

2018

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Table of Contents

Brooks College of Interdisciplinary Studies.....	16
Flemming, Tracy.....	16
Flemming, Tracy.....	16
Marina Kaneti.....	16
Marina Kaneti.....	17
Craig Benjamin	17
Jeremiah Cataldo	18
Jeremiah Cataldo	18
Roger Gilles	19
Karen Zivi.....	19
Karen Zivi.....	20
Krista Benson	20
Wendy Burns-Ardolino.....	21
Abhishek Ghosh	21
Abhishek Ghosh	22
Denise Goerisch	22
Azfar Hussain.....	23
Danielle Lake	23
Danielle Lake	24
Kimberly McKee	25
Marilyn Preston.....	26
Andrea Riley-Mukavetz.....	26
Andrea Riley-Mukavetz.....	26
Dawn Rutecki	27
Joel Wendland.....	28
Joel Wendland.....	28
Judy Whipps	29
Judy Whipps	29
Maureen Wolverton	30
Jae Basiliere.....	30
Leifa Mayers.....	30

Ayana Weekley	30
College of Community and Public Service	31
Scott Rood	31
Michael Scantlebury	31
Michael Sciarini	32
Lisa Sisson	33
Lisa Sisson	33
Carrie Buist.....	33
Jaclyn Cwick	34
Jacquelynn Doyon-Martin.....	34
Patrick Gerkin.....	35
Brian Johnson.....	35
Tonisha Jones.....	35
Naoki Kanaboshi	36
Naoki Kanaboshi	36
Jina Lee.....	36
Jacquelynn Martin.....	37
John Walsh.....	37
Danny Balfour	37
Davia Downey	38
Davia Downey	38
Richard Jelier	38
Lihua Huang	39
Lihua Huang	40
Emily Nichols.....	41
Brandon Youker	42
Brandon Youker	42
College of Education	43
David Bair	43
Mary Bair.....	44
Leanne Kang.....	45
Lisa Perhamus	46
Terry Stockton.....	46

Olivia Williams.....	47
Richard Geisel	47
Gabriela Gui	48
Karyn Rabourn	49
Karyn Rabourn	49
Gregory Warsen	50
Sean Lancaster	50
Elizabeth Stolle.....	51
Douglas Busman.....	53
Doreen Helder.....	53
Paula Lancaster	54
Kelly Margot.....	55
Samantha Riggelman	55
Samantha Riggelman	56
Amy Schelling.....	56
Sheryl Vlietstra	57
Elizabeth Stolle.....	58
Elizabeth Storey	59
College of Health Professions	59
Alisha Davis	59
Claudia Leiras	59
Claudia Leiras	60
Jody Vogelzang.....	60
Lee Jung An	61
Janine Bartley.....	61
Courtney Karasinski	62
Denise Ludwig	63
Beth Macauley	63
Jeanine Beasley	63
Jeanine Beasley	64
Susan Cleghorn	64
Carla Floyd-Slabaugh.....	65
Shaunna Kelder	65

Scott Truskowski	65
Kristin Willey	66
Meri Goehring	66
Cathleen Harro	66
Lisa Kenyon	67
Bonni Kinne	68
Bonni Kinne	68
Michael Shoemaker	69
Theresa Bacon-Baguley	70
David Geenen	71
Martina Reinhold	71
Kathryn Reinhold	72
Ranelle Brew	73
Ranelle Brew	73
Azizur Molla	74
Heather Wallace	75
College of Liberal Arts and Sciences	75
Kevin Strychar	75
Kevin Strychar	76
Kristin Hedges	76
Sherman Horn III	76
Gwyn Madden	77
Gwyn Madden	77
Mark Schwartz	78
Todd Aschenbach	78
Carol Griffin	78
Jodee Hunt	79
Joseph Jacquot	79
Joseph Jacquot	80
Paul Keenlance	80
Paul Keenlance	81
Michael Lombardo	81
Jennifer Moore	82

Jennifer Moore.....	82
Erik Nordman	83
Amy Russell	83
Meg Woller-Skar	83
Martin Burg.....	84
Ian Cleary	84
Babasola Fateye	85
David Kurjiaka	85
David Linn.....	86
Ruijie Liu.....	86
Debbie Lown	87
Chris Pearl	87
Eric Ramsson	88
Laura Stroik	89
Melissa Tallman	89
Derek Thomas	90
Matthew Christians.....	90
Sok Kean Khoo	91
Agnieszka Szarecka	91
Shannon Biros	92
Christopher Lawrence.....	92
Felix Ngassa.....	93
Peter Anderson	93
Peter Anderson	94
Quinn Griffin	94
Quinn Griffin	95
Melissa Morison.....	96
Diane Rayor	96
Daniel Giedeman.....	96
David Alvarez	98
Rachel Anderson	98
Colleen Brice	99
Daniel Brown.....	99

Daniel Brown.....	100
Kurt Bullock.....	101
Robert Franciosi	101
Avis Hewitt	101
Sherry Johnson.....	103
Sufen Lai.....	103
Janet Navaro	104
Janet Navarro	105
Karen Pezzetti	105
Kathryn Remlinger	106
Joy Schaefer	106
Ashley Shannon.....	107
Ivo Solian.....	108
Laura Vander Broek	108
Michael Webster.....	109
Michael Webster.....	110
Yang Bao.....	110
Elena Lioubimtseva	111
Elena Lioubimtseva	111
Wanxiao Sun	112
Jeroen Wagendorp.....	112
Yanning Wei	113
Gang Xu	113
Tara Kneeshaw	114
Stephen Mattox	114
Virginia Peterson.....	115
Virginia Peterson.....	116
Peter Riemersma.....	116
Peter Wampler.....	117
John Weber	118
John Weber	118
Steeve Buckridge.....	119
Steeve Buckridge.....	120

Alice Chapman	120
Grace Coolidge	120
Jason Crouthamel	121
Whitney Dirks-Schuster	121
David Eaton	122
David Eaton	122
James Goode	122
Michael Huner	122
Michael Huner	123
Douglas Montagna	124
Paul Murphy	124
Paul Murphy	125
Sean O'Neill	125
Patrick Fuliang Shan	126
Patrick Fuliang Shan	126
Tamara Shreiner	126
Scott Stabler	127
David Austin	127
Esther Billings	128
Esther Billings	128
David Coffey	128
David Coffey	129
Salim Haidar	129
Firas Hindeleh	130
Daniel Johnston	130
Daniel Johnston	131
Lisa Kasmer	131
Lisa Kasmer	131
Michael Santana	132
Steven Schlicker	132
Steven Schlicker	132
Taylor Short	133
Paul Yu	133

Majd Al-Mallah.....	134
Donovan Anderson	134
Anne Cailaud	134
Rebeca Castellanos	135
Isabelle Cata	135
David Eick	135
David Eick	136
Mayra Fortes Gonzalez	136
Elizabeth Gansen.....	137
Bret Linford	137
Sebastian Maisel	138
Janel Pettes Guikema	139
Janel Pettes Guikema.....	139
Luis A Rodriguez Cortes	140
Medar Serrata	140
Michael Vrooman.....	141
Diane Wright	141
Huei Lan Yen	141
Stephanie Armstrong	141
Kyle Barnes.....	142
Christina Beaudoin.....	143
Chris Dondzila	143
Brian Hatzel	144
Ingrid Johnson	144
Ingrid Johnson	145
John Kilbourne	145
Sally Ross.....	146
Ross Sherman.....	146
James Bell.....	147
Rachael Bergan	148
Sookkyung Cho.....	148
Roger Ellis.....	149
Karen Libman	149

Gregory Maytan	149
William Ryan	150
Hannah Seidel	150
Alfred Sheffield	150
Stephanie Adair.....	150
Stephanie Adair.....	151
Teresa Castelo-Lawless	151
Charles Hogg	152
Mlado Ivanovic.....	152
Mlado Ivanovic.....	153
Mark Moes	154
Kelly Parker	155
Stephen Rowe	155
Andrew Spear.....	155
Andrew Spear.....	156
Katherine Tullmann.....	158
Dwayne Tunstall.....	159
Dwayne Tunstall.....	159
John Uglietta	159
Phyllis Vandenberg	160
Phyllis Vandenberg	160
David Vessey	160
David Vessey	161
Bradley Ambrose.....	161
Sofia Karampagia	161
Erika King.....	162
Michelle Miller-Adams.....	162
Mark Richards	162
Heather Tafel	163
Darren Walhof.....	163
Darren Walhof.....	164
Yi Zhao.....	164
Donald Zinman	165

Naomi Aldrich	165
Naomi Aldrich	166
Jing Chen	166
Katherine Corker	167
Katherine Corker	167
Tara Cornelius	167
Mario Fific	168
Wolfgang Friedlmeier	168
Mihaela Friedlmeier	169
Luke Galen.....	169
Luke Galen.....	169
Jennifer Gross	170
Christopher Kurby	171
Christopher Kurby	171
Brian Lakey.....	172
Leon Lou.....	172
Leon Lou.....	172
Walter Sa.....	173
Kristen Schrauben	173
Benjamin Swets.....	173
Mikhila Wildey	174
Michael Wolfe	174
Xiaojuan Xu	174
Corey Anton	175
Yasmin Gopal	175
Jeff Kelly Lowenstein.....	176
Jeff Kelly Lowenstein.....	176
Valerie Peterson.....	177
John Philbin	177
John Schmit	177
Stafford Smith	177
Melba Velez Ortiz.....	178
Melba Velez Ortiz.....	178

Peter Zhang	179
Peter Zhang	180
George Lundskow	180
Jeffrey Rothstein	180
Joel Stillerman	180
Joel Stillerman	181
Laurel Westbrook	181
Laurel Westbrook	182
Richard Yidana	182
Phyllis Curtiss	184
Laura Kapitula	184
Robert Pearson	184
John Philbin	185
Roxanne Samer	185
Anal Shah	186
Kirsten Strom	186
Norwood Viviano	187
Katalin Zaszlavik	187
Renee Zettle-Sterling	188
Patricia Clark	188
Caitlin Horrocks	189
Craig Hulst	189
Craig Hulst	189
Laurence Jose	190
Laurence Jose	191
Kay Losey	191
Dauvan Mulally	192
Zsuzsanna Palmer	192
Amy Stolley	194
Christopher Toth	194
Kirkhof College of Nursing	195
Deborah Bambini	195
Kelli Damstra	196

Rebecca Davis	197
Susan Harrington	198
Kimberly Lohr	198
Amy Manderscheid	199
Amy Manderscheid	200
Luanne Shaw	201
Sandra Lee Spoelstra.....	201
Sandra Spoelstra	201
Marie VanderKooi	202
Rebecca Davis	202
Padnos College of Engineering and Computing.....	203
Vijay Bhuse.....	203
Vijay Bhuse.....	203
Byron DeVries	204
Jie Du	204
Hans Dulimarta	205
Hans Dulimarta	205
Mostafa El-Said	205
Jared Moore	206
John Reynolds	206
Gregory Schymik	207
Jerry Scripps	207
Christian Trefftz.....	207
Guenter Tusch.....	207
Guenter Tusch.....	208
Greg Wolffe.....	208
Bogdan Adamczyk.....	209
Nicholas Baine.....	209
Lindsay Corneal.....	212
Bruce Dunne	213
Bruce Dunne	213
Lihong Jiao.....	214
Lihong Jiao.....	214

Nabeeh Kandalaft	215
Ryan Krauss	216
Ryan Krauss	216
Sanjivan Manoharan	216
Sanjivan Manoharan	217
Ali Mohammadzadeh	217
Mahdi Norouzi	218
Brent Nowak	218
Chirag Parikh	219
Huihui Qi	219
Samhita Rhodes	220
Seidman College of Business.....	221
Kuhelika De	221
Kuhelika De	221
Godwin Debrah	222
Aaron Lowen	222
Aaron Lowen	223
Leslie Muller	223
Gerald Simons	224
Claudia Smith Kelly.....	224
Wei Sun	225
Wei Sun	225
Yatin Bahgwat	225
Laurence Blose	226
Laurence Blose	226
Laurence Blose	227
Yingpin Chang.....	227
Yingpin Chang.....	228
Matthew Larson	228
Thuy Simpson	229
Angela Zondervan	230
Ana Gonzalez.....	231
Xiangling Hu	231

Mahendra Joshi.....	232
Meagan Knoll	233
Bradley Koch	233
Bradley Koch	234
Dr. Parag Uma Kosalge.....	234
Lori Koste	235
Ashok Kumar	235
Nancy Levenburg	235
Simha Magal.....	236
Swithina Mboko	237
Dana McCann.....	237
Jaideep Motwani.....	237
Jaideep Motwani.....	238
Daniel Pellathy	238
Carol Sanchez.....	239
Carol Sanchez.....	239
Carol Sanchez.....	239
Anton Fenik.....	240
Chris Hinsch.....	242
Eric Kennedy	242
Eric Kennedy	243
Eric Kennedy	244
Mark Kubik.....	245
Kevin Lehnert	247
Bishal B C.....	247
Paulette Ratliff-Miller.....	248
Dennis Stovall.....	248
University Libraries	249
Hazel McClure	249
Deborah Morrow	250
Matthew Ruen	251
Matthew Ruen	251
Betsy Williams.....	252

Brooks College of Interdisciplinary Studies

Flemming, Tracy

Area & Global Studies

"Black Historiography, Education, 'Freaks and the American Ideal of Manhood'"

Co-authors:

102nd Annual Association for the Study of African American Life and History Meeting and Conference

Black historiography and educational development remain central to all efforts to unpack exclusionary, nationalistic or what many continue to regard as "official" U.S. history. Generations of African Americans have emphasized the idea that the historical construction of the United States of America has been intricately related to the presence and labors of African Americans, a fact that becomes evident upon (1) a critical consideration of particular categories of difference and rank over time and place and (2) an analysis of the variegated power of dominant configurations of religion, ethnicity, race, class, gender, and sexuality.

Flemming, Tracy

Area & Global Studies

"Critical Reflections on E. Uzong's Africology: Its Implications for the Study of Africa"

Co-authors:

African Studies Association of Africa 2nd Biennial Conference

Africology (1969) is an important yet overlooked contribution to the study of Africa from an African centered perspective and is also the first book-length study to explicitly focus on Africology, defined by E. Uzong as a name used to designate that department of African studies that deals with African cultural and social changes and development. Applied Africology deals with African social and economic problems and solutions. This paper critically assesses the implications of the book for scholarship on Africa; it also offers an analysis of nineteenth and early-to-mid-twentieth-century Pan African nationalistic precursors to the ideas that were articulated in Uzong's Africology namely through a consideration of the writings of Edward Wilmot Blyden, one of the first modern Pan African nationalists as well as one of first modern African scholars of Africa. This study concludes that earlier Pan African nationalists as well as Uzong's book foreshadowed varying elements of contemporary academic African studies and Africology.

Marina Kaneti

Area and Global Studies

"Rebordering the World: The Politics of Movement in the Age of the New Silk Road"

APSA Annual Meeting

At a time of "thickening" of borders across the West, are we witnessing an "opening" of borderlands and territories in the East? Ever since 2013, when the Chinese President Xi Jinping first announced it, the Belt-Road initiative has been framed in the image of the ancient Silk Road. Promotional videos and TV series, maps and logos, expos, conferences and cultural exchanges invoke the fabled trade routes and their spirit of "peace and cooperation, openness and inclusiveness, mutual learning and mutual benefit."

Accordingly, the main priorities for the initiative have been sculpted to reflect the spirit of collaboration and mutual benefit. The initiative is similarly celebrated for bringing about economic opportunities, development, and regional security. With trade amongst the New Silk Road countries reportedly exceeding \$600 million only in the first eight months of 2016, the initiative seems poised to “accelerate economic growth and advance prosperity across Eurasia” (Xinhua News). Yet, this triumphalism often eschews a wide range of underlying issues that exacerbate old and create new conditions of political, economic, and social inequality. Beyond questions of income disparity and job opportunities, scholars of the Belt-Road initiative have also pointed to pressing challenges such as the impoverishment and uprooting of local communities; the disruption of pre-existing patterns of mobility, trade, and exchange; as well as the impact of rapid urbanization and infrastructure development on the precarious eco systems in the region and subsequent challenges to sanitation, water access and air pollution. How does the Belt-Road initiative enable processes of connectivity, diversity, and mobility across the spaces that constitute the New Silk Road? My contention is that both the viability and legitimacy of the New Silk Road as a key source of economic development, geopolitical restructuring, and cultural exchange across Asia (and beyond) is predicated on the processes of unhindered mobility and toleration of diversity. Based on empirical research along the Kashgar - Xian section of the New Silk Road, this paper examines the types of migration and mobility along the spaces of the Belt-Road initiative and explores questions of informal and formal movement, and the creation of new boundaries and border regimes along the Silk Road. The aim of this paper is two fold: to engage with broader questions of the relationship between globalization and migration, transnational mobility and social justice; and to highlight the complex dynamics between planned and unplanned, formal and informal, in terms of institutions, practices, and spaces.

[Marina Kaneti](#)

Area and Global Studies

“Silk Road memories and visions for the future”

Midwest Political Science Association Conference

As the Chinese government actively seeks to integrate the spirit of the ancient Silk Road into the Belt and Road Initiative (BRI), what types of narratives and memories become associated with the ancient past? What types of interactions do these narratives aim to highlight? How do they reflect on the various degrees of contact, collision, and conjunction that comprised interactions along the ancient trading networks? This paper explores such questions by comparing narratives of the Silk Road as represented in select museum exhibits in Xian, Hong Kong, and Guangzhou. I argue that in addition to the construction of a particular memory of a historical past, the exhibits signal the types of connections and conjunctions that link together the past (ancient Silk Road) and the present (BRI). At the same time, I explore the evolving role of the museum as a space that sanctions popular memory of contact and collision and at the same time sculpts a vision for future interactions.

[Craig Benjamin](#)

Honors College

“A Little Big History of Private E.E. Benjamin and the First World War”

Globalistics 2017

E.E. Benjamin served on the Western Front during the last two years of WWI as a member of the Australian Imperial Forces, and kept handwritten diaries of his experiences. This paper examines Benjamin's experiences from a Little Big History perspective, considering a range of factors including the cosmic processes that created the elements that were so lethal when applied to weapons technology; the industrial innovations that made conflict on this scale possible; the climatological and geological factors that contributed to the conditions on the Western Front; the political developments that led a young Australian halfway round the world to participate in this European conflict; and the psychological and social impact of these experiences on both the individual and his generation. This Little Big History treats the experiences of Private Benjamin as an example of larger historical and planetary processes during the early twentieth century.

Jeremiah Cataldo

Honors College

"The emergence of universalism in Isaiah"

Annual Meeting of the Society of Biblical Literature/American Academy of Religion

In ancient Israel, the prophetic text of Isaiah (spanning 8th-5th centuries B.C.E. and the social-political impacts of the Assyrian and Babylonian Empires) in its universalism rewrote the normative perception of how gods and political territories were linked. By separating gods from geographic territories and linking them more clearly to political reach, in terms of material power, Isaiah established a paradigm for monotheistic universalism. This shift corresponded to the rise of imperialism under the Babylonian and Persian empires who advocated more than ever the singular power of the emperor. The reason this shift was effective for a relatively marginal community, out of which monotheism originated, was its link to the prophetic role: God could be heard wherever the prophet was, and the prophet could speak directly to the desire of the community in whatever situation it found itself.

Jeremiah Cataldo

Honors College

"Can the Bible break down borders?"

Annual Meeting of the Society of Biblical Literature/American Academy of Religion

Benedict Anderson's theory on imagined communities and how prejudices shape them provides an important optic through which to interpret the strength of the Bible as a religious-cultural symbol relevant for renegotiating the dominant Western, and Judeo-Christian, discourse, a dichotomized discourse, on the identities of immigrants, refugees, and foreigners--a discourse that has been largely suspicious of the "other." Reinterpreting the symbolic value and role of the Bible will permit one to *re*-imagine community as a body constructed through relational discourse and not fashioned in subordination to a preexisting or objective ideal or object--an assumption at the heart of the insider-outsider dichotomy. The value of that revised strategy is a better understanding of how borders are defined and enforced. Yet that strategy also requires an understanding of the historical context that provides the foundation for the biblical texts--it explains the values and agendas that shaped the texts and that have largely become adopted in Judeo-Christian insider-outsider discourse. This paper will focus on that foundation by setting Anderson's theory into conversation with 6-5th century BCE biblical literature--literature that both wrestled with the realities of immigration and set the tone for resistance against imperial authorities. And in the light of that clarification, it will offer a strategy, one shaped by

pluralist and humanist sentiments, for renegotiating the role of the Bible in defining communities and their borders.

Roger Gilles

Honors College

“From a Pale Beauty into a Perfect Fright’: Withering Portraits of 1890s Women Bicycle Racers”
Forty-Sixth Annual Convention of the North American Society for Sport History (NASSH)

The leading professional women bicycle racers of the “safety” era (1895-1902) Tillie Anderson, Lizzie Glaw, Dottie Farnsworth, Helen Baldwin, and others were pioneers of modern women’s athletics. This presentation will focus on how these women faced and to a large extent overcame many of the same cultural biases women athletes continued to face through the twentieth and even into the twenty-first century: First, the women were often judged, especially in pre-race publicity and in the initial stages of a competition, on their outfits and physical looks rather than on their athletic abilities. Second, the competitive authenticity of the sport itself was often minimized (e.g., the women were presumed to be motivated by “female jealousy” rather than competitive spirit) or dismissed (e.g., the events were presumed to be fixed “hippodromes or exhibitions rather than honest competitions). And third, the women were often judged to be too frail to handle the rigors of the sport or, alternatively, they were judged to be grossly “masculinized” by the sport. Despite these negative and limiting characterizations, women’s six-day races thrived during the era, and in city after city the sport drew thousands of spectators (and reporters) who gradually became convinced that the women were in fact athletes of the first rank—which indeed they were. The presentation will include photographs of the racers and the tracks, as well as visual illustrations from newspapers of each of the main points.

Karen Zivi

Honors College

“Theorizing Human Rights in Dark Times”
American Political Science Association Annual Meeting

Human rights have a paradoxical tendency both to expand in their application to more and more kinds of persons, and to produce virulent resistance and backlash. This paradoxical quality has taken on a special urgency with the global rise of authoritarianism in recent years, threatening the international human rights regime and the legal framework that have been developed in the past 70 years. In this essay, I offer a performative account of human rights, which both elucidates why rights have this paradoxical effect, and gives us some insights into how we might protect the gains for human rights in dark times. Many other scholars have turned to Hannah Arendt for inspiration in thinking through these kinds of questions. In the first part of this essay, I argue that Arendt’s work alone is not up to this task because it is constrained by its place in history. Reflecting on the lessons of totalitarianism, Arendt writes that “human dignity needs a new guarantee a new political principle, a new law on earth.” She locates this new guarantee in a combination of collective action and international legal institutions rather than in the abstract language of human rights and the nation-state. However, Arendt was writing in the early days of the contemporary human rights era, and she could not foresee how the legal institutions she promoted might undermine the practices of plurality she held so dear. As numerous rights scholars have pointed out, human rights institutions often position themselves as saviors of vulnerable populations in ways that obscure and even undermine the collective activism of those very

populations. Judith Butler's recent work on vulnerability and resistance suggests that this has to do with a fundamental misunderstanding of the relationship between vulnerability and agency. Vulnerability, she argues, is not the opposite of or that which is wholly mitigated by agency. In fact, vulnerability serves as the precursor to and product of activism as well as the object of contestation. In the second half of the essay, I draw on Arendt and Butler to interrogate the relationship between the United Nation's efforts to promote menstrual hygiene as a human rights issue and the work being done by menstrual activists themselves. Here I suggest that while Butler's insight is borne out by institutional efforts to address the issue, political institutions and local activists are embracing and practicing the kind of agency Butler describes. The lessons for how we might address the increasing attacks on women's human rights in the coming years are multiple: 1) neither collective action nor the efforts of political institutions alone is enough; 2) vigilance will be required to stave off the tendencies of human rights institutions to reproduce the kind of agent/ victim model that is belied by and detrimental to collective efforts at the local level; and 3) dominant conceptions of human dignity are, like those of vulnerability and agency, not so much guaranteed as contested and reconceived in the process.

[Karen Zivi](#)

Honors College

"Menstrual Activism, Performativity, and the Human Rights Framework"

International Studies Association Annual Meeting

Scholars define human rights in a multitude of ways that becomes more complicated when we factor in different social, cultural, political, disciplinary, and movement contexts. These multiple meanings can contribute to scholarly confusion and disagreement about the real phenomena of human rights practice while at the same time creating a reservoir of opportunities and resources for creativity and innovation among human rights practitioners and activists around the world. In this paper, I enter into a discussion about how the multiple meanings of rights enable varied analyses of and resistance to local and transnational power structures and shape and constrain challenges to dominant rules of power in various contexts. More specifically, I discuss how conceptualizing rights claiming as a performative practice shifts our attention from debates about what rights are to questions about what we are doing when we engage the language and practices associated with rights. Taking menstrual activism as my case study, I show how a performative analysis makes visible the ways in which activism challenges both the legal rules that constitute (and constrain) the international human rights regime and the mechanisms through which rich and powerful states dominate the world system.

[Krista Benson](#)

Liberal Studies Department

"U.S. Juvenile Justice Systems' Disproportionate Minority Contact with Indigenous Youth: A Legacy of Colonial Child Removal"

Carceral Cultures 2018

Indigenous youth in many U.S. states are disproportionately represented in juvenile justice systems. In examinations of disproportionate contact, native youth are often officially and colloquially framed as 'minority youth' or 'youth of color' by professionals in the juvenile justice and social work system and by scholars examining juvenile justice. This can be seen in the ways that federal and state policies refer to attempts to reduce 'minority youth contact' with the juvenile justice system, which tracks how many

youth of color come in contact with the juvenile justice system, including Native youth. However, indigenous youth have a unique experience of moving in and out of different jurisdictions and may be simultaneously disciplined by BIA or Bureau of Indian Education, state, tribal, city, and county officials. Higher levels of discipline and attention by multiple justice systems results in Native youth being justice-involved at disproportionate rates as compared to non-Native youth. Even when their disproportionate contact with the juvenile justice system is similar to that of other youth of color, especially Black and Latinx youth, the reasons for that contact are unique to Native youth. This paper analyzes the juvenile justice initiatives the Spokane Tribe, the Kalispel Tribe, and the Confederated Tribes of the Colville Reservation in the context of the juvenile justice initiatives in Washington State and nationally to reduce disproportionate minority contact. This paper explores the limitations of race as a framework in this system, the relationship between juvenile justice and other systems that have removed Native youth from their tribal communities, and offers potential alternatives.

Wendy Burns-Ardolino

Liberal Studies Department

"Beyond Boundaries: Women Triathletes' Collective Empowerment Discourse"

PCA/ACA Joint Conference

The data from this paper comes from qualitative interviews of women triathletes 40 and older from Florida, Georgia, South Carolina, and Michigan. Through lived accounts these athletes explain their own experiences of overcoming their fears and limitations and push mental, physical and emotional boundaries to reach extreme goals. Comparing these lived accounts, I discuss how a collective empowerment discourse emerges in this subculture and examine how women's perceptions of themselves as athletes and their bodies as capacities intersects with work in subfields of womens studies such as: women and sport, feminist sport ethnography, and women's embodiment theory.

Abhishek Ghosh

Liberal Studies Department

"The Meaning of Sahaja: From a secret s'dhan, to innate intuition"

American Academy of Religion, National Conference

This paper explores the reinterpretations of the term sahaja (simple, easy, innate, intuitive, inborn, or co/self-born) by two nineteenth century middle-class Bengali religious leaders: Keshub Chandra Sen and Kedarnath Datta Bhaktivinoda. Born in the same year, they went to the same school, and while Sen became a leader of the Brāhma Samāj, Kedarnath Bhaktivinoda, emerged as a prominent Gauṛāya VaicGava theologian and guru. In his works, Sen began to articulate sahaja-jñāna as a part of Jivana-Veda, literally, The Veda of Life, stressing that everyday life experiences are a direct confirmation of Vedantic ideas of self, existence, and divinity. Bhaktivinoda, on the other hand, stressed the textual hermeneutics of his Gauṛāya VaicGava tradition and was deeply committed to the canons of pre-colonial Vaishnavism. In their works, both of them used the term sahaja-jñāna, meaning 'innate intuition' or 'simple wisdom' that they claimed were inborn within each and every living being. The term, however, didn't originate with them and traces a genealogy that goes back to pre-colonial VaicGava (and much earlier Buddhist) tantric sahaja-s'dhana, the practitioners of which were known as sahaji's. By the time of Sen and Bhaktivinoda were active religious leaders, many agents of colonialism, evangelists, orientalist, and British administrators in India often criticized Hinduism for idolatry, promiscuity etc.,

and examples of such “deviant” included tantric sexual practices the likes of which sahaja-s’ dharma espoused. In light of such criticism, the term sahaja saw a distinct semantic shift in Sen and Bhaktivinoda’s works, particularly as educated middle-class Hindus often distanced themselves from any practices that ran contrary to the norms of social respectability. This paper argues that despite the long history of sahaja within certain tantric Buddhist and VaicGava communities, Sen and Bhaktivinoda’s interpretations of sahaja dissociated any elements of secrecy or sexuality, and presented sahaja in a universal way as “innate intuition” natural to all living beings. And despite theological differences between Sen and Bhaktivinoda’s interpretations of sahaja, the common threads that ran through their understanding of it demonstrates an attempt to arrogate the popular term sahaja and universalize it through Brahmo and VaicGava theistic lenses respectively. While Sen’s theology claimed that divinity was impersonal, Bhaktivinoda’s brand of theism focused exclusively on K[cGa as the supreme person. Whereas Sen completely effaced any sexual references of sahaja in his works, Bhaktivinoda acknowledged a non-physical psycho-erotic form of knowledge and practice available only to advanced initiates. Neither of them, however, used the term sahajiy in any shape or form to describe themselves, perhaps because of the social stigma that educated middle-class Hindus attached to religio-sexual practices of the sahajiy’s.

Abhishek Ghosh

Liberal Studies Department

“ÂryaÂ as a Transnational Indo-European Identity Marker”

Annual Conference on South Asia

This paper traces a genealogy of the term of ‘ÂryaÂ’ (or Aryan in English) in mid to late nineteenth century Bengal and examines the way it was deployed in the religious literature of the VaicGava savant Kedarnath Bhaktivinod (1838-1914) to forge a common Indo-European civilizational identity. During the colonial period, there the term ‘Â ryavarta’ or land of the Aryans began to be resurrected within Hindu religious and nationalist discourses as an ancient term to describe the South Asian subcontinent. And almost half a century before Hitler and his Third Reich appropriated the term Aryan for their political goals, Indian intellectuals and British Orientalists often used this term to explain their common civilizational origins in the ancient world. In the works of Bhaktivinoda, we often come across the terms ‘arya-dharma,’ religions of the Aryans, or ‘arya-bhrÂ’ (Aryan fraternity). I argue that even though the use of this term was based on the newly discovered early roots of proto-Indo-European ancestry, the idea behind ‘arya’ was to forge a trans-national cosmopolitan identity for Indians that barely demonstrated the racial connotations that this term acquired in the decades following the First World War. This paper concludes by comparing and contrasting Bhaktivinoda’s imagination of the Âryan identity with that of his contemporary Hindu reformer Dayananda Saraswati (1824-1883), who popularized the discourse on the Ârya-dharma in nineteenth century discourse, and formed the his reform movement Ârya Samaj (Society of Aryans).

Denise Goerisch

Liberal Studies Department

“Constructing Geographies of Student Debt: Assumptions, Actors, and Institutions”

American Association of Geographers Annual Meeting

This paper examines the university as a key space for producing indebted subjects and the broader debt economy of the United States. Given recent political debates concerning college affordability, the college debt-free movement, and continued neoliberalization of public higher education, the university is an imperative site for understanding the spatial politics of debt in the United States. For many students, college is conceived as a space in which to improve upon one's position in life but ever-increasing costs force many students to obtain loans to pay for their education. Furthermore, campaigns such as 'Live like a college student' promote a particular, yet problematic lifestyle that students should embody within the vacuum of the college campus, as well as defining college success in neoliberal and capitalist terms. However, students' engagement with debt is not solely confined to the space of the university. Rather, students' relationships with debt are often produced, governed, and lived through other key spaces and actors such as the federal and state government, local economies, and perhaps most significantly, the students' families and homes. Despite the multiple contributors to students' experiences with indebtedness, universities construct a narrative of debt and indebtedness that often do not align with students' realities. Based upon ethnographic fieldwork at an American Midwest university, I argue that universities are not simply containers for indebted individuals but rather key spaces in which debt becomes embedded in the totality of students' lives in ways that both perpetuate and deviate from neoliberal conceptions of the college experience.

Azfar Hussain

Liberal Studies Department

"Eco-poetics, Eco-politics, and Eco-praxis in the Era of Climate Change"

Oxford Symposium on Population, Migration, and the Environment

The paper--invited for presentation at Oxford--is a sustained interdisciplinary undertaking that seeks to examine and foreground the role of literary, philosophical, and political imagination to address the question of climate change and related environmental problems facing our world today. The paper also seeks to theorize the question of "climate justice" and eco-activism, while seeking to envision a new world beyond environmental racism and other forms of oppression. To this end, then, the paper offers a new reading of the relatively recent, groundbreaking work on environment called *The Great Derangement: Climate Change and the Unthinkable* by the internationally acclaimed fiction-writer Amitav Ghosh and of the seminal essay on climate change called "The Climate of History: Four Theses" by the philosopher of History Dipesh Chakrabarty, in the light of which the paper will further offer ecologically engaged analyses of poetic works from the global South, with a particular focus on such poets as Kazi Nazrul Islam from Bangladesh, Nazim Hikmet from Turkey, Ernesto Cardenal from Nicaragua, Pablo Neruda from Chile, among others. The purpose of such readings and analyses is to demonstrate the enabling and even highly innovative roles the trinity of poetry, philosophy, and politics can play in suggesting new arenas and strategies of ecological activism in the era of the Anthropocene and even in shaping an environmentally better world than the one we live in.

Danielle Lake

Liberal Studies Department

"Transforming Institutional Capacity for Community-Based Learning: Leveraging Engaged Department Cohorts into a Campus-Wide Community of Practice"

Co-authors: Professor Karyn RaBourn

I had two proposals accepted at the conference: A lightning talk on "Catalyzing Deep, Pervasive, and Integrated SLCE: Findings from a Cross-Institutional Engaged Department Initiative" and a poster presentation on "Transforming Institutional Capacity for Community-Based Learning: Leveraging Engaged Department Cohorts into a Campus-Wide Community of Practice." Abstract: This poster presentation visualizes the logic model, research design, and initial findings from an innovative cohort-based engaged department initiative emerging at a large, public, liberal arts university in the Midwest. Proposal The hypothesis being tested by the XX Engaged Research project is whether burgeoning departmental collaborative 'know-how' can lay the foundation from which future collaborative, place- and issue-based engagement initiatives might unfold. Conceptual Foundation With both previous service learning and community engagement (SLCE) research findings and the cross-institutional engagement efforts in mind, the Engaged Department Initiative (EDI) Logic Model and research plan supporting the second round of the initiative began with a commitment to examining whether and how academic departments are a pivotal unit of change for fostering deep, pervasive, and integrated SLCE. After reviewing previous EDI research findings, we hypothesized that collaboration between faculty within departments could not only lead to integrated and scaffolded SLCE curriculum, but also create a departmental culture supportive of this work, and increase the likelihood of sustained partnerships. Leveraging recommendations from the SLCE literature and the research teams previous experience with CBL, we also posited that achieving these goals would require (1) advocating for and implementing additional institutional resources (training, funding, rewards, etc.), (2) consistently emphasizing the role of community partner voice, and (3) creating and leveraging on-campus expertise for peer-to-peer learning. The long-term goal is to move towards an institutional tipping point by generating a critical mass of engaged departments: shifting the way not just departments, but also colleges and the university as a whole work with the community. Methodology As the logic model demonstrates, project leaders and researchers assumed these efforts would require clear, consistent, and flexible project management over time, funds, the use of previous EDI findings and expertise, community partner assets and experiences, ongoing assessment, supplemental trainings, and the addition of infrastructural support within the university. The research plan ultimately aimed at three key goals: 1. Track whether and how EDI cohort one influences the work of the second cohort; 2. Understand the influence of the second cohort on students, community partners, faculty, departments, and the institution as a whole; 3. identify best practices for implementing and supporting EDIs. The research team collected data through surveys and interviews, guided by four overarching questions. First, how do we leverage EDI 1.0 to EDI 2.0 and assess the impact of the changes we've adapted from the first cohort? Second, how do we effectively assess student-centered outcomes, including student attitudes toward civic and community engagement in and out of the classroom? Third, how do we assess community partner-centered outcomes, such as the reciprocity that should be evidenced in university-community relationships? Lastly, how do we assess large-scale institutional outcomes, including course development and changes in departmental structure and processes? Seeking to utilize research findings as they were available to inform practices, the EDI team used Participatory Action Research (PAR). Through PAR, we were able to share ongoing findings with EDI participants as the initiative unfolded, influencing faculty practices and perceptions throughout the EDI.

Danielle Lake

Liberal Studies Department

"Living Public Philosophy from within the Academy"

Public Philosophy Network Conference

The session situates the current movement towards public philosophy by documenting the risks and possibilities inherent in such endeavors, identifying strategies for reducing the barriers, and then opening a space for a dialogue around how we can transform both our individual and institutional practices so they recognize, resource, and reward public philosophic engagement. The session begins by briefly uncovering my own lived experience over the past four years creating, enacting, and reflecting upon public philosophic endeavors as an early career tenure track philosopher at a large, public, liberal arts university: highlighting the lived struggle, risks, and consistent barriers to this work. The session will then link this narrative to both other public philosophic work and to the structural and cultural barriers within higher education that make these endeavors risky. A number of approaches to public philosophy will be highlighted, including John Dewey's philosopher-as-liaison, Jane Addams philosopher-as-critical-interpreter, Robert Frodeman's philosopher bureaucrat, Sharon Meagher's street philosopher, and Grace Lee Boggs philosopher-as-activist. The connections between these narratives and the larger research will serve to demonstrate both the systemic nature of the risks involved and the potential rewards for pressing for change, reimagining what counts, and living-between worlds. After situating the current movement towards public philosophy in this way, the session will encourage dialogue around how we can more intentionally and successfully navigate the spaces between worlds, harnessing the power of philosophy to not only advocate for change, but also generate the capacity for the long-haul transformations of individuals and institutions required in the world today. For example, what does a commitment to public philosophy assume? What does this work require from each of us individually and what does it require from our institutions? What impact are we seeking? Given our various positionalities, what should we do? The goal is to open a space for exploring the questions that emerge from a commitment to public philosophy and thereby together articulate new ways of being in this world.

Kimberly McKee

Liberal Studies Department

"Undocumented Adoptees in the Age of Trump: The Contradictions of Calls for Retroactive Citizenship"
American Studies Association of Korea Annual Conference

The large-scale, transnational adoption of Korean children to the United States marks a significant exception to more than 70 years of legislation that either barred Asian entry altogether or rendered Asians, and those of Asian descent, ineligible for American citizenship. Not only granted exceptional status, these children become objects used to bolster the ideal of the heteronormative, white family. Exploring the politics of adoptees' naturalization reveals how in adulthood adoptees find themselves constructed as persons of color without the white privilege of their childhood. Nowhere is this racial difference clearer than when adoptees become undocumented as a result of their parents and guardians' failure to naturalize them as children. By juxtaposing the experiences of undocumented adoptees against their naturalized counterparts, this chapter exposes the tensions produced by activism supporting adoptees' retroactive citizenship when considering adoptees' experiences against other undocumented minors. Prior to 2000 and the passage of the Child Citizenship Act, adoptive parents were ultimately responsible for naturalizing the child upon adoption finalization in the United States. Failure to naturalize adopted children has deep ramifications, leaving adoptees undocumented and eligible for deportation to a birth country virtually unknown. While this scenario may seem like a far-fetched nightmare, for some adoptees it became all too real as seen in the cases of Lim Sang Keum (Russell Green) and Shun Song Hyuk (Adam Crapser), among others. Adult adoptee activists and their allies continue to raise increased awareness of the plight of undocumented adoptees and advocate for

retroactive citizenship. The experiences of undocumented adoptees could be any adoptee. After all, there was no guarantee adoptive parents would complete the steps for naturalization. No safeguards were in place to protect the rights of these minors. Interrogating calls for retroactive citizenship, this paper reveals how the adoptee, unlike the child of undocumented persons or other undocumented individuals, fulfills heteronormative aspirations of family. Their affective labor to reproduce the (white) American family, as three-quarters of adoptees entered white families, serves as a visible transference of white privilege and one's access to derivative citizenship. This link between retroactive citizenship and adoption law illustrates the deep connections between adoptees' derivative citizenship and white privilege to assumptions of who is deserving of citizenship, undocumented adoptees versus other undocumented Americans. This paper also elucidates why retroactive citizenship often goes uncontested in contrast to the contentious nature of granting amnesty or citizenship to other individuals who arrived to the US as undocumented minors, and even adults. The precariously positioned undocumented adoptees are individuals that the adoption community wants to root for, to ensure their naturalization occurs without issue.

Marilyn Preston

Liberal Studies Department

"Maternal Pedagogies: Autoethnography, Mothering and Teaching"

Teaching Mother Studies in the Academy and Beyond

This paper is based on an ongoing autoethnographic and narrative study exploring the experiences of noncustodial mothers. I will be using my work on this study to reflexively examine my relationship with teaching pedagogy. The main question driving this paper is "how does my own maternal identity shape my classroom pedagogy?" I work to embody a maternity in my classrooms that nurtures intellectual and individual growth and fosters a sense of belonging that allows space for student to engage in the deeply difficult work of social justice. Maternal pedagogies help to form that space. This paper will explore how and why my own identity and ideologies about motherhood are engaged in the classroom.

Andrea Riley-Mukavetz

Liberal Studies Department

"Practicing Indigenous Pedagogy Across the Curriculum, a story share"

Co-authors: Malea Powell, Kimberli Lee, Jaquetta Shade, Qwo-li Driskill

Returning the Gift Conference

Please note, this was an invitation to speak. "The following presenters plan to share a series of pedagogical stories on how they enact indigenous pedagogies in their classrooms. These stories are rooted in indigenous understandings of land, space, and relationality. The story-share will be performative and relational."

Andrea Riley-Mukavetz

Liberal Studies Department

"Living (Land-Based/Queer/Decolonial) Research, Composing (Community/Love/Reciprocal) Relations"

Co-authors: Kathleen Livingston, Ames Hawkins

Living (land-based/queer/decolonial) research, composing (community/love/reciprocal) relations As four researchers who engage with land-based (Simpson), Trans* (Ladin, Pryse) queer (Ahmed, Rhodes), and decolonial theories (Tuhiwai Smith, Wilson), we come together to provide a relational and interconnected conversation exploring how we listen to our bodies, roles in the community, and institutions to develop a scholarly practice that intervene on heteronormative, settler-colonial rhetorical practices. We argue that these practices, whether it is gardening, harvesting grapeleaves, writing love letters, or engaging in consent are composing practices that teach us something about the labor of knowledge making. All of these practices exist outside of the academy. By bringing them into the disciplinary discourse, we expand the possibilities of what constitutes rhetorical knowledge, who is able to produce knowledge, how this knowledge is circulated, and our intellectual relations (with/to/for that knowledge). Additionally, we are invested in highlighting these practices as labor to make visible the ways our bodies orient to knowledge making, relationships, communities, and social boundaries. We seek to engage in the labor and languaging of reconstruction that is mindful that the role of knowledge and making are always relational. Overall, our intention is to challenge normative hegemonic epistemological structures of the academy in order to offer ethical and reciprocal opportunities for relational knowledge-making with communities and ways of knowing that exist beyond the Ivory Tower. Speaker 1 will share the embodied experience of growing a garden as a way to theorize the slow work of decolonizing one's scholarship and position as a white woman. She holds that practicing theory in this way is a method of destabilizing the boundaries of the academy and practicing self-reflection in research. Using story as methodology, speaker 2 will discuss the process of picking and harvesting wild grape leaves to make a Middle Eastern dish, dolmas. She argues that these relational, multi-generational knowledge making practices are models for how to engage in a community-based composing practice. Working with her own letter writing practice as as an embodied research methodology, Speaker 3 explores the long-term epistolary love relationships between four well-known twentieth century queer female writer couples. She argues that the practice the making/writing of letters enables her to make sense of these documents, not only in terms of what they say (their content) but how they, as material embodied practice, work/perform in the world. Speaker 4 considers the question "Does pain transform trauma and how?" Through storytelling and reflection, they say "toughness" and "tenderness" are queer femme rhetorical strategies that teach us about queer rhetorics, especially how we use language to negotiate queer traumas and desires. Picking Grapeleaves as a multigenerational methodology. In this presentation, the speaker will explain the activity and labor of picking and harvesting wild grapeleaves in Michigan to make a traditional, Middle Eastern food: dolmas. By telling stories from her own experiences harvesting wild grapeleaves and sharing the history of Middle Eastern immigration to the Metro-Detroit area, the presenter will explain the role of community-based participation in dolmas and how this participation reflects the roles and responsibilities of the community who makes and eats the dish. Drawing from cultural rhetorics, decolonial theory, and land-based methods, the presenter situates her presentation as an additional model for responsible and relational community-based research and writing practices that recognizes how we can learn from our everyday practices and family histories as knowledge making practices.

Dawn Rutecki

Liberal Studies Department

"Movement and Places Between: The Power of Raccoons"

SAA 83rd Annual Meeting

Informed by ethnographic accounts, iconography has helped clarify how people materialized otherwise intangible aspects of their realities. In this paper, I examine the use of raccoons in imagery from

Mississippian archaeological contexts. By considering placement of independent raccoon motifs in iconographic scenes, as well as raccoon motifs associated with figures, I identify use patterns of raccoon imagery. Considering these iconographic data alongside faunal data generated from Spiro, Oklahoma, I argue that associations between raccoon motifs and other images, such as the Striped Pole Motif, suggest that raccoons may be associated with movement between the Middle World and other places. In addition, I suggest that considering possible links between the ability to access or wield this power materialized through use of raccoon bindings in various scenic constructions provides an opportunity to center indigenous ontologies in interpretations of material culture.

Joel Wendland

Liberal Studies Department

“Formation to Systems Theory: Racism in American Culture and Society”

38th International American Studies Conference -- American Studies Association of Turkey

The publication in 2014 of both of the third editions of *Racial Formation in the United States* (Omi and Winant) and *Racist America* (Feagin) suggest the ongoing relevance of theoretical work that places race and racism as central and primary to understanding social developments within the U.S. as a whole. Recently, racial formation theory (RFT) associated with Omi and Winant has seen staunch criticism emerging from the systemic racism theory (SRT) camp associated with Feagin. This critique centers on what SRT advocates view as the contradiction between agency and structure. Simply put, RFT emphasizes agency to the detriment of examining structures, while SRT points to structure as primary, downplaying the role of agency in social change. I will offer a triangulation of these insights with earlier Marxian analysis developed by scholars such as Angela Davis (Davis 2000; Peterson and Wendland 2016; Wendland 2017) and E. San Juan Jr. They argue that the analysis of racism/white supremacy must be carried with an eye on a critique of capitalist political economy, defined as the totality of the social relations of production (rather than social class as identity). This approach recognizes the body-ness and self-activity of human beings. My goal is to develop complex definitional usages of intersectionality in recognizing racism/white supremacy as neither a dissolved social force nor a hypostasized process of domination. In this paper, I use interdisciplinary tools to sketch out the contours of RFT, using both the originating text by Omi and Winant and a review of five methodological and theoretical articles published in PMLA in 2008 for a special topic called ‘Comparative Racialization,’ using the framework from that originating text. Then, I will sketch out SRT, again using the originating text by Feagin as well as a case study review of several articles published in *Ethnic and Racial Studies* in 2013 for a special issue call ‘Symposium on Rethinking Racial Formation Theory,’ using the SRT framework.

Joel Wendland

Liberal Studies Department

“Honest Transgression: Art and the Subversion of Dominant Narratives in *Men We Reaped* by Jesmyn Ward”

Multi-Ethnic Literatures of the U.S.

Award-winning author Jesmyn Ward’s 2013 memoir, *Men We Reaped*, intersect several non-linear narratives of the lives and deaths of five young African American men, including her younger brother, with her own biographical narrative. At one point, she describes her work as a writer to one of the young men who ultimately is one of the five she includes in this book. He tells her that his life is worth writing about, but she laughs off his suggestion thinking that her work with fictional characters and

narratives is a better means of representing the community in which she grew up. This conversation provokes an internal crisis over how to represent the experiences of young Southern, working-class African Americans. Stuck with writer's block as a result, Ward is forced to leave the relative privilege and safety of Ann Arbor to return to her home town in southern Mississippi near the border with Louisiana. In the process, she must deal with how to understand the role of institutional racism in shaping the marginalized lives of the youth in her community. This paper is a reading of Ward's representations of institutional oppression and personal agency in the lives of her cohort growing up. In the process, it reveals ways in which Ward alters and transgresses and revises dominant narratives about African American working-class youth with richer, more substantive, and as she puts it, honest, representations of human beings.

Judy Whipps

Liberal Studies Department

"Leadership in Dark Times: Philosophical responses to leading in turbulent times"

Co-authors: Dr. Leah Tomkins, Dr. Rita Gardiner, Dr. Joanne Ciulla

Leadership in Turbulent Times

Short description: This panel presentation draws inspiration from Hannah Arendt, who reminds us that, even in dark times, we must still hope for enlightenment. This panel offers four different philosophical responses to leading in turbulent times. The aim is to offer insights about organizational, societal, and political leadership challenges. From caring leaders to demagogues, what constitutes an ethical response to leadership is complex and often contradictory. Presenters reflect on challenges we face in our workplaces, political institutions, and as global citizens. To care for the world, as Arendt urged us, is an ethical task fraught with difficulties for leaders and followers alike.

Judy Whipps

Liberal Studies Department

"Accelerating Ethical Leadership through Design Thinking"

Co-authors: Danielle Lake, Justin Pettibone

Annual Conference

This panel documents the philosophic commitments and pedagogical techniques that the Liberal Studies Accelerated Leadership Program uses to foster creative and courageous ethical leadership. Via collaboration between three instructors in three sequenced courses, students develop relationships in the community and practice creative problem-solving using a design thinking method, setting the groundwork for long-term, collaborative community-based projects. The first course is grounded in philosophical readings about education, and students complete an ethical thinking project after touring the local elementary school to learn about its history and mission. In the second course students facilitate and analyze dialogues with local stakeholders, integrating and revising their understanding of the situation. In the third course students study historical ethical leaders, and continue their design thinking work to identify root causes, and prototype interventions with the community. This program is designed for non-traditional students. We have found that these philosophic commitments and pedagogical practices provide adult students with hands-on, real-life opportunities to see the value of their educational efforts which can catalyze creative leadership and transformational learning. We hope to foster a discussion around how such philosophies and techniques can be used to (1) foster

collaboration between courses, disciplines, and semesters, (2) scaffold long-term, mutually beneficial community projects, and (3) ethical leadership.

Maureen Wolverton

Liberal Studies Department
"Teaching Online: A Survivor's Guide"
Co-authors: Diane Maodush-Pitzer
Lilly Conference

Teaching online involves a steep learning curve---Everest steep! This session provides online instructors with time-saving survival tips for teaching with technology. From course management to cultivating social presence, the conversation will revolve around the online teaching experiences of workshop leaders and participants. Presenters will share the Top 10Tips for surviving online teaching drawing from evidence-based best practices.

Jae Basiliere

Women, Gender, & Sexuality Studies
"Education as Freedom-Making in Red State Classrooms"
National Women's Studies Association Annual Meeting

What happens when we read data from the 2016 election through the lens of rural queer studies? I will discuss why educators, particularly those who live in 'Red' states, need to be mindful of the biases created by the image of a rural/urban divide, and the ways in which those biases may adversely affect students from rural areas. I will conclude by proposing an alternative model for understanding conservative populism, dismissing divides based on geography, and centering race and education. I suggest that an intersectional reading of conservatism is crucial for helping students understand the relationships between whiteness and class.

Leifa Mayers

Women, Gender, & Sexuality Studies
"Unraveling the Logics of State Protection in Refugee and Asylum Policy"
National Women's Studies Association Conference

The January 2017 executive order that suspended the entry to the U.S. of foreign nationals from seven Muslim-majority countries and curtailed overall immigration refugee admissions processes was mobilized, at least in part, in the name of protecting 'Americans' who are 'vulnerable' on the basis of race, gender, and sexual orientation. Recognizing how the executive order reactivates existing human rights, refugee, and asylum policy discourses that other violence and dichotomize persecution, this paper critically examines and considers alternatives to state-centered models of rights and inclusion.

Ayana Weekley

Women, Gender, & Sexuality Studies
"Civic Engagement, Feminist Social Justice, and Study Abroad: Designing a Study Abroad Program in WGS"

Co-authors: Danielle DeMuth
National Women's Studies Association Annual Conference

Situated in the context of WGS civic engagement and the current political movements of BLM and the work of #Sayhername, the WGS South Africa Study Abroad program provides a good model for feminist international collaboration. At the core of this study abroad partnership with SHAWCO, a Student Health and Welfare Centres Organization, based at the University of Cape Town, is an emphasis on social justice education, transnational feminist praxis, and an emphasis on destabilizing assumptions undergirding service learning and citizenship. Through this partnership we support existing educational programs established by SHAWCO in their close work with local communities. Increasingly, with the programs return to South Africa and the University of Cape Town, BLM, and student protests on campuses here in the U.S. and in South Africa have become more of a focus as we work with the students to situate themselves, their knowledge, and experiences in both settings. In this workshop, we will answer the questions: what does transnational feminist work look like as we engage with schools and universities in both locations as sites of both liberatory practices and oppression? How do our students frame/understand their dual role as learners and educators as they work with the elementary/middle school programs sustained by SHAWCO?

College of Community and Public Service

Scott Rood

Hospitality & Tourism Management Department
Chair of Research Symposiums
2017 National Conference

I will be chairing three peer-reviewed Educator Research Symposium sessions, Chair the Student Scholarship Showcase, Chair the Faculty Forum session, and Chair the session on "the Journal of Tourism Research" which I co-founded in 2010 and am Journal Administrator. Additionally I am on the Board of Directors of RCRA. Finally, I have a presentation that is under review by the Speaker Selection Committee - but I will not have a decision on this until the fall.

Michael Scantlebury

Hospitality & Tourism Management Department
"Parks for ALL - Assessing Diversity and Inclusion in Michigan's National Parks."
Co-authors: Dr. Mark Gleason and Students of HTM 375 (4 students will be attending the symposium)
2018 National Environment and Recreation Research (NERR) Symposium

2016 was the 100th anniversary of the creation of the National Park Service (NPS). The mission, "The NPS preserves unimpaired the natural and cultural resources and values of the National Park system for the enjoyment, education and inspiration of this and the future generations. The Park service cooperates with partners to extend the benefits of natural and cultural resources conservation and outdoor recreation throughout the country and the world" (NPS, 2017). The NPS, a bureau of the US Department of the Interior, employed more than 27,000 persons and 340,000 volunteers in 2016. The total recreational visitors to the parks was approximately 331 million visitors who generated \$30.1 Billion in economic benefit from national park tourism from a budget of \$2.85 Billion in 2016. (NPS,

About, 2017). The NPS is responsible for 409 park units, 23 national historic trails, and 60 wild and scenic rivers. In Michigan the NPS employs 20,000 persons and recorded approximately 2.7 million visitors who generated \$235 million in economic benefit. The purpose of this project is to assess inclusion in Michigan's National Parks: 1. Isle Royale 2. Keweenaw 3. Pictured Rocks 4. River Basin 5. Sleeping Bear Dunes Inclusion is traditionally associated with persons who are physically challenged and with designing programming and facilities such that full and complete access to the activities is possible. For the purpose of this assessment we'll be reviewing the representation of diversity and how inclusion is articulated. Diversity characteristics include but are not limited to: " Race and ethnicity " Religion " Gender identity " Physical ability The above characteristics of inclusion and diversity will be examined relative to how they are articulated in the following 4 areas: " Internet marketing and collateral materials (brochures, flyers, magazine advertisements, etc.) " Staff and volunteer demographics " Guest demographics, and " Program activities and features. as portrayed at each of the 5 park locations. The project will utilize; content analysis, secondary data and primary survey data. Who will oversee and conduct the project? In the winter semester 2018, Professor Michael Scantlebury's Hospitality and Tourism Management research course at GVSU, will focus on this project. Students will be divided into teams and each team will be responsible for the diversity and inclusion review at one National Park location. It is proposed that field trips be conducted to each study locations. The course includes training in human subjects' research and obtaining Institutional Review Board (IRB) approval. This NERR working group session will examine: 1. Group A: The overall project, possible sources of funding and possible utilization at other National Parks and at State Parks 2. Group B: To review and provide input into the framework tools to gather data in the content analysis of the collateral materials and the internet presence 3. Group C: To review and have input into the staff and volunteer surveys 4. Group D: To discuss the guest demographic survey instrument and sampling framework, and 5. Group E: To examine the framework for deconstruction/audit of each locations' program activities. Persons attending this NERR working session will participate in one of the groups. Each group will designate a timekeeper, facilitator and group leader and will have approximately 20 minutes for group discussion, as they are guided by a group task sheet. Group notes will be maintained and each group will report back to the plenary for the session, where persons not in the specific group will have the opportunity to provide input into the finding of other groups. The workshop deliverable: a comprehensive workshop report that be shared with the NERR conference attendees and revised project materials for the assessment of Inclusion in Michigan National Parks. In keeping with the spirit of NERR, it is proposed that 5 students from GVSU's Hospitality and Tourism Research course attend the conference and actively participate in the workshop session. Conference recommendations will be incorporated into the research project and findings of this research will be disseminated at NERR 2019.

Michael Sciarini

Hospitality & Tourism Management Department

"Scaffolding community-based learning into the hospitality and tourism"

Co-authors: Patty Janes, Lisa Sisson, Lorie Tuma

2017 Annual Conference

Universities are embedding and formalizing community-based learning opportunities into their ethos, evolving toward a model of working with community partners in long-term mutually beneficial relationships. This is being undertaken in pursuit of enriched scholarship, enhanced teaching and learning, and the development of educated citizens with strong democratic values and civic responsibility who can address critical societal issues and contribute to the public good. This workshop will present one university's hospitality and tourism management department's integrated approach to

a formal adaptation of a scaffolded curriculum with programmatic changes that provide a model for becoming an engaged department, partnering with the industry to achieve mutually beneficial outcomes. Participants will leave with ideas/tactics for immediate implementation at their institution/program.

[Lisa Sisson](#)

Hospitality & Tourism Management Department

“The Impact of a Gleaning Program on Vegetable Intake in Low-Income Seniors”

Co-authors: Deborah Lown

Society of nutrition education and behavior

Objective: The purpose of this project was to determine if a gleaning program improved vegetable intake for low-income seniors receiving food from The Emergency Food Assistance Program (TEFAP). **Study Design, Setting, Participants:** Low-income individuals have difficulty accessing healthy foods for a variety of reasons, including access and cost. Fresh produce gleaned from growers at a farmers market was dispensed with the monthly TEFAP distribution at 5 sites in Ottawa County, Michigan. Seniors receiving TEFAP foods were allowed to make selections from the produce and were asked to complete a survey on their vegetable intake before and after this new gleaning program. **Outcome Measures and Analysis:** Descriptive statistics were used to describe seniors attending the commodities program and a t-test was used to analyze mean change in vegetable intake. **Results:** The thirty-six clients who completed both the pre-survey in June and the post survey in September were mainly Caucasian females who lived alone with a mean age of 70.5 years. Only half of the participants participated in Supplemental Nutrition Assistance Program (SNAP) and fewer participated in other available food assistance programs. The mean monthly intake of vegetables significantly increased from 11 to 22 times a month (p

[Lisa Sisson](#)

Hospitality & Tourism Management Department

“Engaged Department Cohorts: Cultivating Engaged Department Cohorts: Cultivating Collective Capacity and a Culture of Engagement”

Co-authors: Danielle Lake and Russel Rhoades

2018 Civic Learning and Democratic Engagement

This session examines the merits and challenges of generating capacity for civic engagement through engaged department initiatives. Faculty researchers will discuss cross-institutional research findings from ten engaged departments across three institutions of higher education over three academic years. The panel will focus on what has been most and least effective in fostering the capacity and the ethos for collective and sustained CBL within departments and across the institutions. Participants will explore how recommended strategies might be implemented on their campus.

[Carrie Buist](#)

School of Criminal Justice

Pathways to Injustice: LGBTQ Youth, the Child Welfare System, and the Criminal Legal System.

Co-authors: Jennifer A. Venderminden

American Society of Criminology

While sparse, existing research indicates that LGBTQ youth are overrepresented in both the child welfare system and the criminal legal system in the United States. Furthermore, research has identified strong pathways to juvenile delinquency for a disproportionate number of LGBTQ youth. These pathways may reflect the lack of support services, and home placement permanence specifically for LGBTQ young people. This paper explores the relationships between out-of-home placement as a child and later contact with the criminal legal system. We hypothesize that the relationship between being in out-of-home care and being involved with the criminal legal system is stronger among LGBTQ youth. Using longitudinal data, we examine the strength of the relationship between child welfare contact (extent and nature) and contact with the criminal legal system (extent and nature) and the potential interaction effect of identifying as LGBTQ.

Jaclyn Cwick

School of Criminal Justice

“Returning Home: The Impact of Prison Release Rates on Residents’ Forms of Capital and Neighborhood Social Control”

73rd Annual Meeting

Recently, stabilization or slight decline in many states’ incarceration rates has been observed for the first time in nearly 40 years, which may reflect a shift in correctional policy towards decarceration. Strategies aimed at reducing the prison population must face individual reentry challenges upwards of the already 1,700 prisoners who are currently being released each day, as well as impacts to entire communities, particularly those that receive a large segment of residentially clustered returning offenders. Still, little is known regarding the effect of prison returns on remaining residents and communities. Previous work has shown that coercive mobility, or involuntary mobility due to incarceration, impedes informal social control by disrupting neighboring relations and reducing residents’ social capital. However, prison returns are likely to have both beneficial and deleterious consequences since returns may restore the social fabric that supports informal social control. The present study investigates the relationship between prison returns at the community level and men’s and women’s reports of physical, human, and social capital and informal social control at both the individual and community-levels among a sample of Baltimore residents. Findings can advance our understanding of reentry challenges and can help inform decarceration strategies that consider resident and community consequences.

Jacquelynn Doyon-Martin

School of Criminal Justice

“‘Paws for a Cause’ in Prison: Evaluating Inmate Dog Training Programs”

Co-authors: Ayris Gonzalez

Justice Studies Associate Annual Meetings

This paper explores the perceived benefits of dog training program from stakeholders, including inmates, staff, and administrators. The research is based on secondary data analysis of both qualitative and quantitative data collected by the Michigan Department of Corrections. The role of nonprofits in successful reentry of returning citizens is also discussed.

Patrick Gerkin

School of Criminal Justice

“Utilizing Restorative Circles in Response to School Misbehavior”

Co-authors: John Walsh Ph. D. & Robert Joseph

Academy of Criminal Justice Sciences Annual Meeting

This research evaluates a first year implementation of restorative circles as a response to school misbehavior across four high schools/middle schools within western Michigan. Overall, 904 restorative circles were processed across a range of problematic behaviors including but not limited to verbal conflicts, friendship issues, staff/student conflicts and physical altercations. Analysis and outcomes include agreements reached and participant satisfaction, as well as comparison to baseline misbehavior outcomes prior to implementation. Discussion includes implementation challenges, program fidelity issues, and net-widening.

Brian Johnson

School of Criminal Justice

“Findings from the Michigan CPM Program”

Co-authors: Christopher Kierkus

Academy of Criminal Justice Sciences Annual Conference

According to the US Department of Health and Human Services (2016), there were an estimated 62,378 children waiting for adoption due to the termination of parent rights in fiscal year 2015. The average time from termination of parental rights to adoption was 11.9 months. It was also estimated that there were 269,509 children entering foster care in fiscal year 2015. This presentation examines the use of Child Protection Mediation (CPM) as a means to expedite permanency outcomes (e.g. reunification, adoption) for youth in the family court system. Through an analysis of state-level data and interviews with key stakeholders (judges, court staff, mediators), the efficacy of CPM as a means to expedite permanency is examined.

Tonisha Jones

School of Criminal Justice

“A Study of the Effectiveness of a Sexual Abuse Prevention Program Administered to Elementary School Students”

"So What? Understanding What It All Means."

Child sexual abuse is a widespread problem. Child sexual abuse prevention programs have been developed in the effort to prevent such victimization. Prevention programs targeting elementary school students have become commonplace. This study examines the effectiveness of a sexual abuse prevention program administered to 3rd and 4th grade elementary school students in 17 school districts in a mid-western state designed to: (1) increase student's ability to identify nurturing, confusing, and selfish touches; (2) increase student's ability to recognize a touch that is sexual abuse; (3) increase student's ability to recognize a promise/secret involving sexual abuse should not be kept; and (4) increase student's ability to identify a safe adult for which to disclose abuse and seek help. Using a pre and post-test design, a six-item questionnaire was administered to students to determine whether the

program met its goals, which study results find it did. Policy implications and directions for future research are discussed.

Naoki Kanaboshi

School of Criminal Justice

“Toward constitutional protection of children’s right to maintain parent-child relationship”

Annual Meeting

Studies show that children of incarcerated parents are at increased risk of developing psychological and behavioral disorders as well as having insecure parental attachment. At the same time, the maintenance of their relationship to the parent has been considered as a way to mitigate these risks. This paper explores the possibility of recognizing children’s constitutional right to maintain parent-child relationship as an extension of children’s right to basic necessities. It also considers the scope of this right within the context of children’s visitations and communications with the parent as well as implementation of prison nurseries.

Naoki Kanaboshi

School of Criminal Justice

“Lay Jury Systems: A Worldwide Review”

Annual Meeting

Recent years have evidenced a number of countries throughout Naoki the world evolving their respective jury systems to include lay-citizens. In some countries this evolution has taken form over many years, and in others it has been more abrupt. This paper discusses the evolution of lay-jury systems throughout the world by examining respective dynamics, to include origins and rationales for various emerging systems, with a focus on democratic societies. In addition, attempts to study this phenomenon will be examined, noting insights and challenges innate to such research, e.g., efforts to classify lay-jury practices. Finally, a comparative review of countries employing lay-jury systems will be provided as a means to identify current trends and lay out a future research agenda.

Jina Lee

School of Criminal Justice

“Police Utilization and Victim-Police Interactions in Intimate Partner Violence”

73rd Annual Meeting

This study is an examination of partner-abused women’s ongoing decisions to seek help from the police. Existing research on intimate partner violence has often found that the police are the most widely and frequently used formal source of help by women. To date, few studies have linked women’s prior interactions and perceptions toward police officers to their subsequent decisions to contact the police for help. The present study tests this link with a sample of 928 women who have been physically, sexually, or psychologically abused by an intimate partner and have sought help from the police. Using data obtained from the National Impact Evaluation of Victim Programs Through the S.T.O.P. Violence Against Women Formula Program, the results have implications for broadening the contexts of women’s decision-making about utilizing police services for intimate partner violence, and may also better inform efforts to address the police response to intimate partner violence.

Jacquelynn Martin

School of Criminal Justice

“Resisting State, Corporate and Environmental Crime: Environmental Justice & Grassroots Resistance”
American Society of Criminology Annual Meetings

This session will discuss a variety of contemporary topics related to resistance against state, corporate and environmental crimes. Topics include environmental justice and grassroots resistance, resisting climate crimes in the Trump era, resistance against state crimes in Rwanda, the cultural challenges of resisting to mountain top removal, and strategies to fight toxic prisons. This research in particular will focus on how grassroots activism is the leading cause for change in issues of environmental crime and justice.

John Walsh

School of Criminal Justice

“Utilizing Restorative Circles in Response to School Misbehavior”

Co-authors: Patrick Gerkin and Robert Joseph

Academy of Criminal Justice Annual Meeting

This research evaluates a first year implementation of restorative circles as a response to school misbehavior across four high schools/middle schools within western Michigan. Overall, 904 restorative circles were processed across a range of problematic behaviors including but not limited to verbal conflicts, friendship issues, staff/student conflicts and physical altercations. Analysis and outcomes include agreements reached and participant satisfaction, as well as comparison to baseline misbehavior outcomes prior to implementation. Discussion includes implementation challenges, program fidelity issues, and net-widening.

Danny Balfour

School of Public, Nonprofit & Health Administration

“Administrative Evil and Marginalized Populations”

Festival of Debate

The modern age, especially in the last century and a half, has had as its hallmark what we call technical rationality. Technical rationality underlies a way of thinking and living (a culture) that emphasizes the scientific-analytic mindset and the belief in technological progress (Adams, 1992). I explain this notion and its historical evolution and how the culture of technical rationality enables a new and bewildering form of evil that we call administrative evil. As the title implies, administrative evil is different because its appearance is masked. Administrative evil may be masked in many different ways, but the common characteristic is that people can engage in acts of evil unaware that they are in fact doing anything at all wrong. Indeed, ordinary people may simply act appropriately in their organizational role-in essence, just doing what those around them would agree they should be doing-and at the same time, participate in what a critical and reasonable observer, usually well after the fact, would call evil. Even worse, under conditions of what we call moral inversion, in which something evil has been redefined convincingly as good, ordinary people can all too easily engage in acts of administrative evil while believing that what they are doing is not only correct, but in fact, good. Contemporary case studies will be presented and discussed.

Davia Downey

School of Public, Nonprofit & Health Administration

“David and Goliath? Party Capability Theory and Local Governments”

Co-authors: William M. Myers

Southern Political Science Association Annual Meeting

An often-overlooked aspect of federalism is the role of local governments and their relationship with national and subnational units. We look to three prominent federal systems, the United States, Canada, and Australia to investigate the relationships between these different levels of government and how conflicts between them are resolved through the judicial process. In this paper, we use party capability theory, to determine how well local governments perform when engaged in litigation overall, when in direct conflict with higher levels of government, and across a range of legal issue areas. The analysis reveals how capable local governments are in defending and advancing their interests in their respective high courts as well as the legal areas where conflict between local governments and their national and subnational counterparts have taken place. The findings have implications for the role of local governments in federal systems as well as the role of the courts in advancing or limiting local government.

Davia Downey

School of Public, Nonprofit & Health Administration

“Economic Development Post Disaster: The Case of Hurricane Katrina”

Urban Affairs Association

This paper looks at the rate of new job creation over a fifteen year period (2000-2015) in the state of Louisiana to understand the economic impacts of the hurricane on new job development in the region. The analysis uses OLS regression to test the implications of poverty, racial composition, funding, both federal and state aid, and education to determine which factors assist in job creation in the post-disaster context. Interrupted Time Series Analysis is also employed to confirm these impacts. Results show that high populations of African-American residents in the parishes affected by Hurricane Katrina show distinct patterns of lower new job creation in the period under analysis, this effect is most prevalent in the year directly following the hurricane but confirm that new job creation in the region affected, especially in Orleans parish, has yet to rebound to pre-Katrina levels. This analysis provides valuable insights on the long-term economic effects on residents in disaster-prone regions as well as provides important context to the economic story of recovery in the state of Louisiana. It also seeks to inform the theoretical discussion on what constitutes recovery that many in the emergency management field still grapple with defining. Short-term recovery often focuses on reconstruction, restoration, rehabilitation, and restitution to individuals who are in affected areas. While long-term recovery studies of Hurricane Katrina have focused on issues of social cohesiveness, social capital, and collaborative strategies developed between the national, state, and local during the catastrophe, this line of inquiry adds another aspect of understanding the post-disaster environment and offers a statistical method to policymakers to test the impact of social and economic factors on job development in period following a crisis.

Richard Jelier

School of Public, Nonprofit & Health Administration

“The Emergence of a Progressive, Cosmopolitan World City within an Autocratic State: The Rise of Moscow, Russia”

48th Annual Conference of the Urban Affairs Association

Benjamin Barber author of *If Mayor's Ruled the World: Dysfunctional Nations/Rising Cities* (2013) claims as nation states are failing on a global scale, cities are offering a progressive working framework to improve economic performance, environmental sustainability and quality of life. My research as a former Fulbright Scholar in Moscow, Russia, will evaluate surprising progress made by Moscow's in improving the infrastructure, the built environment and development policies to compete favorably with other global cities. Indeed, former Mayor Yury Luzhkov (1992-2000) helped usher in a great revival in Moscow, securing a degree of autonomy and finding a place as an emerging global city in an interdependent world. Moscow is the largest city in Europe with an official population of 11.5 million. Urban primacy is evident in Moscow as the city constitutes nearly one quarter of Russia's GDP. The average official income of Muscovites is four times the average Russian. Russia's metropolitan development approaches are quite distinct from the patterns in North America or Western Europe. Yet, more recently the Soviet policies that worked to keep cities compact have weakened, even while market liberalization of the Russian Federation and new conceptions about the role of localism and the state is unleashing new creative potentials that will be analyzed. This research specifically investigates Moscow's recent efforts to improve infrastructure - parks, historic environment, transport, urban services and the development of an international business center. Ultimately this research evaluates whether these advancements positions Moscow as a model of well-functioning urbanism worthy of notice on the world stage.

Lihua Huang

School of Social Work

“Ageism and Satisfaction in Later Life: Results from the Health and Retirement Study”

Co-authors: Meihua Zhu

The 21st IAGG World Congress of Gerontology and Geriatrics

Background: Growing systematic evidence has pointed out discrimination not only creates personal stress and social tension, but also has physiological effects on individuals who suffered (Avidor, Ayalon, Palgi, & Bodner, 2016; Dionigi, 2015; Mouzon, Taylor, Woodward, & Chatters, 2016; Pascoe & Richman, 2009). Discrimination based on age, race, ability/disability, and sexual orientation could negatively impact self-rated physical health, mental health, cognition, and overall subjective well-being among older adults (Robertson, King-Kallimanis, & Kenny, 2016; Sutin, Stephan, Carretta, & Terracciano, 2015; Williams, Yu, Jackson, & Anderson, 1997). However, the prevalence of ageism among elders and its impacts are considered understudies (Smith, Abrams, Lamont, & Drury, 2016). Existing evidence is mostly based on impacts of general discrimination or the intersectionality of discrimination-based on age, race, disability, and sexual orientation (Dionigi, 2015; Pascoe & Richman, 2009; Sim et al., 2015; Sutin et al., 2015; Wight et al., 2015). There is scarce of empirical literature on impact of ageism or discrimination against age on biopsychosocial health and well-being among elders. Meanwhile, available evidence provides inconsistent conclusions. Many argue that ageism and negative attitudes toward age are barriers to holistic healthy aging (Allen, 2016; Dionigi, 2015; Swift et al., 2017) while other suggest age discrimination does not necessarily predict subjective well-being and life satisfaction among older adults, (Avidor et al., 2016; Kim, Noh, & Chun, 2016), and positive aspect of ageism has a place in aging research (Levy & Macdonald, 2016; Swift et al., 2017). Purpose: To investigate the prevalence of ageism and the relationships between ageism and satisfaction in later life in the United States. Design: Cross-

sectional analysis Setting: The 2010 wave of the Health and Retirement Study, a national representative panel study of older Americans. Participants: Analysis is based on 10,937 older Americans aged 65 and above. Measures: 'Ageism' is conceptualized with two measures. The 6-item Everyday Discrimination Scale (EDS; $\hat{\alpha}=.81$) recorded participants their experience regarding chronic stress associated with perceived everyday discrimination. One item question asked the participants whether or not such discrimination experience was specially based on age. The dependent variable consisted two different scales. The 8-item Perceived Aging Satisfaction (AS; $\hat{\alpha}=.82$) assessed participantsevaluation of their aging experiences. The 6-item perceived Satisfaction with Life in Domains (SWLD; $\hat{\alpha}=.89$) taped into participantsoverall satisfaction with life and their satisfaction with five domains in life: housing, city, non-work, family life, financial situation, and health. Results: Preliminary data analyses indicate ageism is a pervasive aging experience in the United States. There were 2380 (55.4%) of older Americans reported experienced everyday discrimination and 1337 (12.2%) of them contributed to such discrimination to ageism. Chi-Square tests show statistical differences in the levels of aging satisfaction [$\chi^2(30)=186.78, p$

Lihua Huang

School of Social Work

"Can we move with children: What can we learn from history"

Co-authors: Kayla Harter

63rd CSWE APM

The vulnerability and resilience of unaccompanied minors have been documented (Duvivier & Teodorescu, 2016; Eide & Hjern, 2013; Keles, Friborg, IdsÅ, e, Sirin, & Oppedal, 2016). However, recent developments in record high number of unaccompanied minors migrating to the United States and a new anti-immigration sentiment in the United States have posed unprecedented challenges and opportunities for American social work practice, education, and research (Almeida, Biello, Pedraza, Wintner, & Viruell-Fuentes, 2016; Crea, Lopez, Taylor, & Underwood, 2017; UNICEF, 2017; White House, 2017). The purpose of this historical analysis is to reexamine historical patterns of macro environment of human services for unaccompanied minors as well as to allude to the future directions of related public policy and service provisions. The all-inclusive term "unaccompanied minors" is chosen for this analysis to refer to children on the move without any parent or legal guardian. It includes children and youth aged 15- 20 with refugee or asylum status, survivors of human trafficking, and other children and youth with forced migration experiences unaccompanied and separated from parents or any legal guardian (Long, 2013; USCCB, 2013). Since 1962 when the United States started to provide placements and services to unaccompanied minors, American human services involving this vulnerable youth population have been bonded to and impacted by as well as have shaped public policies related to refugee and immigration, and human rights and child rights conventions. With the understanding of public policy as fundamental humane and socio-psychological expression, this analysis triangulates unaccompanied minors' movements with relevant demotic and international policies and practice. A total 16 policies in 1948-2012 are examined. They include five international conventions: the 1948 Universal Declaration of Human Rights, 1951 Convention relating to the status of refugees, 1967 Optional Protocol relating to the Status of Refugees, 1976 American Convention on Human Rights, and 1989 United Nations Convention on the Rights of the Child. The 11 landmark demotic refugee and immigrant policies are Immigration and Nationality Act 1952, Hart-Celler Act 1965, the Refugee Act 1980, Immigration Reform and Control Act 1986, Special Immigrant Juvenile (SIJ) Status 1990, the Violence against Women Act 1994, Trafficking Victims Protection Act in 2000, USA Patriot Act 2001, The Trafficking Victims Protection Reauthorization Act 2008, Arizona's 2010 State Bill 1070, and 2012 Deferred Action for Childhood Arrivals. The results of

the triangulation between unaccompanied minor movements, policy changes, and development of unaccompanied minors service provisions demonstrate that over the last half of century, coupling with the up and down unaccompanied minors' movement waves, there are back and forth between protection and restriction/exclusion, meanwhile, social work profession has matured through its service provision and growth-pain (Balgopal, 2001; Crea et al., 2016; Carlson, Cacciatore, & Klimek, 2012; George, 2016). Social work has cumulated knowledge, skills, and resources to provide protection and assistance for unaccompanied minors. Although cultural awareness and competency are enhanced overtime, culturally responsive practice is still a great challenge. As Bhabha has been arguing, unaccompanied minors are brought to a "paradoxical situation" where protection and enforcement crash (Bhabha, 2005, 2014, 2016). On the one hand, lack of longitudinal data about pre, during, and post-migration of unaccompanied minors, severe shortage of refugee social workers and foster homes, and cultural unpreparedness for global origins of unaccompanied minors urge social work and its related communities, organizations, and social institutions response to the needs of new arrived unaccompanied minors (Dettlaff & Fong, 2014). On the other hand, the professional obligation to protect human rights of these youth might meet a wall of exclusion or militant enforcement (Rogerson, 2017). Future research could continue to seek out comparative and historical data to better capture patterns in unaccompanied minors' movements, related policy and practice that social work practice, education, and research can take to serve unaccompanied minors. Unaccompanied refugee minors are an extremely vulnerable population. They have been subjected to physical, emotional, and sexual abuse; discrimination; detainment; and trafficking (Duvivier & Teodorescu, 2016; Hedlund & Cederborg, 2015). The field of social work needs to be aware of the obstacles unaccompanied minors have faced and continue to face worldwide. This analysis provides historical lesson for the next steps for social work policy, practice, and advocacy for unaccompanied minors.

Emily Nichols

School of Social Work

"Addressing Intimate Partner Violence in Couples Therapy: The Process of Screening, Assessment, and Public Health Collaboration"

Co-authors: Sudha Sankar, Nicole del Pilar Monta, Marsha Carolan

2017 National Conference on Health and Domestic Violence

Objectives: Presenters will address and innovate program that explores how to conduct an effective intimate partner violence screen and assessment protocol when working with couples in treatment, and how to use assessment data to make treatment decisions and collaborate with other public health providers. Background: Given the prevalence of intimate partner violence (IPV) in U.S. society, it is reasonable to assume that couple therapists frequently encounter IPV while treating couples during the course of therapy (Todahl, Linville, Chou, & Maher-Cosenza, 2008). Couple therapists are in a unique position to assess intimate partner violence due to their strong systemic background, yet continue to be underrepresented among the national pioneers engaged in IPV interventions. In one study exploring the use of IPV assessment procedures in the couple and family therapy field, less than 4% of couples therapists reported utilizing empirically supported guidelines for IPV screening (Schacht, Dimidjian, George, & Berns, 2009). Couple therapists identified significant belief differences regarding the appropriate methods for conducting IPV screens and timelines for IPV assessment (Todahl, et al., 2008). Additionally, therapists-in-training report feeling a lack of confidence towards addressing IPV in couples treatment and uncertainty on how to address violence while maintaining safety (Todahl, et al., 2008). The ability of couple therapists to effectively screen and assess for intimate partner violence is critical to produce positive treatment outcomes and develop collaborative treatment plans with appropriate

public health professionals. Program Description: The Intimate Partner Conflict and Violence Program (IPCV) is a specialized unit in the Couple and Family Therapy Training Clinic at Michigan State University. The IPCV focuses on providing appropriate services, resources, and referrals to community partners to couples experiencing interpersonal conflict or violence in their intimate relationships. The mission of the IPCV is to provide state of the art first tier-service by conducting a careful screening and assessment protocol to determine risk and safety issues, prior to making the appropriate referrals or provision of services for couples. Additionally, the IPCV aims to train current graduate student clinicians in innovative IPV screening and assessment techniques for couples. Results: During the 2016-2017 academic year, a total of 72 couples went through the screening and assessment protocol of the IPCV Program. Of those couples, 31 couples were found to have experienced some form of violence (physical, sexual, or psychological) within the last 3 years. Additionally, our screening and assessment protocol identified risk for suicide in 10 couples and substance use in 21 couples. Using the information collected about these couples, couples were either allowed to continue with couple treatment (39 couples), or be assigned a more appropriate treatment format (such as separate individual services at our clinic or another agency in the community) to address more vital or pressing concerns that could have potentially hindered the safety of each partner if the couple was to continue couples therapy. Additionally, therapists reported feeling more prepared and comfortable addressing violence in session with couples. Therapists also noted an increased knowledge about using violence screening and assessment data to inform treatment goals. Discussion and Recommendations: The next steps of the IPCV Program are to finalize the screening and assessment materials so that the program can be manualized, and used at other agencies. We plan to address feedback from the therapists conducting the assessments, and improve our materials to best meet the needs of the couples seeking treatment and the therapists giving the assessments. This program is unique in the field due to the lack of empirical guidelines and protocols around treatment IPV in therapy for couples. We believe the IPCV program will help couples therapists feel confident in assessing and treating couples if violence is brought up during the course of treatment. Presentation Methodology: Presentation will incorporate power-point presentation and exposure to assessment materials through handouts.

