

Academic Affairs Report

VOLUME 2, ISSUE 2

SPRING 2011

Nazareth COLLEGE

A Message from the VPAA

2010-2011 was another year of hard work and significant achievement at Nazareth. In addition to the accomplishments of our departments, programs, faculty, and students (FIVE of whom received Fulbrights!), the achievements of several all-college committees have been notable. The Core Curriculum Committee has developed the implementation plans for the new core curriculum. The 2020 committees have drafted a set of goals that will be the basis for the new strategic plan. And the Academic Assessment Committee has provided detailed feedback to every program about its assessment plans and activities. All of these efforts show that the important business of the college is scholarly work, even

when we are not directly engaged in teaching or scholarly and creative activities.

This year also saw several developments in the ongoing national discussion of accountability in colleges and universities. Many issues are involved here: the public's skepticism about the value of its investment in higher education; the regional accreditors' efforts to meet the public demand for accountability; and the tension between the clarity of "standard" assessments of learning versus the institution-appropriate but less intelligible local assessments. It is not, then, surprising that there has been much interest in the Lumina Foundation's Degree Profile, which articulates learning standards

that can be aligned across institutions, similar to the Bologna Process in Europe. (At least one regional accrediting organization, the Western States, is planning to incorporate these standards into their accreditation process.) You can review this document via the following link: http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf

As academics, we assess all the time: in the self-editing that goes on in our own scholarly and creative work; as we think about how we will teach a course "next time"; and in grading students' work. Whatever our disciplines, these things come naturally to us. *(Continued on page 4)*

New Category for Grants in 2012

Each year the Faculty Scholarship and Innovation Grants process is assessed and refined. Based on feedback from the Grant Selection Committee and in conjunction with Nazareth's desire to encourage undergraduate research and possibly seek external funding, a new category will be added to the options for 2012 Faculty Scholarship

and Innovation Grants. This category will specifically address those individuals seeking external funding for activities that might include: 1) completing an external grant proposal; 2) exploring the feasibility of external funding for a previously piloted project, or 3) travel expenses related to meeting with granting agencies. To be considered in this

category, prior consultation with the Office of Sponsored Programs and Faculty Research is required. The Office can help you find the best funding match for your project, as well as work with you to ensure the strongest possible proposal is submitted.

See Lara Kubn's invitation on page 3.

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2011 Scholarship and Innovation Grants Awarded

On behalf of the 2011 Grants Selection Committee, we are happy to announce this year's recipients are as follows:

Rasheeda Ahmad (DICE) – Teacher Institute & Training

Brian Bailey (Adolescence Education) – ROC Youth Media Arts: A Grant Proposal for a Multimedia Learning Lab in Downtown Rochester

Brian Bailey (Adolescence Education) – Telling Stories Out of School: Youth Identity Construction through Participating in Scientific Investigations in Belize

Eileen Beiter (Management) – Integrating Technology into the Introductory Accounting Course

MaryAnn Bush (Psychology) and **Marie Watkins** (Social Work/Service Learning) – Taking Play Seriously

Cristina Carrasco (MFL) – Global and Local Identity in the Hispanic World: The case of Barcelona (course development)

Rui Cheng (LLT) – A Non-native Student's Experience on Collaborating with Native Peers in Academic Literacy Practices: A sociopolitical perspective

Rui Cheng (LLT) – The Impact of Computer-Mediated Peer Feedback on Academic Literacy

Ellen Contopidis (DICE), **Jennie Schaff** (LLT), **Pamela Viggiani** (Social Work) and **Dawn Vogler-Elias** (CSD) – LifePrep@Naz Opportunities for Learning and Inclusion

Isabel Cordova (History) – History of Latinas/os in the US

Clare Counihan (English) – The Distractions of Desire: Experimental Narrative and the “African Novel”

Deana Darling, Deb Godsen DePalma and Kerry Dunn (DICE) – A Study of the Effectiveness of Implementing a Culturally Relevant Balanced Literacy Approach with Urban First Graders in a Summer Learning Program

Lisa Durant-Jones and Merideth Rao (CSD) – Evidence-Based Practice for Voice and Resonance Disorders

Yousuf George (Mathematics) – Enhancing Calculus Engagement with WebWork

Ahktar Ghassemi (Nursing) and **Cheri Boyd** (Math) – Engaging Pharmacology and Mathematics Education Students

Zbigniew Granat (Music) – Publication of a scholarly paper on “Chopin and Intertextuality”

