Faculty Development Grants Awarded 2002-2015

The grants awarded by the Faculty Development Committee include: Teaching Innovation, Scholarship of Teaching and Learning, and Professional Development.

Teaching Innovation Grants

2015-16
Modified Blended Calculus I Course
Whitney George - $1,500

Enhancing Student Understanding of Logic Through Clicking
Mary Krizan & Eric Kraemer - $1,500

Psychological Measurement in Action: An applied strategy to learn about Psychological Measurement Instruments
Alessandro Quartiroli - $1,500

2014-15
An Interdisciplinary Approach to Environmental Philosophy and Outdoor Recreation / Environmental Education
Sam Cocks and Steve Simpson - $2,995

2013-14
[No 2013-14 Teaching Innovation proposals were submitted]

2012-13
Developing Active Review Sessions to Enhance Student Learning in Anatomy and Physiology
Tisha King-Heiden - $1,500

Video Lessons for Graphing Modeling Strategy in Principles of Economics
James Murray & Glenn Knowles - $3,000

Information Literacy Online Learning Module for History Students
Julie Weiskopf and Rachel Slough - $3,000

2011-12
Learning Objects for the Microbiology Department Math Across the Curriculum Initiative
Bonnie Bratina, Suzanne Anglehart, Marisa Barbknecht - $2,250
2010-11 (TI)
Teaching Critical Analysis of Media Reports of Primary Literature through Writing Assignments
Anita Davelos-Baines - $1,500

Learning Module Development for Information Literacy Instruction
Galadriel Chilton & Jenifer Holman - $3,000

Using Science Friday to Enhance CHM 100 Students’ Understanding and Appreciation of Chemistry
Sandra Grunwald - $1,500

Using WebWork to Enhance Learning in General Education Mathematics and Statistics Courses
Robert Allen, Melissa Bingham, & Theodore Wendt - $4,500

Pocket Technology for Physical Education Teacher Education
Eugene Asola & Jeff Steffen - $2,900

Read and Reflect: Making Statistics Real
Barbara Bennie & Heather Hulett - $2,992

Moving Toward Second Language Proficiency Through Interactive Reading
Darlene Lake - $1,500

Reaching Departmental Teaching Goals in the Dark: Teaching History Through Film
James Longhurst & Marti Lybeck - $2,500

2009-10 (TI)
Voice Embedded Response: New Frontiers in Response Theory
Darci Thoune - $1,200

Revitalization of GenWeb Site to Fit Current Curricular Needs
Anne Galbraith, Nick Downey, Todd Weaver, and Scott Cooper - $5,000

2008-09 (TI)
[No 2008-09 Teaching Innovation proposals were submitted]

2007-08 (TI)
Teaching Mindfulness
Terrell Beck - $750

Producing Online "Virtual Field Trips" in Physical Geography
Cynthia Berlin & Dean Wilder - $1,500

2006-07 (TI)
Teaching Theatre History as an Inquiry-Based Workshop Course
Beth Cherne - $750
**Scholarship of Teaching and Learning (SoTL) Grants**

**2015-16**
Assessing Quantitative and Computational Skills Across the Biology Curriculum
Jennifer Klein, Scott Cooper, Anita Baines, and Gregory Sandland - $14,000

Abstract: This project aims to determine if the incorporation of concept mapping, as an instructional tool, will improve student learning in Developmental Biology (BIO 408/508). Developmental Biology focuses on the events from fertilization through embryogenesis of multicellular organisms. By its nature, the field is highly interdisciplinary and detail-oriented. Furthermore, the course content demands that students process the connections between the molecular underpinnings of a process, the three-dimensional changes in tissue morphology, and the temporal regulation of these events. I have now taught the course several times, and it has become apparent that the students often struggle with "putting it all together". In an attempt to better facilitate learning, I have incorporated concept mapping throughout the lecture portion of the course. This proposal aims to quantitatively determine if students perform better on challenging exam questions when concept mapping is employed. To this end, answers to select exam questions will be compared between pre-concept mapping and post-concept mapping student populations and analyzed via statistics.

