

THE HORIZON— VITERBO UNIVERSITY'S FACULTY DEVELOPMENT NEWSLETTER

Welcome from the Director, Theresa R. Moore, Ph.D.



Greetings! My name is Theresa Moore and you are reading Viterbo University's inaugural Faculty Development newsletter, *The Horizon*. The newsletter is appropriately named because it will serve as a resource for you to learn about the exciting faculty development opportunities that are coming up at Viterbo. With your help, I hope to publish this

newsletter twice per academic year, once each semester.

To update you, there have been a lot of developments over the summer. We now have a Learning Commons which is located on the 2nd floor of the Library, room 248. There you will find my office as well as the office of Isaac Kulka, our Instructional Technology and Support Specialist. He and I have been at Viterbo for a few years, hired by the Title III Project 2003-2008 "Becoming Learner Centered." The Teaching Commons is a place for YOU, a faculty-centered

space! In addition to our offices, you will find several computers and a SMARTboard. Should you need any help with teaching and learning issues, or issues related to teaching with technology, you will have come to the right place. It is a "one stop shop," as so appropriately put by our Academic Vice President, Barbara Gayle. So please, do not hesitate to drop by for a visit or make an appointment with me to talk about teaching and learning.

I can be reached by phone at 796-3392 or by email: trmoore@viterbo.edu.

MARK YOUR CALENDARS:

LEARNING COMMONS

OPEN HOUSE

◆ **THURSDAY, SEPTEMBER 3, 2009**

◆ **3:30-5:00 P.M.**

◆ **MURPHY CENTER 248**

PLEASE STOP BY !

ALSO VISIT US ON THE WEB!

<http://www.viterbo.edu/facultydevelopment/>



Faculty Development Workshops this Fall—See you there!

Faculty Development hosts workshops throughout the year. These workshops are listed on the Tuesday/Thursday schedule from 3:30-4:30 which you can find on the Faculty Development website or on the AVP website. I highly encourage you to get involved and work with your colleagues to continue Viterbo's commitment to excellence teaching. Not only is the content interesting and appropriate to teaching, it is

also a great way to meet fellow faculty members, especially outside of your discipline. These workshops are usually facilitated by faculty members or administrators depending on topics decided upon in concert with the Academic Vice President and the Director of Instructional Technology. I will send an email to all faculty prior to each workshop, reminding you of the topic and date. I ask for RSVPs via email to get an approximate head-

count for handouts. However, you are welcome to stop by at the last minute if your schedule permits.

Here is the Fall schedule:
September 15—

Blackboard Q and A: An Open Forum

October 27—

How I-webfolio can Assist in Teaching and Student Learning

November 24—

Youtube, You, and your Teaching

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David enjoying his honeymoon in Costa Rica, August 2006.

Faculty Profile: David Bauer, Ph.D.

FUN FACTS ABOUT

DAVID BAUER:

- I have one wife, three cats, and one horse by marriage.
- I love to learn and play all sorts of games including card, board, video, and other.
- My favorite sports include golf, baseball, softball, racquetball, darts, and pool.
- My main hobbies include video games, website design, and coin collecting.
- I greatly enjoy outdoor activities including hunting, fishing, camping, hiking, and canoeing.
- I recently took private salsa lessons to surprise my wife.
- I discovered last year that I ascribe to a libertarian philosophy.
- I strongly discourage the overuse of "to be" conjugates in professional writing.
- I believe that Pink Floyd perfected the art of music.
- I maintain a stockpile of Fresca in my office fridge so I can offer a beverage using the line "How 'bout a Fresca?" from the movie *Caddyshack*.

Many families maintain a traditional recipe or two passed down through the generations, typically served at family gatherings and other special occasions. The Bauer family has... Hot Dog Stew. I honestly don't know who started this tradition in my family but I highly recommend giving it a try. Hot Dog Stew consists of a soupy tomato base with copious amounts of potato, celery, carrot, tomato, basil, bay leaf, salt and pepper. Oh, and hot dogs! Cut everything into large chunks and cook for a while at some moderate temperature.

Anyway, during my sophomore year of college I returned home for Thanksgiving to join the nuclear and extended Bauer clan for the holiday. When dinner time arrived we sat down and thanked God for our Hot Dog Stew bounty, added a prayer of protection against whatever hot dogs consist of, and began to eat. I had started to more closely observe human behaviors after taking General Psychology and I noticed that fully half of my fam-

ily consumed this stew with a fork whereas the other half used a spoon. I pointed out this observation to the rest of the family and while everyone found it interesting, no one changed their behavior. I suppose I didn't sufficiently clarify my position that eating Hot Dog Stew with a fork is just silly.

In psychology we evaluate behaviors from the tripartite biopsychosocial perspective; that is, the etiology and implementation of any given behavior derives from interrelated biological, psychological, and social/cultural influences. Even behaviors as physical capability, operant conditioning, and other factors. I find this complex array of variables infinitely intriguing and I've developed a particular interest in the biological aspect of behaviors.

