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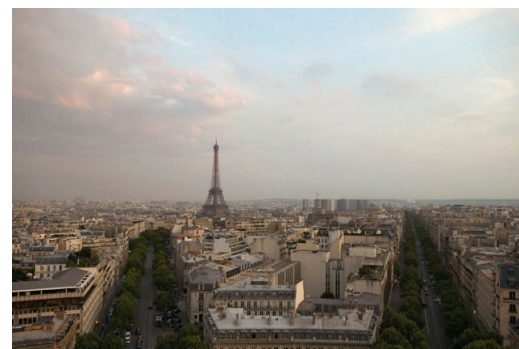
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SCSU's Summer Program in Paris: Broadening Horizons

Camille Serchuk, *Art History*

Since 2006, my colleague, Thuan Vu, and I have led Southern's summer program in Paris. The month-long program offers courses in Art, Art History and French, and we spend most of our time in the city, making a few day trips out to Versailles and Giverny. It's incredibly demanding, not just for the students but also for us. We are responsible not only for the academic components of the program but also for the welfare of students in a large European capital where most of them don't speak the language. We have had students fall ill, lose their wallets to pickpockets, disappear

(temporarily!), and crankily complain about the weather. But we have also watched our students mature and rise to the challenges of their international environment: we have seen them blossom as artists, burst into tears of joy, and hold their own in the City of Light. We are their teachers and program leaders, but are also obliged by the circumstances to take on the responsibilities of parents, social workers, fashion advisors, computer fixers, concierges, travel



agents, translators and good and bad cops (we regularly trade roles). Our cell phones are on 24 hours a day. It can be overwhelming. But it is immensely rewarding: we teach in Paris because it presents one of the greatest opportunities to witness students having "Aha" moments that we selfishly cherish as

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From the Editor

Spring greetings! It's the time of year when the earth reawakens and we feel energized by the returning greens, the blooming flowers and the longer days.

This semester's issue of *Dialogue* is a bouquet of various

topics related to teaching and learning that will hopefully put a 'spring' in your style and development.

As always, *Southern Dialogue* aims to energize faculty and inspire dialogue about teaching and learning. Please feel

free to send your article ideas, anecdotes, news and project results to me at hudsonj1@southernct.edu.

All best wishes for the semester,

Jennifer A. Hudson, Editor

SCSU's Summer Program in Paris: Broadening Horizons (continued from page 1)

teachers. We see students excited over learning and learning every moment, and leading and facilitating this learning reminds us of why we do what we do. We serve the students, we serve ourselves, and we serve the University: our work in Paris enriches the Art programs in which we teach in New Haven, but also reflect the goal in the University Strategic Plan to "prepare students and faculty for life and work in a global society."

Before we leave Connecticut, we discuss how we expect them to interact with Parisians and with each other. Shopkeepers in Paris must be greeted with *Bonjour*. They are to ask if people speak English before they launch into a question. They are, in every imaginable way, to conduct themselves with dignity and decorum. The rules of our group are also carefully explained. Promptness is paramount, and latecomers and laggards can get left behind. As a group of 20, we are an obstacle around which people have to navigate, and we therefore need to move out of the way. We must be attentive to what's around us; we must anticipate the needs of others. We will be courteous, co-operative, polite and patient. There are no exceptions.

Once we arrive in Paris, we reinforce these principles by modeling the behavior we expect from the students with each other and with the people with whom we interact.

These life lessons are, of course, only part of our curriculum: the academic lessons of our courses are no less important. The basic methods are somewhat different from what we do in the classroom in New Haven. Students learning French do so by interacting with other French speakers and by watching French films without subtitles. Drawing students draw outdoors from life and from nature. And the art history students study buildings, paintings, and gardens rather than photographs of them.

From the outset, students see the way their academic studies are integrated with real life experiences rather than isolated from them. To this end, we don't have a classroom in Paris: we don't see the point of confining students to a room when the city itself is the subject of our courses. Every day we are out, visiting sites, museums, monuments and parks. There's something to teach in every street in Paris, and within and without the confines of our courses we take advantage of what's around us.

We hope this helps students see that learning can and should happen everywhere, and not just during class time. We encourage their curiosity, we praise them for taking initiative, and we push them to explore, to ask questions, to carry a map and a dictionary so that they have tools at their fingertips to open their world.

