



2019

Scholars at Work Conference

Welcome to the 2019 Scholars at Work Conference

This conference was born from a single idea:

We don't know what you really do around here.

Your students witness your teaching. Your program and department colleagues are familiar with your work. People in your discipline may have read your books or articles, watched you perform, or attended one of your conference presentations. But the rest of us? Perhaps we served with you on a committee, met you in the hallway, or read about you in a University announcement, but mostly we know you as someone from work.

The goal of the Scholars at Work conference is to change that. It's a place to tell us about what you do, build your professional network at the University, and meet potential collaborators or accomplices in your future projects. We invited faculty throughout the University to tell us what makes them passionate about their discipline, research, or creative endeavors. Now you get a chance to meet them.



Schedule at a Glance

8:30 am	Welcome
8:45 - 9:45 am	Plenary Session
10:00 - 10:30 am	Concurrent Session 1
10:45 - 11:15 am	Concurrent Session 2
11:30 - 12:00 pm	Concurrent Session 3
12:00 - 12:30 pm	Poster Session
12:30 - 1:15 pm	Lunch On Your Own
1:15 - 1:45 pm	Concurrent Session 4
2:00 - 2:30 pm	Concurrent Session 5
2:45 - 3:15 pm	Concurrent Session 6
3:30 - 4:00 pm	Concurrent Session 7
4:00 pm	Closing Remarks & Event Evaluation



Seriously Fun

Game-Based Learning Cohort

Interest in the use of games to teach, reinforce, or evaluate learning in higher education has been growing steadily in the past decade. Using games and game elements have been shown to increase student engagement, motivation, and autonomy, yet the concept is often surrounded by skepticism about their effectiveness or anxiety about the work involved in creating them.

In August 2018, a group of twelve faculty formed the Game Based Learning Cohort to study the elements of educational games. They spent the next four months developing and play testing games for their own courses, and they are currently using the games in their Spring 2019 classes. In this plenary panel, four of the cohort participants will talk about their experiences and why they would (or would not) recommend game-based learning.

8:30 - 9:30 AM

Memorial Library 45

Plenary Session

The 2019 Scholars at Work Conference is a collaboration between the Center for Excellence in Teaching and Learning (CETL), the Center for Excellence in Scholarship and Research (CESR), IT Solutions Academic Technology, and Library Services.

Conference Co-Chairs

Jennifer Veltsos

Dan Houlihan

Carrie Miller

Mark McCullough

Heidi Southworth



Leon Chen (Finance)

Investor & Entrepreneur Simulation

Investors and entrepreneurs face off to maximize their profits in an oil well speculation. Through multiple rounds of financing, pairs negotiate debt or equity financing to maximize their expected payoff. Students practice negotiation skills and calculate risk and return on investment.



Rachelle Fuller (Recreation, Parks, and Leisure Studies)

Program Resource Allocation Simulation

Players earn credits for human resources, conceptual skills, time, money, equipment to create programs for their communities. Student teams must create a strategy, deal with scarcity, adapt to changing conditions, collaborate and compete with other teams, and manage multiple projects. Resources are spent to develop programs that often generate additional resources for future projects.



Chad McCutchen (History)

The Island of Kiskeya

Colonial powers Spain, France, Holland, and England vie for ownership of a Caribbean island by debating before a panel of international judges. The pirates and maroons who inhabit the island want a chance to rule, too. Diplomatic teams present arguments based on historical facts about colonization strategies, denigrate their rivals, and downplay their own weaknesses to help the panel of judges decide the fate of Kiskeya.



Elizabeth Pluskwick (Iron Range Engineering)

Li(Fe)

Students travel from Virginia to Duluth, MN, by answering questions about the 60 fundamental principles of engineering. Harder questions earn more tokens than easier questions. While similar to the commercial game Sorry!™, this game adds a gambling component in which students can wager to double their winnings if they feel confident about their knowledge.



Concurrent Session 1

ML 45

Collaboration in Renewable Energy Systems Development

Vincent Winstead

This presentation will describe the experiences of planning for and conducting joint research while promoting active partnerships among schools in the Minnesota State system. The specific examples are from multiple ongoing funded joint research projects including both Minnesota State University, Mankato and Riverland Community College in Albert Lea. This successful collaboration has required fostering and a commitment from colleagues motivated to succeed.

ML 47

R.O. Richards and the Business of Whaling in South Dakota

Lori Ann Lahlum

In 1911, Richard Olsen Richards, a Norwegian immigrant living in South Dakota, organized the United States Whaling Company with headquarters in Huron. Richards, a Republican Party operative and one of the richest people in the state, emigrated from a whaling community as a teenager and continued to keep close ties with family members, a number of whom engaged in Norwegian commercial whaling activities. In this presentation, I will share insights from research during my sabbatical.

