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Welcome

to the Scholars At Work Conference at Minnesota State University, Mankato!

Professional development is an essential component of a healthy university faculty. Since 2012, the service areas within the Center for Excellence and Innovation have organized dozens of seminars, workshops, book discussions, and professional learning communities. We feel privileged to interact with so many faculty on a variety of projects, and we have learned about the exciting work our faculty and staff are doing with their teaching and scholarship. They are experimenting with new teaching methods and designing scholarship of teaching and learning projects. They are seeking out funding for new projects, conducting research, and sharing their findings with disciplinary colleagues through professional conferences and academic journals.

But the irony is that many Minnesota State Mankato faculty are better known by people outside of the university rather than those of us within it. We read journals and attend conferences with increasingly specific disciplinary focus. Complicating matters are the constraints of cost and time: Attending academic conferences has become increasingly difficult and expensive, and the time faculty have to devote to continuing preparation continues to wane. Contingent faculty in particular lack opportunities to present their research, attend professional conferences, and network with their colleagues.

With these factors in mind, we decided to experiment with a new professional development event that would maximize efficiency. The inaugural Scholars At Work Conference offers low time commitment, diverse content, and plenty of opportunities to learn more about what's important to your colleagues around the university. Today, you have a chance to share your passion, your research, and your innovations with peers and colleagues from around our institution. And since this is the first in what we hope to be an annual event, we hope you will send feedback on today's event with us and we invite you to share your ideas with us next year.

Thanks for joining us and making this event a success!

Sincerely,

The Scholars At Work Conference Planning Committee
 Jennifer Veltsos, The Center for Excellence in Teaching and Learning
 Dan Houlihan, The Center for Excellence in Scholarship and Research
 Carrie Miller, IT Solutions
 Heidi Southworth, Library Services
 Mark McCullough, Library Services
 Mary Van Duynhoven, The Center for Excellence in Teaching and Learning

Scholars at Work Conference Schedule

Friday, March 30, 2018

- 8:00 AM CSU 253 **Welcome & Breakfast** for registered participants
- 8:30 AM CSU 253 **Keynote:** Dr. Rebecca Pope-Ruark, Associate Professor, Elon University
Agile Faculty: Practical Strategies for Managing Research, Service, and Teaching
- 9:45 AM CSU 201 **Planning What Students Learn**
- *Into the SLO Cooker: Developing Student Learning Outcomes for Library Services*
by Jennifer Turner and Justine Martin
 - *Growing Entrepreneurial Mindset in Interdisciplinary Student Engineers: Experiences of a Project-Based Engineering Program*
by Elizabeth Pluskwick
- CSU 202 **Featured Workshop:** *Teaching Students How to Collaborate Using Agile*
by Rebecca Pope-Ruark
- CSU 204 **The Design Behind Our Work**
- *The Effect of Flexible Classroom Space on Attitudes and Grades in a Team-Based Learning Course*
by Sarah Epplen and Kristie Campana
 - *How Cataloging Enhances Access and Discovery in the Academic Library*
by Luke Mosher
- 11:00 AM CSU 201 **Law & Order**
- *The Myth of the Queer Criminal*
by Jeffery Dennis
 - *It's Not Just About Patty: The Real Inside Story of the Symbionese Liberation Army*
by Rachael Hanel
- CSU 202 **Best Practices in Sponsored Programs: Applying for & Managing Grants**
by Megan Mahowald, Laura Maki, Brian Martensen, Teri Wallace, Diane Wiley, and Kristel Seth

- CSU 204 **Understanding How People Think**
- *The Moral Dimensions of Juror Deliberation in Death Penalty Cases*
by Tyler Vaughan
 - *Politics, Personality, and Poor Decision-Making? Psychological Variables' Impact on Changing False Knowledge*
by Karla Lassonde

- 12:15 PM CSU 253 **Poster Presentations & Lunch** for registered participants
- *Assessment as Pedagogy*
by Emily Stark
 - *Multiscale Computational Design of Carbon Nanotube Composite Materials*
by Yuezhou Wang
 - *Aligning a Tech Comm Research Methods Course with the Workplace: Results of an Alumni Survey*
by Abigail Bakke and Jennifer Veltsos
 - *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time*
by Jonathan Hardwick

