

# FACULTY DEVELOPMENT

AY 2015-2016

*This annual report summarizes Eastern Illinois University's Faculty Development programs, activities, and services during the 2015-2016 academic year, and demonstrates the ongoing demand by faculty and staff for the services this unit provides.*



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*Mission Statement:*

*“The central mission of Faculty Development at Eastern Illinois University is to support and enable faculty to provide high quality service and leadership across the University’s integrated missions of teaching, research, scholarship and creative activities. We aim to promote overall faculty excellence, morale, and collegiality, and to facilitate effective and timely responses to changing external and internal circumstances and priorities.”*

## OVERVIEW OF ACCOMPLISHMENTS

During the 2015-2016 academic year, the Office of Faculty Development offered a varied range of programs, resources, and services that support teaching and scholarship. Our activities included but were not limited to:

- Organizing and running a New Faculty Orientation for 15 incoming faculty for 2015.
- Facilitating 8 faculty-mentoring partnerships.
- Establishing faculty-reading groups for 32 participants.
- Hosting weekly Write-on-Site gatherings and providing a Faculty Writing Course in Spring 2016 for faculty interested in writing journal articles, and another for writing book prospectuses.
- Awarding 10 Support Grants and 3 Partnership Grants.
- Providing “Let’s Talk Teaching” workshops on teaching and learning topics
- Consulting with individual faculty.

During 2015-2016, Faculty Development collaborated with other academic and support units as well as individuals, to meet the ongoing and evolving needs of EIU faculty and staff in their teaching, professional development, research and creative activities.

Our productivity during 2015-2016 was made possible by the support of the Provost and Vice President for Academic Affairs, Dr. Blair Lord, members of the Faculty Development Advisory Committee, units and individuals who collaborated with Faculty Development, and the active participation of engaged faculty and staff.

Dr. Dagni Bredesen  
Director, Faculty Development

## TEACHING ACTIVITIES

Faculty Development promoted effective teaching through the following activities and services in 2015-2016:

- Arranged and/or co-sponsored workshops, seminars, institutes, and related programs on teaching
- Provided access to resources on teaching
- Supported a mini-faculty learning community on games and simulations
- Arranged teaching squares

## NEW FACULTY ORIENTATION – DAY 1

The New Faculty Orientation is one of the ways that Eastern Illinois University invests in the success of its faculty at all stages of their careers. The New Faculty Orientation took place on Wednesday, August 19, 2015. The goal of the orientation is to welcome new faculty members and introduce them to information, resources, and support for research, teaching, and service, and institutional values such as integrative learning, etc. The Office of Faculty Development presented the following sessions, presentations, panel discussions, and tours. 15 new faculty attended New Faculty Orientation 2015.

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### WELCOME TO EIU

Dr. Dagni Bredesen, Director, Faculty Development  
Dr. Blair Lord, Provost & Vice President for Academic Affairs

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### FACULTY DEVELOPMENT

Dr. Dagni Bredesen, Director, Faculty Development

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### STUDENT FOCUS: WHO ARE OUR STUDENTS?

Moderator, Dr. Karla Kennedy-Hagan, Family & Consumer Sciences  
Dr. Mona Davenport, Minority Affairs  
Ms. Kimberlie Mook, New Student Programs  
Dr. Regis Gilman, Dean, School of Continuing Education

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### MAKING EXCELLENCE INCLUSIVE

Dr. Rich Jones, Communication Studies  
Dr. T. M Linda Scholz, Communication Studies

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#### INTRODUCTION TO UNIVERISTY LEARNING GOALS

Dr. Rich Jones, Communication Studies

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#### BOOTH LIBRARY'S SERVICES & RESOURCES

Mr. Todd Bruns, Booth Library  
Mr. Steve Brantley, Booth Library

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#### ACADEMIC TECHNOLOGY SUPPORT FROM CATS

Ms. Julie Lockett, Center for Online Learning  
Ms. Lisa Dallas, Lumpkin College of Business & Applied Sciences  
Mr. Jeff Cranstoun, College of Arts & Humanities  
Dr. Tom Grissom, College of Education & Professional Studies  
Mr. Mark Johnson, College of Sciences  
Mr. Joe Wallace, Lumpkin College of Business & Applied Sciences  
Mr. Timothy Lovall, College of Arts & Humanities  
Mr. Jerry Rankin, College of Education & Professional Studies

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#### INTRODUCTION TO EIU/UPI UNIT A AND B AGREEMENTS

Dr. Jeff Cross, Associate Vice President for Academic Affairs  
Dr. Jon Blitz, President, University Professionals of Illinois

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#### RESEARCH SUPPORT FOR UNIT A FACULTY

Dr. Robert Chesnut, Research & Sponsored Programs  
Dr. Richard England, Dean, Honors College  
Dr. Mary Konkle, Chemistry

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#### PROFESSIONAL DEVELOPMENT FOR UNIT B FACULTY

Dr. Kathryn Fenton, Music  
Dr. Jeannie Ludlow, English

## OPEN HOUSE – DAY 2

Many of the decisions affecting the success of a course take place well before the first day of class. Careful planning at the course design stage not only makes teaching easier and more enjoyable, it also facilitates student learning. To support new faculty as they transition into teaching at Eastern Illinois University, Faculty Development invited new faculty to meet with senior faculty consultants and staff technologists to ask questions about various topics including course design, syllabus construction and online learning.

3 faculty colleagues volunteered to help with Open House:

- Dr. Billy Hung, Biological Sciences
- Dr. Jon Oliver, Kinesiology & Sports Studies
- Dr. Jeff Stowell, Psychology

## NEW FACULTY NEEDS & INTERESTS SURVEY & EVALUATIONS

A survey was sent to the new faculty prior to New Faculty Orientation, the purpose of which was to assess their needs and interests, and use their responses to plan New Faculty Orientation, as well as future Faculty Development programs and activities. This data was also used to convey early career faculty needs to other units on campus that could use their responses to plan their programs.

9 new faculty answered the needs & interests survey. Results from the survey are available in Appendix A.

5 new faculty answered the New Faculty Orientation Evaluation survey, with results available in Appendix B.

## VISITING SCHOLARS

As a result of budget cuts during this academic year, Faculty Development opted not to invite a visiting scholar during Fall 2015.

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## RACIAL BATTLE FATIGUE

On February 4, 2016, African American Heritage Month and Faculty Development collaborated on a session on “Challenging Racial Battle Fatigue,” presented by **Dr. William Smith**, the keynote speaker for the 2016 EIUnity Diversity Conference.

