



CELEBRATION OF FACULTY SCHOLARSHIP

Abstract Book

Friday, October 28, 2016

3:30-5:00pm

Fine Arts Center Main Theatre Lobby

Presenter Information (in alphabetical order)

Name	Department/Area	Poster/Video or Roundtable#
Jennifer Anderson-Meger	Social Work	Roundtable #1
Ruth Badciong	Graduate Education	Roundtable #2
Matthew Bersagel Braley	Leadership	Roundtable #5
Mary Burke	Nursing	Poster #8 co-presenting
Tammy Clark	Chemistry	Roundtable #4
Pamela Dixon	Business	Roundtable #1
Sherry Fontaine	Business	Roundtable #1
Larry Harwood	History and Philosophy	Roundtable #3
Mary Ellen Hauptert	Music	Roundtable #2
Janet Holter	Social Work	Poster #8 co-presenting
Karla M Huges	Music Theater	Poster #2
Susan Hughes	Education	Poster #1
Joe Iglesias	Business	Roundtable #1
Jesús Jambrina	World Languages & Cultures	Roundtable #3
Keith Knutson	History and Philosophy	Roundtable #5
Dale Krageschmidt	Business	Poster #3
Jackie Kuennen	Nursing	Roundtable #4
Rick Kyte	Reinhart Institute	Roundtable #5
Melinda Langeberg	Education	Poster #4
Maria Morgan-Bathke	Nutrition and Dietetics	Poster #6
Maria Morgan-Bathke	Nutrition and Dietetics	Poster #5
Michelle Pinzel	World Languages and Cultures	Roundtable #3
David Saunders-Scott	Psychology	Poster #7
Mary Ellen Stolder	Nursing	Poster #9
Stephanie Thorson-Olesen	Psychology	Poster #11
Carolyn Troha	Mathematics	Poster #12
David Waters	Sport Management	Poster #10

Joining the Game: Living and Learning as an Action Researcher

Susan Hughes

Education

Poster #1

Abstract:

This action research study was conducted using participants from a graduate program in education. The purpose of the mixed-methods study was to determine if graduate students who were taught the benefits of action research in their program of study were able to (a) model a commitment to learning and continuous professional growth, (b) study their teaching to set into motion a plan for professional development, (c) use action research to create new options or solve problems, and (d) consider leadership opportunities in their building or district. Results of the study indicated that the great majority of the participants did see the benefits of utilizing action research as a tool for continuous professional development.

Reference: Hughes, S. (2016). JOINING THE GAME: LIVING AND LEARNING AS AN ACTION RESEARCHER. *The Canadian Journal of Action Research*, 17(1), 3-19.

Assessing the Role of Saturated Fats in Adipose Tissue Inflammation

Maria Morgan-Bathke

Nutrition and Dietetics

Poster #5

Abstract:

A multitude of studies have suggested that there is a link between obesity and inflammation. Various in vitro and animal studies have shown that saturated fatty acids are largely responsible for the induction of various pro-inflammatory pathways. As vegetarians consume about half the amount of saturated fat as omnivores, we hypothesized that they would have less inflammation for any given amount of obesity. The study included 8 obese vegetarians (1 male) and 8 obese omnivores matched for age, sex, and BMI. A blood sample to measure plasma free fatty acids (FFA) and abdominal and femoral subcutaneous adipose tissue biopsies to measure macrophage content, and the fatty acid composition were collected. Each participant also completed a Food Frequency Questionnaire (FFQ) to determine their average dietary intake. The plasma FFA of vegetarians revealed that they had greater proportions of polyunsaturated fatty acids. Surprisingly, there was no difference in the fatty acid composition of the adipose tissue samples (abdominal or femoral) between the two groups. The FFQ data showed no significant difference in total fat, protein, or carbohydrate intake between the groups. However, the omnivore group had significantly greater intake of saturated fat and cholesterol than the vegetarian group ($p = 0.05, 0.04$, respectively). There was no difference in total, M1 or M2 macrophage content between the vegetarian and omnivore groups. It is possible that the burden of obesity is more important than the consumption of saturated fatty acids in terms of human adipose tissue inflammation.

