

SPECIAL
FOCUS:

Advancing Social
Justice on Cam-
pus and Beyond

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Southern Dialogue

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SPRING 2017

Une Raison D'Être

Kimberly Petrovic,
Nursing

About three years ago, I interviewed for the position of assistant professor of nursing here at Southern. I decided to come for many reasons, some of which not only included its impressive nursing program but also its remarkable dedication to social justice. Yes, being a nurse and nursing

professor is part of the essence of who I am; but, advocating for the human rights to which all people are entitled constitutes one of my reasons for being, for doing, for existing. To use the French term that accurately portrays this, advancing social justice is *une raison d'être* (literally, "reason for being") in my life both on the per-

sonal and professional levels.

Ironically, however, I have wondered at times if I "look the part" of an advocate for social justice. After all, I am a heterosexual Christian white woman in her mid-40s who is not a feminist (but egalitarian) and received an enviable formal

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From the Editor

These are both frightening and challenging times, and yet they are also exciting and ripe with possibility for change.

Social justice has been at the core of Southern's mission. Now more than ever we have an obligation to further that mission through the work we do

with our students, colleagues, and the communities that lie well beyond our walls.

The articles, short reports, and photo essay contained within are only little snippets of what some of our faculty and staff have been up to in the realm of social justice. There are many,

many others.

I hope what did get submitted and made it into these pages will spark a common desire to work toward a more equitable and just world for everyone.

In solidarity, Jennifer Hudson

SOUTHERN DIALOGUE GUIDELINES FOR SUBMISSIONS AND EDITORIAL POLICIES

Southern Dialogue gladly considers:

- Short reports from different disciplines on college classroom practices
- Articles that focus on practical ideas related to teaching and learning in higher education and explorations of issues and challenges facing university faculty today.
- Announcements of work-in-progress and requests for collaborators
- Announcements of conference presentations, publications, community outreach and creative projects
- Scholarship of teaching and learning/ pedagogical book and website reviews
- Images in JPEG format with a minimum resolution of 300 dpi.

Submissions must be in electronic format (as a MS Word file). Send to Jennifer Hudson, Editor, at HUDSONJ1@southernct.edu.

The Editorial Board reserves the right to edit all submissions for length and clarity, and assumes no responsibility for the views expressed in the contributions selected for publication. Submissions accepted for publication may be published in both print and electronic copy. All rights revert to the author(s) upon publication.

Promoting Social Justice in Urban Schools through Collaborative Research

Olcay Yavuz, *Educational Leadership & Policy Studies Department*

A growing number of under-represented students from minority backgrounds in high-poverty urban public schools are exhibiting a lack of academic success and college readiness. This college access and achievement gap among disadvantaged urban students in the United States is a social justice issue that needs to be addressed (ASCA, 2012).

Research demonstrates that delivering a comprehensive school counseling program is an effective strategy for advancing social justice in urban schools by

enhancing every student's achievement and college success (Yavuz, 2016). These improved achievement findings have been observed regardless of the student's gender, ethnicity, family education level, language background, socioeconomic, or disability status (Dahir & Stone, 2012). Thus, educational leaders and policy makers must seek to solve the problems that interfere with the college readiness and success of at-risk students. The Educational Leadership, School Psychology, and School Counseling departments at Southern have worked collaboratively to conduct a quantitative study to sup-

port urban public schools in Connecticut to deliver comprehensive school counseling services.

In the first part of the study, this collaborative Southern research team conducted a comprehensive assessment of student needs to analyze the high priorities of urban schools. The assessment results were analyzed and shared with key stakeholders to provide them with guidance on the identified areas of need. The findings revealed statistically significant differences in parent, student, and faculty perceptions in both core and enrichment programs related to high-poverty urban school needs. In addi-

tion, the findings showed that parents, students, and staff perceived a high level of need across all academic, social-emotional, and college readiness programs within 6-12 urban schools.

In order to advance social justice in urban schools, School of Education faculty members Olcay Yavuz, Jennifer Parzych, and Margaret Generali developed a comprehensive school counseling framework that includes 30 research-supported academic and counseling services that focus on improving all urban students' academic, social-emotional, and career development outcomes (See Table 1).

Social justice focuses on providing a more equitable distribution of power, opportunity, and resources for all students. Thus, utilizing a framework that conceptualizes the program delivery system for social justice is crucial for K-12 urban schools. In particular, this

framework emphasizes bringing school leaders and key stakeholders together. A mutual understanding between leaders and stakeholders reflects an effort to increase the understanding of their roles in preparing college-ready students. Further, this framework provides systemic interventions and strategies to help under-represented students graduate from high school and prepare for college.

