

Southern Dialogue

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SPRING 2018

Work-Life Balance: Is it possible?

Kimberly Bean,
Special Education

When I saw this as a topic of interest at a Faculty Development Committee meeting, I chuckled to my colleagues and said, “a work-life balance? It doesn’t exist.” My colleagues reminded me that there was a submission deadline coming up for the Southern Dialogue focused on this topic of a “work-life balance.” I immediately thought, “Who has

time to write a newsletter article on this? My kids have been so sick this week, I am behind in grading, and I have a conference presentation next week that I haven’t even finished yet!” But then I continued to reflect because that is what I do. I reflected on my initial thoughts during my sleepless hours of 4 and 6 a.m. I thought to myself, let me explore this concept of work-life balance even more. So I did what any person

would do at 4 in the morning: turn to Google to get an answer. I googled the definition of *balance* and here is what I found to be its first definition: “a state of equilibrium or equipoise; equal distribution of weight, amount, etc.”

I read this and think, will I ever feel this equal balance? Will I ever feel that I am putting equal amounts into life and equal amounts into work? Or will I al-

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From the Editor

Balance is something we all strive to attain. Even those of us in the administrative sector struggle with issues of increased workload and trying to keep the demands of the work we do and people we serve, our families, and our own personal needs in check and equally disbursed.

The articles and reports you will find within these pages

examine a dilemma which we as faculty and staff, and, of course, which our students also, face. The selections range from inquiry to advice to celebration of measures currently enacted to achieve a sense of balance in our professional and personal lives so that we share the best of ourselves.

This issue would not have

been possible without the help of our Graduate Assistant, Rachael Levesque. She took on layout when demands would not let me tend to it, and for that and for her willingness to try on something new, I offer my deep appreciation.

Best wishes for summer,

Jennifer Hudson, Editor

**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.

Boundaries

Kimberly Petrovic,
Nursing

In my experience, the past few years involved a process of 'living and learning' as I became increasingly aware of the need to establish and then maintain boundaries between my personal and professional lives. A sharper focus on this duality was necessary as a result of what I observed to be work-life imbalances and their negative effects on my overall well-being in body, mind and spirit. Admittedly, perhaps considerable amounts of work-life imbalance occurred because of the dependence which I developed to the state of being...*busy*. Rather than cultivate healthy approaches to my own holistic health, I inadvertently became physically, psychologically and spiritually dependent upon work at the expense of life in the greater sense.

Arguably, no one intends to develop this type of dependence on anything. Anecdotal information however, may suggest that every person is dependent on something, whether alcohol, caffeine, exercise, food or other offerings from among a long list of physical and psychological cravings that also includes work. In retrospect, much of why I ignored the need for healthy boundaries between my personal and professional lives possibly resulted from the psychological refusal to 'be' instead of 'do.' My ego was more enmeshed with 'doing' when compared to 'being.' Then life happened in ways that caused me to reevaluate how I approach the work-life experience. I found that boundaries became absolutely essential to my work-life balance.

While this opinion piece is not meant to

critique anyone's choices but, instead, to share from my own practice of setting boundaries, I would like to emphasize that no one 'right' way exists when developing increased balance between our personal and professional lives. Likewise, boundaries may become more fluid or rigid over time and with varying circumstances. The idea is simply to know what we want from life and work as well as what we are unwilling to compromise when participating in both sides of the work-life challenge...and then not to complain about or second-guess our decisions. In doing so, we forgive ourselves of past missteps as we move forward with a deeper sense of confidence, self-respect and self-worth; and, these provide increased freedom from the confines of work-life imbalance.

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Personally, in the recent past, I learned the value of disconnecting from email and social media after certain hours throughout the week and for a day or evening during the weekend. Granted, I have no hard-and-fast rule about the exact times in which to do this; but, I honor this boundary between my personal and professional lives. I do not necessarily make an announcement about my disconnecting from email and social media; I just do it (to borrow from Nike). I enjoy my work, and I realize that different individuals have different roles within the university; therefore, not everyone may be able to disconnect from technology. Yet, this boundary which I set for myself creates the 'downtime' needed to reconnect with loved ones and with my dreams and goals for my life. As is the case with any number of intellectual types within the university setting and elsewhere, I value time to think without distractions.

Likewise, when in the workplace environment, I know not to share about my private life. While I enjoy meaningful conversations with others at work, in this day of savvy friends and search engines capable of locating a plethora of information about anyone, I prefer to remain 'off (of) the

grid' in aspects of my personal life. For instance, I learned to say 'no' or little to nothing at all when asked about my dating life or how I spend my weekends. Doing so allowed me to grow comfortable with detaching myself from individuals to whom I am not close emotionally while still remaining civil and professional. We all seek friendships; yet, boundaries inform those friendships which I choose to develop...or not to develop.

