

We’re on the homestretch-

While we would ordinarily be gathering for our annual celebrations of teaching and scholarship, I am delighted to share another milestone with you – it’s May. As you take a look at the final month of the Spring semester, I encourage you to take a deep breath and give yourself permission to (finally) exhale. We’ve worked together, as one Central family, and navigated the majority of our mid-semester transition to remote teaching and learning. While there have been plenty of challenges along the way, we are emerging from this experience a bit more tech savvy and more comfortable with the fun and fresh virtual background features in Microsoft Teams than we were a few weeks ago. We’ve learned to mute and unmute ourselves (and others) as needed, but more importantly, we’ve enhanced our ability to connect with each other and our students when we cannot share a physical space.

With final exams on the horizon, this guide serves as a bookend to our Spring Survival Guide series. This volume includes not only tips and techniques you that add to your remote teaching toolbox, but also reminds you to be kind to yourself, your students, and those around you. The pages that follow contain information about resources you may already be familiar with and others you may want to use as we approach final exams. It also provides important messages gathered from Central students, which reflect the common themes of appreciation and encouragement. Through multiple communications with students, it is clear they appreciate the tremendous amount of work you have done to preserve their academic experience throughout this difficult time. Moreover, the compassion you have shown your students, by being present during this time, is helping the Central family feel more secure during the greatest upheaval many of them have lived through.

It is my sincerest hope that this guide finds you all well as we prepare for a productive final month of the semester. Soon, the Center for Teaching and Faculty Development (CTFD) will be releasing a calendar of summer professional development events and I hope you will consider joining us.

Warmly,

Christina Robinson

Christina Robinson, Ph.D.
Interim Associate Vice President for Graduate Studies, Research, and Faculty Development
Survival Guide for Online Teaching, Vol. 3
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Resilience and Grit by Michael Russo __________________________ 1
What I Wish My Professors Knew ________________________________ 2
(compiled from student feedback)
Lessons Learned for Frustration Free Teaching___________________ 3
Academic Policy Changes—Graduate _____________________________ 4
Academic Policy Changes—Undergraduate ________________________ 5
Library Resources ______________________________________________ 6
Proctorio ______________________________________________________ 7
Technology Accessibly Considerations ____________________________ 8
Community Engagement Resources ______________________________ 9
Teams _________________________________________________________ 10-11
Course Evaluation _____________________________________________ 12-14
Ergonomics for Telecommuters __________________________________ 15-16
Honor Roll of Faculty Acknowledgment by Students _____________ 17
It’s hard to believe that we have been working in an on-line environment for over four weeks now. Making such a quick shift in the way we interact and learn, while coping with concerns associated with the COVID-19 pandemic and challenges associated with working from home, has presented many stressors and potential barriers to success. I have been amazed with how consistently CCSU students have risen to this challenge; how committed you have been to finish this semester; and how earnestly you have advocated for yourselves. When asked how CCSU students have stood up to these challenges, two words come to mind: resiliency and grit.

Resiliency is one’s ability to recover quickly from the challenges we encounter in life. It reflects our mental and emotional toughness, as well as our ability to work through these challenges in order to succeed. Grit, on the other hand, refers to the level of courage needed to face adversity and one’s determination to experience success; it reflects one’s strength of character and ability to persevere. Together, these characteristics present a force to be reckoned with, a testament to one’s fortitude and a drive to persist in the face of setbacks. If you think these qualities apply to others but not you, I ask you to reflect on the choices you have made, the time you have dedicated, the work you have completed, and the challenges you have overcome to bring you to this point in the semester. You could not have made it this far without resiliency or grit.

Along with these characteristics, students who experience success during very difficult times also recognize they are not alone. They reach out to others for support when they start to struggle, and they help others who need assistance. They understand that going it alone makes for a more difficult struggle and assisting others strengthens one’s own confidence. Dr. Brené Brown, a social science research professor and noted speaker, once said,

“Somehow we’ve come to equate success with not needing anyone. Many of us are willing to extend a helping hand, but we’re very reluctant to reach out for help when we need it ourselves. It’s as if we’ve divided the world into “those who offer help” and “those who need help.” The truth is that we are both.”

