaper* on recent reforms in education. On October 29, he presented a paper titled the "Battle for Control of the Rochester City School District" at the American Educational Studies Association conference in Denver, Colorado.
- **Mary Kay Bradley** (Communication Sciences & Disorders) presented "Visually Mediated Communication," Nazareth College Inclusion Institute: Revealing Strengths of Learners with Autism. November 2010. Mary Kay also received the Golisano Foundation Leadership Award for Exemplary Health Care Services to Individuals with Developmental Disabilities, Rochester, NY. October 2010.
- **Nicole Juersivich** (Mathematics) presented at the Eastern Regional Conference of the National Council of Teachers of Mathematics. *Create interactive applets in Excel. Yes, Excel!* and a presentation on statistical analysis in Excel at the Science, Technology, Engineering, and Mathematics (STEM) Teaching Institute at Nazareth College. *What's in your bag?* Nicole also attended and took two pre-service teachers to the National Council of Teachers of Mathematics conference in Baltimore, MD.
- **Muhammad Shafiq** (Religious Studies/CISD) participated in the program "Radicalization & The Media: A Training Workshop for Indonesian Professors of Islam," presenting on the Role of Religious Experts in the Media, Writing on Religion, Misconceptions in Interfaith Dialogue in the Media, and Writing about Controversial Religious Topics in Indonesian Media, in Jakarta, Indonesia, 23-25 September, 2010 and in the program "Communities in Conversation" on August 5, 2010, at Chautauqua Institution, presenting on the topic of "Sacred Gender Issues." He was a part of a panel discussion in National Conference on Public Schools, religion and First Amendment, Oct. 11, 2010 at Roberts Wesleyan College, Rochester, New York and presented his paper "The Art of Intra and Interfaith Dialogue and Peace Building - A Muslim Perspective" at the Islam and Peace Conference in Lund, Sweden, September 20-21, 2010.
- **Diane Enerson** (Center for Teaching Excellence/Psychology), **Rich Hartmann** (Chemistry), **Kim McGann** (Sociology) and **Heidi Northwood** (Philosophy) presented the poster session, *Mapping Undergraduate Research and Creative Practice Across the Disciplines*, at the AAC&U Working Conference - Creativity, Inquiry, and Discovery: Undergraduate Research In and Across the Disciplines in Durham, North Carolina in November.
- **Laura Riddle** (Communication Sciences & Disorders) presented "From Phonemic Awareness to Work Decoding: the Next Step," and co-presented "Current Trends in Phonological Assessment and Intervention," at the New York State Speech-Language-Hearing Assn. Convention, Saratoga, NY. April 2010.

(Continued on Page 5)

UPDATES (Continued from Page 4)