As a result, I am able to focus on my work in an effective and thorough manner while allowing common interests, time and trust to develop naturally between various other individuals and myself. Surely, each of us is aware of examples in which we established (or would like to establish) boundaries. Ultimately, setting boundaries is both an abstract and concrete means of establishing work-life balance. Granted, sometimes you will need barriers; certain people, places and situations call for barriers instead of boundaries. However, intentionally setting boundaries contributes to an improved sense of work-life balance because each of us possesses a degree of control over the ebb and

flow of these boundaries. What is missing in the search for work-life balance? Control. What will enable us to rebalance our personal and professional lives? Boundaries. *SD*

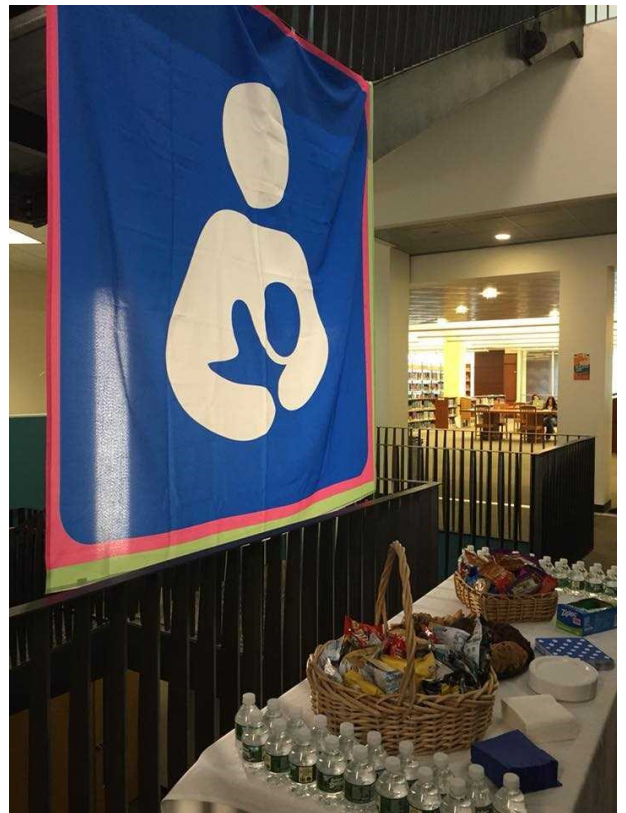
**It's OK
to
Set
Boundaries**



Southern's Breastfeeding Champions

The Connecticut Breastfeeding Coalition recognized Southern Connecticut State University as the first breastfeeding-friendly campus in the state on March 29, 2018, during Southern's Celebration of Breastfeeding Champions. Southern has approximately 55 breastfeeding champions located in different parts of campus who serve as resources for anyone looking to find a safe and private place to breastfeed or pump breast milk. Southern has a multi-user lactation space located on the first floor of the Hilton C. Buley Library, which is centrally located on campus. The space includes several amenities, including privacy curtains, storage space, access to electrical outlets, a microwave for sterilizing accessories, and breastfeeding information. Additional rooms are being equipped as lactation spaces. An online registration and room reservation forms can be found on Southern's [website](#). *SD*





Work-Life Balance: Is it possible? (cont'd from cover)

ways feel like I am going to fall over? I cannot answer these questions because I cannot predict the future; but I do know about life in the present.

My work-life in the present is as follows:

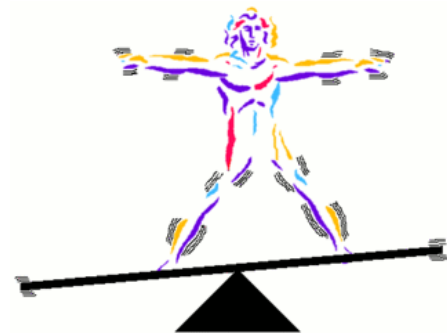
Work: Tenure-track faculty entering my 4th year at the University.

Life: Married for 10 years and two wonderful, adorable, active children (4 years old and 2 years old). Work to live, live to work. I love my family and I love my job, but is it balanced? Do I have any successful tips in helping others achieve balance? The short answer is "No." Because I don't think it truly exists.

In reality, I think the only thing that is equal in LIFE and WORK is that they both have 4 letters. I believe the trick is to be: PRESENT. Turn off technology for a mi-

nute, put away your phone and computer. It is okay if your latest email isn't responded to right away. Be fully attentive and productive with what is in front of you at that moment. Be present when you are with your kids, be present when you are with your significant other, be present when you are with your friends, be present when you are teaching, be present when you are in committee work, and be present when sharing your work with others. The definition of *present* is "being, existing, or occurring at this time or now; current."