If nothing else, this pandemic has taught us how resilient we can be when we reach out for help and when we offer it to others. There are many people at Central who are here to help you succeed. In addition to your professors, advisors and peers, the University continues to offer on-line mental health counseling, tutoring programs, academic coaching, and disability services designed to support you and help you achieve success during this very challenging semester. I encourage you to reach out, share your challenges, be open to suggestions, and encourage others to do the same. Doing so is a sign of strength. Beyond anything, have confidence in yourself and be courageous as you work through these last weeks of the semester. Together we will get through this. You can do it!

Michael Russo, Psy.D.
Director of Counseling and Student Development
Throughout the last several weeks we have asked our students for their direct and honest feedback. The excerpts below highlight some of the most common responses to one question: “What do you wish your professors knew?”

- **Switching to an online only learning experience created high levels of anxiety and uncertainty for us.**
- **Just as you are learning to teach “online” in a hurry, I’m learning to learn online in a hurry. Thank you for your efforts, but remember, I’m learning, too.**
- **Just as I left the classroom environment I was used to; I left my home as well. I am concerned about the status of my personal belongings, this impacts my ability to focus on my studies.**
- **It is hard to focus on school during the pandemic, we are already facing a lot and self-isolation is really hard.**
- **The transition from dedicated time in the classroom to my at-home learning environment with multiple distractions is difficult for me and I feel like I need to teach myself more than I used to.**
- **Please listen to students when we communicate our needs to you, more than anything, I need to know you hear me.**
- **The compassion you are showing by providing flexibility in deadlines and delivery techniques is really helpful!**
- **Just because I am “home” doesn’t mean I have more time. Some students are working extra hours during the pandemic, helping provide for a family; just because the faculty may be home doing their job, does not mean the same is true for me.**
- **When I feel supported and like you are communicating with me, I learn better.**
- **Even if it just for a few minutes, the opportunity to interact with you and see you, makes my day better!**
Below you will find tips, tricks, and tools shared by the teaching faculty of Central Connecticut State University. This list is not exhaustive, but rather a collection of resources and ideas to support your and your students’ success in an online environment.

*Chunking! Chunk everything, chunk your content, chunk your assignments, chunk your exams – transform everything into the smallest unit possible. This allows students to learn and digest material on their own terms, reduces the amount of grading you have at any one point in time, and reduces the amount of work lost if a horribly timed power outage or internet failure occurs.

*Accessible – in all possible ways, maximizes your courses accessibility. Use Blackboard Ally, use feedback from your students, try your best to make sure you aren’t unintentionally excluding someone from a class-based experiment. If you do, apologize, and work with the Instructional Design and Technology Resource Center and/or the office of Student Disability Services to find a solution as quickly as possible.

*This is a teachable moment – right now our students, like many of our faculty, are focused on the pandemic and its impact. Incorporate this into your teaching – for example, a leadership course could shift its focus to management during a crisis or history could pivot to focus on the history of pandemics.

*Communication tools – the online conferencing tools and course management tools provided through the University are great for teaching, but students are accustomed to connecting with each other outside of class as well. Consider using tools like GoReact and Padlet for student-to-student communications.

*Note taking – use a note-taking app (e.g., Notability) to take notes with students and highlight contents. Later, students can download and review electronic handouts shared through Blackboard Learn prior to our meeting. This can also be used to write digital notes on handouts ahead of class.

*Office hours – virtual office hours with consistent schedules encourage students to stop by and check-in to ask questions. Try keeping virtual office hours open on a pre-set schedule via Webex Meetings. In addition to emails, virtual office hour provides students with an additional format option to ask questions.

*Online repository – keeping everything in one place increases efficiency for both faculty and students. Upload anything students might find helpful, including educational materials, practical information about self-care, and technological online resources. This can also cut down on the number of emails you send and your students receive each day!
Pass/Fail Grading

Although not traditionally offered at the graduate level, the option of pass/fail grading has been extended to graduate students for the Spring 2020 semester. This decision to exercise this option may have long-lasting impacts for licensure requirements, as well as future academic pursuits, and should be considered carefully. Graduate students should work closely with their academic advisors or program directors/coordinators to discuss the potential ramifications of switching to a pass/fail grade. You may also want to consider the possibility of requesting an incomplete from your instructor and setting up a schedule to finish your course work on an extended timeline. This path would preserve your ability to receive a letter grade for the course and reduce the risk that a decision made under significant stress has an unanticipated deleterious effect down the road. Should you, after consulting with your advisor and/or program coordinator, wish to take a course pass/fail, we will follow the guideline below.

