

THE SOUTHERN CONNECTICUT ACADEMIC NEWS




Welcome to The SCAN

Dr. Robert Prezant, Provost

Welcome to the first edition of The SCAN, our Southern Connecticut Academic News. As we know, there is way too much going on at Southern to be able to either condense or select items for full representation of our university's outstanding work in one short newsletter. In

The SCAN we hope to highlight recent events of interest and importance. In this founding edition we briefly cover some programs that bring us into surrounding communities, recent book scholarship, a bit of global activity, growth of our Early College program, and other academic news.

This founding edition of our newsletter represents a small fraction of the remarkable and forward-looking work we do at Southern. The newsletter is meant to offer these snippets to let a wider audience know a bit more about our Southern talent, programs, initiatives, and academic products. It is also designed as a forum to consider where we are and where we might contemplate our ongoing efforts to educate and learn could bring us. To that end, check out the "Quick Opinions" section and consider contributing.

Covering recent Southern academic news, scholarship, teaching and learning, recognitions, and other relevant news and updates, we hope you learn something new here and get an even more enhanced sense of the depth of our academic home. If you have "newsworthy" items, please let one of our editors know. Best wishes for a successful and productive Spring 2022 semester and keep the good news coming.



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Edited by:
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Curiosity

Dr. Colleen Bielitz, VP for Strategic Initiatives & Outreach

Zora Neale Hurston once said that “research is formalized curiosity. It is poking and prying with a purpose”. I love this quote for two reasons. One, it is about research. Two, it utilizes a word that, in my humble opinion, does not get all of the credit that it deserves. It is a word that, in the quest for human progress, is possibly our most important trait. That word is curiosity. Curiosity is the catalyst that led many of us to become scholars in our field of study, it drove us to pursue our research of a particular topic because we simply were inquisitive and wanted to know more. Curiosity fuels our growth and has shaped many paths of human evolution and has led to technological and scientific breakthroughs.

We are still emerging from a worldwide pandemic. But curiosity has aided us here as well. Two scientists, Ivanovski and Beijerinck in the late 1800’s brought complementary contributions to the discovery of viruses. Later it was June Almeida who peered into her electron microscope in 1964 and identified a new type of virus which was labeled corona due to the viruses halo like structure.

When we are born, we have that innate curiosity within us. It is how we formed our knowledge about our world. As we learned to crawl, walk and talk each new discovery compelled us to want to explore and learn more. For us to tap into our true potential, we need to foster this seeking of new knowledge, and the subsequent joy of learning and growing.



That is why the Visiting Scholars program at SCSU is so important. Visiting Scholars seeks to foster curiosity and connect the K-12 classroom with university scholars to promote discovery, research and learning. We do this by connecting our scholars with our surrounding school districts to nurture inquisitiveness in young minds. Through this program our faculty volunteer to bring their deep and diverse experience in a variety of disciplines to the K-12 classroom to generate an atmosphere of inquiry, enthusiasm and excitement. Many professors have developed specialty topics to share with students of varying ages. Teachers, principals and superintendents are invited to review the list of presentations and see where our hands-on activities and demonstrations offered by our Southern faculty align with their curriculum.

According to Pluck and Johnson (2011) curiosity is an aspect of intrinsic motivation that has great potential to enhance student learning. That desire to acquire, explore and discover new things, that curiosity in others, can be fostered by you. Visiting Scholars is one more way to share your passion and your journey in seeking new knowledge, and to spark that delight that comes from learning through exploration. To view presentations being offered by faculty visit <https://more.southernct.edu/visiting-scholars/>

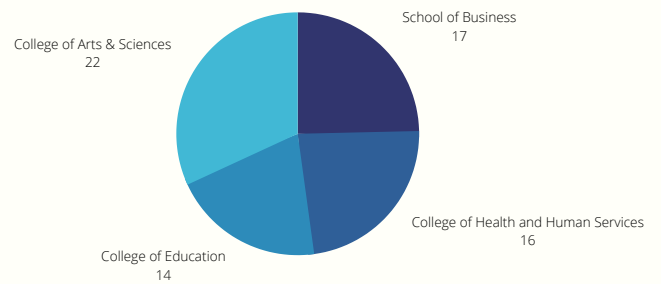
Want to participate? Please reach out to me, Colleen Bielitz at bielitzc1@southernct.edu

Want to know who Zora Neale Hurston is? Thanks for being curious... An American author, anthropologist, and filmmaker she is best known for her portrayal of racial struggles in the early-1900s American South and is associated with the Harlem Renaissance. Visit <https://www.zoranealehurston.com/> to learn more.