Maria Baldassarre Hopkins (LLT) – Revising Conference Paper for Publication

Kelly M. Hutchinson-Anderson (Chemistry/Adolescence Education) – An Innovative Redesign of General Chemistry

Laura C. S. Jones and Maria Baldassarre Hopkins (LLT) – Analyzing the Effects of Digital Teaching and Learning Practices

Laura C. S. Jones (LLT) – TBF Research Project

Nicole Juersvich (Mathematics) – Exploring the Law of Large Numbers with Excel's Visual Basic Features

Betsey King (Music) – Creation of a Two-Semester Functional Piano Sequence for Music Therapy Students, with Accompanying Textbook

Timothy W. Kneeland (History) – Blizzard of '77 Natural Disaster, Politics and Public Memory

Mireille LeBreton (MFL) – New Sr. Seminar on Twentieth Century and Twenty First Francophone Literature FRN403

Jennifer Leigh (Mgmt) – Research Study: Principles of Responsible Management Education Teaching Methodologies

Jennifer Leigh (Mgmt) – Course Development for Social Entrepreneurship Course

Mark Madigan (English) – Research on Will Thomas

Lynn O'Brien (Chemistry) – Developing a problem based learning curriculum for Introduction to Organic & Biochemistry

Lisa Perks (English) – Michael Scott as Modern Bigot: Making Prejudice Palatable on *The Office*

Joseph Pestino (English) – Scholarly work on series of essays on Paul West's fiction and not-fiction with plans for development into a book project

Marjorie Roth (Music) – “Divine Women: New Project Research, Preparation for Publication & Conference Presentation”

Rochelle Ruffer (Management) – Development of Senior Seminar – Overview of Econometrics and Data Analysis

Kristen Shiner McGuire (Music) – Jazz CD

Beverly Smoker (Music) – Collaborative Curricular Development of Online Options for each course in the Advanced Certificate in Piano Pedagogy

Roy Stein (Management) – Connectivity and Cutting Edge Compositional and Recording Software and it's Integration into MUB 222 – Intro to Recording Techniques

Shawgi Tell (SPF) – To continue work on forthcoming book on charter schools titled “Charter School Report Card”

Carl Wiens (Music) and **Marrlee Burgess** (Student Transition) – Teaching Music Theory to the Millennial Student

CONGRATULATIONS TO EVERYONE!

Schedule of Events



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

How to contact CTE:
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- April 21 - Undergraduate Classes End
- April 21 - State of the College
- April 25 - 30 - Semester Exams
- May 3 - UG Final Grades due by 4:30 p.m.
- May 5 - Last Day of Graduate Classes
- May 8 - Graduate & Undergraduate Commencement @ Blue Cross Arena
- May 9 - Graduate Final Grades due by 8:00 a.m.
- May 9 - Department/Divisional Meetings
- May 10 - Academic Affairs Staff Recognition Luncheon
- May 10 - FEC Workshop
- May 11 - Program Assessment
- May 12 & 13 - Curriculum Development
- May 14 - Teen Book Festival
- June 3 - School of Management Golf Tournament
- August 22 - Faculty Return
- August 23 - New Faculty Orientation
- August 24 - Faculty Assembly Day & President's Picnic
- August 29 - Fall Classes Begin
- September 5 - Labor Day Holiday - No Classes
- September 16 - Council of Chairs
- September 23 - Faculty Meeting
- September 26 - 2011 Faculty Scholarship & Innovation Grant Expense Receipts due to CTE

It's a busy time of year and everyone is looking forward to summer. As you make your summer plans and think about the scholarship you hope to accomplish, you may be wishing you had a little outside support for getting it done. While it is probably too late to find funding for this summer, the summer *is* a good time to start thinking about funding for next year and next summer. Stop by the Office of Sponsored Programs and Faculty Research, and let's talk about your interests and what work you might like to have funded. Summer is the perfect time to start looking for funding opportunities and working on first drafts.

Lara Helena Kuhn
 Director of Sponsored Programs and Faculty Research

Teaching Excellence Recognized

This past November, **Marjorie Roth's** (Music) work in the area of music history pedagogy was recognized by the American Musicological Society (AMS). She was invited by the AMS Committee on Career-Related Issues to give a "Master Teacher" lecture at the joint annual national meetings of the American Musicological Society and the Society for Music Theory, held in Indianapolis, Indiana (November 4-7, 2011). In commenting about the talk, **James Douthit**

(Music, Chair) notes that "Each year, one person is invited to give this talk. The speaker for 2010 was Peter



Burkholder, renowned musicologist, pedagogue, and author of the best-known music history text in North America. This year was Marjorie. It is quite a professional accolade for her to be invited to give this presentation!" Marjorie's lecture will soon be available in its entirety on the CTE website in a new category, Mastering the Art of Teaching. Submission of essays from others is encouraged and welcomed.