ML 81

Forming a Cross-Discipline Tribe Around Entrepreneurship

Yvonne Cariveau

This presentation will be about the formation of a tribe of student entrepreneurs at the Center for Innovation & Entrepreneurship at Minnesota State University, Mankato in 2017-2019. We will discuss what constitutes a "tribe" and that feeling of belonging and connectedness for the type of person that is or wants to be an entrepreneur or innovator. We'll discuss why this type of tribe must span disciplines and what important lessons this type of experience provides to our students. I would also like to hear from the audience about other "tribes" that exist in and are connected to the university and how they have formed and benefit students.

ML 89

Research Success During Sabbatical Leave: Self-starter and Self-motivator Experience

Oksana Kim

I will share my experience of launching a series of research projects during my sabbatical leave. I will discuss challenges of being a self-starter and self-motivator when creating a new, previously nonexistent database and will outline the major outcomes and rewards of this process. My experience and advice can be very beneficial for those academics in early stages of their career who feel overwhelmed with their significant teaching duties and often times, give up on advancing their research potential. Nothing is impossible is the main theme of my presentation.

10:00 - 10:30 am

Concurrent Session 2

ML 45

Interprofessional collaboration of Health Services at MSU Mankato and in the Community

H Sheen Chiou & Alyssa Rickels

This presentation will describe ongoing research projects and interprofessional collaboration of health services emphasizing neurogenic communicative rehabilitation for younger and older adults who suffer from traumatic brain injury, dementia and a stroke.

ML 47

Redesigning the Math Capstone Course: A Comprehensive Approach

Ke Zhu

I will share my design of the Mathematics Capstone Experience course by a comprehensive approach, aiming at covering broader scope, implementing many hands-on projects, providing tools and resources to connect mathematics to modern applications, consolidating knowledge systematically in the above process, and overall lifting students' horizon in mathematics by providing some global views. I will also reflect my teaching experience of this course in 2017 and 2018 fall.

ML 81

Some Things Are More Important Than My Syllabus: Reflections on Disrupting My Teaching

Sarah Epplen

Sometimes I throw my plans for class out the window to respond to some current crisis such as another mass shooting. As a sociologist I am uniquely positioned and feel a deep sense of responsibility to help students process and understand the social world as it is happening. This presentation will offer suggestions for leaning into these disruptions and incorporating time-sensitive events into course material based on my experiences.

ML 89

Creating Cross-Disciplinary Engagement in a New Place

Sara Parks

Although cross-disciplinary engagement is supported by seemingly everyone from federal funding agencies to college task forces, gaining your footing in a new place requires time, flexibility, and social currency that new faculty, particularly those in a fixed term position or on the tenure clock, struggle to find. This presentation maps the complex web of choices new faculty encounter. Each choice has a significant impact on faculty research, teaching, and ability to create cross-disciplinary engagement.

10:45 - 11:15 am

Concurrent Session 3

ML 45

The Blueprint of Grit: Examining the Development of Passion and Perseverance of Long-Term Goals

Jaxson Judkins

Top-tier athletes are accustomed to endure challenges that often make or break their success. They are the individuals that overcome obstacles and are driven over the long-term because they have passion, perseverance, and a clear understanding of what they want to accomplish. This study examines contributing factors of grit among 15 elite athletes in various professional sport domains (e.g., NFL, CFL, WNBA, Olympics, Paralympics, and Rugby) to determine if grit can be developed.

ML 47

Monsters in Latin American Literature and Film

Adriana Gordillo

The resurgence of the vampire myth in literature, cinema, TV series, and even the toy industry has steadily grown since the second half of the 20th century. Because of its hybrid nature (neither alive nor dead), the vampire figure is often used as a metaphor to discuss gender and race issues. In this presentation, I will discuss the use of vampires in Latin American literature as symbols to question the region, gender roles and heteronormativity.

ML 81

Tutorials for Teaching Information Literacy in the Fake News Era

Abigail Bakke & Jennifer Turner

Instructors may wonder how to best raise students' awareness of the complex "fake news" landscape. In a graduate seminar on post-truth rhetoric, graduate students partnered with the library to develop tutorials to help undergraduate students think critically about the range of misinformation they may encounter. In this presentation, we will demo some of these tutorials, explain how instructors might incorporate them into their own courses, and show how librarians and instructors can collaborate to develop materials.

ML 89

Scholarship in Service: Integrating Disciplinary Knowledge and Skills into University Service

Michelle McAlarnen & Beth Beschorner

This presentation will outline how two faculty members used their discipline knowledge to facilitate the work of a large group of stakeholders during the summer sessions designed to develop the University's Integrated Graduate Enrollment Management Plan. Workgroup participants' experiences were analyzed using a survey based on the Input Mediator Output Input Model (Ilgen, Hollenbeck, Johnson, & Jundt, 2005). The IMOI model, its application to workgroups and committees, and the aggregate results from workgroup members will be shared.