- 1:30 PM CSU 201 **Innovative Experiences**
- *Helping Students RISE to Their Full Potential: The Research Immersive Scholastic Experience in Biology (RISEbio) Program and How It Can Help Our Students Succeed*
by Rachel Cohen, Allison Land, Brian Martensen, David Sharlin, and Brittany Smith

- CSU 202 **Best Practices in Writing Intensive Courses**
by Jeffery Dennis, Carl Lafata, and Noreen Reding

- CSU 204 **Parenting in the 21st Century**
- *Panoptic Parenting: The Biopedagogies of Wearable Infant Monitors*
by Anne Kerber
 - *An Examination of Social Media Use in School-Aged Children in Belize*
by Dan Houlihan, Jaxson Judkins, Kelly Bergstrom, Ellsbeth Schmachtenberger, and Grace Kasahara

Keynote Address Rebecca Pope-Ruark

Agile work strategies are a staple of the software development world, developed out of the need to be flexible and responsive to fast-paced change at times when “business as usual” could not work. These techniques call for breaking projects into phases and short-term goals, managing assignments collectively, and tracking progress openly.

Agile Faculty is a comprehensive roadmap for scholars who want to incorporate Agile practices into all aspects of their academic careers, be it research, service, or teaching. Rebecca Pope-Ruark covers the basic principles of Scrum, one of the most widely used models, and then through individual chapters shows how to apply that framework to everything from individual research to running faculty committees to overseeing student class work. Practical and forward-thinking, *Agile Faculty* will help faculty not only manage their time and projects but also foster productivity, balance, and personal and professional growth.

Rebecca Pope-Ruark is an associate professor of English at Elon University, where she coordinates the Professional Writing and Rhetoric program as well as the Design Thinking Studio in Social Innovation immersive semester pilot program. With research interests in Agile/Scrum as applied to student collaboration and faculty development, design thinking as pedagogy, and immersive community-based experiences, her pedagogical objective is to prepare students to be effective communicators and collaborators in the workplace and in their communities.

Agile Faculty: Practical Strategies for Managing Research, Service, and Teaching (2017, University of Chicago Press)



Testimonials

Bryan Alexander, author of *The New Digital Storytelling*

“*Agile Faculty* offers a rare thing: a fresh perspective on academic work. Pope-Ruark shares ideas both practical and inspiring, from sprints to scrum boards and the Zeigarnik Effect. Faculty, staff, and students alike can benefit.”

Kevin C. Desouza, Foundation Professor, Arizona State University

“Building solutions that advance society requires us to flip our current engagement models on their head, whether it be how to execute research projects or teach courses. Taking a pragmatic approach, Pope-Ruark outlines steps that faculty members can use to incorporate principles of Agile development into their research, teaching, mentoring, and service commitments. *Agile Faculty* will be a refreshing read for scholars, whether they are entering the faculty ranks or are seasoned academics. I encourage you experiment with the concepts outlined in *Agile Faculty*.”

Planning What Students Learn

9:45 – 10:45 am
CSU Room 201

Into the SLO Cooker: Developing Student Learning Outcomes for Library Services
Jennifer Turner and Justine Martin, Library Services

Library Services faculty have developed five information literacy-based competencies that outline our educational commitment to students and academic programs. In this presentation, we will describe the process used to develop the competencies and articulate how they might be used by librarians and instructors to help MSU students navigate the information landscape. Beyond talking about our work to develop the competencies and outcomes, we will seek feedback from session participants into their accuracy and usefulness.

Growing Entrepreneurial Mindset in Interdisciplinary Student Engineers: Experiences of a Project-Based Engineering Program
Elizabeth Pluskwik, Integrated Engineering

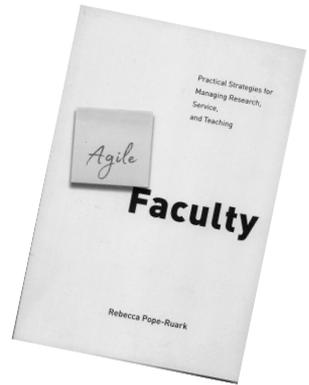
Engineers are expected to create value for their clients and customers, and engineering education models have recently embraced the “entrepreneurial mindset” as a desired outcome of undergraduate engineering education. In Fall 2017, an interdisciplinary team of faculty from the IRE program introduced entrepreneurial mindset in several courses and workshops throughout the program. This paper describes the experiences of faculty and students in the implementation of entrepreneurial mindset modules as well as preliminary results of this rapid deployment in an interdisciplinary engineering program. After one semester of simultaneous deployment, faculty are engaged and continue to work collaboratively. Student feedback is positive. The entrepreneurial mindset has become part of the culture of our program in a short time.

