I am proud to sit before you representing the faculty of Carroll University. The dedication, expertise and enthusiasm demonstrated by my colleagues on the faculty are qualities I value very much and am grateful to share. As a whole, we work very hard and derive great satisfaction from it.

It is a bit difficult for me to construct a report that I believe represents the faculty as a whole. We all have our different priorities and outlooks, and there are many, many projects, ideas and happenings around campus. There are, however, also some that I believe we all agree to be priorities.

Faculty are extremely excited about the Science Facilities approval by the Board of Trustees. For this project many years in the making to have a timeline attached and be given the go-ahead is simply wonderful. The science faculty tell me they are looking forward to re-engaging in the planning process, communicating ideal adjacencies in the new building and helping nail down the details of classroom and lab designs. In fact, we are counting on being able to contribute at this phase of the development.

Tremendous amounts of hard work are going into the continued implementation of the new Pioneer Core program. Each year has brought new challenges as the next phase of the program comes to bear on the class of 2015. So far, the faculty and administration have worked together to make sure those challenges have been met. There is a great deal more work to do to ensure the success of the program, and faculty and administration have already rolled up their sleeves. This year, the major focus is developing and offering CCEs, or Cross-Cultural Experiences. This cornerstone of the new Pioneer Core is by far the most challenging piece to implement. Beyond developing a new course, sometimes outside a faculty member’s primary area of expertise, CCEs also involve making travel arrangements for a large group and mapping out an immersion experience that involves people far afield. To run smoothly and meet the goals of a CCE, these courses require a great deal of time and effort.

Faculty, staff and administrators have begun formal efforts to increase enrollment in the humanities. Campus events such as majors fairs and evening call center sessions are two efforts recently added to the recruiting toolkit.

We (the faculty) continue to have important conversations both among ourselves and with constituencies across campus regarding curricular issues. New degrees and programs, and course development all require our time and input to accomplish to the standards we have come to expect for a Carroll University product. In the midst of all of this work, I find it helpful to consciously remember the reason I chose to do this job. Each fall, after the logistical challenges of preparing for the start of a new term are settled, I step into the classroom and experience feelings I know are shared by many of my colleagues. A feeling of rightness and home. A feeling of excitement. A feeling of “I wonder what these students will surprise me with this year?” As the tide of meetings, committee work, research, grading and more grading rolls over me each year, these surprises remind me that I really love teaching mathematics. I love watching the students work hard and question and stretch to think in new ways. I love watching them get it, especially after their hard work. I love that they can still surprise me with their thinking, and make me think in new ways, too. So I will close by saying to you: Thank you for supporting us in doing what we love.