Reference: Experimental Biology Annual Conference April 2016

Adipose Tissue Macrophage Burden: the Relationship to Insulin Sensitivity, Physical Fitness and Weight Loss

Maria Morgan-Bathke

Nutrition and Dietetics

Poster #6

Abstract:

It has been suggested that adipose tissue inflammation in obesity is related to insulin sensitivity, but whether this includes adipose tissue lipolysis insulin action, as expressed by the insulin concentration needed to suppress FFA flux by 50% (IC50), has not been examined. We measured IC50, physical fitness (VO₂ peak) and abdominal and femoral subcutaneous adipose tissue macrophage burden (flow cytometry) in 22 adults pre-weight loss (12 males) and 5 post-weight loss (2 males). CD68 was used to identify total macrophage numbers, CD14 for pro-inflammatory (M1) and CD206 for anti-inflammatory (M2) macrophages. Surprisingly, we found no relationship between IC50 and abdominal (female $p = 0.3$, male $p = 0.47$) or femoral (female $p = 0.98$, male $p = 0.62$) macrophage burden. There was no relationship between physical fitness (VO₂ peak/kg FFM) and abdominal (female $p = 0.38$, male $p = 0.3$) or femoral (female $p = 0.9$, male $p = 0.69$) total macrophage burden. However, we did find a negative relationship between physical fitness (VO₂ peak/kg FFM) and abdominal pro-inflammatory macrophage content for males ($p = 0.07$). There was a decrease in the ratio of M1 to M2 macrophages following weight loss in both abdominal ($p = 0.09$) and femoral ($p = 0.03$) depots. These results suggest that adipose macrophage content is not a strong predictor of adipose tissue insulin resistance, but that decreases in pro-inflammatory relative to anti-inflammatory adipose macrophages results from weight loss.

Reference: American Diabetes Association Annual Conference June 2016

Wouldn't it be lovely: A Lerner and Loewe Musical Revue

Karla M Hughes

Music Theater

Poster #2

Abstract:

Wouldn't it be lovely was a musical revue presented in July of 2016 featuring songs from the Broadway musicals written by Alan Jay Lerner and Frederick Loewe. The production was a collaboration between David Kilpatrick, General Director of the Weber Center of the Performing Arts and Viterbo University faculty members Karla M. Hughes and Dr. Gary Moss. The production featured the vocal talents of Ms. Hughes and Dr. Moss as well as Viterbo Music Theatre graduates Bridget Schwefel, class of 2016, and Charlie Ward, class of 2013.

Reference: Bridge View Entertainment, Weber Center for the Performing Arts

Construction of Subspace Codes Through Linkage

Carolyn Troha

Mathematics

Poster #12

Abstract:

A construction is discussed that allows to produce subspace codes of long length using subspace codes of shorter length in combination with a rank metric code. The subspace distance of the resulting linkage code is as good as the minimum subspace distance of the constituent codes. As a special application, the construction of the best known partial spreads is reproduced. Finally, for a special case of linkage, a decoding algorithm is presented which amounts to decoding with respect to the smaller constituent codes and which can be parallelized.

Reference: Advances in the Mathematics of Communications, Vol 10, No. 3. 2016, pp.525-540

Interprofessional Education of Nursing and Social Work Students

Janet Holter & Mary Burke
Social Work

Poster #8

Abstract:

The social work and nursing profession are steeped in a tradition of interdisciplinary collaboration and interprofessional practice. Competencies related to interprofessional collaboration and practice are integrated into the Council on Social Work Education Educational Policy and Accreditation Standards (EPAS), and address the need for understanding interprofessional roles, as well as effective communication, and collaboration in interprofessional practice (CSWE, 2015). The Institute of Medicine: The future of nursing: Leading change, advancing health (2011), made the following recommendation to schools of nursing and other health professional schools: Design and implement early and continuous interprofessional collaboration through joint classroom and clinical training opportunities. In recognition of the importance of interprofessional practice, the Viterbo University School of Nursing and Social Work program collaborated to create an in-class simulation activity for junior level nursing and social work students focusing on micro skills in assessment and collaboration.