7 faculty attended this session, and no evaluations were collected.

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## A NEW MODEL FOR INCLUSIVE EXCELLENCE: ACTIVE CENTRALIZED EMPOWERMENT

Faculty Development also collaborated with the College of Arts & Humanities, Making Excellence Inclusive and the African American Heritage Month Committee to bring in Visiting Scholars, **Dr. Janice M. Collins** on February 8, 2016. Former EIU journalism faculty, now UIUC, Dr. Janice Marie Collins has won multiple awards for her journalism and for her teaching. Her research focuses on leadership development as well as issues of power, gender and race in media, journalism, and college classrooms.

Drawing on her new pedagogical model (A.C.E), Dr. Collins addressed the following questions:

- How can a White, “privileged” professor teach marginalized students in a way that does not come off as racist or condescending?
- How can the professor who feels marginalized as a result of technological advancement regain their power, confidence and credibility in the classroom?
- How can marginalized students who come from another country, speak a different language, and have a different culture find and feel a sense of belonging and connectedness?
- How can racial and ethnic marginalized groups feel empowered and centralized when they remain the minority in the classroom, quantifiably speaking, or in society through image construction?

Active Centralized Empowerment (A.C.E.) is a new pedagogical style that transforms learning spaces of oppression into positive, empowering spaces of critical thinking, inclusivity and freedom. A.C.E. will help faculty to cultivate transformational and transactional leadership,

student accountability and responsibility, collaborative learning, intense critical thinking and self-empowerment, regardless of the demographic makeup of the class.

11 people attended her session, and no evaluations were collected.

## LET'S TALK TEACHING

For the past four years, the Faculty Development office has sought to offer opportunities for faculty to discuss teaching concerns and innovations with colleagues across the disciplines. Let's Talk Teaching sessions are typically offered as one workshop a month.

The following workshops were offered during the 2015-2016 academic year:

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### GAMING THE CLASSROOM

Presented by Drs. **Lisa New-Freeland** (Sociology-Anthropology), **Sace Elder** (History) and **Jon Coit** (College Student Affairs) on September 23, 2015, this session began with their own experience of gaming in their classrooms. Gaming and simulations are buzzwords in higher education now, linked with active learning. But do they work and do they work across the curriculum? This Let's Talk Teaching session sought to contemplate: Why bring them into the classroom at all? How can we use games and simulations to deliver meaningful experiences to students? What results are we seeing?

16 faculty attended this session, and of this, 10 provided feedback available in Appendix C.

This session inspired faculty reading groups of "Minds on Fire" (Mark Carnes, 2014) and a mini-faculty learning community in Spring 2016.

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### RESISTANCE IN THE CLASSROOM

Presented by Dr. **Jeannie Ludlow**, English, this session, "Resistance in the Classroom," was held on October 15, 2015.

"The same three students walk in late every day. The entire back row is texting. And when I try to talk to them about it, they argue with me. How can I create a positive, collaborative learning environment when they aren't even interested in being in class?" No doubt most individuals involved in promoting innovative teaching and learning have heard these or variations on



these concerns. Dr. Ludlow (English) focused on consider strategies for recognizing, addressing, and redirecting student resistance in the classroom.

15 faculty attended this session, and of this, 13 provided feedback found in Appendix D.

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## COMMUNICATING YOUR PASSION IN THE CLASSROOM AND ONLINE

Presented by Ms. **Anne Thibault**, Theatre Arts, this session took place on November 9, 2015.

Holding our students' attention has never been tougher. The demand for online teaching is growing. Now more than ever we need to know how best to effectively convey our passion and subject information in the classroom and online.

This workshop addressed how to manage performance and presentation anxiety, achieve voice control and variety, and improve posture and body language. Using tried and true techniques as well as providing individualized attention, Ms. Thibault (Theatre Arts) helped identify unconscious habits that sabotage our message and show us how we can more meaningfully engage our students with authenticity and clarity.

9 faculty attended this session, and 8 faculty provided feedback in Appendix E.

## FACULTY LEARNING COMMUNITY

Inspired by the Let's Talk Teaching session on Gaming the Classroom, a mini-faculty learning community was organized in Spring 2016 to meet over the course of two months. According to Cox and Richlin (2004), "a faculty and professional learning community is a specifically structured community of practice that includes the key goals of building community; engaging in scholarly (evidence-based) teaching, and the development of SoTL (scholarship of teaching and learning) (New Directions in Teaching and Learning, Volume 97, Jossey-Bass).

The goal of this mini-faculty learning community was to provide learning, development, and community. Faculty participants were provided a copy of the text, "Minds on Fire" by Mark Carnes. Participants also developed individual teaching projects and class assignments, reviewed articles on games and simulations as well as shared syllabi.

The participants in this mini-faculty learning community were:

- Dr. Anabela Maia, Biological Sciences

- Dr. Svetlana Mitrovski, Chemistry
- Dr. Deb Reid, History
- Mr. Eric Schumacher, Communication Studies
- Dr. Amber Shipherd, Kinesiology & Sports Studies

#### FACULTY DEVELOPMENT WEBSITE

In Fall 2015, the Faculty Development website was revamped, with the help of the Center for Academic Technology Support, to become more inviting and up to date.

#### TEACHING SQUARES

The Teaching Square projects offers faculty at any stage in their career an opportunity to gain new insight into their own teaching through a non-evaluative process of reciprocal classroom observation and self-reflection.

The following faculty participated in a teaching square in Spring 2016:

- Dr. Michael Dobbs, School of Business
- Dr. Billy Hung, Biological Sciences
- Mr. Eric Schumacher, Communication Studies

## RESEARCH & SCHOLARLY ACTIVITIES

Faculty Development promoted research and scholarly activities through the following activities and services:

- Encouraged collaborative research and scholarly efforts across disciplines through individual support grants and partnership grants and interdisciplinary reading groups
- Referred faculty to appropriate resource units that support research and scholarly activities at EIU, and conveyed faculty needs to these units
- Sponsored programs on research and scholarly activities with the help of other units
- Hosted weekly Write-on-Site sessions for faculty members
- Provided a Faculty Writing Course

## CO-SPONSORSHIP WITH RESEARCH & SPONSORED PROGRAMS

The following events were co-sponsored with the Research & Sponsored Programs office:

- Congratulations! You've Been Funded... Now What? (5 attendees) – September 30, 2015
- How to Write a Proposal to the Council on Faculty Research (2 attendees) – November 30, 2015

