



# Academic Affairs Report

VOLUME 3, ISSUE 1

FALL 2011

## Nazareth COLLEGE

### A Message from the VPAA

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This spring, as the Nazareth community completes the College of 2020 Strategic Plan, I would like to continue an Academic Affairs planning process, within the framework of the institutional plan. To that end, I invite all faculty to join me from 11:00 a.m. to 12:00 p.m. on January 12 (immediately following the Faculty and Staff Assembly) to discuss the role of Academic Affairs in the College of 2020 Strategic Plan, and to consider the challenges and ideals that the Academic Affairs Subcommittee has identified over the past two years. I hope to complete, by the end of December, 2012, a plan for Academic Affairs that articulates broad academic directions and an action plan for academic departments and other units in Academic Affairs. The conversation with me on January 12 is optional—please join in if you are interested—and the format will depend upon the number of faculty who choose to participate. I will ask for RSVPs when the final information about Assembly Day is sent out in early January.

Last spring, the Academic Affairs Subcommittee of the 2020 Steering Committee submitted three strategic goals for inclusion in the College of 2020 Plan: one relating to the development of academic programs that respond to the dynamic, global environment in which students will live, one that focuses on a collaboration between Academic Affairs and Student Development to educate the “whole person,” and one that commits us to a culture of learning and innovation in which we make the most of our human and fiscal resources. You will see that all of these goals are reflected in the draft plan that the president will circulate shortly.

Even so, a host of questions remain for the Academic Affairs division, the college/schools, and departments to consider. Here are a few examples: Can we define an overarching identity for graduate programs at Nazareth? How will we sustain the “high touch” character of the Nazareth experience in a context of tight resources?

Given the goals and direction of the 2020 plan, what will be the hallmarks of excellence—in the accomplishments of our students and in our work together? These and other questions of implementation will shape the Academic Affairs plan.

The outcome of the August 2010 Discovery and Visioning Summit was a series of eleven provocative propositions. I hope as we continue to plan we can do so in a “provocative” spirit, challenging ourselves and each other to find what is bold in our desire to “cross boundaries,” “insure true collaboration,” “commit to taking risks,” work for “social and economic justice,” and deliver “excellent and innovative academics.”

I hope that the coming weeks are a time for renewal for us all, and I look forward to seeing you in the new year.

*Sara Varbus*

## Critical Thinking

Critical Thinking: What is it? How can we make sure it happens? These questions were the starting point for a set of discussions during the Fall semester. At the first discussion in October, we began by exploring the meaning and a working definition of critical thinking, which those present agreed included the ability to: 1) analyze a problem or situation from multiple viewpoints, 2) examine your own biases and assumptions, 3) make connections across issues and contexts, and 4) spot faulty reasoning and rhetorical ploys in self and others.

High on the list of things that needed to be in place to make it happen were having a model for how to do it and an environment that encourages students to practice thinking critically while being provided with feedback.

Participants reported some significant take-aways including being impressed by the group's resolve to find common ground in definitions and goals for critical thinking and hearing about the range of understandings and applications of critical thinking in different disciplines.

At the next discussion in November, we continued with a bit of very animated critical thinking of our own.

Some of the interesting themes and questions that emerged included wondering about how best to capture and account for both the developmental process(es) that underlie critical thinking, as well as the disciplinary differences.

We also reflected on the AAC&U rubric that is being considered within the Core implementation process.

All agreed and made plans to meet again in January (24 January 2012; 12:05-1:10 pm). We will begin with: 1) a set of electronic reserved readings on disciplinary differences and 2) questions about the developmental process underlying critical thinking.

Some of the online resource materials already shared within the group included the IDEA website ([www.theideacenter.org](http://www.theideacenter.org)), AAC&U ([www.aacu.org](http://www.aacu.org)), and Stephen Brookfield ([www.Stephenbrookfield.com](http://www.Stephenbrookfield.com)).

