

# Celebration of Faculty Scholarship

3:30-5:00 PM

Friday, October 30<sup>th</sup>, 2020

Via Zoom



**VITERBO**  
UNIVERSITY

## Itinerary

| Time      | Presenter                           | Department                          | Presentation   | Join Via                  |
|-----------|-------------------------------------|-------------------------------------|--|---------------------------|
| 3:30–3:40 | Faculty Development Committee       |                                     | Welcome  | <a href="#">Zoom Link</a> |
| 3:45–3:55 | <a href="#">Jim Evans</a>           | Sport Management and Leadership     | <i>Mock Trial: Transforming Curriculum Through Cooperation</i>   | <a href="#">Zoom Link</a> |
| 3:45–3:55 | <a href="#">David Bauer</a>         | Psychology                          | <i>Moral Judgment and the Dunning-Kruger Effect</i>  | <a href="#">Zoom Link</a> |
| 4:00–4:10 | <a href="#">Maria Morgan-Bathke</a> | Nutrition and Dietetics             | <i>Adipose Tissue Macrophage Burden, Systemic Inflammation, and Insulin Resistance</i>                       | <a href="#">Zoom Link</a> |
| 4:00–4:10 | <a href="#">Dale Krageschmidt</a>   | Business/MBA-Health Care Leadership | <i>COVID-19 Long-Haulers Syndrome</i>  | <a href="#">Zoom Link</a> |
| 4:15–4:25 | <a href="#">Jason Howard</a>        | Ethics, Culture, and Society        | <i>Our Moral Obligations to Extraterrestrials: Finitude as the Common Constraint for Moral Relationships</i> | <a href="#">Zoom Link</a> |
| 4:15–4:25 | <a href="#">Scott Gabriel</a>       | Chemistry                           | <i>Burnout and Resiliency—Making Choices in Our Work as Faculty to Avoid One and Maximize the Other</i>      | <a href="#">Zoom Link</a> |
| 4:30–4:40 | <a href="#">Jackie Herbers</a>      | English                             | <i>Pandemic Primary Sources: Creating Student Historians in the Composition Classroom</i>                    | <a href="#">Zoom Link</a> |
| 4:30–4:40 | <a href="#">Lynne Kuhl</a>          | Nursing                             | <i>Propelling the Science: Professional Identity in Nursing</i>  | <a href="#">Zoom Link</a> |
| 4:45–5:00 | Faculty Development Committee       |                                     | Closing, Discussion  | <a href="#">Zoom Link</a> |

## Presentations

3:30pm-3:45pm

Welcome

Faculty Development Committee

Join Via: <https://viterbo.zoom.us/j/99928211654?pwd=SnB0czFsb3ljWUZ0eGVGbjBTK2QvZz09>

Meeting ID: 999 2821 1654

Passcode: 259938

## Presentations

3:45pm-3:55pm

### Mock Trial: Transforming Curriculum Through “Coopetition”

**Jim Evans**

Sport Management and Leadership

Join Via: <https://viterbo.zoom.us/j/9040534086>

**Abstract:**

“Coopetition” is a strategic concept that integrates elements of competition and cooperation. This strategy focuses on creating an environment where working together develops additional value for all entities involved, but there is still competition for this newly established value (Gnyawali & Park, 2011). Coopetition can be implemented in classroom settings as a pedagogical strategy that promotes motivation and enjoyment, quality work production, and synergy (Caudill, 2019). Mock trial is an experiential learning technique that can serve as a platform to implement cooperative strategies, providing students the opportunity to cooperatively apply theory to practice in a competitive courtroom simulation. This article details the implementation of coopetition through mock trial by highlighting the cooperative, competitive, and coopetitive components of the project. The pedagogical strategy is described in relation to the authors’ personal reflection upon successful implementation as well as relevant scholarship. Implications for adjusting the cooperative strategies for different classroom demographics and enhancing the overall cooperative environment are also discussed.