Our program, and its on-the-street, on-the-fly format forces students to encounter the city of Paris in an immediate and personal way. They are armed with maps and metro passes, and after a few quick lessons about how to use the city's excellent public transport, they find their way around with ease.

Treating the city as our classroom leads us to teach much more than what is on the syllabus: we want to foster the students' curiosity about the environment in which they are living, and we encourage them to think about the ways that Paris differs from where they live at home, and why. Our travels occasion questions about the French economy, subsidized public transportation, the French colonial legacy in Southeast Asia and Africa, French ideas about modesty and the

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SOUTHERN DIALOGUE GUIDELINES FOR SUBMISSIONS AND EDITORIAL POLICIES

Southern Dialogue gladly considers:

- Short reports from different disciplines on 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
- Book and website reviews.

Submissions must be in electronic format (copied and pasted directly into the body of the e-mail or as a MS Word file). Send to Jennifer A. 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.

Demystifying Media Relations: 10 Tips for Better Media Coverage

Joe Musante, *Public Affairs*

In an effort to improve media opportunities for faculty, the Office of Public Affairs has offered 10 suggestions on ways to improve relations with the media.

1. Do respond to media requests and inquiries in a timely manner. The news business is fast moving – especially in today’s electronic age. There is often

only a small “window of opportunity” to return the call or email if you hope to be included in a story. Immediacy has always been critical to television and failure to return the call of a TV reporter in a timely manner usually results in another source or expert getting the interview instead. Even if you would rather not be quoted, it is good public relations to return messages quickly. If there is any question about

the story, or as to whether Public Affairs has referred the reporter to you, feel free to contact Public Affairs before calling the reporter.

2. Do realize that while reporters, in a perfect world, would like to interview the very best sources (usually local) for their stories, it is not always a perfect world. The pressure to meet fast-paced deadlines is

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The Writing Classroom as Site of Collaborative Invention and Revision

Steven J. Corbett, *English and Composition Program Coordinator*

WHY COLLABORATE?

Collaborative learning is an attitude and method that can serve several purposes in the writing classroom including: 1) Giving students more opportunities to talk, which builds a sense of classroom community and conversation, and increases the collective knowledge base potential of the classroom; 2) De-centering teacher authority, illustrat-

ing how knowledge is constructed—through negotiation and appropriation—and showing students that they have a lot to share with each other (and with us).

SOME COLLABORATIVE ACTIVITIES

* Collaboratively writing a paper: For one of the assignment sequences students can be given the option to co-author a paper together in groups of two.
* In-class debates: An excellent way to get students

synergistically practicing argument, gathering support, and generally getting actively and critically invested in their subject matter.

* Small-group work: Have students get in groups of three-five and talk about different things. Details to consider include: size of the group, timing (so everyone has a say), skill level of group participants (it might be a good idea to try and match stronger with less strong writers). *Always urge students to take notes, so they* *Continued on page 6*

SCSU's Summer Program in Paris: Broadening Horizons (continued from page 2)

body, the French paradox and the dismaying prevalence of smoking, of the lengthy daylight hours at our latitude. The lessons are historical, linguistic, social and political, as well as artistic. They touch on race, urban development, gender roles, and the role of estate tax in the establishment of the Picasso Museum. But some of our most important lessons about broadening horizons are taught with and over food.

We eat together as a group several times a week, but the students are mostly responsible for feeding themselves. We take the students to the cafeteria by their dorm and show them how to decipher and decide among its many choices. We help the vegans find something more nourishing than salad. We explain that French people always eat pizza with a fork. We bring the students to the local grocery store and show them the protocols of the local Franprix; they learn how to navigate the narrow aisles, weigh their own fruit, and identify the most common French words on labels so they can pursue or ignore food similar to what they eat at home. While we are introducing them to French art and the French language, we also introduce them to French cuisine and food culture. We teach about French bread and cheese, different kinds of bread and pastry, and the fact that French butchers cut meat differently than American ones, so what comes to the table is different too.

The students experiment and report their discoveries. When one student exclaimed over a piece of fruit, saying it had so

much more flavor than anything she had ever eaten, it occasioned a conversation about the hybridization of food in the United States to improve its durability for transportation, rather than its taste. We use tiny interactions, like this one, over a peach, to prompt the students to consider the big picture and the world around them. We feel that all kinds of experiences broaden perspectives and help them see how they fit into the world (s) in which they live.