### Print resources available in CTE Library:

*How People Learn: Brain, Mind, Experience, and School* edited by John D. Bransford, et al

*Infusing Critical Thinking into College and University Instruction: Selected Articles* by John Chaffee

*New Directions for Teaching and Learning: Fostering Critical Thinking* Guest editor Robert E. Young

*Critical Thinking: Theory, Research, Practice, and Possibilities* by Joanne G. Kurfiss

*Teaching Students to Think Critically* by Chet Meyers

*The Art of Asking Essential Questions* by Richard Paul and Linda Elder

*Critical Thinking: Building the Basics* by Donald E.P. Smith, et al

### Coming soon to the CTE Library:

*Teaching for Critical Thinking* by Stephen D. Brookfield

## Schedule of Events



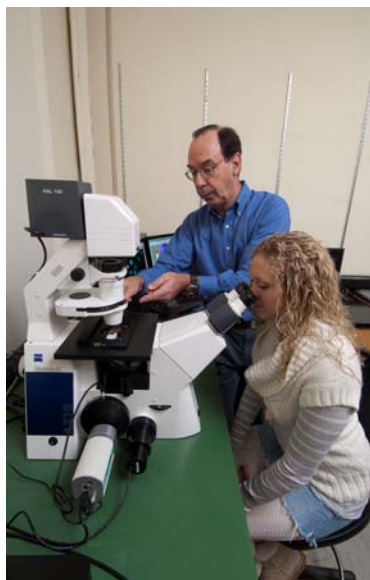
For more details on events, visit the [CTE website](#).

How to contact CTE:  
**dmathew4@naz.edu**  
**389-2381**

- November 23-27 - Thanksgiving Recess
- December 8 - Undergraduate Classes End
- December 9 - Undergraduate Reading Day
- December 10-16 - Semester Exams
- December 12-15 - Graduate Classes in session; may be used for final exams
- December 16 - Fall Semester Ends
- December 19 - Final Grades due by 4:00 p.m.
- January 12 - Faculty Assembly Day
- January 12 - Holiday Party
- January 16 - Day and Evening Spring Classes Begin
- January 27 - Faculty Meeting
- February 3 - Council of Chairs
- February 10 - Assessment Workshop - Canceled
- February 17 - Faculty Meeting
- February 24 - Undergraduate Reading Day
- March 2 - CAS Divisional Meeting
- March 12-16 - Undergraduate and Graduate Spring Recess
- March 23 - Faculty Meeting
- March 30 - HHS Divisional Meeting
- April 13 - Council of Chairs
- April 20 - Distinguished Colleague Reception
- April 20 - Student Research Celebration
- April 20 - Faculty Meeting
- April 27 - Last Day of Undergraduate Classes
- April 30 - Undergraduate Reading Day
- May 3 - Last Day of Graduate Classes

## Endowed Chairs Announced

Congratulations to **Matt Temple** (Biology) and **Ginny Skinner-Linnenberg** (English) for being awarded Endowed Chairs.



*Matt Temple (Biology) assists Jessica Reeves (Biology'11) as she uses new microscope to see inside cells in 3D.*

As the Schmitt Chair, Matt will be using a new computerized microscope which “sees” inside cells in 3D. He will be researching an answer to the question, “How do we know that the striking 3D images rendered by the computer are actually showing us what is real in the cells themselves?” To answer this question, Matt will be preparing three-dimensional images of cells on the new microscope, and then using phenomenology - a philosophic method - to engage students and colleagues in a dialog about what is real and what is artifact in those images.

Ginny, the Rosemary White Chair, is writing a book about her travels with her husband across America seeing the country and visiting minor league baseball stadiums. They have been to 32 states and provinces, and 132 baseball fields--so far!

One memorable stop included the Genesee Country Village and Museum historic baseball field, where the documentary “Sign of the Times” was be-

ing filmed. Ginny and her husband (Daniel) played extras from the 1800s.



*Ginny Skinner-Linnenberg (English) and her husband, Daniel, at Genesee Country Village and Museum*

## Registrar/Graduate Student Services Welcomes New Staff

BY ALLISON TEETER

The Registrar/Graduate Student Services Office is very pleased to welcome two new staff members. **Zach Swan**, Data Records Coordinator, completed his B.A. in Communications from St. John Fisher College, where he established himself as a leader amongst a select group of Service



*Zach Swan*

Scholars. Zach brings to the position a strong commitment to student services and considerable technical skills.