On April 13, 2020, the Faculty Senate voted in favor of extending the pass/fail policy exception to graduate students. To use this option, graduate students must receive written permission from their graduate advisors or program directors/coordinators as indicated by the advisor’s, director’s, or coordinator’s signature on the form available via: https://www.ccsu.edu/grad/resources/forms.html. Per senate policy, graduate students will receive a grade of P\(^{\text{\#}}\) for grades of C or higher. A grade of P\(^{*}\) will be awarded for letter grades of C- through D-, and F will be awarded for letter grades of F (P\(^{*}\) and F are not applicable to program requirements). Graduate courses taken for pass/fail and receiving a grade of P\(^{\text{\#}}\) will not count towards the limit of no more than 2 grades of C or C+ within the planned program. Thesis and special projects courses may take advantage of this grading option as programs see fit.

Other Important Notes

Withdrawal Deadline The Faculty Senate also voted to extend the withdrawal deadline for all Central students. Effective immediately, the last day for students to withdraw from a Spring 2020 course without instructor permission is May 10, 2020. Students will receive a grade of “W” on their transcript.

Thesis Submission Deadline To accommodate as many graduate students as possible the final thesis submission date for May degree conferral has been extended to June 10, 2020.
Pass/Fail Grading

1. All undergraduate students are eligible to elect the pass/fail option.
2. Courses taken on a pass/fail basis during the Spring 2020 semester will not be considered when calculating a student’s total number of pass/fail elections.
3. **There is no limit on the number of courses that students may elect as pass/fail for the Spring 2020 semester.**
4. Intent to take a course pass/fail for the Spring 2020 semester must be filed in the Office of Registrar by May 10, 2020. After May 10, 2020 the option may not be changed for any reason. No exceptions will be made in the event of an error on the part of the student.
5. For undergraduate students who elect the pass/fail option:
   - A grade of C- or higher will be recorded using a P^ notation and shall be sufficient for all courses counted in the major or minor and general education courses, and shall fulfill the prerequisite requirement for any subsequent courses, **except when a minimum grade higher than C- is required.**
   - Grades of D-, D, or D+ will be recorded using a P* notation to indicate a low pass and shall only fulfill requirements where there is no minimum grade required.
6. A notation will be placed on the official transcripts key indicating the exceptional circumstances of Pass/Fail grades earned during the Spring 2020 semester.
7. Grades of P^ or P* will have no effect on a student’s cumulative grade point average (GPA), only on the total number of earned hours.
8. A grade of F in a pass/fail course will be treated in the same manner as a failing grade in any other course and will impact a student’s cumulative grade point average (GPA).
9. There will be no attempt to conceal from an instructor the fact that a student has elected the pass/fail option in the course.
10. A student considering pass/fail should consult with their advisor, faculty member and/or department chair before making their election.

OTHER IMPORTANT CHANGES

**Spring 2020 Withdrawal Deadline Extended**
The Policy on Withdrawals is amended so that the Spring 2020 semester deadline for withdrawing from a course without instructors’ permission is extended to May 10, 2020.

**Spring 2020 Incomplete Grade Deadline Extended**
The deadline for undergraduate students to complete grades of Incomplete (INC) earned during the Spring 2020 semester is extended to the end of the Fall 2020 semester.
Faculty: Strengthen Your Connection to Library Services & Support*!

Virtual Ways to Reach Us Chat, Webex sessions, Email (includes Staff Directory)

Library Resources in Blackboard You have seamless access to databases, research guides, and more.

Request online and onground library instruction and support It's not too early to start planning for Summer (online) and Fall (onground/online).

Expanded Free Online Resources Additional titles and services are available during campus closure.

Open Educational Resources Need help finding OER?

Course Reserve Materials While the library is closed, you have options.

We are here for you and your students!
Proctorio is a proctoring solution used in conjunction with Blackboard Learn that can be set up in minutes. All it requires is a test in Blackboard, Chrome and the Proctorio Chrome Browser Extension. Please watch this video created by Proctorio to get started. In addition, you can follow these steps to get started.