11:30 - 12:00 pm

Posters in ML 45

Building Communication Skills Through Hands-On Museum Demonstrations of Psychological Science

Emily Stark, Karla Lassonde and Adam Steiner

This poster presents a course activity from the Psychology department focused on building a broad array of communication skills through having students design and present demonstrations of psychological concepts to children and adults at a local children's museum. Descriptions of the project, outcomes, and recommendations for instructors will be included.

Current Directions: Comparative Psychology & Social Neuroscience Laboratory

Bradley Arsznov

At the Comparative Psychology & Social Neuroscience Laboratory we are interested in exploring factors that influence the incredible diversity in the nervous systems across animals. We use morphological approaches (including: stereology and computed tomography) and quantitative methods to investigate factors that may selectively influence adaptive behavior, brain organization, and brain evolution. Our current projects focus on examining various aspects of: brain organization and cytoarchitecture, brain development, and social behavior in rodent, carnivore, and human models.

Assessment and Inclusivity in STEM: What We Measure Is What We Value

Becky Bates

A gathering of STEM higher education stakeholders from two and four-year institutions met in November 2018 to consider the relationship between educational innovation and assessment. Six teams looked at course-level, program-level, and institution-level assessment, as well as cross-disciplinary programs, large-scale policy issues, and the difficult-to-name "non-content/cross-content" group. The workshop context, recommendations and remaining questions as well as the case study of assessing inclusivity in MSU Mankato's Integrated Engineering program will be presented.

High-Impact, Travel-Centric Academic Initiatives in the Psychological and Cognitive Sciences

Moses M. Langley

This poster presents Dr. Moses M. Langley's academic initiatives to (a) increase research engagement, (b) foster information and scientific literacy, (c) internationalize perspectives on the culture of the scientific community, and (d) broaden intercultural knowledge and competencies among Psychology and Cognitive Science undergraduate majors through travel-centric educational experiences such as international study abroad and participation in national or international research conferences.

12:00 - 12:30 pm

Concurrent Session 4

ML 45

Social Entrepreneurship: The Trades of Hope Case Study *Christine Mollenkopf-Pigsley*

The journey from passion to profit for social entrepreneurs is not unique from other successful traditional entrepreneurs. The common process by which they innovate is the effectuation methodology or the entrepreneurial mindset. Explore how young entrepreneurs are utilizing fair trade and the direct selling distribution channel to impact social value creation here in the U.S. and abroad. Faculty attending will also receive free access to the teaching case prepared for use in class and online.

ML 47

Fandom Isn't Just for Fun: Fandom, Politics, and Digital Rhetoric *Emily Sauter*

This presentation explores the relationship between fandoms and politics, responding to recent calls to examine the potential ways fandoms interact with political life. Focusing on the varied ways in which activism is taken up across platforms like Reddit, Facebook, Twitter, and Tumblr, I will explore important questions about the rhetoric emerging around online fandom, political activism, and organizational responses to these emerging communities.

ML 81

Strategies for Teaching Large Lecture Classes *Rachael Hanel, Jen Tiernan, & Laura Jacobi*

Large lecture classes pose unique challenges for instructors that are not found in smaller classes. Typically in large lecture classes, students are packed into rows in an auditorium facing the instructor, which limits the opportunity for pedagogical approaches such as small-group discussions, team work, and other activities. Additionally, instructors must find ways to adapt to a student body with a wide range of ages, abilities, learning styles, and interests.

ML 89

The State of OER at Minnesota State Mankato *Carrie Miller & Daardi Mixon*

In this presentation, we will cover a brief overview of textbook affordability and OER as topics and then provide specific “state of the campus” information. The participants will be introduced to the current professional development offerings on these topics and a summary of the work that has been done by their peers will also be presented. Participants will be asked to participate in an open discussion on possible directions for programming and solutions for the highest cost material courses.

1:15 - 1:45 pm

Concurrent Session 5

ML 45

Strengthening Community and Reducing Social Isolation at an Adult Community Center

Kathryn S. Elliott

This presentation focuses on research conducted with VINE, a non-profit organization based in Mankato and the ways it strengthens community and supports older adults by: (1) helping them remain in their own homes; (2) giving volunteers the opportunity to serve individuals in need; (3) collaborating with other organizations; and (4) running an adult community center that has become a nexus for the creation of multiple, crossing-cutting social ties, thereby reducing social isolation for those who come there.