**Hillary McCormick** joined the office in the role of Student Services Representative. Hillary earned undergraduate and graduate degrees from Mercyhurst College (B.A. in Communications/Public Relations and M.S. in Organizational Leadership). She was experienced in Datatel when she started at Nazareth, so she hit the

ground running. Hillary's long-term goals include working with international students in higher education. Zach and Hillary have already made valuable contributions to the office and we warmly welcome them to Nazareth!



*Hillary McCormick*

## From the Director of the Core Curriculum

### *What's Been Happening This*



No doubt, you are all aware of the Core Curriculum Committee's work on the Integrative Studies structure and Clusters this fall. But there are many other things happening:

- A Steering Committee has been formed to hammer out the details of the Experiential Learning Requirement;
- Three ePortfolio softwares are being tested by faculty;
- The Center for Teaching Excellence is coordinating a discussion of Critical Thinking amongst faculty from across the College;
- Academic Advisement is working on our articulation agreements with colleges in the area;
- And many of you are gearing up to teach a P(EQ) course this coming spring, or are thinking about how to create a P(EQ) course or an FYS version of it for next fall.

But perhaps the biggest step toward full implementation is our First Year Seminar (FYS) and Academic & College Success (ACS) Pilot Programs. Nine sections of FYS and ten sections of ACS are currently running. And while we must wait to get the official feedback about the pilots, early reports back from the FYS instructors are interesting and may be helpful to those who are contemplating submitting a proposal for next fall (deadline

is January 16, 2012). Here's what we've been hearing:

- "The smaller size means that we can interact a lot more."
- "The active learning strategies (group/collaborative learning, group homework, discovery activities) are much easier and more effective [with the smaller group]."

"They're not going to get the quantity of content that they would have got in a regular PI, but they get something else—in my class, it's that the past becomes meaningful, or perhaps a moment of discovery. One student got excited for the first time about Paul Revere's ride."

And finally, an example of how the Enduring Questions framework can get some students excited: 'I have been blessed with a wonderful group of 20 students for my FYS. They are lively -- all participate .... We spent the last 30 minutes or so yesterday talking about "unanswerable questions." Just brainstorming, their examples included: "Is there life after death?", "How can we know the difference between right and wrong?", "What does the future hold? Is there predestination?", "Is there a god?", "Why do bad things happen to good people?", etc.'

And some suggestions:

- It's important to remember to start where the students are in a First Year student only course. Perhaps they don't *know* what you think they do, or perhaps they know it by some

other name than the one you're using.

- Start slowly. You may be able to go quickly through chapters or readings later in the course. But giving yourself permission to spend a lot of time 'setting the stage' can establish a good group dynamic, and you'll be less likely to leave some behind.
- Consider allowing discussion to lead a whole class period, even when you feel the pressure to get through more material.
- Give detailed instructions on assignments. Given that students may have a very wide set of experiences in high school, it is best to 'get everyone on the same page' regarding assignment expectations from the get-go.
- Remember that they are Freshmen. When teaching PIs, there was always a mixture of students at different levels. In an FYS you are introducing one or more Enduring Questions and your subject to a group of Freshmen *only*. They have no upper-level student models for how to act in class: how to ask questions; how to answer questions; etc. You need to help them.

While ACS familiarizes students with campus resources, it is good to repeat some of that information, as appropriate in the FYS.

No doubt there will be many more things to report about our pilots soon. We'll keep you posted!