## WRITE ON SITE

Throughout the 2015-2016 academic year, Faculty Development hosted Write-on-Site, a unique space for faculty to get together and work on research and writing in a shared communal space. On Thursday mornings (Fall 2015) and Wednesday mornings (Spring 2016) from 9:00-11:00am, faculty met in the Faculty Development office for Write-on-Site. Faculty that utilized this opportunity included:

- Dr. Alejandra Alvarado, Mathematics & Computer Science
- Dr. Melissa Ames, English
- Dr. Dagni Bredesen, English & Faculty Development
- Dr. Sace Elder, History
- Dr. Newton Key, History
- Dr. Jeannie Ludlow, English
- Mr. Zak Standerfer, Student Teaching
- Dr. Chigozirim Utah, Communication Studies

## FACULTY WRITING COURSE

In the 2015-2016 academic year, Dr. Dagni Bredesen led a Faculty Writing Course in Spring 2016. This course was designed to support faculty in revising and submitting a paper for publication in a scholarly journal, working with Wendy Belcher's *Write Your Journal Article in Twelve Weeks*. By the end of the course, participants will have:

- Developed and utilized a personalized plan for increasing time devoted to scholarly writing
- Improved their ability to revise their writing and to respond productively to critique
- Refined their understanding of writing, submission, review, and publication processes
- Increased their confidence in their ability to publish their research
- Submitted an article for publication

The following faculty enrolled in the writing course on journal articles:

- Dr. Wesley Allan, Psychology
- Dr. Melissa Caldwell, English
- Dr. Andrew Cheetham, Music
- Dr. Richard England, Dean, Honors College
- Ms. Holly Farley, Nursing
- Dr. Claudia Janssen-Danyi, Communication Studies
- Ms. Susan Longley, Nursing
- Dr. T.M. Linda Scholz, Communication Studies
- Dr. Amber Shipherd, Kinesiology & Sport Studies
- Dr. Betty Smith, Geology-Geography
- Dr. Jennifer Stevens, Sociology-Anthropology
- Dr. Chigozirim Utah, Communication Studies

Two faculty members—Dr. Teresa Britton (Philosophy) and Dr. Angela Glaros (Sociology/Anthropology)—who could not attend the campus meetings paired up and worked through Belcher's program together via skype.

## PROFESSIONAL DEVELOPMENT

Faculty Development provided professional development opportunities to faculty and staff through the following activities and services:

- Arranged mentors for faculty who requested such support
- Offered support grants to faculty
- Offered interdisciplinary grants to faculty and staff partnerships
- Served as a referral resource to faculty for their professional needs

## FACULTY MENTORING

Dr. Jon Oliver, Kinesiology & Sports Studies, coordinated the Faculty Mentoring program in academic year 2015-2016. Prior to New Faculty Orientation, letters soliciting faculty mentors were distributed throughout campus. 9 faculty agreed to serve as mentors for this academic year. As part of the New Faculty Needs & Interests survey, a Faculty Mentoring survey was sent to the new faculty that were interested in mentoring.

The following faculty mentoring partnerships were set up:

- Rebecca Edgington, Communication Disorders & Sciences (COS) mentored by Amber Shipherd, Kinesiology & Sports Studies (CEPS)
- Holly Farley, Nursing (COS) mentored by Sally Renaud, Journalism (CAH)
- Claudia Janssen-Danyi, Communication Studies (CAH) mentored by Fern Kory, English (CAH)
- Heidi Ramrattan, Communication Disorders & Sciences (COS) mentored by Melissa Ames, English (CAH)
- Courtney Scott, Communication Disorders & Sciences (COS) mentored by Assege Haile-Mariam, Psychology (COS)
- Jennifer Stevens, Sociology-Anthropology (COS) mentored by Deb Reid, History (CAH)
- Tina (Nan) Wang, School of Business mentored by Karla Kennedy-Hagan, Family & Consumer Sciences (LCBAS)
- Chigozorim Utah, Communication Studies mentored by Sace Elder, History (CAH)

Dr. Oliver conducted several follow-up conversations with faculty mentors and protégés during the academic year, although there had been no formal session sessions. A follow-up session was offered on December 2 and 3, 2015 to recap.

## SUPPORT GRANTS

Faculty Development support grants were awarded to both Unit A and Unit B faculty for the improvement of course content and/or instruction. In the 2015-2016 academic year, the following 10 faculty were awarded support grants up to \$500. No support grants were awarded in Spring 2016.

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### FALL 2015 – 10 RECIPIENTS

- Dr. Melissa Ames, English  
Attend/present at First International Affect Theory Conference being held at Millersville University in Lancaster, PA October 14-17, 2015
- Dr. Melanie Burns, School of Family & Consumer Sciences  
Attend Food and Nutrition Conference and Expo (FNCE) in Nashville, TN October 3-6, 2015
- Dr. Karen Drage, School of Technology  
Attend/present at the Association of Career and Technical Education Conference in New Orleans, LA. November 18-23, 2015
- Dr. Margaret Floress, Psychology  
Attend/present at the Hoosier Association for Behavior Analysis (HABA) 2015 Annual Conference in Indianapolis, IN. October 22-23, 2015
- Dr. Terri Fredrick, English  
Attend/present at the Conference on Community Writing: Building Engaged Infrastructure at the University of Colorado in Boulder, Colorado October 15-17, 2015
- Dr. Melissa Jones, Special Education  
Attend/present at The Council for Exceptional Children Annual Conference in St. Louis, Missouri April 13-16, 2016
- Dr. Danelle Larson, Music  
Attend/present at the Symposium on Music Teacher Education (SMTE), "Toward a Stronger, Richer Community" at the University of North Carolina Greensboro. September 17-19, 2015

- Dr. Anabela Maia, Biological Sciences  
Attend the Human Anatomy & Physiology Society 30th Annual Conference in Atlanta, GA. May 21-25, 2016
- Dr. Gopal Periyannan, Chemistry  
Attend/present at Gordon Research Conferences on Applied and Environmental Microbiology in Mount Holyoke College, South Hadley, MA July 12-17, 2015
- Dr. Amber Shipherd, Kinesiology & Sports Studies  
Attend/present at the Association for Applied Sport Psychology (AASP) 30th Annual International Conference in Indianapolis, IN. October 14-17, 2015

## PARTNERSHIP GRANTS

Partnership grants were awarded to both Unit A and Unit B faculty designed to foster the development of interdisciplinary teaching and research projects and faculty partnerships. Its goals are:

- Fostering a greater sense of collegiality and collaboration across departmental and collegial lines;
- Reaching a broader audience than the Faculty Development Support Grants which are intended for the purpose of supporting the professional development of individual faculty members.

