

UNIVERSITY OF HARTFORD

Office of Faculty Senate

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Date: February 26, 2024
To: University of Hartford Part-Time and Adjunct Faculty
From: Office of the Faculty Senate
Subject: Call for Applications, Ramsey Award for 2024, due **Friday, April 12, 2024, 4pm.**

This letter is a call for Applications for the **Gordon Clark Ramsey Award for Creative Excellence for Adjunct and Part-time Faculty.**

ESTABLISHED in 2005, this Award recognizes Gordon Clark Ramsey, who served as Secretary to the Faculty Senate for eighteen years, and also was an Adjunct Instructor in English, History, RLC (Rhetoric, Language, and Culture) and the All-University Curriculum. The award honors the work of dedicated adjuncts that have taught and/or teach at the University of Hartford. Gordon passed away June 21, 2007.

AWARDS: There will be up to three awards with monetary compensation and recognition at the Fall Faculty/Staff Kick-Off as well as at the Adjunct and Part-Time Faculty Reception.

ELIGIBILITY: Open to any adjunct or part-time faculty (those hired under F3, F4 and F5 contracts; collegiate level part-time professors of all contract types) who has taught or is teaching at the University of Hartford for at least two semesters, one of which must be fall 2023 or spring 2024.

TWO TYPES OF APPLICATIONS

1. **Proposed** scholarly or creative project related to classroom teaching.
2. **Prior** sustained scholarly or creative work related to classroom teaching over several years.

AWARD USES: For proposed projects, the award may be used for travel to conferences, for consultations, or for materials, supplies, or other expenses related to the creative project. For prior sustained work, the use is at the discretion of the recipient. The award will also be subject to the standard payroll deductions.

NOMINATION or SELF-GENERATED APPLICATION: The application may be by nomination, or it may be self-generated. It should consist of no more than two single-spaced pages (no supplemental materials or attachments), and a one-page letter of support from a University of Hartford full-time faculty member or administrator. **(Total submission not to exceed four (4) pages.)**

HAND DELIVER OR E-MAIL completed

1. Application/Nomination form (1 page)
2. Two-page proposal or description of sustained work (2 pages maximum)
3. Letter of support (1 page maximum)

Faculty Senate Office, CC 314, University of Hartford, 200 Bloomfield Ave., West Hartford, CT 06117
To Faculty Senate, facsenate@hartford.edu

DEADLINE: Friday, April 12, 2024, 4pm. It is the responsibility of the applicant to verify that his/her packet is received complete and within the deadline. You may call the Office of the Faculty Senate, 860-768-4475, or email to confirm receipt.

Recipients 2023

Barbara Ally, is a member of the music and performing arts management faculty at The Hartt School. Along with her skill as an educator in arts management, Barbara encourages everyone to promote and advance the arts in general. The success of her students is of equal importance to her, and both those goals are demonstrated daily in her untiring activities both on campus and with many arts organizations in the region. Her fondness for continuous learning, generosity of time and assistance, and demonstrated commitment to her roles and responsibilities have given her a foundation of excellence for which this distinction is intended to acknowledge.

Stephen Faghemi, adjunct professor of psychology in the College of Arts and Sciences is a Psy.D graduate of the University, and also a practicing clinical psychologist, Stephen's qualifications for this award encompass not just his role as an educator, but his academic foresight, for it was he who championed the need to include issues of diversity, equity, inclusion, and justice in psychology courses before others realized its value. Throughout his career he has led undergraduate, adult express, and doctoral courses, both in the classroom and online.

Mike Scricco, is a Hartford Art School alumnus and current adjunct professor of visual communication design. Mike is well deserving of this honor for many reasons. They include the positive impact Mike has had on students, the professional demeanor on which he insists, and the effective ways he integrates his own professional experience into academia. The notable civic design course which he has led for nine years provides tremendous internship opportunities for students who might otherwise lack such access. Among his professional achievements are his role as a creative director for one of Connecticut's top marketing communications agencies, and his founding of the state chapter of the American Institute of Graphic Arts. Mike is a tireless advocate of visual communications and promoter of art expression.

Recipients 2022

Marion Belanger, adjunct faculty member in the Photography Department of Hartford Art School, is working on a scholarly project related to classroom teaching with the focus on female photographers as their creative work has been almost absent from the literature. This is significant since the majority of photography students are women. As the umbrella expands around diversity and inclusivity, it is important to present the evolving literature and creative work being produced today.