Reference: Wisconsin Nurses Association Clinical and Interprofessional Education Considerations For Patient-Centered Team-Based Care

Creating a legacy for our past Olympian hero: George Coleman Poage

David Waters
Sport Management

Poster #10

Abstract:

George Coleman Poage (1880-1962) was a pioneer student-athlete who graduated second in his La Crosse High School graduating class in 1899. From there he ran the sprints and hurdled for the University of Wisconsin track team, becoming the first black Big Ten champion. He was also voted in as an "athletic member" to represent the elite Milwaukee Athletic Club, in Amateur Athletic Union (AAU) national track meets. In the IIIrd Summer Olympic Games in 1904, Poage defied a call to boycott, competed in 4 events, and won the first medals (2 bronze) by a black American athlete. This presentation will introduce and summarize 5 years of efforts by diverse stakeholders to honor George Coleman Poage in La Crosse. These include: public relations efforts, renaming and renovating a local park, fundraising of \$1.4 million for Poage Park, surveying local citizens for their disparate park needs, selecting an artist to create a bronze likeness of the athlete, advocating for the erection of a cemetery monument for Poage in Chicago's Lincoln Cemetery, and welcoming Poage relatives to La Crosse (for the park grand opening in August 2016).

Reference: Waters, D.J. (2016, April). Creating a legacy for our past Olympian hero: George Coleman Poage. Presentation at Rotary International, Hopkins, Minnesota.

Examining the Fatigue of Formal and Family Caregivers for the Elderly

Stephanie Thorson-Olesen

Psychology Department

Poster #11

Abstract:

The purpose of this research was to explore the compassion fatigue of formal and family caregivers for the elderly (65+). Formal caregivers were defined as being employed in a caregiver role. Family caregivers consisted of an adult child (caring for an aging parent) or spouse/partner caregivers (caring for a significant other). Participants selected the role that best described them in the demographic questionnaire. Compassion fatigue was examined using the Professional Quality of Life Inventory (ProQOL), a quantitative survey. Research question: Does the level of compassion fatigue differ for the different types of caregivers (formal or family caregivers)? Hypothesis one: Family caregivers have a higher level of fatigue than formal caregivers. The hypothesis was retained. The results indicated a significant difference in the level of fatigue with family higher than formal caregivers. These findings suggest attention should be given to providing support for family caregivers. It is important to improve the quality of life for our aging populations and their caregivers and psychologists are in a unique position to contribute to this area.

Reference: Association for Psychological Science National Convention

Changing EPP Curriculum: An Ethnographic Study of Pre-Service English Teachers and Writing Feedback

Methodology

Melinda Langeberg
Education

Poster #4

Abstract:

Humans use language to communicate. Language is a social practice: a relationship. It reveals internal thought. This study used sentiment and domain analysis of classroom documents and observations to examine pre-service English teacher's internal thoughts. Participants described their experiences providing writing feedback on 8th grade student papers. This study found that preservice teacher's language exposed a tension between what the teacher candidates knew they should do and what they actually did do. These findings suggest a gap in education preparation programs related to writing pedagogy. The gap exists not only in the limited number of writing pedagogy courses provided but also in the scant number of evaluative feedback experience teacher candidates are offered. The author suggests that providing scaffolding in the form of graphic organizers, evaluation templates, or sentence starters mentors teacher candidates through the writing feedback process.

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

A Comprehensive Water Management Program for Multicampus Healthcare Facilities

Dale Krageschmidt

Master of Business Admin.

Poster #3

Abstract:

Hospitals and clinics have been concerned with healthcare-acquired Legionella cases for the past 27 years. Recent Legionella and other water-borne pathogens outbreaks, along with proposed water management standards have highlighted the need for comprehensive water management programs at healthcare facilities. The authors have designed and implemented a water management strategy in compliance with the proposed ASHRAE 188 standard for a major healthcare organization. **Methods.** The Hazard Analysis Critical Control Point (HACCP) methodology was used to develop a water management program (WMP) for a major healthcare organization in the Midwest. The HACCP process addresses three questions: What are the potential water hazards in the building water systems? How are the hazards being controlled? How do we know that the hazards have been controlled? Microbiological testing is used to evaluate water quality and to validate and verify the performance of the WMP. **Results.** Hazard analysis showed that microbial and mineral controls were generally good, which was substantiated by infection control surveillance. However, critical point analyses showed that chlorine concentrations, pressure tanks, decorative fountains, closed water loops and auto faucets are in need of additional hazard control measures. **Conclusions.** The HACCP process for water management is an effective method for managing healthcare facility water quality. The process identified critical control points and deficiencies that could result in patient or employee waterborne infections. This allows healthcare facilities to be proactive in managing their water quality within their infection prevention and control program.