In the 2015-2016 academic year, the following partnerships were awarded 3 grants up to \$750:

- Dr. Melissa Ames, English, Dr. Robert Martinez, English, Ms. Kristin Runyun, Charleston High School and Ms. Kaleigh McRoberts, Mattoon High School  
*English Studies Summer Camp Scholarship for Local High School Students*
- Dr. Bonnie Laughlin-Schultz, History and Dr. Melissa Ames, English  
*Interdisciplinary Professional Development Workshop Series on Social Justice Pedagogy*
- Mr. Steve Brantley, Library Services, Ms. Kirstin Duffin, Library Services and Dr. Ruth Chesnut, Biological Sciences  
*Library Services Captivated with Interdisciplinary Information Literacy Tutorials*

## FACULTY READING GROUPS

Faculty Development encourages interdisciplinary conversations about teaching and academic life. To facilitate this, the office acquired books, which provided participants with rich fodder for general and specific discussions. All faculty and staff interested in reading and discussing a particular writer or title on mentoring, teaching and/or learning were invited to join an interdisciplinary faculty reading/ conversation group that the Faculty Development office hosted. These faculty-reading groups may have a formal facilitator or be more free form. Faculty Development provided copies of the following books for faculty reading/conversation groups. Groups generally meet 3-4 times during the semester, depending on the group. 32 faculty and staff participated in the Faculty Reading Group during the fall semester.

### *Make it Stick: The Science of Successful Learning*

Authors: Peter C. Brown, Henry L. Roediger III, Mark A. McDaniel (2014) The Belknap Press of Harvard University Press. Cambridge, MA; London, England

### *About the Book:*

To most of us, learning something “the hard way” implies wasted time and effort. Good teaching, we believe, should be creatively tailored to the different learning styles of students and should use strategies that make learning easier. Make It Stick turns fashionable ideas like these on their head. Drawing on recent discoveries in cognitive psychology and other disciplines, the authors offer concrete techniques for becoming more productive learners.

Speaking most urgently to students, teachers, trainers, and athletes, Make it Stick appeals to all those interested in the challenge of lifelong learning and self-improvement.

### *About the Authors:*

- Peter C. Brown is a writer and novelist in St. Paul, Minnesota.
- Henry L. Roediger III is James S. McDonnell Distinguished University Professor of Psychology at Washington University in St. Louis.
- Mark A. McDaniel is Professor of Psychology and Director of the Center for Integrative Research on Cognition, Learning, and Education (CIRCLE) at Washington University in St. Louis. (See for discussion questions, podcasts, articles and video interviews with authors)

Appendix F lists the faculty and staff that were involved in Faculty Reading Groups.





## INITIATIVES & OUTREACH

### COLLABORATION WITH THE COUNSELING CENTER

Counseling Center staff facilitated an informal discussion about the Center's counseling and wellness services on January 28, 2016 to discuss the array of programs, services, research agendas, and expertise that they make available to the campus and community.

2 faculty attended this session, and no evaluations were collected.

### NEEDS ASSESSMENT PROJECT – POSTPONED

A Needs Assessment subcommittee of the Faculty Development Advisory Committee met during Summer 2015 to plan a Needs Assessment Survey for Fall 2016. The purpose of the survey was to:

- To increase the responsiveness of the Faculty Development office by assessing the current needs of EIU faculty in research, teaching and service
- To plan faculty development programs/activities for the next two/three? Years
- To share results with other campus units that provide services for faculty

However, due to budget concerns and on-going faculty issues on campus, the subcommittee proposed to postpone the actual roll-out of the survey instrument.

### PROPOSAL TO WORK WITH COUNCIL ON ACADEMIC AFFAIRS & MAKING EXCELLENCE INCLUSIVE

As of March 2016, in light of budget concerns at the University, there is a current proposal for Faculty Development to provide temporary logistical support for Making Excellence Inclusive Committee (MEI) and the Council on Academic Affairs Learning Goals initiative (ULGC).

The proposed collaboration between the Faculty Development Office (FDO) will ensure continued allocation of resources, as spelled out below:

- These collaborations fits with FDO's mission of supporting teaching and learning at EIU, and such multi-use of our office helps makes the case for continued university support of FDO

- Working with the University Learning Goals Committee (ULGC) enables the latter to meet its on-going timeline and to reach its goals of major and general education reform over the next three years. Up until now the ULGC has relied primarily on the volunteer work of committee members, particularly that of the co-chairs. Such an adaptation forwards FDO's mission of supporting teaching and learning at EIU at the same time as it provides needed much-needed infrastructure.
- The collaboration helps MEI who, until now, has relied primarily on the volunteer work of committee members with office support from the College of Arts and Humanities' already-stretched staff. At the same time, this collaboration provides needed infrastructure for a mandate that has received verbal encouragement from the administration but not material resources nor personnel.
- These collaborations are ad-hoc in that its specific purpose is to find a way to provide real support for MEI until it is fully established as an autonomous advisory committee. In the case of the UGLC, its specific purpose is to provide logistical support until the UGLC completes its goals or meets its deadline.
- The collaboration are not meant to join FDO, MEI and the UGLC or place one group under the other. It will continue as long as these groups feel that it is assisting in their related, but distinct missions.

## STAFF DEVELOPMENT

Faculty Development staff participated in a number of professional development programs during the 2015-2016 academic year.

Listed below is a sample of professional development activities in which the staff participated in:

Dr. Dagni Bredesen, in her capacity as Director of Faculty Development, attended the following events/conferences/workshops:

- Attended EIUnity Diversity Conference (February 2016)
- Continued as alumna in the National Council on Faculty Development and Diversity's Faculty Success Program

As an active teacher and scholar in the English Department, Dr. Bredesen participated in the following conferences/workshops/courses in addition to campus workshops:

- "Detecting a Profession for Victorian Women." Victorian Interdisciplinary Studies Association of Western United States. Denver, CO. October 22-24, 2015.

Krishna Thomas and Wanda Kay Robinson attended on-campus workshops as well as the EIUnity Diversity Conference in February 2015.

Faculty Development staff served on numerous formal and informal committees, commissions, task forces and student groups at EIU, contributing their services during 2014-2015.