**Does Concept Mapping Improve Student Learning in BIO 408/508 [Developmental Biology]?**
Jennifer Miskowski - $3,000

Abstract: This project aims to determine if the incorporation of concept mapping, as an instructional tool, will improve student learning in Developmental Biology (BIO 408/508). Developmental Biology focuses on the events from fertilization through embryogenesis of multicellular organisms. By its nature, the field is highly interdisciplinary and detail-oriented. Furthermore, the course content demands that students process the connections between the molecular underpinnings of a process, the three-dimensional changes in tissue morphology, and the temporal regulation of these events. I have now taught the course several times, and it has become apparent that the students often struggle with "putting it all together". In an attempt to better facilitate learning, I have incorporated concept mapping throughout the lecture portion of the course. This proposal aims to quantitatively determine if students perform better on challenging exam questions when concept mapping is employed. To this end, answers to select exam questions will be compared between pre-concept mapping and post-concept mapping student populations and analyzed via statistics.

**2014-15**
Identifying and Addressing Economic Misconceptions
Adam Hoffer - $3,000

Abstract: This study seeks to identify economic misconceptions and then develop and implement a strategy aimed at correcting major misconceptions. In collaboration with researchers at three additional institutions, I have developed a questionnaire that our student pool of over 1,000 participants will complete over two semesters. Persistent misconceptions will be identified following the first semester and I will attempt to address and correct at least two misconceptions in the second semester. The same questionnaire will be given in the second semester to assess student learning and the relative success of my attempt at correcting major misconceptions.

Implementing Problem-Based Learning in the Literature Classroom
Kate Parker - $3,500

Abstract: Investigating and implementing a problem-based approach to learning in my English 205 class will help me to address two issues surrounding my students’ lack of engagement with pre-1800 literature; the belief that it is outdated and thus has no bearing on students’ contemporary movement, and secondly, the skepticism that literary skills have no real-world applications beyond the classroom. By promoting a classroom model in which literary texts become problems to be identified, grappled with, and “solved”, I believe students will find more meaningful ways in which to apply the texts’ moral, ethical, political, and psychological
insights. Further, students will better recognize the ‘real-world’ applications of these textual insights, and thus will see how the literature classroom offers much more than rote practice in writing and reading. The award of a Scholarship of Teaching and Learning grant will allow me to rigorously investigate, develop, and implement problem-solving pedagogy in my literature classroom; not only will this improve the classroom experience for my students, I suspect, but it will also contribute to the College of Liberal Studies’ ongoing revitalization of and reassessment of the role the humanities play in the twenty-first century university. As Co-Chair of the CLS Task Force for Promoting the Value of a Liberal Education, I am particularly invested in exploring the evolving role of the humanities at UW-L and in finding ways for the humanities classroom to productively intersect with students’ professional and personal goals. My belief is that problem-based pedagogy offers a unique way for students to engage with and to appreciate the value of the literary arts, and that it will help me ensure that students best meet the learning outcomes for general education set by the English department.

**2013-14 (SoTL)**
Active Learning Pedagogy to Enhance Student Comprehension in a Large Lecture Organic Chemistry Course
Heather Schenck - $3,000

Abstract: A brief active learning intervention was concluded during Spring 2012 due to excessive low scores on the second exam of CHM 303. Student scores rose markedly following the intervention. This result, combined with strongly positive reviews, have prompted me to revise my full CHM 303 curriculum to use active learning. My goal is to enhance student comprehension using exercises that will help students engage with a subject that many of them dread. Potential benefits are especially great in the spring semester offering of CHM 303, which seems to have a disproportionate number of students who struggle with the subject.

**2012-13 (SoTL)**
[No 2012-13 proposals were submitted]

**2011-12 (SoTL)**
The Accounting Principles Practice Set: An Unstructured Approach
Kim Lyons - $3,000

Abstract: In September 1990, The Accounting Education Change Commission (AECC) proposed that accounting students should take an active role in the learning process as opposed to being passive recipients of information and that they should be taught to identify and solve unstructured problems that require the use of multiple information sources. In short, these students should be taught how to learn. Since then, however, the Principles I textbook has moved in the opposite direction. This project will introduce an unstructured approach to the principles course practice set in an effort to generate an improvement in the learning process and meet the AECC’s expectations.