Reference: Infection Control and Hospital Epidemiology, May 2014, Vol. 35. No. 5; U.S. Water Seminar, Wisconsin Hospital Engineers Association, March 2016

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

Jackie Kuennen

Nursing

Roundtable #4

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.

Psychological Predictors of College Retention

David Saunders-Scott

Psychology

Poster #7

Abstract:

We compared factors that colleges have traditionally used to predict students academic success to non-traditional psychological factors in an effort to determine best predictors of college retention. Psychological factors (perceived stress and grit) were superior to traditional factors (ACT score and high school GPA) in predicting retention of undergraduate students.

Reference: Saunders-Scott, D., Bersagel Braley, M., Stennes-Spidahl, N., & Sherwood, A. (2016, May). Psychological Predictors of College Retention. Poster presented at the Midwestern Psychological Association Annual Meeting, Chicago, IL.

Weaving Words and Music: Fostering Intercultural Relationships through Music

Mary Ellen Hauptert
Music

Roundtable #2

Abstract:

Motivating university students to sustain a long-range project can be a daunting task, so it is necessary to give them projects that are intrinsically motivating and without right or wrong answers—projects based on meaningful experience. Past composition projects that have required meaningful reflection include Earthtones (2009), Peace by Piece (2010), Lifenotes (2011), CCECHS MATES (2013) and Rumi-nations (2014). Each of these projects had an inherent, values-based concept that was broad enough for students to make their own choices, while staying within the parameters of a common theme. The sophomore composition project for 2015-2016, “Weaving Words and Music,” has broadened students’ understanding of global conflict by incorporating personal experiences of Palestinians living in Bethlehem. Music theory students read human stories of Palestinians caught in conflict from the Arab Educational Institute’s publication, “The Wall Museum, ” edited by Victoria Biggs. The students’ compositions were part of a Humanities Symposium presentation by Ms. Biggs, “Behind the Wall” – an experience that significantly impacted and deepened student learning. Research and study of the wall around Bethlehem added perspective and depth to the VU university music theory project, “Weaving Words and Music”; the benefits and outcomes of this meaningful endeavor will be the focus of this virtual presentation and paper.

Reference: Athens Institute for Education and Research - May 2016

Perception of Nursing Research Utilization among Attendees at a Nursing Research Conference

Mary Ellen Stolder

Nursing

Poster #9

Abstract:

As complexity of our health care system continues to evolve, nurses may not perceive the importance of their role in the research process. Historically, nurses' perceptions of research may affect their direct involvement in effective, proactive, meaningful research projects that support progressive change. Objectives: The purpose of this study was to identify and describe endorses and barriers to research utilization among attendees at a regional annual nursing research conference. Study Design and Methods: The setting was at an annual regional nursing research conference, sponsored by a partnership of regional health care organizations and academic institutions, and attended by practicing nurses as well as undergraduate and graduate nursing students. The Research Utilization Questionnaire (RUQ) was administered to both practicing nurses and nursing students. Research utilization issues were measured within three subscales: attitudes toward research (12 items); availability and support for implementation (8 items); and daily practice research use (9 items). Using a convenience sampling method, this tool was administered onsite to conference attendees via hard-copy or tablet/laptop/internet-based access. Results: 93 conference attendees completed the questionnaire for a 19% participation rate. 33 of the respondents identified themselves as undergraduate nursing students and 60 of the respondents self-identified as nurses. Based on single item statement, 86.44% of practicing nurses stated they wished to change their practice based on research compared to 59.38% of undergraduate students ($p = .012$). A single item statement, "research is understandable" was endorsed by 64.86% of nurses who provide nondirect patient care compared to 52.17% of nurses who provide direct patient care ($p = .031$). Daily practice research use significantly differed on three items on the daily practice research use subscale, with nurses in indirect roles endorsing research utilization in daily practice. Perceived barriers to research utilization significantly differed between nurses in direct versus indirect roles on three items on a subscale, with nurses in direct care roles more likely to identify a lack of manager support, insufficient quality of existing research, and a lack of time. Implications: A perceived lack of availability and support for implementation is a significant barrier to research utilization in practice. Nurses practicing in direct care roles in particular may benefit from administrative support and help from nurse researchers to better understand and utilize research findings in the clinical setting.