Pluck, G. and Johnson, H. L. (2011) *Stimulating curiosity to enhance learning*. *GESJ: Education Sciences and Psychology*, 2 (19). ISSN 1512-1801

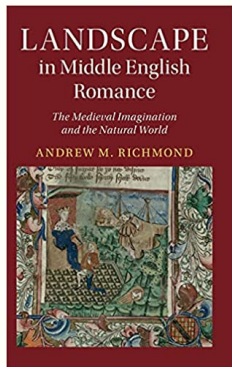
Publications

Seventy publications, books, journal articles, and chapters have been produced by our faculty this fall*. Of these, thirty-eight were Journals ranging from International Business to American Journal of Physical Anthropology to Journal of Chinese History to Journal of International Technology and Information Management to Ecomusicology Review to Research on Aging. We hope you enjoy the small sample of featured publications. If you would like your publications to be up-to-date, please be sure to enter them into Digital Measures.



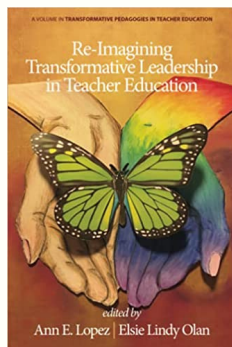
*Data from Faculty Success, previously known as Digital Measures

FEATURED PUBLICATIONS



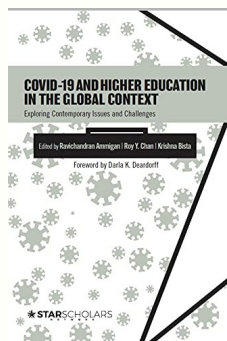
Landscape in Middle English Romance: The Medieval Imagination and the Natural World
Andrew M. Richmond

Our current ecological crises compel us not only to understand how contemporary media shapes our conceptions of human relationships with the environment, but also to examine the historical genealogies of such perspectives. Written during the onset of the Little Ice Age in Britain, Middle English romances provide a fascinating window into the worldviews of popular vernacular literature (and its audiences) at the close of the Middle Ages. Andrew M. Richmond shows how literary conventions of romances shaped and were in turn influenced by contemporary perspectives on the natural world. These popular texts also reveal widespread concern regarding the damaging effects of human actions and climate change. The natural world was a constant presence in the writing, thoughts, and lives of the audiences and authors of medieval English romance – and these close readings reveal that our environmental concerns go back further in our history and culture than we think.



"From Leaders to Accomplices: Autoethnography as Praxis in Teacher Education" from *Re-Imagining Transformative Leadership in Teacher Education*
Jessica Powell

This is the third and final book in the series Transformative Pedagogies in Teacher Education. Like the first two books in the series it is geared towards practitioners in the field of teacher education. This third book focuses on transformative leadership in teacher education. In other words, the kind of leadership and practices that will be important and necessary to bring about the kind of changes that both teachers and students seek to improve educational outcomes for all students, but in particular Black, Indigenous and racialized students who have been traditionally underserved by the education system. Teacher leadership plays an important role in transformative educational change that challenges all forms of oppression and white supremacy. This book features chapters by a collection of scholars, teacher educators, researchers, teacher advocates and practitioners drawing on their research and experiences to explore critical issues in teacher education.



"COVID-19 and Health Disparities: Opportunities for Public Health Curriculum Enhancement" *COVID-19 and Higher Education in the Global Context*
Anuli Njoku

COVID-19, the pandemic of highly contagious respiratory disease, presents a global public health emergency. The COVID-19 pandemic has increased awareness of the role of public health and its professionals in responding to the pandemic. Racial and ethnic minority groups in the United States are more likely to contract and die from COVID-19 versus Whites, highlighting health disparities. Higher education schools and programs in public health can help prepare students to address this global pandemic through expanded curriculum on social determinants of health disparities in COVID-19 outcomes, teachings on implicit bias and anti-racism, interprofessional education, and practice-based learning.