The following list shows a sample of campus committees and associations in which Faculty Development staff served:

Director:

- Individual consultations with faculty
- President's Fund for Research and Creative Activity Advisory Committee
- Women's History and Awareness Month Steering Committee
- Women's Studies Minor
- English Department Recruitment and Retention Committee
- English Department Study Abroad Committee
- Advisor, English Club
- Advisor, National Society for Collegiate Scholars Campus Chapter (Recognized Student Organization)
- Interdisciplinary Center for Global Diversity Advisory Committee & Symposium
- Making Excellence Inclusive work group

Assistant Director:

- Minority Affairs Advisory Committee
- Interdisciplinary Center for Global Diversity Advisory Committee
- International Education Council
- Making Excellence Inclusive work group
- Asian American Association (Recognized Student Organization)
- Chair, Asian American Heritage Month Committee
- Latino Heritage Month Committee

Administrative Aide:

- Association of Campus Ministers
- Administrative Aide ACTS – Apostolic Christians in Today’s Society (Recognized Student Organization)
- Advisor, Elogeme Adolphi Christian Society, Inc.

## FACULTY DEVELOPMENT ADVISORY COMMITTEE

Advisory Committee members actively participated in the programs offered by Faculty Development, attended monthly meetings, and served on at least one of the following subcommittees such as grants, assessment, disabilities, and diversity subcommittees. Faculty Development acknowledges the invaluable support of the following members of the Faculty Development Advisory Committee during 2012-2013:

- Dr. Mary Caroline Simpson, Art
- Ms. Anne Thibault, Theatre Arts
- Dr. Sheila Simons, Health Studies  
Subcommittee(s) served: Grants
- Dr. Catherine Polydore, Counseling & Student Development
- Dr. Hongshan He, Chemistry  
Subcommittee (s) served: Needs Assessment
- Dr. Kai (Billy) Hung, Biological Sciences  
Subcommittee(s) served: Needs Assessment
- Dr. Michael Dobbs, School of Business
- Mr. Steven Brantley, Library Services  
Subcommittee(s) served: Grants
- Ms. Mikki Sherwood, Family & Consumer Sciences
- Dr. Richard England, Dean, Honors College  
Subcommittee(s) served: Grants
- Dr. Jill Owen, Kinesiology & Sports Studies

Non-voting members include:

- Dr. Dagni Bredesen, Faculty Development
- Mr. John Henderson, Center for Academic Technology & Support
- Dr. Blair Lord, Provost & Vice President for Academic Affairs

## STAFF

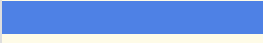



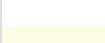



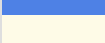

The following staff served in part-time and full-time capacities at Faculty Development during 2015-2016:

- Dagni Bredesen, Director (50% time)
- Krishna Thomas, Assistant Director (full time)
- Wanda Kay Robinson, Administrative Aide (full time)

In March 2016, Wanda Kay Robinson was transferred to the Journalism department as a result of budget cuts.

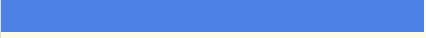



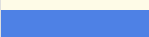

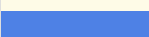



## APPENDIX A: NEW FACULTY NEEDS & INTERESTS

1. I am interested in attending seminars/workshops/receiving mentoring on the following teaching-related topics: (Please select all that apply)

| #  | Answer   |   | Response | %   |
|----|--|---|----------|-----|
| 1  | Designing effective syllabi                          |   | 5        | 56% |
| 2  | Teaching styles and strategies                       |   | 6        | 67% |
| 3  | Understanding learning styles                        |    | 1        | 11% |
| 4  | Effective rubrics and grading techniques             |   | 6        | 67% |
| 5  | Preventing academic dishonesty                       |    | 2        | 22% |
| 6  | Managing the classroom                               |    | 2        | 22% |
| 7  | Promoting critical thinking and integrative learning |    | 3        | 33% |
| 8  | Collaborative learning techniques                    |   | 3        | 33% |
| 9  | Teaching inclusively                                 |  | 2        | 22% |
| 10 | Giving and getting feedback                          |  | 1        | 11% |



**2. I am interested in attending hands-on workshops on the following teaching-with-technology topics: (Please select all that apply)**

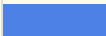



| #  | Answer   |   | Response | %   |
|----|--|---|----------|-----|
| 1  | Course management software - Desire2Learn              |   | 8        | 89% |
| 2  | Redesigning courses for online delivery                |    | 4        | 44% |
| 3  | Conducting online discussions                          |    | 2        | 22% |
| 4  | Posting course materials online: GoogleDocs and beyond |    | 3        | 33% |
| 5  | Designing and conducting tests online                  |    | 3        | 33% |
| 6  | Clickers in the classroom                              |  | 3        | 33% |
| 7  | Audio/ video-capturing/ editing/ streaming             |  | 3        | 33% |
| 8  | Developing and publishing podcasts                     |  | 3        | 33% |
| 9  | Using blogs, wikis, and social bookmarking in teaching |  | 2        | 22% |
| 10 | Teaching research with databases                       |  | 3        | 33% |

**3. I am interested in attending seminars or workshops on the following research and scholarly activity-related topics that could be offered with the help of other units on campus: (Please select all that apply)**

| # | Answer   | Response | %   |
|---|--|----------|-----|
| 1 | Finding funding sources                            | 6        | 75% |
| 2 | Tips on proposal preparation                       | 6        | 75% |
| 3 | Tips on writing and publishing                     | 6        | 75% |
| 4 | Writing partnerships                               | 5        | 63% |
| 5 | Using Library resources and databases for research | 3        | 38% |