Finally, the initial findings and comprehensive framework of this collaborative study provide urban educators valuable information to advance social justice in K-12 urban schools through designing effective student services. Results also provide working strategies for school leaders, educators, and counselors regarding the college and career readiness program needs in urban schools. These strategies will help resources to be intentionally distributed amongst the areas of greatest importance in regards to creating a systemic change. As a closing remark,

designing innovative, comprehensive counseling services and preparing advocates for systemic change is challenging. However, ongoing professional development and a systemic change are essential to promoting social justice in the U.S. educational system. *SD*

References

- American School Counselor Association (ASCA). (2012). *The ASCA national model: A Framework for school counseling programs* (3rd ed.). Alexandria, VA: ASCA.
- Dahir, C.A., & Stone, C.B. (2012). *The transformed school counselor* (6nd ed.). Thousand Oaks, CA: Brooks/Cole.
- Yavuz, Olcay (2016). Exploring the Impacts of School Reforms on Underrepresented Urban Students' College Persistence. *Educational Research and Evaluation*. DOI: 10.1080/13803611.2016.1261715.

Table 1.
School Counseling Program Framework for Advancing Social Justice in Urban Schools

Academic Development	College Readiness and Career Development	Social-Emotional Development
1. Classroom Guidance Lessons for Academic Development (Study and Organization Skills, Time Management)	1. Classroom Guidance Lessons (to help students understand different jobs) for College Readiness and Career Development	1. Classroom Guidance Lessons for Character Education and Social/Emotional Development (Respect, Responsibility, Fairness, Caring and Citizenship)
2. Individual Academic Advising (Goal Setting, Personal Learning Styles, Academic Paths)	2. Individual College and Career Counseling Sessions (Exploring your personal abilities, skills, interests, and values) Guidance to help me get ready for high school and beyond.	2. Individual and Small-Group Social and Emotional Counseling Sessions (Self-control, dealing with cyber-bullying, depression, divorce, grief)
3. Small Group Academic Development Counseling Sessions	3. School-wide Career Fair	3. Bullying Education Prevention Program
4. Honor and Advance Level Courses	4. College Trips	4. Community Service Program
5. Peer Tutoring Program	5. Summer College and Career Readiness Enrichment Programs	5. Consistent, School-wide rules, consequences and rewards
6. Teacher Tutoring Program	6. Internship and Apprenticeship Program	6. Substance Abuse Awareness and Prevention
7. Gifted and Talented Program	7. Job Shadowing Program	7. Suicide Prevention Program
8. Digital Academic Capstone/Portfolio Development (Academic Goal Setting, Sample Works, Test Scores)	8. College and Career Counseling Mentoring Program	8. Motivational and Leadership Guest Speakers
9. Extra Online Courses and Online Academic Resources and Digital Learning Tools	9. College and Career Readiness Portfolio (Goal Setting, Career Assessments)	9. More School Clubs and Extra-Curricular Activities
10. Academic Mentoring Program	10. Parent-Student and Counselor College and Career Planning Meeting	10. Motivational and Leadership Guest Speakers

Women's March on Washington

A Photo Essay

Jennifer Hudson, *Faculty Development*

On January 21, I ventured by bus to Washington, D.C. with a fervent desire to stand up for justice and human rights. Words fail to articulate the magnitude of the experience. I can only speak to the energy and empowerment of the crowd and the blessing to hear from feminist heroes I'd studied while a graduate student at Southern before I became an employee. The following photos express what words do not. [SD](#)





Une Raison D'Être (cont'd from front page)

education. How might I effectively advocate for others in specific socially-defined groups when I myself do not belong to any of these but instead am categorized according to other socially-defined groups? For instance, how can I participate in advocacy for black people and civil rights when I am not black? Or how do I advocate for the religious freedom of others when I do not ascribe to their religious beliefs (or lack thereof)? In what ways might I advocate for the rights of women, including myself, without neglecting the rights of men? Likewise, how do I approach my role in the higher education system now that it is “different” than the one in which I was taught over the course of 20 or more years?

These sorts of questions acknowledge the tension that exists as we humans actively find our proverbial place in the world, especially when this “place” involves advocating for people whom we do not noticeably resemble except via the common ground of the human rights to which we all are entitled. Perhaps the question of what an advocate for social justice *looks like* is irrelevant and surpassed by the question of how an advocate for social justice *thinks* and then *acts*. Defying stereotypes and sweeping generalizations may be part of owning our roles as advocates for social justice. As with so much else in life, actions and behaviors, rather than appearances and meaningless words, tend to be some of the best indicators of who we are as individuals and a larger collective.

At least in the case of finding my place as an educator here at Southern, if I am going to effect change by advocating for social justice on campus (and beyond), then I need to have a strong sense of who I am as a person. I need to possess a working

knowledge of my own human rights if I am to advocate effectively for those of other people. Interestingly, the task is facilitated by the fact that my human rights and those of other people are *the same* (Universal Declaration of Human Rights, 1948). Therefore, I share with my students that we all are entitled to equal dignity, to personhood, and to safety and security, among other human rights (1948). We each are no better or less than anyone else.

