

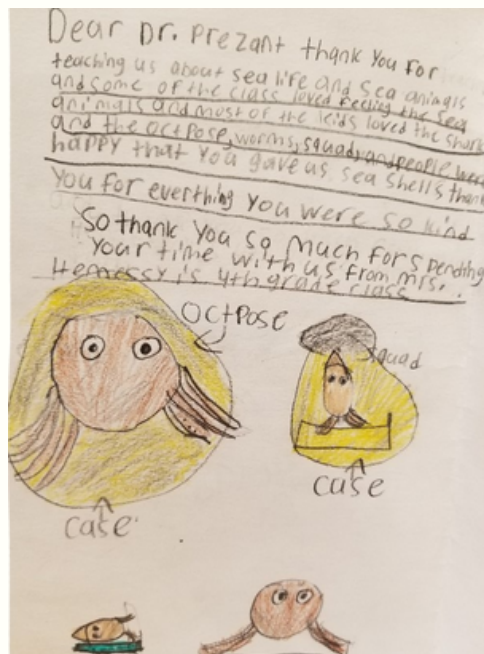
THE SOUTHERN CONNECTICUT ACADEMIC NEWS




Reminder

Robert Prezant, Provost

Whenever I need a reminder about why we spend all the time we do in supporting our students, I pull out one of the many years' worth of "thank you" messages received for participating in our K12 Visiting Scholars Program [<https://more.southernct.edu/visiting-scholars>]. These young minds are building towards our college students, those we will eventually nurture and send off into the "real world". It is a continuum, a non-stop process and the K12 students, their precollege education and their life experiences that build into the students we receive. Their cerebral and social development is hardly complete when they pass through the Southern "gates" on the way in and is clearly different when they cross the stage at graduation. Our imprint is essential and long lasting. I suspect many of us still get thank you notes from long past college-level students who crossed our academic paths and many of us (I know I do) tuck these away to remind us how important what we do really is. As we start the new Spring semester, I urge you reflect on our impact to developing minds and what it means to the future of our planet. If you have them, pull out one of these notes to give you a boost and remind us that teachers, at all levels, matter.

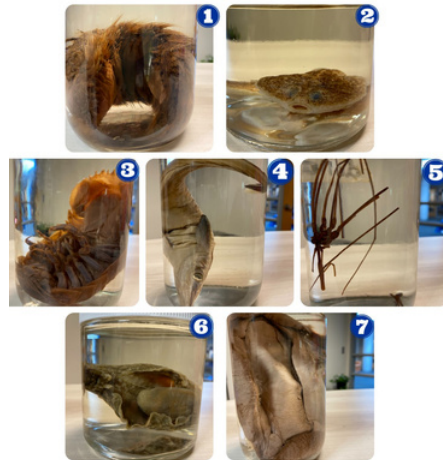


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Edited by:
Colleen Bielitz, Jacaqueline Isabella, Trudy Milburn, & Robert Prezant

Week of Welcome

Our Fall Week of Welcome activity showcased seven marine creatures and information about the resources Academic Affairs offers to you as SCSU students. We really enjoyed watching as the SCSU community took time discussing the “critters” and trying to decide what they could be.



Nine students received a perfect score and forty one were entered into a second drawing. Congratulations to Alex Seltzer and Daniela Calle-Requena, who won the grand prize after participating in this event.

New Faculty Showcase

The New Faculty Showcase, skillfully coordinated by Colleen Bielitz, was met with infectious enthusiasm by the Southern Community. A large group of intelligent, charismatic, and humorous faculty members new to Southern took a few moments to introduce themselves and discuss their areas of expertise.



These new Owls will surely make a lasting impact here. Welcome!