- **David W. Steitz** (Psychology/Gerontology) was elected Treasurer/Executive Board of the State Society on Aging of New York. David also offered a workshop on intergenerational service-learning at The Southern Tier Center on Aging Conference, "Enhancing Quality of Life in Later Years."
- **Bryan Hunter** (Creative Arts Therapy) Hunter, B.C., Oliva, R., Sahler, O.J.Z., Gaisser, D., Salipante, D.M., & Arezina, C.H. (2010). Music therapy as an adjunctive treatment in the management of stress for patients being weaned from mechanical ventilation. *Journal of Music Therapy*, 47, 198-219.
- **Yamuna Sangarasivam** (Sociology/Anthropology) will be presenting a paper titled: "Bitter Jelly and Bad Romance: the Language of Radical Feminist Politics in the Performance Art of Lady Gaga" at the American Studies Association of Turkey 34th International American Studies Conference, November 3-5, 2010 in Alanya, Turkey.
- **Hilda Chacón** (Foreign Languages and Literature) published three Articles: 1) *Between Villa and a Naked Woman* by Sabina Berman: Are We All That Manly? *Revista de Literatura Mexicana Contemporánea (RLMC)*, 2010 Year XVI, Number 45, vol. 15. El Paso, TX: University of Texas at El Paso. [ISSN: 14052687], 2) Women to the Rescue: Creative Imagination as Feminine Characteristic in Pedro Almodóvar's Films. María R. Matz, and Carole Salmon, editors. NY: The Edwin Mellen Press, 2010. (forthcoming), 3) Simulacrum in *Alta fidelidad* by Rosa Beltrán. *Explicación de Textos Literarios* 36.1-2 (2008), Sacramento: California State University, ISSN 0361-962 (107-119) and one creative writing publication: I, Also, have Two Grandmothers. *Anthology of Memories of Hispanic Grandmothers as Remembered by Their Grandchildren*. Casanova-Marengo, Ilia and Marina Llorente, editors. St. Lawrence University, Canton, NY (forthcoming).
- **Shirley Sommers** (Social and Psychological Foundations of Education) presented a paper titled "Chasing a mirage: Narratives of teachers in South Africa and U.S.A." at the American Educational Studies Association Conference in Denver, CO October 27-31. Shirley served as a reviewer for American Educational Researcher Association (AERA) and is serving on the Editorial Board of Agenda (an African feminist journal).
- **Nancy Strelau** (Music) conducted the Montana All-State Orchestra in October, 2010.
- **Lisa Durant-Jones** (Communication Sciences & Disorders) co-presented "Aphasia Therapy in the Greenhouse: A Life Participation Approach," New York State Speech-Language-Hearing Association Convention, Saratoga, NY. April 2010. She co-wrote "The Lived Experiences of Adolescents with Disabilities and Their Parents in Transition Planning," which appeared in the September 2010 edition of the *Focus on Autism and Other Developmental Disabilities* Journal, 25(3) 163-172. Lisa, **Dawn Vogler-Elias** (Communication Sciences & Disorders) and **Lisa Hiley** (Communication Sciences & Disorders) are co-presenting a poster session, "ASD diagnosis: advancing the SLP's role on an interdisciplinary team," at the American Speech-Language Hearing Association Convention in Philadelphia, PA in November 2010.
- **Kathy Calderwood** (Art) has been invited to exhibit her work in the Florence Biennale.
- **Dawn Vogler-Elias** (Communication Sciences & Disorders) presented "Dentistry and Speech-Language Pathology: Effective Collaboration" at Eastman Dental School, Rochester, NY. March 2010 and "Using Literacy to Support Social Communication Skills for Students with ASD" at the Nazareth College Inclusion Institute: Revealing the Strengths of Learners with Autism. Rochester, NY. November 2010. Dawn and **Mary Kay Bradley** (Communication Sciences & Disorders) co-presented "Social Communication Support for Children: An Interdisciplinary Perspective," Clinical Education Conference, Rochester, NY. March 2010.
- **Ida Giampietro Wilder** (Foreign Languages and Literature) presented and organized a workshop, *Successful Strategies for Checkpoint C*, at the annual State Conference for NYSAFLT (NY State Association for Foreign Language Teachers) held at the Radisson in downtown Rochester on Oct 17, 2010. As a consultant for College Board, she presented a workshop on AP Vertical Teaming for World Languages in Baltimore, Maryland on October 15. Ida also presented at the ACTFLT conference in Boston on November 19.
- **Linda Shriber** (Occupational Therapy) gave a presentation for the Nazareth Inclusion Institute held at Nazareth College on November 6, 2010 on *Autism: A Neurophysiological Perspective on the Role of Sensory Interventions in Meeting the Child's Needs and Improving Function*. Linda is one of the co-authors of an article accepted for publication in a peer reviewed journal: *The Journal of Interactive Learning Research* in October 2010 entitled: A Visual Haptic System for Children with Learning Disabilities: Design Considerations. She also had an article published in August 2010 on-line in the *International Encyclopedia of Rehabilitation* entitled: Autism: A Neurological and Sensory Based Perspective. Available online at: <http://cirrie.buffalo.edu/encyclopedia/article>.

