



# CELEBRATION OF FACULTY SCHOLARSHIP

## **Abstract Book**

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*Friday, October 16, 2015*

*3:30-5:00pm*

*Fine Arts Center Main Theatre Lobby*

## Presenter Information (in alphabetical order)

<b>Name</b>	<b>Department/Area</b>	<b>Poster/Video or Roundtable#</b>
Nancy Allen	Music	Video #9 (co-presenting)*
Norene Bunt	Graduate Education	Roundtable #1
Derek Cortez	Business	Poster #5
Susan Cosby Ronnenberg	English	Poster #15
Apryl Denny	English	Poster #8
Pamela Dixon	Business	Roundtable #1
Scott Gabriel	Chemistry	Poster #18
David Gardiner	Theatre	Video #9 (co-presenting)*
Karen Gibson	Nutrition and Dietetics	Roundtable #2
Mary Ellen Hauptert	Music	Roundtable #3
Jason Howard	Religious Studies & Philosophy	Roundtable #2
Jesús Jambrina	World Languages & Cultures	Roundtable #3
Ward Jones	Biology	Poster #13
Jackie Kuennen	Nursing	Poster #14
Melinda Langeberg	Education	Poster #12
R. Charles Lawrence	Biology	Poster #17
Beth Marzoni	English	Poster #10
Chris Mayne	Biology	Poster #6
Maria Morgan-Bathke	Nutrition and Dietetics	Poster #2
Maria Morgan-Bathke	Nutrition and Dietetics	Poster #3
Kim Olson-Kopp	Library	Poster #16 (co-presenting)**
Colleen Paramesh	Graduate Nursing	Poster #1
Mark Peterson	Biology and Math	Roundtable #2
Bill Reese	Religious Studies & Philosophy	Roundtable #4
Silvana Richardson	Nursing	Poster #19
Gretel Stock-Kupperman	Library	Poster #16 (co-presenting)**
Gretel Stock-Kupperman	Library	Roundtable #1
Stephanie Thorson-Olesen	Psychology	Poster #11
Dawn Udenberg	Graduate Nursing	Poster #7
David Waters	Sport Management	Poster #4
Michael Wodzak	Mathematics & Liberal Studies	Roundtable #4
Vickie Wodzak	English & Liberal Studies	Roundtable #4

East Entrance to the Main Theatre Lobby

**Check-In Table**

**Poster #14**  
Jackie Kuennen

**Poster #10**  
Beth Marzoni

**Poster #1**  
Colleen Paramesh

**Poster #15**  
Susan  
Cosby Ronnenberg

**Poster #11**  
Stephanie  
Thorson-Olesen

**Poster #2**  
Maria Morgan-Bathke

**Poster #16**  
Gretel Stock-  
Kupperman and  
Kim Olson-Kopp

**Poster #3**  
Maria Morgan-Bathke

**Roundtable #1**  
Norene Bunt  
Pamela Dixon  
Gretel Stock-Kupperman

**Poster #4**  
David Waters

**Roundtable #2**  
Karen Gibson  
Jason Howard  
Mark Peterson

**Poster #5**  
Derek Cortez

Food tables

**Poster #6**  
Chris Mayne

**Roundtable #3**  
Mary Ellen Hauptert  
Jesús Jambrina

**Poster #7**  
Dawn Udenberg

**Roundtable #4**  
Bill Reese  
Michael Wodzak  
Vickie Wodzak

**Poster #17**  
Charlie Lawrence

**Poster #12**  
Melinda Langeberg

**Poster #8**  
Apryl Denny

**Poster #18**  
Scott Gabriel

**Poster #13**  
Ward Jones

**Poster #19**  
Silvana Richardson

**Video #9**  
David Gardiner &  
Nancy Allen

**Book Sale Table**

West Entrance to the Main Theatre Lobby

# Implementation of a walk-in STI (sexually transmissible infections) clinic: Improving access and removing barriers

*Colleen Paramesh*  
Graduate Nursing

## Poster #1

### **Abstract:**

A quality improvement initiative was implemented at the University of Wisconsin-La Crosse Student Health Center to address suboptimal screening for chlamydia, gonorrhea, and HIV. The incidence of chlamydial infections in 2012 was at a rate of 456.7 per 100,000 people according to the CDC (2015). The prevalence of chlamydia is highest in women age 15 to 24 and in males age 20 to 24. For women, chlamydia and gonorrhea can be asymptomatic and lead to significant sequela for men and women. The aim of the project was to improve access for asymptomatic patients and remove the barrier of a scheduled appointment. A multidisciplinary committee developed the project to address relevance, safety, and patient education needs. A program was developed in conjunction with media support from the wellness committee on campus who provided media support. The program provided walk-in access to a screening survey, immediate laboratory testing for patients with negative surveys, and follow-up education by a registered nurse or medical provider. During the trial phase of the program, 33% of patients were positive for chlamydia, zero gonorrheal infections were found, and less than 50% of patients elected to have an HIV drawn. All patients that were positive for chlamydia received treatment. In conclusion, the program has been continued and remains an efficient and effective method of screening and testing asymptomatic patients.