**Reference:**

Lower, L.M., Evans, J.O., Bailey, R.L., & Brgoch, S.M. (in press). Mock trial: Transforming curriculum through coopetition. *Sport Management Education Journal*.

3:45pm-3:55pm

### Moral Judgment and the Dunning-Kruger Effect

**David Bauer**

Psychology

Join Via: <https://viterbo.zoom.us/j/96469625772>

**Abstract:**

The Dunning-Kruger Effect (DKE) is a cognitive bias characterized by metacognitive error; that is, a misperception of actual ability relative to the ability of others. This is demonstrated primarily by an overestimation of ability in low-performing individuals and secondarily by an underestimation of ability in the highest-performing individuals. A related characteristic is the tendency for most people to perceive that they perform better than most other people for the given behavior (illusory superiority). The current study evaluated the DKE in moral judgment.

Moral judgment is defined as an ability to reason and justify the morally ideal course of action. The measurement of this ability used the Defining Issues Test 2 (DIT-2), an instrument that presents several morally ambiguous scenarios and then asks the reader to rate and rank various factors on the extent to which each played a role in their moral judgment. Higher scores represent an increased endorsement and weighting of postconventional moral reasoning.

Participants in this study (mostly undergraduates) provided a self-assessment of perceived moral judgment percentile rank (i.e., how an individual believes they compare to peers on this ability) prior to completion of the DIT-2; this perception was then related to actual performance on the DIT-2 as measured by percentile rank determined using national norms. As expected, most participants perceived their moral judgment abilities as superior to most peers (that is, ratings >50<sup>th</sup> percentile) and the DKE demonstrated as evidenced by a significant interaction of perceived and actual percentile ranks across participants categorized by actual performance quartiles.

**Reference:**

D. B. Reinhart Institute for Ethics in Leadership Fellowship

## Presentations

4:00pm-4:10pm

### Adipose Tissue Macrophage Burden, Systemic Inflammation, and Insulin Resistance

**Maria Morgan-Bathke**

Nutrition and Dietetics

Join Via: <https://viterbo.zoom.us/j/92931972719>

#### Abstract:

Adipose tissue inflammation, as defined by macrophage accumulation, is proposed to cause insulin resistance and systemic inflammation. Because the strength of this relationship for humans is unclear, we tested whether adipose tissue macrophage (ATM) burden is correlated with these health indicators. Using immunohistochemistry, we measured abdominal subcutaneous CD68+ (total ATM), CD14+ (proinflammatory/M1), and CD206+ (anti-inflammatory/M2) ATM in 97 volunteers (BMI 20–38 kg/m<sup>2</sup>, in addition to body composition, adipocyte size, homeostasis model assessment of insulin resistance, ADIPO-IR, adipose tissue insulin resistance measured by palmitate, plasma lipids, TNF, and IL-6 concentrations. There were several significant univariate correlations between metabolic parameters to IL-6 and ATM per 100 adipocytes, but not ATM per gram tissue; adipocyte size was a confounding variable. We used matching strategies and multivariate regression analyses to investigate the relationships between ATM and inflammatory/metabolic parameters independent of adipocyte size. Matching approaches revealed that the groups discordant for CD206 but concordant for adipocyte size had significantly different fasting insulin and IL-6 concentrations. However, groups discordant for adipocyte size but concordant for ATM differed in that visceral fat, plasma triglyceride, glucose, and TNF concentrations were greater in those with large adipocytes. Multivariate regression analysis indicated that indexes of insulin resistance and fasting triglycerides were predicted by body composition; the predictive value of ATM per 100 adipocytes or per gram tissue was variable between males and females. We conclude that the relationship between ATM burden and metabolic/inflammatory variables is confounded by adipocyte size/body composition and that ATM do not predict insulin resistance, systemic inflammation, or dyslipidemia. ATM may primarily play a role in tissue remodeling rather than in metabolic pathology.