So be, exist, occur in all avenues of your life. You may never find balance, but you may find purpose of your presence. Your presence is what impacts others and *that* is what matters most. *SD*



Flexible Professional Learning, #worklifebalance

Lauren Tucker

Special Education

Embarking on my first full-time year in higher education, each week, day, even hour has presented a new set of challenges: committees, research, collaborations, professional development opportunities, and so much more. Keeping teaching, student learning, and a connection to the field at the forefront can be arduous at times. But that's what we're here for, our students.

I have found that the best way for me to remain relevant in the teaching field, find new practices and strategies for student engagement and professional enhancement, while keeping my sanity, is Twitter. My use of Twitter is best exemplified by Sheryl Nussbaum-Beach's metaphor, CEO & co-founder of Powerful Learning Practice, testifying that information on Twitter is like a river. You can stop by quickly, dip your toe in and leave, or you can spend some wading in the river, fully absorbed in the experience. The flexibility of this tool to provide information, to reach practitioners, and to save me time, keeps me growing professionally, and is what I would like to share.

What information can I find on Twitter? I first joined Twitter to participate in an assistive technology Twitter Chat about the "new" iOS update in 2013. I figured chatting with others who were beta testers would help me know what to anticipate before updating all of my students' devices. That experience hooked me. I found that Twitter was a great way to informally network with others in the field, get reflections from others about strategies or tools that worked (or didn't), and remain abreast with what is happening in the K-12 classroom. Am I finding sources for my next research article on Twitter? No. But, I can see what other professors are doing to actively engage undergraduate students. I can also follow conference hashtags I couldn't attend, by accessing other attendees notes or vendor's updates. I also love seeing evidence of what my former graduate students are doing in their classrooms.

Who do I follow? One of the first accounts I followed was @edutopia, an educational organization publishing a wide range of articles about education, that account set off my "Suggested

Follows." Similar to Pandora Radio, as you follow accounts, Twitter "learns" what information you are looking for and suggests accounts based on that information. Other accounts I follow include @edTPAtips, @insidehighered, @iste, and @usedgov.

Where do I save the information? To keep my learning organized, even on the go, when I find something I want to reference later I save the website, article, or tool in Diigo. Diigo is a cloud based bookmarking tool that I can access from anywhere. I can tag my bookmarks as well, if I want to organize them by my course, topic, or research area. Using these two tools allows me to easily reference information at a later time, quickly and efficiently.

When do I use it? Transitioning throughout the day between mom-ing, wife-ing, teaching, consulting, and researching, I find myself dipping my toe into Twitter in some "down" moments: in line at the pharmacy, during naptime, or at night when I'm starting to wind down. In these instances, I can

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Flexible Professional Learning, #worklifebalance (cont'd from previous page)

strategies, or tools that might enhance my instruction or give me a new tool for my professional use. It facilitates my informal learning any time of day.

Why is it valuable?

In my short time at SCSU, my time management style has been challenged, to state it lightly. I've found that my strategies which were sufficient while I was an adjunct and in K-12, are no longer sufficient. Twitter has been a tool to keep me grounded, learning, and passionate for my field without burning out.

I have also found that my Twitter profile reveals my research interests and contributions to the field. As I am building my CV and professional resources, I list my Twitter profile to enrich my online presence. I do this to pro-

vide a living document of my work and provide an interactive platform for continued discussion. I discuss how I use my Twitter account in my courses, guest lectures, and trainings and offer it as continued communication for teachers and students.

To reflect back on our topic of "Work life balance," the flexible informal learning Twitter facilitates the improvement of my practice, my professionalism, and creates an additional dimension of my professional interests.
#worklifebalance *SD*

Minority Recruitment and Retention Grants Summer and Fall 2018

Siobhan Carter--David, *History*, and **Brandon Hutchinson**, *English*, African Diaspora Faculty Lecture and Salon Series

Marian Evans, *Public Health*, 645² Annual Sister's Circle Writing Retreat Workshop

William Flores, *World Languages and Literatures*, The Architect and the Emperor of Assyria of Fernando Arrabal as Satire and the Teaching of Literature in Translation

Yue Liu, *Marketing*, Power and Consumer Behavior

Sebastian Perumbilly, *Social Work*, Attending and presenting four (4) research projects at 2018 IFTA (International Family Therapy Association) World Family Therapy Congress in Bangkok, Thailand (March 7-10, 2018) *SD*

2018–2019 Curriculum Grant Recipients

Catherine Berei, Dan Swartz, *Exercise Science*, Exercise Science physical education teacher preparation curriculum review and update

Jean Breny, *Public Health*, Conversion of an MPH course from an On Ground Format to a Hybrid: A development and evaluation project