There are three steps you must complete when using Proctorio for the first time.

**Step 1 - You Must Use the Google Chrome Browser (commonly referred to as Chrome)**
- You must use Chrome for any activity with Proctorio and Blackboard Learn
- If you do not have Chrome, please download it here, Get Google Chrome, then install it.

**Step 2 – Install the Proctorio Google Chrome Extension**
- Open Chrome and click, https://getproctorio.com/ to access the Proctorio Chrome Extension (Figure 1)
  - This must be installed for Proctorio to function
- Click on Step 2 from the Proctorio Chrome Extension window to install the Proctorio tool into the browser. (Figure 1)

**Step 3 – adding the Proctorio Tool to a Blackboard Course**
For the Proctorio Tools to be enabled in a Test, you must first add the Proctorio tool to a course
- Access the Blackboard Learn course where you will give the test
- Select a content area
- Hover over Tools and Click More Tools
- Select Secure Exam Proctor
- Leave all defaults as is and click Submit (this will place the Proctorio link in your content area, Figure 2)
- Drag then drop the Secure Exam Proctor icon to the top of the content area

By adding the Secure Exam Proctor Tool, you will enable the Proctorio Tools in the Blackboard Learn Test Options (see Figure 3)

For specific instructions on how to enable Proctorio and adjust all settings in a Blackboard Test, please see our full instructor’s guide.
Technology Accessibility Considerations

Equitable access to digital and print learning materials and technologies may vary greatly among our students and may impact student success. In order to promote an inclusive and equitable learning environment for our students, please consider the following recommendations for content and technology choices when designing classes, but particularly remote/distance learning courses.

Please consider the accessibility of adopted technology/platform/content

a. When uploading documents, make sure to include an accessible file. (Searchable PDFs)
b. Scanned documents should be OCR-friendly (avoid images and handwritten notes)
c. Words, photos and images need to be accessible in PowerPoints. Please consider using ALLY as a tool to evaluate accessibility of PowerPoints.

Consider the ability to record content for review after synchronous lectures

a. Closed Captioning functionality should be used for any live audio or recorded sessions – this may be required based on student accommodations. Kaltura is a tool for the captioning of recorded lectures.
b. Include transcriptions for recorded videos/lectures
c. Be aware that some students may require outside Interpreting services and CART service providers that will need access/invites to real time class lectures.
d. Consider Microsoft Teams for synchronous sessions
   1. Teams provides real-time captioning
   2. Teams provides automated captioning for recordings
   3. Teams allows students to request transcripts of the meeting session

Universal Design Learning (UDL) incorporates accessibility principles. Please consider following the links below from the University of Washington’s DO IT site on UDL and accessibility tips for online learning.

https://www.washington.edu/doit/30-web-accessibility-tips

Resources:
1. Instructional Design and Technology Resource Center offers assistance with accessibility tools such as ALLY and Kaltura in https://www.ccsu.edu/idtrc/index.html
2. Student Disability Services offers consultations on general accessibility concerns and accommodation needs for specific students. https://www.ccsu.edu/sds/
As Central moves to an online learning environment the Office of Community Engagement remains committed to supporting faculty, staff and students stay connected through service and community-based learning opportunities. Local, state, regional, and global communities can benefit from campus-community partnerships now more than ever.

To help support your community engagement efforts, OCE has compiled information on innovative approaches to virtual service-learning, community engagement, and outreach on our website. Many faculty and students around the country are currently serving their communities by researching best practices and grant funding for local non-profits, engaging in advocacy and public service campaigns, working with community organizations on photovoice projects, developing virtual fundraising events and tutoring resources, helping conduct program evaluations, and organizing virtual days of service. These are all viable options for community engagement in the current environment that are sustainable in the future. We are also reaching out to local community partners, identifying potential opportunities for collaboration to help meet new needs created by the pandemic.