Featured Workshop

9:45 – 10:45 am
CSU Room 202

• *Teaching Students How to Collaborate*
Rebecca Pope-Ruark, Elon University

Collaborative projects are a widespread practice in higher education, but instructors often assume that students already know how to collaborate effectively. Yet students often report that they have little or no formal instruction in teamwork, project planning, and conflict management. Keynote speaker Dr. Rebecca Pope-Ruark has extended her use of Agile methodology to her classes for the past several years. In this workshop, she explains how faculty can help students become effective collaborators and develop better functioning teams.



The Design Behind Our Work

9:45 – 10:45 am
CSU Room 204

The Effect of Flexible Classroom Space on Attitudes and Grades in a Team-Based Learning Course

Sarah Epplen, Sociology & Kristie Campana, Psychology

Flexible learning spaces are common features of newly built elementary and secondary schools, but little research has been conducted on flexible learning spaces in higher education. Spaces allowing for social learning have been found to increase student engagement; engaged students receive higher grades and tend to have better attitudes about the class. To better understand the effect classroom space has on student learning and experience, we designed a study to compare a flexible learning space with an inflexible one. Results suggest that classroom flexibility matters, but not in the ways we may expect. We discuss our findings on student attitudes and learning outcomes. We also provide some recommendations for designing effective classrooms to balance financial and practical realities while still supporting a positive classroom experience.

How Cataloging Enhances Access and Discovery in the Academic Library

Luke Mosher, Library Services

Cataloging involves creating a metadata record of a resource and putting that record in a catalog that scholars can use to browse the library's holdings. Cataloging is a minute and exacting technical process, but results in metadata-rich records that foster discoverability (how users discover resources based on a search query) and accessibility (how users access and view a resource when they find a record for it). This presentation will demonstrate how catalogers create records using RDA and LC standards that enhance discovery and access during search queries.

Law & Order

11:00 am – 12:00 pm
CSU Room 201

• *The Myth of the Queer Criminal*
Jeffery Dennis, Sociology & Corrections

For 150 years, criminologists, psychologists, physicians, alienists, and other scholars have treated LGBT people as innately criminal. For Cesare Lombroso (1876), they were master-criminals, leading bands of marauding outlaws across the countryside. For Max Nordau (1900), they were too disorganized and chaotic to engage in any but the most brutal crimes. The Chicago School of the 1920s found them to be simpering “pansies,” but by the 1940s, they were accused of conspiring with Nazis or Communists to destroy civilization. They were “deviants” to Howard Becker in the 1960s, and dangerously violent “militants” to Edward Sagarin in the 1970s. In the 2000s, they have become “derelects,” wandering through the night world accompanied by prostitutes and drug addicts. This presentation explains how scholars in every era use the myth of the queer criminal to depict their own private and public anxieties.

It's Not Just About Patty: The Real Inside Story of the Symbionese Liberation Army
Rachael Hanel, Mass Media

Jeffrey Toobin’s 2016 book *American Heiress* and 2018 CNN docu-series resurrected the strange case of Patty Hearst, the newspaper heiress kidnapped in 1974 by a band of domestic terrorists calling themselves the Symbionese Liberation Army. The American public knew the Hearst name, so coverage of the kidnapping and aftermath focused squarely on Patty. But when Patty Hearst is the blinding sun in this story, the SLA members remain in the shadows. Who were these people? How did they make the journey from middle-class kids to revolutionaries brandishing weapons? This presentation will give a brief overview of the SLA members, focusing more precisely on Camilla Hall, a St. Peter, Minnesota, native who was part of the Hearst kidnapping and who was killed along with five other SLA members in a May 17, 1974, shootout with Los Angeles police.