A tangible example of human rights applied by my students towards other people in specific socially-defined groups has taken place over the past two years, in which my *Theoretical Foundations of Nursing Practice with Families across the Lifespan* (NUR 877 W) course students presented the topics of their research papers during the Social Justice Week held in November. I would like to think that my students real-

ize that I treat them first and foremost as *people* and then as students, ones who will be my nursing colleagues someday. Students are encouraged to welcome the expertise that they are developing or already possess in an area of professional interest as this applies to advocacy for other people. In my own nursing career, I find that nursing and social justice are commensurate with one another, and I want to share this with my students by providing them with opportunities to advocate for others (e.g., via Social Justice Week).

Just because they are students at this time does not mean that they lack credible ideas, insight, knowledge, and opinions about one or more issues pertaining to social justice and the need to advocate for the rights of fellow human beings. On the contrary, I find that students are some of *the most informed*

individuals, given their exposure to various worldviews, among other perspectives that continue to change our global society. I simply serve as a guide to help direct each student's focus on issues surrounding social justice. One of my roles as an educator who discovered *une raison d'être* is to support my students in their strengths and vulnerabilities as they themselves discover their own reasons for being, for doing, and for existing. If my students learn about themselves as people and what their rights are as human beings, then they will be able to support the personhood and rights of other people. In this way, my students can appreciate the individuality of people while simultaneously honoring the similarities that all people share as we go about being, doing, and existing. *SD*

#Owls4Justice at the Library

Rebecca Hedreen, Distance Librarian

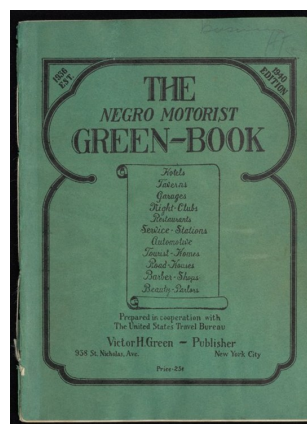
For Social Justice Week, the Library posted a series of useful resources via our social media accounts.

How long have people have been talking about Social Justice, Environmental Justice & Food Justice? See Google's Ngram analysis: <http://ow.ly/MBX3307wTEY>

Our online video streaming collection, Kanopy, has a lot of great documentaries on social justice issues, like Unnatural Causes (health), and Miss Representation (advertising and media). Login here: <http://lib-guides.southernct.edu/kanopy>



Some social justice history: The Green Book <http://digitalcollections.nypl.org/collections/the-green-book#/?tab=about>



Know your social justice statistics: While there are problems with government statistics, it's a good place to start: <http://data.gov>

Be sure you know the definitions of the statistics collected. Example: What does the FBI call a hate crime? <https://ucr.fbi.gov/hate-crime/2015>

Native American rights have been in the news a lot recently: <http://treatiesmatter.org/exhibit/>

The Library had an exhibit on Indigenous Peoples going on as well. Here's the guide produced for the exhibit: <http://lib-guides.southernct.edu/Indigenous>

Women & Social Movements 1600-2000: over 100 projects & nearly 5000 document sets. Login here:

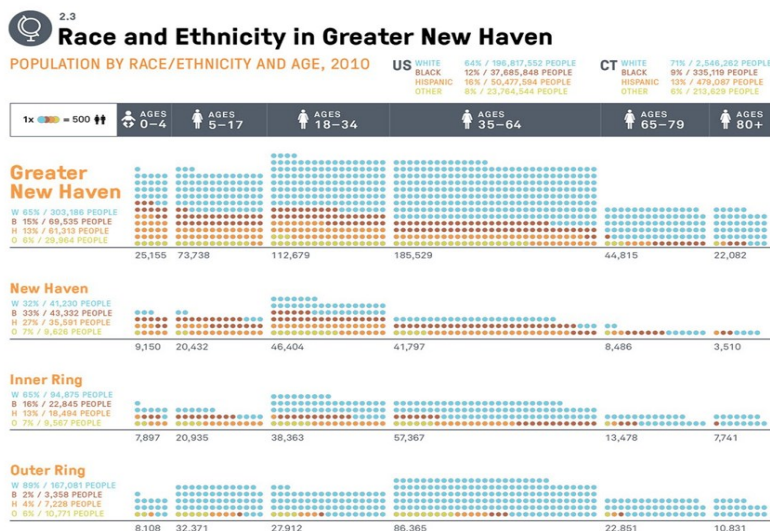
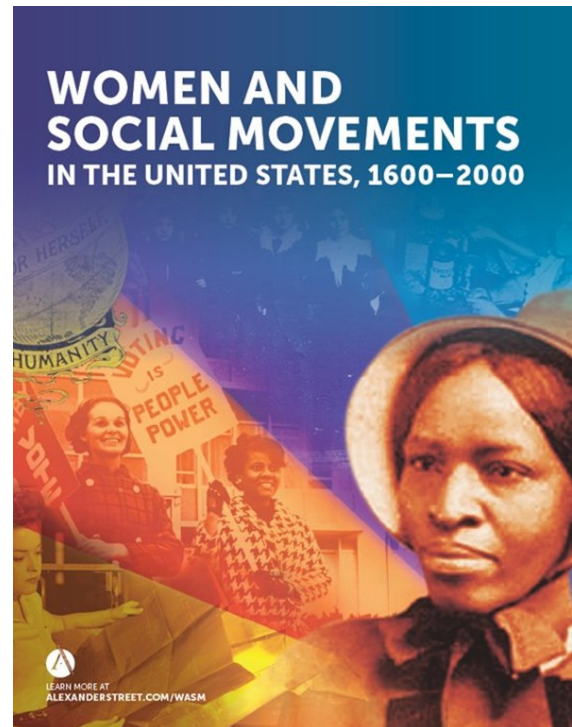
<http://libguides.southernct.edu/womensocialmovements>