We encourage you to contact our office via email (jessica.hernandez@ccsu.edu) to explore ideas for community engagement projects in this virtual environment and/or if we can provide resources to help you sustain current partnerships.
Microsoft Teams

1. Sign into Teams:
   a. Open Microsoft Teams from the Start menu (Windows) or Applications folder (Mac) or go to https://office.ccsu.edu
   b. Sign in with your CCSU Office 365 email address and password

2. Schedule Teams Meetings (recommended to schedule all meetings in advance so they appear on your calendar and participants’ calendar):
   a. Open the Calendar from the left menu
   b. Click on New Meeting
   c. Enter meeting Title
   d. Enter participants (start typing names and then select from list)
   e. Enter date and time
   f. Click Recurrence and set the pattern of the meetings
   g. Click Save, meeting will be placed on your calendar and invite will be sent to participants

5. Start Teams Meeting:
   a. Open supporting materials – PowerPoint, Blackboard, web sites, etc.
   b. Sign into Microsoft Teams:
      i. Open Microsoft Teams from the Start menu (Windows) or Applications folder (Mac) or go to https://office.ccsu.edu
      ii. Sign in with your CCSU Office 365 email address and password
   c. Open the Calendar from the left menu
   d. Click on the meeting and then click on Join
   e. Click on Join Now and the meeting will be active with audio and video from the computer/mobile device

6. Conduct the Team Meeting, using the tool menu at the bottom of the screen to control your meeting:
   a. Show Participants – toggle the Participants pane on to monitor who has joined your meeting
   b. More Actions/Record – start or stop recording the meeting. If you are going to be recording, it is recommended that you verbally inform the participants when the recording has started. At the end of the meeting, stop recording. The recording will be stored with the meeting in the Chat section.
   c. Audio – toggle audio on and off. It is recommended that you ask all participants to turn audio off to avoid hearing background noise. Participants can unmute the audio when they need to speak.
   d. Video – toggle video on or off
   e. Sharing:
      i. Share screen – shares your entire computer screen with the participants so they can see any app or web site you open
      ii. Share application – select the application to share to limit what participants can see to just that one application (for example, PowerPoint or Blackboard)
   f. Chat – open the chat window to conduct text-only chats with everyone
   g. End Meeting – if you are recording, stops the recording first and ends the meeting

Additional information about Teams:

- An alternate way to start a Teams meeting is by opening the Outlook calendar appointment and using the Join button
During the Faculty Senate meeting on April 13, 2020, the use of CoursEval (online student opinion surveys) has been approved for all Spring 2020 courses. The amendment reads as follows:

**Student Opinion Survey Policy for Spring 2020**

For courses taught in the Spring 2020 Semester, the following policy shall apply:

- To the extent possible, students should be afforded the opportunity to submit their comments on an end of semester Student Opinion Survey.
- For departments that previously had not selected to do their surveys online, the administration shall make reasonable effort to provide an online option for those departments. Departments that had previously elected to use online surveys shall continue to do so.
- Faculty who are applying for promotion, tenure, annual renewal, or sexennial review shall not be obligated to submit student opinion surveys for the Spring 2020 semester as part of their portfolio, and the review of their portfolio shall not be prejudiced by the lack of Spring 2020 student opinion surveys. Faculty should refer to the Faculty Senate Promotion and Tenure Guidelines for examples of alternative supporting evidence for load credit activity.

Please note the following:

- Student opinion surveys are accessed through Blackboard for both faculty and student users.
- You will be receiving an email shortly with information that your course surveys are ready to preview.
- Student opinion surveys will open on Sunday, April 26, 2020 and close Friday, May 15, 2020.
- Survey reports will be available Tuesday, June 9, 2020.
Quick Tips
brought to you by the IDTRC

Issue

1. If a student reports they don’t see the CoursEval survey.
2. A student requests the CoursEval Survey be re-opened.
3. A faculty is looking for CoursEval Survey data.

Steps for Resolution

1. Have the student Log in through Blackboard Learn, there is a box in the top-left corner, have them click on the LaunchMyCoursEval link.

Note: Anyone can click the link, but only those enrolled in the courses using CoursEval will see surveys. Others will get a message that their account cannot be located.

2. If students asks to reopen the Survey because they missed the deadline, explain to the student that once the CoursEval Survey is Closed for the semester, it cannot be reopened, this is not allowed.

3. If Faculty members are looking for CoursEval Survey data, explain to them that they will not see any data from the CoursEval Surveys until it is released to them. They should receive an email notification when it is available.