Tarra Cemborski, adjunct faculty member in the Psychology Department, A&S, started out teaching Sports Psychology, but over the years, she has taught Psychology of Gender, Human Sexual Behavior, and History and Systems; this last course has highlighted Tarra's dedication and sustained work in the classroom. History and Systems is one of the four required courses that students must take for the Psychology major and covers major movements, theories, and people in the field. Professor Cemborski has worked hard to highlight the contributions of those in the field who are often overlooked—women, BIPOC individuals, and those in the LGBTQ+ community.

Karen Duhamel, adjunct faculty member in Nursing, ENHP, has focused on advancing graduate nursing students in computer technology as an academic product-delivery vessel and professional data delivery system. Collaborating with CapEd online instructional designers, she created categories of resources which serve as a virtual orientation resource for new and program-advanced students. Categories range from a general overview of the MSN program, the program handbook, navigation around the Canvas learning platform, to competency-building in formatting through a variety of work assignments.

Jessica Rudman, adjunct in the Composition Department and Preparatory Academy, Hartt School, redesigned two courses, Diatonic Harmony and Chromatic Harmony, in order to foster students' critical thinking and creativity through problem-based learning, and diversifying the repertoire covered in each course. The goal is to get students thinking like a theorist and creating like a composer. Using their love for music and inherent curiosity, she motivates them to ask ever more sophisticated questions and understand music more thoroughly.

Recipients 2021

Ivana Kawikova, adjunct faculty member in the Department of Biology, A&S, is a well-established scholar at the junction between immunology and neuroscience. Her courses span from technically challenging laboratory experiments to those filled with direct references on clinically debilitating diseases and from debate on ethical concerns to medically relevant assessment techniques. Kawikova was awarded a Diversity, Equity, and inclusion grant offered by University of Hartford to incorporate the important topic of disparity in health care into her Neuro-ethics course offered last semester.

Adam Lentz, an adjunct faculty member in music composition in the Hartt School, has reinvigorated electronic music and multidisciplinary arts courses as well as offerings of the Institute of Contemporary American Music. The projects are focused deliberately across all areas of The Hartt School, extending to other areas of the University. Lentz strives to integrate field visits and direct artist engagement as a means of active learning in his classroom.

Susan Reid, an adjunct faculty member in University Interdisciplinary Studies (UIS) and A&S writing program, has integrated her teaching with long-term commitment to social justice and an emphasis on experiential learning that benefits the community. She includes a module on social justice in each of her first-year writing classes and has taught one semester of the UIS course on Hunger each year since 2011, adding a service-learning requirement and developing volunteer and observation experiences for students to learn firsthand about food insecurity.

Recipients 2020

Robert Kagin, adjunct instructor of speech and adjunct faculty in the humanities for University Interdisciplinary Studies (UIS) and Hillyer College, has created a classroom climate of inclusion that is supportive of diversity, oral communication skills, and intercultural competence. His humility and openness signal to students that he is someone to trust. His willingness to teach courses at the most unpopular times (such as 8 a.m.) are indicative of his willingness to be a team player. This is best illustrated by Kagan willingly trying to tie a do-rag during a student's presentation, a moment that his class found remarkable enough to video and then share on social media in a video that went viral.

Scott Mendoker, senior artist teacher of tuba in The Hartt School, has ears that can hear the most minute details of intonation, phrasing, and rhythm that leave colleagues astonished. As a tuba player, he has very specific instructions for brass players that reveal his wealth of knowledge about what the students are facing. In addition to teaching, he has been active with The New York Philharmonic and Chicago Symphony who have regularly engaged his services.

Dana Rau, part-time faculty in the First- and Second-Year Writing Program, Department of English and Modern Languages in A&S. Rau's Welcome to the Shark Tank assignment arose due to a need for practical application of rhetorical concepts and terms. This is a key objective in Foundations of Argument, the second required writing course for students in the College of Arts and Sciences. The class watches and discusses a persuasive sales pitch from Shark Tank for the Scrub Daddy sponge—one of the show's most popular success stories. The class is then divided into three groups with each given a product as simple as a pencil or paper clip. The students' job is to persuade their peers that their simple device is something they simply cannot live without.