- Sarah Benes, HMS
- Owen Biesel, MAT
- Shawneen Buckley, CMD
- Daniel Cicala, MAT
- Krystal Finch, SWK
- Danny Franklin, MGT/IBS
- Deron Grabel, RTSM
- Tara Hanlon, NUR
- Elizabeth Hurlbert, NUR
- Kristy Hynes, SED
- Belinda Huerta, CHE
- Amy Jansen, Asst. Librarian
- Robert Knipe, HMS
- Michael Laughlin, HMS
- Venezia Michalsen, SOC
- Deborah Morrill, NUR
- Daniela Pila, SOC
- Heather Wagner, MUS
- Samantha Scott, HMS
- Annamarie Sisson, RTSM
- Amanda Strong, HLS
- Peter Wasluk, CMD
- Elizabeth Wilkinson, Asst. Librarian
- Saeed Zal, MKT

Graduate and Undergraduate Student Travel Grants

Since announcing the availability of Conference Travel Funds for Students in Fall 2022, we have had twelve successful applicants. We are excited to share the experiences students who attended conferences with the support of this initiative. For more information, visit <https://inside.southernct.edu/academic-affairs/resources>

Jason Gorski, SAIGE

Presentation: *The “S” Word: Let’s Talk About Sex Counseling with Gender-Expansive Individuals*

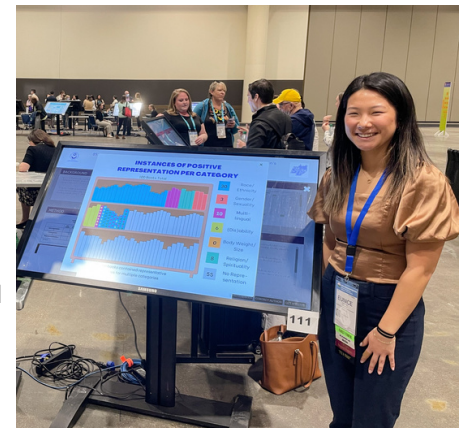
I had the wonderful opportunity to attend and present at the SAIGE 2022 conference this October! It was an amazing experience and was possible from student funding to assist with the conference and travel expenses. The conference provided me an opportunity to connect with other counselor educators and counselors who work with similar populations as me. Attending an in person conference motivated me and inspired me to attend other conferences and put forth more proposals for presentations. I am so happy that I was able to attend and am thankful to SCSU for providing funding for this!



Eunice Kim, ASHA

Presentation: *Collaborative Autoethnography as Pedagogy of Resistance*

I loved my experience attending the ASHA Convention in New Orleans. The RSAC Student Travel Grant helped fund my travels and allow me the opportunity to present my research I had worked on all year. I also got to learn about the CMD faculty’s research interests and get to know them better. I really enjoyed all the opportunities to learn about different topics that will help shape me as a future SLP clinician.



Chrystal Long, SAIGE

Presentation: *Decolonizing Trauma Counseling with BIPOC LGBTQIAP+ Clients*

I thoroughly enjoyed attending the SAIGE Conference in Chicago!! I absolutely loved meeting new people from across the country who are committed to the counseling field and committed to making space for the LGBTQIA+ community! I equally loved presenting at the conference and giving back to the field in a meaningful way! I highly recommend any student who is interested in attending conferences to take advantage of applying for the grant at SCSU! If it wasn’t for being accepted for the grant, it would not have been possible to attend and present at the SAIGE conference! I am so grateful for having such an incredible experience!



Jennifer Sandholm, NWSA

Presentation: *Collaborative Autoethnography as Pedagogy of Resistance*

I recently went to the National Women’s Studies Association (NWSA) conference in Minneapolis, MN. I know what you’re thinking a perfect get-away in November. Despite the chilly weather, I could not have asked for a better experience! The conference offered access to a range of multidisciplinary studies through a feminist lens, renowned keynote speakers, and education galore. It was an incredible opportunity and an honor to present to feminist scholars from coast to coast. As if this wasn’t enough, I didn’t even get to the most amazing part yet, I got to meet one of my she-roses in person, Angela Davis! To think I nearly missed this conference because I was worried about how I was going to pay for it all, then my professor mentioned the RSAC Grant. I am so thankful for having been awarded the travel grant without this help I would have never been...star struck in Minneapolis!



Celebration of Excellence

As the university holds in high regard research, teaching, advising, service, the Celebration of Excellence is an annual faculty award ceremony, hosted by the President and the Provost, which celebrates the achievements of faculty related to research, teaching, advising, innovation, service and faculty's pursuit of grants.