Our group meals provide us with lots of teaching moments over the course of the month. We take the students for Vietnamese food early on—one of Paris's many Asian neighborhoods is near their dorm and we want for them to know about the excellent and inexpensive restaurants in this area. On this occasion, my French language skills take a back seat to my colleague's Vietnamese. There are a lot of lessons at that meal, and not just about the hearty and filling *pho* and *nem* that we enjoy; we talk about why Vietnamese food is popular in France but less well known at home; and the students watch intently as my colleague negotiates with the owner of the restaurant for our meal and then does much of the serving. He teaches them how to eat this unfamiliar food, but we also push them to experiment with a cuisine about which they know very little. Suddenly, something they have always perceived as a minority becomes the dominant language and the most im-

portant means of communication. While they see this with English to a larger degree in Paris, I think the interaction in Vietnamese reinforces the lesson of the value of world languages to their education.

We have many lovely meals in French restaurants, including a banquet at the storied Grand Colbert, where Diane Keaton celebrates in the film *Something's Gotta Give*, but we also like to introduce students to other cuisines, in particular ones that they aren't likely to discover on their own. We therefore always try to have couscous at a North African restaurant; it is a cuisine with which they are wholly unfamiliar and also invites contact with some of the city's Muslim inhabitants, about whom they have many preconceptions but little real knowledge.

Usually, the students have, by this time, learned to trust us, and they look forward to another culinary adventure. But sometimes they are intimidated by so much novelty, and on one occasion a student worried out loud whether there would be any normal food available. What, we asked, was normal food? And who were the normal people who ate it? And what did such a question imply about how she saw the world around her? We reminded her that the caffeine energy drinks and protein bars she liked so much weren't considered normal food by most French people; the definition of normal, we suggested, is highly changeable, highly subjective, culturally

specific and maybe not all that precise or helpful. So not only did she need to recognize that a normal/not normal model wasn't really going to be useful to her (either in a country where she was a foreigner, or, for that matter, at home), but that she needed to express her concerns in a way that enabled us to allay them (it turned out she was worried that she would have to eat camel meat, which we assured her, was not the case). Breaking down biases is a part of every teaching experience. In Paris, this pedagogical obligation has been particularly rich, and occasionally also delicious.



Demystifying Media Relations: 10 Tips for Better Media Coverage (continued from page 3)

a major factor in who gets quoted and/or interviewed. Individuals who have developed reputations for being accessible and reliable, as well as competent in a subject area, are the people who are quoted most often.

3. Do keep interview commitments with reporters. If you are scheduled to have an interview at a certain time and place, please do your best to follow through. If something unexpected happens and you cannot make it, please let the person know, or at least contact public affairs. Sometimes, it is possible to reschedule.

4. Don't be afraid to step outside your specific area of expertise, if you are reasonably well-versed in a subject area. Most reporters are generalists, especially in these days of shrinking newsroom staffs. Their questions usually will only skim the surface of a subject matter. Your background probably makes you more knowledgeable about a general topic than 90-95 percent of the general public. Hypothetically, if you are a history professor specializing in 19th century U.S. history and a reporter is looking for someone to discuss the greatest accomplishment and flaw of President Theodore Roosevelt, you would probably be

more than qualified for such an interview. (No, this specific request has never been asked.) A media interview is much different than writing or being quoted in an academic journal, where nuances and narrow areas of expertise are much more important.

5. Do your best to be yourself. It's normal to be a little nervous when being interviewed. But most interviews with education experts are not designed to "grill" the source, unless the story is an exposé, a reaction to a negative event or crisis on campus, or you are about to be questioned by Chris Matthews on "Hardball." Therefore, in most cases, the reporter (privately) wants you to do well during the interview because insightful information and good quotes make the reporter look good. Above all, be yourself.

6. Don't be afraid to say "I don't know," or "I don't want to speculate" to questions that you genuinely don't know the answer to, or don't feel comfortable in answering. No one likes a "know-it-all" anyway, and saying you don't know is perfectly acceptable. Of course, if the whole interview consists of "no comments," perhaps you should not have done the interview in the first place.