[Brandon Youker](#)

School of Social Work

“Sustainable Community-Based Learning Strategies for Geniuses”

Lilly Conference

Community-based learning (CBL) is an experiential pedagogical tool whereby students work directly with a community partner in a relationship of reciprocity and mutual benefit. This presentation introduces CBL and outlines its many potential benefits. Furthermore, it offers best practices for integrating and supporting CBL with administrators, community partners, faculty, and students. Lastly, the presenter will describe his multi-semester strategy for using CBL as the signature pedagogical tool for teaching graduate students about evaluating human service programs. Audience members will leave with knowledge of CBLs benefits, recommendations for integration, and specific ideas for personally using or supporting CBL.

[Brandon Youker](#)

School of Social Work

“The Breast Kind of Tattoo”

Co-authors: Kaitlin Reed

Mastectomy surgeries often leave surgical scarring in the place of the effected breast tissue. The purpose of this study was to investigate cisgender women who have undergone a single or double mastectomy in the United States and how they came to the decision to cover their mastectomy scars with tattoos. Additionally, the research sought to uncover how the mastectomy tattoo has impacted mental and emotional well-being in the participant. The researcher used phenomenological approach guides to explore the experiences and perceptions of the participants about their own perspectives. Twelve participants were contacted through breast cancer groups on social media and participated in semi-structured interviews via webcam from varied locations in the United States. The data was analyzed in two ways: results linked to changes in affect in self-esteem and body image before, during, and after the mastectomy surgery, as well as how the covering of the scarring by the mastectomy tattoos altered the participant's self-esteem and body image after. Results showed that body image and self-esteem increased positively after the tattooing process. The current body of knowledge on this subject is nearly nonexistent, so further additional research may be able to help inform breast cancer survivors with new options and avenues after mastectomy surgery to help improve quality of life.

College of Education

David Bair

Educational Foundations

"Preparing Teachers as Public Intellectuals: The Role of Social Foundations"

Co-authors: Dr. Mary Bair

Annual meeting of ATE-Re-Imagining Educator Preparation In A Democracy: The Teacher Educator as Public Intellectual

Can teachers be public intellectuals? The history on this is uneven at best. Socrates, the quintessential example of a teacher as a public intellectual, was put to death (Plato, 1966). Today, policy reforms are marketizing education and minimizing the role of teachers as intellectually engaged professionals (Milner, 2013). In the de-professionalized model, teachers only need to know their subject, how to teach it, and how to manage their classroom (Hargreaves, 2000). However, teachers and teacher educators have the responsibility to prepare citizens to participate in a democratic society. "These responsibilities include developing critical thinking skills and political will, debating and deliberating issues, choosing leaders, and having a willingness to compromise for the common good and the ability to participate actively in one's workplace, community and civic life" (ATE, 2018). How can teachers reclaim the mantle of public intellectual? This paper explores the role of educational foundations courses in re-igniting and developing the capacity of preservice teachers to serve as public intellectuals, particularly at this time in history when populism and persuasion often trump reason and logic. Our college of education attempts to develop the democratic responsibilities of preservice teachers through the social foundations courses which examine the sociocultural, political, historical, and philosophic contexts of schooling. Our courses are grounded in the belief that education is a public good and essential to the cultivation of a democratic civil society (de Marrais, 2013). One way we accomplish this is through the Diverse Perspectives Exercise (Bair, 2015), an online case study where students role play as teachers, educators, and public intellectuals, to adopt a range of perspectives toward contemporary issues involving poverty, immigration, school law and professional ethics. Through structured dialogues, participants de-construct the scenario, and construct reasoned arguments to support and defend their position in small-group

discussions with others who represent contrary viewpoints. Participants learn how to engage professionally in public debates about contentious issues where there is no one answer that will satisfy everyone. Such activities have been shown to increase problem-solving skills (Wade, Fauske, & Thompson, 2008) and capacity for respectful public discourse (Harrington & Hathaway, 1994). Likewise, the capstone foundations course, taken by student teachers, affords them another opportunity to refine and advance their skills for engaging with public issues. Students identify and investigate current, real problems related to inequities in schooling based on race, social class, gender, sexual orientation, and ability. They use relevant literature to examine how educational policies and practices impact teaching and learning. This guided practice leads to position papers that are shared in class for peer critique. These and other activities in social foundations courses allow preservice teachers to learn the skills of practical reasoning (Sullivan & Rosin, 2008) and research-based decision-making, skills which are in need of nurturing and specialized attention at this time in our history. Our hope is that by strengthening these capacities in preservice teachers, we can help them reclaim their role as public intellectuals. References: The Association of Teacher Educators. (2018). ATE 2018 annual meeting. Online call for proposals. Retrieved from http://www.ate1.org/pubs/2018_Annual_Meetin.cfm Bair, D. (April 2015). Developing cultural competence: An interpretive analysis of preservice teachers. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois. DeMarrais, K. (2013). In defense of foundations. *Critical Questions in Education*, 4(2), 118-129. Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching*, 6(2), 151-182. Harrington, H. L., & Hathaway, R. (1994). Computer discussion, critical reflection and teacher development. *Teaching and Teacher Education*, 10, 543-554. Milner, R. (2013). Policy reforms and de-professionalization of teaching. Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu/publication/policy-reforms-deprofessionalization> Plato (1966). *The last days of Socrates* (H. Tredennick, Trans.). Baltimore, Maryland: Penguin Books. Plato (1968). *The republic of Plato* (A. Bloom, Trans.). New York, New York: Basic Books. Sullivan, W. & Rosin, M. (2008). *A new agenda for higher education. Shaping a life for the mind of practice*. Stanford, California: Jossey Bass. Wade, S. E., Fauske, J. R., & Thompson, A. (2008). Prospective teachers' problem solving in online peer-led dialogues. *American Educational Research Journal*, 45, 398-442.

Mary Bair

Educational Foundations

"Preparing Teachers as Public Intellectuals: The Role of Social Foundations"

Co-authors: Dr. David Bair

Annual meeting of ATE-Re-Imagining Educator Preparation In A Democracy: The Teacher Educator as Public Intellectual

Can teachers be public intellectuals? The history on this is uneven at best. Socrates, the quintessential example of a teacher as a public intellectual, was put to death (Plato, 1966). Today, policy reforms are marketizing education and minimizing the role of teachers as intellectually engaged professionals (Milner, 2013). In the de-professionalized model, teachers only need to know their subject, how to teach it, and how to manage their classroom (Hargreaves, 2000). However, teachers and teacher educators have the responsibility to prepare citizens to participate in a democratic society. "These responsibilities include developing critical thinking skills and political will, debating and deliberating issues, choosing leaders, and having a willingness to compromise for the common good and the ability to participate actively in one's workplace, community and civic life" (ATE, 2018). How can teachers reclaim the mantle of public intellectual? This paper explores the role of educational foundations courses in re-igniting and developing the capacity of preservice teachers to serve as public intellectuals, particularly at this time in

history when populism and persuasion often trump reason and logic. Our college of education attempts to develop the democratic responsibilities of preservice teachers through the social foundations courses which examine the sociocultural, political, historical, and philosophic contexts of schooling. Our courses are grounded in the belief that education is a public good and essential to the cultivation of a democratic civil society (de Marrais, 2013). One way we accomplish this is through the Diverse Perspectives Exercise (Bair, 2015), an online case study where students role play as teachers, educators, and public intellectuals, to adopt a range of perspectives toward contemporary issues involving poverty, immigration, school law and professional ethics. Through structured dialogues, participants de-construct the scenario, and construct reasoned arguments to support and defend their position in small-group discussions with others who represent contrary viewpoints. Participants learn how to engage professionally in public debates about contentious issues where there is no one answer that will satisfy everyone. Such activities have been shown to increase problem-solving skills (Wade, Fauske, & Thompson, 2008) and capacity for respectful public discourse (Harrington & Hathaway, 1994). Likewise, the capstone foundations course, taken by student teachers, affords them another opportunity to refine and advance their skills for engaging with public issues. Students identify and investigate current, real problems related to inequities in schooling based on race, social class, gender, sexual orientation, and ability. They use relevant literature to examine how educational policies and practices impact teaching and learning. This guided practice leads to position papers that are shared in class for peer critique. These and other activities in social foundations courses allow preservice teachers to learn the skills of practical reasoning (Sullivan & Rosin, 2008) and research-based decision-making, skills which are in need of nurturing and specialized attention at this time in our history. Our hope is that by strengthening these capacities in preservice teachers, we can help them reclaim their role as public intellectuals.

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Leanne Kang

Educational Foundations

"Ethical Dilemmas of Teachers in For-Profit Charter Schools"

Co-authors: Bakul Dhabe

SCHOOL REFORM, COMMUNITIES, AND SOCIAL JUSTICE: EXPLORING THE INTERSECTIONS

Emerging in the 1990s, Education Management Organizations (EMOs) is the result of a neoliberal shift in public education. Neoliberal reformers argued that outsourcing educational management to for-profit or non-profit firms (e.g., hiring teachers and principals, setting curriculum, overseeing a network of

schools, etc.) would cut through government red tape that so often hampered educational innovation. For example, not binded by local school boards and electoral politics, administrators could provide teachers more autonomy, which would result in higher levels of innovation, job satisfaction, and productivity (Renzulli, Parrott, and Beattie, 2011). Twenty years later, EMOs operate 5% of traditional public schools and 95% of charter schools (Miron & Urschel, 2010). However, recent studies have shown that teachers in charter schools run by for-profit EMOs report less autonomy and are less satisfied than teachers in traditional public schools (Roch & Sai, 2017). Other studies suggest that the corporate takeover of public education has indeed changed teachers' working conditions (Finnigan, 2007). We further explore this phenomenon by interviewing 20 teachers at charter schools run by for-profit EMOs in Michigan, home to the highest number of for-profit charter schools in the nation. Using critical incident technique (Flanagan, 1954; Shapira-Lishchinsky, 2011), a qualitative method in which employees narrate an "undesirable situation", we aim to describe teachers' working conditions in the Michigan for-profit schooling model. The results encourage policymakers to attend to the ethical dimensions of teachers' work conditions at for-profit charter schools.

Lisa Perhamus

Educational Foundations

"Teaching a Productively Disruptive Habit-of-mind: Centering Justice Through a High Leverage Practice in Teacher-Preparation Programs"

Co-authors: Sean Lancaster, Paula Lancaster

The Dreams, Possibilities, and Necessity of Public Education

This paper demonstrates how using specific high leverage practices (HLP) can equip preservice teachers (PT) in their Teacher Education programs with the pedagogical skill for analyzing and implementing norms and routines in classroom discussions. Bridging an oft perceived gap between the sociopolitical foci of Educational Foundations courses and Teacher Education courses, this paper analyzes a specific teaching skill within the fields of power through which teaching and learning happen. Using pre-test, post-test HLP data with teacher-candidates, we argue that building upon the skills of HLP allow the teacher to intentionally disrupt normative (oppressive) actions, and productively re-direct discussion so that the justice of talking with a diversified reality of opinions and positions is dialogically centered.

Terry Stockton

Educational Foundations

"Developing a Professional Vision: Faculty Development through Video Clubs and Learning Labs"

Co-authors: Mary Bair, Nancy DeFrance, Nagnon Diarrassouba

American Educational Research Association Annual Meeting

Critical reflection has long been recognized to be a key component of the learning process. Schön (1983, 1987), who revitalized the concept of the reflective practitioner, recommended that teachers study their own teaching with a view to improvement. Reflection is the key to improving practice. However, critical self-reflection is hard for many reasons. Classrooms are multidimensional, simultaneous and unpredictable (Doyle, 1977). Within this complex context teachers need to pay attention to multiple events and to make sense of these events; when reflecting on the day, teachers may simply recall events that confirm their biases (Knight, 2014). Also, since teachers make hundreds of decisions a day (Kauchak & Eggen, 2005) they may not recall the rationales that led to a particular decision. Van Es and Sherin (2008) argue that learning to notice is one of the key aspect of the reflection

process. Teachers need to be trained to develop a professional vision, or the ability to notice and interpret significant events or interactions in a classroom (Sherin, Russ, Sherin, & Colestock, 2008, p. 28), and then to use those interpretations to inform their pedagogical decisions

Olivia Williams

Educational Foundations

“Panel Discussion”

Co-authors: Tianlong Yu, Larence Blum

Evolving Ethics, Moral Education, and the Struggle for Democracy

Symposium (I am presenting paper 2) Race Matters: Minority Students and Educational Equality

Introduction Race matters in education. Race especially matters in the struggle for educational equality and social justice. However, the salience of race in American education is often rendered invisible in educational policies and practices. This reality is perhaps best reflected in the No Child Left Behind Act and its implementation. This federal law might have been intended to close the achievement gap most often found between Black and Latino students and their white counterparts, but it ultimately failed to close the gap and actually might have exacerbated the problems facing minority students. The failure of NCLB and similar programs is resulted from, among many things, a denigration of race and/or ignorance of racism in policymaking and school practices. A critical examination of such failures is warranted. It is imperative to understand that the biggest problem facing American education today is the unjust distribution of social resources in schools and the resulting unequal educational opportunities for students from different groups. The historical pattern of unequal educational opportunity has been well documented (Greer, 1976; Kozol, 1992) but has not been adequately challenged. It is our moral responsibility to wage such challenge and this symposium represents one important step. In this symposium we critically examine several prominent policies, practices or ideas influential in American educational institutions, including the Affirmative Action policy and university ranking practice, K-12 school choice mechanisms especially vouchers, and the “model minority” narrative, its politics and ramifications in school reform. We investigate how race and racism are embedded in these policies and practices and how Black, Latino, and Asian American students are affected. Together, our work calls for better, more racially conscious and effective policies and practices for educational equality and social justice

Richard Geisel

Educational Leadership & Counseling

“The Limits of Public Employee Free Speech Both Inside and Outside of the Schoolhouse Gate”

Co-authors: Daniel Martin, J.D.

Education Law Association's 63rd Annual Conference: Preserving and Protecting Legal Rights in Education

This presentation will be both informative and practical as it seeks to give an overview of the current state of public employee free speech claims in the federal courts as well as insights from real life engagement with this topic from the perspective of a school law attorney. This presentation will focus on public employee free speech litigation in K-12 settings, both the legal framework of Pickering, Connick, and Garcetti for context, as well as more recent cases in the federal courts to get a sense of how the courts are navigating this difficult area of the law. Furthermore, the intersection of free speech and employee misconduct will be closely examined with practical insights from the field. While Garcetti has garnered a great deal of attention in the last few years (and rightfully so), less attention has been

paid to Pickering's "second prong" where one's speech may be otherwise protected by the First Amendment, but because the speech so impedes the employee's proper performance of his daily duties or interferes with the regular operation of the school generally the public employee loses the protection of the First Amendment. Furthermore, there are instances where a public employee has bargained away certain rights to free speech or expression through collective bargaining agreements, school policies, or acceptable use agreements for technology (e.g., use of school equipment or use of school networks). Taken together, K12 settings often present the perfect conditions for the collision of competing interests (i.e., the free speech of public employees and the interests of the public employer).

Gabriela Gui

Educational Leadership & Counseling

"Sustainable Models for School Leadership: Lessons Learned from Leverage Leadership: A Practical Guide to Building Exceptional Schools, by Paul Bambrick-Santoyo"

Critical Questions in Education Conference

Introduction: Educational research in the past 2 decades identifies instructional leadership as the key element of effective school leadership (Cotton, 2003; King, 2002; Elmore, 2000; Spillane, Halverson, and Diamond, 2000). Gone are the times when principals were deemed successful based on how well they managed budgets, facilities, scheduling, student discipline, or central office compliance requests. Similarly, there is increased pressure on district superintendents and CEOs to identify and secure sustainable models of school leadership that would actually translate into increased academic outcomes for students. What, exactly, is instructional leadership; what does it look like day-to-day; and can it be learned from a playbook? Paul Bambrick-Santoyo, the author of *Leverage Leadership*, has the answers. Objectives/Purpose of the presentation: The purpose of the presentation is two-fold. First, those who attribute exceptional school success to a one-of-a-kind leader ("miracle worker") and those who too easily find excuses for keeping the status quo ("not possible in my district," "not with our kids," etc.) will undergo a paradigm shift. Yes, it IS possible that "regular," passionate, hard-working, and willing-to-get-better school leaders can transform schools and lives by systematically spending time on what counts the most. Second, there are specific systems, structures, and processes that any school leader could put in place to organize their school for success, allowing them to be deliberate about how they use their time. The audience will leave inspired by the work done at Uncommon Schools and others that followed their approach to instructional leadership; reassured by the applicability of a school leadership model that is very precisely defined in the book; equipped with the knowledge that all the resources available to them immediately through this book (handouts, rubrics, templates, action planning worksheets, videos, techniques, etc.) were developed based on thousands of hours of observing leaders obtaining unparalleled results; and empowered by the understanding that the key to replicating extraordinary results lies within their own hands. Intended audience: Principals; principal managers; lead teachers; teachers of all subjects, grade levels, and degrees of experience; CEOs of educational organizations; all in the business of developing and coaching school leaders and teachers; instructional coaches, PD facilitators, educational leadership professors, all would benefit from the systems, strategies, guidance, inspiration, and understandings provided by this book. Importance of the topic/Impact: While the research remains constant about the principles of instructional leadership, it's how and when they are put into practice that makes a difference. And yet, who is teaching our school leaders what instructional leadership looks like every day? This Practical Guide has all the elements necessary to equip leaders to spring into action and implement a sustainable model for school leadership that would guarantee measurable and significant results. How the topic will be addressed: The presenter will open with sharing from personal experience how this book changed the way she understood the challenge of leading a school, and how the new understanding marked her professional career and life. To illustrate

the personal experience, she will present one case study of a historically underachieving school district that trained its leaders in replicating the systems described in the book. Within the relative short time of one year, there were significant and documented differences between school leaders who methodically implemented the learned systems and strived to become better and better at doing them well, and those who chose to continue to spend the largest part of their time on organizational and administrative duties. The presenter will then transition to the on-site, direct work the author of the book did with hundreds of school leaders and teachers; his observations of the everyday actions of successful leaders; how their actions translated into the identification of the seven levers that produce “consistent, transformational, and replicable growth” in any school; and the evidenced results ensuing such actions. Next, the presenter will show how the book is organized; the key components of each chapter; and what resources are available. The presenter will finally invite the audience into a discussion about implementation of new learnings; how to develop others in becoming true instructional leaders; and replicability.

Karyn Rabourn

Educational Leadership & Counseling

“Transforming Institutional Capacity for Community-Based Learning: Leveraging Engaged Department Cohorts into a Campus-Wide Community of Practice”

Co-authors: Danielle Lake

2017 IARSLCE Annual Conference

The Grand Valley State University (GVSU) Engaged Research project explores how burgeoning departmental collaborative “know-how” might lay the foundation from which future collaborative, place- and issue-based engagement initiatives can unfold. This research paper and poster presents the logic model behind the GVSU Engaged Department Initiative, the research and assessment plan, as well as initial findings. The logic model documents (1) the assumptions under which this initiative was designed, (2) the inputs intended to foster motivation and participation in the initiative, (3) the strategies employed to facilitate a sustainable and collaborative community of practice, and (4) the intended outcomes--at the student, faculty, departmental, university, and community levels.

Karyn Rabourn

Educational Leadership & Counseling

“Graduate Student Writing Workshops: Building Confidence and Competence through Collaboration and Community.”

Co-authors: Chelsea Hawkins (graduate student)

NASPA Annual Conference

Writing workshops can assist graduate students with development of effective graduate-level writing skills through collaboration and creating a sense of community between peers. Annually, M.Ed. students at Grand Valley State University (GVSU) have the opportunity to participate in four writing workshops, collaboratively designed by students and faculty. This session highlights the key concepts, strategies, and observations associated with the implementation of student-facilitated writing workshops as a way to improve graduate-level writing competencies among students.

Gregory Warsen

Educational Leadership & Counseling

“High school grades and outside assessment: A mixed methods study”

Critical Questions in Education

This interactive presentation will share the results of a recent study conducted by the presenter as well as the research around the topic of grades assigned by teachers in the school setting and scores earned by students on outside assessments. Teacher perceptions were also part of the study and will be shared as well. The purpose is to inform session participants on the current state of the research in the area of grades and outside assessment and teacher decision making in this area. Participants will also engage in dialogue on this topic. Research historically suggests that traditional grading practices are fraught with subjective problems and that many factors go into grading that have little, if anything, to do with what a student knows or is able to do. More recent research, however, has made connections between teacher-assigned grades and subsequent performance on the American College Test using correlational studies. This study reinforces and extends that work by, first, testing the relationship between grade point averages (GPAs) and ACT scores for four graduating high school classes in two case study high schools. Then, this study qualitatively examines teacher thinking and decision making around planning instruction, assessment of student learning, and grading practice with math and English language arts (ELA) teachers from the case high schools. Finally, this study examines how teachers react and respond when presented with correlational analyses of student grades and ACT scores over four graduating classes and asked for their reflections and interpretations of those correlations. The results of a Pearson product, moment analysis found that correlations between math and ELA grades for the four graduating classes tested to be moderately positive and significant. Qualitative findings from interviews with ELA and math teachers from the case study schools indicate a high degree of intentionality on the part of teachers to connect their instruction, assessment, and grading decisions to state standards and to position students for successful performance on the ACT. When positive and significant correlations between grades and ACT scores were presented to teachers, they voiced an expectation that this would be the case. Some teacher disenfranchisement from less autonomous decision making in these areas was also noted. The presenter will share the background of the case study schools, the state level assessment environment at the time of the study, and the interplay between teacher thinking on formative and summative assessment as well as state measures. Dialogue will be invited on issues of the role of state assessment as well as traditional college entrance assessments such as the ACT and SAT. Implications for future research and/or questions for participant dialogue could be the following: What are educator responsibilities with regard to the preparation of college bound students in this environment? What about those students headed down a path that does not involve a four year university? Should assessments such as ACT or SAT be employed as state level assessments? If so, what does this imply for curriculum, instruction and assessment planning at the local level? Time will be allocated for dialogue around these questions as well as others that participants bring to the session.

Sean Lancaster

Literacy & Technology

“Teaching a Productively Disruptive Habit-of-mind: Centering Justice Through a High Leverage Practice in Teacher-Preparation Programs”

Co-authors: Lisa Perhamus, Paula Lancaster

AERA 2018

This paper demonstrates how using specific high leverage practices (HLP) can equip preservice teachers (PT) in their Teacher Education programs with the pedagogical skill for analyzing and implementing norms and routines in classroom discussions. Bridging an oft perceived gap between the sociopolitical foci of Educational Foundations courses and Teacher Education courses, this paper analyzes a specific teaching skill within the fields of power through which teaching and learning happen. Using pre-test, post-test HLP data with teacher-candidates, we argue that building upon the skills of HLP allow the teacher to intentionally disrupt normative (oppressive) actions, and productively re-direct discussion so that the justice of talking with a diversified reality of opinions and positions is dialogically centered.

Elizabeth Stolle

Literacy & Technology

“Expanding understandings: ICTs, disciplinary literacies, and Swedish teachers”

LRA 2017 Conference

Purpose: This study highlights how literacy research can expand our understandings of Information Communication Technologies (ICTs) and literacy in a global context. Specifically I asked: (1) How do Swedish teachers across the disciplines conceptualize the impact ICTs have on literacy learning?; and (2) What is the relationship between Swedish teachers’ conceptualizations and their use of ICTs in their everyday pedagogical practices to enhance literacy learning across the disciplines? Perspectives In both the U.S. and Sweden, national learning standards guide instruction, but it is up to school leaders and teachers to decide what resources and methods should be used to meet these standards (Thullberg, 2007; Common Core State Standards Initiative, 2010). In the classroom, it is the teacher who decides when to use and how to use ICTs in the curriculum. In this, both the teacher’s conceptualizations of and intentions to use ICTs are critical to the success of the implementation of ICTs (Ma, Anderson, & Streith, 2005). Despite decades of research investigating new literacy skills and pedagogical knowledge demanded by ICTs, which impact student learning (Anderson, 1987; Coiro, Knobel, Lankshear & Leu, 2008; Karchmer-Klein & Shinas, 2012; Pelgrum & Anderson, 1999), teachers in the U.S. struggle with a robust conceptualization of ICT integration in literacy instruction, thus limiting their abilities to use ICTs to enhance and authenticate literacy learning (Hutchison & Reinking, 2011; Author, 2008). Sweden is considered a world leader in technological innovation (European Commission, 2016), ranking as one of the best countries in the world at adopting and implementing ICT advances for increased growth and development within government, business, and consumerism (Baller, Dutta, & Lanvin, 2016). The assumption is that the growth and development across these entities will translate into the classroom with how teachers use ICTs to enhance literacy instruction in schools. Although research tells us translation isn’t necessarily the case (Cuban, 2013), this study seeks to understand how teachers in Sweden, within this innovation-mindset environment, both conceptualize and use ICTs to enhance literacy learning. The International Literacy Association (formerly known as the International Reading Association) (IRA, 2009) issued a position statement asserting: To become fully literate in today’s world, students must become proficient in the new literacies of 21st-century technologies. IRA believes that literacy educators have a responsibility to integrate information and communication technologies (ICTs) into the curriculum, to prepare students for the futures they deserve. (n.p.) The importance of literacy permeates all disciplines as teachers “mentor (students) to read, write, and think in ways that are characteristic of discrete academic disciplines” (Buehl, 2011, p. 10). That is, disciplinary literacies require students to read and write in specialized ways for specialized purposes determined by the discipline (Moje, 2008; Shanahan & Shanahan, 2008), thus integrating digital technologies into literacy instruction across the disciplines and equipping students with the new literacy skills needed for reading, writing, and communicating in digital environments should be a priority for all teachers. Theoretical Framework

The theoretical frame guiding this research draws from the theories linking literacy, technology, and learning. First, technology and literacy have a transactional relationship (Karchmer et al, 2005; Leu et al., 2004). That is, new technologies continually shape and reshape an individual's literacy practices. In turn, new envisionments of literacy continually shape and reshape technologies. Next, with the increase in ICTs, existing social practices transform while new social practices emerge (Lankshear & Knobel, 2003). This concept acknowledges Street's (1984, 2005) notions that engaging in literacy is a social act and builds on his notions of literacy as a social practice. Third, literacy does not hold transparent, static meanings, but rather meaning is fluid and dependent on the reader's use of a given literacy for a specified purpose (Alvermann, Moon, & Hagood, 1999). This concept does not simply address how literacy impacts individuals, but rather how individuals acquire, understand, and use literacy. Admitting this fluidity acknowledges that multiple perspectives of reality exist (Labbo & Reinking, 1999).

Methods & Data Sources Data Collection This study included 10 secondary Swedish teachers, both male and female with varying years of professional experience and teaching assignments. Data sources included: (1) classroom observations, (2) in-depth interviews, and (3) a researcher's journal. Over 60 hours of classroom observations were video recorded and used to guide discussion while conducting in-depth, semi-structured interviews with each participant (Burgess, 1984; Fontana & Frey, 2000). The researcher's journal (Richardson, 2000) opened space to explore the relationship between data sources and how the themes and ideas noted during in-depth interviews corroborated with classroom observations. Data Analysis Using Miles and Huberman's (1994) qualitative data analysis tools, I coded the data, clustering it around the conceptual categories of conceptualizations and practices specific to ICTs and literacy in the disciplines. However, consistent with the decision to submit this work as a roundtable, my analysis continues. I am currently exploring the complexities within the data using Richardson's (2000) notions of "writing as a way of 'knowing'" (p. 923). In this, I am juxtaposing conflicting data points and writing about the stories found in the data. As I link these stories to the theoretical frame, the following themes are emerging: context, identity, and values.

Findings At this stage of the analysis, I share three preliminary insights into the significant areas impacting teachers' conceptualizations and practices around ICTs and literacy learning along with one data exemplar.

Context Drawing on my theoretical frame, I recognize the importance of context. The data reveals important insights into the ways context impacts teachers' decisions and actions within the classroom. That is, the school context, building environment, student population, community dynamics impact both the ways teachers conceptualized ICTs and their abilities to implement these conceptualizations about ICTs into disciplinary literacy instruction. In the data, I found both positive and negative contextual impacts. One negative example was identified by a Swedish/English teacher working in a high-needs school with a large refugee population. The teacher visibly displayed stress during her interviews as she shared that she and her colleagues must be "more than teachers" to the students. She further described the challenges she experiences keeping students engaged in classroom learning. Although she believes ICTs could draw students into the literacy learning, she struggles to enact this belief because she worries about off-task behaviors and time commitments. She explained, "I have no time for investigating new technologies or organizing literacy instruction around ICTs." This teacher represents only one glimpse into the complex ways context impacts teachers' conceptualizations and teaching practices.

Identity Johnston (2004) highlights the interconnectedness of language and identity saying, "we constantly tell stories about ourselves to others and to ourselves, and the stories shape who we think we are" (p. 30). The teachers in this study were honest in sharing their identities through the stories they told around ICTs and disciplinary literacy instruction. One science teacher articulated, "I'm not into ICTs. I prefer scientific technology." With this, the teacher shared her own story of developing her disciplinary identity and becoming a science teacher. Her experiences centered on scientific technology, not ICTs. This story was evidenced in her classroom practices as she regularly engaged students with equipment such as probes, microscopes, or static electricity balls. Conversely, she used ICTs in limited ways. For this

teacher, apprenticing students into the science discipline meant using laboratory technology. ICTs were reserved for the write-up/presentation of laboratory findings through google documents or PowerPoint. In this way, the teacher's identity within the science discipline impacted her conceptualizations and practices around ICTs and disciplinary literacy instruction. Values: The data revealed the value teachers placed on ICTs influenced their conceptualizations of the impact ICTs have on literacy learning. That is, daily the teachers evaluated, both consciously and subconsciously, the worth/usefulness of ICTs for enhancing literacy learning within the discipline. One math teacher articulated this sentiment saying, "ICTs can benefit learning if they are used with purpose." In his practice, he employed ICTs to teach students slope calculations, thus apprenticing students in mathematical literacies such as solving equations and plotting lines onto a graph. Collaboratively, students used a graphing calculator website along with google documents to communicate with each other while solving problems and discussing their rationale. In this, the teacher's conceptualization, the value of ICT, was evidenced in his practice as he consciously chose to engage students with ICTs in specialized ways for specialized purposes determined by the literacies of the math discipline. Interest/Connection to Audience This study provides an expanded lens on the complexities secondary teachers face as they think about and use ICTs to enhance student disciplinary literacy learning. This research addresses important issues in a specific context, Sweden, that are prevalent to classroom teachers around the world. This study also provides insight into ways teacher educators and professional development specialists can support and guide teachers while also suggesting directions for future research in this area.

Douglas Busman

Teaching & Learning

"Pre-service Co-teaching and Classroom Achievement: A Three Year Study"

Co-authors: Fatma Ayyad, Sheryl Vlietstra, and Paula Lancaster

Lilly Conference on Teaching for Active and Engaged Learning

Preservice clinical experience, the opportunity for preservice teachers to work with cooperating teachers in an actual classroom, holds promise as a place to connect educational theory and practice before new teachers have their own classrooms. Preservice co-teaching models offer one approach to this clinical experience. For each of the past three years, mixed-methods studies using a causal-comparative research design, focus groups, and surveys were used to collect and analyze both quantitative and qualitative data to ascertain how an implemented preservice co-teaching model might influence teaching and learning. Three year results revealed the potential effects and benefits of such a model. The purpose of this presentation is to share a synthesis of results and conclusions from the past three years in order to receive peer reviewed feedback prior to writing an article synthesizing our three year findings.

Doreen Helder

Teaching & Learning

"Huddling: Supporting Novice Teachers in the Classroom through Teaching and Coaching"

Co-author: Dr. Raul Ysasi

National Field Experience Conference

Huddling is useful pedagogy to provide support to novice teachers by developing their skills in eliciting and interpreting student thinking, managing small group tasks, and checking for understanding. Huddles provide an opportunity of novice teachers to observe field coordinators and teachers to observe skillful teaching, allow for enactment of the practice and provide feedback in the classroom, without disrupting

the classroom or interrupting the student teacher/novice teacher. Workshop participants will have the opportunity to learn more about this mentoring pedagogy, observe huddles and try out huddles within a small group. Presentation Description: School-based Teacher Education Partnership - STEP The teacher education faculty at Grand Valley State University, with the support of TeachingWorks at the University of Michigan seek to partner with public school practitioners and university field instructors to strengthen the preparation novice K-12 teachers. The collaborative work has provided curricular materials and pedagogies for preparing novice teachers to begin teaching successfully from their first day in the classroom. A handout with Huddles Overview will be provided. The materials were adapted from work by Sarah Kavanaugh. Supports for mentor huddling can be found at www.tedd.org. Overview of Huddling: Huddling is an excellent way to support novice teacher with opportunities to refine their teaching skills through small sessions of teaching with coaching provided. Huddles: 1. Typically take place in the classroom during the sequence of a lesson, normally in small group work. 2. Tend to focus on parts of teaching that are short and repeatable. 3. Provide immediate feedback accompanied by on the spot coaching. 4. Permit student teacher/novice teacher opportunities to enact with short periods of teaching with direct support. Participant Roles In the first phase the coach identifies an opportunity during the sequence of a lesson for the novice teacher to engage in practice. This enactment includes: 1. A segment of teaching that can be repeated 2. An opportunity for the coach to provide a demo 3. The novice teacher enactment is similar to the demo Round 1: Coach Demo During this phase the coach conducts a pre-brief session by calling the novice teacher aside and states: 1. What they are going to do 2. The goals for the enactment (e.g. to understand what students' process for working on a problem is) 3. One or two teaching practices the novice teacher should focus the observation on Coach Demo The coach demonstrates what they want the beginning teacher to do. Coaches are making comments to help focus the novice teacher the invisible work they are doing. The novice teacher follows the coach to observe the coach doing the work using the named focus and documenting as needed. Coach Debrief During this phase the coach pulls the novice teacher to the side of the class and discusses: 1. What the novice teacher noticed about the work the coach did 2. What the novice teacher saw children doing in response The novice teacher discusses the short observation quickly with the coach. Round 2: Novice Teacher Practice The first phase is novice teacher debrief. The coach discusses with the beginning teacher: 1. What they should do 2. The goals for the work 3. What the coach will look for The novice teacher names: 1. What they will do 2. Their goals The second phase is the novice teacher practice. 1. The coach follows the novice teacher and observes their work. 2. Intervenes as needed to support the novice teacher and students. The novice teacher engages in teaching practice. The final phase involves the novice teacher debrief. The coach pulls the novice teacher to the side and gives feedback. Next Steps Depending on round 2, either repeat the novice teacher practice or split responsibility for the work. Opportunities to use huddles as a support strategy Identify a specific small group opportunity in the next week or two when you might try out a huddle. What might you want your novice teacher to focus on during this time?

Paula Lancaster

Teaching & Learning

"Teaching a Productively Disruptive Habit-of-mind: Centering Justice Through a High Leverage Practice in Teacher-Preparation Programs"

Co-authors: Lisa Perhamus, Sean Lancaster

AERA 2018

This paper demonstrates how using specific high leverage practices (HLP) can equip preservice teachers (PT) in their Teacher Education programs with the pedagogical skill for analyzing and implementing

norms and routines in classroom discussions. Bridging an oft perceived gap between the sociopolitical foci of Educational Foundations courses and Teacher Education courses, this paper analyzes a specific teaching skill within the fields of power through which teaching and learning happen. Using pre-test, post-test HLP data with teacher-candidates, we argue that building upon the skills of HLP allow the teacher to intentionally disrupt normative (oppressive) actions, and productively re-direct discussion so that the justice of talking with a diversified reality of opinions and positions is dialogically centered.

Kelly Margot

Teaching & Learning

“Teachers' and Gifted Students' Perspectives on Secondary STEM Programming”

Co-authors: Dianna Mullet, ABD

National Association for Gifted Children Annual Convention

According to the U.S. Department of Commerce, STEM jobs are expected to grow in greater numbers than non-STEM jobs (Langdon et al., 2011). Although STEM education standards outlined by the National Research Council (NRC) recommend an active, student-centered, inquiry-based approach to learning (National Research Council, 2002), STEM education in the prevailing high-stakes environment remains fixated on achievement (Ngoi & Vondracek, 2004). Clearly, gifted students need exposure to authentic learning experiences to determine for themselves their interests and capabilities in STEM. There are, however, important factors to consider. For instance, how prepared do teachers feel to teach STEM? And how do gifted students describe their experiences in our current STEM programming? Understanding the perspectives held by students and teachers helps inform meaningful, effective improvements to secondary STEM programming. The purpose of this session is to describe both teachers' and gifted students' perspectives on high school STEM education. These important perspectives serve the larger goal of informing the gifted education community on how to best design advanced STEM instruction and programming appropriate to develop the talents of gifted high school STEM students. Attendees will learn what support practitioners need to develop quality STEM programs, and what specific provisions help students excel within these programs.

Samantha Riggleman

Teaching & Learning

International Conference on Learning Disabilities

I will not be presenting at the conference; however, I have been selected to participate in the Leadership Institute prior to the conference and then will be attending. While I am not disseminating research, I will be mentored and learning from scholars in the field in the area of learning disabilities. CLD is committed to building the leadership capacity of professionals who are entering the special education field (persons in the first several years of a university position or in the dissertation phase of their PhD program). Participation in the Leadership Academy provides the opportunity to assume a leadership role on a local, state, and national level in service to students with learning disabilities and their families. Academy Leaders have the opportunity to network and receive mentoring from some of the most-highly regarded leaders in the field of Learning Disabilities. Additionally, Academy Leaders are eligible for nomination for CLD annual awards.

Samantha Riggleman

Teaching & Learning

“Professionalizing the field of early childhood education”

Current Research & Innovative Implications in Early Childhood Intervention

There is limited research on teacher preparation programs for early childhood teachers, including the relationship between early childhood teacher prep and student learning. This session will discuss some of the barriers in preparing early childhood teachers and how aspects of K-12 teacher prep programs can be blended into those programs. Policymakers and early childhood advocates are working to professionalize early childhood teaching by raising educational requirements for early childhood teachers. Poor compensation in the early childhood profession often leads teachers with degrees to teach in K-12 setting. Most of the research to improve early educator preparation has focused on in-service professional development rather than pre-service training. Researchers call for teacher preparation programs to pilot specific learning experiences to help prospective teachers master high-impact teaching practices and test the results. It is important to professionalize early childhood teaching by requiring higher credentials; however, teacher prep programs must also improve on the quality of preparation. This conversation session will contribute to the area of teacher education in understanding the strengths of a traditional K-12 teacher preparation program and identifying strategies to incorporate. I will also be presenting a second presentation titled "Alternatives to suspension and expulsion in early childhood education settings" Abstract: A concern of professionals in early childhood is that preschoolers who are at-risk for developing challenging behaviors do not receive appropriate services, as their challenges may not be severe enough to qualify or teachers do not feel a referral for services is warranted (Bekar, Shanmoon-Shanok, Steele, Levy, deFressine, & Giuseppone et al., 2016). A result of not receiving services or being identified as needing services in early childhood can be expulsion from the preschool center (Hoover, Kubicek, Rosenberg, Zundel, & Rosenberg, 2012). Expulsions of preschoolers often reflect unmet social-emotional needs of children in preschool settings. Data indicates that expulsions and suspensions occur regularly in preschool settings, with as many as 8,710 preschoolers per year receiving this consequence (NAEYC, 2016). Additionally, within the state of Texas, 50% of licensed day care centers have removed a child from care due to behavior problems (Buck & Ambrosino, 2004). This is a problematic issue given research indicating that these practices can influence a number of adverse outcomes across development, health, and education (Lamont, Devore, Allison, Ancona, Barnett, Gunther et al., 2013; Petras, Masyn, Buckley, Ialongo, & Kellam, 2011). Research also indicates that teacher training and support is essential to providing a positive and constant environment in which children can succeed (Stormont, 2002; Webster-Stratton et al., 2001). The U.S. Department of Education (2016) recently released a policy statement on expulsion and suspension policies in early childhood settings and set recommendations for states. Those recommendations included implementing positive behavior interventions and supports, screening young children for developmental and behavioral milestones, and providing preschool staff and teachers with professional learning opportunities focused on social-emotional and behavioral development (U.S. Department of Education, 2016). This session will provide the audience with statistics of suspension and expulsion in the United States, and provide evidence-based alternatives to suspending and/or expelling preschoolers. Funding from department/college: I will receive funding from department and the College of Education; however, at this current time it is unknown how much the exact dollar amount will be as the department is currently conducting their budget review from last year.

Amy Schelling

Teaching & Learning

“Creating Community and Increasing Student Engagement in the Online Learning Environment using the Community of Inquiry Framework”

Teacher Education Division 40th Annual Conference

In the world of higher education we view community as essential for supporting higher levels of learning. Research has shown courses that include a high level of instructor presence and also facilitate student engagement and a sense of community significantly effect student satisfaction, learner outcomes, and the quality of online learning. The Community of Inquiry framework is a theoretical model that is being widely utilized in higher education as a means of conceptualizing and evaluating online learning. This session will explore how use of the Col framework can facilitate community building and student engagement in the online learning environment. Session Description: The session will begin with a brief presentation of research related to creating community in the online learning environment (5-10 minutes). This will include a brief discussion of a study by Hodge’s & Cowan (2012) that found that the social presence of instructors profoundly influences students’ and instructorsaccount of online learning, a study by Levine (2007) that discusses the tools that support higher-order constructivist learning and the development of a learning community, and a study by Arbaugh & Hornick (2006) that suggests success in virtual learning environments can be attributed to collaborative efforts within and between groups. Next participants will be introduced to the Community of Inquiry Framework as a tool for conceptualizing and evaluating online teaching and learning (10-15 minutes). The Col framework views the educational experience as being comprised of the components of social presence, teaching presence, and cognitive presence (Garrison & Arbaugh, 2007). Social presence includes providing students with opportunities to interact on a social and emotional level as well as work collaboratively toward common goals. Research shows that social presence is linked to learning outcomes and online experience satisfaction. Teaching presence includes the design and facilitation of all course activities leading to meaningful learning outcomes. Research shows that clear and consistent course structure, supportive and engaged instructors and dynamic discussions are the most consistent predictors of successful online courses. Cognitive presence refers to students developing understanding through exploration, integration and application and/or resolution. Participants will be introduced to a variety of tools and strategies for developing and sustaining social, teaching, and cognitive presence in their courses. Participants will also engage in brainstorming related to strategies and tools they currently use that support each of these areas and how they may integrate new tools for each area. As a group we will generate a list of strategies and tools for creating and sustaining presence in each area (35-40 minutes). Presentation Activities: A majority of the session will be devoted to sharing and brainstorming how participants may create and sustain presence in each of the three areas. The goal of the session is that given the Col framework participants will have the opportunity to identify what they do currently related to each area and then brainstorm how they might incorporate or use some of the tools and strategies discussed in the presentation part of the session and generate ideas as a group for additional tools and strategies that promote presence in each of the three areas.

Sheryl Vlietstra

Teaching & Learning

“Pre-service Co-teaching and Classroom Achievement: A Three Year Study A facilitated discussion of pre-service co-teaching and findings from data collected over a three year period related to classroom student achievement and stakeholder perceptions.”

Co-author: Dr. Douglas Busman

Teaching for Active and Engaged Learning

Beginning in 2014 our Teacher Preparation program has been collecting data on the effects of pre-service co-teaching on classroom academic achievement and stakeholder perceptions at the elementary level. The data suggest that student academic achievement increases, benefits in classroom management accrue, and stakeholders benefit from reciprocal professional development. This presentation will showcase the data and conclusion drawn from the data. The majority of the session will use a facilitated discussion format to engage participants in surfacing their thinking related to the format of the study and conclusion drawn from the study. Learner-Centered Outcomes: At the end of this session, participants will be able to analyze the impact of pre-service co-teaching on student academic achievement. At the end of this session, participants will be able to evaluate the feasibility of reciprocal professional development occurring between pre-service teacher and mentor teacher. At the end of this session, participants will be able to speak to the benefits and drawbacks of a pre-service co-teaching program. This presentation is best suited to a 30 minute round table discussion or to a poster session. The presentation will begin with a 5 minute overview of the purpose, research hypotheses, participants, data, analysis and results over the past three years. This material is available in colored poster format and in narrative summation. The round table discussion will use a question and answer format enhanced by think pair share. Each question is expected to take five minutes and will include: What are the similarities and differences between this program and others you have seen or experienced? What do you see as acceptable evidence for (or against) this program? Do you agree (disagree) with our findings? How would you design a program to improve upon the design we have presented? Following the discussion, the facilitators will synthesize the answers and feedback our conclusions to ensure that all have benefited from a common understanding. We will use Question and Answer and Think-Pair-Share

References Bacharach, N., Heck, T., & Dahlberg, K. (2010). Changing the face of student teaching through coteaching. *Action in Teacher Education*, 32(1), 12,13. Darling-Hammond, L. (2010). *The Flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teacher College Press. Roth, W., & Tobin, K. (2002). *At the elbow of another: Learning to teach by coteaching*. New York, NY: Peter Lang.

Elizabeth Stolle

XX Leadership and Learning

“Promoting equity: Swedish teachers integrating technology to enhance literacy learning for students”
20th EUROPEAN CONFERENCE IBERO-AMERICAN FORUM

In Sweden, national learning standards guide instruction, but school leaders and teachers decide what resources and methods should be used to meet these standards (Thullberg, 2007). In the classroom, teachers determine when to use and how to use Information and Communication Technologies (ICTs) in the curriculum, specifically to promote equity in literacy learning. In this, both the teacher’s conceptualizations of and intentions to use ICTs are critical to the success of the implementation of ICTs (Ma, Anderson, & Streith, 2005). Despite decades of research investigating new literacy skills and pedagogical knowledge demanded by ICTs, which impact student learning (Anderson, 1987; Coiro, Knobel, Lankshear & Leu, 2008; Karchmer-Klein & Shinas, 2012), teachers often struggle to implement their conceptualizations of ICTs in their pedagogical practices (Stolle, 2008; Hutchison & Reinking 2011). This study investigates the relationship between teachers’ conceptualizations and uses of ICTs in everyday pedagogical practices to promote equity in literacy learning across the disciplines. The theoretical frame draws from theories linking literacy, technology, learning, and critical literacy: technology/literacy have a transactional relationship (Leu et al., 2004); literacy is a social practice (Street, 1984); multiple perspectives of reality exist (Labbo & Reinking, 1999); and examination of the subjective positions from which we make sense of the world must happen for action to take place (Shor,

1999). Data collection included classroom observations, in-depth interviews, and a researchers journal. Data analysis included Miles and Huberman's (1994) qualitative data analysis tools and Richardsons (2000, p. 293) writing as a "way of knowing." Findings suggest teachers struggle with a robust conceptualization of ICT integration in literacy instruction and question whether ICTs have the ability to promote equity. Despite these struggles and questions, teachers willingly approximate for the benefit of student literacy learning.

Elizabeth Storey

XX Teacher Education

"Quality Literature to Create Diverse Classroom Libraries"

Michigan Reading Annual Conference

"Quality Literature to Create Diverse Classroom Libraries" Books that serve as "windows, mirrors and sliding glass doors" enrich classroom libraries and help to foster understanding and acceptance of others. Children need to "see themselves" reflected in the books available for choice reading. Newer quality books from varied genre will be shared and displayed, and resources for creating a diverse quality classroom library will be presented. "Quality Books to Increase STEM/STEAM Classroom Collections" "We don't need every child to grow up to become a scientist, engineer, or designer, but we need every one to grow up knowing how to think like one." Classrooms need to be filled with books rich in the arts and sciences. STEM/STEAM nonfiction, realistic fiction, historical fiction, poetry, and graphic novels will be shared to foster students' reading passion and fuel their natural curiosity.

College of Health Professions

Alisha Davis

Allied Health Sciences

"Microaggressions as Perceived by Faculty of Health Professions"

Co-authors: Claudia Leiras

AABHE National Conference: Pathways to Success in Higher Education: Education, the Ultimate Civil Right!"

Microaggressions or subtle insults directed towards an individual/group as a way to "put down" the targeted individual/group affect every interaction one experiences. This session will present a qualitative analysis of microaggressions as perceived by the faculty of a college of health professions. The themes identified were used to customize specific training to start the process of breaking down barriers. The insights gained allows one to reflect on their experiences with microaggressions and challenge one's notions of equity, focusing on beliefs regarding disadvantaged and marginalized populations.

Claudia Leiras

Allied Health Sciences

"Simplified Statistics: Handy Knowledge for Data Driven Decision Making"

American Society of Hand Therapists 2017 Annual Meeting

Common statistical methods used in the analysis of clinical data for upper extremity conditions will be discussed. Interpretation of measures of association (i.e. multiple linear regression, logistic regression, and Cox proportional hazard ratios) along with measures used to describe the accuracy of diagnostic tests (sensitivity, specificity, positive and negative predictive value, and likelihood ratios) will be discussed. Specific examples for each will be focused on clinical data regarding carpal tunnel syndrome and lateral epicondylitis. The overall goal is on how data can be used to drive the therapeutic decision making process to improve patient clinical outcomes.

Claudia Leiras

Allied Health Sciences

“Microaggressions as perceived by faculty of health professions”

Co-authors: Alisha Davis

American Association for Blacks in Higher Education Annual Meeting

Microaggressions or subtle insults directed towards an individual/group as a way to put down the targeted individual/group affect every interaction one experiences. This session will present a qualitative analysis of microaggressions as perceived by the faculty of a college of health professions. The themes identified were used to customize specific training to start the process of breaking down barriers. The insights gained allows one to reflect on their experiences with microaggressions and challenge one’s notions of equity, focusing on beliefs regarding disadvantaged and marginalized populations.

Jody Vogelzang

Allied Health Sciences

“Radical Eating: Behavior changes for climate friendly food consumption”

Society for Public Health Education 69th Annual Conference

For centuries, farmers have fought the elements to grow food. Some years were very good with bumper crops feeding their families and neighbors for the entire winter. Other years received more publicity due to poor crop production and resulting famine. The Irish Potato Famine in 1845-1852 caused mass starvation and decreased the population of Ireland by 20-25%. The Bengal Famine of 1942 caused two million deaths due to starvation and infectious disease. Starvation did not stop in the 20th century, although the ones occurring today are smaller in scale. Currently, starvation is still in the news in places like the South Sudan, Nigeria, Yemen, and Somalia. Political crisis contributes greatly to starvation, with food aid being diverted and borders closed. This presentation will provide an overview of what it will take to feed the world’s population in 2050 and look at environmental stresses that impact food production and how it may change the global availability of food items facilitating “radical eating” Many crop failures result from drought, cyclones, and resulting floods. These acts of nature are not distributed equally and do not equally impact the global society. As stated by Malthus, crop failures do not disperse across all segments of society, but instead fall heaviest on those who have the least to lose. If one would look at what parts of the world are currently in crisis, those affected have little buffer from disaster. In looking toward 2050, there is a growing body of literature that predicts wide spread famine and insufficient calories to supply the growing global population. The Green Revolution and the Blue Revolution have been successful in crop and seafood production, but it is not enough. Agronomists suggest that populations will need to think more broadly regarding their food supply. Higher temperatures, less rain, or torrential downpours will push people into culturally unfamiliar food behaviors. Accepting “ugly fruits and vegetables” substituting wheat for corn in making tortillas, eating

farm raised fish and seafood, having seasonal limitations on food items, using unfamiliar drought resistant grains like teff, and using insects for protein instead of cattle pigs and poultry are just a sampling of anticipated food changes. Unpredictable environmental changes don't just impact the thermostat but will most definitely impact the grocery stores and market across the world. Looking a climate change from a food and health perspective is more important than ever.

Lee Jung An

Communication Sciences & Disorders

"Foreign speech sound Processing using Mismatch Negativity (MMN)"

Co-authors: Brett A. Martin

AAA 2018

Objectives: The perception of foreign speech sounds is often difficult for adults. The processing of English intervocalic /r/ and /l/ was investigated using the mismatch negativity (MMN) and behavioral measures. The discrimination of English /r/ and /l/ is difficult for Japanese and Korean listeners because these sounds are not phonemic in these languages. The Korean language, however, has a partial phonetic model available (intervocalic [~]-[ll]) that could potentially facilitate the processing of English /r/ and /l/ of these sounds. The purpose of this study was to compare the discrimination of English intervocalic /r/ and /l/ by native Korean, Japanese and American English listeners using the MMN combined with behavioral identification and discrimination performance. **Methods:** Nine participants from each language group participated. Stimuli were a synthetic vowel-consonant-vowel (VCV) continuum that generated percepts in American English listeners ranging from /iri/ to /ili/. Stimuli falling within- and across-phonetic category were presented using an oddball paradigm. The probability of occurrence of the deviant was 20%. Stimuli were presented via insert earphones at 70 dB SPL using an 1100 ms interstimulus interval. The MMN was recorded from 64-channels using a Neuroscan system. Behavioral testing included a 2-alternative forced choice identification task and a 3-alternative forced choice oddity discrimination task. **Results:** Behavioral discrimination across phonetic categories was significantly better for the Americans and Koreans compared to the Japanese ($p < 0.001$). Preliminary analysis of the MMN data indicated that when stimuli crossed the phonetic boundary, an early MMN (400ms-650ms) was present only for Americans and Koreans; however, a late MMN (655-905ms) was present for all three language groups. There was no significant difference in early MMN latency or amplitude for Americans and Koreans. For late MMN responses, Americans showed significantly larger amplitudes compared to Japanese or Koreans ($p < 0.01$). **Conclusions:** The partial phonetic model available to Koreans appears to facilitate active behavioral discrimination as well as pre-attentive cortical discriminative processing (MMN) of English /r/ and /l/. The early MMN may reflect the discrimination of the first transition in the stimuli from vowel (/i/) to liquid (/r/ or /l/) and the late MMN may reflect the discrimination of the second transition in the stimuli from liquid to vowel. The significant effects of native language that were obtained for MMN and behavioral results suggest that native language can facilitate or interfere with the selection of acoustic information important for foreign speech sounds processing.

Janine Bartley

Communication Sciences & Disorders

"Autism Training for Speech-Language Pathology Students: An Exploration of Graduate Curriculum"

Co-authors: Sheri Tracy Stronach

Annual Convention of the American Speech-Language-Hearing Association

Background: According to a 2016 survey conducted by the American Speech-Language-Hearing Association (ASHA), more than 91 percent of school-based speech-language-pathologists (SLPs) report regularly treating individuals with autism spectrum disorder (ASD; ASHA, 2016). Since such large portions of SLPs report regularly treating these clients, it is essential that SLPs receive adequate training in evidence-based screening procedures, assessment tools and intervention strategies. A recent survey of SLPs indicates that SLPs that graduated from graduate school after 2006 report more training in ASD than SLPs who graduated prior to 2006 (Plumb & Plexico, 2013). A subsequent survey study revealed that approximately 14% of SLPs working with children with social communication delays under the age of 3 years reported having a full course on ASD, compared to 41% who reported having had a unit on ASD in one of their graduate classes (Stronach & Schmedding-Bartley, 2017). Despite a clinician reported increase in graduate SLP coursework focusing on ASD, little data exists that examines the extent to which coursework has been introduced across graduate programs in ASD. A 2013 report indicated that only six of twelve reporting universities in the state of New York included coursework dedicated to ASD within graduate SLP curriculums (Battaglia, Domingo, & Moravcik). Furthermore, no guidelines exist to assist course instructors in identifying what content is viewed as essential to SLP intervention with individuals with ASD. Given the rising prevalence of ASD and the communication impairments associated with ASD, there is a pressing need to examine the training of SLPs who will likely work with this population.

Objectives: This paper will outline a project exploring the content of courses delivering information about ASD to graduate level SLP students. The specific research questions include: (1) What percent of SLP graduate programs offer a required or elective stand-alone course related to ASD? (2) For courses that cover ASD as well as other topics, how much course time is dedicated to covering ASD? (3) For all courses that cover ASD, which topic areas are addressed?

Methods: There are currently 266 accredited programs offering a Master's degree in Speech-Language Pathology in the US. Emails are being sent to all programs to inquire whether the program offers a stand-alone ASD course (required or elective) and to request a copy of current syllabi that address knowledge and skills for serving individuals with ASD. Course syllabi will be qualitatively analyzed for content area themes.

Results: Data collection for this project is in progress. While the specificity of topics varies by syllabus, preliminary analysis of seven syllabi from six different institutions revealed the following content area themes: social communication (2/7), characteristics of ASD (4/7), early identification (4/7), assessments for ASD (5/7), general intervention (4/7), applied behavioral analysis (2/7), social interventions (4/7), and cultural perspectives (2/7). Of the seven syllabi examined, three courses were stand-alone ASD courses; the remaining courses addressed the topic of ASD in as little as one week to as many as six weeks.

Conclusions: While certification standards mandate that graduate programs provide training in the knowledge and skills related to "social aspects of communication" (ASHA, 2017, guidelines do not exist for the degree or type of training specifically on ASD. Preliminary analyses reveal wide variations in the amount of course time dedicated to ASD and in the topics covered. The results of this exploration could provide guidance for speech-language pathology graduate programs as they consider changes to their ASD curriculum.

Courtney Karasinski

Communication Sciences & Disorders

"Relations Among Microstructure, Macrostructure & 6-Traits Measures of Narrative, Expository & Persuasive Writing"

Co-authors: Alexis Ammon, Megan Bierer, & Madeline Smith (all students)

Annual Convention

The current investigation assessed relations among measures used by SLPs to evaluate oral language samples and measures used by teachers to assess writing. Fifth grade written narrative, expository, and persuasive samples were used to assess the unity and diversity of microstructure and macrostructure measures; measures used by SLPs as predictors of a measure used by teachers; and differences in scores on microstructure and macrostructure measures by genre.

Denise Ludwig

Communication Sciences & Disorders

“Interprofessional Education Instructional Pedagogy: Shifting the Lens”

Co-authors: Julia VanderMolen, Ph.D.

Change to Policy for Interprofessional Practice

Higher education faculty healthcare professionals charged with providing interprofessional education (IPE) experiences belong to both the profession of their discipline and the profession of educator. Teaching IPE requires use of specific facilitation skills and strategies and development of facilitation pedagogy is critical. An IPE service learning experience was examined related to instructional pedagogy with participant and facilitator comparisons. Evaluation of the teaching and learning relationship within IPE provides a way to bridge theory with instructional practice and to identify best practices to achieve successful and positive learning outcomes. Consideration of both the underpinnings and implications of interprofessionalism and the impact of pedagogical practices in highlighting interprofessional learning will be discussed.

Beth Macauley

Communication Sciences & Disorders

“Working with People with Vestibular Disorders in Equine-Assisted Therapy”

Co-authors: Shawn P. Macauley, Ph.D.

Therapists and riding instructors frequently work with patients and students who have vestibular disorders. Many of these professionals are wary of putting people with significant balance disorders on the horse. This presentation will discuss the neuroanatomy and physiology of the vestibular system, physical and cognitive issues following vestibular loss, and provide guidance on how to work with people with vestibular disorders in equine-assisted activities and therapies in order to provide quality services with decreased risk.

Jeanine Beasley

Occupational Science & Therapy

“Thumbs up for function: Orthoses for the osteoarthritic CMC joint”

Michigan Occupational Therapy Association Annual Meeting

A wide variety of orthotic designs are utilized by the occupational therapist (OT) to treat the painful osteoarthritic (OA) carpometacarpal (CMC) joint of the thumb. The purpose of this workshop is to provide the OT with an update of evidenced based orthotic interventions for the OA CMC joint to: reduce pain, increase pinch strength, increase joint stability and increase function. The pathomechanics of the OA thumb CMC joint as well as the biomechanics of a variety of orthotic interventions will be addressed.

Jeanine Beasley

Occupational Science & Therapy

“Arthroplasty in the Hand - Finger MCP and PIP joints, and Therapist Panel: The Painful Thumb”

American Association of Hand Surgeons Annual Meeting

The purpose of this presentation is to provide an update in regards to the postoperative therapeutic management of the MCP and PIP joints following Implant Resection Arthroplasty. A review of the current research, a review of various implants, and a discussion of various protocols will be provided so that the hand surgeon and the occupational therapist can make evidenced based decisions in the care of these patients. For the second presentation, a wide variety of orthotic designs are utilized by the occupational therapist (OT) to treat the painful osteoarthritic (OA) carpometacarpal (CMC) joint of the thumb. The purpose of this presentation is to provide the OT and the hand surgeon with an update of evidenced based orthotic interventions for the OA CMC joint to: reduce pain, increase pinch strength, increase joint stability and increase function.

Susan Cleghorn

Occupational Science & Therapy

“Ethical Issues with the use of Service Learning as a Pedagogy in Occupational Therapy & Audiology Education”

Co-authors: Dr. Tommy Van Cleave

International Association for Research on Service Learning & Community Engagement (IARSLCE)

Best practices for service learning as an evidenced based pedagogy in higher education require research, commitment, and continuous improvement. Specifically, the steps taken to ensure a high impact student learning experience include: 1) Explicit learning objectives that are clearly connected to course content, 2) Student engagement with the project and community partners a minimum of 8-15 hours, 3) Mutually beneficial experience that is reciprocal in nature, meeting the needs of the community partner as well as students, 4) Faculty are willing to research the needs of the community and foster long term partnerships with organizations, 5) Service Learning is continuous throughout the semester rather than a one-shot experience, 6) Reflection is a purposeful, guided step that requires students to critically think about the connections between course content and the learning experience, and 7) Faculty disseminate knowledge about service learning experiences in order to increase awareness of use as an evidence based approach to high impact learning. When these practices are applied, service learning as a pedagogy in the health professions has the potential to help students develop skills needed in today's healthcare arena. These skills include conducting community and population health needs assessments, researching and developing programming that addresses the needs of the community partners, implementing programs that address "real world" health issues such as access to programs and services and health promotion, directly experiencing the impact of providing client-centered health services in one's own community, and developing an appreciation and understanding of the need for professional service. Grand Valley State University's Occupational Science and Therapy department has developed and implemented numerous co-curricular service learning experiences over the past 7 years with over 15 community partners. This international and interprofessional service learning presentation will include a panel discussion of such service learning experiences from GVSU's OT program as well as the audiology program at Iona College in New York.

Carla Floyd-Slabaugh

Occupational Science & Therapy

Dazed, Confused, and Seeing Stars: Concussion

Past, Present and Future of OT: 100 Years

The purpose of the presentation is to take an evidence-based approach to education OTs on concussion and the role of the OT in different practice settings and with different populations. There will be an examination of common concussion symptoms, such as dysfunction with vision, cognition, balance, and mood, that can impact a person's participation in daily occupations and require OT interventions. Following the presentation, participants will be able to discuss concussion symptoms, identify OT concerns, discuss OT evaluation and intervention, and explain Second Impact Syndrome, the significance of a client's past medical history, and post-concussion syndrome.

Shaunna Kelder

Occupational Science & Therapy

Poster

Co-authors: Gina Caruso

American Occupational Therapy Association Annual Conference and Expo

United States (U.S.) firefighters experience high rates of cardiovascular disease, obesity, excessive rates of injury, and behavioral health conditions such as posttraumatic stress disorder. U.S. firefighters are responsible for managing emergencies, therefore, the safety of communities is largely dependent on the health and wellness of these individuals. Occupational therapy (OT) can play a key role in improving the health of a population through the prevention of injury, disease, and illness (Hildenbrand & Lamb, 2013). To date, however, there has been no exploration of the potential for preventative services for the U.S. firefighter population within the field of OT. This study is intended to serve as the preliminary step in developing an occupational profile of this population that may serve to facilitate an emerging practice area by seeking to answer the following question: What are the perceived barriers and supports to participation in the occupation of health management and maintenance for U.S firefighters?

Scott Truskowski

Occupational Science & Therapy

"Use of a novel mixed methods approach to study leadership within occupational therapy"

Co-authors: Dr. Kristin Winston

American Occupational Therapy Association Annual Conference and Expo

Purpose: To identify the ways in which occupational therapy leaders experience leadership, and to explore the ways in which these same leaders utilized their professional training within their practice of leadership. Methods: Data was collected through an initial interview with all 12 participants and through leadership artifacts and a second interview with six participants. Results: Three themes resulted from thematic analysis of interview #1: leadership journey, leadership deconstructed, and personal approach to leadership. Leadership artifacts were analyzed using a coding frame, which included four dimensions: occupational perspective of leadership, connections, leadership approach, and team mindset. Thematic analysis of the second round of interviews resulted in three themes: how they do leadership, leadership interaction, and reflection on leadership action. Conclusions: The participants described the construct of leader as a role consisting of contextually discrete leadership occupations. A number of parallels were

identified between the practice of occupational therapy and leadership. The development of a personal leadership identity was found to occur over time and required either internal or external recognition of leadership ability or outcome. The structure of this mixed methods design included a combination of two qualitative methods, which to this point is novel to the occupational therapy body of literature.

Kristin Willey

Occupational Science & Therapy

“Ballet and Movement-Based Interventions for Parkinson's Disease”

Co-authors: Gabrielle Beauchamp, OTS; Ian Heinkele, OTS; Emily Hoogstra, OTS; Mackenzie Schumacher, OTS; Jeanine Beasley, EdD, OTR, CHT, FAOTA

American Occupational Therapy Association Annual Conference

The purpose of this study was to examine the effects of using dance as an intervention for individuals with Parkinson's Disease (PD). A phenomenological design was used to gather data regarding the shared phenomenon of participation in a Parkinson's Ballet class. Participants included dancers with PD, currently participating in two separate ballet programs. They were invited to attend one of two separate focus groups that were held at each dance studio. After the researchers attended the ballet class, a qualitative, semi-structured, focus group method was implemented. This involved the participants answering open-ended questions aimed at gaining information on their experience to facilitate an in-depth discussion of issues in the generation of rich data. The identified themes demonstrated that the benefits of participation in a dance class designed for individuals with PD go beyond just physical outcomes and involve holistic improvements including social, emotional, and cognitive benefits. These improvements fall within the scope of Occupational Therapy (OT).

Meri Goehring

Physical Therapy

“Does Evidence Support Techniques of Compression and Tourniquets to Control Bleeding due to Trauma. A Review of Literature.”

Society for Advancement of Wound Care Spring Conference

Problem: Any severe injury can lead to life-threatening blood loss within minutes, time is of the essence. Because trauma victims often die of blood loss, rather than the injury itself, stopping the bleeding is the top priority. Use of compression and/or tourniquets are generally used to control bleeding. But what does the evidence say regarding how well these techniques slow and/or stop bleeding? Methods: This review of literature provides information on the evidence regarding techniques such as compression and or tourniquets to slow and/or stop bleeding. Results: A search of three data bases (PubMed, CINAHL and MEDLINE) was performed using the following key words: traumatic bleeding or hemorrhage, control, compression and tourniquet. From these searches, duplicates, non-human studies, non-English studies and studies over 15 years old were removed resulting in a total of 27 articles. Conclusions: Evidence regarding specific techniques of compression and/or tourniquets found in the literature to control traumatic bleeding in humans is presented. This provides important information to individuals involved in wound care.

Cathleen Harro

Physical Therapy

“Comparison of Balance Performance on Force Platform Measures in Individuals with Parkinson's Disease and Healthy Adults”

Co-authors: Amanda Kelch, Cora Hargis, Abigail DeWitt

American Physical Therapy Association Combined Sections Meeting

Purpose/Hypothesis: Postural instability is a known contributing factor to balance dysfunction and increased fall risk in those with Parkinson disease (PD). The NeuroCom® Force Platform System (FP) provides objective, quantitative information regarding balance impairments in voluntary and reactive postural strategies and sensory strategies. The purpose of this study was to examine balance performance as measured by the Limits of Stability (LOS), Sensory Organization Test (SOT), and Motor Control test (MCT) utilizing this FP system in persons with PD as compared to age-matched healthy adults. Secondly, this study examined if these FP measures provide diagnostic and clinically meaningful information about the underlying balance impairments in the PD population. **Subjects:** Forty two individuals with PD (H&Y stage= 2.33 ± 0.77 ; age= 66.21 ± 7.92 years) and 55 gender and age-matched healthy controls enrolled in this study. **Materials/Methods:** Balance measures (SOT, MCT, LOS) were assessed in both cohorts using standardized procedures on NeuroCom® Smart Equitest Clinical Research System/Balance Master System 9.1. Between group comparisons of FP performance were conducted using Independent t-test. ANCOVA was also analyzed controlling for age. Within group comparisons for the PD cohort were performed using ANOVA for comparing disease stage and age groups, and the Mann Whitney-U Test for comparing PD-subtypes. **Results:** Significant between group differences in FP performance were found for the SOT composite equilibrium ($P= 0.013$, CI-95% 1.286 to 10.37), SOT vestibular ratio ($P= 0.027$, CI-95% =0.12 to 0.185), SOT number of total falls ($P= 0.015$, CI-95% =-1.527 to -0.175) and LOS average movement velocity ($P= 0.001$, CI-95% =0.597 to 1.595). ANCOVA findings estimated that on average the healthy cohort scored 5.28 points higher in SOT composite equilibrium than the PD cohort. Within group analysis revealed significant differences in FP performance based on age, stage and PD subtypes. **Conclusions:** Individuals in the PD cohort demonstrated greater postural instability on SOT measures and slower movement velocity on LOS than the healthy cohort, suggesting that these tests were sensitive to detect sensory integration and voluntary postural control deficits in the PD cohort. The SOT differentiated between disease stages 1-3, supporting the use of the SOT to identify decline in sensory integration with advancing disease stage. The MCT demonstrated a decline in reactive postural control mainly in later disease stages. The LOS and MCT distinguished between PD subtypes with the posture instability/gait difficulty subtype demonstrating poorer balance performance. **Clinical Relevance:** These findings support that FP measures may provide clinically meaningful, diagnostic information in the examination of balance impairments in individuals with PD. In response to the high fall rate and devastating sequelae of falls in individuals with PD, FP measures may inform clinicians regarding intrinsic balance deficits and guide them in designing targeted balance interventions to reduce fall risk.

[Lisa Kenyon](#)

Physical Therapy

“Empowering Ability and Function: Power Mobility Training for Children with Multiple Severe Disabilities”

Co-authors: Dr. John Farris

Oceania Seating Symposium

Children with severe motor, cognitive, and communication deficits are often limited in their ability to use self-initiated movement to explore and learn from the world around them. Such children are

frequently dismissed as “too involved” or “too low functioning” to use power mobility. This session will provide details related to the interventions used in our power mobility training program for individuals who have multiple, severe disabilities (ages 9 months to 26 years). Potential benefits of power mobility training in this population will be examined and explored. Various intervention techniques focused on creating an engaging environment customized to target the emergence of basic power mobility skills through environmental exploration and play will be presented and discussed. Case studies and examples from our program will be used to illustrate key concepts. Use of a custom-made attendant control unit to “share” control of the power mobility device without having to stop or interrupt the child’s driving will be discussed as a fundamental aspect of our training methods. A standardized process to individualize these training methods for research purposes will also be presented. The role of an interprofessional team in providing power mobility options and use for children who have multiple, severe disabilities will be explored. Consideration of outcomes and expectations for the use of power mobility interventions in this unique population will be considered and reviewed.

Bonni Kinne

Physical Therapy

“The Use of Vestibular Rehabilitation for Individuals with Migraines: A Systematic Review”

Co-authors: Barbara Baker, PT, PhD, NCS; Brianna Chesser, PT, MPT

Fall Conference

INTRODUCTION: Up to 50% of all individuals with migraines experience vertigo in conjunction with their headaches. Although most of the treatment options used to manage these types of individuals are pharmacologic in nature, the use of vestibular rehabilitation has also been proposed. The purpose of this systematic review was to evaluate the effectiveness of vestibular rehabilitation at managing individuals who experience vertigo in conjunction with their migraine headaches. **METHODS:** The CINAHL Complete, ProQuest Medical Library, and PubMed databases were accessed using the following search terms: "migraine" AND "vestibular rehabilitation" OR "vestibular therapy" AND "vertigo". A tool developed by the Oxford Centre for Evidence-Based Medicine was used to examine the evidence level of each included research study, and a tool developed by Medlicott and Harris was used to examine the methodological rigor of each included research study. **RESULTS:** Four articles met the inclusion criteria and were included in the qualitative synthesis. Vestibular rehabilitation was found to be generally more effective for individuals with a non-migrainous vestibular disorder than it was for individuals with a vestibular disorder as well as a migraine history, and it was found to be generally more effective for individuals with a vestibular disorder as well as a migraine history than it was for individuals with vestibular migraines. **DISCUSSION:** In all four studies, every group of participants benefitted to some degree from a customized vestibular rehabilitation program. **CONCLUSIONS:** Vestibular rehabilitation exercises should be seriously considered when treating individuals who experience vertigo in conjunction with their migraine headaches.

Bonni Kinne

Physical Therapy

Effectiveness of Vestibular Rehabilitation on Concussion-Induced Vertigo: A Systematic Review

Co-authors: Jamie Bott, DPT; Nicole Cron, DPT; Rachel Iaquaniello, DPT

Combined Sections Meeting

INTRODUCTION: Dizziness is one of the most common symptoms that causes individuals to seek health care services. Although vestibular rehabilitation was originally designed to treat individuals with vestibular dysfunction, several non-vestibular issues have also been treated with this type of therapy. One medical condition that may not stem from a vestibular origin is a concussion, also known as a mild traumatic brain injury. The purpose of this systematic review was to investigate the effectiveness of vestibular rehabilitation on concussion-induced vertigo. **METHODS:** Those databases that were utilized for search terms included CINAHL Complete, Proquest Medical Library, and PubMed. The search terms were "concussion" OR "brain injury" OR "head injury" AND "vestibular rehabilitation" OR "vestibular therapy" AND "vertigo". The inclusion criteria encompassed the following: (1) individuals with vertigo induced by a concussion, (2) an intervention group that received vestibular rehabilitation, and (3) outcome measures that assessed vertigo. The Oxford Centre for Evidence-Based Medicine 2011 Levels of Evidence system was used to assess the evidence level of each included study. Methodological rigor was assessed utilizing criteria set forth in a systematic review by Medicott and Harris. **RESULTS:** Nine hundred twenty-nine articles were identified through an electronic database search, and two additional articles were identified through other sources. Five articles met the inclusion criteria and were included in the qualitative synthesis. In general, four of the five studies demonstrated that vestibular rehabilitation is an effective intervention for individuals with concussion-induced vertigo. The other study showed that the presence of visual disorders does not preclude individuals from experiencing the positive effects of this type of therapy. **DISCUSSION:** It is important to note that some exceptions did occur in three of the studies. One of the pre-test/post-test cohort studies showed that there was no significant difference in scores from pre-test to post-test according to the Vertigo Coping Questionnaire, likely due to the possibility that the participants began using coping strategies prior to the beginning of the vestibular rehabilitation program. The randomized controlled trial showed that there was no significant difference in scores between the participants who were medically cleared to return to sport and those who were not according to the Activities-Specific Balance Confidence Scale and the Motion Sensitivity Quotient, likely due to the possibility that the sample size was too small. The case series showed that the difference in scores from pre-test to post-test for one of the participants did not exceed the known smallest detectable change when the Dizziness Handicap Inventory or the Vertigo Symptom Scale was used. The authors proposed that the poorer outcome was due to the fact that this participant experienced cervical pain and sustained a more serious head injury compared to the other participants. **CONCLUSIONS:** The results of this systematic review demonstrated that, in general, vestibular rehabilitation is an effective intervention for individuals with concussion-induced vertigo, even in the presence of visual disorders. Therefore, vestibular rehabilitation should be considered as a component of the plan of care for individuals who experience vertigo following a concussion.

[Michael Shoemaker](#)

Physical Therapy

Validity and Reliability of Subjective Physical Activity Assessments in COPD: A Systematic Review

Co-authors: Shweta Gore; Jennifer Blackwood; Tirupathi Chindam; Allon Goldberg; Min Hui Huang; Chad Tiernan

Combined Sections Meeting

Background. Reduced physical activity (PA) is associated with an increase in severity of COPD and is a poor prognostic indicator in the disease course. Several methods for assessment of PA are currently available including both objective and subjective measures. While objective measures can provide objective estimates of energy expenditure (EE), they lack the ability to quantify all the domains of PA such as the type of activity and patients' experiences of activities. These measures have also seen limited

utilization owing to their high cost, subject burden and patient compliance. Subjective measures are therefore an integral part of PA assessment in COPD. At least 130 different types of subjective assessments are currently available to clinicians, providing a wide range of options from which to choose from. Selecting valid and reliable assessments in COPD is crucial to ensure that the information obtained is accurate, valuable, and meaningful.

Purpose. The purpose of this study was to systematically review and report the reliability and validity of various subjective PA measures used in studies of people with COPD.

Data Sources. An electronic database search of Medline and CINAHL was performed with no start date up to April 2017 using MeSH terms and keywords related to PA, COPD, questionnaire and validation.

Study Selection. Observational study designs published in English, evaluating the measurement properties of subjective PA measures in the COPD population.

Data Extraction. Data related to sample demographics, details about the outcome measure assessed, and the psychometric properties including validity, reliability and diagnostic properties were extracted. The Quality Appraisal tool for Reliability studies (QAREL) was used for assessment of the methodological quality of reliability studies. Methodological quality of validity studies was assessed using the Quality Appraisal tool for Validity Studies (QAVALS).

Data Synthesis. The search yielded 5164 studies of which 12 studies were included in the final review. Fifteen different measures were described of which 7 were self-administered, 2 were assisted (semi structured or structured interviews), 2 were computerized, 1 was either self or assisted, 1 was rater based and 2 were hybrid measures including a combination of patient report and objective activity monitoring. The Stanford 7 day recall (PAR) demonstrated the strongest correlations with SenseWear Armband on EE ($r = 0.83$; $p < 0.001$) and moderate correlations for time spent in activity over 3 METs ($r = 0.54$, $p < 0.001$). The Multimedia Activity Recall (MARCA) also demonstrated moderate to good correlations with both SenseWear and Actigraph GT3X+ accelerometers ($r = 0.66$ – 0.74).

Limitations. The present study was limited to only studies published in the English language which may have limited the scope of the search. The studies included in this review had small sample sizes and were of poor methodological quality, limiting the generalizability of the findings.

Conclusions. Assisted and computerized measures (PAR and MARCA) demonstrate better psychometric properties as compared to other subjective measures; and may be considered for quantification of PA. However, observations drawn from single validation studies limit the strength of recommendations and further research is needed in this area to replicate the findings. Newer hybrid tools such as the C-PPAC and D-PPAC demonstrate good construct validity, but need further research to establish accuracy against objective reference standards. Further research is warranted to compare different accelerometer-PRO combinations and to examine their validity across varying COPD severity to further validate these measures.

Theresa Bacon-Baguley

Physician Assistant Studies

“Telemedicine in Physician Assistant Education: A Partnership with Community Agency”

Co-authors: Martina Reinhold

CTTT 2018 : 20th International Conference on Telecare, Telehealth and Telemedicine

A core challenge of physician assistant education is preparing professionals for lifelong learning. While this conventionally has encompassed scientific advances, students must also embrace new care delivery models and technologies. Telemedicine, the provision of care via two-way audio and video, is an example of a technological advance reforming health care. During a three-semester sequence of Hospital Community Experiences, physician assistant students were assigned experiences with Answer Health on Demand, a telemedicine collaborative. Preceding the experiences, the agency lectured on the application of telemedicine. Students were then introduced to the technology, and partnered with a

provider. Prior to observing the patient-provider interaction, patient consent was obtained. Afterwards, students completed a reflection paper on lessons learned, and the potential impact of telemedicine on their careers. Thematic analysis was completed on the students' reflection papers (n=13). Preceding the lecture and experience, over 75% of students (10/13) were unaware of telemedicine. Several stated they were "skeptical" about the effectiveness of "impersonal" health care appointments. After the experience, all students remarked that telemedicine will play a large role in the future of healthcare and will provide benefits by improving access in rural areas, decreasing wait time, and saving cost. More importantly, 30% of students (4/13) commented that telemedicine is a technology they can see themselves using in their future practice. Initial results indicate that collaborative interaction between students and telemedicine providers enhanced student learning and exposed students to technological advances in the delivery of care. Further, results indicate that students perceived telemedicine more favorably as a viable delivery method after the experience. Keywords- Collaboration, Physician Assistant education, Teaching innovative health care delivery method, Telemedicine.