Call for Essays about the Art of Teaching and Mastering it

**THE CENTER FOR
TEACHING EXCELLENCE
WELCOMES PAPERS ON
ALL ASPECTS OF
TEACHING.**

Topics may include, but are not limited to: things you have discovered about yourself as a teacher or your students; discoveries about improving student learning; innovative learning and teaching practices; or even a simple assignment that went especially well. Submissions should be no

longer than 20 pages and submitted electronically to Debbie Mathewson at teachexl@naz.edu as a Word 2003 document.

A Message from the VPAA (Continued from Page 1)

But assessment for purposes of accountability, and the politics and policies that drive the demand for accountability, are more alien. Most of us are not prepared by our disciplinary graduate education for the extent to which we will be called upon to be scholars of the "institution," whether it be Nazareth College or higher education in general.

The point I would like to press in this last Academic Affairs newsletter of the year is that it is incumbent upon all of us to become students of these debates about our collective work. When you have a moment, go to chronicle.com from your campus computer and browse through *Chronicle of Higher Education* articles on "accountability" or "assessment."

You will find that there are many players and perspectives, all potentially having an impact on our day-to-day work as academics.

I wish you all a wonderful summer, whether you will be on campus or away.

Sara Varbus

From the Director of the Core Curriculum

What's Been Happening This Spring:

It has been a very busy semester for the Core Curriculum Committee, and much has been accomplished, including:

Meetings with Every Academic Department and a Number of Interdisciplinary Program Directors: to ascertain the greatest opportunities and challenges faced as the new core is implemented. The summary document of these meetings has been and will continue to be used as a resource for ongoing discussions of the various core components. A response document was also created which answers questions and concerns raised by the departments and programs. For an electronic copy of these documents, please contact me.

Upcoming Pilots and Workshops: The 'Characteristics of Perspectives-Enduring Questions Courses' document was prepared and includes the guidelines for the development of both Perspectives-Enduring Questions courses and the First Year Semi-

nar versions of them (the endorsed version can be found on the [VPAA website](#)). Ten sections of hybrid First Year Seminars will be piloted this fall, and 20 sections of Perspectives-Enduring Questions courses in Spring 2012. Faculty teaching in either of these pilot programs will be engaging in Faculty Development Workshops this coming May. Some sections of the Academic & College Skills Lab which will accompany the First Year Seminars in the fall pilot will also be linked with new student Orientation and the Summer Read program.

Development of Integrated Studies, Portfolios, and Experiential Learning: Innovative Integrated Studies Clusters were collected from faculty from all departments. We are excited by their interdisciplinarity—both across and between liberal and professional programs. We are also developing a workable model for the core-culminating experience (tentatively called the "Core Milestone Experience"), discussing the format of the

portfolio that will form the basis of this milestone, and beginning discussions of the Experiential Learning part of the core. A separate committee is working on the choice of appropriate e-portfolio software to pilot.

Assessment & Planning: Great strides were made in the development of our core curriculum assessment plan. Stay tuned for details.

What to Expect in the Coming Months:

Our next tasks: 1) finalize a structure for the Integrative Studies level and 2) merge that with the core portfolio. Our goal is to get substantial faculty feedback in September and October, bringing the structure to the full faculty in November.

Final note: Questions, concerns, advice or ideas about the core? Let us know!

Yours,

Heidi Northwood

Globalization and Culture Conference at Nazareth College

BY YAMUNA SANGARASIVAM

Nazareth College hosted the first undergraduate and graduate student conference on globalization and culture on April 8-9, 2011. The conference featured 173 student-presenters sharing their research, civic engagement projects, and artistic performances in the form of scholarly papers, roundtable discussions, and poster presentations. Students learned about presenting at and attending an academic conference while celebrating their curricular and co-curricular achievements.

The conference organizers, **Clare Counihan** (English), **Otieno Kisiara** (Anthropology), and **Yamuna Sangarasivam** (Anthropology) had identified globalization and culture as a theme that could showcase student

research while contributing to the goal of preparing students to make a difference as members of plural societies in local and global communities.

To open the conference, keynote speaker, Jeremy Scahill—investigative journalist and author of *Blackwater: The*



Professor Bill Hopkins (MFL) listens as Dan Huntington (Marketing '14) discusses his poster during the conference.