Leon Brin, Klay Kruczek, *Mathematics*, Open educational resources for newly created courses, MAT 124 and MAT 125

Christopher Budnick, *Psychology*, **Olcay Yavuz**, *Educational Leadership and Policy Studies*, Incorporating R programming into the Ed.D. Doctoral Program in Educational Leadership and Policy Studies

Karen Cummings, *Physics*, Development of Assessment resources for the Liberal Education Program

Mark Cameron, Stephen Monroe Tomczak, *Social Work*, **Deborah Flynn**, *Public Health*, **Elizabeth Rhoades**, *Counseling and*

School Psychology, Developing Interdisciplinary and community partnerships to promote learning about and to take action to reduce violence and advance violence prevention and intervention

Luke Eilderts, *World Languages and Literatures*, Removing Barriers, Growing the Program: Redesigning the French Language Sequence for Semesters I-IV

Alex Girard, *Art*, Hybrid Course Development- ART 415: Professional Practice of Graphic Design

Robert Gregory, *Exercise Science*, The Development of laboratory activities to enhance student learning in EXS 383

Julia Irwin, *Psychology*, Creation of multidisciplinary course titled *Adversity in Early Development*

David Levine, *Art*, Art History for Art Educators

Yulei Pang, *Mathematics*, **Miaowei Weng**, *World Languages and Literatures*,

Implementing and assessing an innovative curriculum for a LEP T1 course

Jessica Powell, *Curriculum and Learning*, **Meredith Sinclair**, *English*, Racial Justice pedagogy project online resource bank to support faculty capacity to teach for racial justice and equity

Regine Randall, *Special Education and Reading*, Learning versus Passing: Supporting the Literacy Achievement of Pre-Service Candidates with Low Scores on the Praxis Core Reading Subtest

Sarah Roe, *Philosophy*, Southern Connecticut State University's New Science Values and Society Minor

Melanie Savelli, *Communication*, Transmedia Activism Project: A cross-continental collaboration with Liverpool John Moores University

Elena Schmitt, *World Languages and Literatures*, Development of Hybrid

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Valentine's Day Massacre: One chair's journey through making it to the end of the day

Jeffrey Webb
Chemistry

My son was born on Valentine's Day. Obviously, an important day for a large number of people in today's American society but now, at least in my house, this date will take on a special significance. The sad part is I am only realizing this now as I write this article. Why you might ask? Why am I only coming to this as my son turns 7 months old? The answer is simply because I decided to step up my professional obligations. This happened when I decided that I would take the leap and become a department chairperson. If you have ever done this role I am confident you can sympathize with my plight. This "liaison" between academics and administration does so many time-consuming tasks I could spend an entire article discussing the intricacies of what a chairperson is asked to do on a daily basis. Needless to say, things regularly go well above and beyond what is required from any union contract about what an academic department

chairperson is "required" to do. I did all this with full knowledge of how tough it would be to step up especially since all this came a short few months after I was awarded tenure at SCSU. I would love to say I did it to pitch in and help out my department, but I really did it because I thought this might be my only chance. Thoughts crossed my mind like: "What if someone else gets elected to be chair and they end up being chair for the rest of my career?" (Not likely but not impossible.) While I wasn't fearful of someone else being in charge, I just didn't want to miss out on my opportunity to step up and take on the role.

As is with most good stories this is where things get complicated. As this was happening in my professional life my home life was also going through some changes since my young family had outgrown our current home and we were looking into moving into a larger house to help accommodate myself, my wife and my 4-year-old daughter. While

we were searching we were also working on adding another bundle of joy to our family. Given the rough economic times currently in place in Connecticut, searching for a new home and trying to make that work was a full-time job itself. We were doing that on top of trying to expand our young family, which itself is a very stressful enterprise. Which always makes me wonder, why is it so hard for people who want another child to make things happen sometimes, when there are so many "accident's" happening resulting in people becoming "surprise" parents?

Now, while I know timing is never perfect, after I accepted my new role in my professional life my, personal life also changed drastically, after my wife finally got pregnant and we found a new home that we could afford (sort of..). This was an incredible strain on my life because as I learned the role of chair, I was also trying to move into a new home as well as trying to get setup for a new member of our growing family. This was, and is something I have

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struggled with, ever since I became chair a few years ago. Which gets exacerbated by the lack of sleep that comes with many 7-month-olds keeping their parents up at all hours. (In fact, as I write this I am realizing I only got around 4 hours sleep last night since my son is currently teething.)