David Geenen

Physician Assistant Studies

"Early Cell-Cell Coupling Impairs Transplanted Stem Cell Retention and Efficacy in the Ischemic Cardiomyocyte and Murine Heart"

Co-authors: Santipongse Chatchavalvanich

Cardiovascular Aging

Background: Bone marrow-derived mesenchymal stem cells (BM-MSC) are reported to induce beneficial effects in the heart following ischemia but a loss of these cells within hours of administration could significantly diminish their long-term effect. We hypothesized that early coupling between BM-MSC and ischemic cardiomyocytes through gap junctions (GJ) may play an important role in stem cell survival and retention in the acute phase of myocardial ischemia. Methods: We seeded HL-1 cardiomyocytes in either normoxic (Nx) or ischemic (Isc) conditions for four hours. Subsequently, murine BM-MSC (mBM-MSC) were seeded on top of the HL-1 monolayer and the co-cultures were returned to incubation under previous conditions (Group 1, Nx, Group 2, Isc) or switched to ischemia-reoxygenation (Group 3, Isc/Nx) for an additional two hours. For the final two-hour co-culture period a GJ inhibitor (Carbenoxolone, CBX; 100 μ M) was added to half of the culture plates in each of the three groups. Co-cultures were labeled with Annexin V, Sytox Red, and Sca-1 (mBM-MSC), to identify apoptotic cells and distinguish between HL-1 and mBM-MSC with flow cytometry. To determine the effect of GJ inhibition on mBM-MSC in vivo, we induced ischemia in mice by 90-minute LAD occlusion followed by reperfusion for 24 hours. mBM-MSC, CBX-treated mBM-MSC, or CBX+vehicle alone were injected in the left ventricular apex at the end of the 90 min ischemic period and the mice were allowed to recover. Twenty-four hours after cell injection, left ventricular diastolic and systolic function was assessed by pressure-volume loop analysis with an indwelling LV catheter. Results: Ischemia induced a greater proportion of dead mBM-MSC in co-culture compared to the Nx group. Isc/Nx resulted in significantly higher early apoptotic but fewer dead mBM-MSC. The presence of the GJ inhibitor CBX in the co-culture reduced the number of dead and apoptotic cells in Isc and Isc/Nx groups by 3-5 fold (p

Martina Reinhold

Physician Assistant Studies

"Telemedicine in Physician Assistant Education: A Partnership with Community Agency"

Co-authors: Theresa Bacon-Baguley

A core challenge of physician assistant education is preparing professionals for lifelong learning. While this conventionally has encompassed scientific advances, students must also embrace new care delivery models and technologies. Telemedicine, the provision of care via two-way audio and video, is an example of a technological advance reforming health care. During a three-semester sequence of Hospital Community Experiences, physician assistant students were assigned experiences with Answer Health on Demand, a telemedicine collaborative. Preceding the experiences, the agency lectured on the application of telemedicine. Students were then introduced to the technology, and partnered with a provider. Prior to observing the patient-provider interaction, patient consent was obtained. Afterwards, students completed a reflection paper on lessons learned, and the potential impact of telemedicine on their careers. Thematic analysis was completed on the students' reflection papers (n=13). Preceding the lecture and experience, over 75% of students (10/13) were unaware of telemedicine. Several stated they were "skeptical" about the effectiveness of "impersonal" health care appointments. After the experience, all students remarked that telemedicine will play a large role in the future of healthcare and will provide benefits by improving access in rural areas, decreasing wait time, and saving cost. More importantly, 30% of students (4/13) commented that telemedicine is a technology they can see themselves using in their future practice. Initial results indicate that collaborative interaction between students and telemedicine providers enhanced student learning and exposed students to technological advances in the delivery of care. Further, results indicate that students perceived telemedicine more favorably as a viable delivery method after the experience.

[Kathryn Reinhold](#)

Public Health

"Increasing participant-centered harm reduction programming during a public health emergency"

Co-authors: Chris Abert

APHA 2017 Annual Meeting and Expo

Background: Harm reduction practices, including syringe access programming (SAP), are effective in reducing Hepatitis C (HCV) and HIV transmission. However, harm reduction is not always supported by policy and legislative initiatives. This project was conducted in a county following the declaration of a public health emergency in 2015 due to high HCV rates. For the first time, a SAP was able to legally operate in the Indiana County and an evaluation was needed to ensure programming meets the needs of the community. Methods: The current study was conducted in collaboration with a community partner to explore needs and best practices for harm reduction services. We recruited county residents, ages 18+, who reported regular injection drug use. We conducted focus group interviews during the summer of 2016, which were digitally audio-recorded and transcribed verbatim. A free coding analytic frame was utilized, with codes developed using the participants' words when possible. Transcripts were coded by an initial coder and reviewed by a second coder. Themes or categories were developed during data collection, during a review of the transcripts, and following the coding process. Results: Twenty-two individuals (7 women and 15 men) participated in the qualitative assessment. The majority of participants are white and between the ages of 24 to 44. Methamphetamine and heroin are the most common injection drugs among this group and 81.8% report injecting daily. Multiple themes related to SAP delivery, injection characteristics, change in behaviors following implementation of SAP, and opiate overdose reversal were identified. Community partner input was received prior to finalizing themes. Conclusions: Participants respond positively about current harm reduction programming and indicate steps towards safer behaviors. Results identify various harm reduction needs and assist the community

partner in program planning and evaluation using a participant focused approach. Recommendations for best local practice were discussed and implemented.

Ranelle Brew

Public Health

"You're Hired! A Collaborative Approach to Workforce Development"

Annual Meeting

This presentation will discuss a program designed to enhance professional development for university students. Practicum bootcamp was created to bridge the gap between students and professional opportunities in Michigan (and beyond) who are seeking practicum placement into the field of Public Health and further careers in the field upon graduation. Literature shows that there is a lack of professional development initiatives in public health nationwide, and this program was designed to address this need in our local community by providing an interactive, hands-on approach to workforce development in a college setting. This paper will describe each partner in the training process, while highlighting the need, desirability, barriers, and challenges of this professional development opportunity. Disseminating outcomes of pre-and post-testing provides a platform for discussion and possible replication for future development of similar professional development programs to meet the demand of enhancing the workforce in public health.

Ranelle Brew

Public Health

"Community Engagement: Adding Value to Your Curriculum"

Lilly Teaching Conference

Our university recently embarked on a new initiative to train, prepare/organize, fund and implement an opportunity for an academic program (public health) to partner with a sustainable long-term community partner. Through this initiative, the public health department applied and was accepted as one of three programs at our university to complete this 18-month project to develop our partnership. To date, we are 12 months into the project, and at conference time, we will have completed the full 18-month development timeframe, and be 6 months into implementation into the partnership with our new cohort of students starting in Fall 2017. I intend to share our journey in the development process, share resources from our many community engagement trainings, describe our best practices, challenges, and limitations to our work and the model used for curriculum mapping/matrix. The partnership we have established is with the public health program in Grand Rapids, Michigan and WellHouse, a non-profit program that provides safe and affordable housing in our community for the homeless population. This is a very unique and exciting mutually beneficial partnership that we have worked hard to develop a strong infrastructure to be sustainable for years to come! This is also a very innovative curriculum pedagogy technique and easily replicated for other disciplines across academics. My goal is to inspire educators to consider this technique in a small or large scale capacity to enhance classroom experiences for students, strengthen the partnerships in the community to give students exposure beyond didactic learning and move them into active learning as well. Presentation Activities Q & A Brain Storming Case Study Primary Reference: Baquet, C. R., Bromwell, J. L., Hall, M. B., & Frego, J. F. (2013). Rural community academic partnership model for community engagement and partnered research. *Progress in Community Health Partnerships: Research, Education, and Action* 7(3), 281-290. (4) Additional Relevant References: Barefoot Guide to Working with Organizations and Social Change.

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Azizur Molla

Public Health

“Paper 1: Water and Sanitation in Rural Haiti – A Public Health Perspective; Paper 2: GIS Analysis of Distribution of Household Radon in MI”

Co-authors: Dr. Peter Wampler, Dr. Rick Rediske and a student named Mr. Conner Cain

American Public Health Association (APHA) Annual Meeting 2017

Paper 1: Rural Haitians mostly depend on natural sources like creeks and springs for their water needs. This paper explores interactions between cultural perceptions regarding water and sanitation practice, water quality, and water consumption. In 2012, ethnographic survey and Focus Group Discussion (FGD) were used to understand cultural perception associated with water quality and water use in the study area. In addition, water quality analyses were conducted in the Artibonite River valley, the location of the initial Cholera outbreak in 2010. Over 100 water samples, 60 interviews, and 6 focus groups were conducted in 9 rural Haitian communities. Sixty homes and 20 water sources were sampled. Only 10% of rural Haitians surveyed have access to improved sanitation facilities. Open Defecation was reported by 62% of the households surveyed, especially when people are away from home farming or working. This leads to widespread contamination of shallow aquifers. All families understood the importance of treating their water, yet only 12% were utilizing water treatment technologies. Most of the families reported using chlorination supplies provided by NGOs during the Cholera epidemic but stopped because they lacked the financial means to purchase the supplies. The median household water concentration of *E. coli* was 75 mpn/100 ml and 4 households had over 1000 mpn/100 ml. Enteric bacteria concentrations in household water often exceeded the source water levels, suggesting that improper water storage practices were impacting home water quality. The data also suggests that religious and social rituals are associated with water pollution, water use and treatment.; Paper 2: Radon is an odorless, tasteless, invisible carcinogenic radioactive gas that is affecting the health of homeowners across the country. Radon is the second leading cause of lung cancer in America and claims about 21,000 lives annually. In order to understand risk of household radon in Michigan this paper analyzed data from 150,000 household from all MI Counties. Radon levels were measured using an EPA approved device Canestor. Indoor radon concentration was measured over a 48-hour period from each household. The EPA recommended limit for indoor radon level is 4 picocuries per liter of air (pCi/L). In Ottawa County approximately 17.7% (N=130) of sampled households exceeded EPA limits; and in Kent county approximately 15.3% (N=215) had indoor radon concentrations greater than EPA limits. In this paper, spatial distribution patterns and correlations with geologic features are explored using ArcMap 10.1 Geographic Information System (GIS). Elevated indoor radon levels are broadly correlative with a shale-bearing bedrock formation called the Michigan Formation. The spatial distribution and correlation with geological features of indoor radon gas may provide a means to evaluate risk in homes where

measurements have not been made. This will inform homeowners of radon risk and allow them to implement preventive measures in cooperation with local health departments and other stakeholders.

Heather Wallace

Public Health

"Creating and Conducting Inter-generational Learning in Higher Education: A Collaborative Model"

Co-authors: Jane Toot

2018 Aging in America Conference

Creating and Conducting Inter-generational Learning in Higher Education: A Collaborative Model This 60 minute workshop will introduce attendees to a novel inter-generational teaching strategy and curriculum. The course, "Live, Learn, Lead: Saging and Aging: Maximize the Interaction," is a Honors undergraduate course bringing together traditional undergraduate students, senior housing residents, and older adults aging in place. Participants utilize critical thinking and group problem solving skills to explore aging related issues through an immersive applied inter-generational project. Such a format, we believe, will foster critical thinking and offer practical strategies for the community. Inter-generational learning has become a more familiar term in the US. For example, there are reading programs with preschoolers or young elementary students coupled with elders (typically 65+ of age): tutoring experiences involving students of varying ages being coached by elders, or stories of elders auditing traditional college classes. However, there are few robust examples of elders and students learning collaboratively with a focus specifically on inter-generational issues regarding saging and aging. It is the intent of this project to initiate inter-generational learning experiences utilizing honors undergraduate students, elders living in a assisted living facility or independently living in the community. Course participants including students and seniors will work collaboratively and in teams over a 14 week semester to complete an inter-generational community relevant project related to the lay and professional community. This course can be used as a model for other students and elders seeking to engage in creative problem solving and to enhance inter-generational teaching and learning in higher education. 1. Share the experience of the development, implementation and evaluation of a inter-generational course that aims to promote inter-generational learning between university students and older adults. 2. Foster learning relationships that manifest in mutually beneficial relationships that are stimulating for students and seniors. 3. Cultivate efficient and effective communication between inter-generational groups. 4. Apply inter-generational approaches to teaching and learning in regard to discussion and decision making. Explore what is meant by "inter-generational Teaching and Learning." Identify how inter-generational teaching and learning can enhance education, health, and well being. How to develop a new inter-generational course with academic and practical applications.

College of Liberal Arts and Sciences

Kevin Strychar

Annis Water Resources Institute

"Climate change and climatology"

Climate Change and Global Warming

Temperature rise began during the Industrial Revolution, became particularly prominent during the 1930s and 1940s, and has been increasing ever since. NASA has reported that global averages since 1880 show increases of ~0.9C and predict increases of 1.5C above pre-industrial levels. As temperatures continue to increase, it has been predicted that the pH of oceans worldwide will decrease, and in 2009, it was reported that the oceans worldwide have already decreased from 8.2 (pre-industrial) to 8.1 (current) value. It has also been predicted that over the next 100 years, pH in the world oceans could continue to decrease from 8.1 to 7.8. Should this occur, organisms that survive due to calcitic skeletal structures will be unable to form shells, exposing them to excessive predation. More disconcerting are claims that the globe should be in a geological cooling trend, and yet, it appears the Earth is warming. Are global changes due to human pressure, or rather, Milankovitch cycles and poor computer modeling?

Kevin Strychar

Annis Water Resources Institute

“Disease, Parasites, and Pathogens of the Great Lakes and Freshwater Ecosystems”

The International Association for Great Lakes Research (IAGLR)

Aquatic diseases, parasites, and pathogens have a negative impact on recreation and economics costing the US coastal and inland water billions of dollars annually and the Great Lakes Region approximately \$200 million dollars per year. Less known are the novel and emergent diseases and pathogens, some of which are/were brought in via invasive species and ballast water dumping. This session will focus on those aspects covering parasites, pathogens, bacteria, fungi, and viruses, and the impact(s) they have or may have in years to come.

Kristin Hedges

Anthropology Department

“Medical Pluralism in Maasailand”

2017 Annual meeting

Medicinal plants play a crucial role in the health care needs of indigenous communities throughout the world. Especially in developing countries, local medicinal plants are a critical component to holistic care access. In east Africa, the Maasai are a well known pastoral society whose traditional ecological knowledge of local herbs has supplied many of the healing properties needed for typical household health concerns. Knowledge and access to plants empowers people with dignity, knowing that they have the ability to care for their loved ones. This paper discusses preliminary findings of the Olosho Ethnobotany project. This project attempts to understand how health care seeking behaviors are changing and the role that traditional medicines play in supporting a healthy lifestyle.

Sherman Horn III

Anthropology Department

“Beyond the Magic Wand: Methodological Developments and Results from Integrated LiDAR Survey at the Ancient Maya Center El Pilar”

Co-authors: Anabel Ford, Linda Howie

International Symposium on Archaeometry

Increasing availability of Light Detection and Ranging (LiDAR) technology has revolutionized lowland Maya settlement pattern studies during the current decade. Archaeologists quickly recognized the promise of this remote-sensing technology to “see through” the dense forest canopy shrouding ancient Maya settlements [1], and many projects now incorporate LiDAR imagery into local- and regional-scale settlement studies. Our recent fieldwork confirms that LiDAR is a powerful tool for understanding Maya settlement, but our data also make clear that LiDAR is not a “magic wand.” Over-reliance on LiDAR imagery to create settlement models will miss subtle and complex patterns of land use and landscape modification that were integral to the viability of ancient Maya communities. We must combine this important new technology with established fieldwork techniques to explore the nuanced human-environment interactions that shaped Maya settlement patterns. We will first present a set of methods developed to investigate ancient Maya settlement around El Pilar, a large center on the modern border of Belize and Guatemala, based on different LiDAR visualization techniques [2] and traditional survey methods. We compare the results of visual inspection of LiDAR imagery with field data, and we suggest that LiDAR alone does not provide an adequate perspective on ancient Maya settlement. Important resource extraction features, such as small-scale limestone quarries, and low landscape modification features create little to no LiDAR signatures, yet these were certainly important to the functioning of Maya communities. We then present results and preliminary interpretations from four seasons of integrated LiDAR survey at El Pilar, to provide a case study of the power and limitations of this remote-sensing technique for studying human-environment interactions in the Maya Lowlands. [1] A. F. Chase, D. Z. Chase, J. F. Weishampel, J. B. Drake, R. L. Shrestha, K. C. Slatton, J. J. Awe, W. E. Carter, *Journal of Archaeological Science* 38 (2011) 387-398. [2] T. J. Pingel, K. Clarke, A. Ford, *Cartography and Geographic Information Science* 42 (S1) S18-S26.

Gwyn Madden

Anthropology Department

“Autism Special Education Classrooms: Improving Behavior and Independence”

Annual Meeting Society for Applied Anthropology

Autism special education classrooms in Grand Rapids, MI were studied through an anthropology field course. A regional view of autism classrooms was desired, with the intent to create a narrative of the lived experience in these classrooms based on observation. Teachers, paraprofessionals, and parents were interviewed to obtain a holistic view. Autistic student interaction was observed in all classrooms between students and adults. Other observations included the success of self-requested breaks over scheduled breaks, methods of communication between teachers and home, and use of classroom space/time. Results are being returned to the schools to aid teachers crafting classroom solutions.

Gwyn Madden

Anthropology Department

“Teaching in the 21st Century: Field Schools”

Co-authors: Marilyn London, Susan Smith

American Association of Physical Anthropologists

Field schools are an important part of teaching research skills, although there is no class to teach you how to prepare for this type of experience. Types of field experiences to be discussed are primate field school, lab based osteological field school, bioarchaeological field school, forensic anthropology field school, and paleoanthropology field school. Based on the type of field school, local and international

field programs will be discussed. A number of issues will be covered including working with your university, advertising, selecting/accepting students, finding international partners, planning lodging/meals, creating budgets, and planning curriculum. The authors have diverse experience in carrying out successful programs both abroad and locally. The presentation will focus on the applied anthropological research carried out by the authors on field schools to aid new program directors.

Mark Schwartz

Anthropology Department

“Evolving Colonies: A reconstruction of Middle to Late Uruk exchange dynamics as seen through analyses of ancient trade goods”

Co-authors: Mark Gleason, Mary Dersch, Brian Abbott, Mark Holley

American School of Oriental Research Annual Meeting

This research examines broad regional patterns of inter-regional trade for the world's first colonial trading system, the economic expansion of southern Mesopotamia into southwest Iran and southeast Anatolia. Stable carbon and deuterium isotope analyses of bitumen artifacts from several Uruk enclaves and colonies suggest diachronic changes in trade routes as well as changes in the nature of the Uruk expansion from the Middle to Late Uruk periods. In the late Middle Uruk Period, during the Uruk expansion, bitumen found in trade colonies in the northern Euphrates regions derived mainly from central and southern Mesopotamia, while colonies from the Late Uruk period acquired most of their material from the northern Mesopotamian sources. The changes over the course of the Uruk expansion demonstrate shifting emphases in the upper Euphrates from riverine trade routes oriented north-south back to overland trade routes running east-west. These changes are consistent with the idea that Late Uruk colonies were focused on settlement and colonization rather than exchange.

Todd Aschenbach

Biology Department

“Sand Prairie Restoration at the Newaygo Prairies Research Natural Area, Manistee National Forest, Michigan.”

2018 Annual Chapter Meeting

Sand prairies, once an integral part of Michigan's oak-pine barrens ecosystem, have been degraded mainly due to fire suppression and agriculture. Although restoring sand prairie can increase biodiversity and improve ecosystem function, restoration success may depend on site preparation. At the Newaygo Prairies Research Natural Area, *Carex pensylvanica* (*C. pens.*), a native, but invasive sedge, dominates targeted restoration sites. This study evaluates five site-preparation treatments that were implemented in 2013 to decrease *C. pens.* dominance: fire, herbicide, fire followed by herbicide, herbicide followed by fire, and no treatment (control). Following site preparation, plots were seeded with native species. Data on resident and seeded species richness, cover, and biomass from 2014 to 2017 will be presented. Results will be used to determine the most effective site preparation method in areas targeted for sand prairie restoration in the Manistee National Forest, Michigan.

Carol Griffin

Biology Department

Rules Governing Recreation in Selected USFS Wildernesses: Comparing Agency Websites with Special Orders
National Environment and Recreation Research Symposium

Although recreation in wilderness is supposed to be “unconfined” (i.e., without rules), land managers may create rules to protect other elements of wilderness character such as solitude or naturalness. This research examined the rules governing recreational use in selected wilderness areas managed by the USFS. Prospective recreational users to a wilderness may look at the agency website to determine if any rules exist that could affect their upcoming visit. Even if rules are posted on the agency website, it is often unclear as to whether the rule is a suggestion or a rule backed up by a Forest Service Special Order signed by the Forest Supervisor. Previous research has identified the most common categories of rules that restrict recreational use in wilderness: camping, campfires, length of stay, and group size limits. These four categories of rules were used to compare information on the agency website directed at a prospective visitor to the Forest Supervisor orders to determine their congruence. Results indicate there are some rules described in the Special Orders that are not on the agency website and vice versa. Managers should ensure that all information identified as a rule on the website that is targeted at prospective recreational visitors are accurate and comprehensive and are backed by Special Orders. Furthermore, if the rule is a suggestion, rather than an enforceable rule, this should also be clear.

Jodee Hunt

Biology Department

“Win-win collaboration with faculty mentors and undergraduate scholars”

The science, practice and art of restoring native ecosystems

Are your restoration efforts effective? Are your volunteer work days achieving their goals? Is that new outreach program working? Not-for-profit organizations work tirelessly to engage their community and conserve natural ecosystems, but may lack the resources to address important research questions like these. Don't despair- help may be at hand! Colleges and universities seek high-impact opportunities for their undergraduate students, and what may seem like a problem to you might be a great opportunity for them. Collaborative research projects can meet the needs of resource-constrained organizations while providing undergraduates with invaluable hands-on experiences. Faculty and students have expertise in diverse disciplines, from ecology to education. This interactive workshop will explore what faculty mentors and their students can offer, and how you can develop and implement meaningful research to address your questions while contributing to the development of budding professionals. Participants will have the opportunity to begin designing a collaborative project.

Joseph Jacquot

Biology Department

“Lessons learned in a wildlife disease study using a citizen science approach”

Co-authors: Paul Keenlance and Douglas Graham

Raccoons (*Procyon lotor*) are common mesopredators across most of North America. They serve as definitive hosts for raccoon roundworm (*Baylisascaris procyonis*), which is transmitted via fecal-oral contact and the consumption of infected intermediate hosts. When ingested by an intermediate host, larvae migrate through host tissues causing damage, particularly to the nervous system, rendering them

more likely to be consumed by raccoons. A wide range of species can serve as intermediate hosts, typically these are seed-eating birds and mammals, but other species are susceptible to roundworm infection, including humans. Our goal was to conduct a survey of raccoons in West Michigan to determine the local prevalence and intensity of roundworm infection. In collaboration with Computer Science faculty and students, we created a free mobile app that enabled volunteer participants to crowd source the location of road-killed raccoons for our study. Approximately 800 Biology faculty, staff, contributed in this way, reporting the location of road killed raccoons during their regular travels. I will highlight the costs and benefits of this approach during my presentation. We found the prevalence of raccoon roundworm was 69% (203/295 sampled individuals) in our local population. Mean intensity of infection was 31.3 ± 3.6 roundworms/infected raccoon). Juvenile and subadults were more likely to be infected with roundworms than were adult raccoons.

Joseph Jacquot

Biology Department

"Snowshoe Hare in Lower Michigan: the Shifting Range of a Climate-Sensitive Species"

78th Midwest Fish and Wildlife Conference

Snowshoe hare (*Lepus americanus*) are a mid-sized North American leporid that range from northern U.S. through Canada and Alaska. Their preferred habitat is northern boreal forest with a thick undergrowth, typically dense in coniferous vegetation. In their core range, climate is cold with long winters and high periods of snowpack. Recently, populations at the southern reaches of their range, such as Michigan's Lower Peninsula, have struggled and decreased due to changing climate and habitat. Warmer winter temperatures have decreased the amount of winter snowpack, lessening the amount of browse available to hares in the winter. Reduction of snow can cause a camouflage mismatch between the white winter coat of the hares and the brown forest surroundings. These impacts have already reduced hare occupancy in the Huron National Forest while reports of hare sightings in the Manistee National Forest have also been declining. This project aims to assess the occupancy of snowshoe hares in the Manistee National Forest through the use of camera traps and track surveys. Live trapping and radio telemetry will be used to provide insight into local habitat requirements, home range information, movement patterns, and dispersal data. These findings can then be used to provide management recommendations to improve and increase snowshoe hare populations in Michigan's Lower Peninsula.

Paul Keenlance

Biology Department

"Characteristics of American Marten Habitat Use: A Resource Selection Function for Michigan's Northern Lower Peninsula"

Co-authors: Angela Kujawa and Robert Sanders

24th annual Meeting of The Wildlife Society

American marten (*Martes americana*) are small, lean-bodied mammals found throughout North America's mature coniferous forests (Williams et al., 2007). Marten historically occurred as far south as Allegan Co. in Michigan, but overharvesting, logging and fire led to their extirpation from the LP in 1911 (Williams et al., 2007). Reintroduction efforts established two isolated populations in Michigan's Northern Lower Peninsula (LP): the Pigeon River Country State Forest and the Manistee National Forest (MNF). However, the current extent of these populations are not fully known. This study aims to create a

resource selection function model (RSFM) for marten across the Northern LP. A RSFM will determine the probability that marten utilize an area based on presence data from collared individuals.

Paul Keenlance

Biology Department

“Telemetry Drones and GPS Collars: What Your Engineering Department Can Do for You”

Co-authors: Jeffrey Ward and Bruce Dunn

Midwest Fish and Wildlife Conference

Technology is advancing at a pace unprecedented in human history, proving benefits both in personal life and in our profession. These advances in technology provide the potential for researchers to more effectively gather data to inform management. Unfortunately, incorporating new technology into research programs can be both expensive and intimidating to many wildlife biologists who lack a deep understanding of technological principles and process. Fortunately, much wildlife research is conducted by faculty at universities housing engineering programs or by resource management agencies in collaboration with these universities. We will use the results of two collaborations between the biology department and the school of engineering at Grand Valley State University as case studies illustrating the potential synergy of combining expertise and resources in developing research tools. The first of these is an unmanned aerial vehicle designed to locate radio collared animals with which contact has been lost when using a handheld yagi antenna. This unit provides a roughly threefold increase in the detection range of a radio collar compared to a handheld three element yagi. Cost of this unit was roughly \$5000 including spare parts. The second product is a programmable 120 gram remote download GPS collar with a 150 meter data download range. Fix frequency can be set based on research objectives, but field trials were conducted with a 4 hour fix rate which resulted in a minimum 6 month battery life. Batteries are replaceable by the user if the collar is retrieved. This prototype of this unit cost \$450. We hope these examples will encourage wildlife biologists to explore possibilities for collaborating with local engineering departments. These collaborations can provide cost effective options for developing technology based tools to aid in more effectively collecting data to inform management decisions.

Michael Lombardo

Biology Department

“Some factors associated with egg hatching in Tree Swallows”

Co-authors: Brianna Wilson, Nicole Keck, Stacy Keydel (GVSU undergraduates)

Egg hatching success is critical to the reproductive performance of birds. We tracked the hatching success of 7,095 individually-marked eggs laid in 1,387 Tree Swallow nests in nest boxes in west Michigan from 1992-2016. The year an egg was laid, the date it was laid, its mass, and the total number of eggs in its clutch were associated with its hatching success if it was laid by a second-year female, but not if it was laid by an after-second-year female. In second-year female nests, eggs that hatched weighed more than those that did not. The mass of eggs laid by after-second-year females was not associated with their hatching success. Eggs 1-3 were as likely to hatch as were eggs 4-6 in second-year female nests. In contrast, eggs 4-6 were more likely to hatch than were eggs 1-3 or egg 7 in after-second-year female nests. Overall, an egg's position in the clutch was not associated with its probability of hatching in the most common clutch sizes of 4-6 eggs. Whether all the eggs in a clutch hatched or not was associated with the number of eggs in the clutch and the age class of the female that laid them.

Generally, complete clutches were more likely to hatch if the eggs were laid by after-second-year females. Collectively, these results suggest that depending on female age class different factors were associated with egg hatching success in Tree Swallows.

Jennifer Moore

Biology Department

“Work Smarter, Not Harder: Comparison of Visual and Trap Survey Methods for the Eastern Massasauga Rattlesnake (*Sistrurus catenatus*)”

Co-authors: Jeffrey Bartman, Nathan Kudla, Danielle Bradke, Sango Otieno

Joint Meeting of Ichthyologists and Herpetologists

Understanding and monitoring population demographics of rare and endangered species is important for implementing effective conservation and management programs. However, low detection rates, particularly for reptiles that are often characterized by cryptic behavior and coloration, can preclude accurate and precise demographic estimates. One such reptile is the Eastern Massasauga Rattlesnake (*Sistrurus catenatus*), which is declining in every state and province in which it is found. Past population demographic studies of this species have relied on visual mark-recapture survey methods or radio telemetry, which are labor intensive. Other common snake capture techniques (e.g., artificial cover objects, ACOs) have seen little use in Eastern Massasauga population studies. We explored the effectiveness of using ACOs and funnel traps to supplement visual survey methods for this species at a site in southwestern Michigan. Funnel traps (2.64 snakes/h) were approximately six times more efficient than visual surveys (0.41 snakes/h, $P < 0.001$) for capturing male and female massasaugas (combined), and approximately 28 times more efficient for capturing males (funnel = 2.37 snakes/h, visual = 0.084 snakes/h, $P = 0.004$; funnel = 0.263 snakes/h, visual = 0.324 snakes/h, $P = 0.641$ for males and females respectively). Wooden coverboards (1.11 snakes/h) were approximately 3.5 times more efficient than visual surveys (0.32 snakes/h) for capturing females ($P = 0.029$). We recommend the use of these trapping techniques, in addition to visual surveys, as efficient methods for capturing and monitoring Eastern Massasaugas. Our data provide guidance to allow sampling methods to be tailored according to specific study goals.

Jennifer Moore

Biology Department

“Advances and Challenges in Amphibian and Reptile Conservation and Management”

Co-authors: Sarah Baker

78th Midwest Fish and Wildlife Conference

Reptiles and amphibians face unique challenges to their persistence in the anthropogenically-altered habitats of the Midwest. Additionally, the unique life history characteristics of threatened and endangered reptiles and amphibians can hinder recovery efforts. Conservation and management of reptiles and amphibians is an inherently collaborative process, requiring cooperation between land managers and scientists from multiple institutions and disciplines. This symposium seeks to highlight the ongoing research into these topics in the Midwest region. The objectives of this symposium are to disseminate research pertaining to amphibian and reptile management practices, ecology, and disease issues in the Midwest and provide a platform for fostering future collaborations to better conserve these organisms.

Erik Nordman

Biology Department

“Encouraging Stormwater Green Infrastructure Implementation: Engagement, Experience, and Economics”

Co-authors: Elaine Sterrett Isely (WMEAC), Emily Therese Cloyd (AAAS), Don D. Carpenter (Drummond Carpenter)

18th National Conference and Global Forum on Science, Policy and the Environment

We will talk about how to encourage property owners to put in green practices to help control rainwater from washing pollution and dirt off of their property. We will talk about the science behind these green practices, how to explain the science surrounding these practices to people, and why people should know about them. We will show how communities can learn from one another about how to use these practices. Finally, we will show how to use an economics tool to explain when the costs and benefits of putting in these types of tools.

Amy Russell

Biology Department

“Population Genetics of *Myotis* in Wrangell-St. Elias and Glacier Bay National Parks, Alaska”

Co-authors: Amy L. Russell, Veronica A. Brown, Justin G. Boyles, and Gary F. McCracken

North American Symposium on Bat Research

In the summers of 2011 and 2012, numerous sites with up to hundreds of bats were found in buildings within the Copper River valley along the western edge of Wrangell-St. Elias National Park. A total of 96 bats were captured in the 2012 and 2013 field seasons; these bats are present as distinct morphotypes and may represent multiple species lineages. DNA sequence analyses of mitochondrial loci (cytochrome oxidase I and cytochrome b) and a nuclear (recombination activating protein I) locus do not distinguish the putative species, but species delimitation of western North American *Myotis* species from such data is notoriously problematic. We combine these sequence data with rapidly evolving microsatellite genotypes for coalescent analyses of species delimitation and for assignment-based analyses of population structure. We combine these new data with previously-published homologous datasets from continent-wide phylogeographic analyses of North American *Myotis* to evaluate patterns of divergence among and differentiation within species, to estimate rates of gene flow across the landscape, and to clarify the contribution of Alaskan *Myotis* populations to source-sink dynamics in western North America.

Meg Woller-Skar

Biology Department

“Characterization of epiphytic bacterial communities using next-generation DNA sequencing”

Co-authors: Amy L. Russell

International Association of Great Lakes Research Annual Meeting

Epiphytic biofilms are common in wetland, lotic and lentic ecosystems. These communities often provide key services, as they represent autochthonous carbon, especially in mid-order streams, and may facilitate nutrient cycling. Characterization of the bacterial communities present in these biofilms is extremely complex. Due to both their potential role in aquatic systems and the complexity of their

identification, our goal was to utilize next-generation DNA sequencing techniques to characterize epiphytic microbial communities at different depths, and to compare them using multivariate techniques. We rinsed blades of giant kelp, collected from two depths, to remove loosely attached epiphytic bacteria. We stored these samples in 50 mL centrifuge tubes at -20°C . Total DNA will be isolated from these samples, and bacterial 16S rDNA amplified through polymerase chain reaction (PCR). This amplified region will then be sequenced using the MiSeq platform, and sequences will be identified to lowest taxonomic level by screening through GenBank. We will compare community composition of biofilms collected at two depths using non-metric multidimensional scaling.

Martin Burg

Biomedical Sciences

“Elucidating the contribution of central brain histamine-mediated signaling in courtship behavior in *Drosophila melanogaster*”

Co-authors: Tyler VanVelsen, Austin VanVelsen

59th Annual *Drosophila* Research Conference

Histamine is a biogenic amine that has been shown to be necessary for a number of functions including vision, grooming, temperature preference, and sleep. Mutations in the *Hdc* gene, which disrupts HDC function, have in the past been used to identify the effects of histamine deficiency on these types of behaviors. Histamine has been localized to peripheral sensory receptor cells (photoreceptor and mechanosensory receptor cells) and a small number of central brain neurons. A deletion in the 5' noncoding region of the *P[gHdc⁺;w⁺]* transgene was made (*P[gHdc^Δ32;w⁺]*) that has been shown to disrupt *Hdc* expression in a subset of adult central brain neurons when placed in a *Hdc^{JK910}* mutant background, determined through confocal microscopy. We have used this *gHdc^Δ32* transgene deletion mutation to determine whether histamine deficiency in the central brain could disrupt a complex behavior, such as courtship. Results indicate that a lack of histamine, caused by the *Hdc^{JK910}* mutation, has a profound effect on the ability of flies to exhibit a normal courtship behavioral repertoire. Additionally, flies bearing the *Hdc^{P211}* and *Hdc^{P218}* mutant alleles were found to consistently exhibit a disrupted courtship behavior in homotypic courtship experiments, indicating that the lack of histamine was the cause of the behavioral disruption. Homotypic courtship experiments with mutants in the *Hc1A* receptor gene (*ort^{P306}*) also revealed a similar disrupted courtship behavior. Results from these homotypic as well as heterotypic courtship assays (mixing sex genotypes) indicate that both male and females with only a CNS histamine deficiency appear to be disrupted in separate aspects of courtship. Thus, the disruption of histamine levels in certain CNS neurons appears to affect specific components of courtship, indicating that these histaminergic neurons are likely involved in regulating specific aspects of this behavior in both males and female flies.

Ian Cleary

Biomedical Sciences

“A membrane sensor protein contributes to adhesion and biofilm formation in *C. albicans*”

Co-authors: Julia R. Bennett

14th ASM Conference on *Candida* and Candidiasis

The opportunistic fungal pathogen *Candida albicans* grows in numerous human host environments that vary in factors such as pH, oxygen concentration, and osmotic strength. In order to respond

appropriately to outside stimuli, cells must sense changes at the cell membrane and transduce that information into the cell. The gene C7_03480W_A is predicted to encode a member of the cell membrane guanyl-nucleotide exchange factor protein family and could therefore play a role in how *C. albicans* successfully adapts to its varied surroundings. When we deleted both copies of this gene we found that the adhesive properties of hyphae were altered, with increased cell adhesion and biofilm formation in some media. In other media cell adhesion and biofilm formation was decreased, suggesting that the protein normally functions to activate or repress signaling pathways depending on the stimulus. We also saw changes in the appearance of filamentation in embedded growth conditions. Collectively these results reinforce the function of this protein as a sensor. To understand the changes elicited in hyphae after deletion of this gene, we are examining the expression of known cell surface proteins under different growth conditions.

Babasola Fateye

Biomedical Sciences

“Potential environmentally relevant effects of Atrazine - effect on immune cells in African Clawed Frogs”

Co-authors: Sara Ashpole, Alex Schreiber, Innocent Owuor, Alaina White

SETAC AFRICA

The herbicide Atrazine (ATR) has been shown to cause various endocrine disrupting effects in amphibians such as sexual dimorphism. We report here that, like glucocorticoids, ATR dose-dependently induces the shrinking of the thymus gland in tadpoles of the African Clawed Frogs (*Xenopus laevis*) at environmentally relevant concentrations. We hypothesized that if Atrazine acts like glucocorticoids on the cell of the thymus, the combination of Atrazine with (i) the glucocorticoid receptor antagonist (RU-486) will reverse this organ level effect (ii) a synthetic glucocorticoid, dexamethasone, will be additively decrease thymus size. Furthermore, to understand its cellular effects, we assessed organ histology, specifically on the proliferation and apoptosis of thymus cell, with bromodeoxyuridine, and caspase immunohistochemistry, respectively. Method: Tadpoles (~25 tadpoles/group) were reared for 3 12 days in the presence of the chemicals. Thymus surface area was measured using a stereomicroscope and analyzed using ImageJ software. For immunohistochemical studies, thymuses were dissected and 5 micron sections were stained using standard procedures prior to fluorescence microscopy. Results: Dexamethasone, combined with ATR further decreased gland size, while RU-486 reversed this ATR-induced thymus shrinkage. Interestingly, we found that at environmentally relevant doses (5ppb), ATR reduced proliferation of thymus cells. Conclusion: Given the importance of the thymus gland in the immune system, this may have important consequences in amphibian health individually, and at the population level in communities where this pesticide is widely used.

David Kurjiaka

Biomedical Sciences

Poster

The health of endothelial cells is important in the formation and progression of atherosclerotic plaques. These cells respond to factors circulating in the blood including free fatty acids (FFA). These FFA are linked to altered risk of cardiovascular diseases (CVD): saturated FFA increase whereas Omega3 polyunsaturated FFA decrease CVD risk. FFA structure may influence plaque growth by affecting the localized inflammatory response. Omega3 FFA bind to the FFA receptor 4 (FFAR4). As the health of the overlying endothelium is important in plaque formation, we were interested in the impact of Omega3 FFA docosahexaenoic acid (DHA) on endothelial cell (EC) inflammatory responses. Connexin 43

expression was evaluated as a marker of inflammation (Cx43 expression increases with inflammation). bEnd.3 cultured EC were treated with 30 uM DHA and protein isolated at 1.5, 3, 6, 12, 24, and 48 hrs along with a control at the same time. Whole cell protein was separated in a Western blot (equal loading), transferred to a membrane and probed for Cx43. EC response to DHA were time dependent: while EC Cx43 expression increased at 6 hrs, its expression had decreased by 24 hrs. At 24 hrs, blocking the FFAR4 receptor with AH-7614 (5 uM) did not alter the DHA response. Interestingly, blocking the FFAR4 receptor decreased Cx43 expression at 24 hrs. Thus, the DHA induced decrease in Cx43 expression did not involve the FFAR4 receptor. The identity of the receptor mediating the Cx43 response to DHA may be the FFAR1 or could involve its conversion to prostaglandins.

David Linn

Biomedical Sciences

“DMP-543 increases cell survival in the mammalian retina by enhancing ACh release”

Co-authors: Grace Peterson, Lindsey Lusardi, Aula Ramo & Lindsey Schroedter

ARVO Annual Meeting

Purpose: DMP-543, an acetylcholine (ACh) release enhancer, was originally developed to compensate for the loss of cholinergic neurons in Alzheimer's disease. We hypothesize that DMP-543 increases the release of ACh from cholinergic amacrine cells and provides neuroprotection in a retinal culture system. In the retina, activation of specific nicotinic ACh receptors (alpha7 nicotinic ACh receptors) has been shown to provide neuroprotection in several glaucoma models. Methods: We examined the effect of DMP-543: 1) on intracellular calcium dynamics in a retinal slice preparation loaded with fluo-4 and examined using a confocal microscope, 2) on the release of radiolabeled ACh from a perfused eye-cup preparation quantified via liquid scintillation counting and 3) in a dissociated retinal cell culture system where cells were stained with a vital dye, counted and compared to control conditions after 3 days in culture. Adult porcine retina was used for all experiments. Two-tailed Student's t-test was used for statistical analysis. Results: In slice experiments, cells in the inner nuclear layer displayed a significant increase in relative intensity (threshold) at 2 nM DMP-543 with a 22.5+/-3.3% (SEM) maximal increase in relative intensity with 500 nM (N=6, p

Ruijie Liu

Biomedical Sciences

“Nemo-like Kinase (nlk) Is A Pathological Signaling Effector In The Mouse Heart”

Co-authors: Jeffery Molkentin

Basic Cardiovascular Sciences 2017

Nemo-like kinase (NLK) is an evolutionarily conserved serine/threonine protein kinase implicated in developmental pathways in invertebrates and proliferation and apoptosis regulation in mammals. Here we identified NLK as a gene induced in the hearts of mice subjected to pressure overload or myocardial infarction injury, suggesting a potential regulatory role with pathological stimulation to this organ. To examine the potential functional consequences of this observed increase in NLK levels, transgenic mice with inducible expression of NLK in the heart were generated, as well as cardiac-specific Nlk gene-deleted mice. NLK transgenic mice demonstrated baseline cardiac hypertrophy, dilation, interstitial fibrosis, apoptosis, and progression towards heart failure in response to two surgery-induced cardiac disease models. In contrast, cardiac-specific deletion of Nlk from the heart, achieved by crossing a Nlk-

loxP allele containing mouse with either a mouse containing a β -myosin heavy chain promoter driven cre transgene or a tamoxifen inducible β -myosin heavy chain promoter containing transgene driving a MerCreMer cDNA, protected the mice from cardiac dysfunction following pathological stimuli. Mechanistically, NLK interacted with multiple proteins, including the transcription factor Stat1, which was significantly increased in the hearts of NLK transgenic mice. These results suggest that NLK is a pathological effector in the heart, in part, through association with alterations in Stat1 levels.

Debbie Lown

Biomedical Sciences

“The Impact of a Gleaning Program on Vegetable Intake in Low-Income Seniors.”

Co-authors: Lisa Sisson

Society for Nutrition Education and Behavior

Objective: The purpose of this project was to determine if a gleaning program improved vegetable intake for low-income seniors receiving food from The Emergency Food Assistance Program (TEFAP). **Study Design, Setting, Participants:** Low-income individuals have difficulty accessing healthy foods for a variety of reasons, including access and cost. Fresh produce gleaned from growers at a farmers market was dispensed with the monthly TEFAP distribution at 5 sites in Ottawa County, Michigan. Seniors receiving TEFAP foods were allowed to make selections from the produce and were asked to complete a survey on their vegetable intake before and after this new gleaning program. **Outcome Measures and Analysis:** Descriptive statistics were used to describe seniors attending the commodities program and a t-test was used to analyze mean change in vegetable intake. **Results:** The thirty-six clients who completed both the pre-survey in June and the post survey in September were mainly Caucasian females who lived alone with a mean age of 70.5 years. Only half of the participants participated in Supplemental Nutrition Assistance Program (SNAP) and fewer participated in other available food assistance programs. The mean monthly intake of vegetables significantly increased from 11 to 22 times a month (p

Chris Pearl

Biomedical Sciences

“Effects of Aging and Dietary Phytoestrogens on Sperm Production in Sprague Dawley Rats”

Co-authors: Brian Cutler

50th Annual Meeting of the Society for the Study of Reproduction

Estrogens, in addition to androgens, are physiologically relevant to normal sperm production in the testis and sperm maturation in the epididymis. Previous studies from our lab demonstrated that daily sperm production declined from 15 to 18 months of age in Sprague Dawley rats, and treatment with estrogen during this period attenuated the age-associated decline. Phytoestrogens are present in standard rodent diets at high levels and may be potential endocrine disruptors. Negative effects of phytoestrogens during development are well documented, but their effects on adult function, or during aging, are still unclear. Therefore, the purpose of this study was to investigate the effect of removing dietary phytoestrogens during aging on sperm production. Retired-breeder Sprague Dawley rats were obtained at 9 months of age, divided into three groups (n=5 per group), and further housed until 15 or 18 months of age. All animals were housed with ad libitum access to food and water. Until 15 months of age, all animals were fed a high phytoestrogen rodent chow with isoflavone concentrations (genistein and diadzein) of 350-650 mg/kg. At 15 months of age, one group of animals was switched to a low phytoestrogen rodent chow with isoflavone concentrations of 0-20 mg/kg. A second group of animals

was maintained on the high phytoestrogen diet. Groups one and two were maintained on their respective diets for three months until they were 18 months old. At 18 months of age animals were euthanized and reproductive tissues collected for analysis. A third group of animals was euthanized and tissues collected at 15 months of age. Daily sperm production decreased from 75.9 ± 1.8 million at 15 months to 56.6 ± 3.3 million in the 18 month phytoestrogen group and 60.5 ± 1.0 million in the 18 month low phytoestrogen group. Daily sperm production in both 18 month groups was significantly lower than 15 months of age, but was not different from the other 18 month group. Paired testis weights were not significantly different between ages or diet groups. Sperm per gram of testis was significantly lower at 18 months suggesting that the decline in daily sperm production with age results from a diminished efficiency of spermatogenesis. Morphological characteristics such as the seminiferous tubule diameter showed no difference with age or diet. The height of the seminiferous epithelium was similar between age groups; however within the two 18 month groups, the epithelium height was significantly reduced when comparing tubules in stages 1-6 and tubules in stages 7-8. Interestingly, concentrations of testosterone in the serum and testicular homogenates was not significantly different between ages or with dietary phytoestrogen content. Collectively, these results further support the notion that sperm production decreases with age and suggest that removal of dietary phytoestrogens does not affect the age related decline in efficiency of spermatogenesis and daily sperm production.

[Eric Ramsson](#)

Biomedical Sciences

“Enhancing fast-scan cyclic voltammetry detection of dopamine with tryptophan derivatives”

Co-authors: S.E. Thompson

SfN Annual Meeting

Fast-scan cyclic voltammetry (FSCV) is an analytical tool which is used to detect sub-second changes in dopamine (DA) concentration in the striatum. In FSCV, repeated adsorption and oxidation of DA occurs on the carbon fiber microelectrode surface. Using background subtraction, the current produced can be used to create a calibration curve for DA that allows correlation with the in vivo measures. We are exploring the electrodeposition of various coatings as a method for improving the detection limit for this technique. The goal of these coatings is to increase the amount of DA adsorbed onto the electrode surface, thus increasing the oxidation current, which is proportional to the concentration of DA. The goal of this project is to investigate different tryptophan derivatives plated onto the surface of the electrodes for their ability to improve FSCV sensitivity for DA. The coated electrodes must not only be investigated for their ability to improve the detection limit of DA, but their selectivity and durability must be investigated. Coated electrodes will be tested in vitro in the presence of other neurotransmitters which are present in the striatum. The durability of the coatings on the electrodes will be tested through extended FSCV cycling and collection periods. Improving the limit of detection of FSCV for DA will help with monitoring low levels of DA which are present in patients with Parkinson's and Alzheimer's. We hope with this project to provide a simpler, cost-effective and time-efficient means of increasing the FSCV sensitivity for DA to aid in the research of these diseases. I also have another poster with an undergraduate, Kyle Baustert: Investigation of the basal dopamine levels in the zebrafish telencephalon using fast-scan controlled adsorptive voltammetry.

Laura Stroik

Biomedical Sciences

“Changes in Rhinocerotoid Body Mass Diversity Across the Eocene of North America”

Co-authors: K.E. Beth Townsend

77th Annual Society of Vertebrate Paleontology

During the Eocene, North American rhinocerotoids experienced an adaptive radiation, resulting in an increase in both body mass diversity and associated occupied ecological niches. It is unclear if this pattern of body mass diversity is the result of competition with terrestrial, browsing, large-bodied ungulates, climatic change over the course of the Eocene, or corresponding changes in the patterns of body mass of presumed rhinocerotoid predators. Using m1 area as a proxy for body mass for all known Eocene ungulate genera including rhinocerotoids, this study examined the temporal pattern of changes in m1 area across the epoch (Wasatchian-Chadronian North American Land Mammal Ages). If shifts in rhinocerotoid body mass diversity were consistent with competition among ungulates, then a temporal pattern indicating divergence (i.e., non-significant overlap) of m1 area ranges between rhinocerotoids and other ungulates would be expected. If body mass changes resulted from climatic change or predator evolution, then shifts in m1 area would be temporally correlated with measures of climate (in this case, mean annual temperature (MAT) estimated from isotopic $\delta^{18}O$) or predator estimated body mass. Results indicated that the temporal pattern of rhinocerotoid m1 area across the Eocene was not correlated with MAT or predator body mass. Statistically significant changes (P

Melissa Tallman

Biomedical Sciences

“Modularity in the proximal and distal femur of primates with implications for the evolution of locomotor diversity”

European Society for Human Evolution

Biological organisms are built out of a series of modules that can be genetically, developmentally, and/or functionally integrated. Understanding modularity is important for evolutionary studies, as the degree of modularity in a system has been positively correlated with its flexibility and “evolvability.” The shape of the femur has shown to be a good correlate of locomotor pattern in extant primates, and thus, finding evidence of discrete, phenotypic morphofunctional modules in the femora of primates has implications for the evolution of different locomotor patterns, including bipedality. There are many functional and developmental reasons why there may be more phenotypic modules present in the proximal, as compared to the distal, femur. The proximal femur has a relatively complicated ontogenetic path in comparison to the distal femur; the tissue that eventually forms both the femoral head and neck and the greater trochanter is derived from a single chondroepiphysis, from which two secondary ossification centers derive one for the femoral head/neck and one for the greater trochanter. This contrasts with the distal femur, which is formed from a single secondary ossification center whose secondary ossification begins prior to birth. In addition to differences in development, there is evidence that the femur is acted on differentially during growth, producing epigenetic changes. These changes generally affect only certain aspects of the femur and not the femur in its entirety. Three-dimensional geometric morphometric data were collected on an extant sample of 759 proximal and distal femora across all anthropoid taxa to test three expectations of modularity in the femur: (1) that there are at least two modules in the proximal femur with a boundary dividing the femoral head from the greater and lesser trochanters; (2) that the entire distal femur is a single module; and (3) that all primate taxa

follow the same pattern of modularity, as patterns of integration and modularity have been shown to be conserved among primates in other regions of the skeleton where there are significant phenotypic differences. Results indicate that in all primate taxa, the proximal and distal femur are separate morphological modules. All of the hypothetical modules tested in the proximal femur for all genera were strongly correlated, and so all hypotheses of modularity in the proximal femur were rejected. In the distal femur, two different patterns of modularity were apparent. For most primates, the landmarks comprising the anterior portion of the distal femur formed a separate module from the landmarks comprising the posterior portion of the distal femur. However, *Gorilla* presented a different pattern with the boundary between modules dividing the distal femur into a medial and lateral component. In *Gorilla*, this pattern of modularity could be related to selection for a form that could support large body weights during terrestrial locomotion. Among extant great apes, *Gorilla* has the most strongly enlarged medial condyle as compared to lateral condyle as well as the most varus position of the knee. These results indicate that for most primates, patterns of morphological modularity are conserved even when great phenotypic diversity is present. However, even though functional modules may be conserved, they are not immutable when selection is strong enough. Thus, number and partitioning of modules is not necessarily a constraint on evolvability.

Derek Thomas

Biomedical Sciences

“Over-expression of a Sub-set of *Candida albicans* Proteins Interferes with Filamentation”

Co-authors: A. Hoppe, A. Bigler, V. Irwin (All GV UG students)

14th ASM Conference on *Candida* and Candidiasis

Candidiasis is a frequent cause of nosocomial infection both in the US and worldwide. The most common cause of candidiasis is *Candida albicans*, the pathogenic potential of which is intimately related to certain key processes, including morphological change. *Candida albicans* can grow as yeast cells, pseudohyphae, hyphae or within a biofilm. Both the ability to form hyphae and that to form biofilms have been fundamentally linked to the disease-causing potential of this organism and the way it grows is intimately related to the how it senses and reacts to its surrounding environment. Previous experiments studying protein changes in *Candida albicans* during filamentation at 37 degrees Celsius revealed a subset of proteins showing discordance between the levels of different peptides quantified from within the same protein. To further investigate this observation, we constructed over-expression strains to study a sample of the proteins that represented this discordance. The strains expressed tagged versions of these proteins to facilitate western blot analysis and allow purification. In this study we examine the importance of these proteins for filamentation and virulence using a variety of assays. We demonstrate that several members of this group have a significant impact on *Candida albicans* morphology and we are currently investigating the roles of these proteins in the control of filamentation.

Matthew Christians

Cell & Molecular Biology

“Analysis of COP9 Signalosome mutants reveals a role of the CSN in ethylene sensitivity in *Arabidopsis thaliana*.”

Co-authors: Steve McKenzie, Undergraduate Student

Midwestern ASPB 2018 Sectional Meeting

Plants use ethylene for a variety of hormonal functions, including leaf senescence and abscission, fruit ripening, and seedling development. The COP9 signalosome (CSN) is a metalloprotease involved in E3 ubiquitin ligase deactivation. Under normal circumstances, the CSN cleaves NEDD8 proteins covalently attached to cullin-based E3 ubiquitin ligases, resulting in their deactivation. In many CSN mutants, pleiotropic developmental phenotypes are observed that are seedling lethal. Although these severe phenotypes are observed in these plants, a distinct auxin related phenotype is observed in the redundant CSN catalytic subunit mutants. We have uncovered some evidence that the redundant CSN catalytic subunits may play a role in ethylene responses. In CSN5b subunit mutant *Arabidopsis thaliana* plants, we have observed ethylene insensitivity in dark grown seedlings. We are also testing several CSN inhibitors on *Arabidopsis* growth and ethylene responses in Col-0 wildtype seedlings. To further analyze the role of these subunits, we plan on assessing the phenotypes in double mutants (*csn5/csn6* mutants). With this research, we hope to further understand the role of the CSN in plant development and specific plant hormone responses.

[Sok Kean Khoo](#)

Cell & Molecular Biology

“Alpha synuclein-related microRNAs as biomarkers for Parkinson’s disease”

Co-authors: David Petillo, Robert Wright, Benjamin Hiskes, Rebecca Mitchell, Brooke Armistead, Emma Hahs, Lars Forsgren, Sango Otieno

Neuroscience 2017

Parkinson’s disease (PD) is a complex and heterogeneous neurodegenerative disorder. It is characterized by progressive degeneration of dopaminergic neurons in the substantia nigra and the intraneural accumulation of alpha synuclein protein. The current diagnosis of PD relies primarily on the presence of its motor symptoms. Consequently, by the time PD is diagnosed, 50-80% of the patients dopaminergic neurons have already been lost or damaged. Thus, there is a need to develop measurable and unbiased biomarkers that can be used for early detection of PD. MicroRNAs (miRNAs) are small RNAs that regulate gene expression post-transcriptionally by binding to 3’- or 5’-untranslated regions (UTRs) of specific messenger RNAs (mRNAs). miRNAs are tissue-specific, stable, quantifiable, and easily isolated, making them ideal candidates for biomarker development. MiRNA miR-34b and miR-34c have been shown to bind at the 3’-UTR of alpha synuclein mRNA and repress alpha synuclein protein expression. They were also shown to be down-regulated in brains of PD patients. miR-7 and miR-153 also bind to 3’-UTR of alpha synuclein and down-regulate its mRNA and protein expression. Here, we evaluate miR-34b/c, miR-7, and miR-153 as potential diagnostic biomarkers for PD. 30 Patients with PD (10 newly-diagnosed and 20 advanced PD) and 8 healthy controls were recruited from the Department of Pharmacology and Clinical Neuroscience at Umeå University in Sweden. Total RNA, including miRNAs, of EDTA-treated plasma supernatant was isolated using a Qiagen miRNeasy Serum/Plasma Kit. miRNA expression of biomarker candidates was evaluated using the Taqman miRNA-specific assay. qRT-PCR was then performed in an Agilent MX3000P QPCR system. miR-7 and miR-153 did not show statistical significance in miRNA expression between PD and healthy controls. Expression of miR-34b/c was significantly lower in advanced PD when compared with newly diagnosed PD or healthy controls. Thus, miR-34b/c may be used as potential biomarkers to diagnose and track PD progression.

[Agnieszka Szarecka](#)

Cell & Molecular Biology

“Dynamics and Disruption of the Hydrophobic Bridge in the Binding Pocket of OXA-66 Mutants P130Q, P130A, and W222L”

Co-authors: Alyssa M. Benn, Jonathan Hall, Zachary L. Klamer, Troy Wymore, David A. Leonard
31 Annual Protein Society Symposium

OXA beta-lactamases in *Acinetobacter baumannii* are major mediators of resistance to carbapenems posing a challenge for treatment of infections caused by this dangerous nosocomial pathogen. The OXA-66 subfamily are poor carbapenemases due to residues I129 and W222 that hinder carbapenem binding. However, several OXA-66 single mutants, e. g. P130Q, bind carbapenems thanks to greater rotational freedom of both I129 and W222. We hypothesized that the mechanism of P130Q's distal effect on W222 is related to modification of hydrogen bonds around Q130 and/or the disruption of hydrophobic bridge formed between W220/222 and the P loop at the entrance to the binding pocket. We have analyzed hydrogen bonds and bridge dynamics in a set of 250nsec molecular dynamics simulations of fully hydrated OXA66 P130A and W222L mutants and compared their trajectories to those of OXA66 WT, P130Q, and I129L. We have found that, indeed, Q130 impacts the local hydrogen bonding network by weakening three salt bridges within the P loop region and affects the loop dynamics. However, presence of glutamine in position 130 is not necessary to change the dynamics of the hydrophobic bridge. In both mutants, W220 and W222 exhibit greater flexibility and weakened interactions with the P loop contributing to the disruption of the bridge. Residue cross-correlation analysis indicates positive correlation between residues 129/130 and the P loop, consistent with the modified behavior of hydrophobic bridge residues: W114, F111, L110. Our results help elucidate how the clinically observed gain-of-function mutations of P130 impact the flexibility of the binding pocket loops.

Shannon Biros

Chemistry Department

"Tripodal CMPO Ln and An extraction agents"

Co-authors: Eric J. Werner

254th American Chemical Society National Meeting & Exposition

We report here the synthesis and characterization of a series of tripodal carbamoylmethylphosphine oxide (CMPO) compounds along with their resultant metal complexes. These compounds vary in size of the tripodal cap, as well as hydrophobicity of the CMPO group. The influence of these changes on their ability to extract Ln and An ions out of acidic aqueous media will be described.

Christopher Lawrence

Chemistry Department

"Vibrational Spectroscopy of Carbonmonoxymyoglobin"

Co-author: Samantha Law

Midwest Undergraduate Computational Chemistry Conference

By using ultrafast spectroscopy techniques to examine the frequency of the carbon monoxide bound in the heme pocket of myoglobin, one can calculate timescales of the fluctuation in frequency over time. This technique reveals variations of the molecular environment as time changes. Problems arise, however, when interpreting this data. The fluctuations of frequency in time, obtained from the experiments, cannot be directly linked to specific molecular dynamics. Using computer models of the molecular dynamics and quantum mechanical calculations, the frequency can be found for the carbon monoxide bond. The next problem encountered is that carbonmonoxymyoglobin is an extremely large molecule (roughly 2500 atoms) and it would take far too long to calculate frequencies for the entire

system. However, it is unlikely all of these atoms will affect the frequency. So the system was cropped to the key components that have the most influence on the frequency calculation. These frequencies could then be correlated to certain, easily obtainable structural features. After employing this approach to a fair degree of success for the wild type protein, we are currently trying this approach on a mutant version.

Felix Ngassa

Chemistry Department

“Regioselectivity in Nucleophilic Aromatic Substitution with Aryl Sulfonates”

Co-author: Erin Bookout

255th National Meeting of the American Chemical Society

Regioselectivity in nucleophilic aromatic substitution with aryl sulfonates Arylsulfonates can be used as substrates for nucleophilic aromatic substitution reactions with nitrogen-containing and oxygen-containing nucleophiles. Unlike the use of aryl halides, where only one bond fission is possible, the carbon-halogen bond, the use of arylsulfonates potentially involves two bond fissions (C-O and S-O) in the substrate. We have investigated reaction conditions for the regioselective cleavage of the C-O and S-O bond in the course of a nucleophilic aromatic substitution reaction. From a single substrate and nucleophile, two products can be obtained in one pot. Preliminary results for the synthesis of aryl amines and aryl sulfonamides will be presented.

Peter Anderson

Classics Department

“Xylander's Latin Translation of Marcus Aurelius”

Society for Classical Studies Annual Meeting

In this paper I examine the scholarly Latin translations of W. Holtzmann (a.k.a. Xylander), who produced multiple bilingual editions of Marcus Aurelius' Meditations, as well as the nachleben of these editions in M^oric Casaubon's edition of Meditations. Focusing on Meditations Books 5 and 6, I collate the Latin translations and the annotations of Xylander's two principle editions (1558 and 1568) against Casaubon's edition (1643), comparing the differences between their Greek and Latin texts in order to investigate the scholarly reception of a Greek text through its Latin translation and annotations. I argue that the careful and consistent use of specialized terminology in Xylander's translation of the Meditations clearly indicates that his primary source for Stoic terminology was Cicero (and not Seneca) and that he was concerned for the philosophical content even though his annotations are primarily philological. Moreover, I argue that Casaubon introduces inappropriate Latin terms for Greek Stoic terms into his own Latin edition ("correcting" Xylander) in an attempt to make Marcus Aurelius appear more Stoic. Xylander was a prolific translator of classical Greek texts into Latin, most notably Dio Cassius, Strabo, Plutarch, and Pausanias. He also published the editio princeps of Marcus Aurelius' Meditations based on a now lost MS found by his friend Conrad Gessner (labelled T in the manuscript tradition). Xylander's accompanying Latin translation of the Meditations has been little studied, and even repudiated, although it was republished many times and likely forms the basis for the many translations of the Meditations into the vernacular in the 17th and 18th centuries. Indeed, M^oric Casaubon's influential edition of the Meditations was almost entirely a reprint of Xylander's 1568 edition, and his earlier translation into English (1634) was based on Xylander's work in both Greek and Latin. Certain aspects of the technical vocabulary of the Stoics have been well-studied - eg. sunkatathesis and katalepsis (Kerferd 2002; Imbert 2002) - and have clear and consistent analogues in

our classical Latin sources - eg. *adsentire* and *comprehendere* - thanks largely, it seems, to Cicero (Levy 1992). These terms, then, provide a control group, as it were, against which to examine Xylander's consistency. Other key terms, such as *oikeiosis*, *koinonia*, and their cognates (Engberg-Petersen 1990; Klein 2016), because they receive so little discussion in technical contexts in classical Latin sources (Cic. Fin. 3.16ff is the main critical discussion in Latin of *oikeiosis*) but are of central importance to Stoicism, allow us to confirm classical source(s) and influences for Xylander's translation of these words in the *Meditations* and to assess Xylander's consistency in Latin usage. These same key terms also give insight into Casaubon's efforts to present Marcus Aurelius as a Stoic philosopher. For example, at *Meditations* 5.10.1 the phrase *gratiosissimum perferre* but "corrected" by Casaubon to *commodissimum perferre*, using a Latin term usually associated in Stoic sources with the Gk. *ἡμῶν ἀγαθῶν*, (e.g. Chrysipp. Stoic. 2.334), and one far more "technically" Stoic in Latin than the Greek would suggest. Krayer (2002, 109) renders a familiar judgment on Xylander's edition of Marcus Aurelius' *Meditations* when she states, "The problems start on the title page". And yet, the evidence for the impact of this *editio princeps* of 1558, which effectively brought Marcus Aurelius to a wide audience for the first time, and especially the subsequent (emended) edition of 1568, is wide and profound. This critical point of reception for Marcus Aurelius is pregnant with opportunities to study philologically focused reception as it was happening, through the study of multiple editions, and their re-use by a later author. To be sure, there are difficulties with Xylander's editions and translations, but these difficulties allow considerable insight into the nature of his scholarly work and his deep passion for the "translation" of Classical Greek authors into the context of Early Modern Germany.

Peter Anderson

Classics Department

"Comprehensive Output with Recasting"

American Classical League Annual Institute

The new Standards encourage direct production of Latin and Greek. Language Acquisition research clearly shows that students will often limit the range of syntax and vocabulary in communicative contexts (written or oral), and that most kinds of corrective feedback may have a negative effect on confidence and social interaction around communication. Recasting (the reframing of an idea using different syntax or vocabulary) can be an effective tool in promoting new syntactic structures in oral or written language use. The great Renaissance grammar text of Agostino Dati, I will argue, represents an early form of recasting in order to improve language fluency. I will present the theoretical background around recasting, introduce participants to Dati's grammar text, and work with them to produce sequences of recasting at differentiated degrees of difficulty.

Quinn Griffin

Classics Department

"Reimagining Hipparchia: Clemenza Ninci's *Sposalizio d'Iparchia Filofofa*."

Classical Association of Middle West and South

On an uncertain date in the late 17th century, the Beneventan nuns at the convent of San Michele in Prato produced a five-act play entitled *Sposalizio d'Iparchia Filofofa*, The Marriage of Hipparchia, Lady Philosopher. The play was unusual in that it featured two secular storylines: a romance involving a prince and princess; and a retelling of Hipparchia's marriage to the destitute

Cynic philosopher Crates (4th century BCE). The author, Clemenza Ninci, used as her source for this second tale a contemporary Italian adaptation of Diogenes Laertius's original ancient Greek version (Astolfi, 1606); yet Ninci does not fully adopt the approach of her sources. Her characters practice a distinctly Christianized, sanitized version of the pagan philosophy that is tailored to the monastic context of her play. This paper explores Ninci's adaptation of Cynicism for a Christian, vernacular, and specifically feminine context. Ninci's version of Cynicism revolves around two sets of opposing forces: pain and pleasure, and fortune and free will. By training themselves to take pleasure in pain, Ninci's Cynics escape the pitfalls of fortune and to proceed on a path towards eternal joy, in the presence of Jupiter himself—a clear parallel for the Christian concepts of salvation and the afterlife. Ninci's work has yet to be considered in this light. Hillman's 2009 partial transcription and translation of the play contains some commentary, while an earlier edition by Guasti (1849) transcribes several additional scenes. My work builds on this by providing a full transcription of the Hipparchia story from the only extant manuscript (Riccardiana 2974); and by placing the play in the context of scholarship on convent theater, gender and philosophy, and the reception of Cynicism in the early modern era (e.g. Dorandi 2006; Goulet-Cazé 1996; Le Doeuff 2007; Matton 1996; Weaver 2002). Bibliography Astolfi, Felice. *Delle Vite de' Filosofi di Diogene Laerzio*. Venice: G. Perchacino, 1606 and 1611. Dorandi, Tiziano. *Diogene Laerzio nel Medioevo e la Renaissance*. In *Exempla docent: Les exemples des philosophes de l'Antiquité à la Renaissance*, edited by Thomas Ricklin, 35-48. Paris: Librairie Philosophique J. Vrin, 2006. Goulet-Cazé, M.O. *Religion and the Early Cynics*. In *The Cynics*, edited by R. Bracht Branham and Marie-Odile Goulet-Cazé, 47-80. Berkeley and Los Angeles: University of California Press, 1996. Guasti, Cesare. *Calendario Pratese del 1850*. Prato: 1849. Hillman, Cynthia. *Lo Sposalizio di Hipparchia Filosofia*, by Suor Clemenza Ninci. In *Scenes from Italian Convent Life*, edited by Elissa B. Weaver, 153-170. Ravenna: Longo Editore, 2009. Le Doeuff, Michèle. *Hipparchia's Choice: An Essay Concerning Women, Philosophy, etc.* Translated by Trista Selous. New York: Columbia University Press, 2007. Matton, S. *Cynicism and Christianity from the Middle Ages to the Renaissance*. In *The Cynics*, edited by R. Bracht Branham and Marie-Odile Goulet-Cazé, 240-264. Berkeley and Los Angeles: University of California Press, 1996. Weaver, Elissa B. *Convent Theater in Early Modern Italy*. Cambridge: Cambridge University Press, 2002.

Quinn Griffin

Classics Department

A Renaissance Reader of Juvenal's Satire I

Kentucky Foreign Language Conference

Theodorus de Ragazonibus published an edition of Juvenal's Satires in June of 1491 in Venice.* This edition contains the Satires accompanied by two humanist commentaries printed around the main body of the text: one by Domizio Calderini, the other by Georgio Valla. The margins of this text feature handwritten notes from an early owner, or possibly two early owners, written in a humanist hand. I propose in this paper to follow the path of our readers through the commentaries of Valla and Calderini on Juvenal's first Satire. We will find that they approached the commentary carefully, noting for themselves the location of certain sections not just the lemmata, but interesting elements from within each commentary entry. The readers' notations thus indicate that most of their attention is devoted to gaining a deeper understanding of Juvenal's references to contemporary traditions, people and places. In particular, our reader seems especially interested in comments that cite other passages from Juvenal or Martial, suggesting an attempt to read these authors' works together with the help of the two commentaries. * Juvenalis, Decimus Junius: *Satyrarum Comm: Domitius Calderinus; Georgius Valla Add: Domitius Calderinus: Defensio adversus Brotheum* Venice: Theodorus de Ragazonibus, 16 June 1491

Melissa Morison

Classics Department

“Philanthropy and Funding in Today's World”

Co-authors: Peter Gould, George Orfanakos, Joanne Berdebes, Nick Popielski, Dawn Smith-Popielski

Annual Meeting of the Archaeological Institute of America and the Society for Classical Studies

**** Note:** I am the organizer and session chair for this scheduled conference session. Session abstract: "How will I fund my project? How can I help my students and department colleagues find the funding they need to achieve their research goals? As government funding for archaeology declines, answers to these critical questions will increasingly rely on fruitful partnerships with corporate foundations, philanthropic organizations, and private donors. Focusing specifically on the perspectives of donors and development professionals, the panelists in this session will discuss the rapidly changing landscape of philanthropic support for archaeology. The panelists themselves embody a wide range of expertise and experience in both private and corporate philanthropy and in archaeology itself. Among other topics, the session offers an opportunity to learn: how private organizations and individuals select the archaeological projects they support, with particular attention to issues of mission and impact; how to respond effectively to new developments in corporate giving structures; how to articulate a vision for archaeological research and how to advance donor commitment; how to cultivate relationships with potential donors (e.g., department alumni) and work proactively with institutional development officers; how to build an effective fundraising culture within your department or project. While the session is structured around panel presentations, audience members are encouraged to engage actively in discussion and significant time is allotted for this purpose. Through a combination of reflection and dialogue, we hope that participants will take away a new set of perspectives and tools that will facilitate project planning and implementation. Whether you are planning a research project, seeking support for department initiatives, or just want a fresh look at fundraising, this session is for you.

Diane Rayor

Classics Department

“Committee for the Translation of Classical Authors”

SCS Annual Meeting

At the Annual Meeting in Boston, I will be chairing the Committee on Translations of Classical Authors for the third and last year of my term as chair. The committee's charge is to continue to populate a database bibliography of all translations of Greek and Latin authors (roughly 700 texts) from 1869 (and ongoing) initially in English, French, German, Italian, and Spanish. GVSU faculty Robert Adams developed the Tiresias database as a proof of concept for this Digital Humanities and Classics Project: a partnership between a national organization (SCS), the GVSU classics department, the GVSU Mary Idema Pew Library, computer science faculty, and graduate and undergraduate students. The needs that the database will meet: Teachers at all levels, and people interested from all different fields globally would have access. At the annual meeting, I will be leading the committee in the transition of the database from GVSU to UC-Irvine as its host institution, discussing funding, and planning the panel on translation for 2019.

Daniel Giedeman

Economics Department

Presentation to the Board of Trustees

Co-authors: Eric D. Wesselmann and Alex T. Ramsey

Ostracism refers to ignoring or excluding other people (Williams, 2001). At work, people may feel excluded or ostracized for many reasons, resulting in diminished organizational performance (Leung, Wu, Chen, & Young, 2011), decreased fulfillment of four fundamental needs (belonging, self-esteem, control, and meaningful existence; Ferris, Brown, Berry, & Lian, 2008), reduced trust in co-workers (Hillebrandt, Sebastian, & Blakemore, 2011), and unethical behavior (Kouchaki & Wareham, 2015). Consequently, Ferris et al. (2008) developed the Workplace Ostracism Scale (WOS) to better understand ostracism's effects at work. This scale primarily captures physical and social ostracism (e.g., leaving someone in a room by themselves or ignoring them; see Williams, 2001), but it does not capture other forms of ostracism, specifically information exclusion. Being left out of the loop, or excluded from information, can be conceptualized as a specific form of ostracism (see Jones, Carter-Sowell, Kelly, & Williams, 2009). In contrast to other forms of ostracism, out-of-the-loop individuals are not excluded from group activities or ignored by group members. In fact, they are generally included in group activities and acknowledged by group members. Instead, the exclusion comes from not receiving social or task information that is mutually known by other group members. Research indicates that physical/social ostracism and informational exclusion occur frequently in the workplace (Fox & Stallworth, 2005). The consequences of information exclusion are similar to other forms of ostracism. For example, out-of-the-loop participants report thwarted fundamental needs (Jones, Carter-Sowell, & Kelly, 2011; Wittenbaum, Shulman, & Braz, 2010). They also experience lowered mood and less trust/liking of group members (Jones et al., 2009). Although research on physical/social ostracism and being left out of the loop has yielded similar results, an open question is whether there is utility in measuring all types of exclusion, in order to assess the effects of workplace ostracism more completely. Specifically measuring information exclusion would add to the literature on workplace ostracism in at least two ways. First, it would capture feelings of exclusion not thoroughly assessed by other measures (e.g., WOS). Therefore, researchers and employers could have a more complete sense of employees' perceptions of workplace ostracism. By itself, the WOS cannot inform consultants, researchers, or managers about the extent to which information exclusion is a problem at an organization. Moreover, different interventions may be required for addressing distinct types of ostracism. As a result, on a practical level, it may be necessary to measure different types of ostracism. Second, in some ways, information exclusion may be more detrimental than other forms of ostracism because of its psychological and pragmatic effects (Robinson, O'Reilly, & Wang, 2012). For instance, it may be easier to disguise or to overlook as a problem. Consequently, measuring information exclusion might capture variance in important workplace outcomes that the WOS does not. To be clear, we are investigating whether a scale measuring information exclusion should be used in addition to the WOS, not as a replacement for it. Using three samples of employees, the current research examined if information exclusion was distinct from physical and social ostracism, and whether it predicted workplace outcomes above and beyond these other types of ostracism. Prior to collecting our samples, we generated 8 items to measure information exclusion, based on the out-of-the-loop definition provided by Jones et al. (2009). Participants responded to these items using a 5-point Likert-type scale. We conducted an exploratory factor analysis (EFA) with Sample 1 (N = 228, Mage = 34.91, SD = 13.20, 61.95% female, 78.67% Caucasian) and the analysis suggested a one-factor solution. This scale, which will now be referred to as the Out of the Workplace Loop Scale (OWLS), showed good internal consistency ($\hat{\alpha} = .73$). For Sample 2 (N = 214, Mage = 35.78, SD = 14.04, 62.09% female, 82.24% Caucasian), we conducted a confirmatory factor analysis (CFA) to verify the fit of the one factor solution. Participants completed the 8-item OWLS ($\hat{\alpha} = .75$) and the 10-item WOS ($\hat{\alpha} = .94$; Ferris et al., 2008). A CFA was conducted in LISREL 8.8 on the OWLS items. Altogether, most goodness-of-fit indices (e.g.,

RMSEA, RMR, SRMR, GFI, CFI, IFI) suggested adequate model fit for the one-factor solution. The OWLS and the WOS were significantly correlated, $r=.51$, p

David Alvarez

English Department

"A New Framework for Gibraltarian Studies: Gibraltar in Relation to Franco Cassano's 'Southern Thought'"

21st International Congress

Despite its Mediterranean location and despite the mostly Mediterranean origins of its people, Gibraltar is usually viewed as an anomalous colonial outpost in the Med populated by anachronistically British subjects. Similarly, its realities are typically discussed in terms of the vexed relationship between British sovereignty over the Rock and Spain's insistence that Gibraltar return to Spanish rule. This paper proposes a new conceptual framework for Gibraltarian Studies. Taking as its point of departure the Arabic etymology of the Rock's name as well as modern Gibraltar's Arab origins, I argue that Gibraltar's Mediterranean characteristics ought to be regarded as constitutive rather than as incidental facets of its ever evolving identity. Furthermore, I argue that it's useful to regard the Rock's Mediterraneanness in light of Franco Cassano's argument that along with their North African neighbors the European countries that flank the sea's northern shores share a common membership in the Global South.

Rachel Anderson

English Department

"Taking the Saint out for a Walk: Portable Reliquaries and the Fixing of Social Space"

18th Biennial Meeting

During the ninth/tenth century, the role and function of relics in the liturgical life of medieval people gained nuance and depth. In this paper, I focus on one aspect of this newfound visibility: the development of using relics as a part of liturgical processions (specifically during Rogationtide) and the consequent development of the reliquary to be both a portable container for the relics and a visible indication of the relic's significance and power. I am especially interested in the description of Rogationtide progressions in Anglo-Saxon England in conversation with the textual and material reliquary evidence from continental Europe, specifically the St. Foy of Conques statue reliquary and its description by Bernard of Angers. Though my examination of the material and textual evidence of the complex, and often paradoxical, understanding of relics during the Romanesque period, I propose that the relic/reliquary functions as a *quasi-object* (as defined by Bruno Latour and Michel Serres, and developed by Niklas Luhmann) that fixes social space. By using the concepts put forth by Luhmann in his systems theory, we can see that the relic as quasi-object enables us to see the relic and its reliquary as an early medieval development of a social system that attempts to bridge the separation of psychic and social systems (meaning, for example, that we cannot read each other's minds), and in so doing creates and celebrates the paradoxes inherent in the medieval understanding of relics: that they are dead, yet alive; fractured; yet whole. Furthermore, by examining the textual description of the relic/reliquary, we can see that the authors of these texts: Byrhtferth of Ramsey, Ælfric of Eynsham, and, most notably, Bernard of Angers in his *Book of St. Foy's Miracles*, are engaging in what Luhmann describes as "second-order observation," that is, the observation of observation. These authors, as second-order observers, can see what the processants and/or the faithful cannot, thus shedding light on the contingency of religious observation. I will also analyze the contingency of these text-based observations, for their

perceptions are, crucially, limited in the same way thus placing constraints upon the social regulation of the observer

Colleen Brice

English Department

“A LESLLA-based practicum for a new MA-AL program: Challenges and considerations”

Co-authors: Laura Vander Broek

LESLLA

The practicum is recognized as one of the most important components of professional language teacher preparation. Degree programs in Applied Linguistics and TESOL worldwide include a practicum among the coursework required for graduation. Following the social turn in teacher education (Johnson, 2009), research has called for a reconsideration of the nature and scope of the practicum, one that takes into account sociocultural perspectives on learner and teacher development and the contextualized nature of teacher practice (Crookes, 2003; Santos, et al., 2015; Vinogradov & Liden, 2009). As faculty working in a new MA Applied Linguistics program, we have grappled with questions about the role and content of our practicum. Our cohort includes resident and international students with widely varying degrees of prior teaching experience. Our context is a large urban area that serves a sizeable population of adult refugees and immigrants, through two refugee resettlement agencies and several community-based programs. To develop our graduate practicum, we built on affiliations we have developed with these area agencies over the past decade (when collaborating with them to offer field placements for an undergraduate practicum). In designing a graduate practicum in these contexts, we faced a variety of challenges, including meeting the prospective teaching needs of both resident and international EFL candidates, and establishing the knowledge base candidates need to teach LESLLA learners (Vinogradov, 2013). In this presentation, we briefly describe our context and detail the syllabus we developed for the practicum, focusing on the challenges we faced, and the efforts we made to address them. Crookes, G. (2003). *A practicum in TESOL: Professional development through teaching practice*. Cambridge. Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective*. Routledge. Santos, M., et al. (2015). Charting our course: Why the practicum continues to matter to us in TESOL. *CATESOL Journal*, 27(2), 89-100. Vinogradov, P. (2013). Defining the LESLLA teacher knowledge base. In T. Tammelin-Laine, et al., (Eds.), *LESLLA: Proceedings of the 8th Symposium* (pp. 9-24). Jyväskylä University. Vinogradov, P., & Liden, A. (2009). Principled training for LESLLA instructors. In I. van de Craats & J. Kurvers (Eds.), *LESLLA: Proceedings of the 4th Symposium* (pp. 133-144). Utrecht: LOT.

Daniel Brown

English Department

“Teaching Academic Discussion Skills through Engagement with Social Issues”

Co-authors: Alexander Nanni and Joseph Serrano

TESOL International Conference

Selecting engaging content is a central challenge in designing content-based curricula for students with diverse academic goals. This presentation introduces an approach to teaching integrated language skills for EAP incorporating critical pedagogy (Kincheloe, 2008; Norton, 2008) that engages students across disciplinary backgrounds in dialogue on the social and environmental conditions of their future. We outline a content-based course at an IEP in Thailand that guides students to explore regional and global challenges related to human rights (e.g., human trafficking), social responsibility (e.g., business ethics),

and environmental issues (e.g., pollution in Bangkok). The approach has dual aims of (a) developing students' social and environmental awareness by analyzing issues that affect their lives, and (b) preparing students with the requisite skills to participate successfully in academic group discussion. The approach focuses on the explicit instruction of interactive skills (Hsu, Van Dyke, & Chen, 2015) such as developing discourse topics organically (e.g., responding, clarifying, supporting, progressing, questioning, redirecting) and the ability to integrate relevant support from references. Presenters map the progression of a unit that integrates academic listening, reading, and writing and culminates in an informed academic discussion that explores stakeholders' perspectives and the advantages and disadvantages of proposed solutions. We share useful scaffolding materials, including structured note-taking activities, multimedia research tasks, peer feedback activities, discussion scoring rubrics, and video reflection activities. Evidence is presented of student gains in academic discussion skills and their sense of agency in addressing real-world problems. We conclude with suggestions for implementing this approach and tips for overcoming challenges, such as divergent cultural expectations of classroom participation. While this approach has been implemented in an intensive EAP program, it should interest a wide cross-section of educators who wish to enhance their students' ability to participate effectively in university classrooms and engage with pressing global issues.

Daniel Brown

English Department

"Perceptions of pragmatic marker use in L2 interactive fluency: Evidence of value and bias"

Co-authors: Dr. Julieta Fernandez

The 2018 Conference of the American Association for Applied Linguistics

"You have problems with fluency. You use lots of pauses and too many fillers." Language learners are often confronted with this kind of assessment of their oral performance. Meanwhile, researchers and practitioners have not reached agreement about what it means to be orally fluent in L2 interaction. This study contributes to illuminating the processes and associated pragmatic features that contribute to fluent interaction. Specifically, we focus on the perceived value of pragmatic marker (PM) use that occurs frequently in L1 interaction but relatively less between L2 learners (Fung & Carter, 2007), such as interpersonal (e.g., I see, okay) and cognitive PMs (e.g., you know, I think). These "fillers" have been associated with disfluency in L2 assessment, which often relies on measures designed for monologic performance (Tavakoli, 2016). Despite evidence of functional value of these PMs in interaction (McCarthy, 2009), they are rarely introduced in L2 classrooms. Motivated by these discrepancies, we present results of a matched-guise experiment that investigated perceived value of PMs when audio samples were manipulated to control for them. Several speech samples of L1 and highly proficient L2 interaction were digitally edited, some in which all interpersonal and cognitive PMs were removed and others in which these types of PMs were inserted to simulate expert speaker-like PM use controlling for frequency, placement, and variety. English L1 and L2 raters (N = 261) judged each interlocutor's fluency with distractors in between samples in a counter-balanced design. A two-way ANOVA revealed speakers were perceived as significantly more fluent when they made use of PMs than without them. Raters' qualitative comments supported these findings and uncovered a bias favoring native speaker PM use. Results support the value of explicitly addressing PMs in teaching L2 pragmatics and help researchers in understanding dialogic fluency to guide in its measurement and assessment.