Rise of the World's Most Powerful Mercenary Army—spoke to an audience of 300 students, faculty and community members in the Forum. Other highlights included: a roundtable with Scahill and **Daan Braveman**, a plenary lecture by Amit Ray (Rochester Institute of Technology), performances by spoken-word artist, Treesje Powers, and play-write/actress Lisa Hayes, who presented her play *Nurse!*—telling the story of a nurse striking for just working conditions and healthcare in Rhode Island.

To learn more about the conference please visit:

<http://www.naz.edu/sociology-anthropology/conference-on-globalization-and-culture-1>

Updates



Forward
Updates to
dmathew4
@naz.edu

- **Deb Dooley** (CAS) received the 2010 College English Association (CEA) Professional Achievement Award. This award recognizes an Association member who has contributed to teaching and scholarship at the college level.
- **Joe Pestino** (English) received the 2010 College English Association (CEA) Honorary Life Membership which recognizes extraordinary and sustained service to the Association and the profession.
- **Rochelle Ruffer** (School of Management) presented "Interactive Lecture Demonstrations: Assessing the Effectiveness of Predict, Experience, and Reflect in Economics Instruction" as a poster presentation at the Allied Social Sciences Association: American Economics Association Meetings in Denver, CO in January 2011.
- **Maria Hopkins** (Language, Literacy, & Technology) will be doing a symposium presentation, *Teachers as Learners in the 21st Century: Taking Risks, Constructing Identities, and Enhancing Possibilities for Critical Literacy through Digital Narrative* with five students from the School of Education at the Annual Conference of the International Reading Association in Orlando, FL in May. Maria also had 2 co-authored book chapters published in *Sociocultural positioning in literacy: Exploring culture, discourse, narrative, & power in diverse educational contexts* (McVee, Brock, & Glazier, Eds., 2011).
- **Nicole Juersivich** (Mathematics) co-wrote a chapter entitled, "The TPACK of Dynamic Representations" in *Educational Technology, Teacher Knowledge, and Classroom Impact: A Research Handbook on Frameworks and Approaches* by Ronau, R., Rakes, C. & Niess (Eds), presented *Using Motion Detectors and the Nspire to Create and Analyze Graphs in Calculus* at the Sea-way Section Mathematical Association of America, Rochester, NY, co-presented *A Showcase of Moodle Courses* at the Technology @ Nazareth Conference, Rochester, NY, and co-presented *SMARTBOARDS in SMART classrooms* at the Technology @ Nazareth Conference, Rochester, NY. Nicole and **Beverly Brown** (Biology) co-presented a poster *Building the STEM Pipeline: Connecting K-6 Teachers with Inquiry-Based Mathematics, Science, Technology & Literacy* at the Association of American Colleges and Universities, Miami, FL.
- **William Korth** (Chemistry) gave a presentation entitled "Taphonomy of vertebrate fossil quarries from the Miocene of Kansas-or-CSI:Miocene" to the Rochester Academy of Sciences Fossil Group on March 1st. He also published two scientific articles in the *Annals of Carnegie Museum* (dated this month) on fossil rodents: 1) *Review of the species of Eumys Leidy (Rodentia, Cricetidae) from the Oligocene (Orellan to Arikareean) of North America. Annals of Carnegie Museum, 79:79-90* and 2) *New species of the cricetid rodents (Mammalia) from the late Miocene (Hemphillian) previously referred to Peromyscus pliocenicus Wilson. Annals of Carnegie Museum, 79:137-147.*
- **Brian Bailey** (Adolescent Education) participated in the following panels and presentations: 1) *New Teacher Induction: College-based Peer Support Groups* at the New York State Association of Teacher Educators in Saratoga NY; 2) *Youth & Multimedia Literacy* at Nagaland University at Lumami in Nagaland, India; 3) *"Scary, but now its cool": Youth Participation in unfamiliar science spaces* at the National Association for Research in Science Teaching Annual Conference in Orlando, Florida; 4) *Telling Stories out of School: Youth Identity Construction through Participating in Scientific Investigations in Belize* at the American Education Research Association Annual Conference in New Orleans, Louisiana; and 5) Panelist - *Youth Film-making and Media Literacy* at the 360I365 George Eastman House International Film Festival in Rochester, NY. Brian also had the following publications: 1) Journal Article - *Real Literacies in the Classroom: Healing Wounds with Digital Video* in the Journal of Digital Culture and Education. June 2011 and 2) Book Chapter - *Addressing Problems, Constructing Identities and Having Fun: Youth Participation in Filmmaking* in the book "The Use of Film in Education" by Maher Bahloul and Carolyn Graham.
- **David Steitz** (Gerontology/Psychology) presented a workshop, "The Nazareth College Gerontology Program and St. John's Meadows Senior Living Community: A Collaboration in Learning and Community Involvement in Rochester, NY," at the Association for Gerontology in Higher Education Conference in Cincinnati, OH in March. He presented with two Nazareth students, **Sarah Segal** and **Jessica Montalbano**, and two elders from St. John's Senior Living Community where he has been teaching his gerontology courses for two years.
- **Monica Weis** (English) shares the following accomplishments: 1) new book from the University Press of Kentucky: *The Environmental Vision of Thomas Merton*; 2) Fulbright Award for the University of Pannonia, Vespem, Hungary for Fall 2011; 3) panelist for the President's, Forum, CEA Conference, St Petersburg, March 31, 2011; and 4) paper: "Rain, Rhinoceros, and Pedagogy: Thomas Merton's Famous Essay, CEA Conference, March 31, 2011.
- **Diane Enerson** (Center for Teaching Excellence/Psychology) was elected to a three-year term as a CUR (Council for Undergraduate Research) Councilor in the At-Large Division. She will be involved in decisions that will help lead to new developments in the programs, meetings, and benefits that CUR offers.