7. Don't fall into the temptation of using education jargon during an interview. Many fields have their own language/buzz words, which can be effective when talking with colleagues. But eyes will start to glaze over in the general public (and perhaps the reporter) when they hear an arsenal of words like "pedagogy," "rubric," "modules" and "cohorts." Instead, try to use words with which most people are familiar. Instead of "cohorts," try "groups." And instead of "signage," try "signs." The word "facilitate" has become an all-purpose verb, and not just in academia. It is supposed to mean "to make easier," but has instead come to mean all types of things, such as to moderate (a panel discussion) or to expedite. If you do use an educational term, try to explain what the term means. One faculty member did a nice job of this during her recent interview with Channel 8 about the new Center on Autism Spectrum Disorders when explaining the difference between "in-service teachers" and "pre-service teachers." Also, avoid acronyms, unless they are commonly understood outside of academia, or are absolutely necessary, such as in the name of your program or organization.

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Demystifying Media

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can use them to write later.

* *Team-teaching*: Invite a fellow instructor, or GTA to your class and vice-versa.

* *Collaborative (group) research projects, and collaborative presentations*.

* Have students design and teach a session in groups of three. This is a good way for students to take charge not only of what they are learning, but how they are learning it.

* *In-class peer review and response workshops*.

SOME TIPS FOR PRODUCTIVE PEER REVIEW AND RESPONSE

* It can be tough for students to give each other valuable praise and criticism. But as the influential Brazilian educator Paulo Freire said, “no one knows everything and no one is ignorant of everything.” So if students are already in a collaborative milieu where they feel comfortable talking with each other, they will be more likely to give constructive praise and criticism to their colleagues.

* Peer response must be sold to students. As with all collabora-

tive learning activities, students should feel that we really value peer review and response.

* Consider how the groups are made up. It might be a good idea to arrange groups according to respective student strengths and weaknesses.

* Have students start with—and maintain—a praising attitude and method. Praising strengths can give shy or less confident students, through close examination and discussion of their peers’ writing, things to imitate for their own writing, and lets the stronger writers know what is working well and why.

* Have students look for counterclaim opportunities as a means to criticism (if this is something you value in your field).

* Remember to have students focus on higher-order concerns first—e.g. claim, functions of the essay parts, introductions, conclusions, etc.—and not get bogged down in grammar and spelling (especially in initial drafts). *And urge students to use the language of your course*

goals and objectives.

- A handout in preparation for any collaborative activity is always a good idea. (Feel free to visit our national online site for much more information on peer review and response: <http://galleryofwriting.org/writing/585497>).

PROACTIVE THINKING AND PLANNING FOR COLLABORATION

As we head into warm (and soon less frantic) summer days, it might be a good time to consider how some of the above ideas could play into our curricula. We certainly do not have to rush to get “all of the above” into our teaching plans and practices. But thoughtful consideration of how to encourage students to be as involved as possible in the ebb, flow and action of reciprocal teaching and learning will only make our teaching lives that much more fulfilling and productive.

8. Don’t be afraid to rehearse before an interview. If you know an interview is coming, it might be a good idea to prepare for some of the likely questions and how you will answer them. A colleague or friend might be willing to help. One faculty member recently prepared a list of highlights about the Center for Excellence in Mathematics and Science before a recent interview and provided it to the reporter, who later commented that the list was quite helpful. Public Affairs can sometimes assist in pre-interview preparation.

9. Do pretend you are talking with non-faculty friends at the kitchen table or living room when you are involved in a sit-down interview. This may help you to relax, avoid education jargon and improve your communication skills.

10. Do remember that Public Affairs is your friend when it comes to dealing with the media. By all means, keep us on the loop if you are interviewed for a story and feel free to ask us questions. Also, especially if you are a new faculty member, let us know what your specialties and research interests are and if you’ve had experience in dealing with the media.