Yours,

*Heidi Northwood*



## Updates



Forward  
Updates to  
dmathew4  
@naz.edu

- **Linda Searing** (Academic Advisement) presented a poster session on "Using Degree Audit Data as a Direct Measure of Student Learning" at the October 2011 National Academic Advising Association (NACADA) conference in Denver, Colorado.
- **Maureen Friedman** (Nursing) received the Genesee Valley Nurses Association (GVNA) nurse educator of the year award in May 2011 at the annual meeting for the association.
- **Poonam Dev** (Education - SPF) and E.M. Cannon (student) presented a paper, *Stereotype busters: Children's literature featuring individuals with disabilities* at the Eleventh International Conference on Diversity in Organizations, Communities and Nations, University of the Western Cape, Cape Town, South Africa and a virtual presentation, *Using social stories for all students: Bridging the special-general education divide* at the Ninth International Conference on New Directions in the Humanities, University of Granada, Spain. Poonam and students, M. Dumas and A. Finlayson, presented a poster, *Social Interactions among students with and without autism - Does the setting matter?* at the Annual Convention of the New York State Council for Exceptional Children, Rochester, New York in October.
- **Monica Weis** (English) received the "Louie" Award from the International Thomas Merton Society for "distinguished service [that] has contributed to the aims of the Society and to furthering its goals" and was invited to present one of the 5 annual "talks with a friend" lecture series in Veszprém, Hungary at Hittudományi Főiskola (The Catholic School of Theology) on November 9, entitled "Loving Creation Around Us: Thomas Merton's Spiritual Legacy."
- **Kristen Shiner McGuire** (Percussion Studies) is releasing her first jazz cd, *Kristen Sings and Plays and Rings*. This recording was produced with the support of a Faculty Innovation Grant and includes Nazareth faculty **Paul Smoker** (Music) and Nazareth alumnus, **David McGuire**. Original artwork is by NCR alumnus, **Elliott Kirby** (son of Cathy Kirby).
- **Diane Riley** (Library/College Archivist) presented a poster entitled "Using archival materials to teach freshman seminar" at the 2011 New York Archives Conference at Skidmore College.
- **Tracie Glazer** (Art Education) received the 2011 New York State Art Teacher Association's Region #2 "Art Educator of the Year" award at the annual NYSATA conference in Tarrytown, NY. Tracie also participated in the following presentations at the 2011 New York State Art Teacher Association (NYSATA) annual conference in Tarrytown, NY: 1) *Using Skype to extend the classroom: A thought-provoking dialogue on emerging perspective in art education* and 2) *Making the contemporary relevant: Using emerging artists' intentionality to make meaning for high school artists*.
- **Nicole Juersivich** (Mathematics) had the following article published as a co-author: *Enhancing lesson planning and classroom quality of life: A study of mathematics student teachers' use of technology* in the *Journal of Technology and Teacher Education*, presented *EXCELing with Visual Basic: An Introduction with Activities* at the Conference of the Association of Mathematics Teachers of New York State, co-presented *An EXCEL-ent Way of Creating Interactive Applets* at the Conference of the National Council of Teachers of Mathematics, and co-wrote and presented the paper, *Preparing Mathematics Teachers to Use Technology: Following Our Students*, at the meeting of National Educational Computing Conference.
- **Daniel Birmajer** (Mathematics) is a member of the Mathematical Association of America (MAA) Committee On Undergraduate Student Activities and Chapters, Reviewer for the Mathematical Reviews (MR), a division of the American Mathematical Society, and Visiting Scholar in the Mathematics Department at the Universidad Nacional de San Luis, San Luis, Argentina.
- **Donna Dettman** (English/HEOP/Excel) presented "Etiquette and Netiquette for Academic and Professional Success" to the Leadership Council at Erie Community College in July, and will repeat it on November 3rd to the Student Activities Board.
- **Anne Coon** (English/MALS) offers the following accomplishments: *Colleagues*, a book by John Retallack and Anne C. Coon combining Retallack's black and white photographic portraits with Coon's long poem "Enter the Eyes," was published by the RIT Cary Graphic Arts Press in October 2011 and Coon's poem "Amelia Bloomer's Stride" has been chosen for inclusion in Poets Walk, an interactive permanent sidewalk installation being built in Rochester's Neighborhood of the Arts.
- **Mary Dahl Maher** (Nursing) and Tuula Ikonen (September, 2011). Global Healthcare: From Practical Placement to Double Degree. Podium presentation. Opening session for Health Internationalization Special Interest Group, European Association for International Education 23rd Annual Conference. Copenhagen, Denmark and Mary Dahl Maher, Margaret Kearney and Susan Groth, S. (May, 2011). Perinatal Risks and Outcomes in Latina Migrant Farmworkers. Poster Presentation. Awarded Best Poster Presentation for ACNM Division of Research. American College of Nurse-Midwives 56th Annual Meeting. San Antonio, TX.
- **Rachel Bailey-Jones** (Social & Psychological Foundations of Education) published "Postcolonial Representations of Women: Critical Issues in Education" – Springer Publishing – July, 2011.