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Updates (Continued from Page 6)

- **Ed Wiltse** (English) co-edited a book, *Hope Against Hope: Philosophies, Cultures and Politics of Possibility and Doubt* (Rodopi, 2010). In addition to the editors' introduction, the volume contains Ed's essay, "Hope Across the Razor Wire: Student-Inmate Reading Groups at Monroe Correctional Facility."
- **Linda Shriber** (OTR/L) did a presentation entitled "Feeding your Child with a Disability" on December 16, 2010 for Bornhava Preschool in Amherst, NY.
- **Tricia Asklar** (English) will have two poems in the June issue of *Redactions: Poetry & Poetics*. The poems were selected as part of the I-90 Manifesto issue.
- **Hilda Chacón** (Modern Foreign Languages) shares the following accomplishments: 1) Organized and chaired panel session "Cyberspace and Literature in Latin America: What Does the Future Entail?", 42nd North East Modern Language Association (NEMLA) Annual Convention, Rutgers University, New Brunswick, NJ, April 7-10, 2011; 2) Organized panel "NAFTA/TLC and It's Effects" with students from SPN 314-Border Cultures: Mexico and the United States (SP11), Globalization and Culture. An Undergraduate Student Conference, Nazareth College, Rochester, NY, April 8-9, 2011; and 3) Pre-performance lecture presentation on Brazil, *Viver Brasil*, Arts Center, Nazareth College, Rochester, NY, March 20, 2011.
- **David Sommerville** (Music) presented his paper, "Modeling Melody and Harmony: Cyclic Unfolding in Ginastera's String Quartets Nos. 1 and 2," at Music Theory conferences at Florida State University, George Washington University, U.C. Santa Barbara and Colorado College. He also has a review of Michiel Shuijjer's recent book, *Analyzing Atonal Music: Pitch-Class Set Theory and its Contexts*, in the forthcoming issue of *GAMUT*.
- **Ellen Horovitz** (Creative Arts Therapy) completed her book, *Digital Image Transfer: Creating Art With Your Photography*.
- **Ron Netsky** (Art) had his Etching, "Rock Garden at Sonnenberg Gardens," included in *Great Impressions: The Print Club of Rochester Turns 80* at the Memorial Art Gallery, 2011.
- **Tim Bockes** (Psychology) and **Tom Petrini** (student) presented their collaborative research, *Reducing recycling errors in college dorms*; **MaryAnn Bush** (Psychology) and **Heidi Wagner Maggitti** (student) presented *Hear Me Roar: Dispositional Factors in Self Silencing*; and **Grant Gutheil** (Psychology) and **Emily Fields** (student) presented *Four Through Forty, Still the Same Person?: Preschoolers' Understanding of Identity Stability* at the 82nd Annual Meeting of the Eastern Psychological Association in Cambridge, MA, March 2011.
- **Bill Capossere** (English) has an essay in the current issues of *Alaska Quarterly Review* ("Fog" Spring/Summer 2011) and *Cream City Review* ("The Price of Passage" Fall/Winter 2010/2011), while his essay "Black Holes" was recently listed as a "notable essay" in *Best American Essays 2010*.
- **Yuanting Zhao** (Theatre Arts) has been designing costumes for the world premier production of "Blood Countess" by Rochester City Ballet. The Production opens on May 21st.
- **Lynn Duggan** (Art) curated and exhibited in "Torch Song", a jewelry and metalsmithing invitational show in the Arts Center Gallery, January - March 2011 and is currently exhibiting in "Drawing, Sawing, and Other Sibling Revelries", a two person show with her brother, Lee Duggan, in the Colacino Gallery April 8 - May 7. Lynn was awarded a one-month artist in residency at the Jentel Arts Foundation in Wyoming, August 15 - September 13, 2011.
- **Jed Metzger** (Social Work) presented a talk, "Engaging community as a community-based organization," at the 2011 CUPP Academy training series in Rochester, NY.
- **Ginny Skinner-Linnenberg** (English) presented "in a Professional Graduate Program: How WAC Strategies Saved Our Students" at the College English Association conference in St. Petersburg, Florida, in April, 2011.
- **Betsey King** (Music Therapy/Creative Arts Therapy) appeared on WXXI's "Healthy Fridays" radio program to discuss traumatic brain injury, music therapy, and the inter-professional clinics at Nazareth.
- **Renee van der Vennet** (Creative Arts Therapy) became a Licensed Mental Health Counselor (LMHC) in the State of New York. In December 2010, Renee had the following article published as a co-author: Kersten, A., & van der Vennet, R. (2010). The impact of anxious and calm emotional states on color usage in pre-drawn mandalas. *Art Therapy: Journal of the American Art Therapy Association*, 27(4), 184-189.
- **Kate DaBoll-Lavoie, Molly Keogh, and Shanna Jamanis** (Department of Inclusive Childhood Education) presented "Essential Functions: Shifting an Implicit Understanding of What is Necessary to be an Effective Teacher to an Explicit One" and "Reflection in Teacher Education Programs" at the Association of Teacher Educators conference in Orlando, FL in February 2011.