The Americans with Disabilities Act was landmark legislation. Here's some history from the National Archives: <https://www.archives.gov/research/americans-with-disabilities>

That week the National Archives also had a special event on Facebook on immigration issues, with photographs like this one: <https://www.facebook.com/usnationalarchives/photos/a.184236592993.153664.128463482993/10154839695912994/?type=3&theater>

Think globally, act locally. But get local data first! <http://ctdatahaven.org/reports/greater-new-haven-community-index>

What else does the library have about Social Justice? Lots! <http://libguides.southernct.edu/socialjustice>
SD



Fall 2017 Faculty Development Grants

Barbara Aronson, *Nursing*, Workshop on Best Practices in Simulation.

Jean Breny, *Public Health*, & **Alycia Santilli**, *CARE*, Using Community-Based Participatory Research to Eliminate Racial and Ethnic Health Disparities Speaker Series.

Barbara Cook & Kevin McNamara, *Communication Disorders*, Yes, and Let's Get Engaged! The pedagogy of improvisation.

Robert Forbus, *Marketing*, Building a Stronger Learning Community by Creating New Initiatives Between Academics and Business Practitioners.

Chelsea Harry, *Philosophy*, Ancient Philosophy Across the Disciplines: Cognition, Friendship and Politics.

Rebecca Harvey, *Social Work/MFT*, **Liz Keenan**, *Social Work*, **Laura Bower-Phipps**, *Curriculum and Learning*, and **Brandon Hutchinson**, *English*, Narrative 4: Facilitating Empathy Across Differences.

Rachel Jeffrey, **Sarah Wojiski**, & **Sean Grace**, *Biology*, Science Pedagogy: Advances to Include All Learners.

Elizabeth Kelly Rhoades, *Counseling & School Psychology*, Faculty Development Book Club Continued.

Sarah Roe, *Philosophy*, Research Center on Values in Emerging Science and Technology (RC-VEST) Annual Roundtable Discussion.

Elena Schmitt, *World Languages & Literatures*, **Helen Marx**, Curriculum & Learning, Collaboration in Bilingual Education: Visiting Scholars– Dr. Auris Martinez & Dr. Philip Murray.

Olcay Yavuz, *Educational Leadership*, Using SPSS & Statistics to Improve Higher Education Faculty's Scholarship & Teaching. [SD](#)

Minority Recruitment and Retention Grants

Marian Evans, *Public Health*, Annual Sister's Circle Writing Retreat Workshop.

Cheryl Green, *Nursing*, Decreasing the Potential for Nursing Students' Medication Errors by Increasing Self-Awareness of Stress, Anxiety and Distractions.

Steven Hoffer, *Social Work*, Navigating the Tenure Process: Faculty of Color Experiences at a Public University.

Yulei Pang, *Mathematics*, Early Identification of Vulnerable Software Components via Ensemble Learning.

Sebastian Perumbilly, *Social Work/Marriage and Family Therapy*, Attending and potentially presenting research papers at LISBON ADDICTIONS (Second European Conference on Addictive Behaviors & Dependencies) Lisbon, Portugal (October 24-26, 2017).

Miaowei Weng, *World Languages and Literatures*, The Portrayal of China in Contemporary Spain. [SD](#)

Critical Patriotism & Social Justice: Incorporating Nationality into Mental Health Systems Critical Analysis at a Critical Time

Paul Levatino, *Marriage and Family Therapy*

As a professor of Marriage and Family Therapy (MFT), I assist graduate students as they learn to help systems function better. The system could be a couple, family, organization, or community. MFT is based upon systems theory that views interactions as reciprocal—that one part interacts with another part, each changing and influencing the other—and those interactions can be optimized for better outcomes, more collaboration, and less destructive conflict. As you look at our community, nation and world, there is clearly plenty of work for us.