#### Reference:

Jia, Q., Morgan-Bathke, M. E., Jensen, M. D. (2020). Adipose tissue macrophage burden, systemic inflammation, and insulin resistance. *American Journal of Physiology-Endocrinology and Metabolism*, 319(2), E254-E264. <https://doi.org/10.1152/ajpendo.00109.2020>

4:00pm-4:10pm

### COVID-19 Long-Haulers Syndrome

**Dale Krageschmidt**

Business/MBA-Health Care Leadership

Join Via: <https://viterbo.zoom.us/j/96433219356>

#### Abstract:

An increasing number of people reported crippling exhaustion and malaise after acquiring active COVID-19. Support groups of these chronic sufferers on sites such as Facebook coined the term “long-haulers” to identify themselves. The term has stuck and is now what the medical profession calls the syndrome of overwhelming fatigue, breathlessness during mild activities, joint pain, chest pain, racing or palpating heart, difficulty concentrating, short term memory loss, and loss of smell that can persist for months after the active disease subsides. The medical community is now concerned that there may be more severe chronic respiratory and cardiac complications as well.

#### Reference:

Krageschmidt, D. (2020, October 15). *COVID-19 long-haulers syndrome* (Conference session). American Industrial Hygiene Association, Upper Midwest Regional Meeting (virtual).

## Presentations

4:15pm-4:25pm

### Our Moral Obligations to Extraterrestrials: Finitude as the Common Constraint for Moral Relationships

**Jason Howard**

Ethics, Culture and Society

**Join Via:** <https://viterbo.zoom.us/j/96259267017?pwd=QThqV25NZUtNOmM1YlVZUDYyS3hiZz09>

**Abstract:**

The prospect of life existing elsewhere in the universe raises fundamental questions about the ground and inclusiveness of our moral categories. Although important work has already begun in this area, the key challenge with any normative approach to extraterrestrial life is to recognize the centrality of mutual recognition as one of the core anchors of our moral commitments. Organisms need to be capable of recognizing and reciprocating at least some common attitudes or experiences if moral relationships are to take hold. Although we have yet to find life elsewhere in the universe, and may never find it, thinking about what our obligations might be to beings on planets other than Earth can help us better understand the conditions and constraints on morality. I argue that our ability to build meaningful moral relationships with extraterrestrial lifeforms ultimately comes down to the extent to which these lifeforms experience the exigencies of time. However we conceptualize our moral categories – Ratiocentric, Biocentric, Ecocentric, Planocentric or even Cosmocentric (Steven J. Dick, 2018)– without the shared constraint of finitude, and the capacity to recognize this, it is hard to imagine how any substantial moral commitments with other beings could be realized.

**Reference:**

Howard, Jason. "Our Moral Obligations to Extraterrestrials: Finitude as the Common Constraint for Moral Relationships." Celebration of Faculty Scholarship. 30 October 2020. Viterbo University. Microsoft PowerPoint Presentation.

4:15pm-4:25pm

### Burnout and Resiliency—Making Choices in Our Work as Faculty to Avoid One and Maximize the Other

**Scott Gabriel**

Chemistry

**Join Via:** <https://viterbo.zoom.us/j/92696200484?pwd=cFZLdUVuMitOZUo2a2NHOG9pM2trQT09>

**Abstract:**

As resources at colleges and universities are stretched thin, it is a common refrain that our institutions need to do more with less. The underlying driving force is tightening fiscal resources resulting in employees being asked to be more creative or productive in the face of declining resources. Inevitably, this increase in demand for one's time often leads to feelings of burnout. While increasing workload is one factor that exacerbates the prevalence of burnout, there are several others that contribute. This session aims to explore the patterns and factors which lead to faculty burnout and address what choices we can make at a personal level to become resilient in the face of these inevitable challenges. In addition to personal change, we will also explore how institutions can structurally modify their approach to encourage greater resilience and health in their faculty. This session will leverage and synthesize data from the primary literature which addresses burnout and resiliency in the academy. I will also share the work that I have done to foster and develop this type of resilient academic community as a director of faculty development and now as the chair of the faculty at a small liberal arts institution. Participants will leave this session with a basic understanding of forces that create burnout as well as the ones which nurture resiliency. Additionally, through our conversation and work in this session, participants will gain tools and approaches to address issues of faculty morale, and how to foster an engaged academic community.