What is the answer to try and get all these things balanced? The short answer is I don't know. Balancing work and life is something I think most adults struggle with in today's ever changing world. The thing that has brought me the most peace during this time can be really broken down into two pieces. First, talk to people. Talk to many people about your lives: both professional and personal: Tell them what pissed you off today. Tell them what your students said about/to you. Tell them what your colleagues said to you. Tell them about the fact that your child decided not to sleep last night and you were forced to try and sleep in a 20 year-old broken La-Z-Boy because he needed to be rocked and that is all you had. Tell them that you stayed up

until 3:00 am the one night your child did sleep just so you could watch a late night football game or read a little bit of that science fiction book you have been trying to read for six months. Second, and I heard this advice from a former SCSU administrator, realize that what we do, while very valuable to society, is not a life or death situation. Our job is to teach, inspire, and educate. Like most of you reading this, I get so involved with my department and how important I feel my subject is, when if you consider the recent tragedies where hurricanes forced our fellow countrymen to leave their homes, you come to realize just how important the departmental curriculum really is. Nobody is getting hurt and most things really can wait and be worked out.

So I will leave you with the two things that have helped me try and get my current work/home life in a better balance: Get some perspective (remember this job sure beats digging ditches for a living), and get out of your office, go talk to that new faculty member in a department

across campus. I have found that some perspective and conversations with colleagues outside of my department really helped start tipping the scales so they are more balanced. My final bit of advice put the phone down!!! Ignore that email from a colleague or student you received on a Saturday night (trust me it will be there on Monday). Talk to someone in person, tell them your issues (99% of the time its similar to what you are going through). Trust me it's worth it.

SD



When Technology Can Help

Bogdan Zamfir,
Center for Adaptive Technology

Do you ever answer student or professional emails late at night? Do you find yourself in constant contact with your academic work? When we think about technology, the idea of it helping us achieve work-life balance is not what immediately comes to mind. However, technology does have the ability to help us achieve that elusive work-life balance. What is technology after all, but a collection of tools designed to help us become more efficient and accomplish our goals? We just have to find the right tools for the right tasks.

While trying to keep up with the demands of academic life, from committee meetings to classes to research and office hours, we find ourselves inundated by requests for our time. Keeping ourselves on task and organized is therefore of paramount importance. Using a calendar app is one of the ways to keep control of our hectic schedules. Whether using the calendar app built into whatever oper-

ating system you prefer, such as iCal on the Mac and in iOS or an app such as Google Cal that can be installed on any number of operating systems, a calendar app can help keep us on top of our schedules and it helps us visualize where our time goes.

Technology can do more than help keep us on top of our schedules. It can help keep the myriad of notes and documents we bury ourselves under in a neat and organized fashion. Apps like Microsoft One-Note allow us to create notebooks for everything, from our academic research to our committee meeting notes. We can use it to take notes, and we can use it to organize documents. It can help us eliminate the loose papers and the notebooks that crowd our desks and help us eliminate the sticky notes and Word documents that crowd our virtual desktops.

On our desks, besides the notebooks and loose papers we've taken notes on, are also numerous research articles that we've read, are reading or plan on reading at some point

(if we can find them). But technology is available to control the avalanche of research we have. While digital text is not necessarily the preferred method of reading for many of us, it does afford us some flexibility that we might not necessarily have with printed text. Apps like LiquidText for iOS allow us to import the PDF articles. Once in the program, we can take notes, highlight items of importance and manipulate the written words to organize them in a way that makes sense to us. Programs like Mendeley or Zotero go a step further and allow us to categorize our research, tag it using keywords that are meaningful to us, and interact with the text. When writing our research, Mendeley or Zotero have plugins that allow us to easily insert our citations and bibliographies as we go along.

So what do we do with all that time that we have now that we organize ourselves better? That's up to us, but we can hopefully use it towards achieving that elusive work-life balance that seems so rare in academia. [SD](#)

2018–2019 Curriculum Grants
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Fall 2018 Faculty Development Grants

portion of the Master's in TESOL/ Bilingual Education Program

Carol Stewart, *Management/ MIS*, Motivating students and engaging under-prepared students using ACUE's effective teaching practices

Alison Wall, *Management/ MIS*, Modernizing courses to maximize the impact of online learning

Charlie Yang, *Management/ MIS*, Designing an online master of business administration (MBA) *Organizational Behavior* course by incorporating mindfulness and the sustainability mindset *SD*

Karen Cummings, *Physics*, LEP Focused Workshops on Rubric-Based Assessment

Rebecca Harvey, *Marriage and Family Therapy*, **Liz Keenan**, *Social Work*, **Brandon Hutchinson**, *English*, Narrative 8: Racial Justice Story Exchange

Rachel Jeffrey, **Sean Grace**, *Biology*, Science Pedagogy: Engaging Students with Research in the Classroom

Armen Marsoobian, *Philosophy*, **Heidi Lockwood**, *Women's Studies*, Feminism, Human Rights, and Genocide: A symposium in honor of Claudia Card