ML 47

"It Feels Like We're Together as a Team": Communal Orientations to Marriage among Gay Men and Lesbians

Aaron Hoy

Scholars have observed that gay men and lesbians are more likely than heterosexual men and women to hold individualistic orientations to non-marital relationships. However, it is unclear whether they approach marriage in the same way. Drawing on interviews with currently married gay men and lesbians, this presentation shows that many actually hold communal orientations to marriage, especially in the ways they describe their mutual interdependence, the division of household labor, and their couple-level decision-making practices.

ML 81

"Guys, Ask Your Girlfriends": Disrupting Heteronormative Exclusion in the Classroom

Jeffery P. Dennis

Professors often inadvertently practice heteronormative exclusion, erasing LGBT persons from lectures, exercises, test questions, and informal conversations with students. This paper suggests five reasons for heteronormative exclusion and strategies for including LGBT persons in the curriculum.

ML 89

"LEARN": Developing a Cognitive-based Program for College Student Success

Karla Lassonde & Jackie Gehling

The LEARN method stands for a series of modules that will educate MSU students to learn and apply knowledge about Listening (attention), Elaboration, Association, Retrieval, and Night (outside class time) to their college work. I am currently investigating how to best engage students in this method. Research outcomes on students at MSU, Mankato as well as a plan to administer the LEARN method will be discussed. Participants will also be encouraged to apply the LEARN method to their own teaching.

2:00 - 2:30 pm

Concurrent Session 6

ML 45

"I'm First: An Initiative to Develop Programming to Help First Generation Students Succeed at Minnesota State University, Mankato

Susan Schalge, Alexander Anton, A. Marie Cato, Alma G. Lopez Rivera, and Dawn Whitney

This session explores the complexities of being a first-generation college student. We examine potential innovations and solutions to the challenges first generation students face at Minnesota State, Mankato. While possessing many strengths, research shows that first generation status means students often take longer to graduate and are at higher risk of dropping out. We are attempting to better understand stressors that students encounter locally and seeking to develop programs to improve their experiences.

ML 47

White "Justice as Fairness," and its Discursive Resistance to Critical Social-Justice Education

Rick Lybeck

This presentation analyzes dominant discourses that continue to frame public discussion of the U.S.-Dakota War in Minnesota's sesquicentennial era. Specifically, it examines discourses of neutrality, balance, and objectivity, and the collective barrier they pose to social-justice education on 1862. By sharing data collected from regional media outlets and interviews conducted in a college course on the war in 2012, the presentation reveals a white sense of justice, "justice as fairness, and underlying regional objectivist discourses.

ML 81

Student Metacognition and Study Habits in a Non-Majors Introductory Biology Course

Brittany Smith

This study examined students' reflection of their self-regulated learning strategies in a non-majors introductory biology course in relation to summative assessments.

ML 89

How Faculty Use Social Media to Meet Article 22 Requirements

Mark McCullough, Liz Miller, Jessica Schomberg, Chris Veltsos

Are you interested in learning how your colleagues use social media to fulfill Article 22 goals? This panel of MSU faculty will share how they use social media platforms in their professional lives. Panelists will describe the platforms they use, share their social media strategies, and take questions from attendees.

2:45 - 3:15 pm

Concurrent Session 7

ML 45

Stranger Danger: The Challenges of Changing an Academic Visual Identity

Jennifer Veltsos

Universities use visual identities to differentiate themselves, build relationships, create credibility, and bring order to chaotic messaging from their varied divisions. Through repeated exposure and positive experience, visual identities also function as a modern form of heraldry, becoming part of the core identity of employees, students, and alumni. This added component of identification raises the stakes when a university updates or changes the visual identity because users and fans may feel that a new logo no longer represents them.

This presentation describes three case studies of academic visual identity change that met with resistance from stakeholders. In each case, the rollout was halted. The purpose of this study is to determine what caused the backlash and what we can learn from their experiences to help smooth the way for others.

ML 47

Enhancing the Student Learning Experience through the use of Simulation Technology

Norma Krumwiede, Sarah L. Klammer Kruse, Colleen Royle

Health Informatics is an emerging discipline which needs skilled graduates who are able to use healthcare technology and data. The synergy fostered by interprofessional collaboration enhances learning experiences. To help students envision a realistic patient care experience, they were exposed to simulation technology. In this way, students were better prepared to use health humanities storytelling and experience a sincere concern for human values within the capture, management, and evaluation of health information.

ML 81

Using InteDashboard for large Team-Based Learning Courses

Kristie Campana

Team-Based Learning (TBL) is a technique where students work collaboratively to learn course content. TBL can help large classrooms seem more intimate. One difficulty, however, is finding an efficient way to administer activities. This session will introduce an app, InteDashboard, for this purpose. During this session, we will simulate a TBL course and explore using this app for managing the process and discuss advantages and disadvantages of the app. Laptops/smartphones are recommended for this session.

3:30 - 4:00 pm