Reference: Nursing Research on the Green

GROW!(ing) Developmentally Appropriate Unit Plans

Ruth Badciong

Graduate Education

Roundtable #2

Abstract:

Lutheran early childhood educators want to design lessons and units that are engaging, age appropriate, and meet all the developmental needs of the young children they serve, especially faith development, but time and resources are limited. This sectional will overview a general framework and strategies for unit planning that can be implemented by early childhood educators regardless of setting.

Reference: GROW! - Lutheran Education Association Convocation, October 13-15, 2016, Grand Rapids, Michigan

Creating Awareness of Role of Personal Epistemology in Managerial Decision Making

Jennifer Anderson-Meger & Pamela Dixon
Social Work

Roundtable #2

Abstract:

Responsible corporate leadership has historically been viewed as a shareholder primacy model. However, it has been acknowledged that stakeholders, beyond shareholders, including employees, local communities, and the natural environment, have a stake in the decisions made by corporate leaders. Stakeholder theory identifies the corporate leader as responsible to take action as a citizen in a global society, and to make decisions in a way that emphasizes a primacy of a triple bottom line model by creating social, environmental, and economic value at home and abroad. The cognitive processes involved in decision making are partly motivated by a leader's personal beliefs about knowledge. In other words, a leader's personal epistemological beliefs about where knowledge comes from, what constitutes knowledge, and the justification for knowledge claims. These beliefs lead to either openness or barriers to considering new or different proposed theories as valid. Examination of personal epistemological beliefs will illuminate the willingness on the part of a globally responsible leader to reject or accept various forms of knowledge needed for decision-making. The purpose of this study is to examine the Personal Epistemological (PE) beliefs of Master of Business Administration (MBA) students related to managerial decision making as part of activities being piloted in Viterbo University's course, Globally Responsible Leadership (MGMT 635). It is the researchers' intent to test the extent to which personal epistemology awareness in MBA students leads to either openness or barriers to considering proposed theories, such as stakeholder theory, as a valid model of decision-making. Helping MBA students examine their beliefs will illuminate their willingness to reject or accept various forms of knowledge needed for decision-making.

Reference: International Academy of Business and Management Conference

Creating Awareness of the Role of Personal Epistemology in Managerial Decision Making

Pamela Dixon

Dahl School of Business

Roundtable #1

Abstract:

Responsible corporate leadership has historically been viewed as a shareholder primacy model. However, it has been acknowledged that stakeholders, beyond shareholders, including employees, local communities, and the natural environment, have a stake in the decisions made by corporate leaders. Stakeholder theory identifies the corporate leader as responsible to take action as a citizen in a global society, and to make decisions in a way that emphasizes a primacy of a triple bottom line model by creating social, environmental, and economic value at home and abroad. The cognitive processes involved in decision making are partly motivated by a leader's personal beliefs about knowledge. In other words, a leader's personal epistemological beliefs about where knowledge comes from, what constitutes knowledge, and the justification for knowledge claims. These beliefs lead to either openness or barriers to considering new or different proposed theories as valid. Examination of personal epistemological beliefs will illuminate the willingness on the part of a globally responsible leader to reject or accept various forms of knowledge needed for decision-making. The purpose of this study is to examine the Personal Epistemological (PE) beliefs of Master of Business Administration (MBA) students related to managerial decision making as part of activities being piloted in Viterbo University's course, Globally Responsible Leadership (MGMT 635). It is the researchers' intent to test the extent to which personal epistemology awareness in MBA students leads to either openness or barriers to considering proposed theories, such as stakeholder theory, as a valid model of decision-making. Helping MBA students examine their beliefs will illuminate their willingness to reject or accept various forms of knowledge needed for decision-making.

Reference: International Academy of Business and Management Conference

Intersections of Public Health and Mental Health: Meeting the Needs of Children and Families

Sherry Fontaine

Dahl School of Business

Roundtable #1

Abstract:

The Global Burden of Disease (GBD) compares disease burdens based on epidemiological measures of prevalence, mortality, disability, and associated costs. The GBD for mental illness amounts to 14 % of the world's total disease burden (World Health Organization 2005). In the United States alone, every fifth child suffers from a mental disorder (Department of Health and Human Services, 2010). Although mental illness clearly causes disabilities (Prince et al. 2007), underservice to those with mental illness is commonplace. Lack of access to mental health services counts as the first of many hurdles facing families who have a child with a mental illness. Stigma and the lack of parity in health coverage for physical and mental illness are other hurdles for these families. Not surprisingly, these hurdles can critically affect the development of children with mental illness.