"The Detrimental Effects of Ethical Incongruence in Teams: An Interactionist Perspective of Ethical Fit on Relationship Conflict and Information Sharing" *Journal of Business Ethics*
Natalie Shin

Building from an interactionist view of ethics, this study sought to integrate individual and contextual factors for understanding ethical perceptions in teams. Given the proximal nature of team members, this study specifically explored how individuals comparatively evaluate their own ethical behaviors and team members' ethical behaviors to arrive at a perception of ethical person-group (P-G) fit within a team. Grounding our theoretical arguments in relational schemas theory (Baldwin, Psychological Bulletin 112:461-484, 1992), we demonstrate that interpersonal ethical perceptions can have distal impacts on perceptions of team functioning. The results support the hypotheses that a perceived ethical incongruence between the self and other team members (i.e., lack of ethical P-G fit) negatively influenced perceptions of relationship conflict and ultimately information sharing. By exploring individual and team level aspects of ethics concurrently, we contribute to a deeper understanding of contextual forces in ethics through an interactionist approach. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

COP26 Reflection 2022

Dr. Miriah Kelly, Assistant Professor of Environmental Science

I am proud to share with our community the successes we've achieved as a result of our Owls4Earth Project. After a year and a half of diligent work with fantastic collaborators we've accomplished so much as a community – getting our observer status, attending COP26 in Scotland, and connecting our efforts to students and their interests. I look forward to building upon and growing this momentum in the years to come, and I'm inspired by the enthusiasm and dedication of our students, faculty, and administration to this “MOST important issue of our time.”

These words started the speech I was invited to give at COP26 on behalf of the research and independent organizations constituency. As I walked up the stairs to deliver the two-minute statement, the COP President introduced me and in doing so said “from Southern Connecticut State University”. Our university - spotlighted on an international stage, the same stage leaders from around the world, including where President Biden spoke, the same stage where people from low lying nations begged and pleaded with the world to do something substantive to set the globe on the right path. We have a piece of that stage now, and a place to stand in these international negotiations. I couldn't be happier to have been a part of earning that place for our institution and all of the CSU universities.

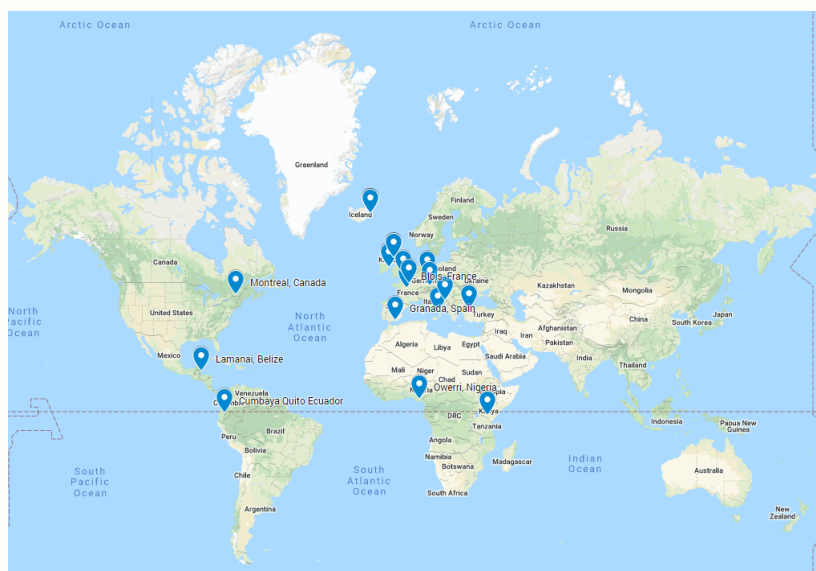
Getting to COP26 in Scotland was no small feat, and I times I felt completely overwhelmed, but having two phenomenal colleagues by my side made the journey one that has forever strengthened our collective efforts. Dr. Stephen Axon, Suzanne Huminski, and I worked as a team to make the most of our time in Glasgow -- spending our days attending meetings, connecting with people, and conducting research, and our nights discussing what we had learned that day and how we can use it to support our teaching, research, and engagement endeavors. The days were long, but our time was short, and we took as much advantage of the time we had as we could.



I am always amazed by the unique differences each Conference of the Parties offers, and this year was no different. Covid protocols and delays, mounting pressure from advocacy groups, and a seemingly corporate identity that has emerged, made for an interesting experience.



Looking ahead, COP 27 is set to be held in November 2022 in Sharm El-Sheikh Egypt, and our team will be working throughout the year to develop a program and application process so that we can continue to engage faculty and students in this important way. Stay tuned for more on Owls4Earth in the months to come, and thank you to our campus community for being dedicated to social justice in the era of climate change.