(Continued on Page 7)

## Updates (Continued from Page 6)

- **Fernando Ontiveros** (Biochemistry) will present his research on amyloid fibrils and inflammation entitled "SEVI binds to and enhances phagocytosis of bacterial pathogens". The meeting, "Harnessing immunity to prevent and treat disease" will take place at Cold Spring Harbor Laboratory, NY on November 16-19, 2011.
- **Sue Kwiatkowski** (Communication Sciences & Disorders) is presenting "We Learned More Than We Taught" – a workshop focusing on work with refugee communities at the New York Campus Compact's 10th Anniversary Celebration in NYC and a poster session, "Teaching Refugee Children: We Learned More Than We Taught." at the ASHA Convention in November 2011.
- **Beverly Smoker** (Music) presented *Enriching the Aural Palette: Lasting Contributions of the 20th Century Modernists* at the New York State Music Teachers State Conference.
- **Keith Koster** (Music) presented *Preparing Artists and Preparing Teachers: Is Effective Teaching a Performance Art?*, co-authored by **Beverly Smoker** (Music)
- **Staffan Elgelid** (Physical Therapy) presented "A Modification of Sackett's Model for Evidence Based Medicine based on the Acuteness of the Patient's Condition," at the World Congress of Physical Therapy in Amsterdam, Netherlands in June. He moderated the section on musculoskeletal concerns at the International Yoga Therapy Association's Annual Meeting in Pacific Grove, CA in September. Publications include: 1.) With **ME Vore** (Physical Therapy) "The Impact of a 10 Week Program on Lifestyles of Individuals with Multiple Sclerosis. International Journal of MS Care. 2011; 121-126. 2.) *Yoga, Public Health and The Problem of Getting Noticed*. International Journal of Yoga Therapy (In press). and 3.) With Ben Dvorsky and **Connie Chau** (Physical Therapy): *Effectiveness of Utilizing a Combination of Cues as a Gait Training Strategy in a patient with Parkinson's Disease*. Journal of Physical and Occupational Therapy in Geriatrics. Early Online. 2011 1-7.
- **Mary Kay Bradley** (Communication Sciences & Disorders) is presenting a poster session, "Play-Based Preschool Speech-Language Screenings," at the American Speech-Language-Hearing Assn. (ASHA) Annual Convention, San Diego, CA; November 2011.
- **Paula Brown** (Communications Sciences & Disorders) was an invited grant reviewer for U.S. Department of Education Office of Special Education Programs, July, 2011. Paula also made the following presentations: 1) Poster session at ASHA convention, San Diego, CA. "Applying for personnel preparation grants from the Department of Education." November, 2011, 2) Seminar Presentation: "Preparing SLPs: Can we improve services to children with CIs?" ASHA Convention, San Diego, CA. November 2011, and 3) Roush, J., Brown, P., et al. Personnel Preparation Supported by the U.S. Federal Government Presented at AG Bell Listening and Spoken Language Symposium, July 22, 2011.
- **Jennifer Collins** (Physical Therapy) was a Delegate from the Finger Lakes District and the New York Physical Therapy Chapter to the American Physical Therapy Association's House of Delegates in National Harbor, Md. from June 4-6, 2011.
- **David W. Steitz** (Gerontology/Psychology) moderated a symposium on Intergenerational Well-Being at the State Society on Aging of New York Annual Conference. Also, as the Treasurer of SSANY, he presented financial information on the Society's yearly operations at it's annual board meeting.
- **James Feuerstein** (Communication Sciences & Disorders) is presenting: "(Central) Auditory Processing Disorders: What are they and how can we help children with (C)APD do better in the classroom setting?" November 7th at The Learning Disabilities Association, Rochester, NY.
- **Dawn Vogler-Elias** (Communications Sciences & Disorders) Seminar Presentation: "Designing a Shared Storybook Reading Intervention for Children with Autism Spectrum Disorders." at the annual ASHA convention, San Diego, CA. November 2011 and a Poster session: "A Family-Centered Protocol for Autism Disclosure: Clinician Perspectives." presented at the annual convention of ASHA, San Diego, CA. Vogler-Elias, D. Baltus Hebert, E., Mruzek, D.W., Yingling, J.T., Huss, A., Szymanski, C. November 2011. Dawn also shares the following invited lectures: 1) "Literacy is for Everyone: Considerations for Children with Autism" Continuing Education Presentation for SLPs at Clinical Associates of the Finger Lakes, Victor, NY. June 2011, 2) "Communication Considerations for Individuals with Autism Spectrum Disorders," The Advocacy Center (of Rochester) Understanding Autism Series, June 2011, 3) "Communication Assessment: Children with Complex Clinical Profiles." Seminar for Pediatric Attending and Fellow Developmental Pediatricians. Strong Center for Developmental Disabilities, University of Rochester Medical Center, August 2011, and 4) "Infant Speech and Language Development," Lecture to Graduate Education Seminar, Warner School of Education, University of Rochester. July 2011.
- **Naomi Erdman** (Language, Literacy and Technology Education) was awarded the Lifetime Commitment to Children and Education Award from the Rochester Education Foundation on October 12th. *(Continued on Page 8)*