2010-2011 CSU Research Grants

Amal Abd El-Raouf, Computer Science, Meeting Deadlines within Object Oriented Software Applications

JoAnn Abe, Psychology, The Impact of Multicultural Experiences on Socioemotional and Cognitive Development

Gregory Adams, Sociology, Children Adopted from China: Ethnic Identity Development in Adolescents

Samuel Andoh, Economics and Finance, Informal Financial Systems in Developing Countries

Valerie Andrushko, Anthropology, Osteological Analysis of Inca Burials from the Machu Picchu Region of Peru

Kirstine Anthis, Psychology, The Psychology Major's Manual: A Pre-Test, Post-Test Study

Imad Antonios, Computer Science, Characterizing Long-Range Dependence in Network Traffic

Laura Bower, Education, Students of Color in a Teacher Education Program: A Phenomenological Study

Lawrence Brancazio, Psychology, Spoken language comprehension in college-age adults with reading difficulties

Jean Breny Bontempi, Public Health, Examination of Relationship Power on Women's Ability to Practice HIV Protective Behaviors Vincent Breslin, Science Ed. and Environmental Studies, Mercury Accumulation in Bluefish (*Pomatomus saltatrix*) in Long Island Sound

Mia Brownell, Art, Breaking up with Brueghel: Allegory of Still Life

Susan Callahan, School Health Education, A Focus Group Study of Connecticut's Health Education Assessment Project (HEAP)

David Chevan, Music, Recording of New Music and Arrangements

of Traditional Pieces for Selichot
Nikolaos Chrissidis, History, The Logistics of Pilgrimage to the Holy Land from the Russian Empire

Sarah Crawford, Biology, Experimental Studies on Cancer Chemoprevention and Therapeutics in Breast Cancers with Different Genetic Backgrounds

Ilene Crawford, English, Quantitative Analysis of Vietnamese Women's English Literacy Practices in Vietnam

Cheryl Dickinson, Education, A Comprehensive Model for Literacy Development through Student-Lead Discussion at the Middle Grade Level

Valerie Dripchak, Social Work, A Study of War Trauma Veterans

Suzanne Duke, School Health Education, A Focus Group Study of Connecticut's Health Education Assessment Project (HEAP)

Cheryl Durwin, Psychology, Can Word-Families Flashcards Facilitate Acquisition of Word Recognition Skills in Kindergarteners?

Nicholas Edgington, Biology, Characterization of Molecular Pathways that Regulate the N/C Ratio

Bonnie Farley-Lucas, Communication, A Critical Organizational Communication Analysis of Faculty Misconduct

Shelia Garvey, Theatre, A New Emperor for a Next Millennium: Eugene O'Neills mini-masterwork *The Emperor Jones* remains viable for almost 100 years after its American premier

Yilma Gebremariam, Economics and Finance, The Role of Social Capital in Economic Development of Sub-Saharan Africa Countries: The Case of Ethiopia

C. Patrick Heidkamp, Geography, Eco-labels and Sustainability

in the U.S. Wine Industry
Sue Ellen Holbrook, English, The Cultural Role of Travel in Jerome's Narrative of Paula's Journey

Julia Irwin, Psychology, Spoken language comprehension in college-age adults with reading difficulties

Shirley Jackson, Sociology, "They're Back...!": Assessing The Impact of an Ex-Offender Re-Entry Program on its Clients

John Jacobs, Psychology, The long-term effects of the death of a parent in childhood on adapting to stressful events in adulthood

Brian Johnson, English, Word and Image: A Poet-Painter Exhibition

Erin Larkin, World Languages and Literatures, Between Futurism and Fascism: Benedetta Cappa and the making of the new Italian woman

Steven Larocco, English, Shame, Reparation and the Emotional Groundwork for the Ethical Impulse

Terrence Lavin, Art, Research of the Collection of Historic Scientific Instrumentation at the Institute and Museum of the History of Science in Florence Italy

Gerald Lesley, Chemistry, Palladium Catalyzed Preparation of Biaryl Derivatives for Metal Organic Framework Synthesis

David Levine, Art, Otto van Veen's Painted Account of the Batavian War (69-70)

Tricia Lin, Women's Studies, Re-Thinking Woman, Native, Other in Translation: The Indigenous and the Diasporic

Joseph Manzella, Anthropology, Alternative Religious and Spiritual Communities in the 21st Century

Armen Marsoobian, Philosophy, The Armenians of Ottoman Turkey: A Photographic Exhibition

Kenneth McGill, Anthropology, Ethnography of the Workfare State in the Former East Berlin

Virginia Metaxas, History, War, Medicine, and American Women in Greece and the Near East

Dina Moore, Psychology, Can Word-Families Flashcards Facilitate Acquisition of Word Recognition Skills in Kindergarteners?