NOTE:
Any calls regarding CoursEval Survey should be assigned to the Auditing Group in HSM. Tina, Amy, or Jenn Lee will pick up the ticket.
CoursEval Report Tutorial

1) Log into Blackboard Learn and navigate to CoursEval using the Launch my CoursEval link

2) Once in CoursEval navigate to the reports drop down menu located in the upper right hand corner.
3) Once In this menu select Evaluation reports.

4) On the top of this menu select show all in year, period, focus, and survey

5) In the lower part of this menu select which reports to view by clicking the include selection on the right hand side of the menu. One or multiple surveys can be selected at once.

6) Once the desired surveys are selected you may click view, pdf, or print. View will pop up a new window with the reports in it. PDF will pop up a new window with the reports, but with the option to save/ print. Print will bring up the reports in the print dialog box.
**Ergonomics For Telecommuters**

This document is meant to be a guide to assist during temporary opportunities. It may not fit all situations, offer perfect solutions for home workstations, or suggest modifications that are possible. Please do the best you can and reach out if you have any questions to the contact below.

**How To Set Up Your Workstation**

*To improve comfort, safety, and productivity anywhere*

- Raise the top of your monitor to eye level or below
- Screen distance should be an arm’s length away (18-30”)
- Keep elbows at your sides and rest gently on armrests
- Maintain neutral wrists and forearms parallel to ground
- Rest feet flat on the floor with knees at or below hip level
- Leave 1” to 2” space between calves and the seat’s edge

**Using A Laptop?**

- Raise your laptop to eye level
- Try a stand, box, or step stool
- And use a separate keyboard and mouse (if available)
- Or use a monitor and type on your laptop
- If you have a keyboard, mouse, and monitor, raise your laptop off to the side for dual monitors

**Sinking In Your Deep Couch?**

- Use a pillow to shorten the seat
- A pillow or towel roll can also be used for lumbar support

**Work Surface Too High?**

- Use a taller chair or raise your seat with a cushion
- Use a footrest or box to support your legs from dangling
- Type on a lower surface like a keyboard tray, lap desk, or side table

**Prefer To Stand?**

- Find a counter or tall surface
- Wear comfortable shoes
- Try standing on a kitchen mat
Try Microbreak Exercises
When you exercise and move around, you activate your muscles and help improve circulation, energy, and mood. This can help you feel refreshed when you resume your work. Giving your body a break from prolonged and/or repetitive activities can help reduce your risk of injuries.

The Next Position is the Best Position
No matter how good your posture is, if you have not moved in an hour, you are still loading the same structures in your body in the same direction for an hour.

Switch It Up
Take active breaks by changing how you perform a task to reduce risk of repetitive motion injuries. If able, try standing, varying your sitting positions, standing with one leg forward, switching hands, changing locations or alternating tasks.

Check In With Yourself
Bring your equipment to you instead of conforming your body to your equipment. Try setting a timer every 30 minutes to identify and correct any awkward postures. Have you been hunched over your laptop? Leaning on your elbow? Crossing your legs? Rotating your neck to the right? Holding your fingers up when mousing?

Stay Hydrated
Remember to keep drinking plenty of fluids. Take opportunities for water breaks.

Take Care of Yourself
You can work more effectively and comfortably when take care of all aspects of your health and wellness.

Reduce Eye Strain and Fatigue

Every 20 minutes of screen time
20

Look away for > 20 seconds
20

At something > 20 feet away
20

Hydrate Your Eyes
Remember to blink
Hydrate Your Eyes

Minimize glare
Avoid facing or having your back to a window

Questions?
For general ergonomics questions or information requests, please email safetyhealthcommittee@ccsu.edu

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Table of Contents
16
CCSU students acknowledge the hard work and dedication of their professors.