We were delighted to applaud a number of awardees at the November 29th event for various initiatives. The following were the awards and the recipients that were recognized at the 2022 ceremony:

- **Faculty Scholar Award** Dr. Kristine Anthis of Psychology
- **Joan Finn Faculty Research Fellowship** Dr. Andrew Richmond of English and Dr. Sahar Al Seesi of Computer Science
- **Mid-Level Faculty Research Fellowship** Dr. Michael Fisher of Biology
- **Senior-Level Faculty Research Fellowship** Dr. Troy Paddock of History
- **Robert Jirsa Service Award** Dr. Cynthia Stretch of English
- **Outstanding Faculty Advisor Award** Dr. Marisa Ferraro of Curriculum and Learning
- **J. Philip Smith Award for Outstanding Teaching (F/T)** Dr. Cheryl Durwin of Psychology
- **J. Philip Smith Award for Outstanding Teaching (P/T)** Prof. Shelby Widmer of English
- **Board of Regents Teaching Award** Dr. Jason Smith of History
- **Board of Regents Research Award** Dr. Stephen Axon of Environment, Geography and Marine Sciences
- **Board of Regents Adjunct Teaching Award** Dr. Kelly Falvey of History



- **Undergraduate Research Assistants-Faculty Award Grant** Patrick Crowley of Library Services, Karen D'Angelo of Social Work, Svenja Gusewski of Communication Disorders, Hyoseok Kim of Marketing, Andrew Smyth of English
- **Million Dollar Club** Sahar Al Seesi of Computer Science, Therese Bennett of College of Arts and Sciences, Vincent Breslin of Environment, Geography and Marine Sciences, Christine Broadbridge of Physics, Sandra Bulmer of College of Health and Human Services, Nicholas Edgington of Biology, Pamela Forte of Nursing, Craig Hlavac of College of Arts and Sciences, Maria Krol of Nursing, Lisa Lancor of Computer Science, Elizabeth Roberts of Biology, Alycia Santilli of CARE, Yulei Pang of Math, Winnie Yu of Computer Science

NECHE - 2022 Annual Meeting



Alex Girard (pictured at left), Kauther Badr, and Trudy Milburn presented at the NECHE 2022 Annual Meeting! With 450 attendees registered for the meeting, the session was held in a packed room at the Boston Park Plaza. Dr. Juline Mills (Commissioner and Provost at Westfield State) moderated the panel which included presenters from Rhode Island College, Berklee College of Music, and Middlebury College. Each group presented for 20-minutes, and everyone responded to questions at the conclusion of the session. Their session title was: *Meaningful Program Review: Models that Embrace Accountability, Sustainability, and Shared Governance*. In the well-received session, we were able to promote the great work being accomplished at SCSU with our Standards and Assessment Review (StAR) process.

Faculty Leadership Opportunities

Are you curious about new ways to gain leadership experience and help to advance the goals of the university? We have a number of openings for faculty leaders for the academic year beginning in 2023. Open positions report to the Associate Vice President for Academic Affairs or the Dean for the College of Arts and Sciences. Applications due at the end of the month.

See our website for more information: <https://inside.southernct.edu/academic-affairs/leaders>

SCSU Early College High School Visits

In Fall 2022, partner high schools offered students 24 early college sections of SCSU courses at their high schools. This spring, the number of EC courses significantly increased; 44 EC courses have been scheduled in high schools across Connecticut. See the “register for courses at high school tab” on our webpage: <https://www.southernct.edu/early-college/students-and-families>

Our Faculty Coordinator for Early College, Olcay Yavuz, conducted high school site visits to observe course content, delivery, and students’ assessments to ensure that our EC courses offered through the concurrent enrollment program are equivalent to the courses offered on the SCSU campus (sample photos below). These EC site visits are also used to give and receive feedback from EC high school instructors. The SCSU EC Office will continue to collaborate and consult with its partner high schools to ensure that all Early College courses reflect the learning objectives and the pedagogical, theoretical, and philosophical orientation of the respective SCSU department.