Kurt Bullock

English Department

"A 'Peculiar Metrical Quality': W. B. Yeats, Thomas MacDonagh, and the 'Irish Mode'"

International Yeats Conference

Fusing English language and Irish intonation and locution, W. B. Yeats's poetry, claimed Thomas MacDonagh, held a 'peculiar metrical quality' that 'puzzles quite the conventional English metrists'.ⁱ "The Lake Isle of Innisfree" proved particularly emblematic of MacDonagh's concept of "the Irish Mode" in Anglo-Irish poetry, delineated in his posthumous *Literature in Ireland*; MacDonagh indicated the line "And I shall have some peace there, for peace comes dropping slow," instructing that the line be read "frankly as if it were a line of prose, only with that beauty of vibration in the voice that goes with the fine grave words of poetry". To do so, MacDonagh declared, would be to "understand the true quality of this [Irish Mode] in Anglo-Irish poetry".ⁱⁱ When MacDonagh first shared with Yeats a portion of his critical study, he feared that Yeats might think he had "gone over from light and poetry to darkness and grammar"; he was ultimately gratified that Yeats was "pleased and excited by [his] theories".ⁱⁱⁱ This study, drawn from an upcoming chapter to be published by UCD on the influence of Yeats's friendship with MacDonagh, validates why Yeats found MacDonagh one "coming into his force" who "might have won fame in the end".ⁱ Thomas MacDonagh to Martin Morris, 2nd Baron Killanin, 2 April 1913. Thomas MacDonagh Papers, NLI 10,854. ⁱⁱ Thomas MacDonagh, *Literature in Ireland: Studies Irish and Anglo-Irish*. (Dublin: Talbot Press, 1916), pp 67-68. ⁱⁱⁱ Thomas MacDonagh to Martin Morris, 2nd Baron Killanin, 2 April 1913. TMP, NLI 10,854.

Robert Franciosi

English Department

"Imagining the Ghetto: John Hersey's *THE WALL* and American Holocaust Memory"

HEF Israel Seminar

The 1950 publication of *THE WALL*, John Hersey's epic account of the life and death of the Warsaw Ghetto, stands as a key moment in the development of American Holocaust memory. Hersey was the first American writer to build a novel around the event and its victims. Subsequent efforts over the ensuing thirty years to adapt *THE WALL* for film, stage, and television intersected with the broader evolution of American Holocaust consciousness. If the Holocaust has somehow become a central event of the "American Century"--the United States Holocaust Memorial Museum inscribing its very presence upon our national memory--then understanding how Americans have processed that catastrophe in the decades since 1945 can tell us much about our culture and ourselves. Spanning the very years when American Holocaust consciousness emerged, the various lives of John Hersey's *The Wall*, as much as those of Anne Frank's diary, offer a means toward that understanding. This paper will be delivered as part of a joint seminar sponsored by the Holocaust Education Foundation and Yad Vashem: The World Holocaust Remembrance Center. Faculty from the U.S., Canada, and Israel will participate. Yad Vashem remains the most important institution devoted to the study and memory of the Holocaust. Although I have used its resources in my research and teaching, this will be my first visit to this noteworthy Holocaust center.

Avis Hewitt

English Department

"'Religion Is the New Sex': Juxtaposing John Updike and David Foster Wallace"
5th Biennial John Updike Society Conference: Updike in Serbia

In his John Updike Encyclopedia, Jack de Bellis reminds us that Updike's breakthrough 1968 novel *Couples* alerted Americans to our having become, as Time magazine's cover noted, The Adulterous Society in that Georgene Thorne "proclaim[s] sex the modern religion" (122). De Bellis's use of the word proclaim exercises that courthouse-square, town-crier mode that mirrors David Foster Wallace's 2005 Kenyon College Commencement Address. From THAT bully Ohio pulpit, Wallace implicitly disputes Updike's presentation of modernity. But first, he agrees with Georgene that we will and do all always worship SOMETHING. When she notes that the adulterous Tarbox couples "make a church of each other," she confirms Wallace's list of choices without quite making that list: we worship "J.C. or Allah or Yahweh or the Wiccan mother-goddess or the Four Noble Truths" or else we worship "money and things," or "[our] own body and beauty and sexual allure" or "power" or "intellect." ("This Is Water"). Here the comparison between Updike's and Wallace's theology gets tricky. If we "make a church of each other," are we not then empathizing and sacrificing for another as Wallace's creed perhaps dictates? Maybe not--maybe we are seeing the earmarks of idolatry instead. But in his Kenyon address, Wallace is never judgmental, but instead suggests that the good of a college education is to clue us that we have choices about where our minds dwell. The self and its desires can be from birth to grave at the center of our world. Wallace notes that it is our "default mode." But we CAN choose, the more we know about the world and its people, to spot that we "and consequently our desires" are in a crowd with MANY OTHER PEOPLE and THEIR desires, perhaps desires held just as tightly as we hold our own, or more so. When in "Certainly the End of Something or Other, One Would Sort of Have to Think" Wallace designates Roth and Mailer and Updike as the three Great American Narcissists and Updike as the GREATEST of these, his Kenyon address resonates. A narcissist exhibits "an excessive need for admiration, disregard for others' feelings, an inability to handle any criticism, and a sense of entitlement." This smacks of Wallace's "default mode" approach to navigating life, and Updike's 1959 New Yorker piece, "The Persistence of Desire," that later helped shape *Pigeon Feathers and Other Stories*, smacks resoundingly of Clyde Behn's approach to navigation. That protag, one of Updike's many stand-in's for himself, Wallace suggests in "Something or Other," needs his high school sweetheart Janet to admire him, shows no regard for the difficulties that looking down the front of her dress and inviting her to an illicit assignation might make for her, becomes hostile at her belittling of their high school entanglement (an implicit criticism of his "splendid, imperishable self" as the only really good interval in her sad life to date), and feels himself completely entitled to both step out on his Massachusetts wife that he ostensibly loves powerfully much, as well as entitled to lure Janet into something that offers only wide-scale hurt and pain to both their spouses and to his two babies. In Wallace's own story, "Good People," the protag Lane Dean comes to the empathetic generosity of looking out for the sweetheart who is not yet his spouse and their child who is not yet born. When my Honors American Civilization students encounter these two narratives in close proximity in the 2nd edition of Joyce Carol Oates' *The Oxford Book of American Short Stories* (2013), they see intuitively, before any context checks on either Updike or Wallace, a difference in moral compass as each author is imagining the world. In Grand Rapids, Michigan, where seventy percent of the population has traditionally been in church on any given Sunday, how does an instructor deflect the quiet nobility of young Lane Dean's wrestlings toward virtue with the evident refulgence and dazzle of Updike's prose?

Sherry Johnson

English Department

“Making Your Voice Heard: Strategies for Navigating Academic Meetings”

TransCulture

Have you ever walked away from a conversation feeling as though you were not heard? It could be a committee meeting, a department meeting, or a one-on-one meeting with a campus administrator. This year, MELUS's Women of Color Caucus (WOCC) presents a professionalizing panel in which participants will engage in a conversation about how to navigate meetings in a way that makes your voice heard. Attendees will walk away having discussed * Strategies for recognizing rhetoric * How to determine what exactly is being communicated * Buzzwords to look out for in “admin-speak” * Effective strategies for communicating your own point of view in a conversation, regardless of the topic * Navigating rank: speaking up as an adjunct vs. tenure track vs. tenured faculty Come prepared to share your own questions and/or to share your own strategies for making your voices heard in academic/administrative meetings. Facilitator: Sherry Johnson, Chair, Women of Color Caucus Committee

Sufen Lai

English Department

“Translating Ways of Seeing: Textual, Visual and Metaphorical Transmigrations”

115th Annual PAMALA Conference at Chaminade University of Honolulu

On the matter of literary translation, Qian Zhongshu (1910-1998), a Chinese scholar, novelist, and translation theorist, best known to the West for his satirical novel *Fortress Besieged*, asserts in his 1963 essay that the highest level of translation is a feat of “sublimation” or “transformation” (hua 化). He refers this “sublimation” (hua) to the Greek notion of “transmigration of souls” and acknowledges that the metaphor was first used by the 17th century English statesman writer George Savile, 1st Marquess of Halifax (1633-1695), and later by German scholar Wilamowitz-Mollendorff and French poet Paul Valéry about perfect translation. It was in a letter to the poet and writer, Charles Cotton (1630-1687), on his new translation of Montaigne’s *Essays*, that the Marquess of Halifax thus praises Cotton’s success: You have so kept the Original Strength of his Thought, that it almost tempts a Man to believe the Transmigration of Souls, and that his, being us’d to Hills, is come into the Moore-Lands to Reward us here in England, for doing him more Right than his Country will afford him. He hath by your means mended his First Edition: To transplant and make him Ours, is not only a Valuable Acquisition to us, but a Just Censure of the Critical Impertinence of those French Scribblers who have taken pains to make little cavils and Exceptions, to lessen the Reputation of this Great Man & ½ (The Complete Works of George Savile, p. 185) Such view of translation as transmigration, transplantation and acquisition exudes an unashful imperialistic superiority that no literary translator today would dare to assert. In this post-colonial, global, digital and hyper-textual century, how do we negotiate the dual concepts of ½fidelity½ and ½transparency½ that dominate the current translation practice? How do we translate cultural metaphors and aesthetics? And how do we translate different ways of seeing and perceiving? This special topic session intends to present interdisciplinary dialogue about translating across forms and translating ways of seeing in multicultural contexts and genres. Abstract: In this post-colonial, global, digital and hyper-textual century, how do we negotiate the dual concepts of ½fidelity½ and ½transparency½ that dominate the current translation practice? How do we translate cultural metaphors and aesthetics? And how do we translate different ways of seeing and

perceiving? This session intends to present interdisciplinary dialogue about translating across forms and translating ways of seeing in multicultural contexts and genres.

Janet Navaro

English Department

"Amazing Grace: Children's Literature as Entry Points to Critical Understandings"

24th Annual Conference of the American Association for Teaching & Curriculum "Ecology, Sustainability, Creativity and Well-Being"

Abstract This session explores the critical examination of children's literature as a necessary step in the creation of classrooms that foster equitable literacy development. **Objective or Purpose** If pre-service teachers are to eventually create literacy rich, racially just classrooms that respond to and expand the understandings of their young students, they must learn to think critically about the books they will use with those students. A multi-layered analysis of children's literature in a pre-service children's literature course has shown promise as an impactful way to begin critical conversations that can lead pre-service teachers to re-examine stereotypical narratives found in both books and schools. **Content of Presentation:** Philosophical, Theoretical, or practical argument That pre-service teachers ought to be prepared to teach justly in a pluralistic society is generally agreed. What is less clear is how to do this. Indeed, it can be challenging to provoke prospective teachers into understanding the needs, challenges and points of view of students from diverse backgrounds when those prospective teachers are primarily from mainstream households and communities. This session will engage participants in a demonstration of a pedagogical practice meant to address this conundrum and discuss possibilities. The seven analytical lenses used with students will be explained and applied to various well-known literature selections. Examples of pre-service teacher thinking will be shared and discussed. **Session:** Literature, sources, or evidence to support the argument/analysis This session could encourage research/study/reflection by offering an instructional idea that is theoretically grounded in liberation pedagogy and sound instructional practice relevant in today's social/political climate. Several related questions could be formed. From a pedagogical perspective, for example, one could examine how these ideas could deepen pre-service teacher's learning experiences as a foundation for addressing stereotypical thinking about children from backgrounds different than their own. One could explore the development of dispositional thinking in preservice teachers, in particular, looking at how the arts can encourage the critical examination of negative narratives that prevail in challenging teaching environments. **Conclusions, implications, and significance** The so-called "Trump Effect" explored and explained during the recent election (and, thereafter) documents an increase in various expressions of hate directed toward minority and immigrant populations. The pedagogical approach addressed in this presentation, while not claiming to directly "combat" these alleged effects, provides ideas designed to elevate pre-service teacher examination of common negative stereotypes found in the text and illustrations in both classic and recent children's books. As a teacher educator, I aim to model inclusive practices that prepare pre-service teachers to do the same. Focusing on literacy development in particular, it is assumed that if pre-service teachers are to eventually create literacy rich, racially just classrooms that respond to and expand the understandings of their young students, they must learn to think critically about the books they use. A multi-layered analysis of children's literature has shown promise as an impactful way to begin critical conversations that lead students to re-examine the classics as well as more recently authored literature. Crenshaw, K., et. Al. (1995). Critical Race Theory. Delgado, R. & Stefancic, J. (2001). Critical Race Theory: An Introduction Delpit, L. Ed. (2002). The skin that we speak. Gorsky, P. (2013). Reaching and teaching students in poverty. hooks, b. (1994). Teaching to

transgress. Ladson-Billings, G. (1994). *Dreamkeepers: Successful teachers of African American children*. Lazar, A. M. (2004). *Learning to be Literacy Teachers in Urban Schools* Perkins, D. (1994). *The intelligent eye: Learning to think by looking at art*. Ritchhart, R. (2002). *Intellectual character: What it is, why it matters, and how to Southern Poverty Law Center, The Trump Effect* Zinn, H. (1980). *A People's History of the United States*.

Janet Navarro

English Department

"Exploring the Use of Children's Artwork and Writing as Provocation Toward Developing Dispositional Thinking in Pre-Service Teachers"

International Conference on Thinking

Exploring the Use of Children's Artwork and Writing as Provocation Toward Developing Dispositional Thinking in Pre-Service Teachers Janet J. Navarro While some may argue that anyone can teach or that teaching is a matter of delivering scripted curriculum, most people familiar with classroom life would agree that teaching is demanding work that requires teachers to know something and to think. Indeed, educational scholars have drawn clear lines between subject matter expertise and good teaching (Shulman, L. 1986; Wilson, S. M., Shulman, L. S., & Richert, A, 1987). It can be presumed, for example, that if you are going to teach math well you should have a deep understanding of mathematics (Lampert, M. 1985; Perkins, D. 2001). But what about thinking? What, besides subject matter, might we want teachers to think about? More specifically, what kinds of thinking might we want teachers to do? It may seem obvious that if we want teachers to teach critical thinking, for example, they ought to be critical thinkers. Yet those who have studied thinking in the classroom suggest that the question is less obvious, that it is multi-layered with much to consider. Some researchers have argued for the development of intellectual character which features dispositional thinking -- a tendency toward thinking in particular ways, an understanding of when a particular kind of thinking is needed, as well as the will to follow through with that thinking (Perkins, D., Tishman, S., Ritchhart, R., Donis, K., & Andrade, A. 2000; Ritchhart, R., & Perkins, D. 2008; Ritchart 2002). While questions regarding thinking and how we might develop it in children are well described by these and other researchers, questions regarding the development of dispositional thinking in pre-service teachers are less well understood. For example, how might dispositional thinking be used by teachers as they reflect on their teaching, as they assess children, as they plan lessons? How can dispositional thinking be developed in preservice teachers? Participants in this interactive session will be invited to ponder the specific question: How can dispositional thinking be developed in a method courses designed to teach pedagogy? The session highlights provocations that focus on developing the disposition to dig deeper, or the disposition to seek truth and understand (Ritchhart, 2002) taken from a reading and writing method course in a mid-size regional, public university in Michigan. Participants will be offered a brief overview laying out definitions and examples of dispositional thinking followed by information about the context. Participants will be invited to engage in a provocation designed for preservice teachers, specifically aimed at developing the disposition to seek truth and understand. Finally, there will be time for reflective discussion and an opportunity to imagine how the ideas discussed could be applied in different contexts

Karen Pezzetti

English Department

"How (Some) White Teachers Became Color-Conscious"

Co-authors: Ross Whiting, Temple University
American Educational Research Association Annual Conference

Most White Americans have color-blind racial ideologies; however, educators with color-conscious racial ideologies have been shown to be more effective teachers of students of color. Educational institutions must find ways to shift teachers' beliefs about race and racism, though little is known about how and why some White teachers adopt color-conscious racial ideologies. In this paper, we combine data from two dissertation studies on teachers' racial ideologies to identify the patterns and commonalities among our color-conscious participants. We find that a) color-conscious teachers demonstrated engagement with research and writing on race and racism and b) color-conscious teachers had personal experiences that led them to develop color-conscious beliefs. We conclude with recommendations for research and practice.

[Kathryn Remlinger](#)

English Department

"How Much Dutch? The Linguistic Landscape of Holland, Michigan"

Co-authors: GVSU undergrads: Melissa Dean, Tristan Kittle, Alice Pozzobon, Richard Vegh

Linguistic Society of America & American Dialect Society

How Much Dutch? The Linguistic Landscape of Holland Michigan, focuses on the intersection of language use, language attitudes, identity, and tourism in public spaces to understand their effects on what it means to be "local" and on shaping the identity of the city. More specifically, preliminary findings demonstrate how people create meaning through and with language in the multimodal linguistic landscape of Holland, Michigan, a small city and tourist destination on the shore of Lake Michigan. The study examines how language use in the public spaces that make up the city discursively reimagine Holland as a Dutchcity. This reimagining affects particular ways of understanding larger sociocultural meanings about ethnicity, place, and their relationship to language use and language attitudes. We rely on ethnographic, historical, and sociocultural approaches to identity, language, and place combined with micro-level linguistic and semiotic analyses. The interdisciplinary approach allows us to excavate the context, history, and social interactions that structure the discursive processes that shape the city's identity and what it means to be local. Primary to these processes is the role of tourism over the past century in redefining cultural values about identity and its relationship to language and place: meanings attached to certain languages and communicated on signs, souvenirs, monuments, digital media, and news accounts can lead to new and limited meanings about place and identity. And it is not only what meanings are communicated, but also how particular languages function to shape this discourse. The goal is to demonstrate how the linguistic landscape functions not only to promote the city and local events but also to sell the idea of a sense of place and a local identity. More significantly, with these findings we aim to create public awareness about the links among identity, place, language, and language attitudes.

[Joy Schaefer](#)

English Department

"The Islamic Headscarf as Ritual in Faiza Ambah's *Mariam* (2015)"

59th Annual Conference of the Society for Cinema & Media Studies

Many scholars have used postcolonial theories to show how "banlieue films" (films set in French big city suburbs) reflect the culturally plural reality of France. This paper will explore Faiza Ambah's *Mariam*

(France/Saudia Arabia/U.S./United Arab Emirates, 2015) using transnational feminist theories, which are careful to attend to the interrelations between colonialism, race, and gender. Mariam is set in the eastern Parisian banlieue of Bagnolet and represents a teenage Muslim-French girl's experience during the passage of the 2004 law that banned "conspicuous" religious symbols in French public schools. I argue that the film not only subverts Islamophobic stereotypes, but that it also offers us a way to think altogether differently about hijab, the Islamic practice of wearing a scarf to cover one's hair. Ambah, the film's director, grew up in Saudi Arabia and was The Washington Post's Gulf correspondent 2006 to 2009. She admits to being critical of women who wear the niqab (full face veil) until, during a trip to France in 2011, she witnessed the effects of the law banning it in public spaces. This inspired her to make Mariam. Drawing on Saba Mahmood's study of the Islamic piety movement, I explore how Mariam's (Oulaya Amamra) explanation of her choice to wear the hijab connects to the idea of hijab as reverent ritual and transformation of the self, a way of feeling and thinking about the world that includes the desire to be part of a community and valuing one's attachment to God. Mid-film, after Mariam has continued to wear the hijab to school despite the law, she enters her room to find her father sitting on her bed with scissors in his hands. We cut to a close-up of her pink satin hijab cut to shreds on the floor, highlighting the extent of the symbolic violence within this action. Mariam's careful mise-en-scene encourages us to view the hijab as more than a mere identity marker, as many white Western feminists tend to construct it. The film connects these formal elements to pivotal narrative moments, urging the non-believer to understand the ontology of religious reverence.

Ashley Shannon

English Department

"Octavia Butler's Vampire Hybrid: Gothic Threat as the New Normal"

Villainous Victims: Re-Defining the Anti-Hero

Octavia Butler's final novel, *Fledgling*, treats subjects that are at home in the gothic tradition: emerging from a house that has been burned around her, Butler's protagonist Shori is a vampire, here called Ina, possessed of superhuman speed and strength. Yet Shori departs noticeably from the deathly pale vampires of Polidori and Stoker; as a dark-skinned daywalker, she is the hybridized product of a science experiment combining African-American human DNA with that of her Ina family. But while the ruined house of the Gothic novel invariably indicates the flaws or corruption of those within, in *Fledgling* it is unclear who the novel's monsters really are. Those Ina who recognize Shori as the future of their species appear benevolent, yet (like Shori herself) maintain communities of humans whom they hold in a sort of pleasurable thrall that can be read as a parallel to slavery. Shori's search for an appropriate domestic space to inhabit is fraught with sexual transgressiveness both on her part (her body is that of an 11-year-old human child yet she initiates regular sexual contact with adult humans) and on the part of her potential Ina mate, who half-seduces her despite her inappropriate youth. In short, the novel lacks moral clarity: there are no evident "good guys." However, there are unquestionable "bad guys": Butler makes clear that a focus on race purity and the fetishization of tradition for tradition's sake are dangerous and destructive. The question then remains: what can the Gothic tradition make of a world that is divided not into monsters and humans, but rather apparently benevolent monsters and truly evil monsters? By normalizing a degree of monstrosity in her sympathetic characters, Butler argues for reading the everyday world as always haunted to a certain degree: when the novel recognizes the potential, embodied by Shori, of a future of hybridized human/Ina daywalkers, it must also acknowledge that monstrosity will become the new normal.

Ivo Solian

English Department

"Transgression, Repentance, and Forgiveness in Croatian Poetry (16th to 21st Century)"

49th ASEES Convention

Transgression/aggression (the theme of this year's convention) is one of the most common human psychological and existential experiences. It is manifested in numerous, and highly familiar types of human behavior - quarrels, wars, murders, numerous mythological and religious situation. The sad list is endless. Creative literature, as an important and unavoidable record and "mirror" of the entire human life, explores and presents transgression/aggression, as probably the most common and dramatic ("exciting") human experience and action, in all possible genres, including even the erotic (love) sphere and domestic life. This extremely rich field is inevitably explored and illustrated in the context of the five centuries of Croatian poetry, in the vernacular, that is, in the Slav language known as Croatian. My paper will present some introductory theoretical consideration, followed by a meticulous analysis of a dozen highly representative examples of such poetry. I have presented at the ASEES conventions/conferences a number of times, always presenting my papers, and this time I am also the organizer of the panel "Transgression in Croatian History, Politics, and Arts." The materials presented will be also used in my teaching and in my future scholarly production.

Laura Vander Broek

English Department

"A LESLLA-based practicum for a new MA-AL program: Challenges and considerations"

Co-authors: Colleen Brice

LESLLA

The practicum is recognized as one of the most important components of professional language teacher preparation. Degree programs in Applied Linguistics and TESOL worldwide include a practicum among the coursework required for graduation. Following the social turn in teacher education (Johnson, 2009), research has called for a reconsideration of the nature and scope of the practicum, one that takes into account sociocultural perspectives on learner and teacher development and the contextualized nature of teacher practice (Crookes, 2003; Santos, et al., 2015; Vinogradov & Liden, 2009). As faculty working in a new MA Applied Linguistics program, we have grappled with questions about the role and content of our practicum. Our cohort includes resident and international students with widely varying degrees of prior teaching experience. Our context is a large urban area that serves a sizable population of adult refugees and immigrants, through two refugee resettlement agencies and several community-based programs. To develop our graduate practicum, we built on affiliations we have developed with these area agencies over the past decade (when collaborating with them to offer field placements for an undergraduate practicum). In designing a graduate practicum in these contexts, we faced a variety of challenges, including meeting the prospective teaching needs of both resident and international EFL candidates, and establishing the knowledge base candidates need to teach LESLLA learners (Vinogradov, 2013). In this presentation, we briefly describe our context and detail the syllabus we developed for the practicum, focusing on the challenges we faced, and the efforts we made to address them. Crookes, G. (2003). A practicum in TESOL: Professional development through teaching practice. Cambridge. Johnson, K. E. (2009). Second language teacher education: A sociocultural perspective. Routledge. Santos, M., et al. (2015). Charting our course: Why the practicum continues to matter to us in TESOL. CATESOL Journal, 27(2), 89-100. Vinogradov, P. (2013). Defining the LESLLA teacher knowledge base. In T. Tammelin-Laine,

et al., (Eds.), LESLLA: Proceedings of the 8th Symposium (pp. 9-24). Jyväskylä University. Vinogradov, P., & Liden, A. (2009). Principled training for LESLLA instructors. In I. van de Craats & J. Kurvers (Eds.), LESLLA: Proceedings of the 4th Symposium (pp. 133-144). Utrecht: LOT.

Michael Webster

English Department

"allusiveness, extremely elliptical": Modernist Allusion in E. E. Cummings' Poems"

Louisville Conference on Literature and Culture since 1900

"allusiveness, extremely elliptical": Modernist Allusion in Cummings' Poems Michael Webster [Abstract, Louisville Conference 2018] Modernist allusion began with symbolist suggestion, which became partially eclipsed by imagist "direct treatment of the thing" before being revived by Pound and Eliot as part of their high modernist "counter-current" against lyric expression and the listless free verse of imagist followers. The apotheosis of allusion in high modernism was one result of the desire to open poetry away from the personal and personality and move it back to the literary. At the same time, high modernist allusions avoided symbolist idealism while carrying within themselves the weight of European culture and history. Allusions, as T. S. Eliot remarked of James Joyce, open the literary (along with the subterranean personal content of the work) out of the hermetic and personal: "James Joyce . . . uses allusions suddenly and with great speed, part of the effect being the extent of the vista opened to the imagination by the very lightest touch" (qtd. in Longenbach 182). Modernist allusive practice, while hermetic, also enabled isolated individuals to connect their poems with wider cultural realms. This connective function extends the project of the New Poetry to widen the diction and subject matter of modern poetry. Norman Friedman writes that it is "allusiveness, extremely elliptical, that lies behind whatever obscurity we may find in Cummings" (Art 120). In Cummings, we can see in the same poem an almost-transparent allusion coexisting with an obscure transliteration of a foreign phrase. For example, in "F is for foetus" (CP 635), one can easily grasp the ad hominem attack upon Franklin Delano Roosevelt once we see notice that the only capital letters in the poem are "FDR." However, the same poem ends with the curious phrase "honey swoRkey mollypants," whose relevance to Roosevelt remains obscure even after we understand that it is a comic reduction of the motto of the Order of the Garter, "Honi soit qui mal y pense" ["Shame to whomever thinks evil of it"]. Perhaps the English reduction implies that "honey" (akin to the "gravy," or the money, flowing from papa F. D. R.) swears, while at the same time offering the key to mollifying panting sycophants? Or if we read the phrase as the medieval French motto of an English knightly order, it may function also as an ironic comment on the loyalty of Roosevelt's adherents, who cannot think evil of their "king" and leader. And perhaps the motto is also a warning to the reader not to think evil of Cummings' satire. This paper will explore the intent and effects of allusions in Cummings' poems. For example, do allusions in propagandistic satires like "F is for foetus" open up new vistas to the imagination? (A preliminary answer would seem to be that while the "FDR" reference limits interpretive possibilities, the motto opens them out.) The paper will examine further allusions in this poem and others, with an eye to discovering modernist aspects of Cummings' allusive practice. Works Cited Friedman, Norman. E. E. Cummings: The Art of His Poetry. Baltimore: Johns Hopkins UP, 1960. Longenbach, James. "'Mature poets steal': Eliot's Allusive Practice." The Cambridge Companion to T. S. Eliot. Ed. A. David Moody. Cambridge, UK / New York: Cambridge UP, 1994. 176-188.

Michael Webster

English Department

"Wholly How: Revisiting 'anyone lived in a pretty how town'"

American Literature Association Annual Conference

Critics of E. E. Cummings' poem "anyone lived in a pretty how town" (CP 515) have stressed the divergence of the lovers "anyone" and "noone" from the mass of "someones" and "everyones" who live in the "pretty how town." This divergence is clear enough: the poem states, for example, that the townspeople "cared for anyone not at all" (line 6). Furthermore, while noone and anyone "loved," the someones and everyones "married" (lines 12, 17); while noone laughed anyone's joy and "cried his grief" (line 14), the townspeople "laughed their cryings" (line 18); and while anyone "sang his didn't and danced his did" (line 4), the townspeople "did their dance" (line 18). However, this dualism seems contrary to Cummings' stated intention to create works of art that were complex living wholes. For example, Cummings responded to Robert Wegner's suggestion that "dualism [was] integral to [Cummings'] vision" by writing: "can't help feeling that you are quite unconsciously transferring to my verse a 'dualism' whose 'actual existence' is in you" ("Visit" 69). If he abhorred what he called the "either-or" world of dualism, how could Cummings create a poem that clearly favors, for example, individual lovers over the herd-like townspeople? This paper will examine at least three ways in which "anyone lived in a pretty how town" modifies and even undermines the dualistic views it evidently promotes. For example, at least some of the grammatically-shifted abstract terms in the poem (most notably the nouns "anyone," "noone," and the modifier "how") are not one-sided but contain their opposites. For example, in 1951 when this technique of doubleness (which is quite different from dualism) was new, George Haines wrote that " 'anyone' means what it says but means, also, its opposite: a particular one" (23). Thus anyone could be an individual like "anyone" and "noone" is just a no one--as well as the woman who loves "anyone." As for "how," many critics agree with Rushworth Kidder that a "how town" focuses "on the 'how,' the method and rule, of things" (Kidder 144), but these same critics ignore the more intuitive, imaginative, growing, and even mysterious aspect of "how" seen in poems like "breathe with me this fear" (CP 363) and the aptly-named "how" (CP 581). The townspeople may live in a conventionally "pretty" town, but it is also a somewhat "how" town--a place where, outside of conventional lives, one might even "Wholly" or "only consider How" (CP 363). In addition, the seasonal and meteorological terms in the poem apply equally to the townspeople and to the lovers, and the "by" phrases often apply to both sides as well, while sometimes doubling their meanings. These instances (and others) of doubleness (rather than dualism) demonstrate Cummings' intent to create a complete world in his poems, showing in "anyone lived in a pretty how town" that wholeness is possible for all, even if it is achieved only by a few.

Yang Bao

Geography & Sustainable Planning Department

"Beyond Food Desert: the Importance of Market Structure, Consumer Characteristics and Travel Behavior in Food Access"

American Association of Geographers Annual Meeting

The prevalence of diet-related diseases in low-income communities has raised significant concerns about public health and social inequity. An increasing amount of academic research as well as government and private efforts have been focused on identifying food deserts, low-income areas lack of access to affordable healthy food, and formulating policy initiatives to improve accessibility. However,

most food access assessments underpinning policy-making are exclusively area/neighborhood based measures recoding home-store distance under the assumption that the closest stores to place of residence are used by consumers. Little is known on whether and how these measures differ from individual level “actual” access. Using travel diary data, this paper provides a pilot study on actual food access by the general population at individual level. It explores how people’s destination choices of grocery shopping are jointly shaped by market structure, consumer characteristics, daily activity and travel behavior, in addition to neighborhood food environment. The study reveals significant discrepancies between the widely used area-based accessibility measure and the actual access in real life. It has important policy implications and offer insights on how to effectively design intervention programs for food access improvement.

Elena Lioubimtseva

Geography & Sustainable Planning Department

“Progress in climate change adaptation planning: a comparative study of the US and French small and mid-size cities.”

Co-authors: Charlotte da Cunha, UVSQ, France

Annual Meeting

Cities represent the most vulnerable areas to climate change impacts and weather extremes. They are also the most important contributors of the GHG emissions and active actors in the national and international climate change policies. The purpose of our study is to evaluate the current progress, shortcomings, and the best practices in climate adaptation planning in France and the US . Our comparative analysis of the recent climate adaptation plans of 36 cities is based on 24 indicators and provides insights on the role of effective governance, geographic scale, and territorial integration in climate change adaptation planning. The 24 indicators that we use to assess the key aspects of adaptation planning process, content substance of municipal plans, and their organizational structure are based on bibliographic review of multilingual interdisciplinary literature and climate adaptation planning guidelines developed by the national and international agencies, such as the IPCC, World Bank, UNEP, EPA, ONERC, UKCIP, ICLEI, and UN-Habitat. Our findings indicate that despite the radical differences between the US and French national policies, the majority of plans developed to date have similar strengths and weakness on both sides of the Atlantic. The US municipal climate adaptation plans, however, still remain relatively rare ad-hoc pilot projects, whose success, continuation and integration varies from state to state. France, on the other hand, has developed an integrated multi-scale national policy and framework, which is conducive to much faster replication of successful best practices and effective coordination of the local, regional and national climate adaptation efforts.

Elena Lioubimtseva

Geography & Sustainable Planning Department

“Climate change adaptation planning by French and American cities in 2007-2017: comparative analysis of their progress and challenges”

Co-authors: Charlotte da Cunha, UVSQ, France

Climate Change and Global Warming

Climate change adaptation planning by French and American cities in 2007-2017: comparative analysis of their progress and challenges. Cities represent the most vulnerable areas to climate change impacts and weather extremes. They are also the most important contributors of the GHG emissions and active actors in the national and international climate change policies. The purpose of our study is to evaluate

the current progress, shortcomings, and the best practices in climate adaptation planning in France and the US. Our comparative analysis of the recent climate adaptation plans of 36 cities is based on 24 indicators and provides insights on the role of effective governance, geographic scale, and territorial integration in climate change adaptation planning. The 25 indicators that we use to assess the key aspects of adaptation planning process, content substance of municipal plans, and their organizational structure are based on bibliographic review of multilingual interdisciplinary literature and climate adaptation planning guidelines developed by the national and international agencies, such as the IPCC, World Bank, UNEP, EPA, ONERC, UKCIP, ICLEI, and UN-Habitat. Our findings indicate that despite the radical differences between the US and French national policies, the majority of plans developed to date have similar strengths and weakness on both sides of the Atlantic. The US municipal climate adaptation plans, however, still remain relatively rare ad-hoc pilot projects, whose success, continuation and integration varies from state to state. France, on the other hand, has developed an integrated multi-scale national policy and framework, which is conducive to much faster replication of successful best practices and effective coordination of the local, regional and national climate adaptation efforts.

Wanxiao Sun

Geography & Sustainable Planning Department

“Spatial Patterning of Malls/Shopping Centers in the United States”

Co-authors: Gang Xu

American Association of Geographers

The massive development of shopping centers in the suburbs since the 1950s has drastically transformed the retail landscape of the United States. Deconcentration of retail businesses has played a major role in the spatial restructuring of U.S. metropolitan areas. Knowledge of the spatial and temporal patterns in the development of shopping centers can contribute to our understanding of the contemporary spatial organization of U.S. metropolitan areas. This paper first examines the major “waves” and characteristics of mall/shopping center developments in the United States since the 1950s. Using spatial statistics techniques and a large data set, the paper then analyzes the spatial structures of shopping centers at the national, metropolitan and intra-metropolitan levels, focusing particularly on the patterns of spatial clustering of shopping centers and the spatial relations among shopping centers and between shopping centers and the central city. To shed light on how shopping centers are related to the geographic distribution of population, this research utilizes census tract-level demographic data and presents results from case studies of three U.S. metropolitan areas. Theoretical and policy issues are also discussed.

Jeroen Wagendorp

Geography & Sustainable Planning Department

“Michigan Higher Education Undergraduate Enrollments 1988-2016: Moving Regional Market Shares During Times of Enrollment declines.”

114 Annual Meeting of the Association of American Geographers

Keywords: Michigan, Higher Education, Undergraduate Enrollment, Market Shares The undergraduate enrollment of the 15 public universities was analyzed for the years 1988-2016. Enrollment peaked in 2011 with 205,896 students. Since enrollment has declined by 6.5 percent to 192,595 students, a decline which is projected to continue. Tuition dependence is up to 85 percent of institutions operating budget

directly linking dwindling enrollments to the fiscal health and vitality of each institution. The undergraduate enrollment Gini ratios for the 15 public universities were calculated for the past 29 years. An undergraduate student enrollment portfolio that geographically and demographically draws from the largest possible part of the state appears critical to maintain or grow current enrollments. This reality distracts from the historical regional university service role concept in that each university needs to recruit for students statewide. This direct statewide competition for undergraduate students has and will continue to impact the overall service delivery mission of higher education in Michigan.

Yanning Wei

Geography & Sustainable Planning Department
“Housing Segregation and Planning in China”
Co-authors: Dr. Yue Gong
American Association of Geographers Conference

Residential segregation has been carefully studied by scholars in the social, economic and political context of developed world. The term, however, is rarely seen hinged with the studies of housing in Chinese context in literature. Fundamentally due to their hukou status, Chinese rural migrants normally dwell in the urban enclaves like villages-in-the-city (ViC) and factory dormitories surrounded by the high-end neighborhoods of the privileged, forming a mixed land use pattern that we call an identity-based spontaneous residential segregation. By investigating housing policy in several key development zones endorsed by the government in the Pearl River Delta (PRD), this paper further reveals an emerging and more aggressive type of policy-driven residential segregation in which rural migrants are designated by zoning ordinances to live on the peripheral areas of these zones. Specifically, this paper argues that the comprehensive planning and housing policy for the new development zones has directly led to the formation of segregated migrant neighborhoods in the zones, creating a planning-driven residential segregation in contrast to the transitional identity-based one. We conclude that the residential segregation in these development zones reflects such a trend that current zoning practice will entail the Americanization of Chinese residential segregation.

Gang Xu

Geography & Sustainable Planning Department
“Spatial Patterning of Malls/Shopping Centers in the United States”
Co-authors: Wanxiao Sun
AAG Annual Meeting 2018

The massive development of shopping centers in the suburbs since the 1950s has drastically transformed the retail landscape of the United States. Deconcentration of retail businesses has played a major role in the spatial restructuring of U.S. metropolitan areas. Knowledge of the spatial and temporal patterns in the development of shopping centers can contribute to our understanding of the contemporary spatial organization of U.S. metropolitan areas. This paper first examines the major waves and characteristics of mall/shopping center developments in the United States since the 1950s. Using spatial statistics techniques and a large data set, the paper then analyzes the spatial structures of shopping centers at the national, metropolitan and intra-metropolitan levels, focusing particularly on the patterns of spatial clustering of shopping centers and the spatial relations among shopping centers

and between shopping centers and the central city. To shed light on how shopping centers are related to the geographic distribution of population, this research utilizes census tract-level demographic data and presents results from case studies of three U.S. metropolitan areas. Theoretical and policy issues are also discussed.

Tara Kneeshaw

Geology Department

“Evaluation of Residual Polycyclic Aromatic Hydrocarbons in Sediments Following a Spill of Diluted Bitumen”

Co-authors; Kayla A. Lockmiller

Geological Society of America Annual Meeting

Crude oils consist of inherently complex mixtures of hydrocarbons of variable structures and molecular weights, resulting in unique mixtures. The bitumen portion of crude oil most commonly consists of immobile hydrocarbons that require unconventional extraction techniques and dilutants to mobilize it for transport. Polycyclic aromatic hydrocarbons (PAHs), a chemical group commonly found in this portion of crude oil, are known to pose human and ecosystem threats. Increased transport of diluted bitumen, along with subsequent pipeline breaks/spills, has stimulated the need to understand better the persistence and fate of PAHs in the environment. This study sought to evaluate the presence of PAHs in sediment impacted by the 2010 pipeline rupture of approximately 843,000 gallons of diluted bitumen from Canadas Athabasca tar sands oil field into the Kalamazoo River near Marshall, MI. Approximately 5 years after the spill, riverbank sediments were collected for detection of PAHs. Most of the collected samples were from remediated/reworked sediments directly impacted by the initial spill and extensive clean-up process. Samples were analyzed for the presence of PAHs using GC-FID, and results were compared to those collected both upstream and downstream of the spill site. PAHs commonly associated with diluted bitumen (ex. naphthalene, acenaphthene, flourene) were detected in nearly all samples impacted by the spill, regardless of grain size fraction, with concentrations being notably higher in the impacted area. For example, concentrations of acenaphthene, a biomarker for Athabasca tar sands oil, ranged from 1.9-4.9 ppm in samples collected from the remediated spill area, while samples from nearby locations both upstream and downstream of the rupture had no detectable concentrations. Laboratory microcosms consisting of native sediments and water from the impacted area were subsequently constructed to evaluate the changes in PAH concentration and accumulation of degradation byproducts over time. Preliminary results indicate recalcitrant behavior of PAHs with a prolonged release of a variety of hydrocarbon compounds that may pose long-term environmental threats. Results indicate that, despite remediation efforts, PAHs are persisting in the impacted sediments and may pose long-term water quality issues

Stephen Mattox

Geology Department

“Mi-Star: Implementing the Framework and NGSS in Middle School in Michigan”

Co-authors: Huntoon, J., Oppliger, D, Robeck, E., Gochis, E., Tubman, S., Wojick, C.
national meeting of the Geological Society of America

Michigan Science Teaching and Assessment Reform (Mi-STAR), funded by the Herbert H. and Grace A. Dow Foundation in 2014, is developing an NGSS-aligned integrated science middle school curriculum

and associated teacher professional learning program (PLP). In 2017, Mi-STAR was recognized by the Michigan Department of Education (MDE) as a promising program based on Change the Equation STEMworks review. Mi-STAR is releasing six previously pilot-tested curriculum units in 2017-18 that are anticipated to reach 300 teachers and over 21,000 students in Michigan. Mi-STAR's products are collaboratively designed and developed by scientists, engineers, middle school teachers, curriculum developers, professional learning practitioners, and assessment specialists. Alignment with MDE priorities has been critical for Mi-STAR's success. The path to unit release was a staged and iterative process involving numerous reconfigurations of materials and refinements of approaches. For example, the curriculum's scope and sequence has been revised annually as units are developed. Also, several best-practice design principles were initially incorporated but were found to require substantial classroom time for implementation. As a result, Mi-STAR developed a customized design reflecting integration of several proven methods. Classroom assessments, aligned with the vision of NGSS, are an integral component of the curriculum. These afford formal opportunities to evaluate students' growth in knowledge, skills, and abilities at strategic points within and at the end of each curriculum unit and are being used to gauge the impact of the curriculum. NGSS and Mi-STAR require almost complete re-envisioning of classroom-based learning. Mi-STAR has developed an extensive PLP to prepare teachers to use its curriculum and associated assessment in the way intended. To support scalability, an online PLP is supplemented by face-to-face sessions led by PLP facilitators prepared via a train-the-trainer process.

Virginia Peterson

Geology Department

"Preserved Large Garnet Zoning, Pseudosection Thermobarometry, And Localized Deformation Constrain P-T Path And Extend Granulite Facies Region In The Southern Appalachian Central Blue Ridge, North Carolina"

Co-authors: Daniel Tjapkes

Preservation of features that provide T-P constraints on metamorphic conditions within and near the Chunky Gal Mountain Fault (CGMF) are influenced by garnet size and strain intensity. The CGMF, located in the southern Appalachian Central Blue Ridge, partly bounds the Buck Creek-Chunky Gal mafic-ultramafic (BC) complex in rocks previously mapped as amphibolite facies. Published peak T-P conditions in Taconian granulite facies rocks at Winding Stair Gap (WSG) (~ 10 km east) are 850°C, 0.7-0.9 GPa and in meta-troctolites at BC are 825-850°C, 0.9-1.4 GPa. Pseudosection thermobarometry of CGMF samples constrains peak T-P at ~ 800-850°C, 0.8-0.9 GPa, suggesting these rocks reached peak granulite facies. Garnet zoning in CGMF rocks is preserved as a function of grain size. Smaller garnets have flat chemical profiles due to diffusion. Larger garnets preserve apparent prograde zoning with a moderate outward increase in Mg and a distinct decrease in Ca. Garnet rims show a retrograde drop in Mg and increase in Ca and Mn. Some larger garnets from WSG show similar zoning patterns. Garnet isopleths define clockwise PT-paths in CGMF samples. The well constrained prograde part of the paths are consistent with observed assemblages. More variable and less constrained retrograde paths (near isobaric) may be better determined by considering garnet fractionation effects during growth. Differing matrix assemblages (sil vs. ky-ms) observed in high-Al CGMF samples from the Jake Ridge outcrop may result from variations in deformation. These samples have similar bulk compositions and garnet interior assemblages (including sil). Shearing appears to have facilitated the growth of ky-ms at lower temperatures. Garnets in ms-st schists collected ~1.5 km west of CGMF outcrops preserve distinctly different zoning patterns. Large garnets show strong core-rim zoning (incr. Mg, decr. Mn and Ca) more typical of amphibolite facies. Deformation appears to locally influence garnet zoning patterns in these

rocks. Our results expand the region of southern Blue Ridge granulite facies metamorphism. Constraints on the PT-path and peak conditions in these high-T rocks are facilitated by preserved zoning in large garnets, low variance assemblages, pseudosection thermobarometry, and localized influence of deformation on metamorphic preservation.

Virginia Peterson

Geology Department

“Exploring Methods To Determine The Strain Ellipsoid In Dunites To Provide Context For Ebsd Cpo Patterns”

Co-authors: Jory VanEss

Geological Society of America North Central Section Meeting

Crystallographic preferred orientation (CPO) data for olivine, collected using Electron Backscatter Diffraction (EBSD) is typically collected and interpreted in a strain/shape fabric reference frame from thin sections cut parallel to the X-Z strain axes. EBSD data recently collected for several dunite samples from the Buck Creek ultramafic body in southwestern North Carolina show strong CPO patterns that may reveal information about the conditions of deformation of the body. Unfortunately, it has been challenging to visually determine the shape fabrics in these samples, making it difficult to properly orient the samples. We have used a published method for calculating the vorticity axis (CVA) from EBSD data. Assuming the CVA is parallel to the Y-axis of strain for non-coaxial deformation, axial D-type fabrics seem likely for most samples. To properly orient and make sense of the CPO patterns we have explored methods for measuring the 3D olivine shape fabrics. An ellipsoid can be calculated by determining the strain ellipses for 3 orthogonal thin sections. Two approaches for 2D measurement of the strain ellipse were tested for accuracy and repeatability. Both relied on use of high resolution thin section photo scans while simultaneously observing the grains in thin section to confirm grain boundaries. The simpler center-to-center method, employed by manually selecting center points of individual olivine grains was tested with multiple observers and a varied number of center picks. Fry plots created using the program EllipseFit resulted in poor and inconsistent ellipses. A more productive approach has been to select the best-fit ellipses for multiple individual olivine grains. Most grains in an area were selected, excluding those that were small or not clearly a single grain. With this approach EllipseFit can produce a repeatable strain ellipse from multiple observers. Thin section quality and alteration effects influence the strength of the ellipses. EllipseFit was used to calculate the shape fabric/strain ellipsoid from the 3 perpendicular slides and we have been able to use this shape fabric to reorient our CPO data. We are in the process of testing this approach with other samples and increasing the numbers of ellipse picks in some slides to confirm the feasibility of this method.

Peter Riemersma

Geology Department

“Exploring Hydrogeological Environments Using The United States Geological Survey’S Hydrologic Investigations Atlases”

Annual Geological Society of America

Groundwater resources in the United States occur in a variety of aquifer types that can range from glacial outwash to fractured bedrock aquifers. The U.S. Geological Survey has summarized the geography, geology and hydrologic characteristics of the major aquifers in the United States in a Ground

Water Atlas that is divided into 13 Hydrologic Investigation segments (HA730A HA730N). The series is written for a general audience and includes summaries of the groundwater-water flow system, general water quality and use of the groundwater withdrawn. It can be used to introduce students to the range of hydrogeological environments and groundwater issues that exist in the United States and can also serve as a reference for consultants. The Atlas is a particularly engaging teaching resource because it contains a plethora of rich data and abundant, high quality color illustrations (maps, graphs and figures). For a nominal fee, an oversize hard copy of each segment can be purchased from the USGS and a free digital online version is available. In my undergraduate hydrogeology class, each pair of students is assigned an Atlas segment and they prepare a short written summary and power point presentation (~12 slides) that focuses on the unique hydrogeological characteristics and issues for their specific region of the United States. Students learn about the structure of aquifers in volcanic rock, glacial, karst and permafrost regions. They teach their fellow students about groundwater problems that result due to over pumping, subsidence, sinkholes, saltwater intrusion and coal mining. For each segment I specify some key questions that students should answer in their presentation. In the absence of this emphasis, many students were overwhelmed by the amount of material in the Atlas and presentations were too descriptive. The assignment thus also requires synthesis of ideas as well as developing effective communication skills, with a focus on concise description and effective use of visual images. Students are responsible for assignment content as it is included on their exam. The principles that control the presence, movement and chemical quality of groundwater in different climatic, topographic and geologic settings are clearly illustrated and make the Hydrologic Atlases an important reference to teach hydrogeology.

Peter Wampler

Geology Department

"Potholes and pitfalls along the road to research and Studying Abroad in Haiti"

Annual Geological Society of America Conference

Since 2008 I have been travelling to Haiti with undergraduate students from Grand Valley State University to engage in service learning and research. The research has focused primarily on understanding groundwater contamination in wells, springs, and surface water sources. Working in Haiti is challenging on many levels including logistics of transporting samples on poor roads, laboratory facilities, and consistent power. Despite these challenges my students and I have successfully collected data and published several peer-reviewed papers on water quality, water treatment, deforestation, and other aspects of Haiti's natural resources. Since 2015, I have attempted to combine research with service learning opportunities for groups of undergraduate students. In the last two years I have led a few dozen students on trips to Haiti. We have installed wells, taught workshops at local libraries, distributed filters, and engaged in "ecotourism" as we learned about the complex nonlinear country that is Haiti. Although these trips are challenging, and initially faced considerable resistance from administration at my university, they have created a space for invaluable learning and research. Challenges students must overcome to engage in studying abroad in Haiti include multiple languages that are not English, transportation on very poorly maintained roads, inclement weather, political unrest, unreliable power, and sometimes limited water supplies. Despite these challenges it is possible to work, travel, and engage in research with students in Haiti. There are many research problems and data needs that could help Haiti to meet the many challenges they face. It is worth the extra effort needed to explore these fruitful research topics with students.

John Weber

Geology Department

“Unifying several decades of GNSS/GPS measurements to study Adriatic microplate motion and neotectonics in the Southern Alps and northern Dinarides, Slovenia and surroundings”

Co-authors: Bojan Stopar, Oskar Sterle, and Marko Vrabec

2017 Penrose Conference, 250 Million Years of Earth History in Central Italy: Celebrating 25 years of the Geological Observatory of Coldigioco

Unifying several decades of GNSS/GPS measurements to study Adriatic microplate motion and neotectonics in the Southern Alps and northern Dinarides, Slovenia and surroundings John Weber 1, Bojan Stopar 2, Oskar Sterle 2, and Marko Vrabec 3 (1) Grand Valley State University, Department of Geology, Allendale, MI 49401 USA (2) Univ. of Ljubljana, Faculty of Civil and Geodetic Engineering, Ljubljana, 1000 Slovenia (3) Univ. of Ljubljana, Faculty of Natural Sciences and Engineering, Ljubljana, 1000 Slovenia Oral Presentation This presentation will introduce and review our work to unify data from several decades of GNSS/GPS experiments to measure and study the motion of the Adria microplate and active deformation in and around Slovenia near the NE corner of the microplate. We are working to determine a unified velocity field using data from a combination of cGPS and eGPS sites that were collected over variable time periods, and processed in different ITRF reference frames, and processed at both the Universities of Ljubljana and Miami, using both GIPSY and Bernese software. The presence of an Adriatic microplate clashes with the interpretation that Neogene geologic features in this region indicate that active Nubia-Eurasia convergence is taken up across the Apennines and Alps. This neotectonics-geological mismatch likely reflects the very recent birth of the Adria microplate, termination of the Nubia-Eurasia Alpine collision, and recent Adria slab break-off beneath the Apennines. We studied the motion of the Adriatic microplate using Eurasian-plate-referenced, GPS-derived velocities from Istria Peninsula (Slovenia, Croatia) and Po Plain (Italy) sites and compared this to an independent result that we derived using earthquake slip vectors around the edges of the microplate. Our best-fitting GPS Adria-Eurasia angular velocity vector (Euler pole) comes from 7 Istria Peninsula (Slovenia, Croatia) and 10 Po Plain (Italy) sites; it locates at 45.03°N , 6.52°E , with a $0.297 \pm 0.116^{\circ}/\text{Myr}$ counterclockwise rotation rate. This GPS-derived pole overlaps with our earthquake slip-vector-derived pole. We also present new, on-going work and review additional historic and recent determinations of Adriatic microplate motion. Active deformation in and around Slovenia and centered on the Southern Alps-Dinarides junction is likely caused by contraction along the NE corner of the rotating Adriatic microplate, rather than by Africa (Nubia)-Eurasia collision, which has likely ended. To quantify and study active deformation in this region, we are working to unify a data set from >60 episodic GPS sites in northern Croatia and Slovenia, >50 permanent GPS regional reference stations. Our preliminary results indicate a significant and sharp (~ 2.5 mm/yr) transpressive gradient in the velocity field across the Sava Fault (Periadriatic zone) and through central Slovenia, likely the zone of highest seismic hazard in Slovenia and, marking a zone of active lateral extrusion in the southern Alps and Dinarides driven by Adria-Eurasia convergence.

John Weber

Geology Department

“Applying earthquake cycle concepts in complex plate boundary zones: An example from the Caribbean-South American plate boundary zone, Trinidad and Tobago”

Co-authors: Halldor Geirsson, Peter La Femina, Joan L Latchman, Richard E A Robertson

Structural Geology and Tectonics Forum

We studied active faults in Trinidad and Tobago in the Caribbean-South American (CA-SA) transform plate boundary zone using episodic GPS (eGPS) data from 19 sites and continuous GPS (cGPS) data from 8 sites, and then modeling these data. Our best-fit model for interseismic fault slip requires: 12-15 mm/yr of right-lateral movement and very shallow locking (0.2 ± 0.2 km; essentially creep) across the Central Range Fault (CRF); 3.4 ± 0.3 mm/yr across the Soldado Fault in south Trinidad, and 3.5 ± 0.3 mm/yr of dextral shear on fault(s) between Trinidad and Tobago (see below). Faults in Trinidad show very little seismicity (1954-current from local network). Paleoseismic studies indicate that the CRF ruptured between 2710 and 500 yr. B.P. Together, these data suggest spatial and/or temporal fault segmentation on the CRF. The CRF marks a physical boundary between rocks associated with thermogenically generated petroleum and overpressured fluids in south and central Trinidad, from rocks containing only biogenic gas to the north, and a long string of active mud volcanoes align with the trace of the Soldado Fault along Trinidad's south coast. Fluid (oil and gas) overpressure may thus cause the CRF and Soldado Faults to creep. On 22 April 1997 the largest earthquake recorded in the Trinidad-Tobago segment of the Caribbean-South American plate boundary zone (M_w 6.7) ruptured a shallow, ENE striking, shallowly dipping ($\sim 28^\circ$) dextral-normal fault ~ 10 km south of Tobago. We studied this earthquake and related foreshocks and aftershocks. We derived coseismic offsets using GPS data, and modeled fault rupture and coseismic slip. Tobago moved NNE and subsided. This earthquake was anomalous and is of interest because: (1) its large component of normal slip and ENE strike are unexpected given the active E-W dextral shearing across the Caribbean-South American plate boundary zone, (2) it ruptured a normal fault plane with a low ($\sim 28^\circ$) dip angle, and (3) it reactivated and inverted the preexisting Tobago terrane-South America ocean-continent (thrust) boundary that formed during early Tertiary oblique plate convergence.

Steeve Buckridge

History Department

"Lace-Bark in Jamaica: A Marvel of Nature"

Russian Academy of Sciences Institute for African Studies Scientific Council 14th International Conference of Africanists "Africa and africans in National, Regional and Global Dimensions"

The focus of this study is on the African custom of lace-bark cloth production and its consumption in the Caribbean. Lace-bark is a form of bark-cloth, obtained from the bark of the fibrous lagetto tree. The bark of the tree was valued for the properties derived from its bark for use in industry, agriculture and the home. However, its most common use was in the production of lace-bark cloth. The fibers of the lagetto bark were removed by hand and dried, and the end result resembled fine lace or linen that was used by enslaved and freed African women to make exquisite clothing, as well as a substitute for manufactured lace once desired by royalty. Although lace-bark is derived from the bark of a tree, it is different from other forms of bark-cloth. For instance, unlike most bark-cloth such as tapa, the bark of the lagetto tree was not beaten into malleable cloth. The scientific name for the lace-bark tree is *Lagetta lagetto*; however, common names and spelling vary across regions. I argue that the skill of producing lace-bark was nurtured and retained in the Caribbean by African women and their descendants. Sadly, today the knowledge of lace-bark production has been lost and the tree scarce. This is also a story about the lace-bark tree, once thought to be extinct is now threatened. How can the few remaining trees be protected and is lace-bark sustainable? Can lace-bark production be revived as a viable economic activity in the Caribbean?

Steeve Buckridge

History Department

“Jamaican Lace-Bark and the Black Woman's Culture of Refinement”

Ninth Biennial Conference of the Association for the Study of the Worldwide African Diaspora (ASWAD): African Diasporic Futures

The focus of this study is on the African custom of lace-bark cloth production and its consumption in the Caribbean. Lace-bark is a form of bark-cloth, obtained from the bark of the fibrous lagetto tree. The bark of the tree was valued for the properties derived from its bark for use in industry, agriculture and the home. However, its most common use was in the production of lace-bark cloth. The fibers of the lagetto bark were removed by hand and dried, and the end result resembled fine lace or linen that was used by enslaved and freed African women to make exquisite clothing, as well as a substitute for manufactured lace once desired by royalty. Although lace-bark is derived from the bark of a tree, it is different from other forms of bark-cloth. For instance, unlike most bark-cloth such as tapa, the bark of the lagetto tree was not beaten into malleable cloth. The scientific name for the lace-bark tree is *Lagetta lagetto*; however, common names and spelling vary across regions. I argue that the skill of producing lace-bark was nurtured and retained in the Caribbean by African women and their descendants. Sadly, today the knowledge of lace-bark production has been lost and the tree scarce. This is also a story about the lace-bark tree, once thought to be extinct is now threatened. How can the few remaining trees be protected and is lace-bark sustainable? Can lace-bark production be revived as a viable economic activity in the Caribbean?

Alice Chapman

History Department

“The Medieval Christus Medicus in St Bernard of Clairvaux”

International Congress on Medieval Studies

The image of Christ the physician (*Christus medicus*) has been studied extensively in biblical and patristic texts as well as in the works of sixteenth-century writers like Martin Luther. This rich image, however, has not been explored sufficiently in medieval texts. The Cistercian Abbot, Bernard of Clairvaux (d. 1153) described the role of the *Christus medicus* as both an exemplar to be followed and as the healer of the spiritually sick. In a series of sermons for Easter, Bernard discussed seven aspects of spiritual leprosy, the worst of which he described as the “double leprosy” of the heart. The remedy for such spiritual sickness was to follow the example of Christ, and to rely on him as the *medicus*, who had the power to heal as the doctor of souls (*medicus animarum*).

Grace Coolidge

History Department

“Evolving Families: Realities and Images of Stepfamilies, Remarriage, and Half-Siblings in Early Modern Spain”

Co-authors: Lyndan Warner, St. Mary's University, Canada

European Social Science History Conference

“Evolving Families” examines remarriage and the stepfamily in Spain in the 1500s and 1600s. One in three children experienced the loss of a parent with the possibility of the surviving parent’s remarriage

to a stepmother or stepfather bringing stepsiblings or new half-siblings. Archival records of testaments, estate inventories and guardianship arrangements reveal the gendered patterns of stepfamilies. Advice from a noble mother to daughter suggested strategies to cope with the evolution of a family and how to welcome a stepmother and possible siblings if a father decided to remarry. One of the few family portraits of the Spanish seventeenth-century *El Pintor y su Familia* by Velázquez's son-in-law del Mazo captures the extended fertility of a widower and his successive wives as well as the emotional connections and disruptions imposed by death and remarriages.

Jason Crouthamel

History Department

"Historical Trauma Studies: Methodologies and Public Engagement"

Co-authors: Prof. Peter Leese (University of Copenhagen)

This presentation reflects on our work as organizers of a network of trauma specialists and as editors of two recent collections of essays on the history of trauma in the 20th century: *Psychological Trauma and the Legacies of the First World War* and *Traumatic Memories of the Second World War and After* (both Palgrave Macmillan, 2016). We will discuss the methodological origins and issues raised while working with the various authors within these two collections, and consider some of the new directions in which we believe the field of historical trauma studies should move. Because the traumatic effects of mass violence in the 20th century have been substantially underestimated, we argue that subjective, individual conceptions of trauma still need to be explored by historians. In order to uncover more complex and subjective narrative of trauma, historians need to develop new methods for examining not only survivors's ego documents, but also visual media (art and film), literature, and oral testimonies. Building on this, we plan to focus on two areas where historians of trauma can innovate and expand the field: 1) we want to discuss the ways and extent to which humanities scholars can engage with scholars across different disciplines, for example by cross-cultural historical comparisons between Europe and Asia; 2) we want to consider how public outreach and education might be built into research projects, for example by working with artists and museum exhibitions.

Whitney Dirks-Schuster

History Department

"Consuming the Monstrous: Physical Abnormality on Display in Early Modern London"

Sixteenth Century Society & Conference

London's early modern monster shows were often set up in heavily-trafficked neighborhoods and advertised via quickly- and cheaply-printed leaflets. A close examination of these advertisements allows for identification of entertainment venues and their target audiences, both of which varied widely in the late seventeenth and early eighteenth centuries. The experiences of audience members themselves can be traced through more discursive sources. London gentlemen John Evelyn and Samuel Pepys periodically attended monster shows and recorded the experiences in their diaries. The domestic servant James Paris du Plessis took this practice significantly farther, compiling two manuscript books filled with accounts of monsters and marvels that he viewed in London or read about in newspapers and books. These sources demonstrate that the individuals who chose to attend monster shows could interact with monstrosity in different ways, though most audience members would certainly have been passive spectators like Evelyn or Pepys, rather than active and indeed obsessive chroniclers of monstrous information, as Paris had become by the end of his life.

David Eaton

History Department

“Stressed States: Reconstructing Africa during the Nationalist Era”

The Africa Network Annual Meeting

One of the most significant moments in African history is decolonization and the success of nationalist movements all over the continent. However, it is difficult to convey the optimism, exhaustion, and exhilaration of the politicians involved in the process. This paper examines one classroom exercise I have used in the HST 336 class at Grand Valley State University that tries to place the students more fully into this era. Initial readings explore the different strategies adopted by newly independent states, and in class the students are given an opportunity to create their own nation. After rapidly choosing international alignments, economic resources, and a political system, they are then asked to respond to stress tests that mimic events that took place during the 1960s and 1970s. By borrowing aspects of the new Reacting to the Past pedagogical approach, this type of exercise can help American students better connect with a crucial moment in the African past. *This paper is part of a panel entitled "Satellites, Stress Tests and Statistics in Africa: Digital and Quantitative Pedagogies in the Classroom."

David Eaton

History Department

“Meet the Podcasters: On Top of the World History Podcast”

Co-authors: Matt Drwenski

World History Association 2018 Conference

Matt Drwenski and Dave Eaton founded On Top of the World: A World History Podcast in 2015 with the aim of creating connections between world historians at the high school and college levels. Over the subsequent 32 episodes it has evolved in ways we could not anticipate. We have spoken with numerous experts in the field, debated key issues in the field, and generally had a blast “nerding-out” on various aspects of world history. During this session, audience members will have the opportunity to offer feedback on past episodes, ask questions about podcasting more generally, suggest new subjects for future recordings, and be a part of a special episode on the current state of the field. This session is designed for world history researchers seeking to discuss their ideas on a public-facing platform, for instructors interested in integrating podcasts into their teaching, and for those who are listeners of On Top of the World.

James Goode

History Department

“Analyzing the Islamic State: Strategies and Counter-Strategies”

Middle East Studies

I will be chairing this panel of four presenters and discussing the papers.

Michael Huner

History Department

“Military Desertion and the Trauma and Subversion of Postcolonial State Formation in the Era of the Paraguayan Great War, 1840s-1870s”

This paper traces the subversive whims of military deserters in nineteenth-century Paraguay for glimpses into how everyday people endured the traumas of postcolonial state formation. Midcentury records of military desertion trials from Paraguay supply the principal source base here and encompass the period of years before and during the countrys catastrophic Triple Alliance War (1864-1870) in which Paraguay lost over half of its population. Conventional historical wisdom holds that most Paraguayans valiantly died in loyal defense of their country in the conflict due to ethno-linguistic bonds tied to the widespread use of the Guaraní language and singular attachments forged with the land and a bold leader. My research points to how the bonds of nationhood could often prove more ephemeral, fluid, and ambivalent than what this conventional wisdom suggests. In the case of military deserters, as this paper argues, the acknowledged embrace of the states fulfillment of a reciprocal moral economy whereby the republic provided rations and clothing in exchange for soldiers submission and labor carried undertones of duplicity whereupon soldiers also reserved a right to exercise subversive whims. Most military deserters of nineteenth-century Paraguay did not run far from their barracks. And they did so for ephemeral reasons and, as commonly stated in testimony, for el simple antojoan expression with a Guaraní equivalent that we could translate as a mere whim or a fleeting fancy. Before the war, the practice of pawning articles of ones military uniforms inspired such whims. During conflict, the exercise of such whims also had dramatic results. This paper thus culminates with the amazing wartime desertion of Anastacio Bãñez whose impulsive actions and web of lies exposed the state's own insecurities about commanding the loyalties of subject-citizens and channeled the violence of wartime military justice against other soldiers and civilians living near the front.

Michael Huner

History Department

"Military Desertion and the Trauma and Subversion of Postcolonial State Formation in the Era of the Paraguayan Great War, 1840s-1870s"

9th Rio de la Plata Workshop

This paper traces the subversive whims of military deserters in nineteenth-century Paraguay for glimpses into how everyday people endured the traumas of postcolonial state formation. Midcentury records of military desertion trials from Paraguay supply the principal source base here and encompass the period of years before and during the countrys catastrophic Triple Alliance War (1864-1870) in which Paraguay lost over half of its population. Conventional historical wisdom holds that most Paraguayans valiantly died in loyal defense of their country in the conflict due to ethno-linguistic bonds tied to the widespread use of the Guaraní language and singular attachments forged with the land and a bold leader. My research points to how the bonds of nationhood could often prove more ephemeral, fluid, and ambivalent than what this conventional wisdom suggests. In the case of military deserters, as this paper argues, the acknowledged embrace of the state's fulfillment of a reciprocal moral economy, whereby the republic provided rations and clothing in exchange for soldiers' submission and labor, carried undertones of duplicity whereupon soldiers also reserved a right to exercise subversive whims. Most military deserters of nineteenth-century Paraguay did not run far from their barracks. And they did so for ephemeral reasons and, as commonly stated in testimony, for el simple antojo, an expression with a Guaraní equivalent that we could translate as a "mere whim" or a "fleeting fancy." Before the war, the practice of pawning articles of one's military uniforms inspired such whims. During conflict, the exercise of such whims also had dramatic results. This paper thus culminates with the amazing wartime

desertion of Anastacio BÃ¡ez whose impulsive actions and web of lies exposed the state's own insecurities about commanding the loyalties of subject-citizens and channeled the violence of wartime military justice against other soldiers and civilians living near the front.

Douglas Montagna

History Department

"Religion, Politics, and Slavery in Civil War Era Ohio"

American Society of Church History Winter Conference

The paper I am presenting at the Winter Conference of the American Society of Church History, entitled "Religion, Politics, and Slavery in Civil War Era Ohio," is part of my larger project comparing the religious lives of Civil War era northern politicians. While most people are familiar with the deep divide between the Union and the Confederacy during the Civil War, there was also a deep divide between northern Democrats and Republicans over fundamental issues such as whether or not the Civil War should even have been waged, how it was waged, and whether or not the federal government should or had the right to abolish slavery. I plan on presenting a small part of my research on this larger topic and the ASCH winter conference. For this conference paper, I am looking at three important Civil War era politicians from Ohio-- Clement Vallandigham, Joshua R. Giddings, and Salmon P. Chase. Vallandigham, a Democrat, opposed waging the Civil War and abolishing slavery; Giddings and Chase, Republicans, supported waging the Civil War and abolishing slavery. I chose these three politicians because they were on the opposite ends of the political spectrum and therefore should reveal differences in religious influences on politics. The religious issues I am examining for this paper are their religious lives and experiences and how that affected their political views, especially on issues concerning slavery and sectionalism. One of the conclusions from this paper is that the Democrat Vallandigham saw religion as a threat to his cherished notion of the delicate political balance that protected the freedom of white Americans whereas the antislavery Republicans Giddings and Chase saw religion as a welcome infusion into American politics that would help fulfill America's destiny by weakening and ultimately destroying slavery, the institution that was keeping American from living up to its ideals.

Paul Murphy

History Department

"Two Humanisms "Separate and Distinct, Conservative and Progressive" and the Belief in an American Mind"

Ninth Annual Society for U.S. Intellectual History Annual Conference

Various American thinkers grasped for the promise of a "new humanism" in the early twentieth century, simultaneously finding clarity and prestige in this widely shared label while at the same time defining it in diametrically opposing ways. In particular, competing coterie of intellectuals--conservative literary scholars versus progressive religious scholars--concurrently identified their critical programs as the "new humanism." Their rival "new humanisms" were entirely distinct -- one focused on order and the classical virtue of moderation in the face of progressive activism; the other an assertion of non-theistic religious humanism, which was to the Left of liberal modernist theologians and wrapped around a socialist political agenda. This paper examines the significance of this disjuncture--suggesting the ways in which this early example of intellectual incommensurability forecast a fracturing of American intellectual life but also the less evident

commonalities involved—shared aspirations, intentions, and assumptions that it is possible to discern in these rival projects. For both, a new humanism promised to address large and significant features of modernity; both groups felt they were playing a role in shaping national values; both understood themselves to be responding to the needs of a secularizing civilization; both constructed a historical understanding of the western intellectual tradition in which to root and warrant their values; and both assumed they were involved in crafting not only a new American culture but also a new American mind.

Paul Murphy

History Department

“Oliver L. Reiser, Cosmic Humanism, and the Hope for Global Integration in Twentieth-Century American Thought”

OAH Annual Meeting

Various movements to promote humanist thought—even a “new humanism”—often drew together heterogeneous collections of philosophers, scientists, theologians, ministers, and literary scholars throughout the first decades of the twentieth century. Today, the term humanism is most often associated either with scientific rationalism (secular humanism) or assumptions about a universal human nature, which are disputed by postmodern thinkers. In the early twentieth century, however, humanist projects often encapsulated broad-ranging programs of cultural and social renewal that attempted to meet the perceived moral and spiritual needs of modern people. Looked at now, these multifarious humanist movements cast the fissures in contemporary American intellectual life into stark relief. One such fissure divides secular from religious thinkers. Some humanists saw themselves as transcending this divide and overcoming the limitations of both theology and philosophy. The University of Pittsburgh philosopher Oliver L. Reiser provides a case in point. In the 1930s, Reiser joined a group of Unitarian ministers, unorthodox religious thinkers, scientists, and Deweyan thinkers to publish the Humanist Manifesto in 1933, a plea for a liberal, non-theistic religion. In the following years, many moved on to a scientific and naturalistic humanism shorn of the earlier religious pretensions, however, Reiser soldiered on, eventually propounding a “cosmic humanism.” By the 1960s and 1970s he attached himself to various projects that might fulfill the project of global integration and spiritual transcendence, including Project Prometheus based on global satellite communications as the means to “further the understanding of the idea of mankind”; the Committee for the Future’s synergistic conference, or SYNCON, featuring the creation of a “SYNCON wheel”; and The Cooperators, a consortium aiming to create a map of the world. By the 1960s, Reiser had become a living connection between different eras of spiritual aspiration and an emblem of an older tradition of public philosophy.

Sean O’Neill

History Department

“Watomika’s Conversion to Fr. James Bouchard, SJ: from Lenni Lenape to Frenchman to Indian”

The Politics of Conversion

Watomika, aka James Chrysostom Bouchard, S.J., experienced several conversions with varying degrees of volition. Upon his father’s death in battle and his mother’s return to her Comanche family, he chose to attend an Indian school in Marietta, Ohio. Later, he went from the Presbyterian ministry to a Jesuit seminary in St. Louis. Midwestern parish work proved unhealthy, so the Jesuits sent him to San Francisco, where he preached to miners, ranchers, and immigrants throughout the West. His most interesting conversion occurred in California, where his French surname allowed him to become one among many immigrant priest and no one mentioned his Indian heritage. When he died, tributes said

his family came from Louisiana. Only later did the Jesuits celebrate his native ancestry. This final conversion came after death, when he became an Indian again.

Patrick Fuliang Shan

History Department

"Chen Yonggui Revisited: Intriguing Figure, Diverse Identities, and Maoist Regimentation"

The International Conference on Chinese Studies

Abstract: This paper is my on-going research which examines Chen Yonggui, one of the legendary figures of Maoist China, and his multiple identities. By using R. Keith Schoppas theory, the article probes Chens self-acquired identity as an illiterate peasant, his evolving identity as a conformist communist, and his bestowed identity viewed from a variety of different perspectives. With his multiple identities being exposed, we can gain a deep understanding of Maoist regimentation and Maos special relationship with the grassroots society. The idea advanced here argues that those identities reveal a colorful prism to show the three unique sides of an individual life and to present objective assessment of the role of a historical figure in the shaping of modern China. Those identities could be paralleling, interactive, and complimentary, but they also might be divergent, contradictory, and conflicting. Nonetheless, they co-exist to shape Chen Yongguis extraordinary life, his political career, and his enduring yet controversial legacy.

Patrick Fuliang Shan

History Department

Accountability, Supervision, and Penalty: Yuan Shikai as a Watchdog in Managing Government Officials
American Historical Association Annual conference

Yuan Shikai has been a controversial historical figure. He was condemned as a usurper of the 1911 Revolution, a dictator during the early years of the Republic, and a reactionary during his Hongxian monarchy. His endeavors to restore the old monarchical system in 1915 earned him a notorious name. In fact, his negative image has become part of Chinas historiography. By using voluminous primary sources, this paper investigates Yuan Shikai, his governorship in Shandong, his viceroyalty in Zhili, and his presidency during the early years of the Republic by a particular focus on his management of governmental officials. Although Yuan made many mistakes in his life, his efforts and reforms on anti-corruption was intended to build an efficient administration. In fact, Yuan before the 1911 Revolution could be seen as a modernizer, as he championed for an incorrupt officialdom, adopted a number of measures to guarantee their enforcement, and assumed a strict policy to punish dishonest officials. He carried on this move to his presidency during which he continued his strict supervision of government officials. However, his monarchical endeavors overshadowed his progressive anti-corruption move, which interprets why few scholars have studied it. By a particular focus on this topic, an argument is offered to highlight that a historical figure could be viewed from multiple angles with which a more objective assessment could be possibly rendered.

Tamara Shreiner

History Department

Teaching History Special Interest Group Business Meeting and Presentation
American Educational Research Association Annual Meeting

As Chair of the Teaching History Special Interest Group of the American Educational Research Association, I am helping to organize a roundtable session at our annual business meeting that includes all of the authors from a newly edited book that was spearheaded by our SIG executive committee three years ago. The book is the Wiley International Handbook of History Teaching and Learning and is edited by previous executive committee members, Lauren Harris and Scott Metzger. Now that the book is in press, our SIG, currently under my leadership, will hold roundtables with chapter authors at our annual meeting.

Scott Stabler

History Department

“Two Paths to Peace: O. O. Howard, Negotiator to Cochise and Joseph”
Against the Grain

Comparing Major General Oliver Otis Howards interactions with famous Indian chiefs Joseph of the Nez Perc  and the Apache Cochise reveals an apparent contradiction in the behavior of the Christian General. Howard referred to Cochise as a hostile Indian. According to the general, Cochise and his nation waged a war of extermination against the whites. They never spared a stagecoach or its passengers. Even Howards aide, Joseph Sladen, described Cochise as wily, cruel, and blood thirsty. Regardless of Cochises past, in 1872, Howard traveled unarmed and with only Sladen and a guide through the desolate Arizona mountains to make major concessions that brought Cochise and the Chiricahua Apaches onto a government reservation. In contrast, fewer than five years later Howard did not offer concessions, instead used force and intimidation to place the historically peaceful Nez Perc  and Joseph on a reservation. The Nez Perc  had previously claimed to have never killed a white man. Howard had called Joseph, peaceful with a quiet strength and a strong intellectual ability. Yet, after the negotiations ended between the Nez Perc  and Howard, dozens of whites and Natives lay dead. The paradox will form the basis of the paper.

David Austin

Mathematics Department

“A new open-access, open-source linear algebra textbook”

Joint Meetings of the American Mathematical Society and Mathematical Association of America

We will describe and demonstrate a new open-access, open-source linear algebra textbook, which will be available for use in Fall 2018. Currently, the text is suitable for a one-semester introduction to linear algebra though additional material for a second semester is planned. As the source is written in PreTeXt, it will be freely available in both PDF and HTML versions with the source code distributed freely as well. By including numerous activities suitable for in-class use, the text encourages active learning and aims to develop a conceptual and intuitive understanding of linear algebra as well as computational fluency in students. In addition, we hope to develop an appreciation for the usefulness of linear algebra through numerous applications such as computer animation, image compression, and Googles PageRank algorithm. The HTML version of the text encourages active reading through the inclusion of embedded Sage cells and interactive graphics written in Javascript.

Esther Billings

Mathematics Department

“A tale of two mentoring models: Supporting university student-tutors in STEM courses”

Co-authors: Drs. Hope Gerson (GVSU) and Jon Hasenbank (GVSU)

University of New Mexico 10th Annual Mentoring Conference

In this paper we compare and contrast two research-based mentoring paradigms we used to support university student-tutors who provided in-school exam preparation for advanced-level STEM exams at a local high school. University professors supported the tutors in lesson preparation and provided pre- and post-instruction mentoring grounded in the research of Micro-teaching Experiments (Billings & Kasmer, 2015) and Cognitive Coaching (Costa, Garmston, Ellison, & Hayes, 2014). The two approaches are similar in purpose but differ in important ways. Micro-teaching Experiments comprise an iterative cycle of conjecture, implementation, and analysis (Gravemeijer, 2004). Cognitive Coaching provides a framework for structured planning and reflecting conversations with the goal of developing the capacity for self-directed learning. Under both frameworks, the mentee chooses the personal-learning focus that frames the planning and reflecting conversations and participates in analysis of the teaching/tutoring session. The mentee identifies the area to examine, and the mentor takes notes during observations to support the mentee’s data-driven reflection. The field notes are examined through a reflective conversation that activates the mentees’ prior knowledge to help them critically examine their own teaching, articulate new learning, and make specific plans for future teaching. The two approaches differ in the levels and types of support given during the analysis and reflection phases. Our presentation focuses on comparing the benefits of each mentoring framework in different situations and ways they supported the university student-tutors’ teaching practices. We will provide illustrative cases from our work with the student-tutors to demonstrate strengths and weaknesses of each mentoring framework under various conditions.

Esther Billings

Mathematics Department

“Number Talk: A Classroom Routine to Elicit Student Thinking and Build Procedural Fluency”

Co-authors: Dr. Kathryn Coffey

NCTM (National Council of Teachers of Mathematics) Annual Conference and Exposition 2018

We'll share what a number talk is and how number talks can be implemented in K-3 classrooms to: elicit students’ thinking, promote communicating and critiquing mathematical reasoning, build procedural fluency, and make connections among different representations so students can notice underlying mathematical structure. Student work will be shared.

David Coffey

Mathematics Department

“Engaging Students in Meaningful Math through Games”

Co-authors: Dr. Kathryn Coffey

NCTM Regional Conference

Games are an effective way to engage students in learning. In this workshop, participants will experience how to support the development of Pre-K-2 mathematicians through purposeful play. The focus will be on the Mathematical Practices and the content domain of Number and Operations. 1) Participants will familiarize themselves with engaging games that are part of an instructional trajectory that develops Pre-K-2 students' number sense; 2) Participants will anticipate ways to leverage the meaningful learning experiences that result from students playing these mathematical games; and 3) Participants will develop learning scenarios based on the games that allow teachers to better orchestrate productive discourse around the Mathematical Practices. The games used in our session support the development of number sense. A key element of our session is having participants actively play the games and then develop learning scenarios that highlight the importance of looking for structure and making sense. Too often, learning associated with math games is left to chance, so we ask teachers to leverage students' shared experience playing the games to develop challenging scenarios that promote mathematical understanding.

David Coffey

Mathematics Department
"Designing Math Adventures"
Co-authors: Kathryn Coffey

Creativity is often lacking in the teaching and learning of mathematics. This interactive workshop uses design thinking methods to develop engaging, research-based lessons that involve both teachers and learners in the creative process. Participants will experience and design creative fraction/statistics lessons based on design thinking principles. Participants will be introduced to how design thinking can be used to create lessons that use the math workshop framework. The workshop begins by engaging in a fraction and statistics lesson that was created using the design process: empathy, define, ideate, prototype, and test. Then, the participants will dissect the lesson - identifying the parts of the math workshop framework: schema activation, focus, activity, reflection, and independent study [SAFARIS - which translates as "journeys"]. Finally, participants will go through the ideate and prototype phases to design a lesson involving fractions or statistics (their choice). These lesson will be shared in grade-level groups. "Represent and Interpret Data" is a cluster found across several grade levels in the Common Core State Standards in Mathematics. This workshop focuses on applying creative ways of identifying engaging topics and using research-based methods to design learning experiences related to representing and interpreting data. Including fractions in the lessons provides teachers with a way to connect different domains and students a meaningful purpose for engaging in rational number computation. Table groups will begin by creating dot plots from individually collected data. This is part of the exploration of a lesson created by my pre-service students using design thinking methods. Next the groups will work together to dissect the lesson using a recreation of the original lesson design. Talking together about the math workshop structure increases the likelihood that the teachers will understand and remember the five parts (SA-F-A-R-IS). Finally, table groups will engage in a brainstorming and prototyping exercise to design their own fraction/statistics lessons. Depending on the numbers, teachers will be asked to sit together in grade bands. The different groups will share their lessons at the end of the session.