On November 17, less than 10 days after Election Day, over 40 students, faculty and staff joined Dr. Jason Platt and Dr. Tracey Laszloffy as they presented *Critical Patriotism &*

Social Justice: Incorporating Nationality into Mental Health Systems as part of SCSU's Social Justice Week. This workshop contrasted patriotism versus nationalism and the impact these two practices have on our society. The presenters outlined how mental health systems around the world are heavily biased and impacted by the cultural assumptions of the United States and how these assumptions: 1) impart U.S. oriented values on how mental health professionals define health and pathology; 2) exclude international perspectives, issues and critiques on mental health and pathology; and 3) limit person-of-the-therapist training to a United States-centric perspective (Platt, Laszloffy, 2013).

Given the hostility and emotion that defined the presidential election of 2016, the workshop and a

conversation it elicited arrived on campus at a timely moment. The election results showed a country divided. Donald Trump won the Electoral College, and hence the presidency, while Hillary Clinton won the popular vote by nearly 3 million votes. Each side steadfastly holds to the notion that their side won (with some degree of 'truth'). The hope that an election consolidates consensus was not going to be the case in 2016. The conversation on *Critical Patriotism & Social Justice* took place in the background of a momentous and emotion-evoking election, and the dialogue that ensued reflected the issues of the day in relation to the subject matter of the workshop.

The past 24 months featured a virulently hostile and acrid campaign. The outcome, which surprised many, made it evident that a

Continued on next page

Critical Patriotism (cont'd from p. 11)

large number of United States citizens are unhappy with the systems and processes that are in place to advocate for and address their needs. Research informs us that when people are overly afraid sub-cortical parts of the brain--brain stem/limbic brain--override the evolutionary newer parts of the brain responsible for rational thought--cortex/outer brain (Siegel, 2012). This election informed us that presently there are many scared people, on both sides of the aisle, in the United States. People feel disenfranchised, uncared for, left out of community, powerless, and misunderstood.

Drs. Platt and Laszloffy reminded us contextual beliefs can limit the way we connect with one another in order to be able to effectively solve problems. Their work defined patri-

otism, as “a loving devotion to one’s nation and a desire for that nation to be the best it can be” (Promoratz, 2009). By contrast, they defined nationalism as the shadow side of patriotism: “one’s belief that one’s own nation is superior to all others, and its own interests are more important than those of any other nation.” (Promoratz, 2009). Their work goes on to explain, “Nationalism involves an exaggerated sense of a nation’s virtues, and a corresponding lack of awareness of the nation’s vices” (Promoratz, 2009). The 2016 campaign prominently featured displays of both patriotism and nationalism. Meanwhile, media pundits hold up their beliefs with little knowledge or concern of how those beliefs or expressions impact others. Twenty four-hour news cycles offer a revolving door of individuals from

both sides, chosen to advocate (i.e. argue) for their camp in a Wrestlemania-style debate forum. None of this helps citizens connect and collaborate to solve problems. Nor does it contribute to people feeling cared for. This is a limited, narrowly focused, “win at all costs” and scorched earth approach to problem solving that values overpowering and dominating.

The presenters of this workshop asked us to look at the impact of nationality-centric perspectives and the privilege of being raised in the United States—in both teaching students and when performing therapy with clients—in order to break through prevailing myths and traditions in society. Drs. Platt and Laszloffy’s work states, “Because of the power and privilege that the United States has in comparison to other na-

tions, there is a tendency for trainees from the United States to have less awareness of and knowledge about situations, circumstances, and realities in other countries” (Platt, Laszloffy, 2013). Participants who attended this workshop wholeheartedly agreed with their argument and findings. The United States holds a privileged place and its influence on the way the world views mental health and healing cannot be understated. What remains with me, as I linger and think about this afternoon workshop, is the conversation and desire for connection and community that the presentation evoked from participants. Following this emotionally-wrought election and the conversations that followed, I am challenged to continue this dialogue and strategize with my students: How can they remain open to differing

perspectives and viewpoints? As aspiring marriage and family therapists how can they promote healthy dialogues, where the opinion of each person is expressed, valued, and heard? With our differences and diversity how can we effectively build community?

We can take the information from this workshop and not only apply it to United States citizens appreciating other country’s perspectives, but also toward how we relate to fellow US citizens. We have many “Americas” within one country, and if we are to live out our founding document’s ideals, one faction cannot subjugate the other into submission. Our task is to educate the next generation of leaders and healers to break through prevailing myths and traditions to build more inclusive and collaborative systems.

The task of teaching tomorrow’s leaders, healers, peacemakers, and social justice advocates is a critical task at a critical time.