**4. I am interested in attending external conferences related to: (Please select all that apply)**

| # | Answer                               | Response | %    |
|---|--------------------------------------|----------|------|
| 1 | My own discipline                    | 9        | 100% |
| 2 | Pedagogy                             | 2        | 22%  |
| 3 | Leadership development               | 1        | 11%  |
| 4 | Scholarship of Teaching and Learning | 0        | 0%   |

| <b>5. I would like to find out more information about securing funding for research.</b>                |   |  |          |      |
|---|---|--|----------|------|
| #   | Answer  |  | Response | %    |
| 1   | No, I do not need information at this time.   |     | 2        | 22%  |
| 2   | Yes, I would like to request workshops on available funding during the academic year.           |    | 7        | 78%  |
| 3   | Yes, I would like to request someone to contact me right away about securing available funding. |  | 0        | 0%   |
|   | Total   |  | 9        | 100% |
| <b>6. Please list any other needs/ interests.</b>   |   |  |          |      |
| Text Response   |   |  |          |      |
| University policies Faculty contract negotiation  |   |  |          |      |
| <b>7. Please list the best days/ times you can attend seminars/ workshops during the academic year.</b> |   |  |          |      |
| Text Response   |   |  |          |      |
| Unknown at this time  |   |  |          |      |
| Monday, Wednesday, and Friday and weekends/breaks.  |   |  |          |      |
| Tuesday afternoons and Wednesday mornings 8am any day Any time Fridays                                  |   |  |          |      |
| Monday and Wednesday morning Tuesday afternoons Friday mornings   |   |  |          |      |
| <b>8. I would like to participate in a faculty mentoring program.</b>                                   |   |  |          |      |
| #   | Answer  |  | Response | %    |
| 1   | No, I do not need a faculty mentor at this time.  |   | 2        | 22%  |
| 2   | Yes, I would like to request a faculty mentor.  |  | 7        | 78%  |

**9. Please provide your contact information: (Name, Department, Email)**

## Text Response

Rebecca Edgington Communication Disorders and Sciences rsedgington@eiu.edu  
 Courtney Scott, communication disorders and sciences, courtney.bosco@yahoo.com  
 Heidi Ramrattan AuD., CCC-A Communication Disorders & Sciences ramrattan@live.com (I have yet to receive my EIU email address)  
 Holly Farley, Nursing, hrfarley@eiu.edu  
 Nicole (Nikki) Hillier, HST, nhillier@eiu.edu

**10. I would like to request a mentor:**

| # | Answer  | Response | %    |
|---|---|----------|------|
| 1 | Faculty from my college, but outside my department. | 4        | 100% |
| 2 | Faculty outside my college.                         | 0        | 0%   |
|   | Total   | 4        | 100% |

**11. What are your short-term goals?**

## Text Response

1-successful in teaching and supervising 2-obtain a doctorate degree  
 To have a first successful first year and balance teaching in clinical supervision caseload.  
 Effective integration of teaching strategies and academic research.  
 Finishing my doctoral coursework and dissertation. Developing on-line coursework. Getting to know colleagues and college procedures.

**12. What knowledge, skills and abilities should you develop in order to meet your short-term goals?**

## Text Response

1-success in the classroom (student learning and D2L) 2-challenging students to excellent at collegiate level  
 Information on rubrics, grading, teaching styles  
 Grant writing guidance and familiarity with the resources available to staff.  
 Research and writing. Learning D2L and Blackboard collaborate

**13. Describe the biggest teaching or research questions/concern you may have which could cause some level of anxiety.**

## Text Response

-time--strategies for research, grading, staying involved and up to date, student focus  
 What do I need to include on my test and in my syllabus?  
 I have not focused on research since graduate school. I would like assistance reintegrating back into research.  
 Teaching all coursework on-line for the first time and working through technology issues with students while I am also learning new technology.

**14. What are your desired outcomes from a mentoring relationship?**

Text Response

Learn from someone who has knowledge and experience; guidance in academia

I would like to have a person to talk to when I come across paperwork and procedures I am unfamiliar with

To apply best practices garnered from my mentor.

Better understanding of college policies and procedures and guidance with developing courses. I feel my department will be very supportive but I would also like to get to know others and have more support available.

**15. How do you envision the process of working with a faculty mentor?**

Text Response

Casual---coffee, e-mail, quick phone call away Mentor: share key aspects Myself: utilize as resource, ask lots of questions

I am into much communication will be done via email or telephone, with possibly occasional in person meetings

Team collaboration and guidance when needed.

Utilizing a mentor for questions on anything from course strategies to tenure process. Touching base frequently to be sure I am progressing as needed.

**16. Over the next year, what key experiences could be most beneficial to you?**

Text Response

Mentor, workshops, staying informed

This will be my first experience teaching so I think the experience of just being on campus and teaching will be beneficial

Forming professional relationships with faculty, staff, and students.

Getting to know others in the department as well as the college and administration. Working on college committees and becoming a part of the college community. I also hope to build good relationships with students and help recruit for our program.

**17. Describe the characteristics of your "perfect mentor." Some issues you may want to consider: area of research, leadership expertise, difference or similarity to yourself, gender, ethnicity, etc.**

Text Response

Currently enrolled in a doctorate program is in Higher Education Someone who is willing to truly guide and mentor--hopefully building a relationship that will continue forever

Someone who has experience with research in funding, someone who enjoys collaboration with other professionals and departments

The perfect mentor would share interest in similar areas of research.

Someone willing to share experience with research and dissertation writing as that is my current research focus. My research is currently focused on on-line learning and nursing students as well as leadership. My coursework is focused on organizational leadership. I have no preferences on ethnicity or gender.

**18. Describe any prior experience you have had in mentoring.**

Text Response

Limited

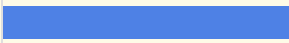
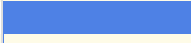
I have been a mentor but never a mentee

I have no prior experience with mentoring.


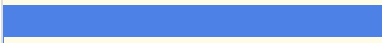
I have mentored other nursing faculty that were not housed on my campus. Our relationship was mainly by email. I did not have a mentor when I started my prior position.

## APPENDIX B: NEW FACULTY ORIENTATION

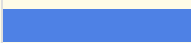

### 1. As a result of these sessions, I have a better understanding of who EIU students are.

| # | Answer            |  | Response | %    |
|---|-------------------|--|----------|------|
| 1 | Strongly Agree    |  | 3        | 60%  |
| 2 | Agree             |   | 2        | 40%  |
| 3 | Undecided         |  | 0        | 0%   |
| 4 | Disagree          |  | 0        | 0%   |
| 5 | Strongly Disagree |  | 0        | 0%   |
| 6 | Did not attend    |  | 0        | 0%   |
|   | Total             |  | 5        | 100% |

### 2. As a result of these sessions, I have a better understanding of the EIU/UPI Agreements for Unit A and B faculty.

| # | Answer            |   | Response | %    |
|---|-------------------|---|----------|------|
| 1 | Strongly Agree    |    | 1        | 20%  |
| 2 | Agree             |  | 4        | 80%  |
| 3 | Undecided         |   | 0        | 0%   |
| 4 | Disagree          |   | 0        | 0%   |
| 5 | Strongly Disagree |   | 0        | 0%   |
| 6 | Did not attend    |   | 0        | 0%   |
|   | Total             |   | 5        | 100% |