Salim Haidar

Mathematics Department
"Integral methods for solving governing nonlinear partial differential equations in the undergraduate heat transfer course"

Co-authors: Dr. AliReza Mohammadzadeh
IMECE2017- International Mechanical Engineering Congress & Exposition

All undergraduate heat transfer textbooks available today give an overriding role to the method of separation of variables to the point of excluding other frameworks and views for solving the underlying governing PDEs. However, the transition from a linear to a nonlinear heat transfer model not only makes the method of separation of variables inapplicable, but also introduces additional mathematical and computational difficulties that must be studied further and overcome. Yet, none of these textbooks discuss integral methods for solving the governing PDEs in heat transfer which are at least as good as the common separation of variables and finite difference techniques taught in the classroom. In this paper, we extend our new methodology from the linear to the nonlinear heat conduction problems by bringing such powerful methods to the undergraduate heat transfer classroom with no prior student experience with PDEs [1]. Integral methods of Von K rm n together with Ritz and Kantorovich methods are used to show our students in the undergraduate heat transfer course how to find approximate analytic solutions to nonlinear multidimensional steady and unsteady conduction problems involving surface radiation and temperature-dependent thermo-physical properties under distinct temperature profiles. The approach has a certain elegance in the sense that it expresses the complete physical effect of the system in terms of a single integral representing the first law of thermodynamics; moreover, the implications of using integral methods in this undergraduate course show the value of mathematical simplification in reducing the order of the governing PDEs and/or the number of associated independent variables. No knowledge of separation of variables or transform methods is needed to obtain an approximate analytic solution to such nonlinear multidimensional steady or unsteady problems with accuracy acceptable by most engineering standards.

[Firas Hindeleh](#)

Mathematics Department

“On the Classification of Seven Dimensional solvable Lie Algebras With six-dimensional Nilradical”

Joint Mathematics Meetings

Low dimensional solvable Lie Algebras were completely classified up to dimension six. A general theorem asserts that if g is a solvable Lie Algebra of dimension n , then the dimension of its nilradical is at least $n/2$. For the seven-dimensional algebras, the nilradical’s dimension could be 4, 5, 6 or 7. The four and seven-dimensional nilradical cases were classified. We examine the six-dimensional nilradical case. We first looked for the six-dimensional nilpotent algebras and found 32 algebras. In this talk, we give an update on our progress with this project and shed light on the latest six completed sub-cases.

[Daniel Johnston](#)

Mathematics Department

“Rainbow Turan numbers for paths and forests of stars”

Co-authors: Cory Palmer, Amites Sarkar

Joint Mathematics Meetings

For a fixed graph F , we consider the maximum number of edges in a properly edge-colored graph on n vertices which does not contain a rainbow copy of F , that is, a copy of F all of whose edges receive a different color. This maximum, denoted by $ex^*(n; F)$, is the rainbow Turan number of F , and its systematic study was initiated by Keevash, Mubayi, Sudakov and Verstrate [Combinatorics, Probability

and Computing 16 (2007)]. In this talk, we look at $ex^*(n; F)$ when F is a forest of stars, and consider bounds on $ex^*(n; F)$ when F is a path with l edges, disproving a conjecture in the aforementioned paper for $l = 4$.

[Daniel Johnston](#)

Mathematics Department

“Rainbow Turan numbers for paths and forests of stars”

Co-authors: Cory Palmer, Amites Sarkar

49th Southeastern International Conference on Combinatorics, Graph Theory & Computing

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[Lisa Kasmer](#)

Mathematics Department

“Equitable Learning Opportunities: Textbook Language Accessibility In English Medium Classes”

Co-authors: Danielle Harrison (student) Esther Billings (Mathematics Department)

Symposium Elementary Mathematics Teaching

In this paper we present preliminary findings regarding the accessibility of mathematics textbooks written in English in order to consider how textbooks might impact the mathematical learning experience of multi-lingual learners in Tanzania where the medium of instruction in elementary schools is English. Since mathematics textbooks are viewed as an authority by teachers and students within the classroom, it is important to investigate textbooks use in mathematics classrooms to ensure these materials are accurate, clear, and accessible. Instances of improper grammar, mathematical inaccuracies, or unclear instructions are prevalent in our examination of elementary mathematics textbooks. Implications for learning and equity are discussed.

[Lisa Kasmer](#)

Mathematics Department

“Gender Disparity in Mathematics Classrooms”

International Conference on Gender Research

Gender disparity in mathematics classrooms across the globe is prevalent, despite efforts to remedy this phenomenon. Observations, interviews, and personal interactions provide the data that highlights this preliminary study. Here we describe our work in progress relative to the beliefs, attitudes and source of these ideas of females in secondary mathematics classrooms. Employing a narrative inquiry approach, we find that many females have internalized the belief that they are not capable of finding success in mathematics and their contributions in the classroom are not valued.

Michael Santana

Mathematics Department

“Extending a result of Corradi and Hajnal”

AMS Spring Southeastern Sectional Meeting

In 1963, Corradi and Hajnal verified a conjecture of Erdős by showing that every n -vertex graph G , where $n \geq 3k$ and $\delta(G) \geq 2k$, contains k vertex-disjoint cycles. This result is best possible in multiple senses and has been the inspiration for a wide variety of research in the area of cycle structure. One particular extension by Balogh, Molla, and Sharifzadeh, shows that in the case where G is dense (i.e., $n = 3k$ and is sufficiently large), the bound on the minimum degree can be significantly improved, provided that the independence number of the graph is small. In this talk, we will present a similar result for the ‘sparse’ case. This is joint work with Theodore Molla.

Steven Schlicker

Mathematics Department

“Active Learning in Trigonometry”

Co-authors: Ted Sundstrom

MathFest

Several studies provide extensive empirical support for active learning in STEM disciplines and mathematics. Active learning increases content knowledge, critical thinking and problem-solving abilities, and positive attitudes and enthusiasm towards learning in comparison to traditional lecture. There is also a growing body of evidence showing that active learning differentially benefits students of color and/or students from disadvantaged backgrounds and/or women in male-dominated fields. We have written a text, available as a free pdf file, whose goal is to actively involve students in their learning of trigonometry. The text incorporates Beginning Activities and Progress Checks in each section. Students complete Beginning Activities before class to review prior mathematical work or to introduce new concepts and definitions. Progress Checks are used in class to help students determine if they are understanding the material. In addition, the text contains links to Interactive GeoGebra applets that are designed to help students visually develop their intuition for concepts that appear in the course. We will describe how we use Beginning Activities, Progress Checks, and GeoGebra applets throughout the semester to help improve student success in trigonometry. Separate from the presentation, I am the Michigan representative to the MAA Congress, which has one of its two annual business meetings at MathFest. The Congress meets for a full day preceding the MathFest conference to debate and discuss issues important to the organization.

Steven Schlicker

Mathematics Department

“Open Textbooks at Grand Valley State University”

The annual Joint Mathematics Meetings

Abstract: Several studies provide extensive empirical support that active learning in STEM disciplines and mathematics is superior to traditional lecture while other studies show that active learning differentially benefits students of color and/or students from disadvantaged backgrounds. As a response to those studies, and to the undeniable fact that commercial textbooks are just too expensive, some faculty at Grand Valley State University have written inquiry-based texts in trigonometry, single and multivariable calculus, and transition to proof that are either open source or available as free pdf files.

Our hope is to help our students by incorporating active learning strategies in our texts, and help them with their cost of their education with free high-quality textbooks. I will share information about the texts that are currently available at GVSU (at <http://scholarworks.gvsu.edu/books/>), and some of the exciting material that is in the works. I am also the elected Representative of the Michigan Section of the Mathematical Association of America (MAA) to the Congress of the MAA, so I need to be in San Diego a day early for the day-long meeting of the Congress. The Congress is an advisory group to the MAA Board of Directors. The MAA contributes up to \$500 to the costs of this trip. I have a package deal for airfare and hotel, so I entered the total amount below under travel and 0 for hotel.

Taylor Short

Mathematics Department

“The maximum number of non-zero elements in a joint degree vector”

Co-authors: Eva Czabarka, Kayvan Sadeghi, Johannes Rauh, and Laszlo Szekely

Joint Mathematics Meetings

The joint degree vector (JDV) of a n -vertex graph gives the number of edges between vertices of degree i and degree j . The number of non-zero entries in the JDV of a graph provides an upper bound on the number of estimable parameters in the exponential random graph model with bidegree distribution as its sufficient statistic. Determining the maximum number of non-zero entries of the JDV over all n -vertex graphs seems quite challenging. We find lower and upper bounds for this quantity and discuss room for improvement.

Paul Yu

Mathematics Department

“Technology, inquiry, and aesthetics in an interactive geometric setting”

Co-authors: Dr. Hope Gerson

2018 Inquiry-Based Learning and Teaching Conf

In this interactive presentation we will use the lens of aesthetics (Sinclair, 2006) to explore mathematical creativity in an interactive geometric environment from three different perspectives: inquiry, teaching, and mathematical resolution. We will be illustrating mathematical inquiry and creativity with a video-episode where academically talented middle school students are working with Shape Makers (Battista, 2003) in Geometer’s Sketchpad. At one point in the lesson, a student makes a triangle looking shape with the Kite Maker Tool and asks, “Can a triangle be a kite?” We see creative inquiry reflected in three ways: in the exploration of the kite-maker tool, in the teacher’s instructional choices, and in the resolution of the mathematical discussion by the students. The creative and aesthetic qualities of open inquiry, the Geometer’s Sketchpad and teacher moves, created a setting where students and the teacher made aesthetic choices to build understanding of geometric properties of kites and triangles as well as the limitations of sets of geometric properties in classifying geometric shapes. While the episode presented in this case is in a K-12 setting, this lesson has also been used in college mathematics courses, and the concepts presented also extrapolate to collegiate mathematics. Participant comments will be encouraged. Battista, M. (2003). Shapemakers. Sinclair, N. (2006). Mathematics and beauty: Aesthetic approaches to teaching children.

Majd Al-Mallah

Modern Languages & Literatures Department
"Walladah bint al-Mustakfi in the Classical Sources"
International Arabic Language Conference

This paper examines one of the most important Andalusian women poets, namely Walladah bint al-Mustakfi (d. 1091) in the context of a rich body of anecdotes that appear in the classical source of the Arabic literary tradition. Walladah is known as the preeminent woman poet in the city of Cordoba. This paper will examine the amount of mention that Walladah receives in the classical sources and the meaning behind that mention and its significance. It will also examine the cultural impact of Walladah in the context of the historical and political circumstances of her times. Walladah is a descendant of royalty (the Umayyad family), who is presented as an involved cultural figure who invited poets to her literary salon in Cordoba. While she is not necessarily connected with the political court, she is presented as a preeminent figure in the literary circles, reminiscent of the high glory of her family that ruled al-Andalus for centuries before their demise politically. It is surprising and significant that the last remaining memory of the Umayyad dynasty is through Walladah in the 11th century. This paper argues that the cultural tradition/establishment, through al-Maqqari specifically who arguably provides the most comprehensive account of al-Andalus in his landmark work *Nafh al-Tib*, sought to almost mythicize Walladah by turning her into a symbol of a bygone glorious past.

Donovan Anderson

Modern Languages & Literatures Department
"The Reformation in C. F. Meyer's *Hutten's letzte Tage*"
German Studies Association Annual Conference

Conrad Ferdinand Meyer achieved his first major literary success with the publication of "*Hutten's letzte Tage*" in 1872. The brief epic consists of a loose cycle of poems describing the final days of Ulrich von Hutten, the humanist knight and reformer who ended his life on the island of Ufenau in the Zürichsee. In his fevered visions, von Hutten looks back over his own life and his turbulent age. In his soul-searching, he proudly defends the role he played in supporting the Reformation. Meyer thus uses the poem as an opportunity to reflect back upon Europe's earlier religious divisions and conflicts, even as he himself is writing in the context of Germany's national unification. This paper explores the tension between 1517 and 1871/2. By considering Meyer's representation of von Hutten's advocacy for a strong German ruler in Europe and his staging of von Hutten's conflicted relationship with humanist intellectuals and religious factions in sixteenth-century Europe, this paper examines how Meyer instrumentalizes Hutten to position himself in Swiss discussions about German unification in the early 1870s?

Anne Cailaud

Modern Languages & Literatures Department
"Game-based Learning as Transformative Experience: Reacting to the Past"
Co-authors: Dr. Janel Pettes-Guikema and Dr. David Eick
Annual Convention

In this session, participants will experience a Reacting to the Past (RTTP) game firsthand to get a glimpse of its transformative potential for language learning. Presenters will then provide an overview of RTTP

and current research. Discussion will focus on practical information for implementing role-playing games in the FL classroom.

Rebeca Castellanos

Modern Languages & Literatures Department
"Sexual Acts in Romance Epic"
53rd International Congress on Medieval Studies

This will be a roundtable discussion about Sexual Acts in Romance Epic. I am the organizer, and one five participants. The participants will be engaging the topic from the Italian, French, and Castilian epic traditions represented by the Soci  t   Rencesvals (American-Canadian Branch), the organization sponsoring the roundtable.

Isabelle Cata

Modern Languages & Literatures Department
"Miracles and the Unheard in the War Novel of Pierre Lemaitre "Au revoir l  -haut".
Congr  s International des Etudes Francophones

Title: "Miracles and the unheard in the war novel of Pierre Lemaitre "Au revoir l  -haut". In his novel which evokes the First World War and demobilization, Pierre Lemaitre keeps us hooked with the same suspense as a detective story and his original style keeps us from ever wanting to stop reading his 550 pagesvolume. Lemaitre received the Goncourt prize in 2013 for this astonishing story about crooks and after-war illicit businesses. During war to survive is miraculous, and the two main characters, Edouard P  ricourt and Albert Maillard, two miraculous survivors, become inseparable friends and accomplices. After being war heroes unappreciated by the hierarchy, they become unparalleled crooks. In the novel, some events are represented and described as miracles. This has awakened my curiosity and desire to deepen this subject. In my presentation, I will study the miracles described in the novel and the concept of war. War is wider than the national and military spheres, and it appears also inside families opposing in particular artists to accountants. If everyone wants peace and to end the war, war nevertheless seems deeply rooted within the family, even starting during love relationships and conveying meaning to life.

David Eick

Modern Languages & Literatures Department
"Writing a Game: What I Wish I'd Known"
Game Development Conference

Writing a role-playing game for use in higher education is different from other forms of writing we do in academe. It is akin to writing an open-ended play which actors will improvise, within the parameters of historical plausibility. You have to serve at least two masters in the peer-review process: the RTTP editorial board and scholars in your field. In addition, you write in two different moments, two presents, as it were. The first master, the editorial board, needs to see that the game's mechanics are sound. The game documents: student game book, instructor's manual and role sheets, all must be deemed serviceable. The game must also pass muster among scholars in the field, who will review it at multiple stages in its development. This is especially tricky if the game's central intellectual clash is still a matter

of debate among them. If that is the case, one thing you can do is to build that tension into the game; students tend to pick up on this. A second challenge: In addition to writing for the RTTP board and for specialists in one's field, one also must write for the students. Thus the writer must assume two different voices: a more accessible and less stuffy tone in the student game book and role sheets, than in the instructor's manual. The third difficulty: Finally, you are writing in different temporalities. The game book and role sheets are in the historic present, in which the students live as the game plays out. But the instructor's manual describes the historical moment in the past while treating the eventualities and contingencies of classroom game play in an often hypothetical present.

David Eick

Modern Languages & Literatures Department

"Game-based Learning as Transformative Experience: Reacting to the Past"

Co-authors: Janel Pettes-Guikema and Anne Caillaud

American Council on the Teaching of Foreign Languages

Philosophers have long insisted that the drive to play is essential to humans. Reacting to the Past (RTTP) pedagogy, used at over 300 colleges and universities in the U.S., involves complex role-playing games centered on flashpoints in history and culture. In order to fulfill victory objectives and win, students must write effectively, speak persuasively, read texts closely, collaborate, think critically, solve problems creatively, self-motivate, and conduct research. In sum, everything we have always tried to get them to do. Our challenge in adapting this inherently Standards-based pedagogy for the foreign language (FL) classroom is to take into account students' proficiency levels and provide opportunities to develop them. Experience suggests that, with effective instructor guidance and a great deal of student focus and time on task, even Intermediate learners can perform some Superior-level tasks. Moreover, student engagement and the intellectual level of discussion are heightened. In this session presenters will introduce RTTP (aligned with the ACTFL World Readiness Standards), provide a review of current research, and present ideas for implementation. Attendees will participate in a scene from the Enlightenment game to understand the students' perspective.

Mayra Fortes Gonzalez

Modern Languages & Literatures Department

"Onda Goes to the Movies: The Films of José Agustín and Parménides García Saldaña"

Latin American Studies in a Globalized World

The "Onda" (New Wave) is the countercultural movement that took place in Mexico (mainly Mexico City) during the 60s. As part of this movement, in which youth became social and political actors in a highly repressive State, many young writers published narrative literary works, such as José Agustín and Parménides García Saldaña. These writers contested literary tradition by using a colloquial language and rock music in their novels and short stories. But besides their contributions to Mexican literature, they were also very active in the film industry. Both wrote film scripts in which they explored the lifestyle of Mexican urban and middle-class youth. Some of these scripts were actually filmed, as is the case of "Five of Chocolate and One of Strawberry" (1968) by José Agustín, in which famous Mexican singer and actress Angélica María has the leading role. "Ghost Town" (1966), a film script by Parménides García Saldaña didn't make it to the big screen, even though it won third place in a national film script contest. Despite Agustín and García Saldaña's contributions to Mexican film production, their films have been less studied than their literary production. My presentation analyzes

how the young characters of these films construct a sharp critique of the nationalist values promoted by the State and supported by the family. I will briefly compare and contrast "Five of Chocolate and One of Strawberry" and "Ghost Town" with other films funded and distributed by the State in order to understand the place that youth had in the national discourse during the 60s. My aim is to contribute to an articulation of a more comprehensive approach to Mexican counterculture and its modes of expression.

Elizabeth Gansen

Modern Languages & Literatures Department

"The Limits of the Visible in Gonzalo Fern  ndez de Oviedos Sumario (1526) and Historia general (1535)"
RSA New Orleans

The Spanish historian Gonzalo Fern  ndez de Oviedo (1478-1557) often employed visual forms to capture particular elements of life in the New World that defied his rhetorical abilities. However, as much as Oviedo relied on illustration to describe American realities to his European readers, he was conscious of its limitations as a medium; in the Sumario (1526) and the Historia general (1535) he laments and reflects on the utterly unique, indescribable nature of the New World, for which neither words nor images can do justice. Oviedo's approach to this liminal visual space in his writings that is to say, a space that reveals as much as it conceals will be the focus of this talk. In the moments in which Oviedo finds himself without recourse to the tools of his trade, we are able to observe how he engages with the blurred boundaries between artistic realism and the realms of imagination.

Bret Linford

Modern Languages & Literatures Department

"The L2 acquisition of /s/-voicing assimilation in Spanish during study abroad"

Co-authors: Earl Brown

Current Approaches to Spanish and Portuguese Second Language Phonology

Traditional accounts of /s/-voicing assimilation in Spanish propose that in /s/-conserving dialects, /s/ is realized as a voiceless alveolar sibilant [s] before voiceless consonants (e.g. *costa* coast [   kos.ta]) and, optionally, as a voiceless alveolar sibilant [z] before voiced consonants (e.g. *mismo* same [   miz.mo]) (Quilis & Fern  ndez 1985). However, recent research shows that /s/-voicing assimilation is not categorical and is constrained by additional linguistic and social factors (e.g. Lewis & Boomershteyn 2015; Schmidt & Willis 2011). For instance, Schmidt and Willis (2011) found that, in addition to following consonant voicing, /s/-voicing in speakers from Mexico City is constrained by phrase position and speaker sex moderates the effect of phrase position. In addition, both Schmidt and Willis (2011) and Lewis & Boomershteyn (2015) found that speakers' production of voiced [z] before voiced consonants is not categorical and speakers demonstrate substantial individual variation regarding rates of /s/-voicing. Few studies have examined the second language (L2) acquisition of /s/-voicing in Spanish. Schmidt (2014) examined the production of /s/ by advanced L2 speakers of Spanish and found that /s/-voicing assimilation rarely occurred even before voiced consonants. Escalante (2016) examined the production of /s/ by L2 learners at three levels of proficiency and found that students at all levels of proficiency produced very little /s/-voicing before voiced consonants, with the advanced speakers producing the least amount of voicing. However, results for these studies were obtained by means of controlled experimental tasks and it remains unclear whether L2 speakers would perform similarly in more

naturalistic tasks. In addition, no study has examined whether L2 speakers exposed to an /s/-conserving dialect of Spanish would follow the same developmental path of /s/-voicing as those exposed to an /s/-weakening dialects. In order to address the aforementioned gaps in the literature, the current study examines the oral production of /s/ in pre-consonantal position in Spanish by 11 university students (DR students) that studied abroad in Santiago, Dominican Republican /s/-weakening dialect and 8 university students (Spain students) that studied abroad in Madrid, Spainan /s/-conserving dialect (Lipski 2011). The data come from informal oral interviews in Spanish the students completed at the beginning (Time 1) and end (Time 2) of a semester-long study abroad. In addition, interviews were also conducted with 18 native speakers from the aforementioned regions. The participants' phonetic production of /s/ in pre-consonantal position was isolated and examined using a continuous measure of percent voicing as measured by the acoustics software Praat (Boersma & Weenink 2017). The tokens of /s/ were also coded for word position, preceding and following phonological context, voicing of following consonant, syllable stress, as well as speech rate and lexical frequency. Results were also examined based on individual differences across the participants including location of the study abroad. Results show percent of /s/-voicing overall was 26% and 28% for the Spaniards and Dominicans respectively. At Time 1, students had mean percentages of /s/-voicing of 18% (DR students) and 20% (Spain students) and both groups increased their percent /s/-voicing by 20 and 7 percentage points respectively; an increase that was significant for the DR students and approached significance for the Spain students [$p = .053$]. Regarding factors, it was found that whereas none of the factors constrained /s/-voicing for the Dominicans, the Spaniards' percent of /s/-voicing was significantly constrained by speech rate and lexical frequency. However, although it approached significance, voicing of following consonant did not significantly constrain /s/-voicing for these speakers. For the students, /s/-voicing was constrained by voicing of following consonant at Time 1 and speech rate and preceding phonological context at Time 2, but they showed several differences regarding significant factors between data-collection times, each other and from the native-speaker groups. References Boersma, Paul & David Weenink. (2017). Praat: doing phonetics by computer [Computer program]. Version 6.0.34, retrieved 10 October 2017 from <http://www.praat.org/> Escalante, Chelsea. (2016). Intervocalic voicing and regressive voicing assimilation in L2 Spanish /s/. *Divergencias*, 14(1), 30-45. Lewis, Greg & Amanda Boomershine. (2015). The Realization of Word-Final, Preconsonantal /s/ in the Spanish of Mexico City. *Studies in Hispanic and Lusophone Linguistics*, 8(1), 157-182. Lipski, John. (2011). Socio-phonological variation in Latin American Spanish. In M. D  az-Campos (Ed.), *Handbook of Hispanic sociolinguistics* (72-97). Malden, MA: Wiley-Blackwell. Quilis, Antonio & Joseph A. Fern  ndez. (1985). *Curso de fon  tica y fonolog  a espa   olas: para estudiantes angloamericanos*. Madrid: Consejo Superior de Investigaciones Cient  ficas. Schmidt, Lauren B. (2014). Contextual variation in L2 Spanish: Voicing assimilation in advanced learner speech. *Studies in Hispanic and Lusophone Linguistics*, 7(1), 1-35. Schmidt, Lauren B. & Erik Willis. (2011). Systematic investigation of voicing assimilation of Spanish /s/ in Mexico city. In Scott M. Alvord (ed.), *Selected proceedings of the fifth conference on laboratory approaches to romance phonology (LARP)*, 120. Somerville, MA: Cascadia Proceedings Project.

Sebastian Maisel

Modern Languages & Literatures Department

"Rebuilding the unimagined past: Yezidi religious architecture and the reconfiguration of sacred space"
8th International Conference on Popular Cultures of the Middle East and North Africa

Yezidism is an authentic, syncretistic religion that originated in Northern Mesopotamia and has been experiencing traumatic attacks by Muslims for generations. It is also a largely orally transmitted religion

without visible spatial representations of the faith. An exception is a chain of shrines and other places of worship in Yezidi villages in Syria and Iraq. Those sites are arguably the only public location of Yezidi religiosity. Prior to the genocidal attacks of ISIS the Yezidi shrines were of little visibility and religious importance; however, ISIS made it a strategy to deliberately destroying these site as symbols of alleged paganism. Yezidism is also undergoing a period of re-defining their spiritual, national, and regional identity. This rather fluid process is also influenced by the internal Yezidi struggle between groups from various regions and between the diaspora and homeland groups. As a process in motion, it furthermore encompassed the concurrent conflict between generations, status groups and religious castes. The local shrine has been a center of stability and orthopraxy, which received renewed attention from the various Yezidi interest groups. This has materialized into a building boom of new religious sites in all Yezidi territories except in Turkey. In this paper, I argue that the latest genocide has sparked a debate over the role of sacred architecture in the popular religious culture with several interest groups trying to monopolize the discourse and the location for their socio-religious and political agenda. New actors and stakeholder have emerged offering different interpretation about the importance of the site for the religious well-being of the community. This paper is based on fieldwork in Syria, Iraq, Armenia and Germany with visits to the main Yezidi shrines in the area. In addition, interviews were conducted with representatives from the different religious castes, generations, and status groups about their view on the centrality of spatial reconfiguration of Yezidism.

Janel Pettes Guikema

Modern Languages & Literatures Department

“Game-Based Learning as Transformative Experience: Reacting to the Past”

Co-authors: Dr. David Eick, Dr. Anne Caillaud

American Council on the Teaching of Foreign Languages Annual Convention

Reacting to the Past (RTTP) pedagogy, used at over 300 institutions in the U.S., involves complex role-playing games centered on flashpoints in history and culture. In order to fulfill victory objectives and "win", students must write effectively, speak persuasively, read texts closely, collaborate, think critically, solve problems creatively, take initiative, and conduct research - in sum, students engage fully in literacy development. To adapt this pedagogy for foreign languages, we must consider proficiency levels and provide opportunities to strengthen them. Experience with RTTP suggests that, through guided practice and considerable time on task, even Intermediate learners can perform some Superior-level tasks. In this session, presenters will introduce RTTP (aligned with ACTFL Standards), provide a review of current research, and present ideas for implementation. Attendees will be briefly immersed in a Parisian Enlightenment salon in order to experience the student perspective.

Janel Pettes Guikema

Modern Languages & Literatures Department

“Perspectives on Social Justice in Language Teaching and Learning: Curricular Approaches”

Co-authors: Lawrence Williams (U of N Texas)

Modern Language Association Annual Convention

This study explores various ways in which the inclusion of social justice in the foreign language curriculum could be effectively promoted and implemented. For the first phase of our study, we reviewed mission and vision statements as well as program descriptions of a wide range of public and private US universities (N = 50) to determine the extent to which the inclusion of social justice in the foreign language curriculum is made explicit. Our analysis revealed that almost no post-secondary

foreign language programs specifically mention social justice as a component of the curriculum even if these programs might indeed have individual faculty who incorporate social justice into lessons or learning modules. The second phase of our study used a survey of high school teachers and post-secondary faculty (N = 70) to elicit definitions of social justice and L2 teaching practices that address issues within the sphere(s) of social justice in the foreign language curriculum. Results showed that teachers do not share a clear definition or view of social justice, and many do not include social justice in their foreign language programs. The third phase of our study involves a corpus of individual interviews conducted by the presenters with full-time high school teachers and post-secondary faculty. Our preliminary analysis has revealed an increasingly complex set of factors that determine whether or not (and why) social justice may or may not be included in the foreign language curriculum in any given school or university.

Luis A Rodriguez Cortes

Modern Languages & Literatures Department

“Lo que cuenta es cómo se cuenta: restauraciones de lo latinoamericano desde Estados Unidos”
Latin American Studies Association

My presentation is part of the panel Returns and Restorations, and focuses on two authors: Daniel Alarcón, and Santiago Vaquera-Vásquez, as two examples of writers who can be part of both, the U.S. Latino and Latin American (outside the U.S.) literary canons. By analyzing not only their literary products, but also their participation in anthologies, podcasts, and other cultural dissemination spaces, I will reflect on how their hybrid identity is representative of current trends of Latin Americanism being produced in the U.S. This topic relates directly to the "US Latino Civilization and Culture" courses I have been teaching at GVSU. (Original abstract in Spanish).

Medar Serrata

Modern Languages & Literatures Department

“La página en blanco de Joaquín Balaguer (o la memoria perdida en los recovecos del Archivo)”
42nd Congress of the International Institute of Ibero-American Literature

Junot Díaz's novel *The Brief and Wondrous Life of Oscar Wao* has called attention to the persistence of state violence in his native Dominican Republic. Through the stories of three generations of a Dominican family, Díaz brings to surface the blank pages of the official history, and challenges the authority of the Dominican national archives. Arguably, the most memorable of these blank pages is the one mentioned in Footnote 9 of the novel, the one inserted in a work by former president Joaquín Balaguer. The book, *Memorias de un cortesano de la Era de Trujillo*, published in 1988, created quite a stir at the time by indicating that the *página en blanco* was to be filled with the truth about Orlando Martínez's death, a journalist assassinated while Balaguer was in power. To which the character-narrator of Díaz's novel asks: “Can you say impunity?” Although Díaz's denunciation of the epistemological gaps in Dominican history has received considerable critical attention, little has been said about the implications of inserting a *página en blanco* in what was supposed to be a book of memoirs. In this paper, I look at Balaguer's blank page, and the tension between memory and silence that it embodies, as a metaphor of the Dominican archive. I argue that unlike forgetting, which implies the inability to recall past events, the deliberate omission of the content of the blank page replicates the archive's authority over the traces of the past—a past that is summoned to re-present itself in the very display of its irretrievability.

Michael Vrooman

Modern Languages & Literatures Department

“Promoting Proficiency via Synchronous Conversational Partner Chats: An International Exchange for Teacher Candidates”

100th Annual AATSP Conference

Over the course of one semester, English-speaking students in the US pursuing teaching licensure in Spanish engaged in weekly computer mediated communication sessions with Chilean peers pursuing licensure in English. Each teacher candidate served as a target language model for their respective partner. The real-time interactions were recorded and feedback was provided to promote increasingly sophisticated oral proficiency. This presentation outlines the nature of the study and reviews the preliminary findings of the research.

Diane Wright

Modern Languages & Literatures Department

“Sexual Acts in the Romance Epic Genre (A Roundtable)”

53rs International Congress on Medieval Studies

I will be participating in a roundtable discussion of sexual acts in the Romance epic genre with a group of scholars. I will be discussing the presence, whether overt or coded, of sexual acts in the Spanish epic tradition of the Iberian Peninsula. I will be able to bring into the discussion both examples from the few surviving epic poems in Spanish to other forms of epic discourse found in the Spanish chronicles and the ballad tradition.

Huei Lan Yen

Modern Languages & Literatures Department

“Chinese Representation in Two Novels from Argentina”

Latin American Studies in a Globalized World

The Chinese relationship with the Latin American and Caribbean region falls into three distinctive historical time periods: the colonial period defined by the Manila-Acapulco connection; the 19th to early 20th centuries, also known as the coolie trade, refers to the Chinese indentured worker migrations to the plantations of slave and ex-slave America, especially to Cuba, Peru and Panama; the third period defined by the immigration of the late 20th century to the present. In light of such historical context, the politics of representation surrounding Chinese-Latin American subject has undergone a telling evolution throughout the decades. Whereas the literary texts published during the last decade of the nineteenth century silenced the Chinese presence, those published during the first half of the twentieth century echoed the tacit and at times overt racism of their authors. From 1960s to 1990s, the texts evolved into Orientalist perspectives that eventually gave way in the early twenty first century to a more realistic and less exotic, homogenizing depiction of their presence and heritage in Latin America. The purpose of my paper is to explore literary and cultural representation of Chinese, and how China, Chinese and "Chineseness" are imagined and understood in two novels from Argentina: *Un chino en bicicleta* (2007) by Ariel Magnus and *Tacos altos* (2016) by Federico Jeanmaire.

Stephanie Armstrong

Movement Science Department

“Increasing Physical Activity, 30 Seconds at a Time”

Co-authors: Ingrid Johnson, Emily Walker

Changes in Childhood and Adolescence: Current Challenges for Physical Education

** I actually have 2 presentations that I will be giving. I am lead author on the one I included in this application. ** Physical educators must advocate for increased physical activity beyond the walls of the gym. One strategy recommended by the Center for Disease Control (CDC, 2013) is to include physical activity breaks in the traditional classroom. By providing students with quick, 30 second to 3 minute brain breaks (also called brain boosters or brain energizers), students will not only increase their physical activity levels, but will also improve their ability to learn. However, classroom teachers are hesitant to use movement in their classrooms (Sofa & Asolo, 2015). Barriers to using movement in the classroom include: o Not understanding why movement is important o Not knowing what or how to include physical activity o Perceived lack of time to use movement o Pressure to fit in academic content In addition to advocating for quality physical education, providing your traditional classroom teacher colleagues with brain break flipbooks is a quick and easy way to supply both awareness and resources to classroom teachers about their role in providing movement opportunities throughout the day.

Kyle Barnes

Movement Science Department

“Optimal Inspiratory Muscle Training Dose(s) to Enhance Respiratory Function Characteristics and Running Performance”

Co-authors: Sara M. Dansforth, Katie G. Smyth

ACSM Annual Meeting

PURPOSE Inspiratory muscle training (IMT) is a form of resistance training for the muscles primarily involved in the processes of breathing using a resisted breathing trainer. However, the optimal IMT loading parameters to elicit specific physiological adaptations are unknown. The authors adopted a dose-response design to determine the IMT load most effective for enhancing various inspiratory muscle function characteristics and performance. **METHODS:** 29 trained runners performed a 1-mile (1609-m) time trial and a series of breathing tests using an inspiratory breathing trainer and software. Runners were then randomly assigned to 1 of 5, six week IMT programs ranging in resistance from 30-70% of peak strength index (SIND) in 10% increments. Maximal and submaximal inspiratory breathing tests were repeated each week and 1-mile performance was repeated after six weeks. To identify the optimal IMT group (resistance) for each measure, each runner's percentage change was modeled as a quadratic function of the rank order of the intensity of IMT. Uncertainty in the optimal IMT and in the corresponding effect on the given measure was estimated as 90% confidence limits (CL) using bootstrapping. **RESULTS:** There was a clear optimum for performance at Group 3.2 (52% of SIND) with a possibly beneficial effect of 3.2% (CL = 2.8-3.5%). There was a strong trend toward Groups 2 to 3 (40-50% of SIND) having the optimal IMT resistance to improve SIND (mean improvement of 36.5%, CL = 29.2-45.7%), peak inspiratory flow (19.5%, 13.3-24.4%), training load (37.8%, 27.4-46.3%), flow (40.3%, 28.6-54.1%), power (52.3%, 43.5-65.1%), and energy (45.6%, 29.4-60.9%) with very-likely beneficial effects on all measures. Improvements in inspiratory volume (15.3%, 10.7-17.4%) were optimal at Group 4.0 (60% SIND). Correlations between changes in performance and changes in inspiratory muscle function characteristics were trivial-small. IMT training at 2-wk was unlikely or possibly beneficial with the magnitude of effects trivial-small. At 4- and 6-wk, effects were greater and more beneficial than the previous 2-wk with no visual plateau in improvements. **CONCLUSION:** IMT between 40-50% of SIND appears to be optimal for most inspiratory muscle characteristics, while IMT at slightly higher

resistances (~52% SIND) is optimal for 1-mile performance. Supported by the Center for Scholarly and Creative Excellence at Grand Valley State University.

Christina Beaudoin

Movement Science Department

“Assessing Higher Learning Commission (HLC) Faculty Qualifications in College/University Instructional Physical Activity Programs”

Co-authors: Lewis, C. Parker, T., Tiemersma, K.

Society of Health and Physical Educators (SHAPE) National Convention & expo

Session Outcome: Statement that connects presentation to efforts to enhance the quality of college/university physical activity and wellness programs Through discussion and case studies, this session will encourage participants to examine their existing college/university instructional physical activity program relative to examining and documenting HLC faculty qualifications for instructors teaching in instructional physical activity programs. Session Description (maximum of 200 words): The Higher Learning Commission (HLC) accredits colleges and universities in a 19 state region of the United States. During 2015-2016, the HLC developed guidelines relative to faculty qualifications within representative colleges and universities. The intent of the guidelines is to ensure that faculty have the appropriate content expertise in the subjects that they teach. We will discuss how the HLC guidelines have been integrated into our hiring process. The session will share suggestions for hiring faculty within instructional physical activity programs to ensure that programs are meeting HLC guidelines. Independent of an institution’s HLC affiliation, we will discuss considerations for hiring qualified faculty within instructional physical activity programs. I am also the chairperson for the College/University Instructional Physical Activity Program (C/U IPAP) organizations within SHAPE America and Chair of the 2018 workshop planning committee.

Chris Dondzila

Movement Science Department

“Congruent Accuracy of Wrist-worn Activity Trackers during Controlled and Free-living Conditions”

Co-authors: Tonya Parker, Colleen Lewis, Justin Lopez

2018 Annual National Association for Kinesiology in Higher Education

Purpose: To examine activity tracker accuracy for measuring steps, energy expenditure, and heart rate in controlled and free-living conditions. Methods: Forty participants performed four, five-minute stages (walking: 53.7 m*min⁻¹, 80.5 m*min⁻¹; running: 134.1 m*min⁻¹, 160.9 m*min⁻¹) while wearing the Fitbit Charge HR (FB) and the Mio FUSE (MF) activity trackers. Measurements included steps, energy expenditure (kcal), and heart rate (beats*min⁻¹). In addition to the FB and MF, participants wore the NL-1000 (NL) activity tracker during waking hours of the subsequent day. One way ANOVAs with Tukey’s post hoc analyses were performed to compare mean values for steps, kcal, and mean heart rate between the FB, MF, and criterion measures. Levels of agreement for heart rate with 95% confidence intervals were examined with Bland-Altman plots. Results: Compared to criterion measures, the FB and MF underestimated steps and overestimated kcal at 53.7 m*min⁻¹ (FB: 12.7% for steps, 89.2% for kcal; MF: 15.8% for steps, 44.9% for kcal, p=.000) and 80.5 m*min⁻¹ (FB: 9.7% for steps, 69.9% for kcal; MF: 13.4% for steps, 32.0% for kcal, p=.000). During free-living conditions, the MF significantly underestimated steps by 30.0% (p=.000). Conclusion: Increasing exercise intensity is indicative of heightened accuracy for step detection and kcal estimation for the FB and MF, while decreasing heart rate accuracy for the FB. However, the MF performed poorly for estimating total daily

activity. *This presentation is due to me being awarded the 2018 Hally Beth Poindexter Young Scholar Award*

Brian Hatzel

Movement Science Department

“Accelerometers and Their Diagnostic Capabilities of Detecting Concussive Forces on Football Players: A Systematic Review”

Co-authors: Kathryn Putnam

69th NATA Clinical Symposia & AT Expo

Context: Concussions are a growing public health concern. Many initiatives and legislative efforts have been created to decrease the incidence of concussion. One of these areas includes mounting an accelerometer to football helmets in an attempt to detect impact forces received by the athlete. Objective: To determine if accelerometers are effective tools in detecting forces leading to concussion. Data Sources: Literature searches were conducted using PubMed and SportDiscus. Keywords used were Reliability and Accelerometers, Validity and Accelerometers, Accelerometers and Concussions, Position and Concussion, and Concussion Threshold. Studies had to have been published within the last 10 years. Study Selection: The studies that were used, were found using the keywords above, which initially yielded 125 results. Next, reading the abstracts and used the articles that had a variable significance resulted in the 10 articles used. Data Extraction: Each article included had one or more of the following topics validity, reliability, concussion threshold, and player position concussion rate. Each article was graded on a PEDro scale, with the articles ranging from five to nine. Data Synthesis: Depending on the position of the player, forces can cause different rotational and impact forces on the player. During linear acceleration, 54% were to the top of the helmet, 21% were to the back, 18% were to the front, and 7% were to the side. For non-concussive impacts based on rotational acceleration, 65% were to the back of the helmet, 30% were to the front, 5% were to the side, and none were to the top of the helmet. Reliability and validity of accelerometers are questionable, among the studies included there is a discrepancy of up to 5% among the inter-reliability of accelerometers used and a 3% discrepancy among intra-reliability. Concussion threshold can range from 65g up to 165g of force. However, threshold is different for every athlete. One force may cause a concussion but the same force to the same person may not cause a concussion later on. Conclusion: Although accelerometer data is useful, there are many disadvantages to using this tool in diagnosing concussions. The position of the athlete plays a major part in where the athlete receives the impact. The validity and reliability of the accelerometers are questionable. The threshold for every athlete is different and their symptoms should be assessed accordingly. While accelerometers are able to detect the impact forces the player receives, it cannot accurately depict which of those forces will cause a concussion. Practical Application: The clinical relevance is while the data can tell us how much force a player received, there are many modifying factors that can initiate a concussion besides just the force itself. Those factors are, position of the athlete, the reliability and validity of the accelerometer, and the threshold tolerance of the athlete.

Ingrid Johnson

Movement Science Department

“Teaching Games for Understanding: Building a Physically Literate Individual”

Co-authors: Stephanie Armstrong and Emily Walker

FIEP 12th European Congress

I have two papers selected for presentation 1. The Teaching Games for Understanding (TGfU) curriculum model focuses on strategies and tactics in four types of games; Invasion Games, Striking and Fielding Games, Target Games, and Net/Wall games. This model has been around for quite a long time, especially in Europe and Australia. Bunker and Thorpe initially created this games-based approach to learning in 1982. TGfU (and other games-based approaches) is quite popular in many countries, however, it continues to struggle in the USA. Physical educators need to push past the psychomotor domain of developing strictly skills for sports and start developing sport skills in the cognitive domain. With the TGfU curriculum model, the focus is to build the knowledge of the commonly used strategies and tactics in each game form. Learning and understanding these strategies will promote a well-rounded education for students in physical education by developing the cognitive understanding of the tactics and strategies (instead of using a "skills and drills approach" used in various game forms. TGfU is an appropriate model to implement while building physical literacy (specifically making strategic decisions) in secondary physical education students (ages 11 and up). The purpose of this paper is to advocate for the TGfU curriculum model to be used in more physical education settings while building a physically literate individual. 2. Increasing physical activity, 30 seconds at a time

Ingrid Johnson

Movement Science Department

"Game Changer: Using TGFU to teach physical literacy"

Co-author: Emily Walker

SHAPE America

Using the National Standards and physical literacy as a framework, participants will engage in a brief discussion of the Teaching Games for Understanding model. Activities include modified game forms. Activities focus on commonly used strategies in invasion games that are appropriate for students in grades 5-12. It is important that Physical Educators contribute to the well rounded education of students, by addressing the cognitive domain with a focus on building physically literate individuals through game play. Empowering physical education teachers to incorporate and/or utilize best practices in their programs helps to ensure student success. Teaching students to become physically literate through the TGFU model will provide students with the knowledge and skills to translate into life long activity, fitness, and wellness.

John Kilbourne

Movement Science Department

"Using Traditional Arctic Games to Promote Sustainability and Peace in the North"

Arctic Frontiers Science

With climate change expanding trade routes in the Arctic and the resultant pursuit of oil, gas, mineral deposits, and fish, it is imperative that the eight Arctic countries find paths towards sustainability and peace in the region. Revisiting and understanding the traditional games of the indigenous people of these regions can go a long way towards helping those determining the regions future to work cooperatively towards these goals. Throughout history the games we have played have been a testament about who we were, and are. From early Inuit bone and hunting games, to the gladiator contests of Ancient Rome, to the modern American game of baseball, the games we play have served as a statement of and a rehearsal for the life-world of that period and place. By reconnecting with and understanding the games of our past, we can build meaningful bridges between our past and present, and hopefully gain a better understanding of our modern world. The aforesaid are timely and important,

especially as they relate to indigenous people throughout the world who are trying to preserve their traditions in a fast changing modern world. This presentation/paper will offer, based on my research and experiences in the Arctic, lessons learned from traditional Sámi and Inuit games that may help promote sustainability and peace in the Arctic world. Hopefully by acknowledging these lessons we can pursue a path forward, together reconnecting with the traditional games of the Arctic with the hope of building meaningful bridges between the past and present and moreover, helping to enhance our understanding of the important role traditional games can play in shaping an Arctic where sustainability and peace flourish. Abstract has been accepted. See below... Dear John Kilbourne, 3882099 Using Traditional Arctic Games to Promote Sustainability and Peace in the North Thank you very much for submitting an abstract for consideration for Arctic Frontiers Science held at the Scandic Ishavshotel in Tromsø, 23-25 January 2018. Your abstract has been reviewed by the International Science Committee, and on behalf of the Arctic Frontiers Secretariat, we are very pleased to confirm that it has been accepted for oral presentation in the Resilient Arctic Societies and Industrial Development part.

Sally Ross

Movement Science Department

““She's a Strong Woman"! A Desire for Authentic Images of Female Athletes”

Co-authors: Vikki Krane, Bowling Green State University; Students: Chelsea Kaunert, Coastal Carolina University Chelsea Brehm, Grand Valley State University Bernadette Compton, Bowling Green State University Emma Gerhold, Grand Valley State University Campbell Query, International Conference on Qualitative Research in Sport and Exercise

Images of female athletes in the media shape how boys and girls understand female athleticism and impact what they perceive is possible. Visions of strong, competent, successful sportswomen convey role models and elicit admiration whereas images emphasizing femininity and attractiveness engender sexist and objectified reactions (Daniels & LaVoi, 2013; Ross, Barak, & Krane, 2013). Framed in feminist cultural studies, we examined youth sport athletes' perceptions of photographic self-representations created by U.S. female college athletes. Participants were 62 athletes (40 girls and 22 boys) with diverse racial backgrounds who played a wide range of sports. The athletes participated in focus group interviews where they viewed photographs of female athletes and discussed what they liked and disliked, and shared other perceptions about the images. Through open and axial coding of the data (Corbin & Strauss, 2008) the following higher order themes emerged: authenticity (including physical and mental strength), athletic competence, multiple identity, and inspiration and empowerment. Most of the girl and boy athletes were inspired by and liked images depicting competent athletes. They generally did not like images devoid of athletic markers. Photographs depicting multiple identities were inspiring for some of the young athletes, yet confusing for others. Our findings suggest that reducing the emphasis on femininity and presenting female athletes as competent can reinforce respectful cultural narratives about female athletes. They also have important social justice implications for sport management and sport media professionals and educators.

Ross Sherman

Movement Science Department

“Impact of immediate pre-exercise ingestion of branched-chain amino acid and taurine on muscle soreness and recovery following eccentric exercise”

Co-authors: Morgan Kennedy, Rhyann Wozniak, Dylan Runions, and Jordan Moon
15th Annual Conference and Expo

BACKGROUND: Eccentric and/or unaccustomed exercise can cause substantial structural damage and functional perturbations within muscle, which are characterized by inflammation, stiffness, loss of strength, and soreness on and several days following initial exercise. Both branched-chain amino acids (BCAAs) and taurine have been shown to possess properties that may provide either protection or improved recovery from such exercise-induced responses. However, it is unclear the impact of immediate pre-exercise ingestion on post-exercise responses. This study was designed to determine the impact of immediate pre-exercise ingestion of BCAAs and taurine on muscle soreness and markers of performance following predominantly eccentric exercise. **METHODS:** 40 healthy and recreationally active participants (21 \pm 4 years; 175 \pm 9 cm; 71.8 \pm 12.2 kg; 1-RM 92.8 \pm 29.0 kg) were equally divided into four double-blind supplement groups using randomized allocation BCAAs and taurine (BCAA-TAU); BCAAs only (BCAA-P); taurine only (P-TAU); and placebo (P-P). Following baseline testing of perceived muscle soreness, 1-RM back squat, leg circumference, and performance output (40-yd sprint, vertical jump, and T-test and arrowhead agility), participants reported to the laboratory having refrained from damaging and/or high-intensity exercise for 48 hours. After consumption of the supplement, participants completed a predominantly eccentric exercise bout (3 x 12 barbell back squats at 65% 1-RM, 3 x 12 weighted alternating leg lunges, and 5 x 10 depth jumps from 18box). Muscle soreness (overall perceived and muscle mapped), inflammation and performance output were assessed 1, 4, 24, 48 and 72-h post-exercise. Comparisons were made using two-way (time*supplement) repeated-measures ANOVA, with Bonferroni post-hoc testing used to determine specific location of significant changes. **RESULTS:** Ingestion of BCAA-TAU resulted in a reduction in perceived muscle soreness compared to P-TAU ($p=0.097$), however ingestion of both P-TAU ($p=0.0005$) and BCAA-P ($p=0.021$) were found to cause increased perceived soreness compared to P-P. Vertical jump did not reduce by as much following ingestion of BCAA-TAU ($p=0.074$) and P-TAU ($p=0.037$), compared to P-P. **CONCLUSION:** There was some limited evidence of benefits gained from ingestion of BCAAs and taurine on perceived muscle soreness and vertical jump, however there was no clear benefit from ingesting combined BCAAs and taurine immediately before eccentric exercise. **ACKNOWLEDGEMENTS:** This study was supported by a grant from the International Society of Sports Nutrition and MusclePharm.

James Bell

Music, Theatre, & Dance Department

"#FAKE NEWS: Considering the Dramaturgy for an Updated Production/Adaptation of Ibsen's *An Enemy of the People*"

42nd Comparative Drama Conference

Ibsen's *An Enemy of the People* presents a political satire of two brothers, one a scientist and one a wealthy politician. The play shows a crisis involving scientific findings over ecology, health, and pollution that conflates other civic entities and political processes such as the press bias, the financial burdens of the middle class, and corporate greed and social responsibility. If there is a play that can capture the present American socio-political landscape, this is the play. On February 17, 2017, President Trump attacked the media via Twitter, labeling what he called "The FAKE NEWS media" as "the enemy of the American people." He specifically named The New York Times, NBC News, ABC, CBS, and CNN in his tweet. In doing so, President Trump attempts to control the media discourse according to his own ideas and agenda. Much like the Mayor in Ibsen's play, he uses the term "enemy of the people" as a way of characterizing an individual or entity as dangerous, as deceitful, as false without any substantial evidence to justify the characterization. It is a rhetorical attack, an epithet with considerable word power without any real substance other than perception. It is itself a phantom claim, a fake news, a lie. Parallels abound: Climate change, Keystone Pipeline, Flint Water Crisis, Puerto Rico, and social media

battles. For this paper, I will consider the dramaturgy of updating and adapting this play for a contemporary production that could modernize the satire to reflect the present moment of American life.

Rachael Bergan

Music, Theatre, & Dance Department

“Ten Essential Tips for Maintaining and Enhancing Musician Health”

Co-authors: Linda E. Cockey (Salisbury University), Heather Malyuk (Sensaphonics), Lois Svard (Bucknell University), William Dawson, M.D. (Northwestern University)

National Conference 2017

The Committee on Musicians’ Health proposes an important panel discussion for the 2017 National Conference that will provide the entire and diverse membership of CMS with a vital discussion of wellness information applicable to teachers and students of all disciplines. The discussion will stress in concise form the ten most important wellness concepts that every musician, performer and teacher alike, needs to know and will introduce a range of ideas for integrating these crucial health topics into the everyday teaching environment. In addition, we will provide handouts with copious source material for additional information. The 10 essential wellness concepts cover basic anatomy and musculoskeletal health, posture and how we approach our instrument, mental health skills to ensure peak performances, understanding the brain and how this can influence learning and memory, effective and healthy practice strategies, hearing preservation, vocal health, diet and its effect on performance, the importance of exercise and sleep, and the role of the teacher in assisting students through an injury, should one occur. The moderator and five panelists, all members of the CMS Committee on Musicians’ Health, bring to this discussion a wide range of extensive experience and expertise on the topic of wellness. This is a session that can positively impact faculty and the hundreds of students they reach throughout their career. 1. basic anatomy and musculoskeletal health 2. posture and how we approach our instrument 3. hearing preservation 4. vocal health 5. understanding the brain and how this can influence learning and memory 6. mental health skills to ensure peak performances 7. effective and healthy practice strategies 8. diet and its effect on performance 9. the importance of exercise and sleep 10. the role of the teacher in assisting students through an injury

Sookkyung Cho

Music, Theatre, & Dance Department

“Giving Thanks: Amy Beach Concert (it's a concert)”

Co-authors: Airi Yoshioka, Si-Yan Darren Li

Giving Thanks: Amy Beach Concert (it's a concert)

Amy Beach was a female American composer, whose works were marked by her advanced harmonic language and expressiveness. Born in 1867 in New Hampshire, she was a child prodigy and went on to lead a stunning career as a woman musician. Unfortunately, it is rare to hear her works performed nowadays, which deserve to receive much closer attention. The year 2017 marks the 150th year since her birth, and this concert will feature her piano trio, one of her major works. On the program is also a trio by another woman composer, Clara Schumann, who was born in 1819 in Germany. Clara Schumann was a formidable pianist and composer, but her music is also not frequently heard and she is better remembered as Robert Schumann's wife. Lastly, there will be a world premiere of a commissioned

piece, titled "Rivers, Shallow and Deep" by a woman composer, Anna Rubin, UMBC professor of music.
<http://music.umbc.edu/events/?id=51100>

Roger Ellis

Music, Theatre, & Dance Department
"USA Delegate to Intl. Festival & Congress"
World Festival and Congress of Amateur Theatre

Members of the American Assn. of Community Theatre have elected me the official USA representative to this festival and Congress. In that capacity I will present information relating to theatrical productions in the USA, participate in committee meetings & planning sessions affecting amateur theatres in the USA, observe 21 theatrical productions from amateur troupes worldwide (including the USA), and participate in two performance workshops. These activities will help me to keep my skills current for the work I do at GVSU in guiding management students involved with the University's annual Shakespeare Festival, teaching students in performance classes, and directing students in stage productions. My experience in Monaco will also augment the research I'm currently pursuing during my sabbatical leave, focussing on management practices at European International Theatre Festivals. The Monaco festival ("Mondial du Theatre") is one of five international festivals I will visit this year, as I pursue research on different strategies for community engagement.

Karen Libman

Music, Theatre, & Dance Department
"2017 Bard to Go: The Wonder of Will: This is Your Afterlife"
Shakespeare In Paradise Festival

We have been invited to participate in the 2017 Shakespeare in Paradise Theatre Festival as part of our production Bard to Go: The Wonder of Will: This is your AFTERLIFE! This visit to Nassau, the Bahamas, allows us to promote a cultural and educational dialogue in the theatre area. Our 50-minute professional-quality touring play is comprised of various Shakespearean scenes crafted around the theme of a trip through Shakespeares life. This piece is the 2017 Bard to Go production of the Grand Valley Shakespeare Festival, and will play to over 1200 students in Michigan in the Fall of 2017 as well. Based on our experience with previous international tours, including our 2011 trip to this Festival, we hope to offer approximately three performances in local secondary schools, and two performances at the Festival. In addition to these performances, the 8 students who are traveling to this Festival will participate in Festival activities, including workshops and viewing international theatre productions.

Gregory Maytan

Music, Theatre, & Dance Department
"Chamber Music by Haydn and Hindemith"
Chamber Music concert in Cologne

I've been invited to perform a chamber music concert in Cologne, Germany featuring a piano trio by Haydn and a clarinet quartet by Hindemith. The clarinetist, and the organizer is Ralph Manno, a professor of clarinet in Cologne, Germany, and widely regarded as one of Europes finest clarinetists. He has soloed with the Berlin Philharmonic, as well as with many other European orchestras, and it is a true

honor to be invited to perform with him again. The cellist is the solo-cellist of the WDR Symphony Orchestra, and the pianist is likewise a professor in Cologne. I met and performed music by Bartok and Stravinski with Mr. Manno during the summer in 2016 at the Korsholm festival in Vaasa, Finland. Mr. Manno has offered for me to stay at his place to save hotel costs. The price for the flight was the cheapest found on www.kayak.com as of September 13, 2017 round trip from GRR to Cologne. The website for the performance is here: <http://www.rhein-erft-tourismus.de/de/veranstaltungen-fuehrungen/veranstaltungen/event-details/event/15100/maytan-shevlin-manno-tichman/index.html>

William Ryan

Music, Theatre, & Dance Department
“GVSU New Music Ensemble”
Strange Beautiful Music 10

The GVSU New Music Ensemble has been invited to perform an hour set on the tenth Strange Beautiful Music marathon festival. We will present selections from our upcoming CD release, RETURN.

Hannah Seidel

Music, Theatre, & Dance Department
“Time We Have”
Michigan Dance Festival

Perception of time is subjective. It can be harshly foisted upon us or it can melt away into extended moments. Sometimes it kicks you when you’re down. Regardless, it is all we have until we no longer have it. Time We Have was created as an exploration of the concrete, if specious, measuring of time against its perception in the moment. Projection that is sometimes mundane and sometimes dream-like moves on stage with the performers, alternately supporting and harassing them. Though dancers speak, their thoughts may or may not be lost in the passage of time. *Note* There was no place in the budget to leave a note, but I want to clarify that the travel and meal expenses are for 12 people (Hannah Seidel the choreographer, and 11 performers) using the \$0.535/mile and \$19/dinner as a base for calculation.

Alfred Sheffield

Music, Theatre, & Dance Department
“LED Tape; A Designer’s Journey”
Kennedy Center, American College Theatre Festival Region 3

A presentation and demonstration of LED tape use for live theatre production. An overview of LED tape design, electrical and physical requirements. Brief comparison of tape choices for scenographic, prop and costume use. Emphasis is paid to individually addressable tapes used in recent Grand Valley State University productions.

Stephanie Adair

Philosophy Department
“The Possibility of Pure Aesthetic Error in Kant’s Third Critique”
North American Kant Society Junior Women Workshop

For Kant pure aesthetic judgment arises through the pleasure generated when the faculties of imagination and understanding enter a harmonious free play. In order for this to occur, the judgment must have certain characteristics. Most notably, it must be grounded on a feeling rather than a concept and be disinterested. For the judgment to be pure, no private psychological grounds for the feeling may be involved. The pleasure is, thus, understood to be grounded on the harmonious free play between the imagination and understanding necessary for cognition in general and is consequently expected from all judging subjects with subjective universality. In this paper I will examine two types of error: the classificatory and pure aesthetic. In classificatory errors one claims to judge something's beauty based on a judgment that is either impure or non-aesthetic. Here the origin of the error is a misidentification of what sort of judgment has been carried out and what evaluative terms such a judgment warrants. With a clear picture of classificatory error we will enable us to see what possibilities remain for a type of error that permeates the structure of pure aesthetic judgment itself. This is what I call pure aesthetic error. A pure aesthetic error is committed when a judgment satisfies all of the conditions laid out by Kant for being pure aesthetic, and yet arrives at the wrong conclusion about the aesthetic value of the object judged. Although the emphasis Kant places on the activity of pure aesthetic judging in observing beauty may seem to eliminate any possibility for pure aesthetic error, there are at least two passages in which he describes such an error. I will examine these passages to demonstrate that pure aesthetic error is possible and suggest how such errors arise. This requires careful navigation of the tensions surrounding the role of the object. On the one hand, Kant tells us that beauty is not a property of the object. On the other hand, if pure aesthetic error is possible, then some objects are not suited to being judged in a pure aesthetic manner. I negotiate this tension by maintaining the object in the role of stimulus and showing that when judged correctly some objects will not stimulate the faculties of the mind into a harmonious free play.

[Stephanie Adair](#)

Philosophy Department

"Learning and Growing Through Aesthetic Error"

2018 Meeting of the Eastern Division of the American Society for Aesthetics

If what allows one to observe beauty for Kant is the activity of pure aesthetic judging, and not the object itself, then how could a pure aesthetic judgment ever be in error? In this paper, I describe pure aesthetic error as a judgment that satisfies all of the conditions laid out by Kant for being pure aesthetic, but, arrives at the wrong conclusion about the aesthetic value of the object judged. I explore how aesthetic errors of this sort can be understood within the framework of Kant's theory of pure aesthetic judgment and how they can lead to personal growth.

[Teresa Castelo-Lawless](#)

Philosophy Department

"Selling Natural Philosophy by the Pound - Or how Local Historiography Reconfigures the Boundaries between Science and Society During the 18th Centuries"

Intellectual History Conference on Borders, Boundaries and Limits

In Kuhn's *Structure of Scientific Revolutions* at Fifty (2016), L. Daston remarks that today a contextual historiography of "irreducibly local details and contingencies" prevents philosophers and sociologists of science from using history's "treasury of examples" from where to deduce models of scientific development or on the nature of science. I claim that contextual historiography does not exclude these possibilities, but that it calls instead for a reconfiguration of the boundaries between science and

society. My case study is in the popularization of Modern natural philosophy during the long 18th century. I analyse *Recreacao Filosofica, ou Dialogo sobre a Filosofia Natural, para Instrucao de pessoas Curiosas que nao Frequentarao as Aulas* (1757), by Teodoro de Almeida (Portugal). Then, I compare it to works by other European natural philosophers and science popularizers of the same period, including *Il Newtonianesimo per le dame ovvero dialoghi sopra la luce i colori* (1937), by Franscesco Algarotti (Italy), and *Les Entretiens physiques d'Aristide et d'Eudoxe, ou physique nouvelle en dialogues* (1743), by Noel Regnault (France). The emerging picture shows that these authors produced their body of work for the same cultural motives, i.e. the dissemination of information on Modern science to an eager public who wanted to learn it for purposes of sociability. Since those authors did so locally but in non-irreducible and non-contingent ways, we can deduct from their books a common pattern on the stabilization of science and its social effects. I use T. Kuhn's conceptions of normal science and the invisibility of scientific revolutions, S. Shapin's demarcation between Universities and Academies of Science, and B. Latour notion actor mobilization to develop my thesis, but amend and add to them for a post-17th century philosophical model of scientific development.

Charles Hogg

Philosophy Department

"Was Priam happy (EN I.9)? Aristotle and the Stoics on bodily and external goods"

The Peripatetic Tradition: Aristotelian Ideas in Philosophy, Science and Literature

At the end of the Trojan War, virtuous King Priam witnessed the complete loss of his city, his wealth, and his family. Aristotle claims that no one would call Priam happy under such circumstances. For Aristotle, happiness requires some external goods, and what Bernard Williams calls "moral luck." But the Stoics disagree. Since happiness is merely the exercise of virtue without anything added, they claim that even under Priam-like circumstances we can be happy. In this presentation I address the Aristotelian/Stoic conflict on this issue through the lens of a mediaeval work on Stoic ethics by Barlaam of Calabria.

Mlado Ivanovic

Philosophy Department

"Humanitarian Pendulum: Current Refugee Crisis and State of Humanitarian Agency Today"

Onslaughts on the Poor: Corruption, Emissions, Violence

Current humanitarian issues tied with a migration of people constitute an interdisciplinary field that is increasingly important for thinking about our globalized world, and hence increasingly important in the overall education of students and citizens who encounter such conditions through media outlets. Humanitarian crises overall are characterized by violence, natural disasters, environmental degradation, massive displacement of people, widespread damage to communities, social infrastructure and economies, and often great loss of human and animal life. Such compounding factors make complex humanitarian emergencies extraordinarily challenging because of their magnitude, the questions they invoke, and the responsibilities they warrant. Amid a rising tide of humanitarian disasters over the last several years, 2016 and 2017 stand out. The United Nations High Commissioner for Refugees (UNHCR) reports that asylum applications were up in most affluent industrialized countries, mostly driven by the crisis in Syria, but also by increasing poverty and environmental change that plague historically unstable regions of the world. There are currently 65.3 million people displaced from their homes. Taking their struggles as a starting point, the primary motive of this presentation is to critically engage the urgent social challenges tied with management and inclusion of refugees and asylum seekers in "developed" Western societies. Europe and the U.S. are currently experiencing serious problems in every facet of the

management and inclusion of displaced people and these problems often raise important questions of moral and political responsibilities of affluent "bystanders" towards human vulnerability and suffering in general. While one of my aims here is to understand different contexts from which current crises emerge, I also focus on developing competencies to respond and provide aid, particularly in relation to responding to the needs of forcefully displaced people, and challenges tied with mobilizing effective and ethically grounded responses from the local and international benefactor communities. In order to make these goals more transparent and applicable to current humanitarian circumstances, I draw from my ongoing field experience in Greece, Serbia and Turkey and I primarily target three important aspects of current "migration" crisis: (a) its intersectional character (i.e. intersections of violence, crime, sociocultural oppression, poverty, and climate change contribute to the rise of crisis migration); (b) limits of the international legal, political and moral response to it (i.e. struggles of an outdated international law discourse to deal with present causes and consequences of migration, reflected in a major shift from rural refugee camp setting to urban locations, eruption of extreme methods of reaching the safety of Western Asylum Havens, rise of radical movements within host and asyilint communities, etc.); and finally, (c) necessary improvements in epistemic, moral and political mediation of humanitarian crises and human suffering in general; improvements that ultimately raise important questions about ways in which western public articulates knowledge and subsequently informs humanitarian actions towards those in need.

Mlado Ivanovic

Philosophy Department

"Humanitarian Melancholia: Humanitarianism and the Need for Morality of Thinking."

"Refugees and Minority Rights: Acceptable and unacceptable criteria for accepting/rejecting refugees in a non-ideal world" and "IDEA-GRETHA 2018 Conference: A World United"

Gruesome scenes of unbearable human suffering and institutional callousness not seen in Europe since the Second World War have today become a daily routine. Images of boats and life jackets littering the beaches, bodies of children drowned at the sea, overcrowded UNHCR camps, families stranded at a border standing in cold next to a barbed wire are just some of the scenes of catastrophic conditions that define the present humanitarian crisis. Sadly, these images represent experiences of only a small portion of those attempting to escape horrific conditions in their home countries. Millions of refugees from the Middle East, for example, remain interned in massive refugee camps in Turkey, Jordan, and Lebanon; yet their hardships rarely reach front pages of Western media. Since the beginning of migration crisis in 2012, the European leaders and the general public have ignored the real causes of why people were seeking refuge in Europe, and instead focus on idle justifications of inhumane policies that have condemned thousands of people to death in Mediterranean. What is being cast as a "migrant problem" is in fact a collision of European state interests, outdated international law, and impotent humanism; one that drowns in iconography of human misery, and yet fails to mobilize solidarity toward those who are escaping appalling conditions. This is not an accident; these faults are both moral and political in nature. They point at a multifaceted dimension of reasoning about humanitarian tragedy, as well as the formation, or sustenance, of individual and collective identities of Western spectators and humanitarian victims. In what follows, this paper is divided into two main parts. The first identifies some of the weaknesses and ideological tendencies of humanitarian discourse and practices, and it has an analytical dimension in that it attempts to tease out the political forces, cultural habits, forms of knowledge, skills and expertise that were folded into the organization and form of subjectivity that is at the center of humanitarian attention. A growing problem of our political culture is an increased difficulty in mobilizing solidarity with people who are culturally and geographically distant from us. The second

part focuses on offering an alternative way of thinking about responsibility and solidarity. I propose a transformationalist interpretation of Theodor Adorno's critique of cognitive and material dispositions that result in reductive habits of cognition and atrophied moral agency. While my reading of Adorno finds his work partially open to the possibility of ethics beyond the common liberal understanding, what I find ultimately helpful in addressing today's issues of humanitarianism is the guiding thread of his work that shows how epistemology ought to be ethical, and that ethics should in turn be political. Adorno's insistence on the primacy of the object of our knowledge invites us to think morally and see the priority of the Other as a crucial feature of any ethical relationship. Ultimately, by drawing attention to the ways in which the explication of the realms of human vulnerability depend upon our capacity to leave our own epistemic and ontological position to reflect upon the values and norms that often manifest themselves as subordinating and exploitative, this paper charts a possible venue how the transformation of humanitarian agency can take place.

Mark Moes

Philosophy Department

"Beyond Ousia: The Form of the Good in Light of the Digression on Being in the Sophist"

35th Annual joint meeting of the Society for Ancient Greek Philosophy with the Society for the Study of Islamic Philosophy

At Republic 509b7-8, Socrates says that existence and being [to einai te kai ten ousian] is added [proseinai] to the Forms by the Good though the Good is not being [ousias] but still stands above and beyond being [eti epekeina tes ousias&uperechontos] in dignity and power. Then at 517c Socrates says the idea of the Good must be reckoned&to have produced [tekousa] in the visible world both light and the Sun, while in the intelligible world it is itself the lord and master (aute kuria) which furnishes and provides (paraskomene) truth and intelligence. Christopher Shields provides a reading of these texts that supports his Gerasimos-Santas-style interpretation of the Form of the Good in Republic 6. According to Shields, the Form of the Good is an abstract entity, a Form alongside other Forms. It is beyond ousia in dignity and power only in the sense that its explanatory role as a formal cause of the ideal attributes of all other Forms marks it as a particular Form importantly distinct from [the Form of] ousia. Shields maintains that we should resist the thesis of some Platonists from antiquity that the Form of the Good should be understood in monotheistic fashion as a generative or causal principle which is in any sense a productive cause of the other Forms and through them of the sensible world. This paper, to the contrary, argues for a monotheistic interpretation of the Form of the Good, according to which Plato does not (or not only) mean it to be understood only as a formal cause--one abstract Form among others-- and does mean it to be indistinguishable from Being-qua-ultimate-normative-power, as elucidated by the Stranger in the Sophist. On Michael Wiitalas persuasive interpretation of the Strangers digression on Being and Non-Being in the Sophist, the Form of Being is in one sense a countable Kind (or Form) and is in another (analogous) sense an ultimate normative power that transcends cardinality and finitude. In the latter sense, Being is the power that makes the cosmic whole of parts the whole that it is. This paper argues that the Strangers account of Being is at the same time an account of the Good, which should also be understood in two senses. It supposes that, because he thinks of the Good along the lines of the Strangers conception of Being, Plato's Socrates in Republic 6-7 Socrates sometimes speaks of the Good as just another abstract Form or Idea and sometimes speaks of it as a transcendent divine entity, an ultimate power. Socrates demurs from disambiguating the two analogous senses of the Good because of the intellectual deficiencies of his interlocutors, because of the limitations of time in an already over-long conversation about justice, and because Plato wants to set a puzzle for this readers to solve. Shields asserts that the conception of the Form of the Good as an ultimate power is incoherent,

because it implies that the Form of the Good exists as nothing but a baseless disposition that does not belong to anything. In reply, this paper argues that if the Form of the Good is identical to the ultimate Being the Stranger describes in the Sophist, then like ultimate Being it is not a countable Form or thing but rather is unbounded existence and goodness. It is one name of what later Thomistic Aristotelians called the limit case instance of the pure perfections. As such, it is not a bounded or finite instance of existence or goodness. It is not an instance of them in the way in which discrete Forms or things are instances of them. It is an instance only in an analogous sense. Being and Goodness, as divine attributes, are not baseless dispositions that do not belong to anything. They belong to God but not in the way in which attributes belong to finite subjects. Moreover, unbounded goodness and being are not abstract Forms but utterly concrete aspects of God, and as such can be productive causes of Forms and things.

Kelly Parker

Philosophy Department

"Author Meets the Critics: Paul B. Thompson, "The Spirit of the Soil""

Association for Practical and Professional Ethics Annual Conference

In this session two critics (myself and Lisa Sideris of Indiana University) present observations and critiques of the revised edition of Paul B. Thompson's book "The Spirit of the Soil: Agriculture and Environmental Ethics," 2nd Edition (Routledge, 2017), followed by a response from Prof. Thompson.

Stephen Rowe

Philosophy Department

"With China: An Appreciation and an Invitation"

12th International Forum on Ecological Civilization

A plenary address to be delivered at the 12th International Forum on Ecological Civilization, which will be attended by both academic and policy people, primarily from the U.S. and China. The speech points to the significance of dialogue in achieving and maintaining the kind of "symbiotic" [a conference theme] relationships which will be necessary for the future. I emphasize the necessity of dialogue at the level of underlying values and visions of the good life (or *datong* in Chinese) in order to support day-to-day and policy-oriented interactions. I offer an understanding of deep Chinese values as I have received them through previous dialogues, and an American response in the same mode of relationship, arguing that dialogue can facilitate understanding of both other and self, and appreciation of the "open space" between in which solutions to previously impossible problems can sometimes appear. This speech will be translated into Chinese before the conference, and then published in both languages before the April meeting. Pls note that this is continuation of work I have been doing at Claremont for many years, with the Center for Process Studies, Pomona College, and Pitzer College. I agree that it has long been that I get myself to and from LAX, and they cover all expenses in between. Given the close nature of the working relationships involved, I do not expect to receive honorarium, but will deduct from my GVSU request if one is offered.

Andrew Spear

Philosophy Department

"Gaslighting, Confabulation, and Epistemic Innocence"

Workshop on Confabulation and Epistemic Innocence

Understanding the role of confabulation in gaslighting motivates refinements to recent proposals concerning epistemic innocence. Gaslighting is motivated by the perpetrators desire to undermine his victims conception of herself as an agent in order to prevent her from criticizing or resisting him, something he accomplishes by manipulating her. When incompletely aware of his motive, the gaslighter must tell himself a story justifying his behavior, e.g. that it actually benefits his victim; this story is typically ill-grounded, so confabulatory. Roughly, a subject who confabulates (in the non-pathological sense) sincerely offers an explanation that in part responds to a gap in his own evidence or beliefs, is ill-grounded, and is motivated by his desires or commitments. The gaslighters total evidence typically does not support the belief that his victim is agentially impaired, yet he strongly desires this be the case, creating a gap between how he desires to see the situation and what his evidence supports. Challenged to justify himself, he must confabulate to close this gap. When gaslighting succeeds the victim will also have told herself a story downgrading her own cognitive faculties and agency while sustaining trust in her gaslighter. When this story is ill-founded (the typical case), the victim confabulates. Confabulation thus plays a central role in many cases of gaslighting. A faulty cognition is epistemically innocent when it confers an epistemic benefit that, given the situation, could not be had otherwise because alternative, less epistemically faulty cognitions are unavailable. Sullivan-Bissett argues that confabulation is sometimes epistemically innocent in virtue of providing two benefits. First, a confabulating subject is prompted to provide explicit explanations for his behavior, and the reflection necessary for this increases his chances of forming true beliefs over time. Second, confabulating can preserve coherence in a subjects self-concept. The confabulation operative in gaslighting, though often the only alternative available for those involved, typically does not achieve these benefits. Because of the intimate contexts in which gaslighting occurs, the occasions that perpetrator and victim have on which to confabulate will typically be with each other. So elicited, the gaslighters confabulation is not likely to lead to future true beliefs. Rather, it serves to reinforce his false-belief-ridden gaslighting project. The victims confabulation leads her to downgrade her conception of herself as an autonomous agent, which is unlikely to lead her to future true beliefs, and functions to substantiate and so reinforce the gaslighters previously ill-founded assessment of her. Confabulation maintains coherence in the gaslighters self-concept, but in a way that confers no epistemic benefits. The victim actually cedes some coherence in self-concept for the sake of maintaining coherence in her understanding of her relationship to her gaslighter, a coherence that is also not epistemically beneficial. I thus argue that whether confabulation is likely to lead to future true beliefs depends greatly on the interpersonal circumstances that illicit it, and that maintaining a coherent self-concept is epistemically beneficial only if the coherence thus maintained renders the agent equally or more likely to be sensitive to evidence in the future.

Andrew Spear

Philosophy Department

“Existentialist Bad Faith and Recent Accounts of Self-Deception”

Phenomenology Round Table

In their work in the 1940s, Sartre and de Beauvoir developed a sophisticated analysis of the nature of bad faith as a chronic phenomenon arising at the intersection of the phenomenological structures of human freedom, cognition, and motivation. The impact and influence of this account of bad faith notwithstanding, Sartre and de Beauvoir rarely garner more than a passing mention in more recent discussions of the phenomenon of self-deception. This is unfortunate insofar as Sartre and de Beauvoir anticipated major themes and issues of current discussions of self-deception and developed a comprehensive account of the phenomenon that has both significant phenomenological grounding and broad explanatory power. In fact, I will argue that the Sartre-de Beauvoir existentialist account of self-

deception has the advantage of being phenomenologically grounded, of being able to explain both ordinary and so-called twisted cases of self-deception, and that it is able to make sense of intuitive features of self-deception commonly discussed in recent literature in a unified way. Self-deception occurs when an agent believes some proposition about themselves or about the world in spite of being aware of significant evidence to the contrary. A professor may retain belief in the efficacy of his teaching or the significance of his research despite significant or overwhelming evidence to the contrary. A woman might persist in believing in her spouse's fidelity despite significant and persistent signs that he is not faithful. Yet, as Sartre points out in *Being and Nothingness*, it is very challenging to make sense of how an individual who is fully conscious of her own intentions and experiences could nevertheless set out to deceive herself and be successful. Contemporary intentionalists about self-deception maintain that agents in some way intentionally deceive themselves, just as one agent can intentionally deceive another agent in cases of interpersonal deception. Contemporary non-intentionalists, by contrast, reject this idea and typically view a subject's self-deception as the result of some type of culpable error in attending to or interpreting available contrary evidence, typically as a result of some type of deep emotional or psychological investment on the subject's part. Intentionalist accounts must typically split the subject up into sub-parts or sub-systems that are not conscious of each other, and that are yet able to deceive and be deceived respectively, much as the Freudian account of self-deception in terms of Id, Ego, and Superego that Sartre criticizes in *Being and Nothingness*. Non-intentionalist accounts typically posit some feature of the subject's desires or motivations that plays a role in blinding them to relevant evidence against the beliefs that they desire or are motivated to accept as true. Both types of accounts must explain (i) how self-deception is possible, (ii) how it is that subjects who self-deceive are responsible for this, (iii) how it is possible for a subject to be self-deceived about something she does not want to be the case, so-called twisted self-deception (such as the jealous husband whose jealousy convinces him that his wife is unfaithful when neither the evidence nor the facts support this), and (iv) why it is that subjects engage in self-deception concerning some but not all of their beliefs: what marks out certain beliefs as targets for self-deception and not others. I argue that, despite some flirtation with intentionalism in the early pages of the chapter on bad faith in *Being and Nothingness*, the account of bad faith given by Sartre (and de Beauvoir, especially in *The Ethics of Ambiguity*) is in fact a non-intentionalist account, one that is able to provide a unified answer to the questions just raised. On this account, subjects are motivated to ignore evidence that speaks against beliefs they hold and desire to hold by the anguish, abandonment, and despair that are intrinsic features of the subjective experience of freedom, and that loss of the belief would variously require them to confront. The specific beliefs that subjects will be motivated to be in bad faith about will be determined by the projects or commitments that they have undertaken, and by the way in which believing or not believing certain things affirms or casts into doubt these commitments. A significant feature of this account is that subjects are aided and abetted in their self-deception by the ambiguity of the human condition as both transcendence and facticity, as well as by features of the structure of commitment itself discussed by de Beauvoir in chapter 2 of *The Ethics of Ambiguity*. It isn't just that the anguish and abandonment associated with freedom and with the potential disruption or undermining of one's commitment provides a subject with motivation to undervalue or misinterpret evidence to the contrary, but also that the ambiguity of the human situation itself makes available a ready supply of partial evidence in support of the subject's self-deceptive beliefs. Sartre's famous café waiter thus has a deep commitment to viewing himself as a café waiter because of a deep desire to avoid the anguish and abandonment he would experience if he acknowledged the evidence of his own freedom and broader human possibilities, but he also has a ready supply of supporting evidence for his waiter identity belief in the form of the past five years in which he has spent the majority of his time and effort at this job. While his present and future are in fact a free and open horizon not strictly determined by his past actions, his past actions (in this case, actions of being a waiter) are in fact over, done, fixed and determined; if he selectively attends only to this

aspect of his experience, then he has good reason to believe that a waiter is exactly what he is and cannot help but be. He deceives himself about café waiterly beliefs and not others because it is his identity or project as waiter that has become (at some level has been chosen by him as) his primary commitment in life. He does not self-deceive in response to challenges to his strength or intelligence, as he has not committed himself to an identity or projects defined in terms of these. Further, should such a café waiter be particularly anxious about maintaining his status as waiter, he may begin to worry greatly about the possibility of losing his job. This job-loss related worry and anxiety conjoined with a deep desire to take action as soon as possible to prevent such loss could itself make him more prone to pick up on evidence suggesting he will lose his job and less prone to attend to evidence that he will not, leading him to the kind of twisted self-deception mentioned above, in which someone deceives themselves into believing something that they do not desire will happen. Finally, while there is a clear sense in which such an individual's self-deception may be out of his control at the moment he undergoes it, it does not follow from this that he is not responsible for it. After all, the phenomenological facts of freedom are also constantly available in the subjective experience of the agent, and once they have been experienced and recognized the agent should, as a matter of cognitive policy, seek to avoid self-deception. The agent who does not so avoid self-deception thus could have and should have, making him responsible for it. The view of bad faith developed by Sartre and de Beauvoir is thus a powerful understanding of self-deception that is able to accommodate the major phenomena dealt with in contemporary discussions of this issue.

Katherine Tullmann

Philosophy Department

"Implicit Bias and Racialized Seeing"

The Logic of Racial Practice

Implicit Bias & Racialized Seeing: Development, Harm, & Moral Responsibility Racialized seeing involves the way a subject perceives, or seem to perceive, a target person's race solely on the basis of her physical appearance (i.e. how subjects attribute race to another person by noticing a target's body shape, size, hair style, clothing, etc.). Arguably, racialized seeing is a socially motivated, learned practice. The practice also relies on implicit biases and stereotypes about race: that there are essentialist, biological bases for race and that each race is associated with particular physical, social, epistemic, and moral norms. In this paper, I argue that eliminating, or relearning, racialized seeing is a necessary step to combat racist implicit biases. This paper undertakes one aspect of this project by exploring the epistemic and ethical limitations of racialized seeing. Specifically, I contend that racialized seeing is often irrational for the seer, and harmful to the seen individual. Before exploring the ethical and epistemic implications of racialized seeing, I first discuss the phenomenon itself and how racialized seeing is learned and developed. Importantly, I discuss how racialized seeing works hand in hand with racist stereotypes and biases; racialized seeing both relies on and reinforces these biases. My arguments concerning the epistemic value of racialized seeing follows work on the rationality of perception by Susanna Siegel. In short, I take many instances of racialized seeing to be cases of "hijacked visual experience": subjects' perceptual judgments are unduly influenced by that subject's values, emotions, beliefs, and other cognitive states. People make perceptual judgments about an individual's race solely on the basis of physical appearance all of the time. Moreover, perceptual judgments about race may also cause further judgments about the seen individual based on associated racialized stereotypes. I then turn to the moral harm caused by racialized seeing. False racial attributions, or even accurate but irrationally formed racist attributions, can cause a subject to think and act toward an individual in problematic ways. The seeing subject may also assume on that basis that the woman is intelligent or not, employed

or not, sexually available or not, or any other countless racialized stereotypes. I would argue that it is morally harmful to make such assumptions about an individual on the basis of racialized seeing. I end by briefly highlighting several implications of racialized seeing and moral responsibility: once an individual is made aware of her racial biases, what responsibility does she have to eradicate those biases? I contend that if a subject learns to see race through cultural indoctrination and a process of perceptual learning, then it is also necessary that harmful essentialist racial norms should be unlearned.