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UPDATES (Continued from Page 5)

- **Cathy Quenin** (Communication Sciences & Disorders) presented two workshops on using Cued Speech in speech/language therapy during October 2010. One was sponsored by the Gavras Center in Auburn, NY, and the other by the Upper Peninsula Speech & Hearing Association in Marquette, MI. Cathy is serving as the Interim President of the National Cued Speech Association through August of 2011. Cathy and **Paula Brown** (Communication Sciences & Disorders) are recipients of a third federal personnel preparation grant from the U.S. Department of Education's Office of Special Education and Rehabilitative Services. \$1.2 million will go mainly toward tuition assistance for graduate students in speech-language pathology who will be specializing in working with children who are deaf or hard of hearing. They also co-wrote "Nazareth College: specialty preparation for speech-language pathologists to work with children who are deaf and hard of hearing" for *The Volta Review*, 110:2, Summer, pp.297-304.
- **Paula Brown** (Communication Sciences & Disorders) presented "Assessing Cohesion of Spoken Narratives of Young Adults Who Are Deaf," and co-presented "Prosody and spoken language intelligibility in young adult cochlear implant users," at the International Congress on Education of the Deaf, Vancouver, Canada. Summer 2010. Paula also wrote the book review "Early Development of Children with Hearing Loss" for *The Volta Review*, 110:1, Spring, pp.69-72.
- **Renee van der Venet** (Creative Arts Therapy) was invited to teach a 31 contact hour graduate level course in Art Therapy titled, *Special Populations: Art Therapy for Adult Survivors of Sexual Abuse*, at the NIARTE Institute, a graduate level art therapy school, in Brevens Bruk, Sweden in June 2010. In addition following her guest lecture, she took Nazareth College graduate art therapy student to participate in a graduate level art therapy course CAT 613 Intercultural and Ethical Issues in Creative Arts Therapy at the same institute in Brevens Bruk, Sweden.
- **Kerry Gotham** (Freshman Seminar) and **Mimi Wright** (Freshman Seminar) presented at the Regional CASE (Council for Advancement and Support of Education) District II conference in Philadelphia on Nazareth's international award winning program "The Golden Flyer Challenge." Kerry was also recognized as a Faculty Star by CASE. CASE District Faculty Stars are conference speakers who earn average combined scores of 4.5 and above (on a five-point scale) on their session evaluations at CASE district conferences.
- **Ellen Contopidis** (Dept. of Inclusive Childhood Education), **Dawn Vogler-Elias** (Communication Sciences & Disorders), **Linda Shriber** (Occupational Therapy), **Shanna Jamanis** (Dept. of Inclusive Childhood Education), and **Mary Kay Bradley** (Communication Sciences & Disorders) presented at the first annual Inclusion Institute "Revealing the Strengths of Learners with Autism: From Early Intervention to Postsecondary Transition" that was hosted at Nazareth College on November 6. The institute offered participants an opportunity to engage in learning about autism from a strength-based perspective and celebrate the diversity that people with autism bring to our community. Dr. Brenda Smith Myles, international expert in autism, was the keynote speaker.

From the Director of the Core Curriculum (Continued from Page 3)

(Communication Sciences & Disorders), and **Cheri Boyd** (Mathematics) and **Ellen Contopidis** (Dept. of Inclusive Childhood Education) who will serve as the co-chairs.

What to Expect in the Coming Semester:

The coming months will be primarily devoted to the development of specific guidelines and criteria for the Enduring Questions courses (both the First Year Seminar as well as the disciplinary Perspectives courses). To that end, the first thing to expect will be:

Consultations with Academic Departments: A member of the Core Curriculum Committee and I will be visiting every academic department by mid-February. We want to know what you think are the greatest opportunities and challenges which you will face with the new core. These issues might be particular challenges like advisement, course development, and the balancing of core and major requirements. We also want to brainstorm with you about possible Integrative Studies modules. Finally, we are particularly interested in receiving your input about EQ courses and how they might work in the context

of your department.

Development of Specific EQ Criteria: With this faculty input, the Core Curriculum Committee will develop EQ course criteria, and at the beginning of March, bring these criteria to the full faculty for a vote.

One final note: If you have any questions, concerns, advice or ideas about the core, please do not hesitate to make an appointment with me, or with any member of the Core Curriculum Committee!