This offering was made possible through a faculty development grant headed by Rebecca Harvey (MFT) and included Elizabeth Keenan (Social Work), Jessica Kenty-Drane (Sociology) and Paul Levatino (MFT). [SD](#)



2017-18 Curriculum Grant Awards

Kristine Anthis, *Psychology, Art in Therapy*

Imad Antonios, *Computer Science, Implementing a Flipped Classroom Model in the Introductory Computer Science Course Sequence*

James Aselta, *Accounting, Curriculum Development: The Development of a Virtual Auditing Classroom*

Meghan Barboza, *Biology, Communicating Science as a Mechanism of Learning: Recreating the 'Flame Challenge' in an Undergraduate Physiology Classroom*

Jess Gregory, *Educational Leadership and Policy Studies, Redesigning the Superintendent of Schools (#093) Preparation Strand of the EDL Ed.D. Program*

Chelsea Harry, *Philosophy, Ancient Science: Creating a Laboratory Course in the Humanities to Satisfy the LEP National World I Requirement*

Audrey Kerr, *English, Restructuring an English Literature Course from 'African American Authors' to 'Black: African American Life Interdisciplinarily'*

Erin Larkin, *World Languages and Literatures, 'Italian-American Film,' a new online W Course*

Yan Liu, *Information and Library Science, Developing a 'Digital Information Management Concentration' for ILS Students*

Pina Palma, *World Languages and Literatures, Exploring Italian Literature through Hybrid Lenses*

Elizabeth Kelley Rhoades, *Counseling and School Psychology, School Psychologist as Counselor: A Developmental & Training Sequence*

Sarah Roe, *Philosophy, Ethical STEM Research*

Robert Smith, *Management, Special Topics Course: Business Bankruptcy*

Carol Stewart, *Management/MIS, Asynchronous Digital Storytelling Using Technology to Enhance Student Learning*

Christine Unson, *Public Health, A Graduate Course in the Social Epidemiology of Aging*

Sarah Wojiski, *Biology, Development of an Authentic Laboratory Experience in Forensic Biology*

CRAC Grants (cont'd)

Catherine Berei & Marybeth Fede, *Exercise Science*, Aligning edTPA (Teacher Preparation Assessment) throughout the SCSU Physical Education Teacher Education (PETE) Program

Leon Brin & Klay Kruczek, *Mathematics*, A Textbook and Online Homework System for MAT 112: Algebra for Business and the Sciences

Ray Cotrufo & Kevin McGinniss, *Recreation, Tourism & Sport Management*, Creation of an Online 2+2 Program in Sport Management

Lee deLisle & Mary Jo Archambault, *Recreation, Tourism & Sport Management*, MS Recreation & Leisure Program Development: Determining Professional Needs and Competencies

Luke Eilderts & Elena Schmitt, *World Languages and Literatures*, Connected Classrooms: Implementing Video Conferencing Instruction in French and TESOL

Ata Elahi & Hrvoje Podnar, *Computer Science*, Computer Networking and Security Exercise Lab Manual

Rachel Furey, Jeff Mock & Tim Parrish, *English*, Research into Low-Residency Master of Fine Arts in Creative Programs, Creation of Plan for Low-Residency Curriculum for the MFA and English Department at SCSU, and Development of Joint Graduate Degree in Creative Writing with Liverpool John Moores University

Julia Irwin & Kelly Stiver, *Psychology*, Communication: Variation in Modes and Species

Jessica Kenty-Drane & Cassi Meyerhoffer, *Sociology*, & **Kathleen Skoczen**, *Anthropology*, Social Justice Minor

Michael Mink, Peggy Gallup & Marian Evans, *Public Health*, Development of a New Concentration in Management and Leadership for the Master of Public Health Program

Kaia Monroe Rarick, Larry Nye, & Michael Skinner, *Theatre*, Theatre Department Curricular Revision

Jennifer Parzych & Margaret Generali, *Counseling and School Psychology*, Video Learning Modules to Enhance Educational Leadership Training: Understanding the Role of Comprehensive School Counseling Programming and its Impact on Student Success

Daniel Swartz & Sharon Misasi, *Exercise Science*, LJMU/SCSU Partnership: Development of a Dual Online Master's Degree in Sport Coaching

Olcay Yavuz & Peter Madonia, *Educational Leadership and Policy Studies*, Preparing and Inspiring STEM Education Leaders through Utilizing an Evidence-Based STEM e-Portfolio System [SD](#)

2017-18 CSU Research Grant Awards

Amal Abd-El Raouf, *Computer Science*, Predicting Software Reliability Using an Antlion Optimization Algorithm

Jo Ann Abe, *Psychology*, Personality and Political Preferences

Sousan Arafteh, *Educational Leadership/Policy Studies*, and Tess Marchant-Shapiro, *Political Science*, Observing and Measuring Opportunities to Teach and to Lead Within Schools

Charles Baraw, *English*, Reading Feeling on 'Hawthorne's Path': Writing, Affect and Photography at The Wayside, Home of Authors

Meghan Barboza, *Biology*, Solitary Chemosensory Cells: Exploring the Immune System of the Florida Manatee for these Novel Immune Cells

Kelly Bordner and Michael Nizhnikov, *Psychology*, Transgenerational Analysis of Prenatal Ethanol Effects on Endogenous Opioid Expression in Brain

Laura Bower-Phipps and Jessica Powell, *Curriculum and Learning*, Gender in Early Childhood Classrooms: A Participatory Action Research Project