Dwayne Tunstall

Philosophy Department

"Author Meets Critics: 'The Post-Racial Limits of Memorialization: Toward a Political Sense of Mourning'"

75th Annual Meeting of the American Society for Aesthetics

I am scheduled to be one of the critics for an Author Meets Critics session on Al Frankowski's book, "The Post-Racial Limits of Memorialization: Toward a Political Sense of Mourning." The other critics for this session are Noelle McAfee (Emory University) and Michael Thomas (Stanford University).

Dwayne Tunstall

Philosophy Department

"Colloquium title: 'Rights and Responsibilities in the Context of Structural Injustice' -- Elvira Basevich, 'W.E.B. Du Bois on Democracy and Dissent in the Jim Crow Era'"

115th Annual Meeting of the APA Central Division

I am the chair for the Colloquium session, "Rights and Responsibilities in the Context of Structural Injustice," scheduled for Friday, February 24, 2017. In that session Elvira Basevich will present her paper entitled, "W.E.B. Du Bois on Democracy and Dissent in the Jim Crow Era."

John Uglietta

Philosophy Department

"Work, Meaning, and Satisfaction in the Good Life"

Annual Conference

Much of professional ethics is concerned with questions about how one should act within a profession or in some specific situation in some specific profession. But some of the most important questions in professional ethics ought to be about whether and why one should have a profession or which one a person should have. In the 1970s and 80s, people worried that we would soon have too much leisure time and wondered whether there would be any reason to work. Yet today, we still work. In fact, we seem to associate ourselves very much, perhaps more than before, with our jobs and careers. It is not uncommon for professionals to brag about how much they work and let work dominate their lives. While work seems to play such an important role in our lives and our identities, it is odd that at the same time, many express great dissatisfaction with their work. I don't mean simply that they are dissatisfied with their pay, they may be that too. Nor does this dissatisfaction arise only in cases of repetitive or tiring physical labor. (Indeed, in some cases, white collar workers seem to want to engage in more repetitive physical labor as a relief from their current jobs.) Rather they are dissatisfied with the direction or the significance of their work and the role it plays in their lives. Many workers, both young and old, express a desire for more meaningful work or more meaning in their lives (some of which they

wish to find in their work). I will consider a series of cases of career dissatisfaction and evaluate them using a contemporary theory of meaning in life. My goal is not just to develop a theoretical point, nor merely to give practical career advice, but to engage in practical philosophy in which consideration of theory brings a greater understanding to practical situations while at the same time, the situations shape, explain and help to refine the theory. The specific theory I will apply argues that activities like careers are meaningful when "subjective attraction meets objective attractiveness." The theory originates in the work of Susan Wolf ("Happiness and Meaning: Two Aspects of the Good Life," (1997) and *Meaning in Life and Why It Matters* (2010)). I use the theory to analyze why some find their work unsatisfying. In some cases, only a change in career will add meaning. In others, a change in understanding may rescue meaning in an ongoing occupation. The analysis also helps us to see that other desires occasionally masquerade as a search for meaning. It is important to understand these other concerns and to recognize their difference from meaning to evaluate their role, along with meaning, in shaping a good life. Finding meaning in life or living meaningfully is not all there is to a good life. Through investigating the nature of meaning, we can better understand the manner in which work can foster meaning and the relation meaning and work have in shaping a good life.

[Phyllis Vandenberg](#)

Philosophy Department

Director of Conference

19th International Conference for Teaching Ethics Across the Curriculum

Conference Director and Member of the Executive Committee

[Phyllis Vandenberg](#)

Philosophy Department

"Teaching Ethics using Philosophic Novels"

Co-authors: Moylan, Michael, Deborah Mower, Gabriel Palmer-Fernandez

Annual Meeting for APPE

FYI: Along with chairing and commentating on this panel, I am also judging for the Ethics Bowl

[David Vessey](#)

Philosophy Department

"Dewey, Marcuse, and Aesthetic Erlebnis"

Pacific Division Meeting

Gert Mueller, in a review of the German translation of *Art and Experience*, points out that "der Deweysche pragmatismus ist im Grunde Lebensphilosophie" Dewey's philosophy is essentially a Philosophy of Life. Abraham Kaplan, in his introduction to *Art and Experience*, points out that the difference between experience and an experience can be rendered by the German distinction between *Erfahrung* and *Erlebnis*. Indeed often in *Art as Experience*, as well as in his pedagogical writings, Dewey will use the hyphenated phrase *life-experience* to express the German *Erlebnis*. These insights about Dewey's connection to the main themes and concepts of the *Lebensphilosophie*, a prominent intellectual movement in Weimar Germany, helps us find a way to bring his views into conversation with the Frankfurt School. Historically the Frankfurt School Neo-Marxists have failed to appreciate what

pragmatism has to offer as they relied on such few texts for easy dismissals. It is only in the 1970s with the writing of Karl Otto Apel and Jurgen Habermas that pragmatists were read most closely. Yet it was Walter Benjamin who argued for the importance of the distinction between *Erlebnis* and *Erfahrung*, and the Life Philosophers highlighting of *Erlebnis* was criticized of Lukács. For this paper I am going to focus on Marcuse's aesthetic writings, though. This is for two reasons. 1. His writings differ significantly from some of the more pessimistic views of Adorno, and 2. They came late in his career, after spending twenty-five years teaching in American universities, so they are less at odds with the American democratic spirit of Dewey's thought. Looking at the concerns Marcuse raises about *Erlebnis* as a key aesthetic concept can help us think critically about Dewey's philosophy of art as experience. For example, Marcuse, like Dewey, champions the transformative value of a kind aesthetic experience separate from our everyday experience, however Marcuse finds in that experience something politically emancipatory, something one would not find in experience as *Erlebnis*.

David Vessey

Philosophy Department

"Are Humean Critics Real and Can We Find Them Amongst Us?"

Central Division Meeting

I will be chairing the session on Hume's Aesthetics and facilitating the discussion that follows the paper presentation by Prof. Stephanie Ross.

Bradley Ambrose

Physics Department

"Participation at AAPT as Section Representative for Michigan-AAPT"

American Association of Physics Teacher Summer 2017 Meeting and 2017 Physics Education Research Conference

The purpose of this grant request is to offset a portion of the travel expenses to be incurred in fulfilling some of my obligations as a Section Representative for the Michigan Section of AAPT (<http://web.miaapt.org/home>). As Section Representative, I am required to participate in two business meetings at each National Meeting of the AAPT: (1) a meeting of the Section Representatives, chaired by Dyan Jones (Chair of Section Representatives) (2) a Meeting of the Members, chaired by George Amann (President of AAPT) The conference website for the upcoming Summer 2017 AAPT meeting, for which this particular grant request is pertinent is found at: <http://aapt.org/Conferences/sm2017/>. Following the national meeting I will report back to the members of the Michigan Section at its upcoming Fall 2017 meeting (to be hosted at GVSU, in fact, with exact date TBD). My report will include recent developments by AAPT to provide support for members of the Michigan Section to become official members of and/or get more integrally involved with the national organization.

Sofia Karampagia

Physics Department

"Quantum Phase Transitions Within The Nuclear Shell Model"

9th international workshop: Quantum Phase Transitions in Nuclei and Many-body Systems

The usual nuclear shell model defines nuclear properties through an effective mean-field plus a two-body interaction Hamiltonian in a finite orbital space. In this study we try to understand the correlation between the various parts of the shell model Hamiltonian and the nuclear observables, the collectivity in nuclei and the nuclear level density. By varying specific groups of matrix elements we find signs of a phase transition in nuclei between a non-collective and a collective phase. In all cases studied the collective phase is attained when the single- particle transfer matrix elements are dominant in the shell model Hamiltonian, giving collective characteristics and enhanced level densities to nuclei.

Erika King

Political Science Department

"Pugilist or Protector? U.S. Media Depictions of President Putin's Interventions in the Russian Near Abroad"

Co-authors: Heather Tafel

Annual Meeting

As part of a larger research project on U.S. media coverage of post-Communist Russia and its two transformational presidents, Boris Yeltsin and Vladimir Putin, this paper examines how elite U.S. print and electronic media outlets depicted Putin's interventions and actions in Chechnya, Abkhazia and South Osetia, Moldova, Ukraine, and the Balkan states during the period from 2000-2005. Employing a combination of qualitative and quantitative content analysis aided by Q!DAMiner, it examines thematic and tonal shifts in coverage of events related to the interventions. Of particular interest are changes in media representations in the aftermath of Yeltsin's tumultuous relationships with the "near abroad" and whether the predominant 1990's theme of a hobbled and chaotic former Soviet Union was replaced by the re-emergence of a more threatening Cold War frame.

Michelle Miller-Adams

Political Science Department

"Improvement Efforts in Higher Education"

Co-authors: Martha Kanter, College Promise Campaign -- co-presenter

Carnegie Summit on Improvement in Education

This session will explore two case studies of improvement work in higher education settings. The first case will focus on two of 200 communities engaged in the College Promise Campaign: Kalamazoo Promise in Michigan and the statewide Tennessee Promise. The second case will describe how Lewis & Clark Community College has leveraged data and analytics technology to track and assess the use of student support services and their impact on grades and retention.

Mark Richards

Political Science Department

"The Diffusion of the Concept of Public Figure in China: Institutional Elasticity and the Limits of Right to Reputation"

Co-authors: Yi Zhao

Western Political Science Association Annual Conference

This paper considers how and why the legal concept of public figure, which holds public figures to a higher standard when suing for libel, has been diffused in China. The public figure concept developed in

the US context as an extension of *New York Times v. Sullivan* from public officials to public figures, reflecting the deeply embedded value of freedom of expression. Despite authoritarianism in China, the concept was adapted in the rulings of some local courts to define the limits of right to reputation. The diffusion was a response to a stream of litigation against media organizations. In the process of diffusion and local adaptation, courts have acted strategically to reshape the public figure concept and refashion its justifications. Although it hasn't adopted the concept, the Supreme People's Court has allowed the diffusion to play out, which is consistent with the elasticity and experimentation that has characterized the institutional context. The diffusion of the concept in China sheds light on theories of legal diffusion more broadly, by illustrating how the process of diffusion can be bottom-up and open-ended, and can occur even in a counter-intuitive case where there are significant political and ideational differences between the two countries.

Heather Tafel

Political Science Department

"Pugilist or Protector? U.S. Media Depictions of Putin's Interventions in Russia's Near Abroad"

As part of a larger research project on U.S. media coverage of post-communist Russia and its two transformational presidents, Boris Yeltsin and Vladimir Putin, this paper examines how elite U.S. print, broadcast, and electronic media outlets depicted Putin's interventions and actions in neighboring post-Soviet states – Estonia, Latvia, Lithuania, Belarus, Moldova, Ukraine, Georgia, Armenia, Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan – during the period beginning in 2000 and ending in 2015. Employing a combination of qualitative and quantitative content analysis aided by QDAMiner, it examines thematic and tonal shifts in coverage of events related to the interventions. Of particular interest are changes in media representations in the aftermath of Yeltsin's tumultuous relationships with the "near abroad" and whether the predominant 1990's theme of a hobbled and chaotic former Soviet Union was replaced by the re-emergence of a more threatening – yet eerily familiar – Cold War frame.

Darren Walhof

Political Science Department

"Hermeneutics and Democracy"

NASPH Annual Meeting

Because of the recent publication of my book, *The Democratic Theory of Hans-Georg Gadamer* (2017), I have been asked by the executive committee of the North American Society for Philosophical Hermeneutics to organize a panel on Hermeneutics and Democracy for their annual conference. I will be both chair of the panel and also a presenter, along with four other presenters. I have posed the following question to the panelists: How can philosophical hermeneutics help us address some of the challenges to democracy that have emerged in recent years but were particularly brought to light by the 2016 election? My own presentation will address this question by arguing that one of the primary threats to democracy today is a certain kind of social isolation among citizens. Responses to this isolation include a distrust of expertise, resentment of cultural elites, entrenched partisan identities, and susceptibility to populist rhetoric. Philosophical hermeneutics can help us address this threat with its emphasis on dialogue as a way of building solidarity among democratic citizens.

Darren Walhof

Political Science Department

"Commercial Piety, Political Agency, Religious Identity"

2017 ATP Conference CFP

This paper addresses the question of how religiously-based commercial activism reworks both the religious identity and political agency of religious citizens. The commercial realm in the U.S. has become a site of significant religiously-based activism in recent decades. This paper focuses on two forms. The first is the refusal on religious grounds to offer commercial services to particular persons or for particular purposes, with the most well-known examples involving the services of florists, bakers, and venues for same-sex weddings. These refusals are defended as exercises of religious liberty, and religious liberty activists have recently sought additional protections for these refusals through legislative efforts in several states. The second form involves organizing consumer boycotts of firms whose positions or practices conflict with a group's religiously-based social and political views. This form of religio-commercial activism has a long history; recent examples include the United Methodist-organized boycott of Taco Bell in the early 2000s protesting the working conditions and wages of tomato field workers and, more recently, the Southern Baptist-organized boycott of Disney for policies favorable to LGBT persons. I argue that situating current religious liberty claims as part of a tradition that includes religious boycotts draws attention to how religio-commercial activism simultaneously aims at exerting cultural and political influence and protecting the purity of believers through avoiding complicity in evil. This mixture of religio-commercial power and piety transforms both the religious identity and the political agency of these citizens in unintended ways, an argument I develop in part by drawing on the work of Saba Mahmood. These transformations in religious identity and political agency require a reworking of our theories of secularism, particularly of the relationships among religion, commerce, and democracy.

Yi Zhao

Political Science Department

"Re-assigning Jurisdictions: Experiments in Administrative Litigation in China"

Law and Society Association Annual Meeting

In China the chance for an individual or an organization to win a lawsuit against a government agency is not high. The reason, as many have argued, is that courts in China are vulnerable to the interference of local governments. A major institutional arrangement that renders the courts vulnerable is that the geographic boundary of a government's authority (administrative district) coincides with the geographic boundary of a court's jurisdiction. It is therefore believed that re-assigning the geographic jurisdiction of a court would potentially reduce local interference. Since 2013 experiments of jurisdiction re-assignments have been conducted across the country. One form of re-assignment - "relatively centralized jurisdiction" - is to authorize one court to handle administrative litigation cases of several administrative districts. Another form of re-assignments - "distant jurisdiction" - is to make every court handle administrative litigation cases of another administrative district. Are the re-assignments of jurisdiction helpful in reducing local interference? Which form of re-assignments produces better result? This study analyzes different forms of jurisdiction re-assignment and assesses the effectiveness of each form as a way of combatting local interference with administrative litigation in China.

Donald Zinman

Political Science Department

"The Political Terrain of the Early Republic"

Annual Meeting

As the United States moved toward war and its first wartime national election in 1812, it is vital that readers grasp the political context of the early American republic. This paper will cover the political context of the early nineteenth century, including voter suffrage laws, party divisions, political norms and the issue agenda that would frame the 1812 election. This paper will serve as Chapter 2 of a longer manuscript on the 1812 presidential election.

Naomi Aldrich

Psychology Department

"Socio-Cognitive Deficits in School-Age Victims of Peer-Peer Aggression"

Co-authors: Jenna Bekkala, Caroline Bartes, Jenna Beffel

2018 Annual Meeting of the MPA

While recognized as a world-wide health concern due to the negative psychosocial impact traditional bullying (i.e., face-to-face) can have on victims and perpetrators (Nansel et al., 2004), our understanding of peer-peer aggression is far from complete. Whether bullies exhibit advanced perspective-taking skills enabling better manipulation (Sutton et al., 1999a) or, alternatively, exhibit social information processing deficits due to chronic social cue misinterpretations (Crick & Dodge, 1994) remains a matter of debate. Furthermore, cyberbullying (i.e., harm inflicted via Information and Computer Technology, ICT) research has largely been limited to adolescence, despite ICT-access as early as 3-years-of-age (International Telecommunication Union, 2008). Thus, we examined 7- to 13-year-olds' socio-cognitive abilities in relation to experiences of traditional and cyberbullying. As part of a larger study, 101 7- to 13-year-olds (50% girls) and their mothers participated. Children recounted experience as both perpetrator and victim within traditional and cyber conflicts (four narratives), completed a victimization/bullying measure (Peer Interactions in Primary School, PIPS), and two socio-cognitive assessments (Mind in Eyes, Strange Stories). Narratives were videotaped and coded for whether the child provided a description of the experience. Additionally, we obtained demographic information and the child's strengths and difficulties (SDQ) through maternal report. Children experienced more victimization from peers than bullying themselves, $t(96)=11.36, p<.01$. Contrary to expectations, amounts of victimization not bullying behaviors were significantly related to deficits in socio-cognitive abilities (Mind in Eyes: $r(99) = -.22, p < .05$; Strange Stories: $r(99) = -.22, p < .05$). We also examined differences in amounts of victimization/bullying in relation to children's narratives. Children who discussed being a face-to-face aggressor had significantly greater bullying scores than those who did not (Table 3). In contrast, children who described being aggressive online/with a cellphone had significantly higher victimization and higher bullying scores (Table 4). Similarly, children who discussed being a face-to-face victim displayed higher victimization scores as expected, but higher bullying scores as well (Table 5). Finally, children who discussed their experiences as a cyber victim had significantly higher victimization scores (Table 6). These results, as well as a positive relationship between children's victimization and bullying scores on the PIPS (p

Naomi Aldrich

Psychology Department

“Evaluating Maternal Perceptions of Power Mobility Training through Automatized Text Analysis”

Co-authors: Sarah Vieta, John F. Farris, & Lisa K. Kenyon

30th Annual Convention of the APS

Power mobility (PM) training may benefit children with multiple, severe disabilities by providing learning opportunities and independent locomotion, thus preventing further impairments in socio-cognitive abilities (Anderson et al., 2013; Livingstone & Paleg, 2014). Furthermore, the qualitative literature indicates parental perceptions of PM-use may illuminate the contextual influences of successful interventions, thus enabling clinicians/researchers to maintain high standards of family-centered care (Livingstone & Field, 2014). Qualitative studies, however, often rely on the subjective interpretations of those conducting them. Thus, we evaluated the use of an automatized text analysis program to examine maternal perceptions of PM training in children with multiple, severe disabilities. A single-subject A-B-A-B research design with a 5-week duration for each baseline (A) and intervention (B) phase (total study length: 20-weeks) was replicated across three children with cerebral palsy (GMFCS Level V, 4y; 4m to 6;8). During intervention, children participated in individualized PM training activities (~1 hour/week). Children’s motivation to complete challenging tasks was assessed each week through maternal report (Dimensions of Mastery Questionnaire, DMQ) and the Assessment of Learning Power mobility use (ALP) measured changes in PM-use pre/post study. Mothers also completed a pre/post study interview (i.e., Can you describe [child] for me? How do you think [child] will respond/did respond to power mobility training?) which was coded with the LIWC (Linguistic Inquiry and Word Count, 2015) program which algorithmically computes four variables that have been empirically validated to the psychological properties of Analytic Thinking, Clout, Authenticity, and Emotional Tone. All participants demonstrated improvements in PM-use (i.e., > 1 additional switch for access, > 2 ALP phase progression) and significant improvements on some, but not all, aspects of the DMQ (relative to typically developing peers; see figure below). Using effect size measurement (d), we found slight to considerable changes in maternal perceptions of the children and their responses to PM training. Although each mother discussed their child in a highly informal and confident manner, two of the three mothers applied significantly more complex, logical thought to describing her child and their PM response with significantly more confidence by the end of the study. Furthermore, two of the three mothers demonstrated significantly higher levels of positivity during the post-study interview. Analyses also revealed that although one mother increased in the “authenticity” she displayed while describing her child and his response to PM, all three mothers remained relatively guarded in their descriptions over the course of the study. Based on correlational analyses, we suggest that the observed differences in maternal perceptions were related to the amount of progress demonstrated in children’s PM skills and mastery motivation. Overall, regardless of children’s individual growth, each mother’s perceptions of her child and their response to training changed over the 20-week study. As parental perspectives influence familial interactions and children’s activity-access, PM training may improve these children’s quality-of-life. Future research should examine these factors, as well as further evaluate LIWC analyses as an additional, objective measure of PM training for severely disabled children.

Jing Chen

Psychology Department

“Identifying developmental risk profiles in early development using ASQ scores”

Co-authors: Gwenden Dueker & Candace Cowling

The 30th Association of Psychological Science Annual Convention

In this study, we analyzed longitudinal developmental screening data collected from children (N=2343) enrolled in a county-wide developmental screening program that uses Ages and Stages Questionnaires (ASQ) to assess risk for delays in five domains (i.e., communication, personal-social, fine motor, gross motor, and problem solving). Our analyses revealed that 1) Gender differences in risks for developmental delays: Low ASQ domain scores ($>2SD$ below the mean) were more common for boys than girls at all ages, significantly so at 24-months ($F(1)=12.03$, p

[Katherine Corker](#)

Psychology Department

“Improving Psychological Science: Community Action Meeting”

Co-authors: Simine Vazire, University of California, Davis

Society for Personality and Social Psychology Annual Convention

Psychological researchers have made great strides to improve methods and practices, but we can do more. This pre-conference, sponsored by the Society for the Improvement of Psychological Science, will provide hands-on training with new tools such as PsyArXiv (a psychology preprint server), StudySwap (a platform for interlab replication, collaboration, and research resource exchange), and statcheck (a tool for verifying statistical reporting). We will also discuss how to incorporate open science practices in teaching, mentoring, and reviewing. All sessions will be action-oriented and give participants concrete tips and lessons to improve their own research and contribute to the improvement of the field. This pre-conference is aimed at people at all career stages. No experience with replicability or open science is required, and we hope that all attendees will be active participants in the sessions.

[Katherine Corker](#)

Psychology Department

“Doing Reproducible Research: Integrating Open Science Into Daily Practice”

Association for Psychological Science Annual Meeting

Day-to-day work in science is habitual, and introducing open science into one’s workflow requires a change of habits. This workshop introduces practices that make research more reproducible. The speaker discusses planning and practicalities of preregistration, open materials, open data and code, and preprints. The workshop includes an introduction to Open Science Framework and PsyArXiv.

[Tara Cornelius](#)

Psychology Department

“Examination of the Transient Changes in Affect Resulting from Participation in Research Addressing Interpersonal Aggression”

Co-authors: Calvin Hesse, Shawn Forquer, Ryan Shorey

Association for Behavioral and Cognitive Therapies Annual Conference

It is estimated that approximately 20-37% of dating couples have experienced some form of violence in their relationships (e.g., Woods et al., 2016). As a result of the proliferation of data with regard to dating violence, there has been an emerging interest in how this research affects participants, particularly those with a personal history of aggression. Several studies, including numerous conducted by the current authors, suggest that only a small proportion of individuals experience distress as the result of

participating in such research (Shorey, Cornelius, & Bell, 2011; Shorey et al., 2013; DePrince & Freyd, 2006; Yeater et al., 2012). Even in the minority of cases in which distress is reported, it is rarely long-lasting, and the majority of participants who report strong emotional reactions do not regret their participation (Newman & Kaloupek, 2004). While these data are definitely promising, one aspect that has not been systematically examined in this regard is the momentary changes in affect resulting from participation, particularly relative to the participants' affective state prior to participation in the research. That is, while we have assessed participants' reactions to the research at the CONCLUSION of the research participation, there are no studies, to date, examining the affective responses of participants before, during, and after completing measures related to dating violence. The current project was designed to address this gap in the literature. Male and female undergraduate students from a large Midwestern university participated in the current study (N = 523). Most respondents were female (75.9%), Caucasian (84.3%), and were 18.61 years old on average. Respondents completed a series of measures assessing interpersonal aggression and common correlates. They also completed a measure of affect at the beginning of the study, immediately after the aggression questionnaires, and at the conclusion of the study in order to assess changes in affect over the course of the research. Initial analyses suggest that participants experience small, transient change in their affect during the course of the study, with increases in negative affect and minimal changes in positive affect. These data are consistent with their global assessment of participation and similar to existing research examining reactions at the conclusion of the research. Further data are being collected to represent a larger sample of individuals with a personal history of aggression to better assess differences in affect over the course of the study with individuals with varying histories of interpersonal aggression. These data will be fully presented during the poster session. Further, implications of these data for research in this area will be addressed.

Mario Fific

Psychology Department

"A Race Model for Multiple Stopping Rules in Decision Making"

Psychonomics 58th Annual Meeting

A parallel race model is proposed for human stopping behavior in decision making. The model is called the Cast-Net as it selects a stopping rule by randomly drawing from a parameter space spanned by a range of possible stopping rule values. It is hypothesized that a decision maker controls the span of the parameter space. The model synthesizes the three major stopping rules (critical difference, runs, fixed-sample size), the sequential sampling, the variable threshold approach, and the parallel processing structure. The model was tested using a deferred decision task in the context of a shopping situation. Subjects are asked to open an optional number of either positive or negative recommendations about the quality of products, and to make the best buying decision. The results indicated that the Cast-Net model provides reasonable theoretical grounds of how different simple stopping rules can be combined within one decision making model.

Wolfgang Friedlmeier

Psychology Department

"Role of Temperament and Socialization Factors in Predicting Toddlers' Emotion Competence in Five Countries"

Co-authors: Hannah Hunter, Tripti Kathuria, Feyza Corapci, Oana Benga, & Jenny Kurman
Regional Conference of IACCP

Emotion competence is an essential skill for children to acquire. Besides temperament, a child's emotion development is also affected by parents' normative expectations embedded in cultural norms. There are cultural variations of preferences for individualistic vs. relational emotion competence models (Chan, Bowes, & Wyver, 2009). We expected that toddler emotion expressivity (lability) is predicted by temperamental factors like Negative Affectivity and Surgency, while emotion regulation is predicted by Effortful Control (inhibitory control and attention shifting). We aimed to test further whether mothers' self-construal (independence-interdependence) and emotion socialization goals are predictive of toddler emotion skills beyond temperamental factors in five different cultures varying in preferred competence models. A total of 240 mother-toddler dyads in India, Romania, Turkey, Israel, and the US participated. They completed surveys regarding temperament, emotion regulation skills, socialization goals, and self-construal. To validate maternal ratings of their child's emotion skills, we additionally observed the child's negative and positive emotion expressions in dyadic situations. Preliminary results showed that temperamental factors are highly predictive for emotion competence in toddlers but less for observed emotion expressions; socialization factors only partly contribute. The results are discussed in a culture-sensitive and methodological perspective.

Mihaela Friedlmeier

Psychology Department

"Emerging Adults' financial satisfaction in the US: A dyadic perspective"

Co-authors: Victoria Sanders, & Mia Flynn

9th European Conference of the International Association of Cross-Cultural Psychology

The purpose of the current study is to investigate which source of information is most predictive of college students' financial satisfaction. A total of 98 freshmen college students (72% female, predominantly white) and one of their parents (73% mothers) participated in the study using a paper and pencil procedure. Using Likert-scale questions, parents reported their engagement in teaching their children about money and monitoring their money spending, their own financial satisfaction, financial behaviors and knowledge as well as the perception of their children's financial behaviors and knowledge. Similarly, students also provided information about the perception of their parents' engagement in direct financial teaching and parental financial monitoring, their own financial behaviors and knowledge as well as those of their parents. Our findings suggest that children's reports contribute to their financial satisfaction to a greater extent compared to parents' reports.

Luke Galen

Psychology Department

"Activating a Religious Prosociality Stereotype Affects Attributions of Moral Motivation"

Association for Psychological Science annual convention

Personal religiosity is related to endorsement of a stereotype that religiosity is necessary for morality. Beliefs that moral behaviors are essentially related to religion predict attributions for the motivation to perform moral behaviors. Reports of religious motivation for moral behavior function in accordance with stereotypic influences such as religious framing.

Luke Galen

Psychology Department

“Endorsement of religious prosociality stereotype predicts attributions of religious moral motivation”

Co-authors: Morgan Maley and Solona Skubick

Midwestern Psychological Association Annual Meeting

Personal religiosity is related to endorsement of a stereotype that religiosity leads to more moral behavior. Greater endorsement of a general religious morality stereotype at Time 1 predicted specific attributions of religious and spiritual motivations for others' moral behavior at Time 2, even when others' behavior was not religiously-contextualized.

Jennifer Gross

Psychology Department

“Predictors of Prosody Sensitivity in Silent Reading Among Adults Who Learned English As a Second Language”

Co-authors: GVSU students: Katelin E. Leahy, Tanveer Mangat, Joshua Gonzales, Andrea R. Plotkowski & Paulina Dzik

30th APS Annual Conference

Abstract: Skilled readers of English render proper stress and meter (prosody). Written English offers few cues. Sensitivity to the prosody of English was evaluated as an individual difference variable in adults who learned English as a second language. Predictors of prosody awareness in silent reading were revealed. Supporting Summary: Supporting summary (500 words): 498 Spoken and written English have a canonical rhythm created by an alternating pattern of stressed and unstressed syllables (Liberman & Prince, 1977). The rhythm of English is not simply the by-product of the concatenation of words with given stress points. Rather, the stress-alternating rhythm of English is dynamic and responsive to contextual conditions (Selkirk, 1986). Stress and rhythm are not marked in English's orthography (Fudge, 1984). Skilled users of English must infer stress, and the stress-alternating preferences of its language, when speaking and reading aloud. Emerging evidence reveals that silent readers render prosody in their "inner voices" (Gross, Winegard, Plotkowski, in press). Extrapolating from linguistic theories of the stress-alternating preferences of spoken English, we tested hypotheses about what educational and life experiences promote greater awareness of the stress and rhythm in written English. We speculated that musical training; fluency in the English language and its culture; and better academic skill would be correlated with greater awareness of English's stress-alternating prosody in print. Using Pearson correlational analyses, we examined prosody sensitivity in silent reading as an individual difference variable in 225 participants who learned English as a second language. Prosody sensitivity was defined as accurately detecting stress alternations in: 1) heteronyms (e.g., the market offers fresh PROduce; factory workers proDUCE widgets), and 2) formal poems with four different meters (iambic, trochaic, anapestic, dactylic). As predictors, we measured fluency in English spelling, grammar, and culture. For example, participants were asked to choose all the words that rhymed with "rough" (tough; plough, dough&), identify the appropriate grammatical form ("anyone ____ [arrives/has arrived/arriving/arrived]), and interpret idioms ("she is off her rocker"). We created a poet recognition test, modeled after the author recognition test (Stanovich & West, 1989), as a proxy of prior exposure to poetry. A reading comprehension measure was administered. The demographic questionnaire asked about musical instrument or voice training, education level, number of languages spoken, number of poems read, and age when first exposed to English. The results revealed that the canonical rhythm of written English appearing in poems and heteronyms was better detected by some silent readers than others. Hinting at the overlap between the melody of music and language, prior training on a musical instrument or voice predicted better prosody sensitivity (.31**). Moreover, participants with more

refined prosody sensitivity had better reading comprehension (.15*), spoke more than two languages (.16**), recognized the rhymes of "rough" (.15*), and had higher reading comprehension scores (.16*). Other correlates of prosody sensitivity and English fluency were found. To conclude, when confronted with the paucity of prosody cues of stress and rhythm in the orthography of English, the expressive reader must successfully render these features from memory informed by context. We discovered predictors of detecting the beat of English. The underlying mechanism for some of these correlates could be individual differences in working memory, which was not measured. Yet, even after controlling for working memory, Chan and Wade-Woolley (2016) found that prosody awareness still accounted for adults' word reading abilities.

Christopher Kurby

Psychology Department

"Static and dynamic visual narratives, by brain and by eye"

Co-authors: Jeff Zacks, Tim Smith, Neil Cohn

Cognitive Science

Research on film has also shared methods with the study of visual events. In this presentation, Jeffrey M. Zacks explores these relations along with Heather R. Bailey (Kansas State University, and Christopher A. Kurby (Grand Valley State University). Events unfold in time, and viewers track the temporal dynamics of activity as part of event understanding. Adaptively tracking event dynamics is important for guiding action online and for forming durable episodic memories. Event perception and event memory both can be affected by healthy aging and by neurological disorders. Here, we describe a line of research aimed at characterizing how the visual comprehension of events is impacted by healthy aging and by early Alzheimers disease (AD). One characteristic of aging is that older adults segment ongoing activity into events less well than do younger adults. However, this general pattern is moderated by individual differences, and is amplified by AD. Impaired event segmentation is associated with reduced subsequent memory and impaired action performance. Superior event perception is associated with greater neural synchrony in the right posterior temporal sulcus and left dorsolateral prefrontal cortex. These results suggest that interventions to improve event segmentation or online event memory representations may help visual comprehension and memory in aging and AD.

Christopher Kurby

Psychology Department

"The Effect of Situational and Perceptual Continuity on the Segmentation of Narratives"

Psychonomics

The goal of the present study was to assess the relative contributions of perceptual and situational change on event segmentation in visual narratives. Participants viewed picture stories and engaged in an event segmentation task. The extent that critical pictures depicted situational continuity (continuity of character goals) or perceptual continuity (continuity in bodily position) was manipulated. The likelihood of perceiving an event boundary and the viewing latencies at the critical locations was measured. Results indicated that situational shifts (i.e., change in character goals increased the likelihood of segmenting at the critical point, but perceptual shifts (e.g., change in body position) did not. Viewing time, however, was affected by both conceptual and perceptual shifts. Event boundaries in narratives may be associated with situational shifts, but there are costs in processing pictures that depict perceptual change in terms of processing effort. These results have implications for major theories of event cognition.

Brian Lakey

Psychology Department

“Positive Expressive Behavior in Everyday Social Interactions”

Annual Convention

Research clearly shows that close personal relationships are important in emotional well-being. Theory explaining this research has focused primarily on social support that buffers stress. In contrast, relational regulation theory (Lakey & Orehek, 2011; PsyRev) argues that the strongest links do not involve stress buffering, and instead reflects ordinary social interaction.

Leon Lou

Psychology Department

“Teaching Scientific Laws with Gestalt Laws”

6th International Conference on the Teaching of Psychology

Many of our students seem deeply skeptical of the existence of scientific laws in psychology. While the perception may reflect psychology as a conglomerate of a diverse subareas with different visions and different relationships with more established sciences, it is also evident that our students often lack basic understanding of how a scientific law is obtained and remains valid in real life. To help students appreciate the validity of scientific laws in psychology, I developed a teaching module that takes advantage of the phenomenal simplicity of Gestalt laws of perceptual grouping. Specifically, I used the Gestalt grouping laws in isolation and combination to illustrate that scientific laws can work additively in reality to enhance or mitigate each other. In some cases, it may seem that scientific laws cease to work while they are actually working in parallel and cancelling each others effect.

Leon Lou

Psychology Department

“Towards an experimental psychological pedagogy for observational drawing and painting”

The Representational Art Conference 2018

Many artists have very strong intuitions about what works and what does not work for depicting representational pictures. Many of those intuitions have been canonized into rules and recipes found in art instruction books and magazines. From the perspective of contemporary vision science, those rules and recipes are consciously learned attentional strategies for resolving the inherent ambiguity of retinal images and the bottleneck of the visual attention. In a recent review (Lou: Artists' innocent eye as extended proximal mode of vision, *Art & Perception*, 2017) of psychological and neuroscientific studies on the role of visual perception in art-making, I propose that artists' innocent eye, a very popular and useful notion among art teachers and artists and commonly credited to Ruskin (1857), is best construed as an extended proximal mode of vision involving focused attention and mental imagery deployed to capture pictorial relationships in an object or scene. More broadly speaking, the mental strategies employed in observational drawing and painting lead to two different modes of vision----an extended proximal mode of vision, chiefly responsible for correct proportions among pictorial components, and an embodied multisensory distal mode, responsible for generating illusions of real objects in pictures. Consistent with an enormous body of neuroscientific and psychophysical evidence for the pivotal role of attention in conscious vision, the operation of both modes of vision must be constrained by the limited

channels/bottleneck of visual attention. It is the main theme of this presentation that a theoretical understanding of the perceptual psychological mechanism could facilitate formulation of meaningful and testable hypotheses from artists' working experience in observational depiction. In the best scenario, theoretical knowledge of visual perceptual and attentional mechanisms could facilitate discoveries and rediscoveries of rules for creating illusions of objects on 2D media by themselves. Several examples from common practices of observational drawing and painting are included to illustrate how insights into the psychological mechanisms of artists' shared rules and recipes for depiction can promote deep understanding and self-directed discoveries by artists and art students.

Walter Sa

Psychology Department

"Individual differences in attending to form-based versus content-based considerations in quality of thinking evaluations"

Co-authors: Kaylee Funckes

Association for Psychological Science Annual Convention

Participants were asked to evaluate the quality of thinking in what they were informed to be transcribed verbal protocols. Higher cognitive ability participants demonstrated more form-based considerations (i.e., valuing the nature of the relationship between expressed statements) than considerations focused on the actual content of the particular statements themselves.

Kristen Schrauben

Psychology Department

"Effective Assessment Training: Evaluating WISC-V Video and Protocol Errors"

Co-authors: Stacey Mathieu

Trainers in School Psychology Annual Conference & National Association of School Psychologists Annual Convention

Training graduate students to properly administer and score intelligence tests is essential for valid and reliable data collection. The purpose of this study was to examine errors made by students on videotaped WISC-V administrations, rather than errors on test protocols only. Trainers and supervisors will learn about common errors including those not eliminated by using Q-interactive. Discover the need to directly observe students' assessments and evaluate the use of Q-interactive in training students.

Benjamin Swets

Psychology Department

"Individual Differences in Planning Strategies Among French, German and English Speakers"

Co-authors: Caterina Petrone (LPL), Susanne Fuchs (ZAS) & Jelena Krivokapić (University of Michigan)

Annual meeting of the Psychonomic Society

Little is known about the ways in which speakers might adapt to various planning strategies depending on the language spoken. On the other hand, there is some evidence that within a given language, there exists variability in the extent to which speakers might plan content in advance of articulation. In the present study, we took several measures of speech planning to investigate the extent to which individual differences in planning strategies occur cross-linguistically. In our study, samples of German, English and French speakers described images presented on a computer monitor while their utterances

and eye movements were recorded. In addition, we measured participants' working memory capacity and processing speed. Our results overall lend support to the hypothesis that individual differences in WM and processing speed lead to differences in planning processes, but that they do so somewhat conditionally, based on the extent to which a language is planned more or less incrementally.

Mikhila Wildey

Psychology Department

"What does hooking up mean? Understanding the definition of sexual behaviors in a large sample of undergraduate students"

Co-authors: Kathryn J. Barnhart

Association for Behavior and Cognitive Therapy Annual Conference

The development of sexual identity and increased participation in sexual activity often occurs during the late adolescent and early adulthood phases of the life span (Arnold, 2010). Recently, both academic research and the writers in the popular media have suggested that "hooking up" is the prominent manner in which individuals engage in sexual behavior during college. Importantly, however, "hooking up" may be a vague term used differently by different individuals. The current study assessed specific sexual behaviors that college students considered as "hooking up" and as having "had sex." Over 1,700 randomly selected college students from a large Midwestern campus were surveyed. Two questionnaires were administered to students asking whether the student would consider a variety of sexual behaviors as having "hooked up" and having "had sex." Items ranging from deep kissing to sexual intercourse were endorsed as "hooking up" by the majority of respondents. Fewer students endorsed behaviors outside of vaginal, anal, and oral intercourse as having "had sex." Results suggest that there is significant ambiguity in the phrase hooking up and some ambiguity in the phrase had sex. These findings highlight the importance that clinicians working with young adults be specific in their terminology when assessing and conceptualizing the health risks associated with sexual behaviors.

Michael Wolfe

Psychology Department

"Metacognitive Awareness of Belief Change"

Co-authors: Todd J. Williams, Sarah Confer, Brielle Johnson, Kayleigh Lambert and Jacob Robbins

Society for Text and Discourse

Two experiments examined the influence of information salience and psychological threat on metacognitive awareness of belief change. After reporting beliefs in a prescreening, subjects read about spanking effectiveness, reported beliefs, and recollected previous beliefs. Belief change predicted recollection accuracy. Threat was not elevated after reading a belief inconsistent text (Experiment 1), and value affirmation did not improve recollection (Experiment 2). Awareness of belief change appears to be poor and biased by salience of current beliefs.

Xiaojuan Xu

Psychology Department

"Learning Impairments Produced by Developmental Mercury Exposure Persisted for Generations in Zebrafish"

Co-authors: Daniel Weber

3rd International Conference on Psychology and Behavioral Sciences

Developmental exposures to methylmercury (MeHg) have been showed to give rise to long-term neurobehavioral impairments including learning deficits in both human and animal studies. However, the impact of developmental exposures to MeHg is potentially greater if the neurobehavioral impairments produced by developmental exposures to MeHg are propagated across generation. Our previous study showed that embryonic exposures to MeHg produced learning impairments in adult zebrafish. The present study investigated the persistency of learning impairments in the second (F2) and third (F3) generations of zebrafish developmentally exposed to MeHg as embryos using active avoidance conditioning as the behavioral paradigm. Adult zebrafish were trained to associate light with shocks in a fish shuttle-box consisting of a water-filled tank separated by a divider into two equal compartments. A trial began with the onset of light on the side of the fish's location and the manually raised divider; 12 seconds later mild repetitive electrical shocks were administered. Fish initially swam through the raised divider after receiving several shocks. After repeated trials, fish learned to swim from the lighted end to the dark end before the administration of shocks to avoid the body shock, which is called avoidance response. Two days later, fish were tested for avoidance responses. The results showed that the control zebrafish learned avoidance responses during training and significantly increased avoidance responses during testing. The F2 generation of zebrafish developmentally exposed to MeHg as embryos displayed no significant changes in avoidance responses from training to testing, showing persistent learning impairments, while the F3 generation of zebrafish developmentally exposed as embryos to only the higher concentration of MeHg showed persistent learning impairments. Results of the present study showed that learning impairments produced by embryonic MeHg exposure persisted for at least three generations.

Corey Anton

School of Communications

"Taking Up McLuhan's Cause"

National Communication Association Annual Convention

In this panel presentation I, along with my co-editor Lance Strate, will talk about the impetus to our book *Taking Up McLuhan's Cause*, some of the main contributions of the various authors featured in it, and the overall significance of formal causality within the work of Marshall McLuhan. The notion of formal causality will be reviewed both in terms of its significance for media ecology and as a methodology for future research in understanding unanticipated consequences of media forms.

Yasmin Gopal

School of Communications

"Building Brand Equity Through Social Media"

IAMCR 2017

Albeit dated by current accounts, the 2011 Nonprofit Social Benchmark Report named Facebook as the most popular social network for fundraising. Even though fundraising is not the be-all and end-all of all nonprofit organizations, it is one of the essential elements which keeps grassroots organizations alive and functional. Facebook has, of course, been declared dead by many a scornful young thing who is on to Snapchat or other digital discovery of the day, it still boasts 1.55 billion monthly active users. And Facebook is but one of the many digital tools available in the arsenal for fund starved nonprofits who can now leverage these virtual platforms on which to build their brand identity and donor portfolios. In this paper, I will examine the use of social networks and other digital avenues used by grassroots

organizations in Western Michigan, U.S.A., to establish their brand identity and to raise awareness of their services as also to eke out the operational funds so crucial to their day-to-day survival. Increasing costs, shrinking funds and volunteer pools present escalating challenges for grassroots organizations which struggle to deliver services to disenfranchised segments of society which seem to have fallen through the cracks of governmental purview. With the state steadily dismantling and disowning its social services sector, the onus has shifted to these fund-starved social service organizations to deliver much-needed sustenance to this ostensibly invisible population. The paper will use case analysis of social service organizations, using institutional documents, web sources and interviews with key individuals to build its core. In an environment where both financial and human capital are becoming dangerously scarce for nonprofits, every low-cost channel that gives these organizations a modicum of support in establishing their mandate and delivering their services becomes a boon. Creative use of media channels which have wide reach to a scattered clientele and deep penetration into donor pockets appears to be the way forward in a world where virtuality rules and most transactions are executed through faceless exchanges. Though older and more established organizations have relatively stable sources of funding, more recent and small-scale operations have a tougher time establishing credibility and a revenue base to support operational costs and enable delivery of services. These organizations are even more dependent on electronic word-of-mouth (e-WOM) offered by digital channels and social networks.

Jeff Kelly Lowenstein

School of Communications

“Lotteries, Launderers and Illicit Acts”

Global Investigative Journalism Conference

I will be presenting about the first investigation that exposes the existence, architecture and impact of the global lottery industry. The project lays bare the tiny number of companies that dominate the international market. These multinational behemoths heavily fund the World Lottery Association, a non-profit organization in Basel, Switzerland. The WLA espouses concern about problem gambling while convening industry leaders to relentlessly extract more money from the world's lottery players, who disproportionately are poor people. It shows how one of the largest of these companies takes the profits of this regressive tax offshore through its companies in tax havens like Malta and Luxembourg. It reveals the dubious beneficiaries of millions of dollars in Lottery money in South Africa and the lavish parties for the ruling political elites in Mali, and it includes a comprehensive examination of lottery winners throughout the United States who win hundreds and hundreds of times at utterly improbable odds. The team is comprised of students, academic and working journalists at for-profit and non-profit outfits in three continents, and a civic tech organization. We initially came together at last year's African Investigative Journalism Conference. The team demonstrates that one does not have to be affiliated with a larger organization to conceive and carry out transnational investigations. We applied for and received funding from the Fund for Investigative Journalism that has paid for expenses and stipends associated with the project.

Jeff Kelly Lowenstein

School of Communications

“Gaming the lottery: Anatomy of a global investigation”

Co-authors: Allison Donahue, Daniel Simmons-Ritchie, Yaffa Frederick.

CAR Conference

Few activities are more deeply ingrained into daily life than purchasing a lottery ticket. In November 2016, a group of journalists from Africa, Europe, the U.S., Australia and Latin America met to discuss undertaking an investigation into the the global lottery industry. We have carried out the project since then, bringing to light a series of unsavory elements of the industry that generated nearly \$300 billion in revenue in 2014. Published in radio, online, print and television outlets, the project has had impact in four states in the U.S. as well as in South Africa. NOTE: Allison Donahue is a student who will be joining the presentation.

Valerie Peterson

School of Communications
"Senses of Time, Space, and Place in Social Media Resistance"
19th Annual Convention of the Media Ecology Association

I am respondent to a panel considering how social media alter relations of space and place, complicating practices of resistance such as uses of # and the 'me too' movement.

John Philbin

School of Communications
"Lucky Jay 2"
Austin Webfest

Lucky Jay 2 is a feature-length film (web series) about a professor at a fictional college in the Midwest. It is the second season of the series, Lucky Jay. I was the director, co-writer and executive producer. The series was selected to screen at the Austin Webfest, June 30-July 2.

John Schmit

School of Communications
"Tynker Times"
UFVA Annual Conference

Tynker Times is an interactive documentary about a five person performance troupe. Growing up on an off-grid homestead in the rural Southwest, the Whippo siblings passed the time by putting on shows, learning juggling, magic, and other performance skills. They eventually turned their homemade fun into a career taking them all over the world. Tynker Times follows them on the road and reveals both the whimsy and conviction which propels the troupe. The documentary allows viewers to click and explore spotlights of each member, experience their unique performance skills in evocative set pieces, follow them backstage and on the road, and see them onstage performing a variety of acts. An interactive timeline allows the viewer to discover how they lived as children growing up in New Mexico, view the old homestead, see archival footage of their backyard shows, and follow them each step of the way as they launched their performance careers.

Stafford Smith

School of Communications
"Photographers Need Not Apply"
12th International Conference on Interdisciplinary Social Sciences

Photography no longer needs photographers as it has achieved a self-perpetuating autonomous level of existence. This epiphany is akin to outright blasphemy for a photographer. However, as I look around at the powerful and viral images today that are changing lives and opinions I am struck by how few, if any, are taken by trained professionals and given prominence by the cadre of elite gate keepers on editorial boards who controlled channels of distribution in the pre-digital age. Instead, we have operators who are carrying out a program of taking pictures guided by a narcissistic addiction to Likes on social media, driven by a primitive impulse not much different from that which motivates ants. Think of them not as individuals but as a collective entity, casually recording, unencumbered by the thought process, photographing as if by ritual or habit, at last making a reality, Borgesterritorial map that reproduced geography at a 1:1 scale. What made photography powerful was its ability to reach millions. But what made photographers powerful was the fact that so few of them were allowed to reach those millions. With access to the world now open to all with the touch of a button the floodgates are open, reducing the importance of any one photograph. With more images being uploaded in a couple of minutes today than were taken during the entire 19th century the skilled and thoughtful photographer has become a quaint anachronism, leftover from an earlier age.

Melba Velez Ortiz

School of Communications

"On the Differences between Maatian Communicative Solidarity and Socratic Dialogue"

The American Society for the History of Rhetoric 2018 Symposium.

For Egyptologists like Jan Assmann, "the art of hearing is the great theme in Egyptian anthropology." Perhaps, no other text makes this characterization more evident than The Maxims of Ptahhotep; a constitutive document in the Egyptian Wisdom literature written around 2350 BCE and often touted as the oldest book in the world. The Instructions of Ptahhotep (as it is sometimes referred) provide a striking window into the general attitudes of that period. Written by Vizier Ptahhotep to his son at the age of 110, the main themes and virtues Ptahhotep focuses on as keys to living a good life are: silence, timing, truthfulness, relationships, and manners. Among the pieces of wisdom found in this text is the curious and important: "to listen is better than anything, thus is born perfect love." This paper presents a conceptual analysis of the qualitative differences between A Maatian listening-centered view of communication excellence versus the classical speaker-center ancient Greek view of dialogue. Like many other foregrounding investigations into the nature and quality of the concept of communication in the ancient world, the present analysis treats the concept of communication as a corollary of the concept of love. The picture that emerges is one in which the "erotic" character of love advanced by Socrates in the Phaedrus in which communication aims to teach and express with fidelity and without distortion, stands in contrast to the Maatian guiding principle of "communicative Solidarity," a listening centered communication ethic premised on three principles 1) active solidarity (reciprocity); 2) communicative solidarity (shared moral language); and 3) intentional solidarity (prescriptive altruism). Thus, the worries over fidelity are replaced by those of learning (as opposed to teaching through communication, and feeling solidarity and humility over reducing distortion in any given message. Ultimately, this study concludes that while the Socratic view of dialogue centers around the expression of love to an other (the spreading of seeds of love), Maatian ethics, as presented by Ptahhotep, aim, not at expressing love but at becoming lovable, not only to an other, but crucially, to oneself.

Melba Velez Ortiz

School of Communications

“Relationship, Responsibility and Rhetoric: Exploring Intersections of Communication Ethics and Disability”

National Communication Association Annual Convention

While communication ethics envisages deep concern for ethical and effective human experience, this paper offers an opportunity to consider whether or not “Our Legacy, Our Relevance” has considered as many human experiences as possible. Indeed, little research or attention has been given to those with disabilities in our literature. This paper will explore connections, intersections, applications, and lived experience of communication ethics to disabilities across areas related to relationships, ethical responsibility, and rhetorical framings. Relationally, serious variance in expectations and ways of communicating produce frustration, anger, confusion, and dysfunction both by the person experiencing the disability and those in relationship with them (Scarinci, Worrall, & Hickson; 2008). Yet when a disability cuts off or limits contact, then communication as contact (Pinchevski, 2005) is not fully possible and a greater ethical responsibility is needed. But who is responsible for overcoming this breach of contact – the able-bodied or those with a disability? Finally, what might communication ethics say about Judith Butler's assertion that “language sustains the body” and writing about the uniform way in which rhetoric about disability is negative, such as blindness (i.e., “having a blind spot,” “being shortsighted, having clouded vision,” and so on).

Peter Zhang

School of Communications

“Chi and the Virtual in Taoist and Zen Literature: A Comparison with Contemporary Western Thought”

Co-authors: Lin Tian

The Twelfth Quadrennial International Comparative Literature Conference

The Chinese term chi is synonymous with “an vital” and belongs with the virtual, as distinguished from the actual. In Taoist and Zen literature, the meaning of the term oscillates between energy and breath, and clusters with emptiness. Overall, Chinese philosophy and literature place more emphasis on the virtual compared with their Western counterparts. Chi falls into two categories, yin and yang, the interplay of which lies at the root of all changes and forms the basis of the eight trigrams and sixty-four hexagrams of the I Ching. If the descending yin chi and the ascending yang chi are meeting each other properly and stay in dynamic equilibrium, the cosmos, macro or micro, will be in an optimal state, which is a recipe for harmony, health, and joy. True people nurture their chi and breathe deeply. In the West, thanks to the philosophical interventions of Bergson and Deleuze, among others, more and more intellectuals are turning their attention to “an vital” and the virtual, making it seem as though the West has been retrieving an ancient Chinese sensibility consciously or unconsciously. This impression motivates a reexamination of Taoist and Zen literature on chi in connection and comparison with contemporary Western thought on “an vital” and the virtual. This article is precisely driven by this impulse. As such, it is exploratory in nature and no conclusion is drawn beforehand. Instead, it will follow these intriguing leads, be radically open to surprises, and present the findings in a way they deserve to be presented. That is to say, the exploration will follow a Taoist approach. The aim is to reveal some li between ancient Chinese and contemporary Western thoughts in a wuxin mode. It is very likely that this exploration will end up becoming another move in the emerging line of inquiry called interality studies. The article will reference the I Ching, draw on Chuang Tzu, The Platform Sutra of the Six Patriarch, and Hakuin's spiritual autobiography called Wild Ivy, among other things.

Peter Zhang

School of Communications

"Interality and Media"

2nd Int'l Symposium on Interality Studies

This article reexamines the nature of media through the lens of interality. It also takes account of interality studies through the lens of media ecology. Drawing on the media theory of Vilem Flusser, the article points out that the age of digital mediation is characterized by the rise of a dot-interval thinking, which has been foreshadowed by Pointillism in the realm of art. The article eventually argues that the human condition in the age of new media is characterized by the proliferation of microinteralities and the fractalization of lived durations.

George Lundskow

Sociology Department

"Retrotopia: All Our Yesterdays at the End of Empire"

Annual Meeting of the American Sociological Association

Attempts to restore an alleged ideal past are not just the dream of reactionaries bemoaning the loss of the world they knew. Retrotopia is the dream of large segments of the population when the world most people know is gone, or no longer possible. It is the loss of hope in the future, which inspires escape into a fantasy realm. Many such escapes are not political or intended for the general population; unlike reactionary visions, they are not social movements to change real world and force others to conform. Rather, retrotopic visions arise from social psychological defeat and offer solace by avoiding reality as much as possible and living the fantasy. If carnival transgression offers temporary reprieve in order to return to a dissatisfying life, then as the US empire declines, temporary carnival escapes must be more prolonged and even replace concerns about the real world that no longer offers a future. Expounded through examples.

Jeffrey Rothstein

Sociology Department

"Budgetary"

American Sociological Association Annual Meeting

I am the Secretary/Treasurer of the Labor & Labor Movements Section of the American Sociological Association. I am required to be at the annual meetings to give the budget report and take notes at the Section Council Meeting and the Section Membership Meeting.

Joel Stillerman

Sociology Department

"Cultural Capital and Family Attachments in the Material Culture of Living Rooms: Evidence from Chile"

American Sociological Association Annual Conference

Pierre Bourdieu argued that members of different social classes and class fractions demonstrated distinct tastes in the visual arts and other consumption fields that reflected distinct principles of aesthetic judgment. These different tastes reflected class-based family, school, and occupational socialization. While much of his work related to cultural production and consumption, Bourdieu (1984)

examined class-based tastes in home furnishings. In contrast, Halle (1993) found few substantive cross-class differences in artistic taste. Others see home furnishings as reflecting valued social connections (Csikszentmihalyi and Rochberg-Halton 1981, McCracken 2005, Money 2007), moral boundaries (Woodward 2001, 2003), or gender and class divisions (Bennett et al. 1999, Bennett et al. (2009, Madigan and Munro 1996). Based on semi-structured interviews with 77 Chilean adults from distinct fractions of the middle classes and 31 photos of their living rooms, I find important patterns of variation in taste and judgment across families. Taste in visual art is hierarchically differentiated based on variations in economic and cultural capital. Tastes in home furnishing are less clearly linked to class, but vary according to preferences for (in)formality, focus on immediate family or friends, and emphasis on kinship ties vs. display. Expressions of distaste toward decorative styles reflect both class and moral boundaries. Chilean homes reflect class division as well as horizontal variations in taste and family attachments.

Joel Stillerman

Sociology Department

“Cultural Capital and Moral Boundaries in Chilean Middle Class Home Decoration”

Eastern Sociological Association Annual Conference

Pierre Bourdieu argued that members of different social classes and class fractions demonstrated distinct tastes in the visual arts and other consumption fields that reflected different principles of aesthetic judgment. These different tastes reflected class-based family, school, and occupational socialization. While much of his work related to cultural production and consumption, Bourdieu (1984) examined class-based tastes in home furnishings. In contrast, Halle (1993) found few substantive cross-class differences in artistic taste. Others see home furnishings as reflecting valued social connections (Csikszentmihalyi and Rochberg-Halton 1981, McCracken 2005, Money 2007), moral boundaries (Woodward 2001, 2003), or gender and class divisions (Bennett et al. 1999, Bennett et al. (2009, Madigan and Munro 1996). Based on semi-structured interviews with 77 Chilean adults from distinct fractions of the middle classes and 31 photos of their living rooms, I find important patterns of variation in taste and judgment across families. Taste in visual art is hierarchically differentiated based on variations in economic and cultural capital. Tastes in home furnishing are less clearly linked to class, but vary according to preferences for (in)formality, focus on immediate family or friends, and emphasis on kinship ties vs. display. Expressions of distaste toward decorative styles reflect both class and moral boundaries. Chilean homes reflect both class division and horizontal variations in taste and family attachments.

Laurel Westbrook

Sociology Department

“Unequal Risk: The Roles of Race, Gender, and Class in the Murders of Transgender People”

Annual Meeting of the American Sociological Association

It is well established that there are racial, gendered, and class-based inequalities in risk for fatal violence. However, due to lack of data, the intersections of these factors have not been carefully explored in the lives of transgender people. Addressing this gap, this paper presents findings from an original dataset of murders of transgender people in the United States between 1990 and 2015. I find that transgender women are significantly more likely to be murdered than transgender men. However, not all transgender women are equally at risk. Transgender women of color, particularly black

transgender women, are murdered at much higher rates than white transgender women. Moreover, this racial gap in risk for fatal violence has widened over time. Murder rates of white trans women decreased between 1990 and 2015, while those of black trans women significantly increased. The dataset also points to potential explanations for these gendered and racialized disparities in risk. While all murdered transgender women were highly likely to have been killed by someone they were in a sexual relationship with, white transgender women were unlikely to be killed while engaging in sex work. By contrast, the most common relationship between perpetrators and victims in the murders of trans women of color was prostitution. Thus, it seems likely that the intersections of race and gender degrade transgender women of colors social safety net in such a way that experiences of transphobia disproportionately push them into a two situations highly correlated with experiences of fatal violence: poverty and prostitution.

Laurel Westbrook

Sociology Department

"When, Where, Why, and for Whom Gender Changed: Determining Gender in the United States from 1990-2005"

U.C. Berkeley Gender & Power Workshop

Gender has changed dramatically in recent decades. Most scholars examining changes in gender focus on changes in gender roles, such as beliefs about who should do childcare or housework. However, a few have noted that there have also been changes in the very categories of gender and their criteria for membership. This paper explores these changes using an original dataset of all the mainstream news stories produced about murders of transgender people in the United States between 1990 and 2005. News stories about the murders of transgender people present a unique opportunity to investigate the inner workings of the gender system both because of the potential "category crisis" transgender practices produce and because journalists are unable to ask the victims how they would like to be gendered and so must rely on their own understandings of the rules of gendering. This dataset allows for an examination of what changed about gender between 1990 and 2005, when those changes occurred, where they occurred (e.g. which regions of the country the changes happened in), and for whom these changes applied (e.g. whether there were differences by race and gender). In addition, the dataset points to why these changes may have happened when they did. My analysis reveals that a dramatic shift occurred in the early 2000s where journalists moved from determining a victim's gender based on assumed sex assigned at birth to using perceived gender identity. This shift occurred first in national publications and newspapers in the West and Northeast, while newspapers in the South and Midwest adopted these practices later. Moreover, journalists were more likely to gender transgender men in accordance to their perceived gender identity than they were for transgender women, supporting findings from previous research showing that transgender women are more likely to be seen as "really" the sex they were assigned at birth. Finally, the dataset highlights the role that official styleguides, transgender activists, and the victims' friends and family played in these changes in gender, as journalists were more likely to respect a victim's identity when encouraged to do so by others.

Richard Yidana

Sociology Department

"The Callous State: The Moral and Ethical Antipathy of the African State" & "Through the Prism of Ayi Kwei Armah: An Historical, Cultural and Moral Critique of Human Rights."

Toward the Building of a New Africa: Weaving the Past, the Present, and the Future

Paper 1: Author: Richard Jabuni Yidana, PhD Paper Title: The Callous State: The Moral and Ethical Antipathy of the African State. Institutional Affiliation: Grand Valley State University, Michigan Phone: 616-331-3183 Email: yidanar@gvsu.edu Abstract Postcolonial state-making project in Africa has atrophied. This paper is concerned with the moral and ethical causative roots of the collapse and the associated social brutality unleashed as a result. The project rested on a set of distinct, related and mutually catalytic but faulty postulates: a) despite its progeny, the postcolonial state was touted as a political institution capable of wresting political and economic sovereignty from its imperial-colonial blueprint for the benefit of Africans; b) that such a feat of political and economic nationalism could be achieved through the adoption of the modular versions offered by the Euro-West even against the constraints of the world system; and c) that the institutions and structures of the states could/would guarantee ethical and moral conduct. Since the 1980s, the critical, scholarly and policy attempts to explain the African crisis betrays a "structural-institutional" bias with meager moral and ethical assessments. Consistent in its critique of the moral and ethical underpinning of the institutional and structural crisis, the "African Novel" stands alone. Seminal African novels have well documented the manifest dystopia, paranoia, pathology, and antipathy of the African state as attributable to moral and ethical failures. Comparatively, traditional scholastic and policy circles lack the same probative consistency. Our thesis is that the moral and ethical conduct of the elite has proved crucial. The crisis of virtue and ethics has been the proximate or signal cause of the African crisis. Contra extant literature, moral and ethical ethos of the state is as relevant as the structural-institutional aspects-as inexorable as that is. The absence of a moral and ethical compass is why since its imperial inception, the African state has wreaked havoc of historic proportions. The human brutality has been antithetical to state-making and hindered the emergence of an intelligent and efficient organization of economic, social and political life designed to bring about meaningful social change and economic progress.

Paper 2: Author: Richard Jabuni Yidana, PhD Title of Paper: Through the Prism of Ayi Kwei Armah: An Historical, Cultural and Moral Critique of Human Rights Institutional Affiliation: Grand Valley State University Telephone: 1.616.331.3183 E-mail: yidanar@gvsu.edu Abstract Euro-Western moral and intellectual grammar about human rights assumes a priori their unqualified applicability to African humanity. This assumption pervades traditional scholarship, policy centers, their human rights regimes, as well cultural commentators. African humanity, however, remains unsettled from the standpoint of historical capitalism. The violence that underpinned the negation of Africa was a major centerpiece of Euro-Western modernity. The dominant theme in Armah's works is his preoccupation with the delayed rebirth of African emancipation. There is a trenchant critique undergirded by a deep-seated cynicism of Western abstract humanism and its associated ideas and institutions bequeathed to Africans. Only a deliberate dismantling of the soporific Western versions of rights language (moral-cultural grammar) will restore the African-being. This paper hypothesizes that only a "humane, intelligent, African system" can seed the sociopolitical and moral environment where positive/concrete rights will be durably retrieved and realized. Such a counter-negation requires not just a moral philosophy of African history but also a cultural and ethical theory of replacement— a moral, humane, nonracist, nonethnicist system of regenerative restoration. Against this backdrop, a critical analysis of the historical trauma unleashed by modern capitalist modernity toward the African is imperative. This organized negation continues via a set of ideological isms (nationalism, liberalism, ½developmentalism, ½neoliberalism), their instruments (postcolonial state, the self-regulating market, structural adjustment, globalization), and, institutions (liberal state, IMF, World Bank, WTO, and US-Treasury). These, Armah posits, continue to function as economic, political, and cultural anesthetics and catatonics through greed, destructive power, profit, and domination. The values and principles these ideologies, institutions, and practices inhere are antithetical to the moral-historical blueprint of African cultural-self—best exemplified in the values and beliefs of justice, balance, reciprocity, and collective regenerative restorative processes. Hence, an alternate history, philosophy, and language are needed to restore and retrieve African

humanity while decoupling it from the organized negation and prolific violence of the Euro-West dissimulating as emancipation.

Phyllis Curtiss

Statistics Department

“Using an Alternative Sequence for Teaching an Undergraduate Introductory Statistics”

Co-authors: Robert Pearson

Joint Statistical Meeting (JSM)

In the winter of 2006, I first started using an alternative sequence to teach the applied introductory statistics course at Grand Valley State University along with a few other professors. In the fall of 2015, the entire department began using this sequence after Dr. John Gabrosek and Dr. Paul Stephenson wrote an e-book. The topics in the Introductory Statistics course are divided into seven cases: One Categorical Variable, One Quantitative Variable, Two Categorical Variables, Two Quantitative Variables, Two Independent Samples (compare means), Paired Data, and Three or More Independent Samples (compare means). Each case spirals through four concepts: Data Collection, Descriptive Statistics, Probabilistic Reasoning, and Inferential Statistics. I refer to the sequencing for this course as the consulting approach; when approached with a specific question this approach goes through all the statistical methods needed to answer this question. The sequencing lends itself well to projects and leads to the introduction of confidence intervals and hypothesis testing in the first one-third of the course.

Laura Kapitula

Statistics Department

“Reading, Wrangling, Visualizing, and Modeling the Surface Temperature of the Great Lakes”

SAS Global World Forum

The Great Lakes are the largest group of freshwater lakes on the planet and contain 21% of the world’s fresh water. Data on the daily temperatures of the individual Great Lakes is stored on the internet in a collection of text files maintained by the National Oceanic and Atmospheric Administration within the U.S. Department of Commerce and is updated daily. SAS® was used to read this data from the internet and create attractive, reproducible, and informative reports. In this paper, we illustrate how SAS can be used to read data from the internet, how to wrangle and combine the data to get it ready for analysis, how to work with Julian dates, and how to use the Output Delivery System to make reproducible reports. We also explore how to make attractive visualizations using the SGPLOT procedure, and how to use polygon files to make an animated map using the GMAP procedure. Furthermore, we show how SAS/STAT® software can be used to explore relationships and build predictive models between lake temperatures, land temperatures, and snowfall amounts in a city to the west of Lake Michigan. These data and examples work very well for illustrating statistical computing techniques to students in a classroom or for tools for self-study.

Robert Pearson

Statistics Department

“Reflections and Faculty Feedback on an Alternative Sequence for Teaching an Undergraduate Introductory Statistics Course”

Co-authors: Phyllis Curtiss

Joint Statistical Meetings

In Fall of 2015, the introductory statistics course STA 215 was altered to follow an alternative sequence laid out by an e-book written by a pair of faculty members. The department offers nearly 60 sections per semester, each enrolling approximately 30 students. The primary distinguishing trait of the sequence is that each chapter, with the exception of the first, covers the analysis of one particular data situation, such as a single categorical variable. Each chapter begins with descriptive methods, ends with inference, and bridges the two with middle matter on probabilistic reasoning. This talk will relate the first authors experience as an instructor teaching by this approach and will discuss descriptive and qualitative analysis of feedback from other instructors.

John Philbin

Visual & Media Arts Department

“Lucky Jay”

Co-authors: John Dufresne, Professor, Florida International University

UFVA conference

Lucky Jay is a comedy/drama/satire web series about film professors are their students. There are two seasons, each season runs about 80 min and is structured like a feature-length film. The UFVA Conference is showing both seasons, the full double-feature, and after the showing a respondent will offer comments. The UFVA conference at Cal State/LA is a particularly appropriate place for the screenings because the series is about film professors, and the audience there will be... film professors!

Roxanne Samer

Visual & Media Arts Department

“When the Stars Are Ours: Remixing Trans Romance”

SCMS Annual Conference

Imperative to Jack Halberstam’s analysis of the transgender look in Kimberly Pierce’s *Boys Don’t Cry* is the female gaze, which, for much of the film, Halberstam argues, makes possible “an alternative vision of time, space, and embodiment.” Throughout the otherwise realistic film Pierce threads fantasy shots that speed up or slow down time, often motivated by Lana’s gaze, which refuses to participate in her cisgender male peers’ castration and instead looks to an utopian elsewhere where together they might be free. These shots are significant, because they create an imagistic counternarrative to Brandon’s rape and murder. However, as Halberstam demonstrates, Pierce fails to sustain a transgender look for the length of the film. Lana’s gaze eventually colludes in Brandon’s experience of sexual violence, the couple’s final love scene, which occurs just after his rape, being coded through dialogue and cinematography as lesbian. It’s been twelve years since this essay was published and nineteen since the film was released, and we are still waiting for the mainstream trans romance that would not only let a boy like Brandon live but also create a coherent visual language for his and his lover’s desires. Such stories and images do exist but in literature. In this paper I theorize what their adaptation to film would mean through the presentation and analysis of a critical remix video I made of one such novel. As demonstrated by the Summer 2017 Cinema Journal roundtable devoted to “Remix and Videographic Criticism” and Alexis Lothian’s contribution to the Spring 2015 Cinema Journal “In Focus: Feminism and Fandom Revisited,” scholars working in the digital humanities have begun to carve out a methodological space in which media studies scholars might use remix video to deconstruct media’s ideological frameworks and make visible subjugated knowledges by unmaking

media's frameworks technologically. In my remix video of Anna-Marie McLemore's 2016 fantasy YA novel *When the Moon Was Ours*, I invert this process, building the framework for a trans romance film through readily available digital technologies. In the place of filmic images that do not yet exist, I weave McLemore's magical realist words and NASA space photography, creating erotic looks between personified celestial bodies. The trans boy protagonist and his cis girl lover no longer need to look to the moon and the stars but become them, exerting a gravitational pull on each other and on us, their audience. Bibliography Busse, Kristina and Alexis Lothian. "Scholarly Critiques and Critiques of Scholarship: The Uses of Remix Video." *Camera Obscura* 77 (September 2011): 139-46. Halberstam, Jack. *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*. New York: New York University Press, 2005. Lothian, Alexis. "A Different Kind of Love Song: Vidding Fandom's Undercommons." *Cinema Journal* 54.3 (Spring 2015): 138-45. Samer, Roxanne. "When the Moon Was Ours" *Vid for WisCon* 41. Vimeo video, 05:01. Posted May 4, 2017. <https://vimeo.com/216036737> Scott, Suzanne and Louisa Stein, eds. "Roundtable: Remix and Videographic Criticism." *Cinema Journal* 56.4 (Summer 2017): 159-84.

Anal Shah

Visual & Media Arts Department

"KALARIPAYATTU (When The Body Becomes All Eyes)"

Viennale 2017

Woven from observational footage shot at various Kalaris (martial arts gyms) in northern Kerala, *Kalaripayattu* is an ethnographic portrait of the ancient south Indian martial art- *Kalaripayattu*, which is often regarded as the mother of all martial arts. The film offers no subtitles to its Malayalam language, nor provides any explanation via narration, thus encouraging the viewer into an unfiltered sensory experience. Symphonic in its form, the camera's response to the high paced action of the martial art sequences transform the movement into a dance, while the dynamics in editing, sometimes synched with traditional drums give the film a percussive effect. Ultimately, the film becomes an immersive meditation on the human body in motion. Further details specific to the festival can be found here: <https://www.viennale.at/en/films/kalaripayattu>

Kirsten Strom

Visual & Media Arts Department

"Must We Redefine Art?: Nonhuman Animals, Art, and Theory"

9th Annual Beyond Humanism Conference

Louis Leakey's famous response to Jane Goodall's observation of chimpanzee tool use, that Now we must redefine tool, redefine Man, or accept chimpanzees as humans, continues to resonate in the twenty-first century as more and more traits once believed unique to humans come to be observed in the behaviors of other species. Among these are aesthetic sensibility and the creation of what may or may not be described as art. This bears particularly significant implications in the degree to which the fine arts have been historically regarded as among the highest achievements of the human species (which has been consistently framed within western philosophy and religion as the highest achievement of life itself). Seemingly any animal capable of grasping a brush has now produced paintings under contrived circumstances (as have numerous machines also capable of grasping mark-making implements). Other animals, most notably male bowerbirds, however, have been documented spontaneously producing highly deliberated arrangements of objects whose functional purpose seems solely to be to impress the aesthetically discerning eye of female bowerbirds. Though few would be likely to allege that mating is

the ultimate purpose of human art making, such comparisons may indeed shed light upon the evolutionary adaptation that compels humans to dedicate time and resources to creating works with little or no directly practical function. As there has been significant discussion of these themes within the scientific literature, dating back even to Darwins *Descent of Man* (1871), this paper will examine the production of animal art against the backdrop of discourses of modern and contemporary art theory, where it has to date been given very little consideration. What is particularly compelling about doing so is that the idea of art has been radically transformed in the past hundred years in ways that both enable and preclude consideration of objects such as elephant paintings and bowerbird houses. Indeed, art today need not be classically realistic or even representational, and it need not be composed of conventional media. It may take the form of found objects, performance, or installation, the latter term in particular seeming apt for constructions such as bowerbird houses and puffer fish crop circles; and yet the displacement of beauty as the ultimate criterion of art introduces new potential for exclusion: if art no longer has to be beautiful, that which is beautiful is not necessarily art. Thus, aesthetic merit alone may not be enough to classify nonhuman works as art, even after more than a century of art and theory has expanded the concept of beauty to include (human) images and objects that would have been entirely illegible as art in any prior period of western art history. And yet, the mere potential of these forms to be perceived as beautiful reinforces our evolutionary kinship with other animals, who appear not only to have aesthetic preferences, but to have aesthetic preferences strikingly similar to our own.

Norwood Viviano

Visual & Media Arts Department

“Tacoma Museum of Glass Residency”

Tacoma Museum of Glass Residency

I have been honored with a five-day Visiting Artist Residency at the Museum of Glass, Tacoma, WA. As a Visiting Artist (July 19 - 23, 2017) I will work directly with four studio assistants in the hot shop creating a new series of sculpture in blown glass. On the last day of the residency, I will give a public lecture on my creative work/research in the museum auditorium. In the museum hot shop, I will organize and direct studio assistants as we create up to thirty blown glass sculptures in clear and colored glass. The hot shop is a collaborative and open environment encouraging museum visitors to watch and interact with the Visiting Artist. The residency and much of the museums programming is viewable via live streaming on their website (<http://www.museumofglass.org/>). The planned project *Cities Underwater* is scheduled for a solo exhibit at Heller Gallery, New York, NY in May of 2018. The blown glass forms in *Cities Underwater* are data visualizations charting several aspects of climate change projections in American Cities: land lost to sea level rise and economic impact due to adaptation. The research and production of work for the residency will aid in planning for an anticipated sabbatical during the 2018-2019 academic year. The residency is an additional opportunity to network with artists outside of my familiar community and stretch what's possible in my research. The Museum of Glass will fund lodging, hot shop studio assistants, and facility use. The museum estimates the cost for each day of the residency at \$5000. I will also fund with Department Faculty Development: Shipping (\$500 est.) and Food (\$350). I also plan to stay a couple of days after the residency to finish and pack the work in preparation for shipping.

Katalin Zaszlavik

Visual & Media Arts Department

“Felted Jewelry”

Retro in the Metro: Reconnect, Reimagine, Redesign

Participants will learn about traditional felt making to create jewelry. History of felt making, step by step handouts on techniques, application to K-12 class room and resource information will be provided

[Renee Zettle-Sterling](#)

Visual & Media Arts Department

"CAST," a New Book, and the SOFA Artists It Features"

Co-authors: Jen Townsend

SOFA Chicago

CAST Art and Objects Made Using Humanity's Most Transformational Process is a book that highlights an artistic tradition that is utilized by SOFA exhibitors and makers like them around the world. Our exploration of this ancient, yet still relevant, process will offer exciting food for thought for the SOFA audience; we will discuss our research into the history and impact of casting and its myriad applications. In many circles, casting has become resented rather than revered. The association with cheap knock-offs and poorly made objects is understandable due to industrial mass production, but we would assert that this is a misguided notion and that casting cannot be oversimplified or fit into a single box. Casting is a process like any other - it can be executed well or poorly, and it can be the right or wrong choice in the creation of any given object. Cast has somehow become a dirty word for many people in the post-industrial age. We would like to change this way of thinking. We aimed to create a compendium of cast objects of all varieties paired in captivating ways. CAST explores the apex of what casting has to offer. This multi-disciplinary approach to the topic - including everything from traditional lost wax casting in non-ferrous metals to cast rubber, glass, porcelain, plaster, and some very unexpected materials - makes CAST an essential resource for artists, craftspeople, and anyone interested in the objects that populate our world. We aspired to create a book that appeals to artists and non-artists alike - a luxe, coffee table style art book that would seduce anyone based solely on its gorgeous images, but one with substantive and thought provoking writing as well. CAST includes over 800 images of craft, fine art, design, historical and everyday objects, and even architecture and bridges - all created through the versatile process that is casting. CAST also includes essays on casting as it relates to Art History (by Suzanne Ramljak), Ceramics (by Ezra Shales PhD), Glass (by Susie Silbert), Large Metal (by Joseph Antenucci Becherer PhD), Jewelry (by Jen Townsend), and Alternative Materials (by Elaine King). CAST explores how objects are made, the implications of molds and mass production, what goes into the creation of the objects we interact with every day, and it fosters an appreciation of the handmade. We have been stunned by our research into this process; the breadth and depth of its history are too vast to capture in a single book and even with 800+ images, we still feel like we barely scratched the surface of what casting has to offer. That being said, the variety in the casting process that intrigues us so much is easy to demonstrate just by looking at some of our contributors who exhibited at SOFA in recent years.

[Patricia Clark](#)

Writing Department

Reading

AWP Assoc. of Writers & Writing Programs

I will be reading new poems and also poems from my book *The Canopy*. These are largely lyrical free verse poems with imagery of nature. The book is in three sections; there are themes of mortality, loss, redemption, and solace. I'll be reading for *Plume Magazine* in an offsite location.

Caitlin Horrocks

Writing Department

“Writ Large: Expansion in the Short Story”

Associated Writers and Writing Programs (AWP)

Panel discussion, session description: "William Strunk said, vigorous writing is concise. Professors and craft books tend to agree, spending a good amount of time on the importance of cutting and concision. However, what's good for the sentence is not always good for the story. Our panel suggests that sometimes a story benefits from more, not less. We examine ways to know if a story needs another dimension and in those instances, discuss strategies the writer might explore to help their stories find their best length. Sometimes, a fifteen-page story is better when cut to eight pages. Sometimes, it's better at twenty-five. Characters need to have lives outside the immediate conflict. World events sometimes add to their stories thematic potential. While careful to remember that cutting should always be a part of the process, our panel helps writers know when they should consider adding elements to their stories--and how to make sure those additions carry their weight."

Craig Hulst

Writing Department

“Do We Need Non-traditional First-Year Composition Courses for AP Students?”

Conference on College Composition and Communication

As more incoming freshmen waive FYC, it raises the question if they are truly ready to enter the discourse community of college. Warren (2010) shows that AP testing continues to measure different outcomes from those endorsed by the WPA (p. 78), and therefore at least some of these students do not succeed in their college writing. They have shown skill in sentence construction, grammar, punctuation, maybe even critical thinking, but the skill required to write for a college audience—disciplinary conventions, audience awareness, research—may be lacking. At least some of these students struggle; they earn poor grades on papers, they don't know how or who to ask for help, and they sometimes leave classes, programs, or the school because they just can't get writing. Hansen et al. (2006) found that students who had taken AP writing and a FYC course were stronger writers than those who had only taken AP or FYC. Likewise, in an open letter to Honors students, Guzman (2011) recommends taking FYC to learn college writing and research skills. A student who earned a 3, 4, or 5 on an AP test cannot be forced to take FYC, so we created a new 2-credit course to serve them. In this course, we focused on information literacy, analyzing an audience, disciplinary skills, and adopting a writing process that works for them. This presentation will share what was learned through developing and teaching a non-traditional FYW class and will open dialogue about the potential for similar classes.

Craig Hulst

Writing Department

“The Role of Directed Self-Placement Advisors: A Quantitative and Qualitative Examination of Student Self-Placement in First Year Composition”

Co-authors: Tamara Lubic, Julie White

Michigan Academy of Science, Arts & Letters Conference

Grand Valley State University uses Directed Self-Placement (DSP) for its First Year Composition (FYC) program where students self-place into WRT 098 or WRT 150. In 2016, we redeveloped WRT 098 (by re-examining the three-fold course goals and standardizing the course), and we added specialized DSP advisors to first-year student orientation. Building on the presentation from 2017, our extended panel will discuss the ongoing challenges of effectively addressing student perception that a 0-level class is without rigor or value and enhancing the efficacy of DSP advisors in creating more clarity for student placement.

Laurence Jose

Writing Department

“Academic Programs and Recruitment Strategies: Fostering locally-minded approaches”

Co-authors: Karla Saari Kitalong, Michigan Technological University; Rebecca Miner, University of Central Missouri

CPTSC (Council for Programs in Technical and Scientific Communication) annual conference

Academic Programs and Recruitment Strategies: Fostering locally-minded approaches At a time when the value of college degrees is increasingly being questioned in mainstream and professional publications (Inside Higher Ed., Chronicle of Higher Education), the topic of recruitment has become critical for program administrators. Though the steady growth in the technical writing field may benefit them (Program recruitment, White Paper, CPTSC, 2016), technical and scientific programs are too facing the impact of the economic downturn and the challenges of recruiting a more diverse population. The ability to articulate and communicate the connections between programs and the workplace has therefore become the responsibility of advisors, program administrators, as well as pedagogues (Savage, 1996; St Amant & Nahrwold, 2007; Nugent & JosÃ©, 2015). To explore the contextual and multi-level dimension of programmatic recruitment, this session considers three different academic contexts: an undergraduate STC program, an independent writing program, and a minor in technical writing. By emphasizing the correlation between local contexts, program missions, and recruitment, this presentation offers new insights to attendees for fostering locally-minded recruitment strategies and emphasizes the necessity for developing multi-stakeholder approaches. Speaker 1: Regaining lost territory: Toward a distributed recruitment model Speaker 1's technical communication program dropped from 100 majors in the late 1990s to around 30 today, attributable in part to local conditions. However, national and global trends suggest not that technical communication is a dying profession, but that the field's skills and knowledge are increasingly valuable to nearly everyone in the world who communicates about or through technology (Kimball 2016, p. 2). Thinking beyond declared majors, then, Speaker 1's program seeks a distributed recruitment model that not only addresses administrative desires (e.g. fully enrolled classes) but also reaches every student through an array of relevant general education courses. Speaker 2: Looking inward, reaching out: Recruitment as a reflective practice Speaker 2 describes a multi-level recruitment initiative in an independent writing program that is composed of creative and professional writing courses. Drawing from her experience developing new marketing language, creating a corporate advisory board, assessing internships, and surveying alumni, speaker 2 foregrounds how recruitment initiatives are opportunities to engage in productive reflections at a curricular and pedagogical level. Ultimately, speaker 2 argues for integrating recruitment strategies into larger conversations about disciplinary alliances between creative and professional writing, programmatic goals, and forming connections with outside contexts that instantiate the realities of writing. Speaker 3: Building from the ground up: Multidimensional recruitment for technical writing minors Situated in an English department at what is considered a teacher's university, Speaker 3 discusses the recent addition of an interdisciplinary technical writing minor that is fraught with multi-

departmental allegiances, general education complexities, and curricular hurdles. Speaker 3 describes the negotiation strategies used to forge an attainable action plan to grow the program. This plan includes student engagement in recruitment, curricular expansion, and forming ties with the Missouri Innovation Campus which will foster students' communicative experience in their own fields of study. Speaker 3 illustrates how considering the competing interests of different stakeholders provides practical insights into the work of program administrators.