**Reference:** University of Wisconsin-La Crosse Student Health Center.

# The Rapalogue, CCI-779, improves salivary gland function following radiation

***Maria Morgan-Bathke***  
Nutrition and Dietetics

## Poster #2

### **Abstract:**

The current standard of care for head and neck cancer includes surgical resection followed by targeted head and neck radiation. Unfortunately, this radiotherapy leads to a multitude of negative side effects including dysphagia, increased dental caries, and malnutrition. While the exact cause of salivary gland dysfunction following targeted head and neck radiation remains unknown, we believe that rapamycin may be used for restoration of salivary gland function following radiotherapy. Rapamycin is currently FDA-approved for use in renal transplant patients and therefore it would be a feasible transition into clinical trials. Indeed, animal model studies found that the use rapamycin post-radiotherapy was able to restore salivary gland function. The use of rapamycin for salivary gland restoration is now being moved into clinical trials with head and neck cancer patients that currently suffer from dysphagia and require the use of tube feedings at the University of Arizona.

**Reference:** Morgan-Bathke M, Harris ZI, Arnett DG, Klein RR, Burd R, Ann D, and Limes KH. (2014). Activation of Autophagy Restores Salivary Gland Function Following Radiation.

# Femoral Adipose Tissue Macrophage Population: Crucial Measurement for Adipose Tissue Inflammation?

**Maria Morgan-Bathke**  
Nutrition and Dietetics

## Poster #3

### Abstract:

**Background:** Previous studies have described a correlation between abdominal adipose tissue macrophages (ATM) and obesity. These studies analyzing ATM content in the abdominal subcutaneous depot suggest that a pro-inflammatory state is a key contributor to chronic disease. Femoral adipose tissue, largely thought to be protective against metabolic harm, has not been assessed.

**Methods:** We optimized a flow cytometry protocol to measure the ATM populations in tissue collected via needle biopsy. We measured the number of total (CD68), pro-inflammatory (M1) (CD14) and anti-inflammatory (M2) (CD206) ATM's per gram of tissue in abdominal and femoral depots. Samples were collected from 21 (5 men) obese (BMI=33.7±1.9) adults age 24-55.

**Results:** Abdominal total ATM's averaged 10,495±1,805/g tissue; 18±2% of these were M1 and 25 ± 5% of these were M2. Total femoral ATM's averaged 13,412 ± 2,084/g tissue, of which 15 ± 2% were M1, and 18 ± 2% were M2. There were no significant differences between tissue content of total, M1 and M2 ATM's between abdominal and femoral depots. We found a positive correlation between abdominal and femoral total ATM ( $r=0.58$ ,  $p=0.01$ ), M1 ATM ( $r=0.76$ ,  $p=0.001$ ), and the ratio of M1:M2 ATM ( $r=0.87$ ,  $p=0.001$ ). There was no relationship between abdominal adipocyte size and ATM populations but a positive correlation exists between femoral adipocyte size and total macrophage ( $r=0.51$ ,  $p=0.03$ ), M1 ATM ( $r=0.49$ ,  $p=0.0001$ ), and the ratio of M1:M2 ATM ( $r=0.79$ ,  $p=0.001$ ). Visceral fat was positively correlated with abdominal M1 ( $r=0.67$ ,  $p=0.04$ ) and negatively correlated with abdominal M2 ATM ( $r=-0.45$ ,  $p=0.05$ ). Leg fat mass was positively correlated with the femoral M1:M2 ratio ( $r=0.58$ ,  $p=0.04$ ) for females only.

**Conclusions:** Surprisingly, abdominal and femoral ATM content is similar in absolute number and positively correlated. These results suggest that adipose tissue inflammation is not limited to abdominal subcutaneous fat but extends to femoral fat in obesity.

**Reference:** The Obesity Society National Conference.

# Early Olympic Fame for Irish Athletic Exports: Examining Winged Fists at Celtic Park

*David Waters*

College of Business & Leadership: Sport Management

Poster #4

**Abstract:**

The Greater New York Irish Athletic Association received a city charter from the City of New York in 1897—and opened an Athletic Club in 1898. Its aim was to service not only Irish immigrants for their social, cultural, and athletic interests. Renamed in 1904 as the Irish-American Athletic Club (I-AAC), it became an outpost – in its location on nine acres of suburban farmland on New York’s Long Island known as Laurel Hill. It was an outpost not just for Irish migrants, but for people of multi-cultural and multi-ethnic origins.

**Reference:** American Conference for Irish Studies, University of Wisconsin-La Crosse, La Crosse, WI. October 2015.

# Organizational Commitment and Employee Engagement in a Human Services Organization

*Derek Cortez*

Business

Poster #5

## **Abstract:**

The purpose of this mixed methods study was to identify what factors lead to employee engagement and employee commitment at a upper Midwestern not-for-profit organization. The central question for the qualitative piece of this study was: How would you define and describe organizational commitment at your organization? The organization worked with a high-risk population and experienced a 60% + turnover rate. Several themes emerged from the interviews: a lack of engagement, feeling "shot down," staff needs not being met, and a love for the population of people they serve.

## **Reference:**



# Vitamin D and estrogen synergy in CD4+ T cells is essential to induce regulatory T cells and prevent a mouse model of multiple sclerosis