International Travel

Italy, Iceland, Nigeria - these are only three of many international destinations our faculty have visited this semester! To take a look at details of some of the international trips that have been taken for conferences and presentations this fall, visit our Google Map:

<https://www.google.com/maps/d/edit?mid=1AM0VII-XkYhLiVs78UoDnirpB-VYfdsG&usp=sharing>

Early College Partnerships



This semester we were able to add several new high schools to the 20 partnerships we currently have to offer dual-enrollment and SCSU courses to high achieving juniors and seniors thanks in large part to two individuals.

Professor Winnie Yu Ng, Computer Science, included Early College dual enrollment on the agenda of the Connecticut CSTA Chapter meeting in early November. Several schools have expressed interest in offering early college, including Conard High School in West Hartford, Plainfield High School, and Information Technology & Software Engineering High School and The Interdistrict Magnet Schools at the Fairchild Wheeler Campus.



Peter Dimoulas, MSc, 6 yr., Program Manager for BioPath and IRWECA presented at three community meetings for New Haven Works this semester (one at Hillhouse and two virtual meetings) to discuss the ways that SCSU provides opportunities in the community.

For more information, visit <https://www.southernct.edu/early-college>.

Inclusive Teaching Practices

As part of a new EAB 360 Equity Audit, a group comprised of 3 faculty, the AVPAA and provost was tasked with examining how well Southern’s courses use inclusive teaching practices. Before we could answer that question, we recognized that, as a community, we did not yet share a common understanding of the definition of inclusive teaching. To address this, a brief 3-question survey was sent to faculty in early November. We received 48 responses. Below please find a list of some of the most commonly shared practices. The full results will be used to undertake a more comprehensive review this spring with a goal of setting priorities next academic year. Stay tuned.

<p>DEI</p> <p>Utilizing multicultural source material, social justice themes, preferred pronouns</p>	<p>ACCOMODATIONS</p> <p>Providing online access to materials, recorded lectures, extended deadlines</p>	<p>GRADING</p> <p>Incorporating flexible assessment practices</p>	<p>AFFORDABLE</p> <p>Choosing no/low cost materials</p>	<p>SAFE</p> <p>Creating an environment where students feel safe</p>
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Noyce Teaching Scholarship: Owls Teach

Dr. Carrie-Anne Sherwood, Assistant Professor of Science Education

This five-year NSF Noyce Teaching Scholarship program (“OwlsTeach”) is a collaborative effort between SCSU’s Colleges of Education and Arts and Sciences, Gateway Community College (GCC), and three Public School Districts and one regional education service center. The aim of the OwlsTeach Program at SCSU is to increase the number and diversity of new secondary (7-12) science and math teachers and ensure that they will be prepared to provide high-quality, culturally responsive instruction to students in Connecticut’s highest-needs school districts. Scholarships will be awarded to 30 SCSU students pursuing a bachelor’s degree in science (especially chemistry and physics) or mathematics to earn a secondary teaching certification through the OwlsTeach program. Each scholarship recipient will receive full tuition and fees and up to \$800 toward books for up to two years while in the OwlsTeach program. In return, each scholarship recipient will agree to serve as a science or math teacher in a high-needs school district for at least four years after graduation. For more information, visit <https://www.southernct.edu/owlsteach>.

Project Blue

Dr. Colleen Bielitz, VP for Strategic Initiatives & Outreach

Project Blue, created in 2020 by Dr. Patrick Heidkamp and Dr. Colleen Bielitz with funding from CT NEXT, held its 2nd Annual Entrepreneurship Day in November. Judges on the panel included Jonathan McGee, SCSU Alum and owner of New England Sea Farms, Anne Benowitz, Director, Economic Development at Greater New Haven Chamber of Commerce, Judy Hartling, President of Hartling Consulting, Frederick L. Welk Jr., Director of Business Education & Communications at the Community Economic Development Fund and Zheni Wang, Ph.D., Assistant Professor, School of Business. After the launch of two successful businesses last year, this year's teams were just as competitive and included a kelp soda company, a gummy kelp multivitamin, a calcium supplement for chickens made from shells and sugar kelp, a fishbone broth, a kelp festival and a mobile app connecting customers directly with aquaculture farmers. Pictured are Leana Mauricette (a student in Environmental Systems and Sustainability) and Wesley Simeon,



(a student in Business Information Systems) pitching their company Neptunian at the Project Blue Entrepreneurship Day competition. Neptunian is a mobile interface designed to connect local aquaculture producers with local aquaculture consumers. Dr. Emma Cross (pictured) was also featured for her regenerative ocean farming research with industry partner Cottage City Oysters and academic partner Woods Hole Oceanographic Institution.