My graduate research mainly investigated the functions of a brain pathway implicated in the expression of schizophrenia and autism. Towards the end of my graduate career I also became involved

with some research evaluating the biological influences of light exposure, and this line of research has developed into my main focus at Viterbo. The overarching goals of my research involve elucidating the potential therapeutic effects of 670 nm photobiomodulation, particularly in regards to Alzheimer's and Parkinson's. Specifically, I believe that light exposure may function as a neuroprotective measure by reducing oxidative stress and apoptosis.

I completed my Ph.D. in Psychology in 2008 with a graduate major in behavioral neuroscience and minors in psychopathology, statistics, and biological science.

I just finished my first year of instruction and research at Viterbo, have enjoyed my experience greatly thus far, and look forward to another great year!

Sabbatical Musings: Grant Smith, Ph.D.

Note: In the fall of 2008, I traded teaching assignments with Tony DePaolo, an English teacher at Logan High School. Tony taught three sections of English 103 and one section of English 220 at Viterbo, and I taught two classes of Basic English Nine, two classes of Pre-Advanced Placement Ten, and one class of Seniors. In the spring of 2009, I received a sabbatical from Viterbo University. During that time I rested, reflected, and wrote. The following are excerpts from my narrative on teaching. The full narrative is available on reserve in the Viterbo University Library.

Whenever I mentioned this faculty exchange project with my colleagues, my friends, my neighbors... I always got the same response. "Are you crazy?" Why would you ever want to teach high school again?" Or, "You want to give up a cozy job as a professor teaching maybe three days a week to teach 15-year-olds every day? What are you thinking?" Or "Do you really want to spend all day with

teenagers? They're rude. They're loud. They are obnoxious, egocentric brats." "Grant, you are 57 years old, do you really think you can keep up with those kids?" These responses caused me to reflect upon the image that the public has of secondary education teachers and higher education teachers.

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Sabbatical Musings: Vicente Guillot

Last September I left La Crosse to spend my sabbatical year in Spain. I wanted to dedicate my time to deepening my knowledge of the field of interpreting in order to build and polish Viterbo's new Certificate in Community Interpreting. I was accepted into a doctoral program in Translation and Interpretation at the Universidad de Alicante. Although I was able to complete all the course work for the program during the last academic year, I will need to finish some research projects this year before I can proceed with the dissertation.

It is hard to summarize the experience because over the course of those nine months I felt many things. I did learn much by taking courses and researching in a field that was fairly new to me. In fact, it was hard at the beginning to work in the field of Translation Studies and not try to analyze issues from a literary and/or linguistic point of view. Linguistic competence is a term introduced by Noam Chomsky that makes reference to the ability that speakers of a language have to interpret and produce linguistic texts.

But translation and interpretation demand a number of competencies that exceed the linguistic aspects of the language. During the first part of the 20th century the research in Translation Studies was focused on equivalence and linguistics. The field needed a new approach in order to investigate aspects of translation and interpretation. In 1972, James S. Holmes outlined an approach which he

referred to simply as "translation studies". This approach was intended to coordinate multiple disciplines and approaches to translation theory, requiring the involvement of linguists, information theoreticians, logicians, mathematicians, and professionals practicing in the fields of translation and interpreting.

Holmes proposed this approach as a way to open channels of communication among theorists in both pure and applied research. Although much of the theoretical work which has been done in translation studies is applicable to interpretation, it is important to recognize that interpreting involves processes and goals different from those of translation *per se*. Now that the field of interpreting in general has begun to come into its own in terms of the prestige it deserves, I am interested in analyzing the role of community interpreters in the medical and social services fields, who are increasingly accepted as cultural mediators as well as linguistic mediators. Therefore, for the whole summer of 2008.

I prepared myself mentally to undertake this experience, which included being away from my family until December. I kept repeating to myself "It is only 3 and a half months. Not even... it's only

14 weeks. I will be in Spain, I know the people and how they function, and I am one of them." I must admit that those 3 and a half months or 14 weeks seemed impossibly long. Two weeks before I left, I decided that I would stop over in Reykjavik before arriving in Spain. I didn't know that Iceland would become a metaphor for my departure. I visited Thingvellir, a place of natural and geological wonder. It is where the first parliament in Europe convened in 930. Thingvellir sits right on top of a major fault line or continental divide, representing the only site in the world where the American and European tectonic plates are visible. I thought I could step on both continents and that I would be able to decide whether or not to continue with my experience or to return home to my family. I guess I tilted over the European tectonic plate. Hence, I was about to become a returned emigrant in Spain, an emigrant in a land of immigrants.

I did feel many times like an immigrant when dealing with official paperwork, and I could imagine how actual immigrants might be treated by these government officials. In the US many people tend to think that this country is the only one receiving economic refugees, but the flow of people from poor areas to rich ones takes place in many parts of the globe as it has on numerous occasions throughout the history of humanity. Currently Spain is only second to the US in terms of the number of immigrants it receives.



Vicente Guillot at gullfoss waterfall, Iceland.