Diana Newman, Communication Disorders, Prevalence Rate and Types of Co-existing Reading Difficulties with Acquired Neurological Impairments

Patricia Olney, Political Science, Deceptive Democracy: Fifty Years of Local Politics in Mexico

Troy Paddock, History, Thinking About a River: A History of the Mosel in Germany

Pina Palma, World Languages and Literatures, Women at War: The Italian Renaissance

Klaus Peters, Computer Science, A Computational Model for Visual Detail Perception of Gestalt Objects

David Pettigrew, Philosophy, Witnessing Genocide in Bosnia: Pathways to Justice: A Book Project

Val Pinciu, Mathematics, A Visibility Problem for Three-Dimensional Fortresses

Mary Purdy, Communication Disorders, Prevalence Rate and Types of Co-existing Reading Difficulties with Acquired Neurological Impairments

Jaak Rakfeldt, Social Work, Citizenship Training, Peer-Support and Quality of Life for Persons with Prolonged Mental Health and/or Substance Abuse Issues

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2010-11 CSU Research Grants (continued from page 7)

Michael Rogers, Anthropology, Continuing Investigations in the Earliest Archaeological Record: Evolutionary and Environmental Factors

Elena Schmitt, World Languages and Literatures, Learning from Teaching: Professional identity formation in foreign language teacher candidates

Camille Serchuk, Art, Illuminations in the works of Alain Chartier

Vivian Shipley, English, On-Site research about women to begin a 9th book of poetry about how economic circumstances impacted lives of women from 1800 to early 1900

Kathleen Skoczen, Anthropology, Understanding Sustained Breastfeeding Practices in the Developing World

Jeff Slomba, Art, Sound Change: sculptures and sounds exploring the confluence of natural and built worlds

Joseph Solodow, World Languages and Literatures, Livy, Book XXI: A Stylistic-Historiographical Commentary

Dana Sonnenschein, English, Lady Macbeth, Her Book

James Tait, Science Ed. and Environmental Studies, Causes and Remediation of Chronic Beach Erosion at Hammonaset Beach State Park

Derek Taylor, Communication, Chester Gillette/Grace Brown Documentary Film (working title)

Christine Unson, Public Health, Comparative Studies in Encore Careers and Ageism in the United States and New Zealand

Thuan Vu, Art, Translating Vietnamese Imagery

Jonathan Weinbaum, Biology, Were the ancestors of crocodiles endother-

mic? Systematics, form and function in extinct relatives of crocodylians

Deborah Weiss, Communication Disorders, Predictive Utility of Application Material for Success in Graduate School

Leon Yacher, Geography, The Changing Geography of the City of Bishkek: An Urban Study

Charlie Yang, Management/MIS, A Comparison Study of Native-Born and Foreign-Born Female Entrepreneurs: A Narrative Approach

Congratulations to this year's awardees!

Spring 2010/Fall 2010 Faculty Development Grants

Spring 2010

Stanley Bernard, Public Health, Building Capacity among Public Health Faculty to Recruit and Retain Male, African American Students

Vincent Breslin & James Tait, Science Education and Environmental Studies, and **Dwight Smith**, Biology, Sixth Annual Seminar Series on the Ecology & Environmental Quality of Long Island Sound

Mia Brownell, Art, Visiting Artist Lecture Series 2009

Sanja Grubacic, Samuel Andoh, & Peter Bodo, Economics & Finance, Department of Economics & Finance Seminar Series

Esther Howe, Social Work; **Deborah Flynn**, Public Health; & **Susan Calahan**, School Health Education, Inside the School House Door XI: Working with the Explosive Child

Yi-Chun Tricia Lin, Women's Studies, Sixth Annual Celebration of 64 Days of Nonviolence

Armen Marsoobian, Philosophy, Philosophy Dept. Colloquium Series

Jule McCombes-Tolis, Special Education, Statistical Training to Support Faculty Research Initiatives: Nonparametric Statistics for the Behavioral Sciences

Elena Schmitt, Foreign Languages, Language Across Disciplines: A Visit from Dr. Michael Halliday

Joseph Ullian & Christin Kimball, Communication, Workshop on Developing Multimedia-Rich Learning Modules Using Screencasting Software

Fall 2010

Samuel Andoh, Jim Thorson, Peter Bodo, & Sanja Grubacic, Economics and Finance, Economics and Finance Seminar

Bonnie Farley-Lucas, Communication, 20-Minute Mentor: Online Professional Development Program

C. Patrick Heidkamp, Geography, & **Susan Cusato**, Science Education & Environmental Studies Toward a Sustainable Learning Community

Kim Lacey, Nursing, Improving Test Development to Facilitate Critical Thinking and NCLEX Success in Nursing Students

Lisa Lancor, Computer Science, Incorporating Second Life into Southern's Liberal Education Program

Armen Marsoobian, Philosophy, Philosophy Colloquium Series

Pina Palma, World Languages & Literatures, & **James Rhodes**, English, 10th Annual Medieval Conference

Tim Parrish, English, Literary Readings and Discussions

Family Education Rights and Privacy Act (FERPA): Did you know?