Jean Breny, *Public Health*, Using CPBR to Aid Men in Finding the Social and Cultural Underlying Conditions Affecting Safe Sex Practices

Vincent Breslin, *Environment, Geography and Marine Studies*, Plastic and Microbead Accumulation in Eastern Oysters

Mia Brownell, *Art*, Plate to Platelets: And Other Things that Travel and Bind

Jeremy Chandler, *Art*, Hunting & Hiding: Preparing Photographic Artwork for Museum Exhibition

David Chevan, *Music*, Rehearsals and a Preliminary Performance of Scenes from Dreyfus Shmeyfus: A Parable

Adiel Coca, *Chemistry*, Synthesis, Use and Antibacterial Assessment of Oxazaborolidine Derivatives

Kevin Colwell, *Psychology*, Lies from the Innocent

Barbara Cook and Deborah Weiss, *Communication Disorders*, Social Networks: Developing Peer Mentors to Support College/University Students with High Functioning Autism Spectrum Disorder

Cynthia Coron, *Earth Science*, Volcanism-Induced Climate Change in the Pomperaug Basin: A Contributory Cause of the End Triassic Mass Extinction

Raymond Cotrufo and Kevin McGinniss, *Recreation, Tourism and Sport Management*, An Examination of Contributors and Associated Consequences of

Increased Voluntary Turnover among NCAA Division III Athletic Directors

Sarah Crawford, *Biology*, Assessment of Brain Immunological Biomarkers for Abnormal Brain Development [Autism] and Growth [Malignancy]

Scott Ellis, *English*, Technology, Artistry, and Narrative Control in Herman Melville's 'The Bell Tower'

Leon Finch, *Physics*, Continuing Work on Symmetry Violation Experiments at Brookhaven Lab

Michael Fisher, *Biology*, Sustainable Cellulose Production in the Cyanobacterium *Synechocystis* PCC6903

Thomas Fleming, *Earth Science*, Geochronological Study of the Ferrar Large Igneous Province, Antarctica

Nicole Fluhr, *English*, 'Oosing my Religion': Literary Responses to the Victorian Crisis of Faith

Yilma Gebremariam, *Economics and Finance*, A Policy Framework for Social Capital (SC) and Human Capital (HC) Formation in Ethiopia

Chelsea Harry, *Philosophy*, Function, Flourishing, and Fair Treatment: An Aristotelian Argument for Non-Human Animal Well-Being and a Proposal for its Practical Application, Stage 1

2017-18 CSU Research Grants (cont'd)

Md Hossain, *Computer Science*, On Enhancing Multi-biometric Security Systems

Rachel Jeffrey, *Biology*, Role of 14-3-3 proteins in Long-Term Memory Formation

Patricia Kahlbaugh, *Psychology*, Effect of Memoir Writing in the Elderly on Qualities of Successful Aging and Wisdom

Elizabeth Kalbfleisch, *English*, The Fate of the Visigoths in Tweed: A History of the Canon Wars and the Future of Liberal Learning in the Twenty-First Century

James Kearns, *Chemistry*, Does Heavy Metal Contamination Affect Agave Fluid Products and Create Potential Health Problems?

Erin Larkin, *World Languages and Literature*, A Jerusalem of Our Time: Matera in Pasolini's Gospel According to Saint Matthew

Steve Larocco, *English*, Ethics and Attachments

Melvin Lesley, *Chemistry*, The Total Synthesis of Novel Tamoxifen Derivatives for Anti-Estrogenic Breast Cancer Treatment

David Levine, *Art*, Comedic Portraits of Peter van Laer (1559-1642?), aka il Bamboccio

Elizabeth Lewis-Roberts, *Biology*, Influence of Plant Microbiome on Fitness of Tall Fescue Grasses

Yi-Chun Tricia Lin, *Women's Studies*, Transnational Indigenous Feminisms

James MacGregor, *Recreation, Tourism and Sport Management*, and **Deb Risisky**, *Public Health*, Inclusion and Recreation: A Study of Inclusive Community Based Recreation Opportunities Individuals with Disabilities

Armen Marsoobian, *Philosophy*, The Presence of Absence: Vernacular Photography in Ottoman Anatolia

Helen Marx, *Curriculum and Learning*, An exploratory study of study abroad instructional practices used to support pre-service teachers' development of intercultural competence

Marie McDaniel, *History*, Puritan Predators, a part of Sex in the Belfrey: Deviance in Early American Churches

Kenneth McGill, *Anthropology*, The Language of Debt: An Ethnographic Approach

Cassi Meyerhoffer, *Sociology*, Neighborhood Preferences and Individual Experiences: Do Friendship Networks, Relationships, Political Affiliation and Neighborhood Contact Matter?