Recipients 2019

Julie Chen, adjunct faculty in Architecture, CETA. Chen has proposed a study of the relationship between model building and visual perception/understanding – Creative Models for Dimensional Comprehension. First-year architectural assignments require students to think three-dimensionally while documenting their three dimensional designs in two-dimensional representations. She has used the Ramsey Award funds to provide equal material to all her students. She will then study the affect and impact of material costs on the creative process and success of her students.

James Jackson, adjunct faculty in Instrumental Studies in the Hartt School. Jackson has taught 24 semesters as an adjunct at the University. As a conductor, he interacts with almost all woodwinds, brass, and percussion students each semester. As a euphonium player, Jackson is at the top of his field. The euphonium is a specialized instrument not used in orchestras; it is only found in concert bands. The only full-time professional positions in the United States are in military bands. Jackson holds the highly competitive and coveted position of Principle Euphonium in the United States Coast Guard Band.

Recipients 2018

Hudson Birden, adjunct faculty member in UIS and ENHP. Birden has taught at the University for 30 consecutive years beginning in 1988 when he was invited to become part of the teaching team for a new All-University Curriculum (AUC, not UIS) course on AIDS and Epidemics. Because he was director of health for the town of Avon, Conn and later the city of New Britain, Conn, as well as faculty at UConn Medical School, he was able to teach based on actual experience developing health policy and running health programs. Birden's courses are now taught online from Australia.

Annemarie Davis-Hartt, adjunct faculty in the Theater Division of the Hartt School. Since arriving at Hartt as a movement specialist in 2001, Davis has developed a thorough curriculum on movement that includes introductory level body awareness and movement improvisation, basic ballet, neutral mask, character mask, animal studies, period styles, deportment and dance. She has directed, choreographed and coached over 50 Hartt productions.

Jaclyn Smith-Hartt, adjunct faculty in Music Education at The Hartt School. Smith has taught several integral courses, including both the Foundations of Music Education course in the first year and the Student Teaching Seminar for seniors. She recently earned her PhD in music education at Hartt and her research is on teaching music to children with autism. Separately, in the Hartt Community Division, Smith created the Prism Project, a performing arts experience for children with autism and other exceptionalities.

Recipients 2017

Susan Aliberti '93, part-time faculty member in Department of English and Modern Languages, A&S. Using an innovative and interdisciplinary teaching style, Susan Aliberti effectively engages students in her writing classes through critical examinations of issues presented in mass pop culture by exploring and evaluating how these ideas relate to their majors. More than improving their writing skills, the students solve real-world cases and learn about popular culture.

Philip Brunquell, adjunct faculty in Biology, A&S. Since joining the neuroscience program in '08, Brunquell has created three core neuroscience courses and four electives. Using his 33 years of experience as a pediatric neurologist, Brunquell brings invaluable clinical knowledge and competency that makes the program unique.

Brian Skelly, part-time faculty in Philosophy, A&S. Since 1992, Brian Skelly has taught philosophy in the University's College of Arts and Sciences. With a lively, creative, and engaging teaching style, he inspires students to produce their best work. Focusing on their success, Skelly offers to critique class assignments multiple times. More than being a great mentor for his students, Skelly has created a thriving Philosophy Club that brings together faculty, students, alumni, and community members across multiple disciplines.

Recipients 2016

James Peta '69, adjunct faculty member in Department of Economics, Barney School of Business. Peta invites students in his business classes to challenge themselves to succeed with his dynamic and engaging teaching style. Thanks to his many years of experience in the business world, he introduces real world problems that students have to solve. Working with real data, the topics become interesting and personal, which makes the students highly dedicated and motivated to learn.

Marc Vallen, Adjunct Faculty Member in Paralegal Studies in University Studies. Vallen has creatively introduced the use of iPads into the "Technology in Law" course, where students learn to utilize trial applications and simulate the litigation process. Using the iPads, students draft, edit, and present evidence material to be displayed in courtroom settings. This is very valuable to students, as they obtain technological skills that can be useful in a future work environment.

Recipients 2015

Brenna Bridwell, Politics and Government, A&S. Brenna has taught 12 sections of various courses with the department since joining the University in the Fall of 2012. Her dedication and creativity were demarcated.

Gina L. Detmar-Pines, Management and Marketing, Barney School of Business. Dr. Detmar-Pines mentors students for the Business Plan Competition and other school sponsored events, for the last 11 years. A Professor that is described by her students as "tough" thorough" and with overall outstanding student evaluations.