*Chris Mayne*

Biology

Poster #6

## **Abstract:**

Multiple sclerosis (MS) is an incurable autoimmune neurodegenerative disease. MS prevalence and severity decrease with increasing sunlight exposure and vitamin D3 supplies, supporting the hypothesis that the sunlight-dependent hormone, calcitriol (1,25-dihydroxyvitamin D3), inhibits autoimmune T cell responses in MS. Moreover, female incidence of MS has tripled in the last half-century, and a female MS bias becomes evident after puberty, implicating a female sex hormone interacting with a modifiable environmental factor such as vitamin D status. In rodent studies, calcitriol inhibits and reverses the MS model disease EAE. Vitamin D3 supplementation also decreases EAE risk in a female-biased manner dependent on estrogen (E2), supporting roles for both E2 and calcitriol. Here we investigate the cellular targets of calcitriol's immunomodulatory effects and test the hypothesis that E2 and D3 interact within CD4+ T cells to control T lymphocyte fate and prevent demyelinating disease. We demonstrate that calcitriol acts directly on hematopoietic cells and specifically the CD4+ T cell population to inhibit disease. Further, the ability of E2 to increase resistance to disease was completely dependent upon CD4+ T cell ability to respond to calcitriol. In turn, E2 increased CD4+ T cell responsiveness to calcitriol and calcitriol half-life, and increased the frequency of regulatory CD4+ T cells. Thus, E2 and calcitriol appear to synergistically enhance regulatory T cell responses, preventing disease. The global decline in population D3 status may be undermining a similar cooperative E2–D3 interaction controlling regulatory T cell responses in women, therefore leading to a rise in MS incidence.

**Reference:** Spanier, J.A., Nashold, F.E., Mayne, C.G., Nelson, C.D., and Hayes, C.E. Vitamin D and estrogen synergy in Vdr-expressing CD4+ T cells is essential to induce Helios+FoxP3+ T cells and prevent autoimmune demyelinating disease. *Journal of Neuroimmunology*. 2015. 286:48-58.

# Sole Providers: Designing a Community-Based Foot Care Clinical Practicum Based on the DNP Essentials

***Dawn Udenberg (co-authors: Mary Ellen Stolder PhD, Becky Liebert, DNP and Colleen Paramesh, DNP)***  
Graduate Nursing

## Poster #7

### **Abstract:**

Nurse practitioner programs prepare graduates to implement the full scope of practice. The NP core competencies are acquired through mentored patient care experiences, with an emphasis on delivering evidence-based, patient-centered care. In particular, offering a comprehensive foot care curriculum that emphasizes independent and interdisciplinary practice serves as a means to address health care disparities and to reduce complications of previously diagnosed and undiagnosed foot and nail conditions. There is evidence that appropriate risk assessment can reduce the lifetime risk for foot ulcerations in persons with diabetes, thus improving quality of life. A foot and nail care curriculum that addresses all components of a comprehensive lower extremity assessment and includes sufficient supervised clinical practice will enable the graduate to develop competency in diagnosing and treating common conditions of the nails. Students will be equipped to provide health care services that encompasses relevant health promotion, disease prevention and disease management activities. Didactic course content emphasizes the use of advanced health assessment, the delivery of evidence-based screening and diagnostic strategies, the prevalence of diabetic foot ulcerations, and population-focused disparities in foot care. Students are apprised of scope of practice and delegation issues, reimbursement and documentation. During the day-long clinical portion of the curriculum, a community setting is used to offer free foot and nail care to the interested public. In the clinical setting students are expected to collect a health history using a standardized form, conduct a focused assessment, and demonstrate basic and intermediate foot care competencies which includes skin care, trimming and debridement. Patient education that takes into account the principles of health literacy may include individualized information on hygiene, skin care, the need for daily inspection, age-specific changes of the foot, proper shoe fit, problems that should be reported, weight management, smoking cessation, and a plan for referral and follow-up care if indicated.

**Reference:** 2015 meeting of the National Organization for Nurse Practitioner Faculty.

# **“To-Night Is Mine”: Sexual Inversion in Bram Stoker's Dracula**

***Apryl Denny***  
English

**Poster #8**

**Abstract:**

Reading *Dracula* in conjunction with John Addington Symonds' description of Greek Love in *A Problem in Greek Ethics*, written in 1873, suggests that homosexual love, like that shared among the vampire hunters, is a "powerful and masculine emotion in which effeminacy had no part" (3). Far from a homophobic view of same-sex love, the novel and Symonds' essay celebrate it as the source of imperial power in London and in ancient Greece, respectively. Symonds contrasts an idealized Western, Greek Love with the barbaric pederasty of the Phoenicians to the east just as *Dracula* idealizes the bonds among the London-based vampire hunters and repudiates the predation of the East-European *Dracula* and the migration of east-end mores to London's west side. Read as sexually-passive males, Mina Murray and London itself demonstrate an exalted homosexual love that can cleanse London of the scandals associated with a stereotypical understanding of sexual inversion.

**Reference:** Presented at the Literary London Conference, London, July 24, 2015.

# Postcards from Hollywood

*David Gardiner & Nancy Allen*  
Theatre and Music

Video #9

**Abstract:**

A musical revue of the songs of Johnny Mercer and Harold Arlen

**Reference:** Performed at the Weber Center, La Crosse, WI. July and August 2015.

## ***No Shape Bends the River So Long: Collaborative Poetry***

***Beth Marzoni***

English

### **Poster #10**

#### **Abstract:**

*No Shape Bends the River So Long* meanders through the American landscape in search of site and relic, home and away-from-home. Part meditation on our tenuous position in the natural world and part interrogation of that relationship, these poems map what any place records and what it has erased. Weathered by obsolescence, chance, complacency, and awe, they carve out a new idiom for how we go on. Berlin and Marzoni's collaboration sometimes floods, sometimes traces then turns then retraces to return. And where we arrive, again and again, is the tender address: dear disasters; dear cities spilled over and small towns droughting; dear what the wind carries off; dear the river takes back.