Laurence Jose

Writing Department

"Writing across modes: Tell, show, and move it!"

Conference college composition and communication

2018 Digital Praxis Poster Sessions: Drawing from semiotic theory (Peirce, Kress, and the New London Group) and Nick Sousanis' book *Unflattening* and his work on comics, this digital poster describes an assignment sequence in an upper-level multimodal composing course designed to challenge fixed viewpoint approaches to writing and interpretation. By intertwining short excerpts of kinetic texts and visual representations of the rhizomatic composing path, the poster emphasizes ways to use movement and space in the classroom for overcoming linear approaches to reading and meaning-making processes.

Kay Losey

Writing Department

"Trump in the 'Twitter-verse': Using Personal Style for Mass Appeal and its Implications"

German Association for American Studies Annual Conference

Trump in the Twitter-verse: Using Personal Style for Mass Appeal and its Implications Kay M. Losey, Ph.D. Grand Valley State University, U.S.A. My proposed paper presentation examines the style and substance of Tweets by selected U.S. politicians, particularly President Donald Trump, in an effort to understand how they attempt to appeal to their audiences and thereby further their political goals. When the proliferation of cable television networks in the 1980s and 90s made it possible for increased targeting of niche audiences for political news, the need to attract audience share with entertainment elements led to infotainment and reality news becoming the norm (Hallin). Those changes in the style and content of news delivery on television were but a harbinger of the heightened role of style over substance necessary for attracting a social media audience amidst the cacophony of millions of users. The importance of style is particularly apparent in the successful Twitter accounts of politicians in the U.S. JosÃ© Van Dijck notes that the goal of political causes both offline and online is to go viral in order to accumulate massive attention (p. 87). So, the question for politicians on Twitter is how to accumulate attention in this online crowd. I analyze Tweets from among the most followed/deleted politicians in the U.S., focusing primarily, but not exclusively, on Donald Trump. This exploratory project reveals a variety of effective but individual Twitter styles as well as individual style changes for differing purposes and over the existence of Twitter accounts. Most importantly, the analysis reveals that maintaining an authentic personal style is much more important for attracting audience attention than the content or veracity of one's message. And if one's style is notable enough, then mainstream media will disseminate one's Tweets beyond the Twitter-verse, leading to the massive attention desired. Moreover, this dissemination of Tweets by the mainstream media is often without the scrutiny they normally apply to their content, adding a sense of credibility to the Tweets that they may not deserve (Gross). This analysis has important implications for the medium as a news source and raises significant questions regarding the role of journalists, the mainstream media, and social media enterprises in furthering or potentially

mitigating fake news (Gross) and The Death of Expertise (Nichols) in the U.S. References Gross, P. (2017). Fake news and the digital media: The changing battle for peoples hearts, minds, and illusions. *Studia UBB Ephemerides*, LXII, 1, 23-36. Hallin, D. (1990). Whatever happened to the news? *Media and Values*, 50. Nichols, T. (2017). *The Death of Expertise*. New York: Oxford UP. Van Dijck, J. (2013). *The Culture of Connectivity: A Critical History of Social Media*. Oxford: Oxford UP.

Dauvan Mulally

Writing Department
Internship Special Interest Group
Conference on College Composition and Communication

I created and am chairing a Special Interest Groups (SIGs) at the CCCC's on the need to come together around the issue of internships and what we can do to create quality internship programs within Writing and English departments and better support students in this important experiential endeavor. The SIGs gather at the national conferences to meet to discuss their area of special interest and look for ways to connect and improve their area of interest. My role will not only be to facilitate the SIG, but to recruit new members and create an agenda for how we will begin to address issues surrounding internships and creating quality programs for our students.

Zsuzsanna Palmer

Writing Department
“Engaging the Global: Transforming Transnational Literacy Work”
Co-authors: Steven Frailberg, Lilian Mina
Conference on College Composition and Communication

In the 2018 CCCC call for proposals, Asao B. Inoue invites us to consider ways that laboring with and on language can transform people, places, institutions, languages, communities, and ultimately the world. Aligned with these calls, during the past three years the “Engaging the Global” workshop has aimed at transforming composition studies through the cultivation of professional relationships, conversations, and partnerships among teachers/scholars of writing in the US and around the world. In the proposed fourth edition of this workshop, we continue towards these aims by inviting a growing transnational network of writing scholars, teachers, and administrators to examine how their work might disrupt and resituate the field of writing studies, as it shifts towards a broader conception of writing in relation to other languages, modes, and the context of globalization. In making these moves, the workshop targets the intersections of transnational writing program administration, global partnerships and collaborations, and localized pedagogical practices in various regions and areas of the world. Collectively, the diverse range of facilitators—who are situated in various roles, disciplines, institutions, communities, and nations—will focus not only on the localized nature of writing programs and classes inside and outside the borders of the United States, but also on the complex relations between them. These transnational connectivities include the establishment of satellite programs abroad, collaborations and partnerships between institutions of higher education in different countries, and online teaching to diverse audiences located in more than one region or area of the world. Linked to these aims, the workshop will examine ways various academic institutions, writing programs, and writing teachers are developing translingual and transmodal approaches in challenges to monolingual (and monomodal) ideologies in a shifting educational landscape. This workshop will engage participants in hands-on activities, assignments, and ideas led by a broad range of teacher-scholars from diverse

regions of the world, including Egypt, Russia, Turkey, Switzerland, China, Hungary, India, and the US. In total sixteen facilitators at six different tables will ask participants to explore key issues organized around the following areas. Communication and Technologies. This area will examine theoretical and practical issues linked to the integration of digital and global communication technologies in transnational writing program administration and writing classrooms. The facilitators will focus on: - Incorporating study of students' own social media practices (use of Emojis) in cross-cultural contexts using observations, interviews, field notes - Gamification in the ESL writing classroom - Integrating cloud-based technologies (e.g., collaborative writing on Google Docs). - Developing online curriculum and platforms (e.g., MOOCs) targeting transnational audiences who may be distributed across languages, cultures, regions, countries Transnational Partnerships. This area will explore challenges and opportunities of transnational partnerships and collaborations. This includes addressing the development of writing programs and curricula for offshore and satellite programs; highlighted is the need to resist export models and to attend to local institutional and social conditions. Equally important are curricular designs involving transnational partnerships and issues related to differences in languages, cultures, and time zones. The facilitators will focus on: - A partnership that aims at the development of a private university in Iraq funded by international investors, which will be modeled on a US university's accredited degree programs, including an English department focused on academic writing instruction - A technical and professional communication course involving two countries (Hungary and the U.S.) and three different institutions where students work together to create business plans, to build websites, and to test those websites for usability and accessibility Writing Classrooms beyond North American Borders. This area will attend to classrooms outside North America and the locally situated nature of their institutional spaces and sites. The facilitators will focus on: - A study at the American University in Cairo of intra-nationalism, or the sociocultural, economic and educational backgrounds of students who flow into transnational, US-based universities without the background typical of most students - A telling case examining of the curriculum at a university in Switzerland where they face a challenge with the concept of local: students come from many parts of the world, but very few are 'local' in the strict sense of the term Translingual/Transmodal Pedagogies. This area will examine how to integrate and enact translingual/transmodal approaches in writing program administration and classrooms. The panelists will bring rich examples adopting asset-based approaches that leverage linguistic and cultural differences. The facilitators will focus on: - The construction of children's multimodal story books for multilingual audiences - The incorporation of linguistic and semiotic landscaping in transnational contexts (e.g., graffiti, posters, architectural structures) into activities and assignments - Creating neighborhood maps from students' home cultures as a means to explore connections between language and social space - Translation assignments and activities involving the translation from students' home languages with sharing and reflections on rhetorical and interpretive decisions The workshop is organized in three stages: (1) a brief introductory session, (2) table rotations, and (3) full group reflection. The table-rotation format includes two major rounds of concurrent sessions at six tables with two facilitators each. During the final reflection, participants will highlight their key takeaways relevant for their local contexts. In the weeks leading up to the workshop, the participants will be able to preview the workshop by accessing the materials shared in a web repository. The three co-chairs, as active users of social media platforms, will engage registered participants and other members of the profession in promotion and conversations about the workshop and its theme before, during, and after the workshop. By bringing together writing teacher-scholars from different national and cultural contexts, the workshop will foreground pedagogical responses to varied and emerging technological landscapes, challenges of teaching cross-cultural communicative skills, and the need to foster a sense of global citizenship through writing programs and partnerships in an increasingly interconnected world.

Amy Stolley

Writing Department

"Remembering Mother McAuley: Epideictic Rhetoric, Memory, and Circulation"

Rhetoric Society of America Biennial Conference

This panelist traces how the ethos of Mother Catherine McAuley circulated in the memories published by the surviving members of the Sisters of Mercy, the Catholic order of religious women McAuley founded in 1831 in Dublin, Ireland. Using the example of McAuley, this presenter theorizes how epideictic rhetoric can function as a flexible, movable site of memory as it circulates through cultures and time, complicating theories of memory that are rooted in specific locations. In the ten years between the order's founding and her death, McAuley used the force of her personality to expand the order to ten institutes across Ireland and Britain. Upon McAuley's death in 1841, Sister Clare Augustine urged her contemporaries in the Order to write down their memories of McAuley. Those epideictic recollections are the foundation of the archival record and the narrative structure of multiple biographies written about McAuley. The presenter will provide an overview of the archival documents and examine how they function as a site of memory. The documents originally served an inherently conservative purpose (Hauser, 1999; Olson, 2013): to reify community norms that "maintain status quo power relationships" (Olson). That was particularly important as the order became more diffuse and spread across Britain and the US. Yet as the world has changed, the Sisters of Mercy's understanding of McAuley's memory and legacy has changed, too. The speaker will conclude by examining how the Sisters now use McAuley's memory to actively engage in resisting patriarchal, xenophobic forces in American culture and politics, arguing for gender equality, environmental justice, and immigrant rights.

Christopher Toth

Writing Department

"Evaluating the Function of Infographics in the Annual Reports of Fortune 500 Companies"

Annual Conference for the Association of Business Communication

Professional writing genres experience change so that they can more accurately and effectively communicate with their intended audiences and contexts. One catalyst in professional writing genres is often new advances in technology and software. In particular, technology and desktop publishing has allowed for the easy creation and integration of infographics into annual reports. Annual reports are once-a-year documents that disseminate information about financial performance and factors related to an organization. Annual reports are usually divided into two sections. The first part contains a narrative story and visuals about the company, its products/services, and employees. This section discusses achievements from the past year and outlines future directions and goals of the organization in a visually interesting, designed way. The second part contains the financial statements from the past year. This presentation will investigate the first section of annual reports where an organization establishes its ethos in the story it portrays for shareholders and stakeholders. Infographics, as the combined words suggest, are information graphics. They attempt to educate an audience about a specific topic or issue in a visually interesting and easily navigable manner through a combination of words and visuals. Infographics often communicate complex quantitative and/or qualitative information quickly for their audience, typically combining data displays, lists, graphics, and other visual elements to inform, and frequently persuade, their intended audience. Infographics have become ubiquitous on social media outlets and their proliferation in the digital age is unprecedented. Beyond social media, infographics have been adapted to business contexts as well; they appear on company websites, marketing campaigns, newsletters, and annual reports. Given the type of information that is presented to

shareholders and stakeholders in the front matter of annual reports and its intended purposes, it is not surprising that their creators would appropriate facets of infographics. Many scholars (Kimball & Hawkins, 2008; Kostelnick & Roberts, 2010; Schafer, 1995; Schriver, 1997; Tufte, 2003) acknowledge that visuals have more emotional impact and are remembered longer than text. Therefore, some viewers are more likely to better retain information presented through infographics. In addition, Arnheim (1969/1997) argues that perception and cognition occur simultaneously when audiences encounter visuals. And so, infographics may assist an organization in telling a narrative and making it more compelling for the intended audience. The process of interpreting visuals is complex and instantaneous, but allows audiences to process visuals more quickly than traditional prose (Arnheim, 1969/1997). Given our fast-paced digitized world and overload of information, the speed of processing information matters so that, in this case, shareholders and stakeholders can move on to other tasks demanding their attention. However, infographics are inextricably intertwined with ethics, as many professional communication scholars have already noted about visuals and data displays (Kienzler, 1997; Rosenquist, 2012; Stallworth Williams, 2008; Tufte, 2003). Because visuals generally earn more importance and emotional impact than their textual counterparts, many visual creators can easily mislead their audience (Kienzler, 1997). Infographics can readily present unethical information or distort data to make a stronger point and attract attention. What are the potential dangers of seducing shareholders and stakeholders with sophisticated infographics, especially when these entities may base future decisions on this information? There have been many articles in the discipline of business and professional communication dedicated to analyzing the writing strategies routinely employed in annual reports. These include language and readability (Camiciottoli, 2011; Goldstein, 2005; Jones, 1994), composing processes (Mittoo, 2007), narratives and storytelling (David, 2001; Ditlevsen, 2012; Jameson, 2000; Rutherford, 2005), effectiveness of CEO letters (Conaway & Wardrope, 2010; Jameson, 2014), corporate social responsibility (Dawkins & Ngunjiri, 2001), use of graphics (Beattie & Jones, 1997; Frownfelter-Lohrke & Fulkerson, 2001; Mather, Mather, & Ramsay, 2005; Penrose, 2008), and bilingual concerns (Courtis & Hassan, 2002). However, the emerging popularity of infographics and their appearance in annual reports offers a new avenue for researching this genre. What affordances or limitations do infographics present when included in annual reports? How do infographics contribute to the storytelling of an organization in annual reports? To what extent do infographics replace prose that would be in annual reports or do they duplicate it? How accurate are the infographics used in annual reports? What cultural and/or contextual assumptions may impact correct interpretation of the infographics by audiences? This presentation attempts to answer these questions by reporting on an examination of five-hundred Fortune 500 companies annual reports from 2015. It will determine the prevalence of infographics and draw conclusions about the function of infographics in annual reports.

Kirkhof College of Nursing

Deborah Bambini

Kirkhof College of Nursing

“The Effect of Faculty Training and Personality Characteristics on High Stakes Assessment in Simulation”
INACSL 2018

Identified Gap(s): Nursing education needs to advance in the preparation of ethical, valid, and reliable measures for formative, summative, and high stakes clinical evaluation. Clarity surrounding what is to be evaluated and the specific behaviors that students will need to exhibit to demonstrate competency is paramount. Equally important is the training of evaluators to assure good intra and interrater reliability.

As outlined in the NLN Statement on Fair Testing (NLN, 2012), a thoughtful and comprehensive review of all the factors needed for consideration of fair and reliable development and implementation of high stakes testing is necessary. Previous studies have documented the challenge of achieving acceptable inter and intra rater reliability when conducting performance assessment of clinical performance in simulation. In the context of simulation, Rizzolo et al. (2015) report that the NLN High-Stakes Project encountered challenges that reinforced the importance of the fair testing guidelines. Two questions that emerged from the NLN High Stakes Project were: 1) are there specific qualities associated with faculty who are comfortable and consistent in the evaluator role? and 2) what are the best methods to train raters? (Rizzolo, 2014). This study extended the NLN High-Stakes Project by investigating these questions. Description of current state: Findings from the landmark National Council of State Boards of Nursing (NCSBN) study (Hayden, Smiley, Alexander, Kardong-Edgren, & Jeffries, 2014) demonstrate that simulation in nursing education is fast becoming a core teaching strategy. The results of the NCSBN study support the effectiveness of simulation as a teaching strategy to secure positive outcomes in student learning. Evaluation of learning was an essential component in the NCSBN study informing nursing educators about valid and reliable mechanisms to assess achievement and competency in practice. Evaluating clinical competencies of nursing students is essential as we prepare them for the ever-changing fast pace of the healthcare environment. The NLN Fair Testing Guidelines and INACSL Standards of Best Practice for Participant Evaluation emphasize the need for trained, non-biased objective evaluators when conducting high-stakes assessment. Description of desired/achievable state: This study adds to the growing body of evidence that prepares faculty and programs to conduct high stakes assessment in simulation. Future researchers may examine other evaluation tools, training methods, and evaluation variables to add to what is known in the area of preparing faculty for valid and reliable high stakes evaluation

[Kelli Damstra](#)

Kirkhof College of Nursing
poster

Co-authors: Jim Dischinger-Smedes; Barbara Hawkins-Palmer; Kayleigh Kibler; Jamie Platt; Christine Stance

Breastfeeding and Feminism International Conference

BFIC 2018 Abstract: Moms Helping Moms Breastfeed Peer Mentor Project Background Despite the provision of breastfeeding support to WIC and Home Visiting program clients by Kent County Health Department (KCHD) lactation consultants and WIC Peer Breastfeeding Counselors, a marked disparity in breastfeeding initiation and duration rates persists between whites and persons of color. This is congruent with national breastfeeding rates according to the Centers for Disease Control and Prevention, in that African American women continue to have the lowest rates of breastfeeding initiation and duration rates at 6 months and 12 months, when compared with all other racial/ethnic groups in the United States. KCHD and its grant partners are focused on transforming public health practice toward greater racial equality in breastfeeding. Project Description The Moms Helping Moms Breastfeed Peer Mentor Project was developed to encourage increased breastfeeding rates among African Americans living in Grand Rapids, Michigan. The focus of this project was to train African American women from the community to serve as mentors to other African Americans who wanted guidance on breastfeeding. This project included a training workshop for professionals and lay persons entitled Breastfeeding from an African American Perspective; implementation of a breastfeeding peer mentor program for African American women who may be considering or who have committed to breastfeeding; partnering with WIC, Home Visiting programs, and a local hospital to engage potential peer mentors and those who wish to be mentored (mentees). Additionally, program mentees

participated in H.U.G.S. (Helping Us Grow Strong) meetings, which is a breastfeeding support group tailored to create a supportive and welcoming space for African American women who are breastfeeding or who plan to breastfeed. Free childcare was provided by Grand Valley State University's (GVSU) Kirkhof College of Nursing (KCON) students at the weekly support group meetings. The mentors provided support to mentees through face-to-face home visits, telephone calls, and text messages. The overall goal of the program was to increase breastfeeding initiation and duration rates among participants, and increase participation in the H.U.G.S. breastfeeding support group, which can help sustain the peer mentor effort. Program Evaluation The project took place from November 2016 through September 2017 and the population being studied is African American breastfeeding women in Kent County, with a sample size of 37 mentees. The control group is the KCHD African American WIC clients. Data on breastfeeding initiation and duration rates was collected through Michigan WIC. Documentation of mentor and mentee encounters was captured through a weekly survey, and additional information was gathered through the Program Intake and Program Discharge forms, as well as an exit survey conducted through focus groups. Data analysis and evaluation will be occurring from October 2017 through December 2017. Data will be analyzed and evaluated in order to answer our research questions: 1. Describe the users and the project (mentors and mentees) 2. Determine the effectiveness of the program (including examination of breastfeeding exclusivity and duration rates, participation in home visits and peer support groups, and client satisfaction).

Rebecca Davis

Kirkhof College of Nursing

"Wayfinding Abilities in Persons with Alzheimer's Disease: An Eye -Tracking Study"

Co-authors: Sarah Moll

Midwest Nursing Research Society

Wayfinding is the ability of an individual to find their way from one place to another. Individuals with Alzheimer's disease (AD), have a decline in their wayfinding abilities and often get lost. Wayfinding involves visually attending to environmental cues or landmarks. In AD, visual attention deficits may affect how individuals encode and recall routes for wayfinding. The purpose of this study was to determine the deficits may affect how individuals encode and recall routes for wayfinding. This study aimed to determine the differences in differences in visual attention to pictorial cues (specially designed bright, colorful pictures placed at key locations for wayfinding) versus building features (corners, doors, rails, etc.) in older adults with and without Alzheimer's disease during wayfinding. Caduff and Timpf's Landmark Salience theory states that in order for cues or landmarks to be used for wayfinding, they must be salient and capture the wayfarer's attention. Older adults subjects in a control group (n=8) and AD group (n=7) were tested in a virtual reality simulation of a nursing home in which they had to find their way to a specified location over 10 trials (5 trials over 2 days). Subjects wore eye tracking glasses, which record visual fixations on cues and building features (visual attention) during their wayfinding. Eye tracking software enabled the coding of visual fixations onto the cues and building features. The mean visual fixations onto cues and building features were compared between the groups. The AD group had significantly more fixations overall (M=1020.33, SD=332.48) than the control group (M=718.57, SD=114.32; $t=2.2775$; $p = 0.055$). The AD group had more fixations (M=493.17, SD=186.90) than the control group (M=286.14; SD = 48.44; $t=-2.45$, $p=.026$) overall on day 2 of testing. The AD group had more fixations on building features on day two (M= 449.32, SD = 167.49) than the control group (M=254. 52, SD=52.31; $t=2.954$, $p=.021$). Persons with AD have more visual fixations than those without AD and spend more time fixating on building features (which may not be helpful for

wayfinding) than those without the disease. Persons with AD expend high cognitive effort whilst wayfinding; thus measures to provide support for wayfinding are needed.

Susan Harrington

Kirkhof College of Nursing

“Intercollegiate Alliance to Improve Health Outcomes among Individuals with a Low Socioeconomic Status and Limited Access to Health Care”

Co-authors: Suzanne Keep

Background. Social isolation, especially in older people, is a growing public health concern. Exploring the relationships among the social determinants of health is fundamental to public health nursing. Collaboration is foundational to the delivery of safe, patient-centered care across settings. Participation in neighborhood socialization and health walking program is an embedded approach to substantiate that nursing students develop the competencies to assume leadership roles. The purpose of this study is twofold: (1) to improve the health of vulnerable populations through better understanding of social impact factors and (2) to enhance the acquisition of community health competencies in nursing students through experiential learning and reflection. **Conceptual Framework/Design.** The combined adaptation of the social determinants of health (SDOH) and the Tool for Health and Resilience in Vulnerable Populations (THRIVE) will serve as models for this mixed methods descriptive, interventional designed study. **Sample/Setting.** Participants will be invited from three impoverished populations. Nursing students from three higher education institutions will interact with the clients as well as among themselves to enhance critical thinking and metacognition through reflective journaling and blogging. **Measures.** Anthropometric measurements, vital signs and steps will be measured. A pre and post questionnaire will be completed by the participants measuring quality of life/current activity levels. **Data Analysis Plan.** Qualitative information will be themed and summarized using a phenomenology platform. Descriptive statistics will be obtained from the quantitative data. SPSS 22 will be used to analyze the data. T-tests will be used to analyze pre/post-test findings and differences in BMI and BP. In addition to the presentation cited above with my co-author from the University of Detroit Mercy, I am also a (1) board member of ACHNE (Association of Community Health Nursing Educators, (2) have been accepted for a poster presentation with five other members of the ACHNE Research Mentoring Group (2017), representing six states across the nation. We participated in biweekly meetings (since last October) to design and complete a crosswalk study comparing eight guiding undergraduate education documents. The setting for this study was virtually-based using online technology. Results and conclusions for this study provide community/public health nurse educators with key indicators regarding interprofessional collaboration to document healthy outcomes, and (3) have qualified as a finalist for receipt of a small research grant from the association.

Kimberly Lohr

Kirkhof College of Nursing

Poster

Developing Cutting Edge Expertise in Acute & Primary Care

Purpose: The Maternal Child Services Department at a Midwestern medical center identified the need to examine existing nursing care guidelines for late preterm infants. Evidence suggests that late preterm infants may have an increased risk for developmental delays, and have greater incidence of rehospitalization following delivery than term infants. Identification of late preterm infants and

implementation of evidence-based guidelines for nursing care of this sub-group of preterm infants may improve outcomes by increasing early identification and prompt treatment of morbidities following delivery, thereby decreasing readmission rates following discharge. Standardizing the care these infants receive in the hospital will decrease the variation in care practices for these infants. Developmental outcomes data, which has been to date disparate, may become more meaningful. Methods: An interdisciplinary health care team was established to create and implement organization-specific guidelines for care of the late preterm infant. A web-based educational program was developed to increase nurses' knowledge of the morbidities associated with late preterm delivery. The revised guidelines were linked to the educational program and introduced 2 tools: one to help with the visual identification of the late preterm infant and one to help standardize discharge education for parents of late preterm infants. The integration of the guidelines was for Labor and Delivery, Mother Baby Care, and Neonatal Intensive Care (NICU) nursing units. Results: Eighty-seven of the one hundred maternal child nurses (87%) completed the educational module. Breakdown of completion by unit is as follows: 30/32 (93.8% completion by unit) were NICU nurses, 25/29 (86.2% completion by unit) were Mother/Baby Unit nurses and 32/39 (82.1% completion by unit) were Labor and Delivery nurses. Analysis of the pre- and post-test scores was conducted using a paired t-test comparing test scores of each nurse before and after the intervention. The mean test score increased from 79.06 (sd =9.59) on the pre-test to 85.76 (sd=9.56) on the post-test. The difference between the two means was statistically significant at the .05 level ($t = -5.82$, $df = 84$). Conclusions: Late preterm infants represent the majority of premature infants born in the United States each year. Funding for further research with this population of infants will address a large number of infants. Further studies need to be conducted to determine if decreased variability in care contributes to improved outcomes of late preterm infants. In this Midwestern hospital the implementation of evidence-based guidelines for nursing care of late preterm infants has provided an educational module and some baseline data for quality monitoring. Ongoing inter-professional collaboration and process improvement to sustain the use of the guidelines will be key to ensure that clinical practice reflects evidence-based care.

Amy Manderscheid

Kirkhof College of Nursing

"An Innovative Practice-based Model for Faculty Scholarship"

Co-authors: Diane Conrad

10th National Doctors of Nursing Practice conference

2017 Tenth National DNP Conference Abstract Submission Celebrating 10 years: Diversity and Inclusion in Practice September 13-15, 2017, Intercontinental Hotel, New Orleans, Louisiana Objectives: 1. Reflect the progress of DNP practice through the last decade, 2. Explore the ways diversity contributes to strength and impact on health care outcomes, 3. Highlight the ways DNP prepared professionals mitigate the impact of health care disparities, and, 4. Discuss innovative and inclusive approaches to practice led by DNP prepared nursing professionals. <https://app.wizehive.com/appform/display/2017dnpabstract> 1. Full title of potential presentation (maximum 20 words) * An Innovative Practice-based Model for Faculty Scholarship 2. State the purpose/goal of your potential presentation. Include how this presentation relates to the conference theme and objectives. Over the past decade, many graduates have entered practice and/or academia with the Doctor of Nursing Practice degree. However, developing a program of scholarship in academia can be challenging for the Doctor of Nursing Practice (DNP) prepared faculty, considering that the emphasis is on research in most colleges of nursing. The Expanded Actualized DNP Model for Faculty Scholarship, an innovative practice based framework, is introduced to guide faculty in their scholarship

journey. Designing faculty practice based scholarship using this collaborative approach leads to outcomes including stronger practice-academic partnerships and may ultimately impact the Triple Aim for healthcare. 3. Please use verbs that reflect measurable behavioral objectives, such as: Define, Identify, Indicate, List, Name, Recognize, Select, State, etc. "By the end of this presentation the participant will be able to" Objective 1: Identify a framework for the DNP prepared faculty members practice-based scholarship journey to promotion and tenure. Objective 2: Recognize opportunities that would impact the faculty scholarship journey in tandem with organizational outcomes leading to the Triple Aim benefit. Objective 3: Discuss innovative approach to academic practice partnerships for DNP faculty members. 4. Abstract of your potential presentation (without any identifying information) Copy and paste your abstract into this space. Avoid the inclusion of identifying information: * Developing a program of scholarship in academia can be challenging for the Doctor of Nursing Practice (DNP) prepared faculty, considering that the emphasis is on research in most colleges of nursing (Becker, Dang, Jordan, Kub, Welch, Smith & White (2007; Pohl, Duderstadt, Tolve-Schoeneberger, Uphold & Hartig (2002). The Expanded Actualized DNP Model for Faculty Scholarship, a new practice based framework, is introduced to guide faculty in their scholarship journey. Rooted in advanced nursing knowledge and expertise, faculty scholarship is uniquely designed through new roles within practice-academic partnerships, impacting both organizational and scholarly outcomes. The Expanded Actualized DNP Model for Faculty Scholarship provides a framework for practice doctorates to plan, implement and document competencies required for tenure and promotion. Activities outlined in each construct in the model are critical to a DNP prepared faculty member demonstrating the competencies required for the scholarship of practice in the tenure journey. Designing faculty practice based scholarship using this collaborative approach leads to stronger practice-academic partnerships and may ultimately impact the Triple Aim for healthcare. Exemplars and outcomes of this new, innovative model will be highlighted and presented throughout the presentation. 5. Abstract references must be in APA format. (Please note, margins and and spacing may not appear ideal.) Abstract References: * Becker, K., Dang, D., Jordan, E., Kub, J., Welch, A., Smith, C., & White, K. (2007). An evaluation framework for faculty practice. *Nursing Outlook*, 55(1), 44-54. doi:10.1016/j.outlook.2006.10.001 Pohl, J. M., Duderstadt, K., Tolve-Schoeneberger, C., Uphold, C. R., & Hartig, M. T. (2012). Faculty practice: What do the data show? Findings from the NONPF Faculty Practice Survey. *Nursing Outlook*, 60(5), 250-258. doi:10.1016/j.outlook.2012.06.008

[Amy Manderscheid](#)

Kirkhof College of Nursing

"Utilizing In Situ Simulation to Improve High Reliability Outcomes: A Case Study"

Co-authors: Susan Teman, BSN, RN, Simulation Program Manager, Helen DeVos Children's Hospital

2017 HPI Press Ganey Safety Summit

Effective teamwork facilitates collective learning which, in turn, promotes a safe culture. The use of in situ simulation is a growing practice for building both technical competency and clinician confidence. This presentation will provide a framework for any organization interested in implementing in situ simulation, regardless of size or resources. A case study will demonstrate how a pediatric hospital used multidisciplinary in situ simulation to improve teamwork and communication. Outcomes data illustrate improvements in staff satisfaction, perception of communication, ability to escalate concerns and earlier recognition of patient deterioration. Speakers will also explore simpler simulation methodologies focused on improving patient experience.

Luanne Shaw

Kirkhof College of Nursing
Moderator of discussions
Sigma Theta Tau International Research Congress, 28th

I was not a presenter but served as the moderator for several sessions on various topics of research and scholarly projects.

Sandra Lee Spoelstra

Kirkhof College of Nursing
“Implementing CAPABLE (Community Aging in Place for Better Elderly Living) as MiCAPABLE in a State Waiver: Research Results”
Co-authors: Sarah Szanton, Monica Schueller
IAAG

Normalization Process Theory was used to adapt CAPABLE to MiCAPABLE for a Medicaid Waiver adding social workers (SWs) to address psychosocial needs, and modifying the electronic health record to monitor fidelity. The Home and Community Based Medicaid Waiver serves low-income, nursing home eligible adults in the community; to delay institutionalization. Kotter Change model guided implementation of MiCAPABLE for 55 participants at 3 Waiver sites. Mean age was 66.8 years (standard deviation 11.64, range 42-96), 83.64% (n=46) female, and 71.15% (n=37) Caucasian, 25.00% (n=13) African American. Mean occupational therapist (4.26 [SD 1.65]), RN (3.13 [SD 1.12]), SW (1.79 [SD 1.53]) visits; 2.83 (SD 0.89) interdisciplinary coordination events. Enrollment/data collection is ongoing. Reductions in falls, depression, pain, institutionalization, and cost will be reported. We will also present lessons learned in adding a new component to an established model. Testing implementation of adapted interventions are recommended prior to scaling-up to improve sustainability.

Sandra Spoelstra

Kirkhof College of Nursing
“An Innovative Team Approach to Effective and Efficient DNP Scholarly Projects”
Co-authors: Marie Vanderkooi and Diane Conrad
10th Annual DNP Conference

The Doctor of Nursing Practice (DNP) scholarly project is the summative evaluation of the DNP students education, with application of advanced knowledge and enactment of the DNP Essentials. However, nationwide there is lack of consistency regarding how projects are enacted and a paucity of information about structure, components, and effective implementation of the project. Faculty are challenged to fit DNP scholarly projects within their workflow and clinical sites experience confusion regarding their role and end-product usability. Therefore, this study purposefully tests an innovative approach to the DNP scholarly project to improve efficiency and effectiveness. The Burson, Moran, & Conrad (2016) Actualized DNP Model is used to guide the innovative approach to DNP project work. The components of the model include Advanced Nursing Knowledge development during DNP courses that lead to enactment of Innovative Advanced Practice Roles as the students develop their projects in the context of an organizational need. The project Outcomes are the result of applying Evidence Based Knowledge to

generate Practice Based Knowledge to address a clinical problem within a practice setting. To address the Advanced Nursing Knowledge component of the model, a faculty team comprised of a PhD and a DNP prepared faculty member will oversee four DNP scholarly projects at one clinical site for completion of the scholarly project coursework. The PhD prepared faculty will provide expertise in methodology, design, measurement, and analysis; while the DNP prepared faculty will provide expertise in implementation science, clinical informatics, and the DNP Essentials. The site-mentor, with unique expertise and skills, will further support the three person scholarly project team (PhD, DNP, site-mentor) approach to improve project work effectiveness in addressing the organizational context of clinical problems. To facilitate the Innovative Advanced Practice Role development component of the model, the project will be monitored monthly by clinical site leaders/stakeholders, the team, and the student. Finally, expected student Outcomes include improved project outcomes in the areas of patient, population, system and/or policy. This innovative approach to the DNP project will be evaluated by assessing time-to-defend the proposal; time to defend-the-final project; and time-to-graduation. Student, site-mentor, and faculty satisfaction will also be examined. Expected outcomes of this approach to DNP project work are a 2-3 month reduction in time to complete the final project and on-time graduation. Other outcomes to be assessed include reduced faculty burden and increased student, faculty and site satisfaction. Formative findings will be presented. By the end of this presentation, the participant will be able to: 1. Describe the Actualized DNP Model to guide DNP scholarly projects. 2. Discuss how group scholarly projects can be facilitated by a unique approach using the Actualized DNP Model. 3. Discuss improved efficiency and effectiveness of DNP project implementation with an innovative approach to reduce expected burden on faculty and site and student time-to completion.

Marie VanderKooi

Kirkhof College of Nursing

“PhD and DNP Faculty Collaborative Approach to Re-Define the DNP Scholarly Project”

Co-authors: Sandra Spoelstra and Diane Conrad

Doctoral Education Conference: Collaborations to Improve Health

The Doctor of Nursing Practice (DNP) scholarly project is the summative evaluation of the DNP student’s education. However, there is a paucity of information about structure, components, and effective implementation of the project. This study is testing the effectiveness of a PhD and a DNP faculty member team approach to oversight of DNP scholarly projects. The Burson, Moran, & Conrad (2016) Actualized DNP Model is being used to guide this collaborative approach to DNP project work. The study evaluation includes student, site-mentor, and faculty satisfaction, time-to-defend the proposal, time to defend-the-final project, and time-to-graduation. Formative findings will be presented. By the end of this presentation, the participant will be able to: 1. Describe the Actualized DNP Model to guide DNP scholarly projects. 2. Discuss improved efficiency and effectiveness of DNP project implementation using the PhD/DNP collaborative team approach.

Rebecca Davis

Kirkhoff College of Nursing

“Salient Cues and Wayfinding in Alzheimer’s Disease Within a Virtual Senior Residence”

Co-authors: Jennifer Ohman

2017 IAGG World Congress of Gerontology and Geriatrics

Wayfinding is a problem for persons with Alzheimers disease (AD), especially in complex environments such as senior residential communities. In this study, persons with AD or Mild Cognitive Impairment (MCI) and a control group of older adults were asked to find their way in a virtual reality simulation of a

senior residential community. Subjects had to find their way repeatedly over multiple trials for two consecutive days in standard (no extra cues) and salient (colorful, memorable cues placed at key decision points) cue conditions. The results showed that there was a significant interaction among group, day, and trial ($F(8, 987) = 8.049$; $p < .0001$) indicating that the subjects in the control group found their way faster over days and trials in both cue conditions when compared to the AD/MCI group. The control group found the goal significantly more often ($M = 16.1$, $SD = 2.23$) than the AD/MCI group ($M = 6.45$, $SD = 5.43$); $t(68) = 25.806$, $p < .001$. There was an interaction among cue condition, day, and trial; $F(4, 986) = 2.534$, $p = .039$, with subjects finding the goal location the fastest in the salient cue condition. Both groups had more goal acquisitions and a faster time to acquire the goal in the salient cue condition when compared to the standard cue condition. The study results indicate that individuals with and without AD/MCI can find their way more often when virtual environments are enhanced with salient environmental cues. Funded by the NIH: 1R15AG37946-1A1

Padnos College of Engineering and Computing

Vijay Bhuse

School of Computing & Information Systems

“Alternative to Layer-Based Networking Instruction”

Co-authors: Mostafa El-Said

Consortium for Computing Sciences in Colleges (CCSC)

We propose a new approach to teaching an undergraduate level networking fundamentals course. Our proposal focuses on covering the basics of IP networking and encapsulation before looking at protocols at each layer in details. We take a holistic approach, instead of covering topics layer by layer. Our approach has shown an improvement of 4.3% in test scores compared to following the traditional layered approach in teaching networking. These findings reaffirm our initial thoughts that our proposed approach outperforms the layered based instruction framework.

Vijay Bhuse

School of Computing & Information Systems

“Support for Secure Code Execution in Server Operating Systems”

Co-authors: Kyle Hekhuis

13th International Conference on Cyber Warfare and Security

Servers are critical part of the cyber infrastructure because they not only serve clients but also store sensitive data about users, governments and organizations. With ongoing war taking place in cyber space against governments, businesses, and average citizens, it is extremely important to make sure that our servers are secure. There are many steps that can be taken to ensure that servers are secure. One such step is ensuring that the server operating system (OS) provides a secure and trusted environment for applications to run in. We investigate the correlation between security features, vulnerabilities and market share of OSs such as OpenBSD, FreeBSD, NetBSD, Red Hat Enterprise Linux, Debian, Ubuntu, Solaris, and Windows Server 2012 (WS2012). We looked at the most important security features such as (1) privilege management for processes, (2) memory protection for applications, and (3)

the extent of code auditing done by OS developers. Privilege management isolates processes and controls access to resources. For memory protection, we looked at executable space protection, defeating randomness prediction, and stack protection. We also looked at the policies for code auditing by each OS's supporting organization as well as the ease and effectiveness of package management systems so that users can install patches and updates quickly. The number and severity of the vulnerabilities for each OS is taken into consideration for a fair comparison among OSs. Taking everything into account, OpenBSD was found to be a good contender for a secure OS, but overall Ubuntu seems to be the most secure. However, features alone do not make an OS secure. It ultimately depends on how the administrator hardens the server and how the application developers utilize underlying security features provided by an OS. This is first such study. Our results will help network administrators and software developers choose the most secure server OS to develop and host applications that use underlying security features provided by an OS.

Byron DeVries

School of Computing & Information Systems

"Run-time Monitoring of Self-Adaptive Systems to Detect N-way Feature Interactions and their Causes"

Co-authors: Betty H.C. Cheng

International Symposium on Software Engineering for Adaptive and Self-Managing Systems

The validity of systems at run time depends on the features included in those systems operating as specified. However, when feature interactions occur, the specifications no longer reflect the state of the run-time system due to the conflict. While methods exist to detect feature interactions at design time, conflicts that cause features to fail may still arise when new detected feature interactions are considered unreachable, new features are added, or an exhaustive design-time detection approach is impractical due to computational costs. This paper introduces Thoosa, an approach for using models at run time to detect features that can fail due to n-way feature interactions at run time and thereby trigger mitigating adaptations and/or updates to the requirements. We illustrate our approach by applying Thoosa to an industry-based automotive braking system comprising multiple subsystems.

Jie Du

School of Computing & Information Systems

"Student Intentions and Behaviors Related to Email Security: An Application of the Health Belief Model"

Co-authors; Gregory Schymik

Conference on Information Systems Applied Research

Information security is an ongoing concern for all of us. Email is frequently the attack vector of choice for hackers and is large concern for campus IT organizations. This paper attempts to gain insight into what drives the email security behaviors of undergraduate students at one midwestern public, masters granting university by surveying students in an introductory computing course about their email security behavior. The survey questions are developed based on Health Belief Model and used to measure eight constructs including behavior, perceived barriers to practice, self-efficacy, cues to action, prior security experience, perceived vulnerability, perceived benefits, and perceived severity. The perceived benefits and self-efficacy variables were found to be the most important factors that affect students security behaviors. The findings of this study may help shed light on how universities can better prepare students to handle this critical information security concern.

Hans Dulimarta

School of Computing & Information Systems

“EZPoll: a progressive implementation of cloud-based polling systems”

GCC 2017

Many studies have shown that incorporating active learning in classroom improves the overall learning outcomes. Instructors are faced with many different options for incorporating active learning into their classroom, among these options is technology-enhanced learning. This paper focuses on electronic polling systems as an enhancement to classroom teaching/learning environment. More specifically, it discusses design requirements for cloud-based polling systems and explores several frameworks for implementing such a system. Using EZPoll as a case study, the paper presents several modern web frameworks and describes how they are selected and incorporated into EZPoll implementation. In addition, it also describes the challenges encountered with incorporating each framework and how we sought alternative solutions.

Hans Dulimarta

School of Computing & Information Systems

“Automated Concurrency Testing for Cloud-Based Polling Systems”

ICSIIT 2017

Web-based audience response systems have displaced those traditional systems that require custom handheld remote devices. Web-based polling systems can utilize any communication channels commonly used for web data communications. This paper discusses the design requirements for cloud-based polling systems and explores several frameworks for implementing and testing such systems. Specifically, it addresses the challenges in setting up and running unit tests that involve concurrent events which commonly emerge in cloud-based polling systems. Using EZPoll as a case study, the paper presents several modern web frameworks and describes how they are incorporated into EZPoll implementation and testing.

Mostafa El-Said

School of Computing & Information Systems

“An Empirical Study to Investigate the Effect of Air Density Changes on the DSRC Performance”

Co-authors: Vijay Bhuse (Faculty in GVSU) and Alexander Arendsen (Student in UCF)

Complex Adaptive Systems 2017

The primary role of Intelligent Transportation Systems (ITS) system is to implement Advanced Driver Assistance Services (ADAS) such as pedestrian detection, fog detection and collisions avoidance. These services rely on detecting and communicating the environment conditions such as heavy rain or snow with nearby vehicles to improve the driver's visibility. ITS systems rely on DSRC to communicate this information via a Vehicle-to-Vehicle (V2V) or Vehicle-to-Infrastructure (V2I) communications architectures. DSRC performance may be susceptible to environmental changes such as air density, gravitation (gravitational acceleration), air temperature, atmospheric pressure, humidity, and precipitation. The goal of this research is to investigate whether the DSRC performance persist with respect to air density changes in a DSRC based foggy environment. Simulation experiments are setup using PreScan to study the influence of changing the air density level on the DSRC performance when environment conditions such as fog density are disseminated to nearby vehicles via V2V communications. PreScan is an automotive simulation platform that is used for developing and testing

ADAS. The research findings proved that the DSRC performance can persist through air density changes, which helps to make up for lost human visibility on roads during foggy times. This finding aims to promote safe highway operations in foggy or smoky conditions.

Jared Moore

School of Computing & Information Systems

“Effect of Animat Complexity on the Evolution of Hierarchical Control”

Co-authors: Anthony J. Clark, Philip K. McKinley

Genetic and Evolutionary Computation Conference (GECCO)

Animal movements are realized by a combination of high-level control from the nervous system and joint-level movement provided by the musculoskeletal system. The digital muscle model (DMM) emulates the low-level musculoskeletal system and can be combined with a high-level artificial neural network (ANN) controller forming a hybrid control strategy. Previous work has shown that, compared to ANN-only controllers, hybrid ANN/DMM controllers exhibit similar performance with fewer synapses, suggesting that some computation is offloaded to the low-level DMM. An open question is how the complexity of the robot, in terms of the number of joints, affects the evolution of the ANN control structure. We explore this question by evolving both hybrid controllers and ANN-only controllers for worm-like animats of varying complexity. Specifically, the number of joints in the worms ranges from 1 to 12. Consistent with an earlier study, the results demonstrate that, in most cases, hybrid ANN/DMM controllers exhibit equal or better performance than ANN-only controllers. In addition, above a threshold for animat complexity (number of joints), the ANNs for one variant of the hybrid controllers have significantly fewer connections than the ANN-only controllers.

John Reynolds

School of Computing & Information Systems

“Be Careful What You Wish For: The Continued Limiting of Computing Majors”

Co-authors: Roger Ferguson and Diana Linville

EdsigCon

At most institutions, the number of students attempting to obtain a computing degree has been increasing for the past several years. Student involvement in pre-college courses in computing has also increased. This paper examines the following: With this large pool of students attempting to obtain a computing degree, what type of student is successfully completing the degree? More specifically, this paper examines who successfully completes an introductory to computing course (e.g., Computer Science 1, Introduction to computing), because these courses are the gateway courses to graduation. The results of the research show that student success in these courses are based on two constraints: having a prior-programming experience, and/or having a very high level of academic skills. These constraints cause a narrowing of the number of students that are graduating; the consequences of this narrowing are the field of computing will (1) continue to struggle with attracting students from all backgrounds, (2) typically eliminate students from the pool of students if they switch to computing too late in the college career, and (3) cause some colleges to not be prepared for enrollment issues when student interest in computing decreases in the future. The study in this paper shows the result of these constraints causes the set of graduating computing students to be homogeneous.

Gregory Schymik

School of Computing & Information Systems

“Designing a Prototype for Analytical Model Selection and Execution to Support Self-Service BI”

Co-authors: Karen Corral (Boise St.), David Schuff (Temple), Robert St. Louis (Ariz. St.)

Americas Conference on Information Systems

This paper presents a prototype of a modeling tool specifically designed for business analysts with little modeling experience. The proposed tool has an interactive user interface for a dimensional data store that contains a library of analytical models that business analysts can evaluate and use to create models they can run on their own data sets. Using a design science approach, we review the relevant literature in self-efficacy and feedforward to provide a kernel theory that informs the design criteria met by our proof of concept prototype. Specifically, we demonstrate the prototypes user interface with a prediction problem faced by the United States Department of Labor.

Jerry Scripps

School of Computing & Information Systems

“LCHI: Multiple, overlapping local communities”

Co-authors: Moeen Far

International Conference on Web Intelligence

Local community finding algorithms are helpful for finding communities around a seed node especially when the network is large and a global method is too slow. Most local methods find only a single community or are required to be run several times over different seed nodes to create multiple communities. In this paper, we present a new algorithm, LCHI that finds multiple, overlapping communities around a single node. Examples and analyses are presented support the effectiveness of LCHI.

Christian Trefftz

School of Computing & Information Systems

“Exhaustive Community Enumeration on a Cluster”

Co-authors: Jerry Scripps, Zack Kurmas, Hugh McGuire and Juan Pineda

IEEE CCWC 2018

An algorithm to evaluate/count all the possible communities of a graph was parallelized using MPI and OpenMP. Performance results of the parallelization of the algorithm obtained on a cluster of workstations. Load balancing was used to improve the speedups obtained on the cluster. Two different kinds of load balancing approaches were used: One that involved only MPI and a second one in which MPI and OpenMP were combined. The reason for the load imbalance is described.

Guenter Tusch

School of Computing & Information Systems

“Blended Learning Challenges For International Students In The Us”

EDULEARN17 9th annual International Conference on Education and New Learning Technologies

This paper presents research that explored international students' experiences of studying in hybrid online courses, how these students from different cultural and linguistic backgrounds encounter those environments. It examines teaching, learning and cultural aspects of student engagement with the components of hybrid online learning. We report on a study performed in our university's two-year Medical and Bioinformatics graduate program. Technology in the computer lab is an essential and integral part of the curriculum. The goal of our study was to monitor the quality of the course delivery with a focus on cultural differences to see if any particular group (gender, major, first year/second year, domestic/international) responded differently to the offering, so that we could adjust the presentation of the material. A statistical analysis of the respective parameters has been performed. From fall 2014 until winter 2017 141 students were enrolled into two studies, one with only online hybrid students and one with both face-to-face and online hybrid students. We use as outcome the performance of the students in the respective assignments and at differences regarding country of origin, performance level and gender. While the results are mixed, they in general confirm results of similar studies with online students. We are cautious in interpreting the results. It seems that changes we made to the delivery, e.g., the composition of project teams, had some effect, but the difference is not conclusive yet. The findings suggest that the quality of learning for all students might be improved by constructing a culturally inclusive online learning environment. There is strong suggestive evidence that our international students might benefit more from a face-to-face environment. Keywords: Online learning, hybrid learning, blended learning, graduate education, international students, learning with technology.

Guenter Tusch

School of Computing & Information Systems

"Information Integration, Artificial Intelligence, and Decision Support in Healthcare"

The 2nd International Conference on Digital Medicine

Clinical decision support (CDS) is considered knowledge and person-specific information, intelligently filtered or presented at appropriate times to improve healthcare decisions. So far, CDS enjoyed partial successes in selected areas within the US healthcare system. For example, its role in reducing care costs and improving care quality as well as positively impacting healthcare providers' performance with drug ordering and preventive care reminder systems is well established, however, most likely only because this type of CDS relies on a minimum of patient data that are readily available before the advice is generated. The difficulty to access appropriately selected information from the entire patient record, for instance, due to distribution on different providers' electronic health records or the lack of integration between clinical and administration systems, may be one important reason that it has not realized its anticipated potential to transform healthcare. With the advance of big data technologies and artificial intelligence (AI) CDS in healthcare is changing, but new challenges arise. For instance, the question on how to transform big data into accessible "smart data" has attracted commercial players like IBM Watson Health or inspired the exploration of the use of blockchain technology for electronic health records. Since there is a need for high-quality and effective ways to design, develop, present, implement, evaluate, and maintain various types of clinical decision support capabilities for clinicians, patients and consumers, the presentation further will explore issues to be resolved before patients and organizations can begin to realize the maximum possible benefits of these systems. One example would be discussing the potential of AI to reduce the cognitive burden of the user of the technology.

Greg Wolffe

School of Computing & Information Systems

“Generative Models For Synthetic Populations”

Co-authors: Juan Gonzalo Cárjamo, Roderick Graham Vogel, Adam M. Terwilliger, Jonathan P. Leidig
Summer Simulation Conference

Simulation software that implements intelligent agents is often dependent on incomplete and rapidly outdated datasets (e.g., surveys, census records, and behavior tracking). The approach presented here attempts to address that problem by utilizing verified mobile phone datasets as sources for modeling user behavior and geospatial mobility. Computational epidemiology modeling and simulation systems (chosen as a case study) are used to predict the spread of disease; they require synthetic populations in which agents exhibit intelligent behavior and socially mix. In order to facilitate more accurate modeling, a pipeline and toolkit were developed to ingest detailed location information on individual egos, mine the content, build models, and generate synthetic populations based on multiple levels of granularity. At the finest-level, synthetic agents and their behavior are based on daily patterns found in distinct individuals in the raw location datasets.

Bogdan Adamczyk

School of Engineering

“Transmission Line Reflections at a Load and at a Discontinuity”
EMC Symposium

This demonstration addresses the phenomenon of reflections on transmission lines. First, the concept of the voltage and current waves traveling along a transmission line is presented, together with a simple transmission line model. Then the effect of the resistive terminations on the signal integrity is discussed. Subsequently, the effect of the discontinuity along the line is shown. Real-time measurements are performed to support the analytical models developed.

Nicholas Baine

School of Engineering

“Algorithm for Geodetic Positioning Based on the Angle of Arrival of Aircraft Automatic Dependent Surveillance Broadcasts”
Co-authors: Richard Gross
Position, Localization, and Navigation Symposium

Since their deployment, Global Navigation Satellite Systems (GNSS) have set the standard for geodetic positioning. The highly engineered nature of these systems can produce geodetic position estimates with errors on the order of 10 meters. In addition, various augmentation methods have been developed to further improve the accuracy of GNSS including but not limited to: Wide Area Augmentation System (WAAS), Differential Global Positioning System (DGPS), and Real Time Kinematic (RTK) GNSS. Utilizing these augmentation methods can improve the accuracy of the GNSS position estimate to the centimeter range. Despite the unparalleled accuracy of GNSS systems, the low power of the satellite-based Radio Frequency (RF) signals required to formulate the geodetic position estimate leave GNSS susceptible to a lack of availability and to spoofing. A lack of GNSS availability may be due to natural phenomenon, obstructions in the line of sight to the satellite constellation, or malicious intent. Spoofing, on the other hand, is the intentional introduction of a higher power look-a-like GNSS signal that causes the GNSS receiver to report an incorrect position estimate. It has been widely theorized that spoofing can be used to take control of a GNSS guided vehicle; therefore, significant research has been performed to detect spoofing attempts. This paper develops a lower-resolution geolocation system for airborne vehicles that

can serve as a redundant navigation system for use during locally limited GNSS availability and can be used to validate on-board satellite navigation systems to detect local spoofing attempts. The proposed system will utilize the proliferation of Automatic Dependent Surveillance Broadcast (ADS-B) equipped aircraft as airborne navigation aids in a radio frequency angle-of-arrival (AOA) based geodetic positioning algorithm. ADS-B is a modern technology that has been designed to enhance air traffic controls situational awareness of aircraft operations by providing a three-dimensional depiction of each ADS-B equipped aircrafts intended flight path [1]. To accomplish this, each ADS-B equipped aircraft periodically transmits its identification, position, altitude, and velocity information to an ADS-B ground station for processing and display on an air traffic controllers console [1]. Suitably equipped aircraft may also receive these transmissions directly, allowing them to utilize the information to maintain adequate aircraft separation in uncontrolled airspace [2]. The Federal Aviation Administration (FAA) has mandated that all aircraft operating within certain airspace segments over the United States be ADS-B compliant by January 1, 2020 [2]. According to 2015 data released by the Bureau of Transportation Statistics, there are over 6,800 commercial aircraft and 210,000 general aviation aircraft registered in the United States [3]. A vast majority of these aircraft will be subject to the ADS-B mandate. As such, the large quantity of ADS-B equipped aircraft make them ideal candidates to serve as airborne navigation aids in the proposed navigation system. The accuracy of ADS-B position reports and the precision of AOA measurements from ADS-B transmissions has been studied thoroughly by Reck et al., in [4], [5], [6], [7], [8], and [9]. Reck studied the accuracy of ADS-B position reports by comparing the AOA of the received ADS-B data with the expected AOA computed based on the receiving antenna location and the ADS-B transmissions position report [8]. Reck concluded that the position information provided by ADS-B transponders is reliable and follows a Rayleigh distribution with a mean error on the order of 250 m [8]. Reck also analyzed various AOA processing techniques to determine the optimal method to accurately determine the AOA of ADS-B transmissions and reported that an AOA RMSE on the order of 0.66° can be achieved across a variety of ranges [9]. Recks analysis suggests that ADS-B position information is accurate and that accurate AOA measurements can be determined from ADS-B transmissions. Similar to Recks work, United States Patent 2014/0327581 A1 details a method for utilizing AOA measurements to authenticate ADS-B transmissions [10]. The patent also describes a method to utilize AOA from ground based targets of opportunity to determine a receivers position [10]. The primary embodiment of the patent proposes that ADS-B authentication can be achieved by comparing the expected AOA derived from received ADS-B position, and the measured AOA of the received RF signal [10]. Discrepancies between the estimated AOA and the measured AOA would result in an indication of an ADS-B position validation failure. The secondary embodiment describes a means to determine the receivers position using AOA information from multiple ground based targets of opportunity that transmit in the aviation frequency band [10]. This secondary embodiment limits the position determination algorithm to the use of ground based targets of opportunity where the absolute position of the transmitter is published [10]. This differs from the proposed navigation system in that the navigation aids in the proposed system are airborne and their position is not fixed or published. United States Patent 2011/1063908 A1 describes a method for validating the position information being transmitted by an ADS-B capable aircraft using a direction finding antenna to determine the bearing from the receiver to the transmitter [11]. Given the position of the receiver, the bearing to the transmitter, and the distance to the transmitter, the transmitters location can be precisely determined and validated against the transmitted position [11]. This disclosure is currently impractical because the proposal theorizes that the distance to the transmitting aircraft can be calculated based on time of flight of the RF signal. This is not currently possible with ADS-B data packets because the time of transmission is not a member of the ADS-B data set. Therefore, an additional distance measuring sensor or method would be required to make this invention feasible. The navigation algorithm presented in this paper is loosely based on Simultaneous Localization and Mapping (SLAM) in that it will track ADS-B capable aircraft to refine their ADS-B

reported position estimates while simultaneously determining the geodetic position and velocity of the host vehicle. Unlike SLAM, where the absolute location latitude/longitude of the landmarks is unknown and must be estimated as the vehicle encounters them, the absolute position of the airborne navigation aids is reasonably well-known and periodically reported in the ADS-B data set. Because the absolute position of the navigation aids is known, the resulting host vehicle position will also be an absolute rather than a relative position. Secondly, the continuous tracking of the airborne navigation aids allows reported ADS-B positions to be validated against the estimated navigation aid position; thereby, concurrently accomplishing ADS-B validation and host vehicle geolocation. Finally, unlike GNSS systems that utilize low power RF signals, ADS-B transmissions are relatively high power, ranging from 70 W to 200 W [12], making them very difficult to jam or spoof. To validate the theoretical capability of the navigation algorithm, a software application has been developed to simulate ADS-B capable aircraft that serve as airborne navigation aids for the proposed solution. Given the suitable simulation and separate implementation of the proposed solution, the solution was evaluated by generating position and uncertainty plots to demonstrate the accuracy of the resulting geodetic position. Accuracy, in this context, is a measure of the difference between the estimated host vehicle position and the true host vehicle position generated by the simulation. A nearly infinite number of test cases could be derived to evaluate the performance of the proposal; however, as an initial assessment of a somewhat novel navigation solution, the bulk of the test cases were configured to evaluate nominal conditions. Nominal conditions are those cases where multiple airborne navigation aids are available, reporting positions with minimal uncertainty, and positioned to provide a favorable geometry. A small set of test cases were considered that present abnormal inputs to the system. Examples of these abnormal conditions include: a minimal number of airborne navigation aids, navigation aids with unreasonable uncertainty, and/or poor navigation aid geometry. An analysis of these results is presented with the focus on evaluating the true position error of the computed position. In summary, GNSS has been engineered and augmented to accurately provide geodetic position estimates. However, the low power RF signals leave GNSS susceptible to loss of availability and spoofing. The proposed solution provides a low-resolution means of determining an airborne vehicles geodetic position in the absence of GNSS availability that can be used in a redundant capacity in a locally GNSS denied or spoofed environment.

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Lindsay Corneal

School of Engineering

"Technical Writing as a Component of Co-op Term: An Experiment in Engaged Experiential Learning (within panel: Embedding Technical Writing with Experiential Learning Components into Engineering Curricula)"

Co-authors: Debbie Morrow

American Society for Engineering Education (ASEE) Annual Conference and Exposition

Abstract for our portion of the panel discussion: The School of Engineering at Grand Valley State University exists within an educational context that has adopted certain liberal education principles across all colleges and curricula within the institution. All students majoring in any engineering emphasis must also complete the General Education program and University Writing Program requirements to graduate. Within this context, the School of Engineering has an industry-engaged curriculum, with a mandatory three-semester co-op program in which students gain a year of full-time paid experience in industry. Engineering courses have traditionally taught technical writing through the use of laboratory reports or term papers. These types of writing are able to highlight the technical writing style but often lack the context of the professional work environment and its most common reasons for communication. Many employers within the co-op program at [xxx University] have indicated that students could benefit from additional experience communicating their ideas in writing when proposing or justifying a project or change. In this case study, several members of a small curriculum development team reflect on the affordances and constraints imposed by the decision to develop the academic component of one required co-op employment term (specifically the second of three) into a writing-intensive course with a focus on technical writing embedded in a real-work context. Additionally, the academic content is delivered entirely online, requiring attention to standards and best practices for online instruction, while also allowing for the best practices of writing instruction, such as peer reviewing and revising. The rationales for undertaking the design, development, approvals, piloting, revising, and rollout of this course are closely aligned with the Liberal Education/Engineering & Society divisional engagement with "emphasizing the connectedness between the technical and non-technical

dimensions of engineering learning and work & [And dedication to] helping engineers develop professional skills in areas such as communication, teamwork, ethical and professional responsibility, and lifelong learning.&". The presentation will touch on course design goals and challenges, adjustments made in scaling up from a small pilot to a full cohort a year later, and revisions made in response to student, faculty, and employer input solicited formally and informally. _____ The abstract for the panel is: Many engineering programs have recognized a need for discipline-specific writing instruction. Various methods have been targeted to provide students with opportunities to learn about technical writing with professional practice as the context for the writing. Input from educators and industry professionals has helped to develop the writing instruction and assessment. These valuable collaborations between industry and classroom instruction will help prepare engineering students to write in a professional setting.

Bruce Dunne

School of Engineering

"Eye Gaze Detection System for Impaired User GUI Control"

Co-authors: Jared Hughes, Samhita Rhodes

MWSCAS

Gaze point, or point of regard, refers to the point in space where an individual's visual attention is focused. Estimating gaze point at a given time can provide a host of information pertaining to intention and perception of a scene. This information can be applied toward enhancement of Human-Computer Interaction (HCI), making such interfaces more smooth and efficient. For the population with limited or no mobility, a gaze point estimation system that accurately selects components of a computer application is extremely beneficial. Herein, a custom gaze point detection HW/SW system intended to allow the mobility hindered population the ability to control selection in a computer interface via gaze is presented. The principles of the image difference method for pupil detection, coupled with glint detection and calibration were implemented for an accurate, occlusion-immune estimation of gaze point in real-time. Under the ideal scenario of static head pose and lighting environment, the system was accurate to 1.05° . The gaze estimator tolerated small 1.5 inch head translations and over two orders of magnitude change in ambient illuminance, while sacrificing less than 1° of accuracy.

Bruce Dunne

School of Engineering

"Drones and Satellites: Identifying Interdisciplinary Capstone Projects with Other Departments at your own University"

Co-authors: Jeff Ward and Paul Keenlance

ASCE Annual Conference

In the Grand Valley State University engineering undergraduate program, students complete an interdisciplinary two-semester senior design capstone project. The project is typically industry-sponsored, includes design and build phases, and results in a working prototype delivered to the sponsor. In recent years, enrollment in our program has dramatically increased, requiring a doubling of the number of senior projects (and project sponsors). Identifying viable projects, while maintaining expected standards in terms of challenging yet feasible designs, has become significantly more difficult as a large number of new sponsors are needed. To that end, we have been looking beyond our traditional industry partners for other sources for project sponsorship. Fortunately, recent collaboration

with the Natural Resources Management (NRM) program in the Biology Department at our own university has proven to be a fruitful source of excellent interdisciplinary projects. It turns out that wildlife management is an area ripe for new technological advances with numerous applications. Many of the projects with the NRM group are based on the need to track and count populations of wildlife. In some projects, we assume that the wildlife is somehow tagged or collared while in other projects, we create the animal collar. These projects create a need to develop environmentally rugged yet technologically flexible communication links. For example, in one project, the animals (the American marten, see Figure 1) wear small collars with an RF transmitter that serves as a locating signal. Traditionally, small aircraft with antennas mounted on the plane (or hand held) fly low in tight routes, scanning the ground. Instead, our students developed an Unmanned Aerial Vehicle (UAV) drone that flies above the tree line and scans the surrounding area for a signal. This UAV employs a Software Defined Radio (SDR) system to directionally locate the animal while transmitting this information to the biologist on the ground. In another project, a student team developed an environmentally hardened animal collar that regularly takes and stores GPS location data over a long period of time, and uploads that information at pre-determined intervals to the researcher. Several additional versions of this collar are under development by other teams, including a version that uses the Iridium Satellite Constellation to remotely transmit animal GPS data directly to the researcher offsite. Other related projects currently under investigation include using passive Radio Frequency IDentification (RFID) tags and a detector to monitor turtle movements and developing a monitoring network that automatically locates collared animals. All of these projects include excellent engineering challenges for students in electrical, computer, mechanical and product engineering. This paper presents a brief overview of our senior project model, and how these new projects fit. This is followed by details on the various project ideas and requirements, and how these projects challenge the student teams. Also, as is necessary with any development, methods and strategies for funding these project developments are discussed. Finally, we conclude with showcasing these systems in actual fieldwork, and discuss how they are benefiting the research of our NRM partners.

Lihong Jiao

School of Engineering

“Low-Cost Data Acquisition Systems for Photovoltaic System Monitoring and Usage Statistics”

Co-authors: S. Fanourakis, K. Wang, P. McCarthy

The 2nd International Conference on New Energy and Future Energy System

This paper presents the design of a low-cost data acquisition system for monitoring a photovoltaic system’s electrical quantities, battery temperatures, and state of charge of the battery. The electrical quantities are the voltages and currents of the solar panels, the battery, and the system loads. The system uses an Atmega328p microcontroller to acquire data from the photovoltaic system’s charge controller. It also records individual load information using current sensing resistors along with a voltage amplification circuit and an analog to digital converter. The system is used in conjunction with a wall power data acquisition system for the recording of regional power outages. Both data acquisition systems record data in micro SD cards. The data has been successfully acquired from both systems and has been used to monitor the status of the PV system and the local power grid. As more data is gathered it can be used for the maintenance and improvement of the photovoltaic system through analysis of the photovoltaic system’s parameters and usage statistics.

Lihong Jiao

School of Engineering

Fossil fuels such as coal, oil, and natural gas have been the main energy sources since the beginning of human civilization. Even though fossil fuels are easier to transport and can generate energy efficiently, they are non-renewable and environmentally unfriendly. As a result, more and more efforts have been made to explore alternative energy sources such as solar and wind. Solar energy provides the potential for a clean, reliable, and more sustainable energy future. Historically, the photovoltaic (PV) industry has suffered from high initial installation costs. However, with declining PV module prices, the utility-scale PV system prices have been greatly decreasing- some regions dropped to below \$1.00 per watt in the first half of 2017¹. The decreased pricing of the PV systems enabled an annual global PV installation increase of 74 GWatt, reaching 299 GWatt at the end of 2016. The United States installed the second most PV capacity in 2016 and is one of the top markets in cumulative capacity. It is estimated that 380 GWatt of PV will be installed globally from 2017 to 2020, more than doubling currently installed capacity². The increased PV installations have led to significant job creation. The global PV sector employed 3.1 million people in 2016, a 12% increase from 2015³. It is estimated that the PV sector employment will increase at a rate of 20 times faster than that of the overall economy. It is essential that the workforce be educated to meet the needs of the PV industry. This paper describes the newly developed solar energy curriculum in the School of Engineering at Grand Valley State University (GVSU). The aim of this curriculum is to provide students with fundamental theory and practical hands-on experiences that will enable them to succeed in the field of solar PV. The solar energy education at GVSU starts at the sophomore level in the course titled "Electronic Materials and Devices", where students learn the fundamentals of solar energy, energy conversion, and solar cells. A lab activity was developed to study the characteristics of solar cells. In the senior elective course titled "Embedded Systems Interface", students learn the applications of solar cells/panels and design and build solar powered embedded systems. "Photovoltaic Systems" is offered at the graduate level where each component of the PV system is studied, and a significant project is assigned to design and build different PV systems. The solar energy curriculum is supplemented by the SolaRescue program, Alternative Energy Club, and the senior capstone projects. The details of the solar energy curriculum will be presented in the paper along with both formative and summative assessments of the outcomes. 1. Ben Gallagher, (2017), "PV System Pricing H1 2017: Breakdowns and Forecasts", Gtmresearch, Solar. 2. R. Margolis, D. Feldman, and D. Boff, (2017), "Q4 2016/Q1 2017 Solar Industry Update", NREL/PR-6A20-68425. 3. IRENA (2017), Renewable Energy and Jobs - Annual Review 2017, International Renewable Energy Agency, Abu Dhabi.

Nabeeh Kandalaft

School of Engineering

"Pulse Width Modulation (PWM) Signals Based on Spiking Neuronal Networks"

Co-authors: Arash Ahmadi, Maisam Jalilian

2017 IEEE International Conference on Signal and Image Processing Applications (ICSIPA)

This paper proposes a digital construction of Pulse Width Modulation (PWM) signals based on the Izhikevich neuron model using a Field Programmable Gate Array (FPGA) platform. The signals are intended for use in diverse electronics applications such as robotics and power converters. A spiking pattern was used to generate the input data and produce the PWM signals. A comparator was used to

compare between the spiking pattern data and DC level parameters. The results validate that the proposed hardware can reproduce PWM signals with duty cycles from 0% to 100%.

Ryan Krauss

School of Engineering

“Teaching Real-Time Control Using Arduino: Timer ISR vs. delayMicroseconds”

Dynamic Systems and Control Conference

Arduino microcontrollers are inexpensive and easy to program, making them very popular among hobbyists and "makers". Arduinos are also surprisingly capable when it comes to creating real-time feedback control systems. This paper investigates several facets of using Arduino microcontrollers to teach students to create real-time control systems. A simplified approach to enforcing the real-time execution of a control law is introduced based on the delayMicroseconds function and its accuracy is compared to the standard timer interrupt approach. Initial assessment data is presented on whether or not the delayMicroseconds approach is easier for students to understand. The accuracy of the Arduino's built-in timing function micros is also investigated.

Ryan Krauss

School of Engineering

“Combining Course Flipping and a Low-Cost Experiment to Teach Frequency Response”

ASCE Annual Conference

This work-in-progress paper investigates the effectiveness of a course module on frequency response/Bode plots in a junior-level dynamic systems and control course. The module includes flipped lectures, a random Bode problem generator, and an experiment using a 3D printed beam. The effectiveness of the module is assessed through pre and post surveys, student comments on the course evaluations, and by comparing scores on a specific final exam question between two offerings of the course.

Sanjivan Manoharan

School of Engineering

“The Effect of Surface Dewetting On Ebullience From Hydrophobic Orifices Submerged In Liquid Pools In The Presence And Absence Of Chamber Volume”

Co-authors: Milind Jog and Raj Manglik

ASME IMECE

Bubble growth from submerged orifices can be either from capillary (nozzle) or plate orifices. The six major governing forces that influence bubble dynamics are the same for both orifices. However, for the orifice plate, an additional force, adhesive force, needs to be accounted for, and this will affect bubble dynamics to a large degree. The adhesive force is a measure of the affinity of the liquid to the substrate surface. A substrate with a large adhesive force (small contact angle) will result in the water rushing under the bubble to cover the surface thus resulting in the bubble being pinned to the orifice mouth; this behavior is similar to the capillary orifice. The opposite is true for a substrate with a low adhesive force (large contact angle). The liquid will have a very weak affinity to the substrate allowing for the bubble base to spread radially outwards resulting in surface dewetting. The majority of the studies available conduct adiabatic bubble studies utilizing a capillary orifice or low contact angle plate orifices.

This results in the bubble base being pinned to the orifice mouth and does not always represent conditions such as pool boiling accurately. The goal here is to conduct various experimental studies on bubbles growing on substrates with very high contact angles and examine the role of surface dewetting on bubble characteristics. For this, the substrate chosen was Teflon, a very hydrophobic substrate having a contact angle of 128° with water. A wide range of liquid properties (surface tension and viscosity) and design conditions (orifice diameter) were used. The liquids used were pure distilled water, SDS surfactant, ethanol-water binary mixtures, Ethylene Glycol, Propylene Glycol, and aqueous Glycerol solutions. The orifice diameter varied from 0.610 mm to 1.500 mm. Additionally, the experiments were conducted in the absence and presence of chamber volume effects. Experiments were also conducted using a Plexiglas substrate to highlight the role of surface dewetting. The Plexiglas has a very low contact angle (high affinity) and therefore spreading of the bubble base will be absent. For the cases when spreading of the bubble base existed, the bubbles were much larger in size. For the liquids with varying surface tension, only above a certain critical surface tension was spreading present. Spreading of the bubble base was also highly dependent on viscosity ratio. For larger orifices, below a certain critical viscosity ratio surface dewetting was present. However, for smaller orifices, surface dewetting was absent at all times giving rise to a Plexiglas-like behavior. The resulting bubble shapes at departure were also largely influenced depending on conditions. In the presence of chamber volume, there seemed to be no influence on bubble size for hydrophobic surfaces, but differences were clearly noticeable in bubble characteristics such as shape and evolution time.

[Sanjivan Manoharan](#)

School of Engineering

“The Design, Build, and Test of an Airfoil: An Experimental and Numerical Study on Flow Characteristics”

Co-authors: Dylan DiGiovanni, Jordan O'Hearn, Roy Visser

ASEE -North Central

The flow over a custom built NACA 4414 airfoil has been investigated experimentally and numerically. This study was conducted in order to gain a deeper appreciation of flow over an external body and in the process also be exposed to certain design challenges. The numerical portion of this study consisted of determining the lift coefficient at various angles of attack for the NACA 4414 airfoil, observing the stalling point by capturing the boundary layer behavior using a fine mesh near the airfoil surface, and testing various vortex generator configurations to delay the separation of boundary layer thereby improving lift characteristics. The experimental portion involved designing and manufacturing the custom NACA 4414 airfoil in-house using 3D printing methods, testing the wing in a wind tunnel, and utilizing visualization techniques to study the selected vortex generator configuration. Mounting of the pressure taps on the airfoil surface was very challenging since the airfoil chord was only 100 mm. The project provided an opportunity to test theory by incorporating CFD and experimental techniques while overcoming various design challenges.

[Ali Mohammadzadeh](#)

School of Engineering

“Integral methods application to solve heat conduction problems with time-dependent energy generation in the undergraduate heat transfer course”

Co-authors: Salim Haidar

ASEE National Conference

Undergraduate mechanical engineering students at our school take a first course in ordinary differential equations, but are not obliged to take any courses in partial differential equations. On the other hand, all undergraduate heat transfer textbooks available today never discuss integral methods for solving the governing PDEs in heat transfer, which are superior to the common finite difference method approach taught in the classroom. In this paper, we present our methodology in bringing such powerful methods to the undergraduate heat transfer classroom with no prior student experience with PDEs. Integral equations together with Ritz and Kantorovich methods are used to train our students in the undergrad heat transfer course how to find approximate analytic solutions to multidimensional steady and unsteady conduction problems with time-dependent energy generation, with better accuracy to that found by finite difference methods under distinct temperature profiles. The approach has a certain elegance in the sense that it expresses the complete physical effect of the system in terms of a single integral representing the first law of thermodynamics; moreover, the implications of using integral methods in this undergraduate course show students the value of mathematical simplification in reducing the order of the governing PDEs and/or the number of associated independent variables

[Mahdi Norouzi](#)

School of Engineering

“Separable Monte Carlo and Combined Approximation method for Efficient Reliability Study of Linear Dynamic Systems”

Co-authors: Prof. Efstratios Nikolaidis, University of Toledo

SAE World Congress and Exhibition

Separable Monte Carlo simulation (SMCs) can significantly reduce the computational time of the reliability analysis of systems in which the performance function can be broken into independently calculated parts. However, this analysis requires forming a database, which for large engineering problems can be a time-consuming task. In this study, we propose utilizing Combined Approximation (CA) method to form the database required by SMCs. This approach is applicable to linear dynamic systems when the excitation is defined by a Power Spectral Density (PSD) function. The method is demonstrated using a linear building model.

[Brent Nowak](#)

School of Engineering

“Project-Based Immersion Undergraduate Programs that Lead to Technology Transfer”

Co-authors: John Farris, Kevin McCurren

NCURA 59th Annual Meeting

As a discussion focus, the leader will provide a summary of the T2: A Community Commercialization Program. Over the last three years, T2 has developed and executed a process and method for a project-based immersion program for undergraduate students. Year to year, the T2 program successfully met its goals to develop 3-5 product within the one year time frame. The total cost of the program over the one year period was \$175,771. It is estimated that the fully developed products have the potential of \$4+ million in licensing fees over a 5 year period. Secondly, the T2 program showed that undergraduate students can successfully develop new products when supported by the right resources and channeled by the right constraints. We will explore in discussion the catalysts and barriers of these types of programs. Other aspects of the discussion may include, the 'ideal' number of concurrent separate projects; access to an clinicians; the duration of the projects; the 'ideal' trans-discipline teams are ideal; and budget distribution per project. Learning Objectives The attendees will understand the specifics of

the T2 Community Commercialization Program and through discussion explore the: 1) Development history 2) Program's methods and processes 3) Metrics for success 4) Catalysts and barriers. Prerequisite references of interest (not required): 1) Narender P. Reddy, "Biomedical Engineering and Technology Transfer," IEEE Engineering in Medicine and Biology Magazine, (March 1989), 8-9. 2) Smith, Karl A; Sheppard, Sheri D; Johnson, David W; Johnson, Roger T, "Pedagogies of Engagement: Classroom-Based Practices," Journal of Engineering Education; Jan 2005; 94, 87-101 3) Jim Vallino, "Cutting Across Disciplines," Computer, April 2010, 87-89

Chirag Parikh

School of Engineering

"Bridging the gap between Computer Engineers and Software Developers by incorporating the PYNQ platform into a Graduate Course on Embedded System Design Using FPGA"

Co-authors: Ryan Aldridge

ASEE

Today, Field Programmable Gate Arrays (FPGA) play a very important role in several embedded applications used in the area of defense systems, automotive, bioinformatics, cryptography, consumer electronics and many more. Despite their potential as high-performance computing platforms, they are rarely used within datacenters and other general-purpose computing infrastructure. Due to complicated process flow for developing and implementing applications on an FPGA, application developers without any hardware design background find it difficult to adapt and develop FPGA applications. Xilinx recently introduced the PYNQ platform that enables engineers and programmers to develop embedded systems at a higher abstraction level without having the necessary hardware design background. At Grand Valley State University, we have partnered with Xilinx, a leading manufacturer of FPGAs and a leading provider of programmable platforms to develop a graduate level course for Computer Engineering curriculum to bridge the gap between computer engineers and software developers. This course would allow students from engineering and computer science majors to be able to develop and implement applications on FPGAs using Python programming language and overlays that are similar to software libraries. In this paper, we describe the structure of the course along with the associated topics and laboratory exercises.

Huihui Qi

School of Engineering

"Sustainable Engineering Education in Mechanical Engineering Curriculum"

125th ASEE Annual Conference

Sustainable development is a global goal nowadays. As the needs of sustainable development become more and more urgent, it is important to make engineering students be aware of the sustainability issues, and engineering approaches and principles for sustainable development. The Mechanical engineering majored alumni survey at XXX University also indicated that a course about sustainable engineering design is one of the most desired additions to the current Mechanical engineering curriculum. By providing a course to undergraduate engineering students that they can take before graduation, the students will learn sustainable design principles and methods and apply them from the beginning of the career after graduation. This work in progress will evaluate the current undergraduate mechanical engineering program at XXX University with regards to sustainable engineering education. Then we will present a course structure that integrates classroom learning, case studies, project-based learning, and field trips to give students a holistic view of sustainability and engineering approaches and

techniques for sustainable mechanical design, such as Life-Cycle Assessment, design optimization for materials reduction, material selections for sustainable design, sustainable energy and cost analysis. The details of the course approaches are discussed and how it resulted in success on increasing student's awareness and understanding of sustainable design concepts and how they can be applied to mechanical engineering projects.

Samhita Rhodes

School of Engineering

"Information Theoretic EEG Analysis of Children with Severe Disabilities in Response to Power Mobility Training: A Pilot Study"

Co-authors: Joshua Usoro, MSE, Lisa K. Kenyon PT, DPT, PhD, PCS, John Farris, PhD, Samhita Rhodes, PhD
Biomedical Engineering Society Annual Conference

Introduction: Self-initiated locomotion in infants and young children is important to the development in their motor skills, social skills, and visuospatial perception [1]. Because children with multiple, severe disabilities are often unable to initiate purposeful movement due to limited motor control, access to a power mobility device may be crucial to their cognitive and physical development. We extend data analysis from the exploratory study [2], and investigate the use of mutual information (MI), transfer entropy (TE), and magnitude-squared coherence (MSC) in electroencephalograms (EEG) to characterize network connectivity changes in the brain as a result of power mobility training. Materials and Methods: Data collection and preprocessing protocol used has been described previously [2]. Three subjects participated in the 20-week, A-B-A-B, repeated single-subject study design which was divided into baseline (A, no power mobility training) and intervention (B, with power mobility training) phases, each lasting 5 weeks. EEG data were collected while subjects were resting before (No Interaction 1) and after (No Interaction 2) interaction and passive and/or active mobility activities. Random epochs of at least 4 seconds were chosen and average power spectrum densities (PSD) were calculated in 10 sub bands from 2-12 Hz using Welch periodograms. MI and TE probability density functions were estimated using fixed bins and the Darbellay-Vajda method respectively [3,4]. MSC was calculated using cross-spectral PSDs obtained from Welch periodograms and averaged over theta and alpha ranges. The percent change from the first baseline (A1) to each subsequent phase (B1, A2, B2), as well as from No Interaction 1 to No Interaction 2 within each phase was calculated for all 4 metrics. Significance scores were assigned based on the two-standard deviation band method. Results and Discussion: All 3 subjects displayed active frontoparietal networks, likely due to the visuomotor, attention, and memory requirements of power mobility training [5]. The emergence of a centroparietal network was also observed in one subject. A theta increase and alpha decrease in power for one subject may have been the result of increased alertness and anticipation, while a decrease in theta and increase in alpha power for another subject may be associated with an increase in cognitive performance [6]. All three subjects exhibited greater change during the intervention phases compared to the baseline phases. Conclusions: Our results suggest that power mobility training may be responsible for the changes seen in cortical activity and cognitive improvement. Future work includes extending PSD and MSC analysis to the gamma frequency range. References: [1] R. Livingstone, D. Field, "Systematic review of power mobility outcomes for infants, children and adolescents with mobility limitations," *Clinical Rehabilitation*, vol. 28(10), pp. 954-964, 2014. [2] N. Zweifel, "Changes in EEG spectrum of a child with severe disabilities in response to power mobility training," in *Annual Meeting of the Biomedical Engineering Society*, Minneapolis, MN, 2016. [3] C.J. Cellucci, A.M. Albasno, P.E. Rapp, "Statistical validation of mutual information calculations: Comparison of alternative numerical algorithms," *Physical Review*, vol. 71(16), 2005. [4] G.A. Darbellay, I. Vajda, "Estimation of the Information by an Adaptive Partitioning

of the Observation Space, IEEE Transaction on Information Theory, vol 45, 1999. [5] N.U.F. Dosenbach et al, Distinct brain networks for adaptive and stable task control in humans, Proceedings of the National Academy of Sciences, vol 104(26), pp. 11073-11078, 2007. [6] W. Klimesch, EEG alpha and theta oscillations reflect cognitive and memory performance: a review and analysis, Brain Research Reviews, vol 29, pp. 169-195, 1998.