Mayoral Papers

Dr. Jonathan Wharton, Interim Associate Dean for the School of Graduate and Professional Studies

This past fall semester, SCSU faculty and Special Collections Librarians Jacqueline Toce and Patrick Crowley at Hilton C. Buley Library started an early showcasing of New Haven's mayoral papers. From an exhibit to a panel discussion about the primary sources, library staff and professors offered some insight on this unique collection. Nearly eight years ago, New Haven's former Mayor John DeStefano, Jr. agreed to have Buley Library digitize some 90 banker boxes of letters, reports and documents as well as maintain a dozen boxes of meticulously clipped newspaper articles about his administration. Through SouthernDigital, the public can access much of the collection online. This past year, the university also agreed to collect additional mayoral papers including former Mayors Toni Harp, John Daniels and Biagio "Ben" DiLieto as well as their staffers' documents.



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The special collections librarians partnered with the College of Arts and Sciences for an exhibit at Lyman Performing Arts Center. Through a generous donation by Attorney Neil Proto '67, "Righting Urban Renewal: Mayors Grapple with the Legacy of Urban Renewal in New Haven" highlighted economic development challenges under several recent mayors. In addition, a panel discussion on "New Haven Mayoral Papers Collection Exhibition Team" allowed for librarians and faculty to exchange their findings with students, alumni, media and the New Haven community. There were several articles featured in the New Haven Register and the New Haven Independent about the panel discussion and the exhibit. Beyond local media, Professors Jonathan Wharton and Jodie Gil started some formal research including an online campus discussion, conference paper and articles about the mayoral papers collection.

What's New?

- Academic Affairs is excited to introduce you to their new Administrative Operations Assistant, Jacqueline Isabella. An SCSU alumna, Jackie graduated with two bachelor's degrees in 2011. She re-joined the SCSU "nest" in September of 2018 after accepting a Secretary 2 position within the Department of History. During her time there, she forged lasting relationships and gained a great deal of experience and skills. She is excited for additional growth opportunities within Academic Affairs.
- The following new websites may be of interest.
 - **Online Programs:** <https://www.southernct.edu/academics/online>
Provides a list of all programs offered in an online and/or hybrid format.
 - **CSU Seminar Series:** <https://inside.southernct.edu/academic-affairs/csu-seminar-series>
Provides a list of all seminars offered to share with the CSUs. If you would like a seminar added or removed from this site please contact Jackie Isabella, isabellaj2@southernct.edu with the email subject line "CSU Seminar Series Update"



Quick Opinions*

Dr. Robert Prezant, Provost

As we look forward to Spring 2022 and beyond, it is important that we recognize that the pandemic merely accelerated changes in higher education that were already in motion. Higher education, as we've known it, represents (according to Levine and Van Pelt, 2021) a model created during the growth of the industrial age, a model based on credit hours, time in seats, and a set of course hurdles that must be jumped. While this model of higher education has worked and worked well, changes in our approaches to teaching, a new knowledge economy, important shifts in demographics, and growing internationalization, have led to the concomitant growth of credentialing offered by non-academic institutions (think Google, Amazon, etc.). The latter learning outlets focus on outcomes-based education and much less the standard and historic processes to achieving and accumulating (relevant) knowledge. This approach abandons the clock and credit hours and instead looks at processes that instill needed knowledge to fit our changing society, economy and careers. These disruptive approaches of alternative credentialing (microcredentials, certificates, etc.) are growing and competing with university programs. We need to consider our options as we look forward and create opportunities that offer the kinds of accessible programming that attracts students looking for the type of education that brings them credentials that sets them on a lifelong learning path while simultaneously giving them the education and skills employers require. In our academic entirety, and as a tried but true mantra, we need to embrace change.

Levine, A. & Van Pelt, S. 2021. *The Great Upheaval*. Johns Hopkins University Press.

*QUICK OPINIONS - A FORUM FOR ACADEMIC ISSUES

The SCAN welcomes contributions of 250 words or less that focus on an emerging or controversial issue in higher education that could be of importance for the future of our academic home. You can use one or two references as needed to support your contribution. The newsletter editors will determine acceptance of these contributions based on specific topics and relative value to our university and the future of higher education.

Submissions can be made here: <https://forms.office.com/r/tG9qgc0PcZ>