**Reference:** Marzoni, Beth and Monica Berlin. *No Shape Bends the River So Long*. Anderson, SC: Parlor Press, 2015.

# Examining the Satisfaction and Values of Domestic and International Marriages

*Stephanie Thorson-Olesen*  
Psychology Department

## Poster #11

### **Abstract:**

Despite an emphasis on global interconnectedness, little has been written about the unique challenges of international marriages. As a result, this research was conducted to investigate the marital values and satisfaction of males and females in domestic (natives of the U.S.) and international (one is a native of the U.S. and the other is foreign born) marriages. The Characteristics of Marriage Inventory (CHARISMA) was used to gather information through an online quantitative survey. The mean family values score for American participants with American spouses (domestic marriage) was significantly higher than the mean family values score for foreign-born participants with American spouses (in an international marriage). However, there was no significant difference in marriage satisfaction. As a result, psychology must further explore the values of the international married population and examine the context of a marriage.

**Reference:** International Convention of Psychological Science, The Netherlands. March 12-14, 2015.

# The Role of Literacy and Language in Building Mathematical Knowledge: A Case Study

**Melinda Langeberg**  
Education

Poster #12

**Abstract:**

The following case study investigated language's role in building mathematical knowledge in a 6th grade mathematics class. This study's primary question was, What role does language play in building mathematical knowledge? The author observed one math teacher for eight weeks. Data was collected using observation, semi-structured conversation, and document analysis. The results of this activity revealed that language plays a descriptive role in building mathematical knowledge. It describes mathematics' identity; it reveals a relationship between text, reader, and math community as well as speaker and listener. Further research might answer, How does language build mathematical knowledge?

**Reference:** Langeberg, M. E. (2015). The Role of Literacy and Language in Building Mathematical Knowledge: A Case Study.

# Implementation Of Process Oriented Guided Inquiry Learning (POGIL) In Undergraduate Sophomore-Level Health Professions Microbiology Courses

*Ward Jones*  
Biology

## Poster #13

### **Abstract:**

Process Oriented Guided Inquiry Learning (POGIL) is a relatively new active learning pedagogy that allows students to learn via interacting directly with faculty and peers. Specifically, students develop critical thinking and communication skills while learning important discipline specific concepts. In this approach, faculty facilitate student learning while encouraging small student groups to interact and learn from each other. As a faculty member who primarily learned via the traditional lecture based pedagogies, I was searching for new strategies to implement in our health professions sophomore-level microbiology course. This course is taught twice a year primarily for nursing and nutrition and dietetics students with class sizes ranging from twenty to ninety students. A majority of these students have previous experience with POGIL activities. My goal was to address major topics regarding material that is relevant to health professionals. Thus, the students were presented with POGIL exercises and asked to first answer some basic questions about the problem. Then, students were asked to apply that knowledge in a relevant setting. Although formal assessment has not been done, informal feedback indicates students enjoy working in groups and solving problems in a team fashion. This was a particularly effective method for early morning courses as the students were actively engaged. As a product of the lecture based era, I was somewhat apprehensive about using POGIL exercises. However, I found this form of “teaching” is in many ways more rewarding and enjoyable.

**Reference:** American Society for Microbiology Conference on Undergraduate Education. May 28-31, 2015 Austin, TX.



# Capstone Experience: Opportunities to Integrate Evidence-Based Practice (EBP) and Interprofessional Education (IPE)

*Jackie Kuennen*  
Nursing

## Poster #14

### **Abstract:**

This presentation reviewed a teaching strategy used in the senior capstone experience to prepare students to practice evidence based nursing. In addition to 160 hours of clinical immersion practice experiences, students are required to collaborate with their preceptors in deriving relevant EBP questions. Faculty encourage students to reflect on three particular aspects of nursing practice including (a) the art and science of nursing, (b) interprofessional practice, and (c) desirable patient care outcomes. Once the EBP practice question is established, students conduct a literature review, critique the resulting published reports, and produce a narrative poster. The poster is presented at the nursing scholarship forum, and if selected by a committee of faculty reviewers, then presented at the university-wide interdisciplinary "Scholar's Days" event.

**Reference:** University of Texas-Health Science Center Summer Institute: Engaging Patients and Professionals to Advance Clinical Excellence. San Antonio, TX: August 5-7, 2015.

# Studying the Enemy: (Con)Texts for Slayers, Hunters, and Grimms

*Susan Cosby Ronnenberg*  
English

## Poster #15

### **Abstract:**

This paper analyzes the significance of specialized encyclopedias of the supernatural on multiple horror-fantasy television series Buffy the Vampire Slayer, Supernatural, and Grimm. The lead characters, Buffy Summers and friends, Dean and Sam Winchester and company, and Nick Burkhardt and allies, possess some natural and/or supernatural ability they are born with or gain through practice and experience, but they rely quite heavily on handed down texts created by others to identify supernatural threats and determine how to eliminate or contain them in some capacity. These texts, essentially, are the same. They contain crude sketches of various supernatural creatures, along with labels naming them, descriptions of their habits, their origins, their strengths, their weaknesses, and methods of resisting them. In addition, they often include magic spells or recipes for antidotes. Without these books and assistance in reading and interpreting them accurately, the protagonists struggle to make sense of themselves and the supernatural culture in which they discover themselves. These TV series draw heavily on The Brothers Grimm Fairytales and certain aspects of their use of texts also have parallels in Shakespeare's *The Tempest*.