**2009-10 (SoTL)**
Examining Active Learning in the Online Classroom
Jo Arney - $3,000

Abstract: The specific research question that will be addressed is: “Can active learning techniques be successfully developed for an online classroom and what is the perceived success of these techniques in comparison with similar face-to-face techniques? In an effort to answer this question, exercises based in the active learning tradition will be developed and implemented online during the summer of 2009. Online students will be required to participate in group problem solving exercises. The students will be asked to share their perceptions of
the usefulness of the exercises in relation to meeting some of the learning outcomes. Exam questions will also be used to assess the success of the learning activities.

Relational Turning Point Events and their Outcomes in College Teacher-Student Relationships from Teachers’ Perspectives
Tony-Docan Morgan $3,000

Abstract: The teacher-student relationship is perhaps the most central component of the scholarship of teaching and learning (Teven, 2001). I propose to study relational turning points, defined as “any event or occurrence that is associated with change in a relationship” (Baxter & Ballis, 1986 p. 470), and their outcomes in the college teacher-student relationship. Although turning points have been studied via student reports and appear to affect student learning and motivation, we know little about teachers’ perceptions of and experiences with turning point events. Gathering, analyzing, and reporting such data is an integral step in training teachers to facilitate moments of relational change with their students.

Improving Student Learning Outcomes Through the Use of Well-defined Learning Objectives
Elizabeth Knowles and Laurie Strangman, $3,000

Abstract: In BUS 230, students often developed research questions and hypotheses that were vague or confusing in terms of language, did not contain measurable concepts, and were too narrow in scope or vision. A lesson has been implemented to address this and efforts made to more clearly define the learning outcomes. The goal of this SoTL project is to assess the effectiveness of this approach in achieving the revised learning outcomes by systematically evaluating student work (research proposals) completed in semesters both prior and after the implementation of the new lesson.

2008-09 (SoTL)
Identification of Factors that Impede Student Learning of Metabolic Principles in Biochemistry
Sandra Grunwald $3,000.00

Abstract: An important component of any biochemistry course is the study of metabolism, which entails how the body uses sugars, fats and protein for energy; however, many students struggle with learning this aspect of biochemistry. Determining the specific reason for this learning struggle is the basis of this grant proposal. Direct and indirect assessment instruments will be developed, implemented and the results analyzed to determine what specific factors impede learning. The assessment results will then be used to make an informed curricular change to ultimately improve student learning of biochemistry metabolism.

Implementing a Framework for Understanding Algebra
Jon Hasenbank and Jennifer Kosiak $6,000.00

Abstract: This collaborative SoTL project will examine the effectiveness of instruction based upon a framework designed to promote procedural knowledge of algebra. Possessing such knowledge improves retention, facilities recall, and aids future learning. During the summer, we will develop activities and assessments for two algebra-intensive Mathematics courses (MTG 150, MTH 126). In Fall 2008, we will use these materials as part of a quasi-experimental design to collect evidence of the following learning outcomes: All students will develop deeper procedural knowledge of algebra and come to view mathematics as an inherently connected field. Pre-service teachers will also develop their ability to ask framework-oriented questions.
**International Perspectives in Occupational Therapy**  
Robin McCannon, $3,498.00

Abstract: This project will utilize creative and innovative teaching strategies to provide quality student learning in the area of international occupational therapy (OT) practice, cultural awareness, and current issues impacting OT services. This project will combine traditional classroom learning with added cultural experiences including visiting and/or hosting a student from another country. This project will build upon past successful relationships and research endeavors with a university in Scotland. Upon completion of the course, researchers will evaluate students’ perceptions of their abilities in the above areas via qualitative data collection and analysis. Project dissemination will include a manuscript and oral presentations at various conferences.

**Teaching about Modern Masculine Identities through Interview Research Projects**  
Carol Miller $2,150.00

Abstract: The learning outcome of this project is to increase students’ understanding of modern masculine identities. Students will interview men they know, collaborate with other students doing the research and will create their own knowledge about masculinity, learning techniques successful for sociology students (McKinney 2004). A pre-test and post-test of students’ understanding of masculinity will be conducted to assess the effectiveness of this project and results will be presented at regional and state meetings of sociologists and summarized in a research article submitted to one of the leading peer-reviewed journals on teaching sociology or gender issues.