### 3. As a result of these sessions, I have a better understanding of resources available to faculty through Faculty Development.

| # | Answer            |  | Response | %    |
|---|-------------------|--|----------|------|
| 1 | Strongly Agree    |   | 2        | 40%  |
| 2 | Agree             |  | 3        | 60%  |
| 3 | Undecided         |  | 0        | 0%   |
| 4 | Disagree          |  | 0        | 0%   |
| 5 | Strongly Disagree |  | 0        | 0%   |
| 6 | Did not attend    |  | 0        | 0%   |
|   | Total             |  | 5        | 100% |

**4. As a result of these sessions, I have a better understanding of institutional support for teaching.**

| # | Answer            | Response | %    |
|---|-------------------|----------|------|
| 1 | Strongly Agree    | 1        | 20%  |
| 2 | Agree             | 4        | 80%  |
| 3 | Undecided         | 0        | 0%   |
| 4 | Disagree          | 0        | 0%   |
| 5 | Strongly Disagree | 0        | 0%   |
| 6 | Did not attend    | 0        | 0%   |
|   | Total             | 5        | 100% |

**5. As a result of these sessions, I have a better understanding of institutional support for research for Unit A faculty.**

| # | Answer            | Response | %    |
|---|-------------------|----------|------|
| 1 | Strongly Agree    | 1        | 20%  |
| 2 | Agree             | 3        | 60%  |
| 3 | Undecided         | 0        | 0%   |
| 4 | Disagree          | 0        | 0%   |
| 5 | Strongly Disagree | 0        | 0%   |
| 6 | Did not attend    | 1        | 20%  |
|   | Total             | 5        | 100% |

**6. As a result of these sessions, I have a better understanding of EIU's instructional technology resources available through the Center for Academic Technology Support.**

| # | Answer            | Response | %    |
|---|-------------------|----------|------|
| 1 | Strongly Agree    | 0        | 0%   |
| 2 | Agree             | 4        | 80%  |
| 3 | Undecided         | 1        | 20%  |
| 4 | Disagree          | 0        | 0%   |
| 5 | Strongly Disagree | 0        | 0%   |
| 6 | Did not attend    | 0        | 0%   |
|   | Total             | 5        | 100% |



**7. As a result of these sessions, I have a better understanding of the Council on Academic Affairs and the University Learning Goals.**

| # | Answer            | Response | %    |
|---|-------------------|----------|------|
| 1 | Strongly Agree    | 0        | 0%   |
| 2 | Agree             | 5        | 100% |
| 3 | Undecided         | 0        | 0%   |
| 4 | Disagree          | 0        | 0%   |
| 5 | Strongly Disagree | 0        | 0%   |
| 6 | Did not attend    | 0        | 0%   |
|   | Total             | 5        | 100% |

**8. What aspects of the Orientation and the Open House were most beneficial to you?**

**Text Response**

Learning about the grants available and resources through the library. library information; information regarding demographics of EIU students; 1:1 time to discuss D2L I liked when the 3 faculty came to talk about our students. I loved meeting the other new faculty as well.

I enjoyed the panel that discussed the student makeup of EIU. It gave an interesting insight to the student population.

**9. What specific suggestions do you have for improving the New Faculty Orientation program?**

**Text Response**

It was a little long and I think some of the info may have been communicated through online self-paced training.

**10. As a result of these sessions, I have a better understanding of the Making Excellence Inclusive initiative.**

| #  | Answer            | Response | %    |
|----|-------------------|----------|------|
| 6  | Strongly Agree    | 0        | 0%   |
| 7  | Agree             | 4        | 80%  |
| 8  | Undecided         | 1        | 20%  |
| 9  | Disagree          | 0        | 0%   |
| 10 | Strongly Disagree | 0        | 0%   |
| 11 | Did not attend    | 0        | 0%   |
|    | Total             | 5        | 100% |

**11. As a result of these sessions, I have a better understanding of the resources provided by Booth Library.**

| # | Answer            | Response | %    |
|---|-------------------|----------|------|
| 1 | Strongly Agree    | 4        | 80%  |
| 2 | Agree             | 1        | 20%  |
| 3 | Undecided         | 0        | 0%   |
| 4 | Disagree          | 0        | 0%   |
| 5 | Strongly Disagree | 0        | 0%   |
| 6 | Did not attend    | 0        | 0%   |
|   | Total             | 5        | 100% |

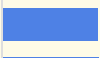

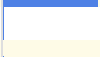



**12. As a result of these sessions, I have a better understanding of professional development opportunities for Unit B faculty.**

| # | Answer            | Response | %    |
|---|-------------------|----------|------|
| 1 | Strongly Agree    | 0        | 0%   |
| 2 | Agree             | 1        | 20%  |
| 3 | Undecided         | 0        | 0%   |
| 4 | Disagree          | 0        | 0%   |
| 5 | Strongly Disagree | 0        | 0%   |
| 6 | Did not attend.   | 4        | 80%  |
|   | Total             | 5        | 100% |

**13. As a result of attending the Open House on Thursday, August 20, I have a better understanding of preparing my syllabus.**

| # | Answer            | Response | %    |
|---|-------------------|----------|------|
| 1 | Strongly Agree    | 0        | 0%   |
| 2 | Agree             | 1        | 25%  |
| 3 | Undecided         | 0        | 0%   |
| 4 | Disagree          | 0        | 0%   |
| 5 | Strongly Disagree | 0        | 0%   |
| 6 | Did not attend    | 3        | 75%  |
|   | Total             | 4        | 100% |

**14. As a result of attending the Open House on Thursday, August 20, I have a better understanding of using Desire2Learn/Brightspace in my classes.**

| # | Answer            |   | Response | %    |
|---|-------------------|---|----------|------|
| 1 | Strongly Agree    |  | 1        | 20%  |
| 2 | Agree             |  | 1        | 20%  |
| 3 | Undecided         |  | 1        | 20%  |
| 4 | Disagree          |  | 0        | 0%   |
| 5 | Strongly Disagree |  | 0        | 0%   |
| 6 | Did not attend    |  | 2        | 40%  |
|   | Total             |   | 5        | 100% |

## APPENDIX C: LET'S TALK TEACHING – GAMING THE CLASSROOM

5 = Very Satisfied; 4 = Satisfied; 3 = Neutral; 2 = Dissatisfied; 1 = Very Dissatisfied

| Question                                   | Average |
|--|---------|
| Speaker's knowledge of content             | 4.8     |
| Speaker's presentation of material         | 4.7     |
| Value of ideas and/or information provided | 4.6     |
| Attentiveness to learning needs            | 4.6     |
| Overall helpfulness to you                 | 4.2     |
| Ability to enhance your understanding      | 4.3     |
| Usefulness of handouts                     | 4.44    |
| Effectiveness of technology/audio-visuials | 3.88    |