## Updates (Continued from Page 7)

- **Merideth Rao** (Communication Sciences & Disorders) and **Beverly Brown** (Biology) were invited speakers at the American Horticultural Therapy Association annual conference in Asheville, North Carolina in October 2011. The topic of their presentation was "Co-Treatment with Horticultural Therapy and Aphasia." Merideth was also an invited speaker at the Ithaca College Physical Therapy School on October 11, 2011. The topic was "Neurogenic Communication Disorders and Strategies for Improving Functional Communication during Treatment."
- **Brian Bailey** (Adolescence Education) published *"When I Make a Film, it's Out of My Head": Expressing Emotions and Healing Through Digital Filmmaking in the Classroom*, Digital Culture and Education – July, 2011.
- **Lorraine Henderson** (School of Management) completed a Ph.D. in Organization & Management at Capella University with the UMI publication of her dissertation "Structuring to support the creation of a multicultural campus: A cross-case study of liberal arts colleges in the northern portion of a mid-Atlantic state".
- **Lisa Durant-Jones** (Communication Sciences & Disorders) presented a poster session, "Can we just get along? Supervisory process across the generations," to be presented at the ASHA National Convention, November 2011. Lisa also presented "Supporting Communication Across the Life Span" for the Advocacy Center, Rochester, NY in September.
- **Gail Grigg** (Inclusive Childhood Education) presented "Playing for Preparation" – Council for Exceptional Children – Rochester, New York, Fall, 2011.
- **Shanna Jamanis** (Inclusive Childhood Education) presented "Essential Functions: Articulating the Implicit Elements that Define an Effective Inclusive Educator in Teacher Education Programs" – International Association of Special Education Conference – Windhoek, Namibia – July 2011 and co-presented "The Site School Model: A Partnership Between Higher Education and an Urban School to Prepare Teacher Candidates" – NYS Council for Exceptional Children Conference - Summer, 2011.
- **Deborah LaBelle** (Information Technology) performed a peer review of a textbook for Eleven Learning titled "Business Success with Information Systems" by Kieran Mathieson.
- **Linda Shriber** (Occupational Therapy) recently had an article on Sensory Integration accepted for the online International Encyclopedia of Rehabilitation.
- **Rui Cheng** (Language, Literacy and Technology Education) presented "Writing Across Borders" - Conference on Writing Education Across Borders – Penn State University – September 30, 2011 and co-authored with Dr. Antony Erben *"Language Anxiety: Experiences of Chinese Graduate Students at US Higher Institutions"* – Journal of Studies in International Education – Summer, 2011.
- **Lynn Duggan** (Art), exhibited in "The Wichita National Craft Exhibition", August - October, and is currently exhibiting in "Art in Craft Media 2011" at the Burchfield Penney Art Center in Buffalo, October - January. Upcoming is a two person show, "Fine Art on the Body", at Ock Hee's Gallery in Honeoye Falls, November - January.
- **Muhammad Shafiq** (CISD) was actively involved in the 10<sup>th</sup> anniversary of 9/11, 2011 in the planning, organizing the memorial and spoke at different places as well as to media. Presentations include a paper on "Madrassah system in Pakistan" at a Conference of the training of the Imams in Niger, Africa, June 12, 2011 and a paper on "Etiquette of interfaith Dialogue" at an Interfaith Conference in Niger, June 20, 2011. He also was keynote speaker (topic was "Interfaith Dialogue: past, present and future") at the 50<sup>th</sup> anniversary of women Interfaith Forum of Temple B'rith Kodesh, Rochester NY on May 15, 2011.
- **Paul Smoker** (Music) and his *Notet* performed at a major blues festival in Davenport, Iowa in July, and also at Bucknell University in April. The April concert was recorded for release. Another recording, of standards for trumpet and drums duo, was completed in August.
- **Stephen Demanchick** (Creative Arts Therapy) was approved to be co-editor of the Person-Centered Journal. The Person-Centered Journal (PCJ) is the oldest continuously running person-centered peer reviewed publication in English and is sponsored by the Association for the Development of the Person-Centered Approach (ADPCA) to promote and disseminate scholarly thinking about person-centered principles, practices, and philosophy.
- **Cindy McPhail** (Language, Literacy & Technology Education) was hired as an English Teaching Specialist by the US State Department to conduct the workshop, *Benefits of and Techniques for Increasing Opportunities for Student Interaction in the ELT Class*, for English language teachers in Moldova at Balti State University, Cahul State University, Orhei High School, and Comrat State University. Cindy also gave the key note speech, *The Critical Importance of Student Participation and Interaction in the ELT Class*, for an English teachers' professional conference in Chisinau, Moldova. Cindy was a plenary speaker at the TESOL Ukraine conference at Zhytomyr University in April, 2011. She conducted her previous workshop again during a four hour, pre-conference workshop, as well as two presentations during the conference: *Cultural Expectations for Story Structures and their Implications on Assessment* and *Enhancing Reading Comprehension through an Emphasis on Expressive Reading*. Cindy also conducted a workshop, *Developing Academic Fluency in English*, at ETRC in Ukraine.