Sebastian Perumbilly, *Social Work*, Creativity through Collaborative Co-therapy

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

Elena Schmitt, *World Languages and Literatures*, Connected Classrooms Initiative: Looking Back to Move Forward

Carol Stewart, **Mina Park**, *Management/ MIS*, **Sang Yoon**, *Economics/ Finance*, **Kevin Feeney**, *Accounting*, **Samuel Andoh**, *MBA Program*, Closing the Loop: a workshop for continuous improvement of student learning outcomes and demonstration of curricular effectiveness

Olcay Yavuz, *Educational Leadership and Policy Studies*, **Christopher Budnick**, *Psychology*, Understanding and Using R Programming Language and Software Package for Faculty Research and Teaching *SD*



Spring 2018 Faculty Development Grants

MaryJo Archambault, *Recreation Tourism and Sport Management*, **Michael Fisher**, *Biology*, and **Meredith Sinclair**, *English*, The Art of Creating Course Proposals for the Liberal Education Program

Meghan Barboza, *Biology*, **Kelly Bordner**, *Psychology*, **Rachel Jeffrey**, *Biology*, and **Kelly Stiver**, *Psychology*, Joint Biology-Psychology Seminar Series on Environmental Consequences of Human Behavior

Steven Brady, *Biology*, **Nicholas Edgington**, *Biology*, and **Elizabeth Lewis-Roberts**, *Biology*, Best Practices for Reproducible Scientific Computing

Meghan Brahm, *Special Education* and **Kim Bean**, *Special Education*, School of Education Research Seminar

Chelsea Harry, *Nursing*, Ancient Greek Philosophy Across Disciplines: History

Armen Marsoobian, *Philosophy* and **Heidi Lockwood**, *Women's Studies*, Feminism and Human Rights: Scholarship in the Aid of Activism

Kyle O'Brien, *Social Work*, **Jemel Aguilar**, *Social Work*, **Elizabeth Keenan**, *Social Work*, and **Steven Hofler**, *Social Work*, Sustaining Conversations on Racism, Identity, and our Natural Humanity: An In-Service Opportunity for the Faculty in Social Service Professions

Regine Randall, *Special Education and Reading*, **Andrew Smyth**, *English*, and **Adam Goldberg**, *Curriculum and Learning*, Stories as Introductions: How

Lived Lives Create Interest in Our Fields

Amy Smoyer, *Social Work*, and **Jean Breny**, *Public Health*, Digital Storytelling: A Tool for Teaching and Community-Based Participatory Research

Natalie Starling, *Counseling and School Psychology*, Every Interaction Matters! Using Science to Enhance Feedback Delivery & Promote Effort Skills for Success in Instruction, Advisement, Leadership and Teaming

Olcay Yavuz, *Educational Leadership and Policy*, Empowering Faculty to Utilize Advanced Statistical Analysis with SPSS Statistics [SD](#)

2018–2019 CSU Grant Recipients

Amal Abd El-Raouf, *Computer Science*, Improving Big Data Streaming Performance: Better Memory Management in Spark

Samuel Andoh, *Economics and Finance*, Economic Development in Ghana and Malaysia: A Comparative Study

Sousan Arafeh, *Educational Leadership and Policy Studies*, and **Tess Marchant-Shapiro**, *Political Science*, Behind Opportunity's Door: Experiences and Perspectives of Graduates of a College of Access

Charles Baraw, *English*, William Wells Brown: Current Debates & The Anti-Slavery Style of Authorship

Meghan Barboza, *Biology*, Love at First smell: First ever examination of the gross and microscopic anatomy of the vomeronasal organ of a gray seal

Kelly Bordner, *Psychology*, Prenatal marijuana: Investigation of behavioral effects following exposure to the THC in the womb

Laura Bower-Phipps, *Curriculum and Learning*, Expanding Calls to Diversify the Teaching Force

Steven Brady, *Biology*,

Rapid evolutionary changes in amphibians caused by roads and runoff pollution

Lawrence Brancazio, *Psychology*, Statistical Cognition and Intuition

Vincent Breslin, *Environment, Geography and Marine Sciences*, Characterization and Quantification of Microplastics in Wastewater Treatment Facility Effluent

Mia Brownell, *Art*, Baroque Float

Christopher Budnick, *Psychology*, Fear of Missing Out at Work: Influences on employee behavior, stress and wellbeing

Resha Cardone, *World Languages and Literatures*, The Basta! Anthologies: Feminist Literary Activism from Chile to the Global Arena

Jeremy Chandler, *Art*, Night Moves: Creating and Exhibiting New Photographs and Video