**Performing Advocacy: Self, Cultural Criticism, and Embodiment**  
Walter Elder & Satoshi Toyosaki $5,168.30

Abstract: This teaching and learning innovative scholarship explores and intends to remedy the observed inaccessibility of cultural criticism. The teacher researchers propose a cross-listed (Communication Studies and Theatre) course, “Performing Advocacy.” This course is designed to teach students an autobiographical form of cultural criticism (autoethnography) and encourage them to perform their autoethnographic texts to the UW-L and La Crosse community. This course connects the student self to community, placing cultural criticism as a central component. Qualitative data will be collected and analyzed for assessments. This scholarship will be disseminated through multiple venues in the mentioned disciplines.

**2007-08 (SoTL)**  
**Guided Inquiry Approaches in First Semester General Chemistry Lab**  
Jamie Schneider, Eric Brunsell & Sandra Koster $7,965

Abstract: This proposal outlines the initial phase to developing new guided inquiry laboratory curriculum and assessment protocol for the first semester General Chemistry at UW-L. Recent programmatic review and student feedback indicates a need for change in this curriculum. To match the entering skill levels of students, the new guided inquiry laboratory curriculum will focus on developing scientific formal reasoning skills as well as conceptual understanding of chemical concepts. Assessment protocol will be developed using adaptations of Inside the Classroom Observation and Analytic Protocol published by Horizon Research, Inc. (2000). Conceptual questions included within laboratory reports and quizzes will also be used as assessment pieces.
Professional Development School for Physical Education Teacher Candidates
Kristi Mally $5,100

Abstract: In an attempt to increase teacher candidates’ knowledge, skills and dispositions related to elementary physical education, I am proposing creation of a professional development school (PDS) approach. Research has consistently shown that a PDS approach has greater impact on teacher candidates than traditional teacher education programs. This grant would enable me to initiate a relationship with an area elementary school, write curricula, acquire appropriate equipment and organize logistics for creation of a PDS site for physical education teacher candidates. The program would focus on moving teacher candidates toward greater competency of the 10 teacher standards.

Measuring the Effectiveness of Lesson Study Activities on Student Learning
Scott Cooper & Roger Haro $9,000

Abstract: Lesson Study is a Japanese method for improvement of teaching and learning. Since 2002 we have developed five different lessons for General Biology (BIO 105). The goal of each lesson is to engage students in analysis of data. Our hypothesis is that this will enable students to understand the material better than hearing it in lecture alone. Our proposal is to statistically analyze data that we have collected to measure student learning outcomes, which will be overlain on a concept map, to identify patterns of student misconception. We will also score and analyze videotape of students engaged in the lessons.

2006-07 (SoTL)
What are young children really like? – Helping Physical Education Teacher Education students refine and deepen their knowledge of young developing movers.
Kristi Mally $4,800

Abstract: A primary goal of the physical education teacher education program is to ensure that our students fully understand developmental characteristics of young children, such that they are capable of planning and evaluating learning experiences for these young students. This project creates a partnership with area schools and outside professional agencies that will add to what we already do in our physical education teacher education classes. Specifically these partnerships will offer a more authentic situation for our students to observe and analyze young children, in turn impacting their capability of creating valuable opportunities for their future students.

2005-06 (SoTL)
[No 2005-06 proposals were submitted]

2004-05 (SoTL)
Gathering Primary Data as a Pedagogical Tool: The Care of a Woman in the U.S. Economy Course
Lisa Giddings $4,000

Abstract: This research measures the effects of gathering primary data on learning. The experiment uses pre and post-tests to measure a change in student understanding of issues presented during a semester of "Women in the U.S. Economy." Students in the experimental group surveyed couples, class data was compiled, and the data was used in assignments to explore issues discussed in the classroom. Members of the control group analyzed the data but did not take part in collecting the data. It is hypothesized that gathering primary data engages students in the learning process and that the experimental group will gain a greater understanding of the subject matter.
Abstract: Teacher education students, particularly those preparing to teach a foreign language at the elementary school level, seem to be unable to translate recommended strategies learned in methods classes into practice, largely because of lack of effective models of strategies specifically targeted toward teaching second languages to children. This project proposes to produce an elementary foreign language teacher training video presenting key strategies as modeled by an experienced teacher in real classroom situations. The video will then be used before and during student teaching, in combination with work on lesson planning, to give students a model to follow and by which to evaluate their own efforts during the student teaching semester. Seminar sessions to focus on strategies modeled in the video, to discuss lesson planning and to do self and peer critiquing of videotaped lessons will be followed by post-lesson written reflections, all of which will enable students to acquire the techniques and strategies modeled in the training DVD program.
Professional Development Grants