Best Practices in Sponsored Programs: Applying for & Managing Grants

11:00 am – 12:00 pm
CSU Room 202

Megan Mahowald, Communication Disorders
Laura Maki, College of Education Office of Assessment and Research
Brian Martensen, Dean of Science, Engineering, and Technology
Teri Wallace, Special Education
Diane Wiley, Water Resources Center
Kristel Seth, Research & Sponsored Programs

Best practice develops as a result of effort & experience, and this panel presents a variety of expertise in all aspects of the grant process. This discussion will include topics such as: how to identify funding fit, tips for writing a competitive proposal, strategies for successful award management, and more – along with time for Q&A.

Understanding How People Think

11:00 am – 12:00 pm
CSU Room 204

• *The Moral Dimensions of Juror Deliberation in Death Penalty Cases*
Tyler Vaughan, Sociology & Corrections

Researchers have been studying capital jurors for decades. We know that white, conservative, fundamentalist males are more likely than other groups to favor the death penalty, but very little is known about why this is the case. This study examines the utility of moral foundations theory (a theory of moral judgment) in explaining how jurors make sentencing decisions in death penalty cases. Moral foundations theory expands upon traditional dimensions of moral judgment (fairness/justice, care/harm) by asserting that loyal, sanctimonious, and respectful acts can be perceived as morally praiseworthy. Results from a large survey experiment highlight the predictive and theoretical utility of individual morality as well as the arbitrary nature of sentencing decisions.

Politics, Personality, and Poor Decision-Making? Psychological Variables' Impact on Changing False Knowledge
Karla Lassonde, Psychology

We live in an era where media provide easy access to incorrect information on scientific and psychological issues that perpetuates misconceptions (e.g., autism is caused by vaccines, we only use 10% of our brain, or global warming is not influenced by humans). A theory called conceptual change has been widely used to design methods to revise misconceptions. This presentation will research of how political beliefs, the personality trait open-mindedness, and need for cognition interact with changing knowledge for false. A theory of memory will be presented and experimental results from a reading task explained that assist in changing knowledge for false, scientific, information. Audience members will find the theoretical work about knowledge change compelling and gain insight about the difficulty in presenting factual information in our current political and cultural climate.

Poster Session

12:00 – 12:30 pm
CSU Room 253

Assessment as Pedagogy: Using Program Review as an Opportunity to Teach Research Skills
Emily Stark, Psychology

The practice of regular program reviews connects to an increasing focus on assessment in higher education, going beyond an examination of the grades students receive to a broader review of department and program objectives and how they are meeting those objectives. These assessment requirements are also opportunities to develop student skills related to scientific literacy and research. This poster describes the process and outcomes of a course designed to build scientific literacy and provide research opportunities by incorporating undergraduate students into the process of designing, administering, and analyzing program review assessments for the Psychology department. It discusses recommended course activities, and shows how this opportunity can benefit students and faculty in a myriad of ways.

Multiscale Computational Design of Carbon Nanotube Composite Materials
Yuezhou Wang, Integrated Engineering

Developing and designing light weighted loadbearing materials dictate the future of aerospace engineering for its potential revolutionary impact in spaceship and aircraft manufacturing. Carbon nanotube (CNT), an ultralight synthetic fibrous material, has become an excellent candidate, owing to their superior mechanical properties. Unfortunately, technology applications are yet to be realized due to insufficient understanding of CNT composites in mesoscale (up to microns), which significantly hinders the bottom-up approach in materials design. My research proposes a new computational tool (mesoscopic Distinct Element Method) to investigate the deformation mechanism of CNT network composites, including topological evolution in microstructure, viscous-elastic behaviors and load transfer. Beyond scientific significance, the research will also serve as good reference for semiconductor and coating industries.

Poster Session

12:00 – 12:30 pm
CSU Room 253

- *Aligning a Tech Comm Research Methods Course with the Workplace: Results of an Alumni Survey*
Abigail Bakke, English

The MA in Technical Communication is meant to provide students with the theoretical and practical skills needed for the modern technical communication workplace. Key among those skills is research. Yet, research can take many forms for technical communicators: surveys, interviews, content analysis, usability testing, and more. As a profession, technical communication evolves quickly, raising the question of how our program can best keep pace with the research requirements of the workplace. To address that question, we conducted a survey of alumni. Alumni were using methods such as interviewing and surveying in their work, but desired more authentic applications of the methods in the course.

Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time
Jonathan Hardwick, Computer Information Sciences

Specifications grading (Nilson, 2014) offers the promise of increased student agency, reduced student uncertainty, a more rigorous grading process, and a lower faculty workload, all at the same time. I summarize the theory and pedagogy behind specification grading, describe how I converted three 400/500-level IT courses to use it, and analyze the experiences of my students and myself during the process, including the perceived effect on agency, uncertainty, rigor, workload, and overall satisfaction.

Innovative Experiences

1:30 – 2:30 pm
CSU Room 201

Helping Students RISE to Their Full Potential: The Research Immersive Scholastic Experience in Biology (RISEbio) Program and How It Can Help Our Students Succeed
Rachel Cohen, Allison Land, Brian Martensen, David Sharlin, Brittany Smith; Biology

The Department of Biological Sciences is developing and implementing the “Research Immersive Scholastic Experience in Biology” (RISEbio) program. RISEbio is a National Science Foundation-funded scholarship and support program that is targeting incoming biology freshmen. The goal of RISEbio is to increase student academic success through: (1) increasing student social integration and support, (2) developing student technical and professional skills, and (3) implementing a freshman immersive research program.

In this talk, we will describe the RISEbio program, how it is designed to support student success, our model for integrating authentic research projects in to the freshman curriculum, and our vision to expanding the RISE program across the university.

Best Practices in Writing Intensive Courses

1:30 – 2:30 pm
CSU Room 202

Carl Lafata, Government & Law Enforcement
Jeffery Dennis, Sociology & Corrections
Noreen Reding, School of Nursing

This roundtable will overview of the university's writing intensive course requirements and present examples of how faculty members design writing assignments specifically related to their discipline to meet those requirements.

Carl Lafata, a member of the university's Writing Advisory Committee, will describe the committee's work in support of faculty who teach writing intensive courses, including instruction on best practices provided by the Writing Fellows Program. He will also lead the discussion by providing a brief explanation of what is required when a course is designated as writing intensive. Dr. Dennis will describe how he scaffolds a research project in his criminology class. Dr. Reding will present on developing a writing component for an online nursing course. Dr. Lafata will then explain how he uses technical writing assignments in his law enforcement course.

Parenting in the 21st Century

1:30 – 2:30 pm
CSU Room 204

Panoptic Parenting: The Biopedagogies of Wearable Infant Monitors
Anne Kerber

Wearable infant physiologic monitors have become a new frontier in the proliferation of digital health tracking devices. Technological advances have made the devices less invasive and spurred rapid industry growth (King, 2014). Bonafide, Jamison, and Foglia (2017) observed:

Smartphone applications (apps) integrated with sensors built into socks, onesies, buttons, leg bands, and diaper clips have the capability to display infants' respirations, pulse rate, and blood oxygen saturation, and to generate alarms for apnea, tachycardia, bradycardia, and desaturation. (p. 353)

However, medical professionals have critiqued the safety, accuracy, and effectiveness of these devices. I investigate how the rhetoric of infant health trackers creates a biopedagogy of resistance to medical expertise by normalizing and pathologizing maternal anxiety, while positioning digital surveillance as a rational response to ambiguous risk.

An Examination of Social Media Use in School-Aged Children in Belize
Dan Houlihan, Jaxson Judkins, Kelly Bergstrom, Ellsbeth Schmachtenberger, and Grace Kasahara

Cyberbullying is a global issue that often accompanies increased social media usage. Research on social media use focus on the USA and other developed nations; however, there are not studies devoted to social media use in developing nations. Studies have found significant gender differences in social media use and cyberbullying, although gender differences are not consistent across studies or geographical locations.

Despite the increase in access to cellphones and Internet in Belize, no studies have investigated how adolescents are using these resources. This study investigates gender differences involving how adolescents in Belize are using social media and if cyberbullying is a problem. A survey of 1296 participants indicates that gender differences exist within social media use and cyberbully reporting in Belize, and future studies should investigate influencing cultural factors.

Notes

The Scholars At Work Conference Committee

Jennifer, Veltsos, Director for The Center for Excellence in Teaching and Learning

Mary Van Duynhoven, Administrative Assistant for The Center for Excellence in Teaching and Learning, and Program Designer

Daniel Houlihan, Director for The Center for Excellence in Scholarship and Research

Carrie Miller, Instructional Designer for Academic Technology Services/IT Solutions

Mark McCullough, Faculty Research Liaison Librarian, Library Services

Heidi Southworth, Digital Initiatives Librarian, Library Services