(Continued on Page 8)

Updates (Continued from Page 7)

- **Marcy Bacon** (Music) presented a session, “*How Do I Play All Those Sharps?* Audiation in the Private (or Group) Lesson,” at the New York State School Music Association (NYSSMA) Winter Conference in Rochester, NY in December 2010. The session was sponsored by the New York Chapter of the Gordon Institute for Music Learning (NY-GIML).
- **Cathy Quenin** (Communication Sciences & Disorders) was an invited presenter at the Early Hearing Detection and Intervention National Convention in Atlanta, GA., February 21-22, 2011.
- **Rasheeda Ahmad** (DICE) 1) Facilitated and collaborated on panel discussion at the NYSFA (New York State Foundations Association) annual conference. “Graduate Students Reflect on the Implications of Value-Added Teacher Evaluation in Race to The Top” presented by graduate students: **Elizabeth Carr, Britt Christidis, Dominick Mancini & Karen Paine**/March 23, 2011; 2) Facilitated literature Circle & Blog on Culturally Relevant Pedagogy and the book “*Dreamkeepers*” by Ladson-Billings with TOC (Teacher Opportunity Corp) students preparing to teach in urban areas; and 3) Presentation at Monroe Community Hospital “Islamic Perspectives on Dying and Death In Islam” for the “Understanding Rituals of Dying and Death in World Religions: Seminar for Nurses” Fourth Nursing Interfaith Research Conference/March 23, 2011.
- **Laura Riddle** (Communication Sciences & Disorders) made a presentation at Clinical Associates of the Finger Lakes, Victor, NY on January 28 entitled: Phonological Awareness and Literacy in Children with Speech Sound Disorders. She will be doing a mini-seminar presentation at the New York State Speech-Language-Hearing Association Annual Convention, Saratoga Springs on May 7th entitled: Spelling: The Window to a Child's Word Knowledge.
- **Stephen Demanchick** (Creative Arts Therapy) published an Association for Play Therapy mining report entitled, *Top Five Pitfalls for Clinical Supervisors*. Stephen served on the editorial board for the International Journal of Play Therapy and served as Chair of the University Education Committee for the Association for Play Therapy. He was responsible for the clinical supervision of the *History Speaks* video interview series which provided an oral history of some of the leaders in the play therapy field.
- **Shawgi Tell** (Social & Psychological Foundations of Education) became president of the New York State Foundations of Education Association in March 2011. He was also a panelist for the screening of the documentary film "Race to Nowhere" on February 16, 2011 and April 4, 2011 that took place at Nazareth College.
- **Stella Stepney** (Creative Arts Therapy) will present "Multicultural Issues in Art Therapy Supervision" as a Master Supervision Group at the American Art Therapy Association Annual Conference in Washington, DC in July 2011.
- **Carlita Greene** (Communication and Rhetoric/English) co-edited a book, *Food as Communication/Communication as Food* (Peter Lang, 2011). In addition to the editors' introduction, the volume features Carlita's essay, "Competing Identities at the Table: Slow Food, Consumption, and the Performance of Social Style."
- **Matt Koetz** (Mathematics) gave a talk entitled "Low-Density Parity Check Codes from Graphs" at the MAA Seaway Section Spring Meeting in April. He also had a creative work (a poem) called "The Seniors" accepted for publication in Math Horizons.
- **Staffan Elgelid** (Physical Therapy) presented a poster, "Uni-compartmental knee replacement: Restoring function in home," at the Combined Sections Meeting of the American Physical Therapy Association. February 9-12 in New Orleans, LA. Staffan was also a member of the Planning Committee for the yearly meeting of the Association of Prevention Teaching and Research. March 18-19 in Washington, DC and presented "The nervous system that runs on and on" at the Got Balance Continuing Education Workshop for Nazareth College Physical Therapy dept. on March 26.