'It must be remembered that the purpose of education is not to fill the minds of students with facts... it is to teach them to think, ...and always to think for themselves.'

--- Robert Hutchins

My two children stayed with me for the second semester. We lived in Guardamar del Segura, a small town on the Mediterranean Sea with a population of 15,000 people. I was not very surprised to find out before the beginning of classes in January that they were the first two students coming from the US to the elementary school. I was more surprised to find out that they have children in that elementary school from more than 32 different countries. It was great for my children to become friends with children from so many different backgrounds. In fact, my daughter's best friends at school were from Russia, China and England. Is this Spain? I knew about the change of the demographics of Spain but I didn't expect to witness it in Guardamar, Alicante.

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WE WANT TO HEAR FROM YOU!

IF YOU WOULD LIKE TO CONTRIBUTE CONTENT FOR THE NEXT EDITION OF THE HORIZON, WE ARE ESPECIALLY INTERESTED IN HEARING ABOUT FACULTY-STUDENT RESEARCH PROJECTS. HOWEVER, ANY CONTENT RELATED TO YOUR TEACHING OR SCHOLARSHIP IS ALWAYS WELCOME. PLEASE CONTACT THERESA MOORE FOR MORE DETAILS BY THE FIRST WEEK OF NOVEMBER. THANK YOU!

FACULTY DEVELOPMENT COMMITTEE MEMBERS 09-10:

THERESA MOORE
EX-OFFICIO, CHAIR

JUDY ANDERSON
NURSING

FRANK LUDWIG
THEATRE

JO ANN MARSON
BUSINESS

MICHAEL SMUKSTA
HISTORY

WILLIAM STOBB
ENGLISH

Sabbatical Musings, continued: Vicente Guillot

to the elementary school. I was more surprised to find out that they have children in that elementary school from more than 32 different countries. It was great for my children to become friends with children from so many different backgrounds. In fact, my daughter's best friends at school were from Russia, China and England. Is this Spain? I knew about the change of the demographics of Spain but I didn't expect to witness it in Guardamar, Alicante. It makes

sense, however, when we look at the history of this part of the country – a land which has been embroiled in a continuous process of transformation for thousands of years. The two main archeological sites in the town show how the old civilizations of the Mediterranean left their mark on Guardamar del Segura. The first site is a settlement established by the Phoenicians around 700 B.C. near the mouth of the Río Segura, and the second site consists of the remains of a remarkably well-

preserved Islamic palace from the 11th century.

In January 2009, the INE (the National Institute of Statistics) in Spain released the results of the new census. In the province of Alicante, where Guardamar is located, the population increased between January 1st 2007 and January 1st 2008 by 66,213 people, 53,461 of which are foreigners. This means that 80 percent of the population growth in the province is due to the presence of people of other nationalities, making Alicante the province with the greatest proportion of foreigners in the entire country: some 23.5 % of the population. I can only feel positively about this change in the new reality of Spain, a reality similar to the one in the US, with people coming, people staying and people going.

Sabbatical Musing, Grant Smith, cont.

When I was teaching high school English in Las Vegas, Nevada I dreamed I was with a group of neighbors and friends, and we were joking and laughing and having a good time at some kind of party. We were seated in a circle, facing one another and someone suggested that each person in the group tell what he or she did for a living. I remember that in my dream I immediately broke out in a cold sweat. I shifted nervously in my chair as I heard my friends call out, "attorney," "doctor," "dentist." And when it came to my turn to speak, I looked at the group and I said proudly, "I'm the lead singer in The Grateful Dead!"

I woke up at that point. But my behavior and response in the dream bothered me enough, that after that dream, I began to question seriously why I was a school teacher, and why I was so unhappy. Why did I want to be Jerry Garcia? Why was I embarrassed to admit to a group of friends that I was a teacher? Why was I experiencing the first stages of classic teacher burnout? And what was I going to do about it?

The art of teaching is the art of assisting discovery.

Mark van Doren

FSPA Speakers Bureau 09-10

Viterbo University is very fortunate to have established over the summer a diverse group of FSPAs who are willing to serve on a new FSPA Speakers Bureau. Members of the Speakers Bureau may be invited for guest visits to your classes. Please contact them well in advance and advise them of the topic(s) of interest on which you would like them to speak and all important logistical information. Also, please be sure to thank them in advance for their service—in this regard and in all regards to the Viterbo community.

Listed to the right are the members of the 09-10 Speakers Bureau. For brief bios on each of the members, details about their areas of experience, and contact information, please see the link on the homepage of the Faculty Development website.

- Georgia Christensen**
- Mary Ann Gschwind**
- Eileen Therese McKenzie**
- Jean Moore**
- Rochelle Potaracke**
- Charlene Smith**
- Berlyne Stark**
- Constance Walton**
- Joan Weisenbeck**
- Marlene Weisenbeck**

The task of the excellent teacher is to stimulate "apparently ordinary" people to unusual effort. The tough problem is not in identifying winners: it is in making winners out of ordinary people.

~K. Patricia Cross