**Reference:**

Gabriel, S. (2020). *Burnout and resiliency—Making choices in our work as faculty to avoid one and maximize the other* [Conference Presentation]. The Teaching Professor Conference 2020 - Virtual Conference.

## Presentations

4:30pm-4:40pm

### Pandemic Primary Sources: Creating Student Historians in the Composition Classroom

Jackie Herbers

English

Join Via: <https://viterbo.zoom.us/j/92732391844>

#### Abstract:

Last spring, after abruptly pivoting to online learning, students faced many hardships like changing their living arrangements, losing their part-time jobs, and coping with stressors at home, all while trying to become online-learning literate. As a way of acknowledging their experiences and empowering their voices, I created a writing assignment called “Pandemic Primary Sources,” in which I asked students to firmly place themselves in the rhetorical situation and recognize their positions in a particular historical context. In this assignment, writers created primary sources for future historians by answering the question, “What was it like to be a college student during the COVID-19 pandemic of 2020?” They had the freedom to answer this question via any form they wished, such as through writing a personal narrative, a letter to future historians, or an essay. The final product became a multi-modal one in which the pieces were posted to a blog, and students could include digital elements such as images, audio, videos, links, and comments. This session will include sample student writing, their reflections on the experience, and lessons I learned as a composition educator.

#### Reference:

Herbers, Jacqueline. "Pandemic Primary Sources: Creating Student Historians in the Composition Classroom." Michigan College English Association 2020 Conference: Coping with Change, 17 October 2020.

4:30pm-4:40pm

### Propelling the Science: Professional Identity in Nursing

Lynne Kuhl

Nursing

Join Via: <https://us02web.zoom.us/j/85647374691>

#### Abstract:

This presentation will discuss the work being done by the International Society of Professional Identity in Nursing with specific focus on work in Propelling the Science. Professional Identity in Nursing is defined as “A sense of oneself, and in relationship with others, that is influenced by characteristics, norms and values of the nursing discipline, resulting in an individual thinking, acting and feeling like a nurse.” (Merton, 1957; Cruess et al., 2006; Godfrey & Young, 2020).

Professional Identity in Nursing is an initiative to:

1. Scientifically develop new language and knowledge about professional identity in nursing
2. Wildly share this understanding so that students, nurses, health care colleagues and society in general understands what it means to think, act and feel like a nurse.

In 2018, a group of nurse leaders from US and Canada representing nursing practice, education and regulation participated in an inaugural “Think Tank” and in fall of 2019 a second “Think Tank” was held. The 2019 “Think Tank” focused on considering the domains of professional identity in nursing, refining the elements and begin preliminary development of a conceptual model. ISPIN held a virtual forum in September with the goal of dissemination of work completed to date, including a review of the scope of the science. In collaboration the work group headed by Kuhl and Owens discussed the evolving science of Professional Identity in Nursing.

As an example, this work included collaboration as professionals in discovery and dialogue by:

- Supporting and collaborating on the conceptual model and finalizing supporting hypotheses
- Determining and following current research being done (nationally and internationally)
- Considering and promoting the development of tools for measuring Professional Identity in Nursing

A significant part of the group’s time is spent thinking deeply together about connecting theory, philosophy, and empirical research in developing and defining the science of Professional Identity in Nursing.

## Propelling the Science: Professional Identity in Nursing

### Reference:

Kuhl, L. & Owens, R. (2020, September 9). *Propelling the science* [Conference Presentation]. International Society of Professional Identity in Nursing, Virtual Conference.

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4:45pm-5:00pm

### Closing, Discussion

#### Faculty Development Committee

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Join Via: <https://viterbo.zoom.us/j/99928211654?pwd=SnB0czFsb3ljWUZOeGVGbjBTK2QvZz09>

Meeting ID: 999 2821 1654

Passcode: 259938

## Notes