Reference: Rentmeester, C.; Kotchiam, S. and Fontaine, S. (2016). Intersections of public health and mental health: Meeting the needs of children and families. In Barrett, D.H., Ortmann, L.H., Dawson, A., Saenz, C., Reis, A., Bolan, G. (Eds.). Public health ethics: Cases spanning the globe. Springer Press, NY, NY.

Mixed signals: The interactive effects of share repurchases and scope decisions on abnormal returns.

Joe Iglesias

Dahl School of Business

Roundtable #1

Abstract:

This study proposes a model to examine the combined effect of scope decisions (decisions to expand or reduce a firm's scope) and share repurchases on a firm's value.

Reference: Presented at 2016 Midwest Academy of Management Conference, Fargo-ND.

Webinar for MATI: Difficult Conversations with Healthcare and Legal Professionals about Interpreting Protocol

Michelle Pinzel

World Languages and Cultures

Roundtable #3

Abstract:

For professional interpreters working in the Midwest, providing education to professionals in our communities about the best practices of interpreting is challenging. Along with our growing limited English proficient (LEP) populations in the United States, the need for quality interpretation services and interpreting training is growing at an exponential rate. Interpreters know this. What about those who don't? It is difficult to explain to healthcare providers that treating an LEP patient without professional interpreting services can drastically affect the outcome of their care. Likewise, asking lab technicians to wait for the interpreter to relay the message "You'll feel a poke" before the technician sticks a needle into a patient's arm can be a tricky conversation. How do we portray the message to our local police departments that the lack of professional interpreters in police interrogations potentially leads to coerced testimonies and violations of due process for LEP community members? On the same token, how do we articulate to the police officer of those departments that our services cannot be provided in the emergency department by the medical interpreter on the basis of ethics? Finally, is it possible to respectfully teach interpreters without training that professionals and LEP community members should talk directly to one another or that omissions, additions and incorrect terminology can be life threatening? This presentation explores how we can be proactive as educators of interpretation in the face of difficult conversations with non-interpreters. We examine how to carry out dialogs that lead to transformative learning and explore simulation labs, role-playing and mini-training sessions implemented in medical, legal and social contexts. For the professionalization of our field we can educate our Midwest communities about the best practices of interpreting one person at a time.

Reference: Webinar for MATI: Difficult Conversations with Healthcare and Legal Professionals about Interpreting Protocol.

La Nación Desplazada: Virgilio Piñera Visita La Ciudad Celeste

Jesús Jambrina

World Languages & Cultures

Roundtable #3

Abstract:

From 1971 to 1978 Cuban Writer participated on a literary group integrated by many of the censored writers and artists in Havana, Cuba. My paper explores the cultural significance of these gathering under the Communist Government and how it informs Piñeras' poetic of those years. I then analyze four poems dedicated to host family and discuss some of the symbolism in Piñera's writings at the time.

Book--Medieval Civilization: Formation, Fruition, Finality, and Fall

Larry Harwood

History and Philosophy

Roundtable #3

Abstract: Providing an overall view of the medieval period of Western history, this book maintains a balanced approach to an age that has been romanticized as well as vilified.

Reference: Medieval Civilization: Formation, Fruition, Finality, and Fall. Wipf and Stock, Eugene, Oregon/ ISBN 978-1-4982-3488-7

Medieval Franciscan Market Economics

Keith Knutson

History and Philosophy

Roundtable #5

Abstract: The idea of markets defines the way we think about our economic, even social interaction, today. Market reports are essential ingredients of the news. On-line services can make dating a market driven activity. Perhaps you've heard someone say "let the market make that determination."

Critical Reflection: A Transformative Learning Process Integrating Theory and Evidence-Based Practice

Jackie Kuennen

Nursing

Roundtable #4

Abstract: An intended outcome of nursing education for students seeking advance degrees is to prepare scholars for leadership roles with knowledge and skills in evidence-based practice (EBP). As leaders, nurses with advance degree preparation engage in collaborative practice to initiate or support EBP clinical decisions, plan and communicate with interdisciplinary team members, and evaluate outcomes of care. Knowledge and skills of EBP requires education that is grounded in the integrated perspective of the process of EBP. Experts have described the process as developing a sense of critical curiosity, evaluating competing interpretations, reflecting critically on assumptions, and acting on new perspectives. This paper describes a teaching strategy employed with first-year graduate students. The critical reflection teaching strategy was designed to integrate the processes of both EBP and critical reflection. Evaluation showed evidence of achieving the understanding of EBP by statements including, “The critical reflection process has enhanced my ability to think about complex issues” and “The critical reflection assignment increased my understanding of the relationship among theory, research, and EBP”.