**Reference:** The Popular Culture Association/American Cultural Association Conference.

# Analysis of READ Scale Data: Comparing Open-Ended Description Blocks with a Categorized Menu

*Gretel Stock-Kupperman & Kim Olson-Kopp*  
Library

Poster #16

## **Abstract:**

Unlike many libraries who use the READ Scale for short-term analysis, Viterbo reference librarians used it faithfully for many years. However, there was one continuing area of frustration: the open-ended description of what took place during the reference transaction. "Crunching" data from 3,000-4,000 descriptions became an overwhelming task. After much discussion and drafting, librarians moved to a pull-down menu of the most common, descriptive types of transactions in addition to the READ scale complexity levels. With this streamlining of our READ Scale, librarians are investigating the impact of losing individualized descriptions of transactions. Librarians assessed the previous four years of descriptions using MaxQDA quantitative analysis software and will compare those results to the data from the pre-categorized menu. Participants will learn about the impact of the READ scale on service assessment, and will engage in a discussion of the value of free text versus categorized data.

**Reference:** Olson-Kopp, K. & Stock-Kupperman, G.L. (2015, April). Analysis of READ scale data: Comparing open-ended description blocks with a categorized menu. Presented at Wisconsin Association for Academic Librarians Conference, Manitowoc, WI.

# Transgenerational effects of perinatal ethanol exposure: alcohol and sucrose consumption in two generations

*R. Charles Lawrence*

Biology

Poster #17

## **Abstract:**

Fetal alcohol spectrum disorders describe the various developmental deficiencies that result from in utero exposure to ethanol. Animal models have been helpful in understanding the effects of ethanol on humans. Prenatal ethanol exposure results in cognitive disabilities such as impairment in language, memory, and attention. Secondary defects in social behavior, impulsivity, inappropriate sexual conduct, and substance abuse also occur. Prenatal ethanol exposure characteristically results in higher risks of ethanol preference and addiction. *Rattus norvegicus* was used to simulate a human equivalent three-trimester ethanol exposure model. Rats were intubated prenatally to simulate the first and second human trimesters and the first ten days after birth to simulate the third human trimester. Ethanol preference across multiple generations was examined by using a two bottle choice test with solutions of ethanol and sucrose and sucrose. Ethanol exposure resulted in increased consumption of ethanol compared to controls whereas the F2 generation was characterized by significant reductions in alcohol consumption. However, offspring of those developmentally exposed to ethanol demonstrated a significant increase in maltose-dextrin consumption. D1R expression in the nucleus accumbens was also determined. This suggests an alteration in nucleus accumbens activity and rewarding aspects of ethanol following developmental exposure.

## **Reference:**

# What Attitudes Predict Success in First Year Courses?

**Scott Gabriel (co-author: Mark Peterson)**

Chemistry

Poster #18

## **Abstract:**

The 2012 PCAST report highlighted the growing issue of persistence of STEM majors and encouraged significant change. In an effort to understand the factors which affect STEM retention at Viterbo University, three years ago an internal study showed the strongest indicator of student success in the freshman year (defined by grades of C or higher) in math/science courses is high school GPA. Specifically, in General Chemistry I, 80% of students achieved less than a C had a HS GPA below 3.3. In contrast, only 30% of students who received a C had a HS GPA below 3.3, and none of the students who received a grade higher than a C had a HS GPA below 3.3. This past fall, after integrating several active learning initiatives in the STEM curriculum, we returned to the General Chemistry classroom to examine indicators of student success in the first year. We hypothesized that academic performance would still be a key indicator of student success, but we also hypothesized that student attitudes would be critical components in student success. Pair-wise correlations revealed that many of the survey attitudes (measured by the MSLQ, a validated survey on student learning and motivation) and measures of student success were correlated. This suggests that final grade in the class is positively related to several of the attitudes measured. While multiple testing raises concerns about false-positives, these factors, in addition to others, are included in the best multiple linear regression model to predict final grade. However, the strong colinearity of the attitudes makes identification of which attitudes in particular influence student success difficult. This colinearity was confirmed using a principle components analysis that a substantial proportion of variance in all measured attributes can be accounted for in a single principle component. In addition, this component is strongly correlated with final grade, suggesting that much of the variance can be explained by the fact that strong students score highly on all measured attributes. Future work will use these achievement and attitude measures as baseline data and see how changes to the pedagogy affect these values.

**Reference:** American Society for Microbiology Conference on Undergraduate Education. May 28-31, 2015 Austin, TX.

# Advancing Integrative Nursing through Holistic Nursing Education

*Silvana Richardson*  
Nursing

## Poster #19

### **Abstract:**

Introduction: Integrative health has at its core patient empowerment and an emphasis on the well-being of the whole person. Society yearns for holistic healthcare and nurses are key to changing the culture to one of holism. The professional who practices integrative nursing recognizes the sacred nature of relationships and the importance of intention and presence in the healing process. Learning to embody the concepts of integrative healing requires competence beyond the technical. School of Nursing faculty recognized the need to empower students to practice as holistic nurses by equipping them with the understanding, skills, and way of being to be key members of interprofessional integrative health care teams. This presentation will provide an overview of the process faculty followed to create a holistic learning environment. Methods: Faculty articulated a holistic nursing philosophy and integrated caring healing concepts and practices into the curriculum and new facility design. Results/Conclusions: In the design of a new building, conscious attention was given to inclusion of artwork, a healing garden with a labyrinth, and a meditation room to balance the high technology learning spaces. Regular use of ritual offers time for community reflection on the heritage of healing and the spiritual calling of nursing. Grounded in a core liberal arts curriculum, graduates understand the complexities of the human condition and the importance of reflection in deepening their own inner wisdom. They are equipped with holistic healing tools. The project is ongoing and evaluation continues.