Fatemeh Abdollahzadeh Computer Science
Stephen Adair Sociology
James Archambault Psychological Science
James Arena Chemistry and Biochemistry
Carol Austad Psychological Science
Christina Barmon Sociology
Peter Baumann Engineering
Alicia Bray Biology
Cameron Brewer Philosophy
Jotham Burrello English
Nelson Castaneda Mathematical Sciences
Cynthia Cayer Communication
Kuan Chiang Marketing
Stacy Christensen Nursing
Barbara Clark EDEL 315
Diana Cohen Political Science
Mary Collins English
Martin Connors Physics & Engineering Physics
Silvia Corbera Lopez Psychological Science
David Cox Physics & Engineering Physics
Phillip Crockett Mathematical Sciences
Erica Cuni Counselor Education & Family Therapy
Michael Davis Biomolecular Sciences
Barbara Dennis Modern Languages
Paramita Dhar Economics
Robert DiCicco Mathematical Sciences
Laura Dilalbo Counselor Education & Family Therapy
Joanne DiPlacido Psychological Science
Betsy Dobbs-McAuli Biomolecular Sciences
Christopher Doucet Sociology
Melyvna Drucker Mathematical Sciences
Jerald Duquette Political Science
Mary Eberhardt Chemistry and Biochemistry
Bob Emiliani Manufacturing & Construction Management
Katherine Farrish Journalism
Brian Folker English
Beth Frankel Merenstein Sociology
Guruprasad Gadgil Management Information Systems
Amy Gagnon Physical Education & Human Performance
Sean Gallagher Art
Timothy Garceau Geography
Vicente Garcia Art Tatiana Gotcheva Mathematics
James Gower Music
Jessica Greenebaum Sociology
Angela Guilemetti Modern Languages
Tom Hazuka English
Tamara Holland Nursing
Phillip Holtz Physics & Engineering Physics
Mark Jackson Biology
Tomasz Jarmoszko Management Information Systems
Mark Jones History
Jelane Kennedy Counselor Education & Family Therapy
Erin Kenney Counselor Education & Family Therapy
Brian Kershner Music
Cherie King Counselor Education & Family Therapy
Wojciech Kolc Mathematical Sciences
Peter Kootsookos Computer Electronics & Graphics Technology
Marie Kulesza Accounting
Marianne Labergerie Modern Languages
Michael Lambert Engineering
Chee-Hoi Leong Physical Education & Human Performance
Marc Lewis Accounting
Becki Louys Communication
Megan Mackey Special Education & Interventions
MaryAnn Mahony History
William Mann History
Edward Martz Chemistry
Ikone Mason Counselor Education & Family Therapy
Jeffrey McGowan Mathematical Sciences
Marianne Mealy Psychological Science
Tatiana Melendez-Rhodes Counselor Education & Family Therapy
Daniel Miller Educational Leadership, Policy & Instructional Technology
Virginia Mitchell History
Christopher Montes Psychological Science
Mary Nedela Counselor Education & Family Therapy
Joan Nicoll-Senf Special Education
John O’Connor Sociology
Brian Osoba Economics
Steven Ostrowski English
Oluyinka Oyewumi Geological Sciences
Kristin Palmer Theatre
Elisabetta Pana Finance
Pedro Pascual-Villanueva Modern Languages
Clayton Penniman Biology
Donald Perrault Manufacturing & Construction Management
Kirsten Peterson Music
Olga Petkova Management Information Systems
Santo Piruccio Computer Electronics & Graphics Technology
Philip Pomposi Mathematical Sciences
Tina Rice Design
Avis Robin Mathematical Sciences
Heather Rodriguez Sociology
Richard Roth CLASS
Theodora Ruhs Journalism
Jessica Rutherford Modern Languages
William Sarmuk Mathematical Sciences
Viktoria Savatorova Mathematical Sciences
Samantha Schenck Economics
Timothy Scott Social Work
Jason Sikorski Psychological Science
Ann Sinko Counselor Education & Family Therapy
Jessica Smith Biomolecular Sciences
Alicia Stewart Special Education
Sarah Stookey Management & Organization
Darren Sweeney Journalism
Peter Troiano Counselor Education & Family Therapy
Alexadrina Tzanova Geological Sciences
Paul Uccello Computer Science
Michael Voight Physical Education & Human Performance
Kathleen Wall Institutional Advancement
Wujun Wang Design
Andrew Weinberger Accounting
Jacob Werblow Educational Leadership, Policy & Instructional Technology
Chad Williams Computer Science
Steven Williams Accounting
Connie Yan Management Information Systems
Paul Yavner Journalism
Samuel Zadi Modern Languages