Seidman College of Business

Kuhelika De

Economics Department

“The Food Price Channel: Effects of Monetary Policy on the Poor in India”

NEUDC CONFERENCE 2017

Poverty and hunger have been largely ignored in the practice and conduct of monetary policy. This paper studies the impact of monetary policy on the distribution of food consumption in India, particularly focusing on the subsistence food consumption of poor households. Using household survey data from 1996:Q2 to 2013:Q4, we estimate the dynamic effects of monetary policy shocks on relative food prices and the distribution of food consumption in rural and urban India from a dynamic common factor model (Bernanke, Boivin, and Elias, 2005 and Stock and Watson, 2011), and identify monetary policy shocks using the sign restriction approach of Uhlig (2005). Factor-Augmented Vector Auto Regression (FAVAR) results show that expansionary monetary policy shocks increase the relative prices of food, reduce the subsistence food consumption of poor households, and raise inequality across households in food consumption. This paper provides evidence of the impact of a “food price channel” of monetary policy on poverty and inequality in India. To the best of our knowledge, this is the first study to empirically analyze the impact of monetary policy on poverty and inequality in India. This study may hold important policy implications for Indian policymakers as well as those in similar developing countries. Keywords: Monetary Policy, Food Prices, Food Subsistence, Poverty, Inequality, Development JEL Classification Numbers : D63, E31, E5, E63, I32, O11, O23

Kuhelika De

Economics Department

“Is The Exchange Rate A Shock Absorber Or A Source Of Shocks For The U.S. Economy: Evidence From A FAVAR Model Using Sign Restrictions”

Co-authors: Wei Sun

2018 CES North America Conference

New Faculty Orientation Fund: 200\$ Abstract: This paper investigates the role of the exchange rate shock to the U.S. economy, in particular, whether the exchange rate serves as a shock absorber or a source of shocks for the U.S. economy. We estimated a factor-augmented VAR model using principal component analysis and identified the exchange rate shock using sign restrictions while controlling for domestic and international conditions. Monthly data of 146 macroeconomic variables are used over the post-Bretton woods period of 1973-2016. We found that the exchange rate shock serves both roles - as a source of shocks and a shock absorber - for different aspects of the economy.

Godwin Debrah

Economics Department

“Joint Liability Lending with Correlated Risks”

54th Annual Conference

Group-based lending with joint liability has been a major tool micro-finance institutions have employed to improve repayment rates. While this appears to be a very potent tool, its efficiency can be reduced in the presence of correlated risks. When the returns to projects are correlated, and matching is homogeneous, lenders may not be able to effectively price for risk to improve the efficiency of credit markets relative to the case where risks are independent. In this paper, I derive and characterize the optimal lending contracts for joint liability lending when risks are correlated under adverse selection. I also consider a scenario where a lender is faced with two types of borrowers-- those that have correlated risks and those that have independent risks. I find that, correlation reduces the efficiency of group-based joint liability lending relative to independent risks case. The lender cannot effectively rely on the joint liability component to improve risk-pricing under correlation. This is partly because of the monotonicity constraint which prevents the lender from increasing the joint liability beyond the gross interest rate, and partly because of affordability constraints. Thus correlation works against the effectiveness of joint liability lending. I also show that, it may be better in some cases for lenders to serve borrowers separately, if the pool of borrowers consists of a fraction with correlated risks and a fraction with independent risks. This may help explain existence of specialized micro-finance institutions such as agricultural banks versus standard micro-finance institutions.

Aaron Lowen

Economics Department

“The Effect of Child Adoption Laws on the Sexual Orientation Wage Gap in the US”

Co-authors: John Levendis, Loyola University New Orleans

Missouri Valley Economic Association 54th Annual Conference

The gender wage gap is a socially, politically, and economically important topic that receives considerable attention in the media and academic literature. Even after controlling for a variety of worker, firm, and other characteristics, the gap exists for most subgroups of workers. Reasons for the persistent difference in earnings for working women and working men are numerous and well-researched. One set of explanations of the gender wage gap note that women are more likely to detach from the labor force than men, often to have and raise children. This higher probability of detachment may lead to outcomes that reinforce the wage gap; women may accumulate less general human capital and firm-specific human capital, and be promoted less frequently and receive less human capital investment by employers. A wage gap also exists between homosexuals and heterosexuals for both men and women, with lesbians earning more on average than heterosexual women and gay men earning less on average than heterosexual men. Before a series of US Supreme Court rulings (such as *Obergefell v. Hodges*), same-sex couples were allowed to adopt in some US states but not others. If the parenthood hypothesis is true, then the lesbian versus heterosexual women's wage gap should be lower in states that allowed adoption and not change for men. We use differences and changes in adoption laws across US states to test the parenthood explanation of the wage gap.

Aaron Lowen

Economics Department

“The Effect of Child Adoption Laws on the Sexual Orientation Wage Gap in the US”

Co-authors: John Levendis, Loyola University New Orleans

Midwest Economics Association Annual Conference

The gender wage gap is a socially, politically, and economically important topic that receives considerable attention in the media and academic literature. Even after controlling for a variety of worker, firm, and other characteristics, the gap exists for most subgroups of workers. Reasons for the persistent difference in earnings for working women and working men are numerous and well-researched. One set of explanations of the gender wage gap note that women are more likely to detach from the labor force than men, often to have and raise children. This higher probability of detachment may lead to outcomes that reinforce the wage gap; women may accumulate less general human capital and firm-specific human capital, and be promoted less frequently and receive less human capital investment by employers. A wage gap also exists between homosexuals and heterosexuals for both men and women, with lesbians earning more on average than heterosexual women and gay men earning less on average than heterosexual men. Before a series of US Supreme Court rulings (such as *Obergefell v. Hodges*), same-sex couples were allowed to adopt in some US states but not others. If the parenthood hypothesis is true, then the lesbian versus heterosexual women's wage gap should be lower in states that allowed adoption and not change for men. We test this parenthood explanation of the wage gap by applying standard OLS methods and criteria to a data set generated by combining the restricted-use data set from the General Social Survey with a data set of adoption laws and changes in the laws across the US states.

Leslie Muller

Economics Department

“The Elderly Immigrant Parents of US Citizens: Their Economic Status and Intentions to Remain in the US for the Rest of Their Lives”

Co-authors: Claudia Smith Kelly

International Economic Atlantic Society Conference

The number of foreign-born people 65 years or older has almost doubled since 1990, from 2.7 million to 4.3 million persons (Leach, 2009). Leach (2009) further states that the policy of allowing naturalized citizens to sponsor the immigration of their parents without quota restrictions encouraged a greater number of elders to immigrate to the United States. This study will use data from the 2003 cohort of the New Immigrant Survey (NIS-2003) to present empirical evidence on the economic and health status of elderly immigrant parents of US citizens and their intentions to remain in the US for the rest of their lives. To our knowledge, this paper is the first that isolates this population of immigrants and conducts the proposed analysis. The NIS-2003 is a representative sample of immigrants that includes information on economic activities, health, visa categories and intentions to remain in the US for the rest of their lives. Before the NIS-2003, there was no large comprehensive data set that simultaneously had all the relevant variables for such an empirical analysis. The results we obtain from multivariate models will have policy implications for the provision of health care services for the elderly and the Supplemental Security Income (SSI) program. A growing elderly immigrant population that plans to reside in the US for the rest of their lives may increase the demand for health care services. In addition, if this population becomes citizens and qualifies for SSI, additional financial demands will be placed on this program.

Gerald Simons

Economics Department

“Pharmaceutical Patenting In The U.S.A.: Evaluating The Impact Of Global Competition”

Co-authors: Sebastian Linde

International Conference on Economics and Social Sciences

The global pharmaceutical industry is a trillion dollar industry dominated by manufacturers in high income economies. However, in recent years a growing volume of pharmaceutical products have been produced in low and middle income economies. We analyze the impact that this change in production has had on the patenting output of pharmaceutical firms in the U.S.A. Traditional quality ladder models conclude that North firms would increase their innovation as production increases in both the South and other North countries, but that there would be a greater response in innovation intensity to competition from other firms in the North. We find that patenting by U.S. pharmaceutical firms does indeed increase as competition from low and middle income countries intensifies, but that it decreases as competition from other high income economies intensifies.

Claudia Smith Kelly

Economics Department

“The Relationship Between Immigrants' Intent to Emigrate and their Savings Behavior in the host Country”

Co-authors: Fungisai Nota

International Atlantic Economic Association

Immigrants' economic performance in the host countries has been and continues to be a topic of interest for researchers. This area of study is mainly divided into two sections. Some researchers study immigrants' economic performance by examining their relative income while others study immigrants' economic performance by examining their level of savings. With the exception of Galor and Stark (1990), researchers studying immigrants' economic performance in the host country by examining their level of savings has been linked mainly to their demographic characteristics. Immigrants entering host countries form some probability of return migration, which in turn affect their economic performance. Recognizing this behavior Galor and Stark (1990) demonstrate that while the vector of the immigrants' demographic characteristics is important for measuring their economic performance, researchers have omitted an important variable, the immigrants' probability of return migration. The authors in a theoretical model showed that the immigrants' probability of return migration is positively related to immigrants' savings. While Galor and Stark (1990) establish a formal theoretical link between the likelihood of return migration and saving behavior, the empirical evidence of this relationship has not been studied in the U.S. in part because of data limitations. There have been no large data sets containing variables on both savings and intentions to emigration before the New Immigrant Survey (NIS). The NIS is a nationally representative multicohort longitudinal study of newly admitted legal immigrants to the U.S. The sample is based on nationally representative samples of the administrative records, compiled by the U.S. Immigration and Naturalization Service (INS). In this article, we use data from the 2003 cohort of the NIS to present empirical evidence on the relationship between the intent to emigration and saving behavior of immigrants in the U.S. We compare the savings of immigrants with intentions to emigrate to the savings of immigrants without intentions to emigrate. The results from Tobit regressions provide evidence that immigrants with intentions to emigrate have higher level of savings than immigrants without intentions to emigrate. This result implies that immigrants with intentions to emigrate contribute more to capital formation in the host country economies. From a

policy perspective, if immigrants with intentions to emigrate contribute to a higher capital formation in the host countries, then it is beneficial for policy makers to devise measures that encourage immigrants' plans for emigration.

Wei Sun

Economics Department

"Is the Exchange Rate a Shock Absorber or Source of Shocks for the U.S. Economy: Evidence from a FAVAR model using Sign Restrictions"

Co-authors: Kuhelika De

Western Economic Association Annual Conference

This paper investigates the role of the exchange rate shock to the U.S. economy, in particular, whether the exchange rate serves as a shock absorber or a source of shocks for the U.S. economy. We estimated a factor-augmented VAR model using principal component analysis and identified the exchange rate shock using sign restrictions while controlling for domestic and international conditions. Monthly data of 146 macroeconomic variables are used over the post-Bretton woods period of 1973-2016. We found that the exchange rate shock serves both roles - as a source of shocks and a shock absorber - for different aspects of the economy.

Wei Sun

Economics Department

"Is the Exchange Rate a Shock Absorber or Source of Shocks for the U.S. Economy: Evidence from a FAVAR model using Sign Restrictions"

Co-authors: Kuhelika De

Chinese Economist Society North American Conference

This paper investigates the role of the exchange rate shock to the U.S. economy, in particular, whether the exchange rate serves as a shock absorber or a source of shocks for the U.S. economy. We estimated a factor-augmented VAR model using principal component analysis and identified the exchange rate shock using sign restrictions while controlling for domestic and international conditions. Monthly data of 146 macroeconomic variables are used over the post-Bretton woods period of 1973-2016. We found that the exchange rate shock serves both roles - as a source of shocks and a shock absorber - for different aspects of the economy.

Yatin Bahgwat

Finance Department

"Share Repurchase financing by Home Depot - Is it sacrificing future growth?"

Co-authors: Marinus DeBruine

Multi Interdisciplinary Conference

Increasingly corporate management is characterized as forgoing (long term) investments in the company's future by distributing funds to company shareholders in the form of share repurchases. Share repurchases by corporations have been deployed by corporations to reward shareholders in conjunction with distribution of dividends. The study will identify the extent of share repurchase activity engaged by the management of Home Depot. It will investigate the sources of funding used to finance the share

repurchase activity. The questions asked will be - Has the firm issued new cheap debt? Has the firm deployed funds from operating cash flows? Has the firm stifled its new store openings and new capital investments? The Home Depot Case Study is an application of the concept for classroom purpose. Specifically, the students will learn the accounting and financial impacts of stock repurchases. They will understand that the company has embarked upon this program by issuing debt because it is cheap. Value creation by the firm is the primary focus. The paper analyzes the past performance of the company to understand the financing decisions made by the company.

Laurence Blose

Finance Department

"Session Chair and Discussant"

Southern Finance Association Annual Conference

I am chairing the session E7 Capital Structure II on November 17 from 8:30 to 10:00. I am the discussant for the paper "Evaluating the Performance of the Motley Fool's Stock Advisor" by Filbeck, Lyon and Zhao in the session "Investments" on November 18 from 8:30 to 10:00.

Laurence Blose

Finance Department

"Teaching Ethics in Finance"

Academy of Economics and Finance

I will be giving a presentation on teaching Ethics in Finance. The presentation is part of a four hour panel session on Teaching Finance to be conducted at the Finance Education Association Annual Conference held concurrently with the Academy of Economics and Finance Annual Conference. Background: In 2006, after an extended debate extending over several years, the Seidman School of Business at Grand Valley State University changed their undergraduate program to require students to take a three credit course in Ethics. At that time the only courses available to undergraduate business students were an Introduction to Ethics course taught in the Philosophy Department, an accounting ethics course for preparing students for the CPA exam, and a "Business and Society" course taught in the management department. The Finance Department decided to offer an Ethics in Finance Class that addressed ethics in the context of issues in finance. In addition to topics in philosophical ethics, the course prepares students for ethical problems, dilemmas and conflicts found in the finance professions. Also, the course prepares the students for the ethics components in the CFA, CFP, and FINRA exams. The presentation will address the following issues: " Why teach ethics? Can ethics be taught? " Strengths and weaknesses of teaching ethics in a dedicated course as opposed to across the curriculum. " What do the traditional moral philosophers (Aristotle, Bentham, Mills, Smith, Hume, Kant) offer to an applied ethics in finance course. " Faculty and student response to teaching ethics. " Available textbooks. " Preparing students for the ethics components of the CFA, CFP, and FINRA exams. " Ethical issues in Capital Budgeting, Investments, Agency Relationships, and other finance topics. " Ethical issues in Capitalism. " The problems of ethical relativism and subjectivism. " Plagiarism, copyright laws, and the use of commercial movies, youtube, and contemporary news items to stimulate discussions.

Laurence Blose

Finance Department

“A Value at Risk Argument for Dollar Cost Averaging”

Co-authors: Eric Hoogstra, Finance Department, GVSU

Midwest Decision Sciences Association Annual Conference

Many financial advisors recommend that investors can reduce their downside risk exposure by making investments incrementally over several months rather than making an immediate lump sum investment. The strategy of investing over several months is called dollar cost averaging and is referred to as DCA. Several research papers have examined the DCA strategy from both theoretical and empirical perspectives and have argued that there is no advantage to the DCA strategy over lump sum investing. Using a Value at Risk, this study compares the returns on Dollar Cost Average (DCA) portfolios to a variety of lump sum portfolios. The study uses monthly CRSP (Chicago Center for Research in Security Prices) total market returns over the period 1963 through 2017. The DCA periods range from 3 months to 15 months. This paper finds that: " For DCA implementation periods of 8 months or less, DCA investment performance is not better (nor worse) than lump sum strategies. " For periods of 9 months or more, DCA performance is dominated (mean variance domination) by lump sum strategies that involve investing approximately 50% of the funds in the risky investment and the remaining amount in T-Bills. " Using Value at Risk (VAR) the study shows that the probability of returns below zero over the implementation period is lower for DCA than for the immediate 100% lump sum strategy. However, the 50% lump strategy provides even lower probability of loss than either the DCA or the 100% lump sum strategies. The VAR results indicate that investors with a substantial aversion to downside risk will prefer DCA over the 100% lump sum strategy.

Yingpin Chang

Finance Department

“Interrelationship between Expected Idiosyncratic Skewness and Maximum Daily Returns”

Co-authors: Jason Hur (Louisiana Tech)

Academy of Economics and Finance

Bali, Cakici and Whitelaw (2011) document a new anomaly (the “MAX effect”) that a negative and significant relation exists between daily maximum return (MAX) this month and returns in the following months. They also document the “MIN effect” that there is a positive relation between daily minimum return (MIN) this month and returns in the following months. They interpret their findings that investors prefer gambling like stocks (stocks with high MAX or low MIN), causing those stocks overpriced so that those stocks will have low returns in the following months. Boyer, Mitton, and Vorkink (2010) show that expected idiosyncratic skewness and returns are negatively correlated and further document investors may accept lower average returns on stocks with high idiosyncratic volatility, not because they seek higher volatility, but because they have a preference for stocks with lottery-like return properties. We attempt to unify the findings from those two papers because taken together, they suggest 1) investors who prefer stocks with high MAX or low MIN prefer stocks whose returns are right skewed, and 2) investors who prefer stocks whose returns are right skewed prefer stocks with high MAX or low MIN. Specifically, using data from January 1987 to December 2011, we test the following hypotheses: (i) The “MAX” effect and “MIN” effect should be stronger for stocks whose returns are more right skewed. (ii) The negative relation between expected idiosyncratic skewness and future returns are stronger for stocks with high MAX or stocks with low MIN (iii) Hypotheses (i) and (ii) should be stronger for stocks

more owned by individual investors than by institutional investors if individual investors are more subject to gambling preference bias.

Yingpin Chang

Finance Department

“Vertical Integration”

Co-authors: Paul Zimmerman and Shawn Ulrick

Midwest Decision Science Institute

We investigate the financial impact of vertical integrations of firms in the last decade. In particular, using event study methodology, we examine the market reactions to two major merger/acquisition (M&A) events. Studies of M&A are of interest not only to academic audience, but also to government agencies/regulators (e.g. FTC). The latter has to set policies and make approval/disapproval decision for any proposed M&A to ensure fair competition in the market. Most M&A activities belong to "horizontal integration" in which the two firms are direct competitors in the industry. Our research is specifically on vertical integration, and the two cases we look at are very well known cases. The findings from our empirical research will help shed light and provide insight on the impact of these activities to various parties.

Matthew Larson

Finance Department

“Teaching Entrepreneurship through Project Based Learning: How Universities Work with Community Partners to Create New Enterprises”

Global Consortium of Entrepreneurship Centres

Grand Valley State University (GVSU), based in Grand Rapids, Michigan is a public liberal arts, comprehensive community university with 25,000 students, primarily undergraduate. Established in 1960 by a group of community minded business leaders, GVSU still has its roots firmly planted within the community. GVSU is a vital component of the West Michigan economy. The Seidman College of Business offers a double major in entrepreneurship. To provide entrepreneurial students a project based experiential learning experience, the GVSU entrepreneur program works with community partners to provide entrepreneurial projects for entrepreneur majors. GVSU seeks to have an external project experience in each level of entrepreneur class. Both for profit and not for profit organizations will use GVSU entrepreneur classes and students to explore and develop new products, services or revenue streams for their organizations. In the Introduction class students work in teams with Goodwill on the Goodwill Challenge, a project designed to move used textiles up the value chain. In the intermediate class, student consulting teams work with SpringGR clients to provide consulting and technical assistance to their micro enterprises. In the Advance class, entrepreneur student teams work with outside organizations to develop new products or revenue streams. The Advance class has at times had 10 projects simultaneously running during the semester. Projects have included an externally attached female urinary catchment devices developed for a local health care system; a new downspout planter for a local environmental agency and a new property management service for local housing agency. This program will share GVSU’s process for developing and managing multiple external projects working with community partners. The program will also share students’ comments and experiences. The discussion will include difficulties in ensuring rigor and grade discipline. This program will be best if other

universities can be part of the presentation on community engagement and project based learning. The presenter is willing to serve as leader.

Thuy Simpson

Finance Department

“Does Timing Matter? An Empirical Analysis of Students' Performance in Multiple Sections”

Financial Education Association Annual Conference

Prior studies on financial education have examined various factors that contribute to students' success in the classroom. In particular, students' demographic and background information such as gender, age, extra-curriculum activities, employment hours, majors, cumulative grade point average (GPA), and grades on prerequisite courses have been analyzed as potential determinants of student performance in introductory finance courses. Complementing these above-mentioned attributes, other studies also look at students' effort spent in and outside of class and find mixed results related to student performance. Using self-reported data on the number of study hours spent per week as a proxy for students' effort, Didia and Hasnat (1998) find marginally negative association between students' effort and performance. Nofsinger and Petry (1999) document no significant relationship between effort and performance in an introductory finance class when effort is measured by the number of study hours one week prior to an exam. On the other hand, using observed data such as the number of homework attempts, class attendance, punctuality, and participation to capture students' effort, Rich (2006) suggests that effort positively influences performance in an introductory finance class. Given the extensive literature dedicated to the determinants of students' performance in business courses, surprisingly little is known on whether and how timing impacts students' success. In particular, does class standing (i.e. sophomore, junior or senior) impact students' performance in a business class? Does it matter what time of a day a student is taking a particular class? More importantly, are students' performance influenced by professors teaching in multiple sections? Though not as glamorous as singers and movie stars, professors in higher education are arguably performers with their own stages and selectively smaller crowd of audiences. Thus, as many professors are scheduled to teach multiple sections of a certain business course to maximize efficiency and reduce classroom preparation time, it begs a question of whether such performers do better the second or third time around teaching the same course to different audiences. In this paper, I investigate the impact of course timing on students' performance in multiple sections of managerial finance and investments courses. Using various proxies for course timing such as class standing (ie. Sophomore, Junior vs. Senior), time of the day (i.e. early morning vs. mid-morning vs. afternoon classes) and whether the section is the first, second or the third ~~act~~ by the professor, I examine the impact of multiple timing factors on students' success in the course. Extending prior literature on determinants of students' success, I also control for factors documented in previous studies to impact students' performance such as cumulative GPA prior to taking the course, student majors, gender, course load, grades in prerequisites etc. Preliminary results from 675 students across 5 semesters, spanning from 2014 to 2017, suggest that course timing has non-trivial impact on students' performance in managerial finance and investment courses. In particular, a junior-standing student who takes the ~~second-act~~ class by a professor can improve his/her overall performance by approximately 4% more than what he/she would have earned otherwise. Interestingly, course timing in terms of time of the day does not play an important role in improving students' performance, contrary to popular belief that taking early morning classes may be at a detrimental to students' success. As these preliminary results are taken from courses instructed by the same professor, it is possible that there are certain professor's fixed-effects not being captured in the analysis. Thus, in

future analysis, I plan to expand the sample size to investigate the impact of course timing on students' success across multiple business disciplines as well as with a various mix of professors.

Angela Zondervan

Finance Department

"Examining Delivery Methods for Math-Based Core Business Courses"

Co-authors: Eric Hoogstra & Gregg Dimkoff

Evidence Based Teaching and Learning

Purpose Business schools establish core competencies for their business students. Introductory managerial finance is often a required core business competency for business students. Introductory managerial finance establishes a framework for finance majors while serving as a core requirement for a broad range of other business concentrations. In serving a diverse population of students, it is important for business schools to evaluate pedagogical delivery methods of course materials. Examining delivery methods and students' perceived learning outcomes will provide students, instructors, and institutions of higher education with tools necessary to align introductory math based business course design to students' needs.

Pedagogical Approach This pedagogical study evaluated 8 learning metrics for evaluation; textbook reading, textbook homework, online homework, an instructor developed workbook, instructor developed lectures, instructor notes, a review game through Kahoot.it, and a tutoring center. Textbook Reading was assigned throughout the semester to align concurrently with lecture materials and homework. Textbook reading was assigned from Ross, Westerfield, and Jordan's Essentials of Corporate Finance, 9th edition. Twelve chapters were assigned for reading throughout the semester based on common syllabus requirements as determined by those teaching introductory managerial finance to provide assurance of similar learning outcomes throughout different course sections. Textbook Homework consisted of 5-10 end of chapter questions for each chapter evaluated throughout the course. Problems extended course conceptual material presented in class to a mathematical framework. Online Homework was utilized through McGraw Hill's Connect platform that aligns with Ross, Westerfield, and Jordan's Essentials of Corporate Finance, 9th edition. Students were required to answer conceptual questions for each chapter, until 10 questions were answered correctly. In addition, students could return to the Connect platform after completing the assignment for extra practice while preparing for exams. An Instructor Developed Workbook served as a means for delivering course materials to students with a mathematical framework. Prior research showed that students struggled to relate conceptual lecture material to mathematical homework without examples in class from the instructor. In an effort to save time and eliminate student error in copying questions off the board, a 50 page course workbook was developed with pre-printed problems for the instructor to place on a document-camera in class and walk the students through problems similar to textbook homework problems, while also providing the necessary explanations of problems to conceptual materials. Instructor Developed Lectures took place for the first half of each class where the instructor would write lectures materials and important concepts on the board for students to take notes from. This allowed students and the instructor to progress at a similar pace, as opposed to reading from a presentation. Instructor notes were posted to the course website via BlackBoard for students if they missed class or entering something during lecture into their notes. While it might be a common perception that students would not come to class, attendance was taken randomly throughout the semester to still ensure student attendance. Kahoot.it Review Sessions were held before each exam. Students would log into a website from their phone, tablet, or computer, enter a code, input their name and participate live in the review game. The instructor would proceed to ask questions with answer choices. The students

would then lock in an answer on their device. Students remained anonymous but could see how the class scored on each question. This also allowed instructors to elaborate on questions perceived as more difficult, based on incorrect answers. This learning metric was adapted from previous PowerPoint reviews, where one student would answer the question and everyone would move forward. A Tutoring Center was available in the finance department to any student taking introductory managerial finance. Two tutors were available Monday thru Friday during the week and no appointment was necessary. Tutors were student workers and finance majors who were previously very successful in their managerial finance courses. In the event that a student's schedule would not permit them to visit the tutoring center, they could go online and request a tutor from a pool of students also qualified to tutor on the subject matter on a 1:1 basis based on the student's schedule.

Methodology - The purpose of this quantitative study was to examine delivery methods in introductory managerial finance courses. Primary research was gathered via Qualtrics survey to 4 sections of managerial finance (n=134) at an urban state university in the Midwest.

Findings - The Qualtrics survey found the instructor designed workbook most beneficial to their success, followed by instructor lectures, textbook homework, instructor typed notes, Kahoot.it review game, Connect online homework, textbook reading, and lastly the tutoring center.

Implications & Conclusion - This research can aid institutions of higher education in course design for managerial finance courses and this could be tested for use in other math based business courses. Understanding the way students learn and perceive they learn best, is imperative to bridging the educational gap between subject matter experts and students learning the material for the first time.

Ana Gonzalez

Management Department

"The Roles Of Regional Directorship Networks In Firm Failure Among Colombian Smes."

Co-authors: Albert Cannella, Jr. and Matias Kalm

Annual Meeting

We expand board interlock research from large public corporations to mostly private, small- and medium-sized enterprises (SMEs). Building on previous director interlock research, social-capital theory, and the notion of geographically-localized social capital, we theorize that for SMEs, intra-region board interlocks and the firm's relative position in the regional directorship network decrease its hazard of failure. We also predict that SME interlocks to intra-region boundary spanners and to extra-region boundary spanners are also negatively associated with the hazard of failure. Finally, we propose that the survival benefits associated with membership in a strong regional directorship network are not limited to enterprises with interlocks but also extend to those without regional interlocks. We use a large sample of Colombian firms between 2000 and 2010 to test our hypotheses, and report strong empirical support.

Xiangling Hu

Management Department

"Make the Second Purchase from the Spot Market under Selling Price-Sensitive Stochastic Demand"

Co-authors: Jaideep Motwani

2018 Informs International Conference

We assume that a retailer stocks a specific quantity of a product from the spot market and then sell the product to the customers during the selling season. The retailer has already made a purchase but has

the option to make a second purchase if there is a potential profit increase on account of the purchase. However, due to the stochastic spot market purchasing price and the selling price dependent random demand, the retailer needs to determine whether a second purchase is necessary. In this paper, we develop model to answer the problem and also run simulations to analyze the inventory decisions and profits when a second purchase is possible.

Mahendra Joshi

Management Department

“Empowerment of Top Managers in High Technology Firms”

Fifth Pan-IIM conference

Empowerment of Top Managers in High Technology Firms

Introduction The notion of an empowered workforce has gained momentum in the last two decades (Bhatnagar, 2005; Priyadharshany & Sujatha, 2012; Spreitzer, 1995, 1996; Spreitzer, Kizilos, & Nason, 1997). Employees exhibit high levels of psychological empowerment when they possess high self-efficacy about their work, believe that their actions have a positive impact on organizational outcomes, find their jobs to be meaningful, and are able to determine the manner in which to perform their tasks (Spreitzer, 1995). Empowerment has been associated with several positive organizational outcomes such as increased perceptions of work effectiveness (Spreitzer, Kizilos, & Nason, 1997), job satisfaction (Spreitzer, Kizilos, & Nason, 1997), creativity (Zhang & Bartol, 2016), and consumer-friendly behaviors (Peccei & Rosenthal, 2001). Objectives of the study However, prior work on empowerment has primarily focused on middle-or lower-level employees, thereby missing a key aspect—empowerment of a firm’s top management team (TMT) members. This omission is not surprising since TMT executives are assumed to possess relatively higher autonomy, control, and resources in organizational activities (cf. Finkelstein & Hambrick, 1996). But these assumptions need not always be true. In this paper, we make the case that the uncertainty inherent in high tech environments coupled with a lack of complete and real-time information have a significant impact on three key empowerment dimensions—self-determination, competence, and impact. Consequently, the empowerment of TMT executives becomes an important issue in high tech firms, which can significantly impact key organizational outcomes. While the overall theoretical arguments advanced in this paper can be applied to a high tech industry of most countries, examining these issues especially in the Indian context is of paramount importance for the following reasons: First, India is a big consumer of products of a rapidly changing and evolving high tech industry with products ranging from cell phones and laptops, to advanced software, hardware, and medical devices. For instance, a new McKinsey Global Institute (MGI) report identifies several technologies, ranging from the mobile Internet to cloud computing to advanced genomics, which could have a combined economic impact of \$550 billion to \$1 trillion a year in 2025 in the Indian market (Kaka et al., 2014). To serve this rapidly growing market and to effectively channel the workforce comprising of employees with strong core engineering skills the top managers must be highly motivated and empowered to initiate and sustain change. Second, while Indian firms such as Wipro, Infosys, Tata and others contribute immensely to the pride and success of the Information and Communications industry, many critics believe that this is not enough to offer India a path to ownership of high technology. As Paulraj (2012) put it: “While India has between 15 to 18 percent of the world’s semiconductor chip designers, most of them work within the offshore operations of MNCs. In high tech manufacturing, again MNCs like Nokia, Motorola, and Samsung assemble phones in India, though the value addition is only about 5-7 percent. Despite a 900 million plus wireless subscriber market and a \$15 billion annual equipment market, there has been no serious attempt to promote high-value addition in telecom, let alone succeed at it.” To achieve greater ownership and control of this industry, we believe that the top executives of high tech industry

should feel empowered to invest for the long term. In spite of the needs for TMT empowerment in these industries, this paper advances the notion that contrary to popularly held assumptions, TMT executives may not experience high levels of empowerment in high tech firms. This suggests that empowerment of high tech managers is an area worthy of further study. If empowerment of middle and lower level employees has yielded such strong benefits for organizations, it follows that TMT empowerment should also have a strong impact on organizational outcomes. In the highly competitive world of high tech firms, where the slightest degree of competitive advantage can play a huge role in firm survival, an understanding of the empowerment of individuals who make key decisions for the firm can potentially offer significant benefits (Anand & Gomez-Mejia, 2014)

Meagan Knoll

Management Department

“Design Led Development Using SAP® BUILD”

Co-authors: Dr. Simha Magal, Dana McCann

21st SAP Academic Conference North America

In the past five years Design-Led Development (DLD) has become the standard for software design by non-computer science trained individuals. DLD puts the user first by truly understanding the needs and wants before a solution is designed and implemented. By investing time in user research at the beginning of the software design process and the product life cycle, a company is able to realize value in the software solution that the users will want to use. In this boot camp style presentation fellow academics will learn the specifics of DLD and how to implement this new design process in their systems design and analysis courses. The overarching goal for the boot camp workshop includes: Learn the end-to-end process of Design-Led Development Identify resources available to faculty to use as teaching materials in a DLD or Systems Design and Analysis course. Receive information about Global Bike Inc., a fictional company created by faculty at Grand Valley State University and professionals at SAP, and how the case study has been expanded to include DLD. View live demos in SAP BUILD to visualize how it can be taught in a course.

Bradley Koch

Management Department

“A Map is Worth a Thousand Words: Creating Cultural Maps to Integrate a Variety of Cultural Aspects”

Co-authors: Pamela Lynn, Tremain Koch

AIB 2017 Dubai Conference

International business textbooks from American publishers are typically organized into five or six sections, one of which is often titled “environment.” This environment section will have information on culture, generally a surface skimming jumble of topics typically including cultural dimensions (e.g. Hofstede, GLOBE), communication patterns (e.g., time, context), and etiquette differences as well as some reference to institutions (e.g. religious, educational, political, economic). The underlying framing of this section is usually that there are differences, differences are bad, and differences increase risk and transaction costs. Consequently, students develop a simplistic and generally negative view of cultural differences. They rarely achieve a deeper understanding of how these cultural puzzle pieces fit together to create an alternative way of organizing society. In order to encourage deeper understanding, we develop cultural maps that integrate cultural pieces into a coherent whole and encourage a higher

synthesis/creation level of thinking on Bloom's Taxonomy rather than a lower level rote memorization of cultural attribute categories. This visualization tool has a positive impact on students and instructors because it encourages deeper understandings of different societies' cultures while also providing a mnemonic device for what is most central within the culture.

Bradley Koch

Management Department

"Chinese Organizational Culture via Value Statements: An Emic-Etic Yin-Yang Approach"

Co-authors: Deng, Yi Heng and Koch, Pamela

Academy of International Business Annual Conference

Most organizational culture research in China has focused on experienced culture, often using instruments based on Western theories and expectations. In contrast, we explore firms' aspirational culture as defined in value statements published on their websites. We analyze 277 Chinese value statements and 241 American value statements using a hybrid emic-etic approach that allows each culture to inform and define the other. Our exploratory study produced three main findings. First, the uniquely Chinese aspirational values identified from our emic-etic hybrid approach overlap with experienced values identified in previous emic studies of Chinese firms' organizational culture, thus supporting the use of value statements as a measure of aspirational organizational culture. Second, when examining the influence of a firm's external environment on its aspirational values, we find national culture is more influential than industry environment. Finally, we find that our emic-etic hybrid approach identified several Chinese organizational values which provided useful information when studying the aspirational values of American firms, thus indicating that organizational culture researchers be more open to the input of non-Western theories and viewpoints.

Dr. Parag Uma Kosalge

Management Department

"Enterprise Mashups: Why did this Web 2.0 service fail?"

Co-authors: Dr. Ashok Kumar

AMCIS: Americas Conference on Information Systems

Service Oriented Architecture (SOA) is increasingly popular among businesses today. As SOA enables Enterprise Mashups, rapid SOA adoption should lead to adoption of enterprise Mashups provided by IBM and other prominent providers. And yet the adoption is low enough for Yahoo and many others to shelve it. Why did it fail? This research tries to answer empirically by assessing user perception, as Web 2.0 adoption is a bottom-up phenomenon. Six hundred responses over six years are examined using the importance-performance (IP) framework. The research concludes that users find Mashups important for business but find the performance lacking. Adoption may be expected only if performance improves substantially. Users perceive Mashups as important for Online Sales or Customer Service, Promotions and Marketing, and Purchasing and supplier communications. Users find Mashups important across all functional areas, especially Sales, Promotion and marketing, Production and Operations, and Procurement.

Lori Koste

Management Department

“Supply Chain Management Majors And Professional Success”

Midwest Decision Sciences Institute

There are growing concerns about higher education costs and student debt. Time to graduation, and delays associated with a major change, can impact student debt. Thus, choice of business major continues to be a vital issue. There is currently a shortage of SC professionals, which business schools seek to address by providing graduates with the necessary skills. Skills desired by employers have been frequently examined, and include leadership, communication skills, and work ethic, among others. While some of these skills can be fostered within business schools, there are elements of these which are personality-based, and may not change significantly during a business program. Therefore, awareness of these characteristics and skills is relevant to major choice prior to the decision. This study seeks to address this gap, by evaluating characteristics of successful SC professionals from three sources – practitioners, faculty, and students. Keywords: SC professionals, SC skills, business major, survey research

Ashok Kumar

Management Department

“Applications Of Quality Competitiveness Index Methodology For Strategic Advantage”

Co-authors: Kathy E Stecke, Jaideep Motwani

AIMS-15

According to the operations strategy literature, quality of a firm’s products or services is a significant determinant of its competitiveness and is, therefore, a key dimension of competition for all firms. It is, therefore, imperative for companies to measure, benchmark, and improve their quality with respect to their competitors’ frequently, in a constantly evolving market. However, measurement of quality as well as the determination of the degree to which quality influences the competitiveness of a firm remains a difficult proposition because of the subjectivity inherent in both. Kumar, Motwani, and Stecke et al. (2004) addressed this need through construction of an index, called the Quality Competitiveness Index (QCI), which represents the degree to which a firm’s total quality program (TQP) is effective in contributing to its competitiveness on a unit scale. Kumar et al. (2004) also suggested that the methodology associated with the development of the QCI could be used to identify and prioritize weak areas in a company’s TQP such that strengthening those areas would maximize the improvement in the company’s strategic advantage. In this paper, we use a case study to show how the QCI methodology accomplishes these tasks.

Nancy Levenburg

Management Department

“Understanding Quantitative Literacy in Undergraduate Business Students”

Academy of Business Research Fall 2017 Conference

Undergraduate business students often regard quantitatively-oriented operations management courses as the most difficult in the business school curriculum. Why is this? Is it due to deficient math skills or math-related anxieties? And if so, what specific areas of math present the greatest challenges? Finding answers to these questions can assist in designing/developing remedial programs and instructional

methods to help students hone their quantitative skills, and, ultimately, their success in their upper-level courses, grade-point-averages, degree persistence, and completion of academic studies. This research investigates students' basic math competencies as they enter into operations management courses. A 16-question math skills survey containing the types of problems that most students would have been exposed to in high school or earlier (e.g., order of operations, understanding of fractions, decimal and percent conversions, and algebra) mini-problems was used to assess 737 business students' math skills. The data revealed that problems involving a fraction, exponentials, or the ability to apply the order of operations pose the greatest difficulties. Business students also appear to demonstrate varying abilities in performing basic mathematical operations, with accounting and finance majors performing better and marketing and general management majors doing the worst. Students who had taken a prior university-level course in either algebra or calculus fared better than those who had not ($p < .001$). A significant effect was found for gender, with men achieving a higher number of correct answers than women ($p < .01$). There was not a significant effect of race on basic math skills proficiency. Remediation should be beneficial in terms of: (1) students' performance in quantitative courses; (2) preparation for more advanced courses; (3) fostering critical thinking skills; and (4) positively impacting their grade-point-averages, persistence, and eventual completion of academic studies.

Simha Magal

Management Department

"Design Led Development Using SAP® BUILD"

Co-authors: Jayne Dissette, Meagan Knoll, Simha Magal, and Dana McCann

21st SAP Academic Conference North America

The abstract for the above mentioned presentation is provided below. In addition to the presentation, I am scheduled to participate in two key note presentations. These presentations are about the following:

1. Over the last 15 years, I have developed curricula using SAP technology that is freely available (and used by) faculty around the world. This keynote reflects on the current state of SAP-based curricula and the need to develop new materials based on emerging technologies.
2. Grand Valley will be recognized by SAP as one of seven "SAP Next-Gen Chapters" in North America for our contributions to digital business education. I will represent Grand Valley at this event.

----- Abstract for the presentation noted in the title. In the past five years Design-Led Development (DLD) has become the standard for software design by non-computer science trained individuals. DLD puts the user first by truly understanding the needs and wants before a solution is designed and implemented. By investing time in user research at the beginning of the software design process and the product life cycle, a company is able to realize value in the software solution that the users will want to use. In this boot camp style presentation fellow academics will learn the specifics of DLD and how to implement this new design process in their systems design and analysis courses. The overarching goal for the boot camp workshop includes: Learn the end-to-end process of Design-Led Development Identify resources available to faculty to use as teaching materials in a DLD or Systems Design and Analysis course. Receive information about Global Bike Inc., a fictional company created by faculty at Grand Valley State University and professionals at SAP, and how the case study has been expanded to include DLD. View live demos in SAP BUILD to visualize how it can be taught in a course.

Swithina Mboko

Management Department

“Environment Perceptions and Business Management Practices of Forcibly Displaced Entrepreneurs.”
2018 MBAA International Conference

In this exploratory paper we report on the influence of environment perception on business management processes of refugee entrepreneurs. We make a contribution to the rising stream of research investigating immigrant entrepreneurship through studying refugee entrepreneurs of African ethnicity an area that is underrepresented in research. We find that motivations to start businesses are in line with what previous studies have established. We also find home and host country influences on the refugee entrepreneurs perception of the environment. Ease of doing business is perceived as a substitute for a need to access business support services available to enhance success and scaling of the small businesses suggesting a possible explanation for the limited growth of small businesses owned by refugees.

Dana McCann

Management Department

“Bringing Design-Led Innovation into Your Classroom”
Co-authors: Meagan Luttenton-Knoll, Dr. Simha Magal
21st SAP Academic Conference North America

In the past five years Design-Led Development (DLD) has become the standard for software design by non-computer science trained individuals. DLD puts the user first by truly understanding the needs and wants before a solution is designed and implemented. By investing time in user research at the beginning of the software design process and the product life cycle, a company is able to realize value in the software solution that the users will want to use. In this boot camp style presentation, fellow academics will learn the specifics of DLD and how to implement this new design process in their systems design and analysis courses. The overarching goal for the workshop includes: Learn the end-to-end process of DLD, Identify resources available to faculty to use as teaching materials in a DLD or Systems Design and Analysis course, Receive information about Global Bike Inc. (a fictional company created by faculty at Grand Valley State University and professionals at SAP) and how the case study has been expanded to include DLD, and View live demos in SAP BUILD to visualize how it can be taught in a course.

Jaideep Motwani

Management Department

“The Keys to Achieving Balance Between Theory and Practice: A Case Study on Experiential Learning”
The European Conference on Education

In this paper, by means of a case study, we demonstrate how the Management Department faculty of a comprehensive, public university located in Michigan; United States uses the Army’s “Be Know-Do Leadership” framework for curriculum development in order to proactively meet the changing needs and demands of the marketplace. The case study highlights the student centric, experimental and applied learning activities that have been integrated into different majors to better prepare and engage students in critical thinking, problem solving and decision making activities that are relevant to them for real-world success. By stimulating a real-world 24/7 environment and by keeping a balance between

theory and practice, this case study highlights the importance and need for making these changes. Specifically, this paper focuses on activities and processes geared to improving innovation, integration and impact in the following three disciplines: Entrepreneurship, Information Systems, and Supply Chain Management. Specific action items and recommendation are also provided.

Jaideep Motwani

Management Department

“The Impact of Supplier Integration on Firm Performance: Mediating Role of Supplier’s Performance”

Co-authors: Nikhat Afschan

Annual Meeting 2017

This study investigates the impact of supplier integration on financial performance of the firm directly or indirectly via supplier’s performance using data collected from 214 Indian manufacturing companies. The result of structural equation modeling showed that the relationship between supplier integration and financial performance is fully mediated through supplier’s performance

Daniel Pellathy

Management Department

“A Mid-Range Theoretical Framework for Logistics Customer Service”

Co-authors: Ted Stank, University of Tennessee

CSCMP 2017 Academic Research Symposium

This paper adopts a realist approach to middle-ranging theorizing as described by Stank et al. (2017) to develop a theoretical framework for LCS. The paper begins by elaborating the essential elements of middle-range theorizing: (1) defining theoretical constructs and relationships within a specified field of action and knowledge, (2) building directly on established findings within that field, (3) focusing on causal mechanisms and the contexts in which those mechanisms are expected to produce outcomes (Stank et al., 2017). It then moves through a step-by-step process of theorizing why and how LCS relates to antecedents and outcomes, and under what conditions these relationships are expected to hold (Pawson and Tilley, 1997; Astbury and Leeuw, 2010). Guided by a realist framework of mechanism + context = outcomes, the paper concludes by developing a number of avenues for future research that would refine and extend current understanding of the LCS phenomenon. On a practical level, this research helps to bridge the gap between academic research and practice, as has been advocated by senior leaders in the logistics discipline (Lambert and Enz, 2015). Business leaders continue to turn to logistics and supply chain researchers for actionable, evidence-based guidance on a range of pressing issues. Scholars must therefore be able to distill current knowledge about LCS into a concise set of management principles while at the same time pursue innovative research that keeps pace with the times. Middle-range research represents a promising approach for meeting this dual requirement. By synthesizing the body of LCS research into a defined set of empirically-based relationships, this paper offers clear guidance on LCS basics in a language and context familiar to practitioners. At the same time, it defines a space for deeper inquiry into the mix of activities practitioners need to consider in a given context if they hope to achieve specific results. Ultimately, the value of supply chain research is measured by its impact on practice. The hope is that this research will improve the ability of scholars and practitioners to engage on issues related to LCS while setting the stage for future research on the next set of relevant challenges (Fawcett and Waller, 2011).

Carol Sanchez

Management Department

“Developing Global Competency through Short-term Study Abroad Trips: A Focus on the Interface”

Co-authors: Katherine A. Karl, University of Tennessee Chattanooga (Organizer) Mark Mendenhall,

University of Tennessee Chattanooga Joy V. Peluchette, Lindenwood University

Academy of Management Annual Conference

Short-term study abroad trips are an increasingly popular means of promoting students’ global competency. It is suggested that cultural boundary spanning, or a focus on the interface, is critical to developing students’ ability to adapt and interact with people from different cultures. The purpose of this session is to engage participants in a discussion of activities or assignments that require student exchange of information or resources across national boundaries. In the end, participants will walk away with ideas and resources that can be easily implemented on their next faculty-led short term study abroad trip.

Carol Sanchez

Management Department

“Gender, Trust, and The Role Of Women”

Co-authors: Kevin Lehnert, Carri Tolmie

AIB US SE 2017 Conference

This paper explores the role of gender and its influence on the relationship between trust and organizational performance as well as on the perception of women as managers. We argue that the more positive the perception of women as managers, the stronger the relationship between trust and organizational performance, and that this relationship is moderated by the gender of the employee. Utilizing a sample of 389 managers of organizations from two Latin American countries and the United States, results support our hypotheses that organizational trust is associated with stronger perceived performance, and this relationship is mediated by the employee’s perception of women as managers. The mediating effect only holds for men, not women. Results offer valuable insight for managers as they try to create an equitable environment for all employees to contribute and prosper, by building higher levels of firm-level trust, growing the role of women as leaders, and improving organizational performance.

Carol Sanchez

Management Department

“Women’s Involvement In Family Businesses And Its Effect On Performance”

Co-authors: Ana Gonzalez, Yeny Esperanza Rodriguez Ramos

14th Family Enterprise Research Conference

This paper focuses on the effect of women's involvement on family owned business performance. Past research has explored pathways and outcomes of women in family businesses, yet there is still a great need for more research on how women's involvement affects firm-level success. In response to this call, our research focuses on women in strategic leadership positions and their perceptions on performance expectations of the family firm. We ask if their perceptions differ from those of men in these positions. Importantly, we also ask if the contextual dynamics that surround women's involvement in the family

firm affect these perceptions. By strategic leadership positions, we refer to whether the women are involved as CEOs, as part of the top management team (TMT), and/or as board members who serve as owners, managers or both (Finkelstein, Hambrick & Cannella Jr., 2009).

Anton Fenik

Marketing Department

“Prisoners of Our Own Experiences: Emigrants’ Reconciliation of Domestic Product Offering During Homecoming Honeymoons”

Co-authors: Helena F. Allman

2018 AMA Global Marketing SIG Conference

Over the past few decades, a broad spectrum of globalization initiatives resulted in international migration on a scale like never seen in the history of humankind. Consequently, consumers became exposed to foreign-made products at home and abroad. The plethora of market offerings, on one side empowered the consumer with information and number of choices. On the other side, such vast marketplace also created a sense of confusion and misplacement. This confusion mixed with a more recent sociopolitical trend towards nationalism has resulted in waves of people returning to their native countries for good. While migration in general is not something new, the retraction from global to patriotic consumption among consumers across many countries (e.g., Brexit thinking) is a very much a present phenomenon. Extant academic literature is limited when it comes to understanding this phenomenon. Current academic literature tends to address this phenomenon only as a dimensionality within the consumer culture theory (Arnould and Thompson 2005). Global consumer culture tends to be the predominant lens through which global consumption experiences are studied. This paper proposes that while this theoretical perspective is extremely valuable to understanding global consumer, it is somewhat limited explaining consumption patterns of emigrants who decide to return to their home countries. Moreover, an argument can be made that simply extending this theory to cover the phenomenon in hand is insufficient. Instead, this paper utilizes the grounded theory approach to induce a theory of a nationalistic consumer. The paper does so by answering the research question which initiated this research inquiry. Specifically, the question asks what do consumers who lived in a foreign country for a prolonged period find upon a conscious decision to return to their native country? Grounded theory approach suggests to researchers to seek knowledge from a variety of places. It has been said that “grounded theory” transcends specific data collection methods (Glaser 1978) and as such it welcomes data from in-depth interviews, popular press, memos, observations, events, as well as surveys or experiments, among other qualitative and quantitative data collection techniques. Therefore, data for this study was collected using diverse sources and data collection methods. Data was collected using in-depth interviews, participative observations, popular press interviews of consumers fitting the phenomenon of interest, and researchers’ memos describing consumption situations of relevant consumers. As an initial step, grounded theory suggests scanning existing literature (Strauss and Corbin 1990). Therefore, last five years of consumer behavior-related journals have been scanned in search of theories, variables, and relationships that may offer insight into the current phenomenon. The criterion of last five years should significantly, if not completely, cover the recent phenomenon that truly erupted only two to three years ago. In addition, older literature was consulted especially when it was relevant to global consumption patterns, since this type of consumption may be most relevant here. After the literature was exhausted, two researchers engaged in in-depth interviews and popular-press interviews of people who recently migrated back home after a prolonged period of living abroad. Each person stayed abroad for minimum of 5 years and all thought of their abroad living situation as home at one

point or another. Constant comparison between the data collected after each interview and the shaping theory behind the present phenomenon was employed (Strauss and Corbin 1994). Two researchers analyzed the interviews, took notes, and aggregated their own perspective on the data into dimensions and concepts that furthermore strengthen the initial stages of inducing a theory (Strauss and Corbin 1990). The researchers met on period basis to compare notes and induced dimensions. They discussed and compared their findings until they reached consensus as to what the data was telling them. This process resulted in the initial working model which is presented in Figure 1 below. While this work is still in the final data collection and analysis phase, certain high-level categories and dimensions are starting to present themselves as a concrete foundation behind the studied phenomenon. At some point, a person starts to realize that living abroad creates a distancing from own culture effect. This effect, if fed by internal (e.g., nostalgia) and external (e.g., nationalism trend) factors, results in the person's desire to seek its native identity. This search for nativity manifests itself through consumption behavior. Some unique consumption patterns exist within the context of this phenomenon. Consumers engage in what we call hedonic commodity and utilitarian luxury consumption. When a general consumer seeks to purchase pencils, it is purely utilitarian consumption experience. However, native identity seekers tend to promote even such a purely utilitarian consumption experience into a hedonic one. For example, one of the interviewed consumers stated: It was a very pleasant experience to come across pencils made in Slovakia [consumer's native country]. Knowing that these pencils are made of healthy, strong, and Slovakian lumber, it gives me more pleasure in using these pencils rather than some foreign made ones. Similarly, native identity seekers can point out utilitarian reasons behind consuming a product or an experience that clearly is of a luxurious nature which under usual circumstances would be associated with hedonic consumption. These are just a couple of examples that from the data. The consumption patterns of native identity seekers are more complex and we are in the midst of analyzing the data. However, one point is clear. These consumers are using consumption as a path to reestablish their nativity and legitimize their homecoming. At some point of the reestablishment process, native identity seekers amplify their nativity and repress their foreignness enough to establish desired identity equilibrium. At this equilibrium the consumption that led to this point is not sought after as much anymore. A sort of calmness sets in after the storm. However, this calm post-storm period offers an opportunity to reflect. It is during this reflection period that the native identity seekers start to hear others again. Meaning they are open to others' opinions now instead of blindly going after their goal of becoming native once more. These external voices, or influencers, serve as the nativity confirmation or disconfirmation mechanisms. On the model in Figure 1, we refer to these influencers as nationalism and foreignness seekers respectively. These tend to be actors (e.g., friends and family) from one's social network within the home country who never had extended abroad experiences. The calmness after the identity storm mixed with the influencers creates an environment for dualization of identity. The dualization of identity manifests itself with doubt, feeling of displacement, and confusion in a form of questioning of one's choice to move back home. Perhaps one of the more interesting points coming out of data is this idea of own's experience imprisonment feedback loop. It is at this point of homecoming that the native identity seekers start to seek consumption experiences that are associated with their abroad experience. For example, one of the participants of this study was interviewed across a period of two weeks. This participant returned home after living in the US for 14 years. During the first interview she expressed the following feelings: I do not understand why I was eating [US fast food burger establishment] and similar junk fast foods. Coming back home and experiencing all over again the cuisine that I grew up with truly opened my eyes! I mean just look at all the news out there about the western fast food industry and you will be disgusted. Just a couple of weeks later the same participant expressed completely different opinion of the same US fast food burger establishment: It is kind of nice to have [US fast food burger establishment] present in my hometown. In a way, it gives me a piece of mind that if something terrible will go on in my home country I know of another world where I

can successfully exist. Across the interviews similar dualized perspective on same topics presented itself. Depending on when the interview was conducted (early or later time of one's homecoming) the data presents this one or the other side of this duality. We have not fully saturated this concept, but it is becoming clear that it originates from what we refer to as prisoners of own experiences. Unless we can go back in time, our experiences cannot be erased. In the context of native identity seekers who tend to set out to cleanse their identity of their abroad experiences come to a realization that they may never be able to do so. Moreover, for rest of their lives they might have to wrestle with the idea of whether they made the right choice to move back home. This identity tussle comes from own experience imprisonment that manifests itself in dualized consumption patterns.

Chris Hinsch

Marketing Department

"The Evolution of the Impact of Religion and Life Satisfaction on Environmental Concern"

Co-authors: Reto Felix, University of Texas Rio Grande Valley

AMS 2018

Many research studies have been aimed at understanding the relationship between religious faith and sustainability (Leary, Minton & Mittelstadt, 2016; Weaver & Agle, 2002; Hope and Jones, 2014; Mathras, Cohen, Mandel & Mick, 2016). However, these studies have not shown how attitudes towards these constructs have changed over time. The current research uses publicly available data gathered over a 20-year span to show how the relationships between these constructs have evolved. Our results show that religiousness (perceiving yourself as a religious person (Felix et al., 2017)) is positively related to willingness to pay for environmental outcomes, but the strength of this relationship has decreased over the 20 years of study. Our results also show that life satisfaction mediates the relationship between religiousness and environmental concern. More importantly, this mediated relationship was positive at the outset of data collection but is negative at the end. Where life satisfaction reinforced the positive relationship between religiousness and environmental concern in the past, it now competes with this positive effect.

Eric Kennedy

Marketing Department

"Brand Meaning Co-creation"

Brand Meaning Network Workshop

At this workshop, I will engage in scholarly discussions with 15 scholars from across the world. I will be 1 of only 2 Americans invited to this second semi-annual event. The first event was held in Denmark in 2016. At the workshop, members of the group will explore key themes, theories and concepts that could be relevant to understanding key aspects the dynamics of brand meaning co-creation (including destruction). Such questions could relate to the definition and nature of brand meaning co-creation specifically and co-creation in general, but could also consider specific micro-processes or methodologies related to brand meaning co-creation. My research stream is directly tied to brand co-creation, and have published 4 articles within the topic to date.

Eric Kennedy

Marketing Department

“The Intensity of Digital Practices: Outcomes of Passive and Active Consumer Brand Co-creation”

Co-authors: Niels Kornum, Serena Wider, Anna-Bertha Christensen, all at Copenhagen Business School
13th Global Brand Conference 2018

As consumers consistently interact with brands, other consumers, and online communities in the form of digital communications, brands are susceptible to the influence and ideas of these consumers. This influence, which can be in either a passive or active position from the consumer, is the result of a formal or informal relationship between brands and consumers in which value is created by all actors. This relationship has been defined in the literature as co-creation, which is the process of two or more parties working together to create value (Prahalad and Ramaswamy, 2004; Vargo and Lusch, 2004). The study of co-creation is broad, with recent contributions to the literature addressing brand communities (Roncha and Radlyffe-Thomas, 2016; Kornum, et al., 2017), engagement and actor roles (Biraghi and Gambetti, 2017; Conduit and Chen, 2017; Gyrd-Jones and Kornum, 2013; Waseem et al., 2017), the implementation of a co-creation strategy (Ind et al., 2017), collective action (Laamanen and Skjott-Larsen, 2015), social marketing (Domegan et al., 2013), customer co-creation of value (Agrawal and Rahman, 2017; Merz et al., 2018), value creation (Flores and Vasquez-Parraga 2015; Grønroos and Voima 2013), the outcome of co-creation (Alves et al. 2016; Cossio-Silva et al. 2016; Kennedy 2017; Navarro et al. 2016) and the negative side of co-creation (Greer 2015; Smith 2013). The concept of active and passive co-creation has been introduced and applied to brand co-creation (Kennedy and Guzmán, 2016; Kennedy, 2017). This work shows that brands can engage in co-creation by adopting a passive or active stance in the relationship. The passive stance of co-creation occurs when a brand interacts with consumers in a digital setting, but does not make an explicit call for co-creation to occur – for example, a social media post introducing a new fashion line. On the other hand, the active stance of co-creation occurs when a brand makes an explicit call for a consumer to engage in co-creation – for example, a social media post inviting consumers to engage and share ideas about the brand in an online setting. The current research proposes that consumers can also possess these passive and active tendencies for co-creation. For example, research in social media shows that some consumers are involved with digital communication for information, entertainment, and rewards in a passive way, primarily consuming content (e.g., Tsai and Men, 2013). This passive behavior is proposed to be a low level of intensity. Other consumers are involved with digital communication as part of a brand community (e.g., Hung, 2014). This active behavior is proposed as being in a higher intensity level of engagement. A consumer demonstrating low intensity co-creation in a digital setting would merely follow a brand or brand community and consume information, which inherently creates value for the consumer through knowledge generation and value for the brand through an increase in brand awareness. On the other hand, a consumer demonstrating a high intensity co-creation position would follow a brand or brand community, and engage in interactive online behaviors including commenting, sharing posts, retweeting, emailing, and otherwise any form of sharing online content. This highly intensive form of digital consumer co-creation creates value for the consumer and brand through the sharing of information or experiential ways of interaction based on, for instance, brand self-congruence (e.g., Hung, 2014) or para-social interaction (e.g., Labrecque (2014)). The purpose of this paper is to measure the outcomes of consumers engaged in low and high intensive co-creation in digital settings. In a series of two experiments using millennial consumers, the level of co-creation intensity and passive and active co-creation is manipulated while the impact on brand loyalty, purchase intention, and attitude towards

the brand are measured as the outcomes of co-creation. Isolating the level of intensity and state of co-creation will expand the knowledge of co-creation, providing insight into the benefits, or lack thereof, of a brand encouraging consumers to be active participants in co-creation.

Eric Kennedy

Marketing Department

“Empowering Co-Creation: An Examination Of The Factors Leading To Consumer Co-Creation Of Brand”

Co-authors: Francisco Guzman and Robert Pavur, both at University of North Texas

Brand and Brand Relationships

Background Through social media, and other forms of electronic communication, consumers have gained the ability to influence and shape a brand. The activity where consumers and brands engage in this mutually beneficial relationship is termed brand co-creation. Co-creation is the process where two or more parties collaboratively interact to create value (Bogoviyeva, 2011; Grønroos, 2011; Merz et al. 2018; Pralahad and Ramaswamy, 2004; Vargo and Lusch, 2004, 2016). This is particularly relevant today given that 38 percent of the general population consider themselves creators of content, while 75 percent of consumers under 28 years of age share content online (Abramovich, 2016). As this level of creation and consumer brand interaction keeps increasing, research on the co-creation of value through identity is a worthwhile subject (Merz et al., 2018; Voyer et al., 2017). This study thus explores why consumers engage with a brand to co-create. Besides a conceptual piece by Roberts et al. (2014), only two recent studies empirically identify factors that explain why consumers engage with brands to co-create. Merz et al. (2018), based on past literature, identify three motivating factors: brand passion, brand trust (Chaudhuri and Holbrook, 2005), and brand commitment. Kennedy and Guzmán (2016), based on exploratory research with consumers—in line with the process followed by Baldus et al. (2015) to identify consumers’ motivations to engage in online communities—identify and validate five motivating factors: social, fun, brand commitment, communication appeal, and value compatibility. Through a series of five experiments with consumers aged 20 to 28, this paper tests the effects of the consumer-based motivational factors identified by Kennedy and Guzmán (2016) independently to better understand which are more effective to empower consumers to co-create with brands. Analyzing each factor expands the academic knowledge on brand cocreation, and provides insights into why consumers co-create and which motivational factors are more effective to empower consumers to co-create with brands. Method The main objective of the five studies is to determine the impact that a co-creation prompt based on each factor (social, fun, brand commitment, communication appeal, and value compatibility) has on the likelihood of consumers to engage in co-creation. Their second goal is to investigate how gender influences the propensity to engage in co-creation within a context determined by each factor. Their third goal is to examine how consumers’ perceived ability to influence a brand moderates the relationship between each factor and co-creation. A different set of respondents for each study, first, answered a qualifying question on their social media usage. Next, were shown one of the four manipulations. Then, answered questions about their tendency to engage in social activities and their likelihood to engage in cocreation activities with the brand (study 1), their tendency to engage in fun activities and their likelihood to engage in co-creation activities with the brand (study 2), their attitudes towards brand commitment and their likelihood to engage in co-creation activities with the brand (study 3), the type of communication in the social media post and their likelihood to engage in cocreation activities with the brand (study 4), and their attitudes towards brand commitment and their likelihood to engage in co-creation activities with the brand (study 5). The value compatibility model explains the largest percentage of variation in co-creation engagement at $R^2 = .433$, followed by brand commitment at $R^2 = .353$ and communication appeal at $.333$. The Fun and Social model each explain a

smaller percentage of the variation in co-creation engagement at .244 and .273, respectively. These results build on the knowledge of attribution theory (Heider, 1958; Settle et al., 1971), as consumers examine a social media post by a brand and determine the underlying cause of the message. The fact that value compatibility has the greatest effect supports Kidwell et al.'s (2013) findings, who state that consumers are more persuaded by things that relate to their prior beliefs. These findings also find support in persuasion knowledge (Issac and Grayson, 2017); when the message is determined to be a true call for interaction between the brand and consumer, the consumer is more likely to interact. Therefore, brands and companies that are strategically targeting consumers for co-creation will benefit from displaying similar values as those consumers while asking for the co-creation behavior. In sum, for managers these results offer important insights about the underlying motivations for consumers to co-create. As brands continue to migrate and engage with consumers in a virtual space, understanding how to manage relationships with consumers is needed. A brand can make a prompted call for co-creation through the use of social cues, incorporating fun tasks, by aligning with consumer values, and engaging those consumers who are committed to the brand. To further increase the likelihood of co-creation to occur, the brand can incorporate a perception that the brand is open to influence from consumers into messages relating to brand commitment, brand communication, and fun. Finally, if the brand wants to further segment the market and focus on gender, social cues can be given to male consumers while fun tasks and value alignment can be targeted to women.

Mark Kubik

Marketing Department

"The Promotion of the Family Business Brand Through the Work of Sales Representatives"

Co-authors: Isabel Botero, FOBI Scholar in Residence

Family Enterprise Research Conference

Developing and maintaining competitive advantage is important for the continuity of organizations. Therefore, organizations look for ways to stay on top of the minds of consumers and differentiate themselves to remain competitive in their market (Keller, 2008). One of the ways of achieving this differentiation is through branding (Hullberg, 2006). The goal is for companies to develop and promote brands that create unique impressions about a company and their products in the minds of stakeholders (Anisimova, 2007; Balmer & Gray, 2003). Stakeholders also used brands as a way to capture valuable information to help them in their decision-making about relationships with a firm (La Foret, 2009, Lievens & Slaughter, 2016; Mazzei & Ravazzani, 2015). Due to the importance of brands in today's world, family business scholars and practitioners have become increasingly interested in the phenomenon of "family business branding" (Binz, Hair, Pieper & Baldauf, 2013; Blombäck & Botero, 2013, Craig, Dibrell & Davis, 2008; Zellweger, Kellermanns, Eddleston & Memili, 2012). A family business brand represents - the formal and informal communication (image) of the family element of firm essence (identity), which includes the family's involvement in a firm, and which lead to associations and expectations in the mind of stakeholders (reputation) that help differentiate these firms from others in the marketplace and other venues (Binz Astrachan et al., in press). Although findings suggests that the use of family business brands in marketing efforts can result in positive, neutral, and negative perceptions about a firm (Sageder et al., 2016), most of the research supports the positive associations that customers have with family firms, especially in industries where customer service is prevalent. Although there has been advances in our understanding of which family firms are likely to promote their family business brands, and why they make these decisions (Binz Astrachan et al., in press), one aspect that we have very little knowledge about is whether family businesses sales representatives are likely to promote the family business brand in their interactions with customers, and if they do, how they do it.

The behavior of sales representatives can play an important role in the success of family firms. For example, in their work on enhancing competitiveness of family firms Craig and colleagues (2008) find that family firms that promote their family business brand identity through their customer service orientation perform better than other firms. Thus, understanding the behaviors of sales representatives regarding their communication of the family business brand can help enhance the applicability of what we know regarding family business brands. In an attempt to address this gap, we designed an interview-based study to address three research questions: RQ1 – Do Sales people use the family business brand in their sales effort? RQ2 – Why do sales representatives decide to communicate or withhold information about the family business brand to customers? RQ3 – If they do, how do they promote the family business brand as part of their sales behavior? Data for this project was obtained through in-depth interviews with sales representatives for family firms (See Appendix A for Interview Questions). Given the exploratory nature of the study, we used a convenience sample of sales people from family firms. We focused exclusively on family firms because we were interested in understanding their initial interactions with clients and whether they presented their companies as family firms to customers. Each Interview took between 40 minutes and one hour. Once we finish all the data collection, interviews will be transcribed and coded to answer our research questions. We see three important contributions of this paper. First, results from this paper can continue to build a framework to understand the family business brand. Understanding more about family business brands can help explore the “family effect” on the business, and how and when this effect can be positive, neutral, or negative for a family firm. Second, results for this project are also relevant to understanding selling behaviors of organizational representatives. In this sense, this project enables the combination of research in the area of professional sales and family business. Thus, it helps expand the types of topics to explore in both areas. And, third, the results of this study contribute to the practice of branding in family firms. In particular, it can help family businesses by identifying the conditions under which promoting a family business brand would be beneficial for a sales representative, and the conditions under which this would not work in their sales interaction.

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Kevin Lehnert

Marketing Department

“E-Commerce Corporations (ECCs) Internationalization: a Case Exploration”

AMS46: 2018 AMS 46TH ANNUAL CONFERENCE

The growth of global e-commerce present significant opportunities for global expansion. Yet, it has not leveled the playing field between emerging markets e-commerce corporations (EM-ECCs) and advanced markets ECCs (AM-ECCs). While AM-ECCs have been expanding overseas with considerable success, EM-ECCs have been less disposed to internationalize and content to serve and defend their home turfs against foreign rivals wielding monopolistic advantages. Leveraging the Network, Ownership, Location and Internalization (N-OLI) framework, this paper examines the variables affecting the internationalization of AM-ECCs and EM-ECCs. We use an exploratory multiple case study approach to gain new insight into the internationalization of EM-ECCs while comparing it with the internationalization of AM-ECCs. This includes detailed analysis of two ECCs representing emerging markets and advanced markets. The findings suggest that AM ECCs, in comparison to EM ECCs, are endowed with favorable network-based advantages, firm-specific advantages, and institutional ownership advantages that make them more capable of pursuing internationalization aggressively. However, EM ECCs are induced to pursue regionally-focused internationalization due, in large extent, to capital scarcity and ownership advantages emanating from knowledge of the home region.

Bishal B C

School of Accounting

“Strategic R&D Expense Classification and Cost of Debt”

2017 American Accounting Association Annual Meeting

This study examines the relationship between R&D expense classification and loan spread. Five percent of firms in my sample do not report any information regarding their R&D expense on Compustat but still file for patents during a given year (hereafter, Pseudo blank R&D firms). Koh and Reeb (2015) argue that missing R&D is not an accidental outcome but instead a deliberate firm choice. I examine whether cost of debt for these pseudo blank R&D firms are different from otherwise similar firms. I document that Pseudo blank R&D firms on average pay 17 basis points less in loan spread compared to control firms. Banks with greater experience operating within a particular industry charge a higher loan spread relative to banks with less experience, which suggests that experienced banks see through the hidden R&D expenses incurred by pseudo blank R&D firms. These findings suggest that banks perceive R&D expenses as a risk factor and so some firms benefit from strategically classifying R&D expenses into other expense categories. These findings are broadly consistent with the notion that managers engage in expense classification shifting as shown by McVay (2006) as well as Fan, Barua, Cready, and Thomas (2010).

Paulette Ratliff-Miller

School of Accounting

“The Impact Of Internationalization On Sustainability Reporting And Practice – U.S. Companies And Their Polish Subsidiaries”

Co-authors: Joanna Krasodomska, Justyna Dyduch

CSEAR North america 2018

In this study, we examine the role internationalization plays on the sustainability reporting and practices of foreign subsidiaries, specifically in Poland. The dynamic development of sustainability practices in Poland (since about 2006) is a result of the influx of foreign investors and, more recently, the EU initiative (Directive 2014/95/EU on non-financial disclosures) which imposes new sustainability disclosure requirements on firms in EU countries. The United States is the largest foreign investor in Poland. Fifty-six of the 100 largest U.S. companies and their Polish subsidiaries are examined to compare sustainability reporting and practices including: publication of sustainability reports, sustainability standards employed, reports’ external assurance, awards and rankings on sustainability lists, and the accessibility of non-financial sustainability disclosures. We use institutional theory to explain the diffusion of sustainability reporting practices due to the internationalization process. Although this study is in a preliminary stage, we anticipate the findings to reveal patterns of American practices being diffused to Poland (mimetic isomorphism processes by which the subsidiary models their behavior by imitating others in order to enhance their legitimacy or to achieve success), but also being diluted along the way in view of each subsidiary’s and country’s characteristics (Polish subsidiaries are managed as autonomous units, which are allowed to manage their operations as they see fit (this leads to a broader organizational culture, where top positions are not as heavily staffed by nationals from the parent company, and potentially to a better understanding of local needs and demands). Our study contributes to the sustainability literature in that there are few studies which investigate how the internationalization process affects the implementation of sustainability practices. Findings also have implications for policymakers in Poland for setting incentives and binding regulations to enhance the sustainability practices of Polish companies.

Dennis Stovall

School of Accounting

“Retention Remains a Challenge”

Co-authors: Denise de la Rosa

2017 The Finance, Economics, Management, IT, Marketing, MIS, Global Business, and Healthcare Management Research Conference, Miami

Public accounting firms have struggled and continue to struggle with the retention, attraction, and promotion of women at their firms. Part of this can be attributed to the fact that many women desire to have a more flexible schedule which allows them to have a better family and work balance. Due to this, many women will leave a firm after only working there a few years, most likely after obtaining their CPA certification. Legislation passed in the past few years now allows for accountants to attain their certification through either industry or public practice. Firms have tried to entice women to join and stay by offering flexible-work and part-time arrangements, but this ultimately is not solving the problem in its entirety. Women continue to leave firms at a much higher rate than men. In addition to problems with the current workforce, firms also face a new challenge of attracting the next generation of women accountants, the millennial generation. Like any generational switch, firms must analyze their current policies to ensure they attract and retain the best new talent in the years to come. This paper explores

employment trends of women CPA holders, and what measures firms are taking to attract and retain them.

University Libraries

Hazel McClure

University Libraries

“High Impact Librarianship: A Showcase of Collaborative and Experiential Learning Initiatives”

Co-authors: Gayle Schaub, Lindy Scripps-Hoekstra, Vinisius Lima, Mark Schaub

American Library Association Annual Conference

Librarians and disciplinary faculty showcase four collaborative projects that have provided students with a high-impact learning experiences in information literacy. These projects cover a range of methods, including a program that allows education students a chance to teach information literacy skills to a cohort of public school students, a summer scholars program, the creation of an open education resource (OER) by a writing class, and a class built around designing materials to teach college students information literacy terminology. The panel will discuss how these projects achieve many of the practices identified by the Association of American Colleges and Universities (AAC&U) as high-impact learning practices. The Association of American Colleges and Universities has identified ten practices as highly influential in higher education. These practices range from first-year experiences to capstone courses, from global learning to writing-intensive courses. The common thread for all of these practices is the level of engagement and connection to the work. The work of nearly all academic libraries and librarians supports the AAC&U practices, such as information literacy instruction for capstone, writing, and first-year seminars and research support for collaborative assignments and projects. Librarians doing the work described in this panel, however, go beyond the traditional librarian role; in these projects, librarians have taken initiative to engage in projects that highlight some of the salient, experiential facets of the practices identified by AAC&U. The value of the following four experiences is the significant learning impact on students, potentially affecting overall higher education goals like student retention and career success, but also on the information literacy skills that are essential to both academic work and lifelong learning. Two university librarians work with a college of education professor and public middle school teacher on a series of weekly information literacy classes. Over the course of a semester, pre-service education students work alongside middle school students in their classroom on a research project, helping sixth-graders to build research and information literacy skills, from developing a topic to citing sources. The community-based learning project gets college students into a K-12 classroom early in their education, placing them into a mentorship role where they can apply what they learn, gain confidence, and practice teaching methodologies and techniques. Librarians created and led a summer-long research program for undergraduate student researchers. This annual program provides students with the opportunity to have an intensive research experience using the library’s resources and collections. Mentored by a librarian faculty member, students develop and enhance information literacy skills as a means to engage in the scholarly discourse of their discipline. In this program, students learn about library resources, engage deeply with collections and resources to support scholarly exploration. Using information literacy skills honed during the project, students create a finding aid, exhibit, learning object or other product that supports other students’ use of the library and contributes to the library’s mission. What started as a disappointing search for an affordable textbook option for returning/nontraditional students became the focus of an entire business writing course in which the class revised a chapter of an OER and republished it, using research skills to inform

their writing. The writing professor reached out to collaborate with the librarian to identify viable open access textbooks and support with student research. Over time, the plan is to continue revision of this OER in order to provide a viable, affordable textbook option for all business writing students while providing a collaborative learning experience for the students who take this course. In this course, students engage deeply with the topic and practice of writing and communicate to a very real audience, students like themselves. The "Learn the Terms" visual information campaign is a cross-disciplinary, faculty-student collaboration in which graphic design students create a series of posters, table signs, digital images, and bookmarks, consisting of geometric shapes and lines and vibrant colors designed to illustrate information literacy terms used in college instruction. The project gives graphic design students a real-world, hands-on learning experience, taking them through the entire design process, from ideation to production. Student work in groups, taking on, in turns, the various design roles in the process, engaging in serious listening, responding to feedback, and incorporated the concepts and terms into their creations. They gain experience in problem definition, information gathering, concept development, and critique. The project offers an innovative, creative way to transform understanding of the language all students need to be effective learners and equips design students with the skills and practices they need in future careers.

Deborah Morrow

University Libraries

Panel: Embedding Technical Writing with Experiential Learning Components into Engineering Curricula

Co-authors: Lindsay Corneal, PhD PE

ASCE Annual Conference & Exposition

Panel assembled by L. Corneal & D. Morrow Abstract: Many engineering programs have recognized a need for discipline-specific writing instruction. Various methods have been targeted to provide students with opportunities to learn about technical writing with professional practice as the context for the writing. Input from educators and industry professionals has helped to develop the writing instruction and assessment. These valuable collaborations between industry and classroom instruction will help prepare engineering students to write in a professional setting. L. Corneal & D. Morrow - Individual paper abstract: Technical Writing as a Component of Co-op Term: An Experiment in Engaged Experiential Learning The School of Engineering at Grand Valley State University exists within an educational context that has adopted certain liberal education principles across all colleges and curricula within the institution. All students majoring in any engineering emphasis must also complete the General Education program and University Writing Program requirements to graduate. Within this context, the School of Engineering has an industry-engaged curriculum, with a mandatory three-semester co-op program in which students gain a year of full-time paid experience in industry. Engineering courses have traditionally taught technical writing through the use of laboratory reports or term papers. These types of writing are able to highlight the technical writing style but often lack the context of the professional work environment and its most common reasons for communication. Many employers within the co-op program at [xxx University] have indicated that students could benefit from additional experience communicating their ideas in writing when proposing or justifying a project or change. In this case study, several members of a small curriculum development team reflect on the affordances and constraints imposed by the decision to develop the academic component of one required co-op employment term (specifically the second of three) into a writing-intensive course with a focus on technical writing embedded in a real-work context. Additionally, the academic content is delivered entirely online, requiring attention to standards and best practices for online instruction, while

also allowing for the best practices of writing instruction, such as peer reviewing and revising. The rationales for undertaking the design, development, approvals, piloting, revising, and rollout of this course are closely aligned with the Liberal Education/Engineering & Society divisional engagement with "emphasizing the connectedness between the technical and non-technical dimensions of engineering learning and work & [And dedication to] helping engineers develop professional skills in areas such as communication, teamwork, ethical and professional responsibility, and lifelong learning.&". The presentation will touch on course design goals and challenges, adjustments made in scaling up from a small pilot to a full cohort a year later, and revisions made in response to student, faculty, and employer input solicited formally and informally.

Matthew Ruen

University Libraries

"OER Allies - Assemble! Identifying & Recruiting Stakeholders for OER Initiatives"

Co-authors: Rebel Cummings-Sauls (Kansas State University); Jeremy Smith (University of Massachusetts - Amherst)

OpenEd17: the 14th Annual Open Education Conference

Open Educational Resources (OER) have the potential to benefit stakeholders and communities across higher education, from libraries and faculty support offices to students, instructors, and administrators. The most successful OER campaigns are built on collaboration amongst these stakeholders, but establishing strong partnerships is easier said than done. In this panel, we will share practical strategies for identifying and enlisting campus stakeholders as OER allies, drawn from our experiences with successful OER collaborations at three different institutions. Session attendees will explore opportunities for connecting with a variety of stakeholders, learn how collaboration with those stakeholders can empower OER initiatives, and develop a plan for outreach to a new potential ally at their own institutions. Our discussion will highlight potential partners for open education initiatives, including teaching and learning centers, student government, instructional designers, provosts' and presidents' offices, campus bookstores, IT, and more. For each potential partner, we'll explore how OER can intersect with the partner's mission and goals, describe the unique resources and expertise which that stakeholder can leverage in support of OER, and share an example from our collaborative initiatives. This stakeholder-focused overview will lead into an interactive opportunity for participants to analyze a stakeholder at their own individual institutions and identify approaches for recruiting them as a new OER ally. Building collaborative OER or open education initiatives can be challenging, but stakeholders working together can reach higher and farther than any could alone. Through this panel, we seek to inspire and empower open education champions in many different contexts to enlist new allies, strengthen existing partnerships, and assemble successful collaborations.

Matthew Ruen

University Libraries

"Evolution Through Collaboration: Exploring Participatory Change in a Library Publishing Program"

Co-authors: Jacklyn Rander

Library Publishing Forum

At Grand Valley State University, staff from the library publishing program, special collections and archives, and technology services are collaborating to rethink and merge our support for functionally-similar activities. Our evolution is rooted in participatory management methods--organizational change

emerging from the bottom up, rather than change directed from the top down. In this short presentation, we explore the framework and processes which enabled our collaborative journey towards a new organizational structure. We will share an overview of participatory change management approaches and dive deeper into one model, Appreciative Inquiry, from a library publishing perspective. We will also discuss lessons learned and themes which emerged from our experiences implementing a participatory approach to organizational change.

Betsy Williams

University Libraries

“2017 NAHRS Selected List of Physical Therapy Journals”

Pure Information: Joint Meeting of the Midwest Chapter/Medical Library Association and Michigan Health Sciences Libraries Association

The 2017 Nursing and Allied Health Resources Section (NAHRS) Selected List of Physical Therapy Journals will help librarians with collection development and provide a useful resource to assist faculty in identifying options for publishing. The journal project began in earnest in July, 2016, and journal information and database coverage was completed in March, 2017. The project team consisted of one chair and six NAHRS members. The initial list of journal titles was compiled from Ulrichsweb, CINAHL, the NLM catalog, the Directory of Open Access Journals (DOAJ), and four studies mapping the core journals of physical therapy. The team developed the following inclusion criteria: " Peer reviewed " Published in English or bilingual English/other " Currently published with a print or electronic ISSN " Indexed in a database The Selected List of Physical Therapy Journals was based on the methodology and format of the 2012/2016 NAHRS Selected List of Nursing Journals, with some modifications to reflect database coverage relevant to physical therapy. The final list includes 227 titles. Of these, 83% are interdisciplinary journals, included because they were identified as highly cited in the mapping studies. The list compares database coverage and full text options for each title, including open access. As in the case of the nursing journal list, the Selected List of Physical Therapy Journals combines important information all in one place, and will be useful in collection development and faculty publishing decisions.