**Reference:** First International Integrative Nursing Symposium, Reykjavik, IS.

# Cohort-Based Technology Training: A Collaboration with Faculty Grounded in Diffusion of Innovation and Faculty Learning Community Theories

*Gretel Stock-Kupperman*  
Library

## Roundtable #1

### **Abstract:**

One core strength of libraries is teaching patrons how to use resources for their research and learning needs. Libraries can leverage these strengths into faculty technology training since faculty research needs often intersect with their technology interest, be it mobile devices, technology-enhanced teaching strategies, or tools that support their research. The purpose of this paper is to explore a framework for collaboration in technology training through the lens of a “faculty learning community” and a “diffusion of innovation theory”. This will be examined through a case study of the author’s library, where a multi-year intentional and systematic collaboration with instructional design and IT staff led to the library taking on a leadership role in technology training at its institution.

**Reference:** Stock-Kupperman, G.L. (2015). Cohort-based technology training: A collaboration with faculty grounded in diffusion of innovation and faculty learning community theories. *Collaborative Librarianship*, 7(3).

# Book Chapter: Critical Leadership for School Improvement and Increased Student Achievement

***Norene Bunt***

Graduate School of Education

## Roundtable #1

### **Abstract:**

This chapter describes scientifically-based evidence of the impact of school leadership on student outcomes and achievement. The roles principals play in leading schools to high levels of achievement, as well as the common challenges will be discussed. The major topics addressed include: the roles and responsibilities of instructional leaders and the qualities and dispositions of an effective leader of change in instructional practices. Research-based strategies to promote positive outcomes and increase student achievement will be addressed including: (1) collaborative data-based decision making, (2) designing professional development, (3) creating professional learning communities, (4) shared ownership and accountability, (5) student engagement and academic learning time, and (6) perseverance and on-going progress monitoring.

**Reference:** Iowa Council of Professors of Educational Administration (2015). Organization and Administration of Iowa Public and Private Schools, 2nd ed. Dubuque, IA: Kendall-Hunt. Editor Liz Hollingsworth.



# The Case of the Co-op Coup: A Case Study for teaching group dynamics and managing conflict in teams.

*Pamela Dixon*

Dahl School of Business

## Roundtable #1

### **Abstract:**

Kate, a small-scale vegetable farmer, was a member of a regional Food Hub Producers' Cooperative whose purpose was to aggregate and distribute produce from small and mid-size farmers. The produce would be marketed and sold to regional institutional buyers and direct to consumers. As their volunteer steering committee membership slowly evolved and larger producers took over, she and other founding members were marginalized. She received an email, following a meeting she and other key players couldn't attend, stating that a few members of the group had decided to create a different business entity that would focus more on getting mid size to larger producers involved. Kate was not sure what even happened except to call it a co-op "coup." After the fact she said, "I thought I had a better handle on group process." She and the co-founder, Kevin, were left pondering what exactly happened to this group.

**Reference:** McCarty, C. & Dixon, P. (2015). The Case of the Co-op Coup, v33(1), p. 72-29, Journal of Case Studies.

# ***Adventures in Reasoning: Communal Inquiry through Fantasy Role-Play***

***Jason Howard***

**Religious Studies and Philosophy**

## **Roundtable #2**

### **Abstract:**

Helping students think more critically, communicate ideas more effectively, and work more cooperatively with others are goals widely recognized as indispensable to a proper education. My book, *Adventures in Reasoning* provides middle school, high school and even post-secondary teachers with a method to cultivate these crucial skill sets in a way that is engaging, academically rigorous and also fun.

The role-play approach I utilize draws upon the pioneering notion of the community of inquiry as a vehicle for enhancing student learning and development through discussing philosophical concepts and issues. Students create characters that they then use to explore a rich fantasy world filled with practical, moral, and conceptual challenges specifically designed to enhance a wide range of cognitive and communication abilities. Drawing together the appeal of fantasy narratives with the rigor of communal “philosophical” inquiry, *Adventures in Reasoning* provides educators with a rich array of tools to capture students’ curiosity, engage their interests, and cultivate crucial cognitive and social skills.

**Reference:** Jason J. Howard, *Adventures in Reasoning: Communal Inquiry through Fantasy Role-Play* (Lanham, MD: Rowman & Littlefield, 2015).

# Book Chapter - Physical Activity in Integrative Nutrition Therapy

*Karen Gibson*

Nutrition and Dietetics

## Roundtable #2

### **Abstract:**

This chapter describes the evidence of physical activity in the prevention and management of numerous diseases or conditions including prevention and management. Topics covered include: physical activity recommendations, the relationship of PA to chronic disease prevention, cancer, diabetes, blood pressure, psychological health, obesity, etc.

**Reference:** Gibson KM. Physical Activity. In: Marian MJ, Mullin GE, eds. Integrative Nutrition Therapy. Boca Raton, FL: CRC Press; 2015: 439-470.

# Teaching RNAseq at undergraduate institutions: A tutorial and R package from the Genome Consortium for Active Teaching

*Mark Peterson*  
Biology and Math

## Roundtable #2

### **Abstract:**

Next-generation sequencing is radically changing the study of biology, but there are currently few resources aimed at teaching the required laboratory and data-analysis skills to undergraduate students. This gap is especially true at primarily undergraduate institutions, where even the faculty are likely to encounter barriers related to funding, equipment, and training needed to begin research or teaching of sequencing and the associated bioinformatics. For this reason, the GCAT-SEEK network has been developed to provide training, data, and teaching materials specifically geared for general biology undergraduates and their instructors. This lesson plan was created to teach RNAseq analysis as a part of that effort. It is provided here, both in finished form and with the modifiable source code, to allow flexible adaptation to various classroom settings. In addition, we include a relevant tutorial to ease students and faculty into the R statistical environment. The associated materials are directly applicable to both faculty training and classroom settings. We expect implementation of the tutorial to strengthen bioinformatic knowledge and skills for general biology students.