2015-16
Faculty Development in International Business - Africa
Elizabeth Crosby - $6,141

Abstract: The Faculty Development in International Business-Africa: Understanding the Business Challenges of African (FDIB-Africa) is an annual faculty and professional overseas study program, sponsored and managed by the University of South Carolina CIBER and co-sponsored by the CIBER universities of Florida International University, Georgia State University, Indiana University, Michigan State University, Texas A&M University, University of Colorado Denver, University of Minnesota, and University of Pittsburgh. Through the faculty and professional overseas study program, the participants travel to South Africa, Zambia, and Botswana to experience firsthand the unique business challenges in Africa. Faculty and business professionals will take part in numerous business visits, cultural tours, and academic and professional seminars. FDIB-Africa is targeted towards faculty with a desire to offer students a truly global perspective. It helps instructors learn about current techniques, issues and trends of doing business in this region as well as how to bring the information to the classroom.

Expanding Knowledge in Ethnographic Research Methods
Elizabeth Peacock - $2,290

Abstract: I am requesting funding to develop and expand my skills in anthropological methods. The additional training will directly improve my teaching, as well as my research. My plan for developing my methods skills would include attending two workshops at the American Anthropological Association (AAA) national conference in December, evaluating my Spring 2014 course (ANT 401 Ethnographic Methods), and then attending a five-day short course in North Carolina and a four-week online short course during Summer 2015.

Attending the Association for Death Education and Counseling Conference
Erica Srinivasan - $2,121

Abstract: None Provided. Some proposal excerpts: "I am seeking funding to attend and (hopefully) present my research at the Association for Death Education and Counseling Conference (ADEC) in April of 2015... I will professionally benefit from attending this conference through growing my body of knowledge about topics within thanatology. The knowledge I gain can be used both to enhance my teaching and to build connections for the Center for Grief and Death Education and for UW-L’s International Conference on Death, Grief, and Bereavement... it will allow me to make connections with other professionals whom I could potentially collaborate on research. Students will benefit from me attending this conference as I will gain information about the latest research, new topics in thanatology, and new activities and discussion questions to use in class."

Attending the 2016 Sports Lawyers Association Annual Conference
Chia-Chen Yu - $2,695

Abstract: Recent UW-L sport management interns and graduates have become more involved in responsibilities for marketing, event management, and media relations. While sport professionals are working hard on innovation to enhance fans and participants’ experiences in sports, the number of legal litigations in sports has not only been increasing but it has also become more diverse from legal issues in new media, players’ concussion, and athletes’ disciplinary matters to fans’ injuries in sports games. As a result, it is critical for our students to understand and be prepared for the wide spectrum of sport law issues and legal challenges faced in the sport industry. I plan to use the faculty development grant to attend the 2016
Sports Lawyers Association conference in Los Angeles, CA. Attending this three-day conference will help me gain contemporary knowledge about the recent legal development in sport and hands-on experience for my classes to further strengthen students’ understanding in sport law. I will evaluate the impact of the conference on my classes and the program through a variety of methods, such as class evaluations, and employers and post-graduation employee feedback.

2014-15 (PD)
Theatre in New Zealand: a two-part project - Maori performance traditions and European dramaturgy, and the new art of Devised Theatre in New Zealand
Beth Cherne - $5,750

Abstract: Maori culture utilized strong performative traditions. Examples include the highly performative greeting ‘haka’, and the use of song as healer, storytelling mode, aesthetic practice, and communal practice. A colonized people, Maori have combined their traditional aesthetics with European theatrical practices, evolving a rich theatre praxis focused on Maori identity and issues. This study will enable me to develop a new unit on Maori theatre for my THA 351 World Theatre Course.

The second part of this two-part study focuses on ‘devised’ theatre practice, building on study funded by a CLS Small Grant last year. ‘Devised’ theatre practitioners begin the creative process with an idea or non-theatrical text rather than a scripted play. The company then develops characters, scenes and dialogue collectively to tell the story or express the idea. This study will enable me, as a director, to bring new techniques to rehearsals, offer a studio course in devising, and collaborate with the Department of Theatre Arts on a ‘devised’ production.