- **Mary Ellen Vore** (Physical Therapy) shares the following: 1) Journal article: "The Impact of a Ten Week Individualized Exercise Program on Physical Function and Fatigue of Individuals with Multiple Sclerosis. A Pilot Study." International Journal of MS Care; 2) Poster presentation: "The Impact of a Ten Week Wellness Program on Lifestyle of Individuals with Multiple Sclerosis." Combined Sections Meeting; New Orleans, LA, February 2011; and 3) Poster presentation: "The Relationship Between Passive Hip Rotation Range of Motion and Active Hip Range of Motion of the Lead Hip During a Golf Swing." Combined Sections Meeting; New Orleans, LA, February 2011.
- **Mary Dahl Maher** (Nursing) has presented and published the results of the transatlantic nursing dual degree program in multiple formats and venues, including Arlington (Virginia), Berlin (Germany), Helsinki (Finland), and Madrid (Spain). Co-presenters have included Dr. Marie O'Toole and faculty from Semmelweis and Laurea Universities. In Helsinki, she also spoke on the US birth center movement at an international conference on welfare service innovations. And she has published her own research on the perinatal outcomes of Hispanic migrant farm workers in *Hispanic Health Care International*.

Developing a Semester-Long Scaffolded Assignment

BY REBECCA ACHTMAN

The major project in my upper-level Neuropsychology course was for each student to create a “Reader’s Guide” for a neuropsychological disorder of their choosing. Inspired by a *Bard Institute for Writing and Thinking* workshop on scaffolded assignments, I decided to subdivide this assignment into several smaller ones. My motivation was four-fold: (1) to break up a big assignment into more manageable tasks; (2) to allow for increased feedback and intervention when it might be more useful; (3) to foster the practice of global revision (where students can revise their understanding of a subject after research and reflection);

and (4) to have students communicate their expertise both orally and in writing.

The smaller assignments leading up to the final Reader’s Guide were distributed throughout the semester to encourage continuous work and progress towards the final product. They included: topic identification and the student’s motivation for their selection; identification and information on the major theorists/contributors/researchers related to their topic; an oral presentation introducing the neuropsychological disorder (along with important key terms), and de-

scribing a relevant controversial issue; generating a list of resources on the topic (e.g., journals, books, websites, films); and a completed draft combining these assignments.

By the end of the semester, students were extremely comfortable and knowledgeable about their topics. Their enthusiasm for this project increased motivations in the classroom and they frequently made links between course readings and the disorder they were researching. They produced creative, high-quality, final products that they were eager to share with one another.

Working Group on Undergraduate Research: An Update

Undergraduate student research has been identified as a high impact practice that provides benefits to faculty as well as students. As David Lopatto, professor of psychology at Grinnell College, notes in a recent issue of AAC&U’s Peer Review: *“The positive effects of an undergraduate research experience on student learning, attitude, and career choice have passed from anecdote to systematic data....Undergraduate researchers learn tolerance for obstacles faced in the research process, how knowledge is constructed, independence, increased self-confidence, and a readiness for more demanding research. These benefits are an advantage in any career path.”* (Spring 2010, Lopatto; http://www.aacu.org/peerreview/pr-sp10/pr-sp10_Lopatto.cfm)

When students become part of the research process and cycle of discov-

ery, they begin to understand how disciplinary assumptions and frameworks shape not just the assumptions being made, but also how questions are formed.