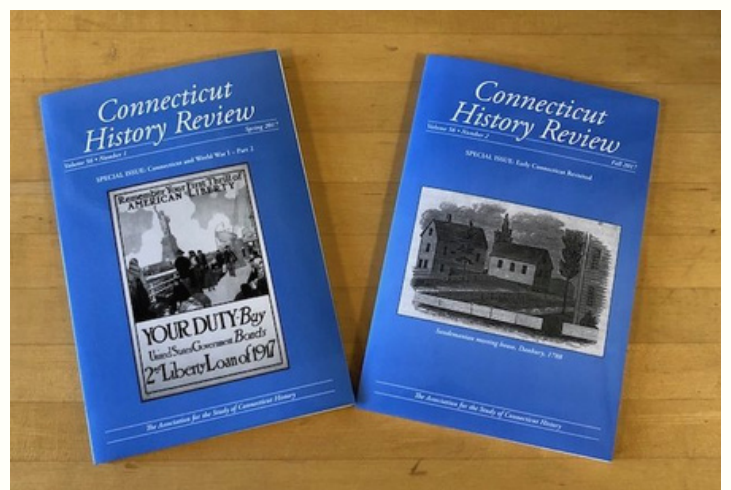


Peer-Reviewed Journal: Connecticut History Review

Marie McDaniel, History, Writing Center Director



I edit the peer-reviewed journal Connecticut History Review. This is the only peer-reviewed journal on Connecticut history and is supported through the Association for the Study of Connecticut History (ASCH), and is published through the University of Illinois Press. Information on ASCH and the journal can be found at their website: <https://asch-cthistory.org/> As editor, I solicit articles and reviews on Connecticut history from professional and independent historians. I work with authors to make sure they are reviewed in a fair and timely manner and help them consider the feedback.



Besides featured articles, the journal also publishes shorter pieces about work in different archives, book and exhibit reviews, and reports on ASCH awards, and Connecticut's History Day awardees. I also work with a Book Review editor, Peter Baldwin, at University of Connecticut.

If you edit a journal and would like us to feature it in a future newsletter, please contact us at academicaffairs@southernct.edu with the subject line *Newsletter Submission: Journal Editing*

Over \$58,000 is Available for You to Add Another Area of Expertise

Faculty who are interested in gaining another credential in an emerging discipline or area can apply to the Retraining Fund. This year, the current balance is \$58,520. If your major has experienced declining or low student enrollments, and the new area has increased student demand, then you would be an optimal candidate. Please let the office of academic affairs know if you need any assistance with finding enrollment numbers to support your application. There have been no applicants for several years, and the funds are sitting unspent.

Application instructions can be found online through this link

Additional details can be found here:

https://inside.southernct.edu/sites/default/files/inline-files/Retraining%20Procedure%202020_2021%20wo%20Form_0_0.pdf

Please address any questions about the application process to the committee chair:

Dr. Alain D'Amour, Professor

Department of Mathematics

damoura1@southernct.edu

Quick Opinions*

Chalguen (Charlie) Yang, Management/IB

In most contexts of educational practice in higher education, as with most contexts of contemporary life everywhere, “the dominant mode is primarily noise and haste, rather than space and silence” (Dawson, 2003, p. 33). Not surprisingly, higher education tends to put a greater emphasis on the acquisition of technical facts and instrumental knowledge, while understating the contemplative means of developing attention, awareness, and well-being among students. There is hence a dire need for educators to focus more on the contemplative aspect of learning, which emphasizes the development of students’ inner resources, leading to a more balanced and integrated way of life.

In tandem with the reemergence of the contemplative education in higher education, design thinking has also gained serious attention among business school deans and professors, including faculty at Southern School of Business, to help them apply the method of design thinking as “a combination of process, methods, and mindset for solving problems creatively focused on the customer” (Meyer, 2020) into business education.

In the context of contemplative higher education, design thinking can thus assist students to learn various skills for introspective exploration of themselves (“Discover”) to enhance their self-awareness and self-knowledge (“Define”), and to create various psychological and behavioral options (“Ideate”), leading to more adaptive and successful solutions for themselves (“Deliver”). In this respect, I do believe that design thinking has greater potential to contribute to more transformative contemplative education in higher education.

References

Dawson, J. (2003). Reflectivity, creativity, and the space for silence. *Reflective Practice*, 4(1), 33-39.

Meyer, A.M. (2020). How to Use Design Thinking for Your Personal Goals and Development. Retrieved from <https://medium.com/illumination/how-to-use-design-thinking-for-personal-goals-and-development-e5b6e09bf78e>

*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/tG9ggc0PcZ>