**Reference:** Peterson, MP; Malloy, JT; Buonaccorsi, VP; Marden, JH. Teaching RNAseq at undergraduate institutions: A tutorial and R package from the Genome Consortium for Active Teaching. 2015. CourseSource, Vol 2.

## ***An island named Virgilio***

***Jesús Jambrina***

World Languages & Cultures

### **Roundtable #3**

**Abstract:**

*An Island named Virgilio* (Miami, 2015) is the print and extended version of a Special Issue that Jambrina edited for the *La Habana Elegante*, a peer-reviewed online journal sponsored by the Department of World Languages & Literatures at Southern Methodist University in Dallas. The premise for the edition was to present critical approaches to the works of Cuban writer Virgilio Piñera (1912-1979) on his centennial anniversary. Besides selecting, and copy editing the included essays, Jambrina anthologized poems dedicated to Piñera in the last thirty years and wrote the introduction to the volume. This book publishes both well-known and more recent literature critics who study Piñera's oeuvre. It integrates generations, genres and perspectives honoring Piñera's own writing versatility. This is the second book intervention of Jambrina in the studies on the author. The first one was *Virgilio Piñera: poetry, nation and differences* (Madrid, 2012).

**Reference:** Jambrina, J. *An island named Virgilio*. Forthcoming 2015.

# “The Piano Trios of Louise Dumont Farrenc” (CD Recording)

**Mary Ellen Hauptert**

Music

## Roundtable #3

**Abstract:** Piano Trio in E-flat Major for Piano, Violin, and Cello, Op. 33 and Piano Trio in D Minor for Piano, Violin, and Cello, Op. 34. Mary Ellen Hauptert, piano; Nancy Oliveros, violin; Laura Sewell, cello. ©2015, CENTAUR RECORDS, Inc.; Recorded at MPR Studios in St. Paul, MN (June 29, 2014); Cameron Wiley, Recording Engineer; Ray Shows, Producer.

Louise Dumont Farrenc (1804-1875) was pianist, teacher, editor of an historical anthology of keyboard music, and a composer of whom the French were proud. Nevertheless, she is relatively unknown today, and her name rarely appears in the standard histories of Western music published in the 20th century. Bea Friedland’s dissertation<sup>1</sup>, “Louise Farrenc, 1804-1875, Composer, Performer, Scholar,” remains the most thorough and dependable scholarship on the life and work of this fascinating woman. She cites a memorial commentary from the *Gazette musicale*, written at the time of Farrenc’s death, noting her uncommon musical gifts: “...without question the most remarkable of all women who have devoted themselves to musical composition...Her works bear witness to a power and richness of imagination as well as to a degree of knowledge which have never before been the attributes of a woman.”

Uninterested in the virtuosic salon pieces that were all the rage in Paris during the 1840-50s, Mme. Farrenc assiduously studied the works of Mozart and Beethoven, seeking to emulate both their style and forms. Both the piano trios featured on this recording, the Piano Trio in E-flat Major, Op. 33 (comp. 1843) and the Piano Trio in D Minor, Op. 34 (comp. 1850-1855), are unmistakably reminiscent of the music of Beethoven in scope and style. The first trio (Op. 33) is a four-movement work replete with two sonata-form movements (I and IV), a Minuetto, and an inventive slow movement Adagio.

The three-movement Piano Trio in D Minor, Op. 34, has scarcely been recorded in the 21st century, all the more surprising given that it was the most frequently performed chamber work during Farrenc’s life. Flashy virtuosity puts its demands on all three performers, giving this trio special appeal. The first movement in sonata-form, gives way to a theme and variations slow movement that is grand in scope and creativity. The Rondo finale is a tour de force of such uncharacteristic passion, that Bea Friedland couldn’t help but compare it with the music of César Franck, Franz Schubert, and Robert Schumann. Farrenc’s trios for piano, violin, and cello deserve a wider hearing, which is the whole purpose of this undertaking!

<sup>1</sup> Friedland, Bea. *Louise Farrenc, 1804-1875: Composer, Performer, Scholar*. Ann Arbor: UMI Research Press, Studies in Musicology, 1980, p. 77.

**Reference:** CENTAUR RECORDS, Inc. | 136 St. Joseph Street | Baton Rouge, LA 70802.

## **“GOOD TREES” for SATB + piano (Choral Publication)**

**Mary Ellen Hauptert**  
Music

### **Roundtable #3**

(<http://www.sbmp.com/SR2.php?CatalogNumber=1281>):

Text: Douglas Malloch

Voicing: SATB | catalog number: SBMP 1281 | duration: 2:35 | price: \$2.05

Accompaniment: piano

*The story told here regarding the growing of good trees presents a subtle metaphor of similar challenges people face as they mature. Well-constructed musically, all parts get to share the spotlight and contribute.*

**Reference:** Santa Barbara Music Publishing, Inc.

## “Voice of the People – Psalms of Peace” (Compositions/Workshop)

**Mary Ellen Haupt**

Music

### Roundtable #3

**Abstract:** "Voice of the People – Psalms of Peace" is a collection of original music composed specifically for the YACHAD Choral Exchange (June 28 – July 5, 2015; Krakow, Poland), the brainchild of alumna Sonja Larson. This collection of psalm-based compositions, dedicated to unity and peace, and was used as a resource during the course of the workshop. YACHAD (Hebrew for “unity” and pronounced YAH-had) is an International Choral Exchange program that teaches participating students about their respective country’s languages and cultures, while engaging in international/multicultural dialogue. As collaborating educators in the program, Mary Ellen Haupt and Jean Saladino presented *Fostering Intercultural Connection Through Composition* (Mary Ellen Haupt) and *Authentic Communication through Music Performance: Joy, Self-Love, and the Body* (Jean Saladino). As prelude and part of the YACHAD Choral Exchange, “Hallelujah!” was commissioned for a virtual choir, which was premiered by Sonja Larson at *TEDx Kazimierz* (May 23, 2015) and can be viewed at <https://www.ted.com/tedx/events/13667>.