Nikolaos Chrissidis, *History*, Russian Pilgrimage to the Holy Land in the Modern Period

Adiel Coca, *Chemistry*, Antimicrobial and Chemical Properties of Oxazaborolidine Derivatives

Cynthia Coron, *Earth Science*, Ash Fall-Induced Climate Change: Archival Lake Records from Lamentation Mountain

Glenda DeJarnette, *Communication Disorders*, Online Research Lab for the study of pragmatic and social communication behavior in children of African descent

Miranda Dunbar, *Biology*, The effect of climate change on distribution and water balance in Neotropical bats

Cheryl Durwin and Dina Moore, *Psychology*, Investigating the Effect of Interleaved Practice on Word Learning in Kindergartners

Nicholas Edgington, *Biology*, Sequencing, assembly and publication of one of the few known natural pathogens of the nematode *C. elegans*

Luke Eilderts, *World Languages and Literatures*, Constructions of Regional Identity: How the French Region of Brittany avoided Reorganization

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2018–2019 CSU Grant Recipients cont'd

Scott Ellis, *English*, John Burroughs, Theodore Roosevelt, and Narratives of Environmental Conservation

Marybeth Fede and **Catherine Berei**, *Exercise Science*, The effects of before and after school physical activity on childrens' academic performance and social and emotional learning

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

Michael Fisher, *Biology*, Creating a New Surveillance System for Antimicrobial Drug Resistance

Nicole Fluhr, *English*, Losing My Religion: Literary Responses to the Victorian Crisis of Faith

Robert Forbus, *Marketing*, and **Tess Marchant-Shapiro**, *Political Science*, Shiny on the Outside: How Issue Advocacy Advertisements Influence Voters

Margaret Generali and **Louisa Foss-Kelly**, *Counseling and School Psychology*, Targeting Substance Use Risk: Screening, Brief Intervention, and Referral to Treatment (SBIRT) for the High School Counselor

Sean Grace, *Biology*, A documented phase-shift on temperate reefs in Long Island Sound: from kelp to turf dominance

Wendy Hardenberg, *Library Services*, Literary Translation Research in Europe

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 2

Jennifer Hopper, *Political Science*, Changing the Debate: Presidential Leadership, Media Coverage, and Health Care

Rachel Jeffrey, *Biology*, Characterization of synapse morphology after enriched environment exposure

Brian Johnson, *English*, Painting at the Met (Poems)

Elizabeth Kalbfleisch, *English*, End of Center: The Canon Wars and the Loss of our Common Ground

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

Lynn Kwak, *Marketing*, and **Younjun Kim** and **Sang Yoon**, *Economics & Finance*, Customer reviews in description- and experience-based rating formats

Terrence Lavin, *Art*, Digital Craft: Infusing Traditional Craft Practices with Digital Production Methodologies

Melvin Lesley, *Chemistry*, The Synthesis and Characterization of Second-Generation Tamoxifen Derivatives

Yan Liu and **Arlene Bielefield**, *Information and Library Science*, Are University Library Websites Accessible to Americans with Disabilities?

Armen Marsoobian, *Philosophy*, Continuity and Rupture: Vernacular Photography in Ottoman Anatolia

Jennifer McCullagh, *Communication Disorders*, The Relationship Between Central Auditory Processing, Phonological Processing, and Reading Abilities in Children

2018–2019 CSU Grant Recipients cont'd

Vara Neverow, *English*, Resisting Patriarchy: Virginia Woolf, Feminism and Sexual Politics

Patricia Olney, *Political Science*, Democratic Transitions and the Erosion of Sovereignty: The Significance of Yucatecan Stability and Michoacan's State Failure in Mexico

Pina Palma, *World Languages and Literatures*, Pontano and the Renaissance at the Court of Aragon

Yulei Pang, *Mathematics*, Identification of Human Activity Change using Time Series Analysis

Sebastian Perumbilly, *Social Work*, Critical Factors to Consider When Treating Moral Injury Among Veterans: An Ethnographic Study

Kimberly Petrovic, *Nursing*, Application of New Knowledge about Taekwondo to Undergraduate Student Learning Outcomes

Val Pinciu, *Mathematics*, Graph Colorings and Relaxations of Planarity

Mary Purdy, *Communication Disorders*, Improving reading comprehension in persons with aphasia

Mary Purdy and Jennifer McCullagh, *Communication Disorders*, The effect of intense auditory stimulation on auditory processing and language in individuals with neurological impairment

Regine Randall, *Special Education and Reading*, Teaching and Learning the Literacies of Stewardship and Sustainability in High School Agricultural Science and Technology Programs

Deb Risisky, *Public Health*, and **Jim MacGregor**, *Recreation Tourism & Sport Management*, Meeting the Health and Wellness Needs of Youth with Disabilities through Recreation