## Professor and Students Team Up for Presentations

**Rich Hartmann** (Chemistry) and five of his students recently attended and presented at the Rochester Academy of Science 38th Annual Fall Scientific Paper Session that was held at Monroe Community College on Saturday, October 29<sup>th</sup>.

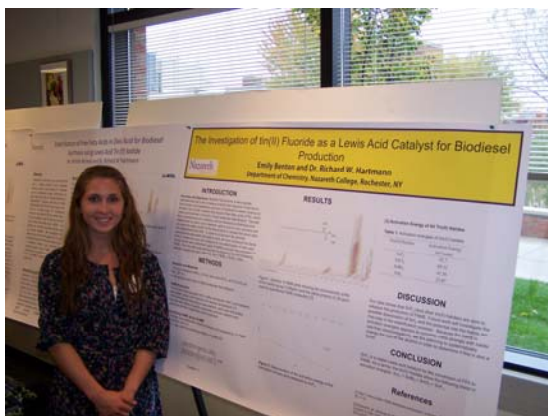
Much of the work Rich and his students engage in is aimed at converting used cooking oil into biodiesel (Fatty acid methyl esters). Because used oil is often contaminated with high levels of free fatty acids they need to be treated differently than virgin oil. Commonly this is accomplished with a very strong acid catalyst. Rich's students have been investigating the use of more mild Lewis acids to accomplish the same results. Over the past summer and fall semesters these students have been assessing the ability of both tin and tungsten based species to catalyze the esterification of a model free fatty acid (oleic acid) into biodiesel. They took this opportunity to present their findings to the

broader scientific community in both oral and poster formats in preparation for their planned trip to the spring national American Chemical Society (ACS) meeting which will take place in San Diego next March.

The poster presentations included: "Methyl ester production of oleic acid

catalyzed by tin (II) bromide" by **Briana Laubacker**, "Esterification of Free Fatty Acids in Oleic Acid for Biodiesel Synthesis using Lewis Acid Tin (II) Iodide" by **Kristin Nichols**, and "The Investigation of tin(II) Fluoride as a Lewis Acid Catalyst for Biodiesel Production" by **Emily Benton**.