Students learn that what counts as a meaningful question and the nature of the answers that will be found will vary with disciplines. And as a result, they begin to understand the value of interdisciplinary investigation and dialogue.

Ultimately, having the opportunity for sustained research, scholarship, and creative activities leads to higher levels of professional fulfillment and opens new doors for further disciplinary or interdisciplinary study.

Since Fall 2010, a campus-wide group of volunteers (aka Working Group on Undergraduate Research) has been working to create a system of support that will help to render existing work more visible while amplifying its intensity and impact. A first step toward that goal has been the generation of a working draft that highlights possible and local practices and outlines some steps that might be taken to amplify and enrich the undergraduate research at Nazareth. Critical to the success of our plan has been the commitment of strategic funding to serve as a catalyst for new initiatives and to strengthen existing ones. What is learned in the process will be used to structure and guide subsequent support. Funds will be distributed through departments. Details to be announced shortly.

Student Success Steering Committee: High Impact Practices Sub-Committee

BY LISA DURANT-JONES

In January 2011, the High Impact Practices sub-committee began its work as charged by the Student Success Steering Committee. Co-Chairs **Kevin Worthen** (Student Development) and **Lisa Durant-Jones** (CSD), along with members **Andrew Bartlett** (Physical Therapy), **Kerry Dunn** (DICE), **Diane Enerson** (CTE/Psychology) and **Nuala Boyle** (Civic Engagement), were asked to examine existing practices that provide

high impact, and make recommendations that will create the conditions necessary to establish more high impact activities for students. The recommendations will be in support of and consistent with the proposed new core curriculum. To date, the sub-committee has compiled a preliminary inventory of curricula and co-curricular high impact practices that are currently in place. The sub-committee also successfully submitted a proposal to

the AAC&U, and will bring a team consisting of faculty and senior staff to the 2011 Institute on High-Impact Practices and Student Success on June 14-18 at the University of Vermont. It is expected that an outcome of the in-depth study conducted at this Institute will inform the future working of this sub-committee and its subsequent recommendations.

From the Director of the Center for Teaching Excellence

Sometimes a little support can go a long way. Each year, between 30-45 Scholarship and Innovation Grants are awarded to faculty and faculty teams in support of innovative scholarly, creative, and instructional work that is clearly above and beyond normal faculty responsibilities, administrative assignments, or workload reassignments.

Faculty reports of their efforts each fall are overwhelmingly positive but largely focused on the specifics of a particular project. Students are learning more, mastering difficult concepts more easily, and showing more interest in the subject matter, etc. And we learn that faculty have typically completed their scholarly projects and have laid a broad foundation for future work. The implicit expectation is that the impact of a project will continue to develop, giving back to the faculty member, their students, and the community as a whole long after the initial year of funding. A project funded in 2009 will continue to “bear fruit” in 2011.

I was recently reminded of this often overlooked outcome of the grants proc-

ess when **Ginny David** (Social Work), reported to me that her project, *Social Work and Ethics an elective in Social Work* (2009), which had been funded to develop a new course, had also provided some unexpected but very fulfilling new developments and opportunities in her career two years later. Specifically, in addition to helping her design the course, the background research she had done had laid a solid foundation for scholarly and service professional contributions as well.

Thus, the impact of a seemingly routine instructional project to develop a new course had been for Ginny “life changing.” The course is now on the books. This came as no surprise. What was somewhat more surprising, however, was the domino effect of local publications and presentations that followed from the research for the course, and ultimately resulted in the invitations for Ginny to do professional talks and workshops (for groups as large as 60-70) on Ethics in New York State.

Obviously, not every project will have the same effect. Timing may be every-

thing. Clearly the timing was just right for Ginny. While Ginny’s story may not be a typical one, it is also not uncommon. There were 37 projects funded this year. As is clear from the listing on page 2 of this Report, this year’s projects are a diverse set of course development, scholarly and creative endeavors, along with many combinations of the two. Most will be completed over the summer. I will look forward to the stories of their completion in the fall but also to future stories of how the work involved continued to provide a foundation for years to come.

Even for those of us who will not be focused on an Innovation project, I also know summers can be a rewarding and fruitful time to plan and reflect. Hope you all have a rewarding and productive summer.

Warmest Regards,

Diane Enerson

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