Elizabeth Rodriguez-Keyes, *Social Work*, Dialoguing Across Differences: Diversity Discussions in the Supervisor/Supervisee Dyad

Sarah Roe, *Philosophy*, New Haven, CT: Collective Participation, Marginalization, and the Importance of Shared Values

Michael Rogers, *Anthropology*, Continued Investigation of Middle Stone Age (MSA) and Later Stone Age (LSA) archaeology and early modern human fossil remains at Gona, Afar, Ethiopia

Todd Ryder, *Chemistry*, Isolation and Characterization of Novel Antibiotics

Elena Schmitt, *World Languages and Literatures*, When theory meets practice: Approaching grammar from two theoretical perspectives

Camille Serchuk, *Art*, When Artists Made Maps: An Exhibition of Medieval and Early Modern Large-Scale Cartography

Carrie-Anne Sherwood, *Curriculum and Learning*, Preservice Elementary Teachers' Pedagogical Design Capacity for Planning and Teaching Science Lessons

Vivian Shipley, *English*, Writing and Revising Poems for a New Book, Archaeology of Days

Rebecca Silady, *Biology*, Does AvrRxol cause plant disease by inhibiting photosynthesis?

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2018– 2019 CSU Grant Recipients cont'd

Kathleen Skoczen, *Anthropology*, Intergenerational Care in France: Testing the Grandmother Hypothesis

Jeff Slomba, *Art*, Sculpture as a Strange Loop: the removal of form from material and its retractable return

Amy Smoyer, *Social Work*, and **Rebecca Harvey**, *Marriage and Family Therapy*, Incarcerated Butch Lesbians: Understanding Structural & Interpersonal Violence Supports

Thuan Vu, *Art*, Translating Vietnamese Imagery

Kenneth Walters, *Psychology*, Social Support Moderates Internalizing Problems and Quality of Life Among College Students with Attention-Deficit/Hyperactivity Disorder

Yan Wei, *Special Education and Reading*, Motivation Interventions for Students with Learning Disabilities in Transition Planning

Jonathan Weinbaum, *Biology*, and **Michael Knell**, *Earth Science*, Excavation of a Late Triassic Bonebed in the southwestern United States

Deborah Weiss and **Barbara Cook**, *Communication Disorders*, A naturalistic peer mentor program to support college students with ASD

Miaowei Weng, *World Languages and Literatures*, Internationalization of Spanish and Chinese National Cinemas: A Comparative Study of Pedro Almodovar and Zhang Yimou

Leon Yacher, *Environment, Geography and Marine Sciences*, Thailand@ new capital city: A geographic study of the latest Forward City

Charlie Yang, *Management/ MIS*, "Mindfully Green": Exploring the Impacts of Contemplative and Art-Based Practices on the Cultivation of the Sustainability Mindset

Victoria Zigmont and **Peggy Gallup**, *Public Health*, A Mixed Methods Exploration of College Student Food Insecurity *SD*

Academic Leaders' Workshop

An Academic Leaders' Workshop led by Dr. Jeanne Hey, Dean of the College of Arts and Sciences at the University of New England will take place, **Tuesday, May 22, 8:30 am – 4:30 pm**, in Buley Library.

This day-long program will involve three sessions:

1. Chair/director as academic leader;
2. Managing difficult faculty and staff; and
3. Time, task, work-life balance & management.

We're looking forward to a great day with those who have registered.



OFD Mission Statement

Office of Faculty Development

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Rachael Levesque, *Graduate Assistant*

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The Office of Faculty Development (OFD) supports faculty across all career stages and disciplines to achieve their potential as educators and scholars. With student success regarded as SCSU's highest priority, we work to promote innovation, collaboration and education to advance faculty careers; to enhance collegiality across campus; and to add value to faculty professional and personal lives.

The vision of the OFD is to create an environment that facilitates and promotes exceptional faculty teaching, research and other creative activities, service and professional development.



2018 SCSU Teaching and FYE Academies

You are invited to participate in the 2018 Teaching & FYE Academies on **Monday, May 14** and **Tuesday, May 15** from 8:30 am to 4:30 pm in Buley Library. The theme of this year's Teaching Academy beginning on May 14 is, "*Sustaining Conversations on Racial Justice and Equity at Southern.*" Join us for a professional development event featuring interactive sessions designed to enhance our knowledge, improve our pedagogical approaches and cultivate conversations.

The two-day agenda will be available on the Faculty Development website by May 1st. You will have an opportunity to select to attend either or both date(s) when you register. Please register by Monday, May 7th at <https://bit.ly/2H2zJvd> as space is limited.

If you have any questions, please do not hesitate to contact Michele Vancour at vancourm1@southernct.edu.