**Reference:** YACHAD International Choral Exchange (June 28 – July 5, 2015), Krakow Poland and *TEDx Kazimierz* (May 23, 2015).



# The "Nones" and "Dones" in American Ecclesiology

*Bill Reese*

Religious Studies/Philosophy

## Roundtable #4

### **Abstract:**

The past two generations of Americans claim as growing number of individuals who claim no affiliation to organized religion- "the nones." At the same time large numbers of former religious practitioners are "done" with their ecclesial affiliations. How is that affecting the American culture along with the health and viability of religious Christian church bodies?

**Reference:** Presentation at the London School of Theology in March 2015.

# Seeing in the Dark: How Bilbo's Invisibility Defined Tolkien's Vision

**Michael Wodzak**

Mathematics & Liberal Studies

## Roundtable #4

**Abstract:** When Bilbo Baggins first discovers the One Ring under the Misty Mountains, its power seems to be nothing more than the conferance of invisibility on its wearer. Sometime between the writing of *The Hobbit*, and the writing of *The Lord of the Rings*, Tolkien realized that its effects must be rather more involved, and it is well known that later editions of *The Hobbit* were revised to incorporate a certain level of dishonesty on the part of Mr. Baggins. Within the story, the effect of the Ring on Bilbo's morals was changed to be almost immediate, if only subtly, noticeable. Less well known is the recognition that Tolkien also seems to have realized that the physical implication of invisibility is blindness. The more powerful the Ring becomes, the less well its wearers can see the usual world around them but the more clearly they can see the world inhabited by the Nazgul. Moreover, the Nazgul cannot usually see people at all, but see the wearer of the ring perfectly clearly. What we have here, is an opposition not of two worlds, one of light and the other of darkness, but an opposition of worlds of different kinds of light, True Light and Corrupted Light. Once the Ring of Power appears as a ring of invisibility in *The Hobbit*, that device sets up implications for the greater Middle Earth Legendarium. We no longer have Evil as the opposite of Good or even its absence; Evil becomes a corruption of Good, and we see the theme of corruption and the effects of corruption played out again and again in both *LotR* and *The Silmarillion*. Tolkien does not limit his investigation to the optical implications of invisibility. *The Hobbit* also borrows quite freely from such Anglo-Saxon works as *The Exeter Book* and *Beowulf*, and, in making Gollum's eyes, like Grendel's, burn in the darkness, Tolkien allows himself to incorporate notions of extramissionist vision into the Legendarium. Most memorably, perhaps, this is seen in the flame rimmed Eye of Sauron, but it also becomes a feature of his Dragons and of Shelob, whose eyes, precisely because they can reach out, have physical, psychological and even spiritual effects on those they look at.

**Reference:** Seeing in the Dark: How Bilbo's Invisibility Defined Tolkien's Vision. *The Hobbit and Tolkien's Mythology: Essays on Revisions and Influences*, Brad Eden, ed. McFarland Press (2014).

\*Also co-wrote "Visibílium Ómniúm et Invisibílium: Looking Out On and In Tolkien's World" *Tolkien Studies* (2014) with V. Wodzak.

# "Tolkien Sidelined: Constructing the Non-Combatant in *The Children of Húrin* and *Lord of the Rings*" and "Travel, Redemption, and Peacemaking: Hobbits, Dwarves, and Elves and the Transformative Power of Pilgrimage"

**Vickie Wodzak**

English & Liberal Studies

## Roundtable #4

**Abstract for "Tolkien Sidelined":** As a World War I British soldier serving on The Somme, Tolkien contracted a persistent case of trench fever which sidelined him for the duration of the war. This experience of life on the home front when his peers were losing their lives in battle sensitized him to the difficulties that women and other noncombatants face in wartime. This sensitivity is expressed in the way he characterizes Eowyn and her frustration at always being left at home with only leave to have the house burned down around her should the warriors fail. The paper concludes that Tolkien's experience with the women – his wife and his mother—in his life is a potent formative element in his fiction.

**Abstract for "Travel, Redemption, and Peacemaking":** Reading both *The Hobbit* and *Lord of the Rings* (LOTR) as neither adventure nor quest but as pilgrimage offers both an instructive way of understanding the texts and a way of understanding *The Hobbit* as the groundwork for the later LOTR. The medieval pilgrimage was often undertaken for mixed reasons: a penalty for civil or religious offense; a search for personal or spiritual improvement; a down payment on time in purgatory; an opportunity to travel.

**Reference:** "Tolkien Sidelined: Constructing the Non-Combatant in *The Children of Húrin* and *Lord of the Rings*." *Mythlore*, Spring/Summer 2015 and "Travel, Redemption, and Peacemaking: Hobbits, Dwarves, and Elves and the Transformative Power of Pilgrimage." *The Hobbit and Tolkien's Mythology: Essays on Revisions and Influences*, Brad Eden, ed. McFarland Press (2014).

\*Also co-wrote "*Visibílium Ómnium et Invisibílium: Looking Out On and In Tolkien's World*" *Tolkien Studies* (2014) with M. Wodzak.