### Additional Comments:

- I only put neutral for a few responses because I came in having read a lot about gamification and the multiplayer classroom. For anyone with less of a background, this information was probably quite valuable. I still enjoyed learning about what my colleagues are doing with games in their classes, so I loved the workshop.
- Good to hear options for gaming time required = 1 day to 5-8 wks. Would love to hear more about 1 wk options! (or 2 wk) So I'm ready to learn more! Book by Carnes as Fac Dev Reading Group pick for Sp. 2016?!
- This is exciting & full

- Interesting but since most of my classes are performance based, I already use a lot of these strategies. It is always helpful to hear about other faculty's teaching strategies. Thanks!
- list of where to access these pre-made games. A resource that tells you how to make them yourself.
- It would be great to be part of that topic base learning communities.
- Enjoyed personal testimonials/examples from real experience/situations
- Interesting approach.
- Thank you for the introduction to this fascinating topic. Good speakers who were knowledgeable and approachable.
- While I have been using some simple games in the classroom/the games/ideas presented go far beyond my experience and I would like to have one-on-one conversations to explore how such involved scenarios could work for my field/classes.

## APPENDIX D: LET'S TALK TEACHING – RESISTANCE IN THE CLASSROOM

5 = Very Satisfied; 4 = Satisfied; 3 = Neutral; 2 = Dissatisfied; 1 = Very Dissatisfied

| Question                                   | Average |
|--|---------|
| Speaker's knowledge of content             | 4.85    |
| Speaker's presentation of material         | 4.69    |
| Value of ideas and/or information provided | 4.77    |
| Attentiveness to learning needs            | 4.83    |
| Overall helpfulness to you                 | 4.69    |
| Ability to enhance your understanding      | 4.54    |
| Usefulness of handouts                     | 4.83    |
| Effectiveness of technology/audio-visuals  | 4.00    |

### Additional Comments:

- I really enjoyed this session! The most important thing I learned was acknowledging what I bring into the classroom and what I can and can't control.
- Very interesting discussion!
- Keep up the good work! Thank you!
- This helped me as a GA teaching a class this semester. These ideas will help me in the classroom.

- Thoughtful and thought provoking presentation/discussion! Thanks.
- Really enjoyed this presentation & topic
- Good-Bit more discussion/group work might have encouraged/diversified discussion. The key issue of motivation only tangentially addressed.
- I really enjoyed the presentation - v. engaging.
- Really appreciated this topic & discussion. Glad to see a dean attend!
- Jeannie mentioned that she rarely has students argue. It might be nice to have another speaker w/different experiences for more perspectives. I do have students who continue to argue despite clear policies & instructions.
- "Satisfied" because this reinforces things I think about & wrestle with. Very thankful to have the affirmation but still uncertain about what to do to effect change. 1st step will reach out to all the students who exhibit behaviors & schedule individual meeting with them - that's proactive. Thanks!
- Thank you!

## APPENDIX E: LET'S TALK TEACHING: COMMUNICATING YOUR PASSION

5 = Very Satisfied; 4 = Satisfied; 3 = Neutral; 2 = Dissatisfied; 1 = Very Dissatisfied

| Question                                   | Average |
|--|---------|
| Speaker's knowledge of content             | 4.88    |
| Speaker's presentation of material         | 4.75    |
| Value of ideas and/or information provided | 4.63    |
| Attentiveness to learning needs            | 4.50    |
| Overall helpfulness to you                 | 4.63    |
| Ability to enhance your understanding      | 4.63    |
| Usefulness of handouts                     | 4.63    |
| Effectiveness of technology/audio-visuals  | 4.50    |

Additional Comments:

- Awesome!
- Interesting!
- Thank you - very helpful - good tips
- Great session. I can't find any fault with it (unusual for me!!) Really enjoyed it
- For the video audience (those watching after the workshop) access to the handout would be nice since there were not slides to accompany presentation.
- Very effective, very helpful.



## APPENDIX F: FACULTY AND STAFF IN FACULTY READING GROUPS

|     |          |                  |                                      |
|-----|----------|------------------|--------------------------------------|
| Dr. | David    | Boggs            | School of Business                   |
| Dr. | Jonathan | Bowman           | Music                                |
| Mr. | Steve    | Brantley         | Library Services                     |
| Dr. | Dagni    | Bredesen         | English/Faculty Development          |
| Dr. | Kathryn  | Bulver           | Foreign Languages                    |
| Dr. | Karen    | Cast             | Art                                  |
| Dr. | Lynne    | Curry            | History                              |
| Dr. | Stefan   | Eckert           | Music                                |
| Dr. | Holly    | Farley           | Nursing Program                      |
| Dr. | Kathryn  | Fenton           | Music                                |
| Dr. | Todd     | French           | Music                                |
| Dr. | Sue      | Gosse            | Nursing Program                      |
| Dr. | Marita   | Gronnvoll        | Communication Studies                |
| Dr. | Billy    | Hung             | Biological Sciences                  |
| Mr. | Paul     | Johnston         | Music                                |
| Dr. | Fern     | Kory             | English                              |
| Dr. | Bonnie   | Laughlin-Schultz | History                              |
| Dr. | Jinhee   | Lee              | History                              |
| Dr. | Susan    | Longley          | Psychology                           |
| Ms. | Felicia  | Magee            | School of Family & Consumer Sciences |
| Dr. | Anabela  | Maia             | Biological Sciences                  |

|     |           |             |                                  |
|-----|-----------|-------------|----------------------------------|
| Mr. | Tim       | McCollum    | EC/ELE/MLE                       |
| Dr. | Bryan     | Murley      | Journalism                       |
| Dr. | Dawn      | Paulson     | EC/ELE/MLE                       |
| Dr. | Catherine | Polydore    | Counseling & Student Development |
| Dr. | Debra     | Reid        | History                          |
| Dr. | Nora Pat  | Small       | History                          |
| Dr. | Magie     | Smith       | Music                            |
| Dr. | Jeff      | Stowell     | Psychology                       |
| Dr. | Tim       | Taylor      | English                          |
| Ms. | Krishna   | Thomas      | Faculty Development              |
| Dr. | Marjorie  | Worthington | English                          |