Heidi Northwood

Study/Research Trip to Tibet/China June 10-24, 2010

By Estella Norwood-Evans

When Alexandra David-Neel, French spiritualist and writer, set foot on the soil of Tibet in 1924, Tibet was known only as a kingdom mysteriously hidden in the Himalayas. That was 85 years ago. In comparison with other ancient civilizations, Tibet entered the popular world's consciousness rather recently. Tibet began the socialist transformation brought by the Chinese state in the late 1950's and Tibetan Buddhism became an alternative religious/spiritual practice in North America and Western Europe in the 1970's. For the last half-century, the Chinese state has modernized Tibet in both economic and social terms, and social issues and humanitarian predicaments continue to emerge. As the current holder of the prestigious Nazareth College Kilian J. & Caroline F. Schmitt Endowed Chair, I had the privilege of participating in a two-week Council on International Education Faculty Development Seminar in Tibet/China, summer, 2010.

The Seminar title was, "Religion, Ecology, and Identity In Tibet" and the

focus was on the current state of the Tibetan culture and people. Major emphasis was placed on the interplay of Tibetan religion, ecology, and cultural practices in an interdisciplinary context. Since all of the guides were local and all of the lectures were given by local scholars, I had the opportunity to fully experience how research and teaching is done in the Chinese academic system. Beijing, the cultural and political center of China, was selected as the entry point of the Seminar, because of the extensive number of institutions and scholars specializing in Tibetan studies. The Minzu University of China in Beijing served as host institution for the Seminar.

Lasha, the birthplace of Tibetan Buddhism and frequently referred to as "the roof of the world," was the ultimate destination of the Seminar. The sights, sounds, smells, people, and landscape of Lasha are indelibly imprinted in my memory, however, there are several noteworthy sites that I'd like to mention in this brief report.

The first is my visit to **Potala Palace**.

Potala Palace is the landmark of Tibetan civilization and religion. It dates back to the 7th century A.D. The successive Dalai Lamas, both secular and religious leaders of Tibetans, had resided in it until the late 1950's when the 14th Dalai Lama went into exile in India.

The second is my visit to **Jokhang Monastery**. Jokhang, the most sacred temple in Tibet, is also known as "Buddha's House" in Tibetan language. It is the most popular site for pilgrims from all regions of Tibet. I was fortunate to observe **Circumambulation of Barkhor Street**. The market surrounding Jokhang Monastery is called Barkhor, one of the most important pilgrimage routes. It is festively concentrated with pilgrims and shoppers.

I am grateful to the Kilian & Schmitt Foundation for making this travel possible and look forward to sharing my insights and experiences with my students and colleagues.

Learn New Classroom Strategies at *The Teaching Professor Conference*

By Ginny Skinner-Linnenberg

So, the facilitators said, "Using the 60 straws, a roll of tape and the visual instructions, build a geodesic dome." And the five people at my table went to work. Each one of us built a pentagon, combined them, built more and completed our dome. We worked so well together, we completed ours first and I jumped up in triumph holding our dome over my head. We got a round of applause. But this has what to do with teaching college students?

Last May, I attended The Teaching Professor conference held in Cambridge, MA and the above activity was one we used in a pre-conference session, "Active Learning Strategies that Engage and Inspire Your Students." The facilitators were demonstrating

that hands-on activities, such as building a geodesic dome, teach collaboration, vocabulary, critical thinking skills, problem-solving and more.



A triumphant Ginny Skinner-Linnenberg

The three-day conference was meant for professors of all levels in all disciplines. Many of the concurrent sessions focused on techniques by which to better engage students in their own learning, while others presented pedagogical theory. I was most attracted by the practical strategy sessions of the conference, for instance, "Designing Effective Critical Thinking Lessons Using the EASy Method." Here, the presenters discussed their repurposing of Bloom's taxonomy into "evaluate, analyze and synthesize" for designing assignments that better engage students in critical-thinking lessons.

If interested in possibly attending a future Teaching Professor Conference, contact Diane Enerson (x2380 or denerso9@naz.edu).