Reference: Kuennen, J. K. (2015). Critical reflection: A transformative learning process integrating theory and evidence-based practice. *Worldviews on Evidence-Based Nursing*, 12(5), 306-308.

Ethical Business: Cultivating the Good in Organizational Culture

Rick Kyte
Reinhart Institute

Roundtable #5

Abstract:

In *Ethical Business: Cultivating the Good in Organizational Culture*, Richard Kyte provides a handbook for navigating the challenges of today's business world. He offers a proven and accessible method for thinking through complicated problems on one's own, reaching consensus within groups, and communicating controversial decisions to others, which combine to demonstrate the way a virtuous office culture can yield ethical decision making. By using real-life examples and case studies and providing discussion questions and additional resources at the conclusion of each chapter, *Ethical Business* aims to inspire young professionals with both a compelling vision for ethical leadership and the tools to carry it out.

Reference: Kyte, Richard. (2016). *Ethical Business: Cultivating the Good in Organizational Culture*. Winona, MN: Anselm Academic.

CLASS project: Community of learners achieving science success, an NSFS-STEM grant

Tammy Clark
Chemistry

Roundtable #4

Abstract: Viterbo University received nearly \$600 million in funding through the NSF S-STEM Program to provide scholarships and programming in order to support 2 cohorts of 12 students through their undergraduate journeys to become successful scientists. Students were selected from incoming chemistry, biochemistry, and mathematical physics freshmen based on academic strength and financial need with the expectation that many would be first generation college students. Goals of the grant were five-fold: Increase enrollment of these majors at Viterbo; support science students so they may overcome deficits in preparation and graduate as science majors; retain science students to graduation through social motivation, peer mentoring, and service learning; Provide relevant undergraduate research experiences that result in peer-reviewed publications or presentations and encourage students to pursue careers in research; graduate well-prepared science students and assist them in obtaining employment or further education in their chosen fields. To achieve these goals, students formed strong learning communities that were initiated through freshman orientation retreats, living together in a single wing of the dorm, mandatory tutoring, intensive advising, participation in science outreach activities, freshman science success and sophomore careers courses, and graduate/professional school visits. We are currently in year 4 of the grant, so the CLASS Scholars are juniors and seniors. Progress toward the grant outcomes will be discussed, as well as which aspects of the grant have had the highest impact on student success.

Reference: 251st ACS National Meeting & Exposition, San Diego, CA, United States, March 13-17, 2016 (2016), CHED-1864.

Seeing Things Whole: Toward a Pedagogy of Servant Leadership as Religious Practice

Matthew Bersagel Braley

College of Business and Leadership

Roundtable #5

Abstract: From mission statements to required courses to degree programs, the study of servant leadership has found a home on many Franciscan college and university campuses in recent years. Seen against the backdrop of the Franciscan tradition, this trend serves as a catalyst for re-conceptualizing servant leadership as a form of religious practice rather than a leadership theory. This paper begins, then, not with the question of whether leadership can be taught, but rather how the study of leadership challenges what Mary Elizabeth Moore describes as the “bifurcation between information and formation” in education. Moore’s conception of education as constituted by the interlocking processes of formation (information, formation, reformation, transformation) provides the initial framework for understanding how leadership programs in Franciscan institutions might distinguish themselves within the fast-growing field of leadership studies. In order to develop this framework with specific reference to servant leadership, we integrate Robert Greenleaf’s writings on religious leadership, insights from the field of practical theology, and qualitative research on graduate students in servant leadership. Taken together these sources provide a robust theoretical rationale for teaching servant leadership as a religious practice in Franciscan institutions. By way of invitation to further dialogue and theory-testing, the paper concludes with actual and hypothetical examples of curricular implications for emphasizing practical theology in the design of leadership courses and programs.

Reference: AFCU Symposium 2016