Christine Villani, Education

Did you know the following facts about FERPA?

- FERPA is a federal statute that establishes students' and parents' rights to access students' "educational records."
- Protects the privacy of those records from disclosure to others and requires educational institutions to establish procedures for providing parents, guardians and eligible students' (over 18) access to student records.
- Defines educational records as "those records, files, documents, and other materials-which contain material directly related to a student and are maintained by an educational agency or by a person acting for such agency or institution."
- Does not mean that records be produced anytime or anywhere on demand. School officials can adopt rules that specify reasonable time, place, and notice requirements for viewing.
- Students or parents can request that inaccurate, misleading, or information that violates the students' rights be amended. If the school believes the information is accurate they must inform the parent of their refusal to amend and allow for a hearing. Final decision rests with the hearing officer.
- School may not release educational records or personally identifiable information without prior written consent with the following exceptions:

1. Other school officials who have a legitimate educational interest
2. Officials of another school where the student seeks to or intends to enroll
3. Authorized federal representatives for purposes of auditing and evaluating federally funded programs
4. State and local officials to assist the juvenile system
5. Organizations conducting studies for educational agencies to develop, validate, or administer predictive tests, so as to improve instruction
6. Accrediting organizations in order to carry out their accrediting functions
7. Parents of a dependent student
8. Emergency care providers if necessary for the health and safety of the student or other persons
9. Comply with a judicial order or lawfully issued subpoena or
10. The attorney general of his or her designees in response to an *ex parte* order in connection with the investigation or prosecution of terrorism crimes.

- School may release directory information; names, address, telephone, date, place of birth as well as field of study, dates of attendance, participation in clubs and sports, weight and

height of athletic team members, date of graduation and awards received. **However, parents must be given the right to "opt out of" the release of the above information.** Schools receiving funds from the Elementary and Secondary Act must disclose directory information to military recruiters unless parents have opted out of providing this information.

- **Owasso Independent School District v. Falvo**-The Supreme Court ruled that peer grading does not violate FERPA.
- Finally, FERPA sets out "rights," but it does not allow parents or students to actually bring a lawsuit for damages against a school for violating FERPA. The only remedy is through the Family Policy Compliance Department which investigates and enforces compliance.



2010-2011 Curriculum Related Grants

Gayle Bessenoff, Jessica Suckle-Nelson, & Kate Marsland, Psychology, PSY 393 Capstone

Len Brin, Joe Fields, Ray Mugno, & Robert Vaden-Goad, Mathematics, MAT--Tier I LEP Textbook

Laura Bower, Adam Goldberg, Lara Smetana, Nancy Marano, & Beena Achhpal, Education, EDU Inter-disciplinary Program

Mary Brown & Hak Joon Kim, Information and Library Science, Online Resources

Richard Cain, Public Health, Critical Thinking Conference

Margaret Das, Biology, BIO 120 Experiment

Cheryl Durwin, Psychology, New Instruments for PSY Courses

Ata Elahi & Herv Podnar, Computer Science, 463 & 563 Manual

Marybeth Fede, Exercise Science, Fit for Life--Tier II LEP

Terese Gemme, Craig Hlavac, and Jonathan Irving, Music, BA/MA in Music Education

Shirley Jackson, Sociology, Ethnic Studies Program

Elizabeth Keenan, Social Work, SWK 350 Capstone

Lisa Lancor, Computer Science, Second Life--Tier I LEP

Joseph Manzella & Kenneth McGill, Anthropology, ANT--Tier I LEP

Armen Marsoobian, Philosophy, Critical Thinking--Tier I LEP

Elena Schmitt, World Languages and Literatures, MS TESOL Vietnam Internship

Vivian Shipley, English, Folio Archive

Jill Strawn, Nursing, Assessment of Eight NUR Courses

Barbara Worden, Social Work, SWK Cross Cultural Dutch-US Collaboration

Robert Workman, Computer Science, & **Jerry Dunklee**, Journalism, Online Guide--interactive multimedia

Congratulations to this year's awardees!