Cameron Logan, Music Theory, ACSO, the Hartt School. Prof. Logan emphasizes the close study of performance correlated with the traditional study of the musical score by interpreting spectrographs of a musical performance as well as creating tempo maps. He is highly commended for his classroom teaching in the field of music analysis and performance.

Recipients 2014

Katrina Hawley, adjunct faculty in Dance, Hartt School. Over the last several years, Hawley has also become an educator in the Polestar Pilates method, which has added an extra layer of sophistication and depth to her teaching. Her keen insight has made her an inspirational mentor with the department.

Celia Lofink, adjunct faculty in Management and Marketing, Barney School of Business. Working with the University's Office of Institutional Advancement, Lofink recruits corporate executives to speak to students about their experiences and share insight on what educational preparations are needed to launch careers in marketing, finance, accounting, and other fields. She organizes breakout sessions in résumé design, mock interviews, and networking.

Recipient 2013

Leslie Johnson, Leslie Johnson, adjunct faculty in English, Hillyer College. Prior sustained work. Since joining Hillyer in 2005, Johnson has taught courses in freshman composition, introduction to literature, creative writing, and advanced composition. At the same time, she has continued to work on her own writing and has achieved an impressive record of publication in literary magazines and academic journals. Students in Johnson's classes relate to and learn from her experiences as a working writer. Johnson also founded Hillyer's highly successful Writing Lab, where she works with students one-on-one with essays they are writing for courses across disciplines.

Recipients 2012

Margaret Beauregard, A&S Mathematics: Prior sustained work. Helped to pioneer the introduction of Student Response Systems (clickers) in Contemporary Mathematics courses and other approaches to bring math to life. She has carried her skills to many areas of the Math Department.

Brian Jennings, A&S: In addition to giving students life experience in theater in teaching Introduction to Theatre, along with a full course load, he directed A Doll's House, which the School entered into the Kennedy Center American College Theater Festival. He accompanied the students to the festival in Fitchburg, MA and coached our two candidates for the Irene Ryan acting scholarship.

George Lechner, AUC: In addition to a reference librarian at Mortensen Library, he is scholar of the Italian Renaissance, sharing his knowledge and passion as an adjunct faculty member for the past 20 years. Lechner is an authority on Italian Baroque art and symbolism, and has been featured in documentaries and a book examining the bestseller, *Angels and Demons*.

Recipients 2011

Edward Gutierrez, Hillyer College: Proposed scholarly or creative project related to classroom teaching. Attended a three week seminar at West Point on Military History to relate in his World at War: a Global and Cultural History of Warfare course he created to encourage students to confront their own concepts of war, violence, justice, and the value of human life.

David W. Jacobs, CETA: Prior sustained work. Created and taught a course in railroad/transit engineering for CETA.

Helen Raisz, AUC: Prior sustained work... Developed a section of the AUCC 120 dedicated to the literature and film of peace and war as part of the efforts to increase the awareness of Peace Studies on campus.

OTHER PAST RECIPIENTS:

2010- Dawn Holder, Donna Snowdon

2009-Susan Finnegan, Kathleen Gannon

2008-Kerry Beckford; Patricia Morelli; Bette B. Williams

2007-Christopher Carrier; Barry T. Lubin, Carole Mackenzie

2006-Christine Grant, Carrie Koffman

2005-Janell Carroll, Richard Kolk

Gordon Clark Ramsey Award for Creative Excellence for Adjunct and Part-time Faculty 2024
APPLICATION/NOMINATION

TYPE OF APPLICATION, please **check one**:

- proposed** scholarly or creative project related to classroom teaching
- prior** sustained scholarly or creative work related to classroom teaching over several years
___ **number** of semesters teaching as an adjunct at the University of Hartford

APPLICATION FOR:

Name: _____

Department: _____

Contact Phone: _____ e-mail: _____

SELF NOMINATED

NOMINATED by:

Name: _____

Department: _____

Contact Phone: _____ e-mail: _____

PLEASE INCLUDE:

- **This Completed Application/Nomination** Form
- **Proposal** (2 pages maximum) for proposed project or description of prior sustained work
- **Letter of Support** (one-page letter of support from a University of Hartford full-time faculty member or an administrator).

SUBMISSION: Hand-Deliver OR e-mail (The Faculty Senate, facsenate@hartford.edu) the above materials by: Friday, April 12, 2024, 4pm.

QUESTIONS/INFORMATION: Contact The Faculty Senate Office at x4789 or facsenate@hartford.edu.