Oral presentations included: "Investigation of the Lewis Acid Catalytic Abilities of Tungsten (IV) Compounds on the Esterification of Oleic Acids" by **Molly Kingsley** and "Tin (II) Halides As Catalysts for the Esterification of Biodiesel" by **James Chambers**.



*Emily Benton (Biochemistry '13) presents her poster at the Rochester Academy of Science 38th Annual Fall Scientific Paper Session.*



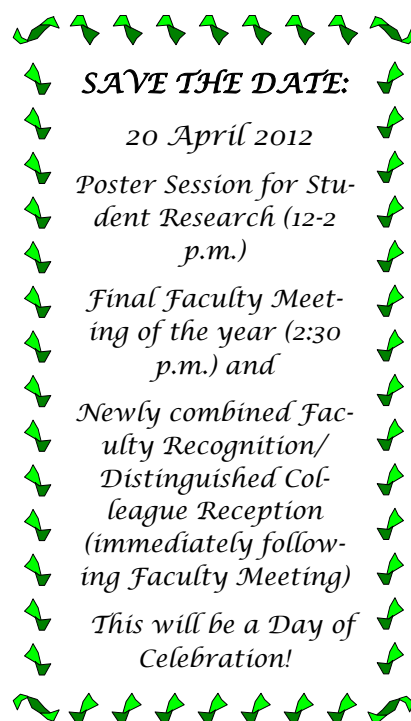
## From the Director of the Center for Teaching Excellence

It has been a busy semester for me on the third and the second floors of GAC. In addition to a move that involved my CTE/Psychology office (now G327) and the CTE meeting room (now G333), Debbie Mathewson and I have been involved in an exciting assortment of new and familiar projects and collaborations.

First on the list would be the **Student Research Pilot Project** that emerged from the deliberations and discussions of the Working Group for Undergraduate Student Research. As part of this pilot, funds have been committed for the 2011-2012 academic year to enable departments to strengthen the research experience they provide students, especially undergraduates, in ways that will support curricular growth beyond the current level of activity, establish new infrastructure, and/or opportunities for student research. *Departments that participate will be asked to assess the outcomes, for their students and for the program, which will in turn be used by the Working Group to identify current best practices and directions for future funding and support. Further details are available on the [CTE website](#).*

Also related to the enhancement of student research opportunities has been the formation of a planning group for a College-wide **Spring poster session for student research**. Following up on the Faculty Assembly Day discussions about undergraduate research (which was renamed as U-CARS or Undergraduate Creative Activity, Research and Scholarship), the Chemistry Department has offered to move their end-of-the-semester student research poster session out of Smyth and open it to students in all departments. This invitation to broaden a well established tradition has appeal because it allows for a

fairly efficient (i.e. low cost) and unencumbered means of developing a College-wide celebratory event for student research. Working with FEC and others, we have identified a group of faculty "volunteers" (and hopefully, eventually students) to help with the organization and planning, as well as reserved a viable space. More details will be forthcoming. If you would like to join the planning team, please let me know.



Meanwhile on the second floor, as the Interim Director of the Office of Sponsored Programs and Faculty Research I have had a chance to get to know and work with June Mitchell on a number of interesting new projects and learn about a whole new area of support for faculty. June and I have been working to develop better communication and pro-

cedures to support faculty who would like to pursue outside funding.

A good portion of my time has gone toward developing a **Faculty Grants Handbook**, which has involved collecting, organizing, and where necessary streamlining existing procedures. We have also researched and benchmarked this Handbook draft with ones at similarly sized institutions. The hope is to create a single comprehensive document that will provide resource and direction to faculty as they think about and pursue external funding, as well as an overview of what they can expect when their project is funded. We will be looking for feedback and comments on the draft by semester's end.

Finally, the revised Innovation Grants Guidelines have been posted online. A significant addition is a new category for those who would like to seek external funding. Fundable activities might involve completing an extensive external grant proposal, exploring the feasibility of external funding for a previously piloted project, or travel expenses related to meeting with granting agencies. *If this is something you would like to consider doing, please contact me for a consultation prior to the Innovation Grants deadline of 1 February 2012.*

It has been a busy semester but also a productive one. I am looking forward to the new year and hope you all have a relaxing Holiday Break.

Best wishes to all,

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*Layout, design and production of  
 Academic Affairs Report is  
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