Faculty Activities

C. Patrick Heidkamp, Geography, was invited to present his paper, "Measuring Economic Rights in the USA: A Spatial Analytic Perspective," at the Human Rights in the USA Conference organized by the Human Rights Institute at the University of Connecticut, October 22-24, 2009. He also, along with co-authors Shareen Hertel and Lyle Scruggs of the Department of Political Science, University of Connecticut, published a paper titled "Human Rights and Public Opinion: From Attitudes to Action," in *Political Science Quarterly* 2009; 124(3): 1-17.

Steven Judd, History, presented his paper "Ibn 'Asākir's Peculiar Biography of Khālid al-Qasrī," at the Middle East Studies Association Annual Meeting in Boston, MA, November 22, 2009, and also his paper "Thoughts on al-Balādhurī's Treatment of Hishām b. 'Abd al-Malik," at the Historiography in its Arabic Age Conference (organized by the Orient-Institut-Beirut) in Cairo, February 28, 2010.

On February 22-24, 2010, a group of 10 school principals and Ministry of Education officials from Azerbaijan visited SCSU as part of a "study tour" funded by the World Bank (organized by **Cathryn Magno**, Educational Leadership). The tour visited 11 schools in New Haven, Hamden, North Haven, Meriden, Cheshire, and Orange, through collaboration with former SCSU Educational Leadership students who are administrators in those districts. EDL faculty members gave workshops and engaged in active dialogue on substantive issues related to school effectiveness. The visitors also delivered a presentation to the campus community on the successes and challenges facing education in post-Socialist Azerbaijan.

Family Engineering is a new program being developed, with support from the National Science Foundation, to actively engage parents and their elementary-aged children in fun, hands-on engineering activities and events. Modeled after the popular *Family Science* and *Family Math* programs, *Family Engineering* will introduce families to the exciting world of engineering by providing resources for families, schools, and organizations to facilitate informal engineering experiences. SCSU was selected as one of eight national field test sites for the *Family Engineering* Program and Activity Guide. SCSU undergraduate and graduate students, including pre-service elementary and secondary teachers and STEM majors, will be conducting *Family Engineering* Nights at five elementary schools in New Haven and Meriden during the Spring 2010 semester.

Send your article ideas and/or feedback to
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The mission of the Office of Faculty Development is to support teaching and learning at all levels and in all contexts in which instruction occurs at Southern. The OFD supports faculty in their roles as teachers, scholars, and members of the university and wider community.

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.



2010 SCSU Teaching Academy

“Measuring Student Success: Learning, Assessment, and Critical Thinking”

You are cordially invited to attend the 2010 SCSU Teaching Academy on “Measuring Student Success: Learning, Assessment, and Critical Thinking,” Wednesday, June 2 and Thursday, June 3.

Keynote speakers include Dr. Barbara Walvoord (Professor Emeritus, University of Notre Dame) on “Assessment of Student Learning: Clear, Simple, Feasible, and Useful” and Dr. Robert Smart (Professor, Quinnipiac University) on “The Double Helix: WAC and Critical Thinking, A History.” On both days, breakout workshops on assessment, writing across the curriculum, instructional technology, electronic resources, course design, and effective pedagogy will be presented by our most talented teachers. In addition to enhancing your teaching, you will be rewarded with meals and refreshments, publishers’ book fairs, stimulating interdisciplinary exchanges, and a stipend for successful completion of the 2-day conference.

On Thursday afternoon (4:30 - 6:00) the Teaching Academy concludes with a Celebration of Teaching Excellence, a wine and cheese social sponsored by the SCSU Foundation. This celebration will recognize Dr. Scott Ellis, recipient of both the SCSU and the CSUS system-level Trustees Teaching Award, and Dr. Troy Rondinone, recipient of the Norton Mezvinsky Trustees Research Award. Recipients of the 2010 J. Philip Smith Outstanding Teaching Award and the newly instituted Technological Teacher of the Year Award will also be recognized. The event will take place in the Engleman Hall seminar center and courtyard.