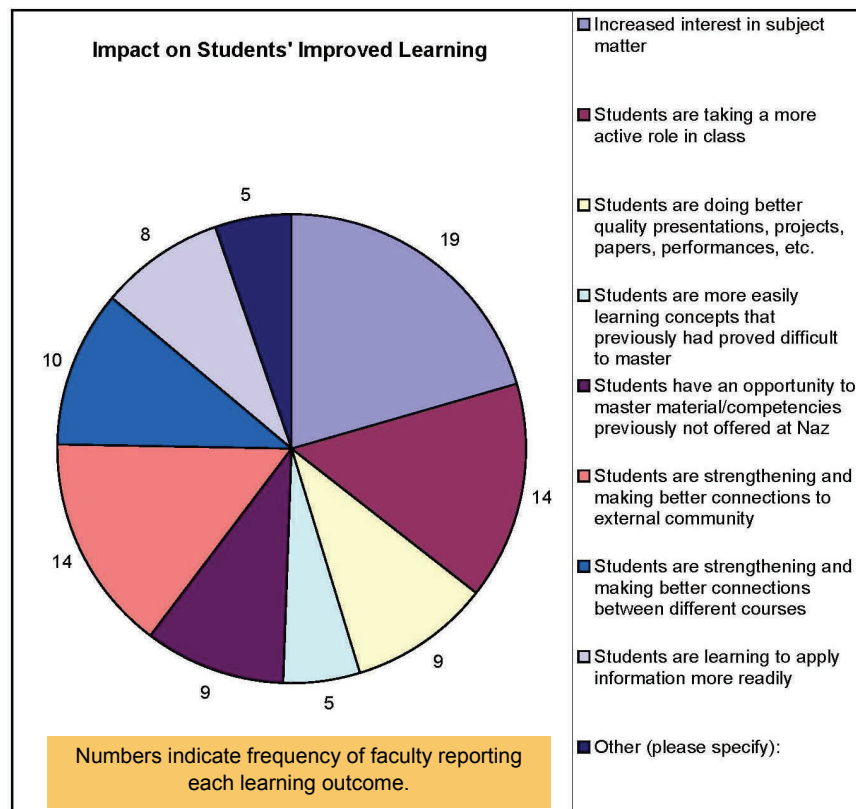
FROM THE DIRECTOR OF CTE: THE LEARNING OUTCOMES OF FACULTY INNOVATION

The 2011 call for proposal for the Faculty Scholarship and Innovation Grants is out and the vignettes of the 2010 grants have been posted on the [CTE website](#).

A total of 35 grants were awarded as part of the 2010 grants process last year. In their assessment of the experience, the majority of 2010 grant recipients (90.3%) reported that the funds had been spent as expected and the reasons given for not doing so were outside of their control such as a change in departmental objectives or an error from a collaborating unit.

The impact of completing the 2010 projects was in many cases profound, with nearly all of the faculty reporting that they expected to be able to build on the project in a variety of different ways, including publication. Roughly half (48.4%) indicated that working on the project had clearly helped to establish a foundation for future work either as a scholar, as a teacher, or as a teacher-scholar. For others, the benefits of the project had been more immediate (29.0%) involving a specific learning outcome or preparation of a paper for publication/presentation. Finally, for some, the project had enabled them to network (16.1%) in meaningful ways.

When asked about the nature of the impact on students' learning, the single most frequently reported impact on students was an increased interest in the subject matter followed by students: taking a more active role in class, making better connections to an external community, strengthening and making better connections between courses, and mastering material not previously offered. (See graph)



A visible trend in these faculty reports was an increase in the incident of students making connections both to other course material and to an external community, as well as having an opportunity to master material not previously taught at Nazareth College.

To support their claims about student learning, faculty had relied on both direct (28.3%) and indirect measures (71.7%) of student learning.

An approximate number of students whose learning annually had been/or will be affected as a result of improvement and discoveries supported through the 2010 Faculty Scholarship and Innovation Grant process was 847.

The call for 2011 proposals is similar to the one from 2010, but places greater emphasis on those types of projects that align easily with the new Core and high impact practices, such as undergraduate research and civic engagement.

I hope you find that the vignettes make interesting reading and provide you with inspiration and ideas to consider over the Winter Break.

Enjoy your time off.

Warmest Regards,

Diane Enerson