Marie Nabbout-Cheiban, *Mathematics*, Angela Lopez-Velasquez, *Special Education and Reading*, and Gayle Bogel, *Information and Library Science*, Studying the Preparation of Effective K-12 Across Disciplines

Vara Neverow, *English*, Research for the Introduction to Volume I of Virginia Woolf: Critical and Primary Sources

Pina Palma, *World Languages and Literatures*, Women and War in the Italian Resistance

JiongDong Pang, *Chemistry*, Biochemistry of Magnetism Protein Synthesis

Sebastian Perumbilly and Valerie Dripchak, *Social Work*, Developing core-competencies for clinicians treating moral injury among war veterans: Exploring the perspectives of expert clinicians

David Pettigrew, *Philosophy*, Authoring a scholarly essay on the forgotten genocide in Bangladesh for presentation and publication

Val Pinciu, *Mathematics*, Modeling Ad Hoc Wireless Networks with Sparse-Yao Graphs

Melvin Prince, *Marketing*, Imagination in Marketing: Assessments of the Impact of Power Regimes on Buyer and Supplier Relations

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2017-18 CSU Research Grants (cont'd from previous pages)

Sarah Roe, *Philosophy*, Darwin© Dilemma: How History Influences Contemporary Scientific Practices

Michael Rogers, *Anthropology*, Continued Investigation of Middle Stone Age (MSA) Archeology and Early Modern Human Fossil Remains at Gona, Afar, Ethiopia

Todd Ryder, *Chemistry*, α,α -Distributed Amino Acids via the Asymmetric Petasis Borono-Mannich Reaction of Ketones

Melanie Savelli, *Communication*, The Effect of Direct-to-Consumer Advertising of Prescription Drugs on Consumer Behavioral Intentions

Elena Schmitt, *World Languages and Literatures*, Differential loss of morphology in interface contexts: The case of Russian Immigrant Speakers

Camille Serchuk, *Art*, Medieval and Early Modern Large Scale Cartography in France

Vivian Shipley, *English*, Writing new poems about the 1692 witchcraft trials in Salem, MA and ekphrastic poems based on various art forms that relate to contemporary social problems

Kathleen Skoczen, *Anthropology*, Grandmothers and Grandbabies: Health Outcomes in Multi-Generational Family Households

Louise Spear-Swerling, **Mia Mercurio** and **Yan Wei**, *Special Education and Reading*, If and When Time Allows: The Independent Pleasure Reading Habits of Teacher Candidates

Kelly Stiver, *Psychology*, Effect of Increased Competition on Cooperation and Conflict in *Symphodus ocellatus* males

Melissa Talhelm, *English*, Greening the Literature Classroom: Rooting High School Readers in The Literary Garden

Derek Taylor, *Communication*, Frames of View: A Multiscreen Film/Video Installation

C. Michele Thompson, *History*, The Gardens of Tranquil Wisdom: Tue Tinh and the Medical Environment of 14th Century Vietnam

Christine Unson, *Public Health*, Extending Working Life Among Older Women: A Two-Country Study

Thuan Vu, *Art*, Translating Vietnamese Imagery

Kenneth Walters, *Psychology*, College Students with ADHD: Personality Moderators for Substance Abuse Risk

Jonathan Weinbaum, *Biology*, and **Michael Knell**, *Earth Science*, No Title

Miaowei Weng, *World Languages and Literatures*, The (Re) Constructions of Historical Memories in Contemporary Spanish and Chinese Films

Binlin Wu, *Physics*, Real-Time Optical Biopsy for Skin Cancer Diagnosis and Margin Detection Using Resonance Raman Microscopy

Charlie Yang, *Management/MIS*, On Conscious Capitalism: An Exploration of Its Promises and Challenges [SD](#)

Office of Faculty Development

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The Office of Faculty Development is committed to promoting a spirit of innovation, collaboration, and love of learning, as well as enhancing a sense of collegiality among faculty as they expand their intellectual, teaching, and scholarly horizons. In pursuing these goals, the OFD works to enhance the intellectual climate and promote open and ongoing dialogue among all members of the university community. It serves as an advocate for academic initiatives and enterprises that relate to teaching and learning through a variety of programs, activities, and resources in achieving the university's mission. The vision of the OFD is to create an environment at Southern that facilitates and promotes effective teaching, professional development, research, university service, and integration of new instructional technologies.



2017 SCSU Teaching Academy

The 2017 Teaching Academy is scheduled for **Monday, May 22 (8:30 a.m. to 3:00 p.m.)** and **Tuesday, May 23 (8:30 a.m. to 3:15 p.m.)** in the **Adanti Student Center, Ballroom B**. This year's theme is centered on practices that enhance teaching and learning as well as recruitment and retention at Southern. The theme, *Promoting Access and Opportunities for Success*, is relevant as we consider opportunities for sustainable collaboration, pedagogy, research, service, and campus change. The Teaching Academy will showcase the strengths of our campus through the provision of knowledge, strategies, experiences, and innovations. **The deadline for registration is Monday, May 15.** Register [here](#). Any questions can be directed to Michele Vancour at vancour-m1@southernct.edu. Hope to see you there!