Public Speaking Center & Student Research presentations
Tony Docan-Morgan - $3,000

Abstract: UW-L offers a rich environment for students to engage in scholarly and creative endeavors. Many departments require students to complete capstone projects involving research, and encourage students to disseminate their work through local, regional, and national publications and oral presentations. Perhaps the most common method students use to disseminate their research outside of the classroom is via oral presentations and poster presentations both on and off campus. However, UW-L current offers students few resources for preparing and delivering oral research presentations. The objectives for the current project are to equip the Public Speaking Center to (1) aid students needing feedback on research presentations, and (2) offer online and print resources for research presentations (i.e., handouts, discipline-specific articles/links). This project will help me develop expertise and grow professionally, and enhance the quality of undergraduate and graduate academic at UW-L.

Dame Fiao (“Put it on My Tab”): Food Security, Identity, and Social Networks in the Dominican Republic
Christine Hippert - $4,386

Abstract: This proposal requests financial support to carry out long-term ethnographic research in the Dominican Republic during a 2-semester sabbatical leave for academic year 2014-2015. This research will examine the strategies migrant Haitians and resident Dominicans use to establish social networks that help them gain access to in-store credit to buy food in the Dominican Republic. Over the last 10 years, food prices throughout the Dominican Republic have skyrocketed, and gaining access to in-store credit (called fiao) has become an increasingly pervasive and commonplace economic strategy to secure household
needs. Recent scholarship on food security in the Dominican Republic has focused on strategies Dominicans use to access food on credit through social networks, but there has been little research to date discussing household food security among Haitians living and working in the Dominican Republic. Better knowledge of fiao will help improve food assistance programs and policies that strengthen access to resources among these social networks. My prior experience with ethnographic research in Latin America since 1998 and supervising UW-L undergraduates with their own research projects has given me the tools needed to successfully carry out long-term fieldwork within the allotted time of the sabbatical year. And I have submitted an application for a 2 semester sabbatical leave through the College of Liberal Studies to relieve me of my teaching and service responsibilities to conduct this research. This Dominican project will continue to enrich my courses and my supervision of student researchers at UW-L. Conducting this research is essential to meet my scholarship goal of comparing the lived experiences of people in the Caribbean with my previous work in the Andes. I intend to publish the results of my research in English and Spanish, as I have done with all of my research results to date.

**Developing Expertise to Conduct a Longitudinal Study of Writing Feedback at UW-La Crosse**
Darci Thoune & Bryan Kopp - $10,250

Abstract: This grant proposal is intended to support the development of expertise needed to conduct a longitudinal research study of writing feedback practices at UW-La Crosse, the results of which will be used to improve instruction and student learning in writing and writing-intensive courses across the curriculum. This expertise would be acquired at the intensive two-week 2014 Summer Seminar for Composition Research at Dartmouth College, which provided training on data-driven research and consultation with national experts.

**2013-14 (PD)**
**Policy Controversy in the Great Yellowstone Ecosystem**
Jo Arney - $5,035

Abstract: I am applying for a sabbatical with the purpose of spending one semester in Yellowstone National Park to study a number of policy controversies with a specific focus on disease control of bison. During the semester I will spend time interviewing policy actors and local residents and will build a repository of documents and interviews/video. This will add to my own course offerings, will be part of a national depository being developed, will aid in the writing of environmental policy casebook, and will further my own research on policy networks.

**Ensuring High Quality Field Experiences for Special Education Candidates**
Joseph W. Johnson & Carol Angell - $3,500

Abstract: Field Experiences are critical to special education teacher preparation. Such experiences require significant collaboration with local school districts and university supervisors. We propose to provide cooperating teachers and university supervisors with expectation training for supervising candidates. We propose to create a document to specifically address special education field experience expectations for candidates and supervising instructions. This document guides the cooperating teacher and university supervisor training during a one-day field supervision training session. The document and training will be repeated prior to each semester beginning in August 2013. These collaborative efforts allow special education faculty to develop high quality teacher candidates.
Mathematics for Gifted and Talented Elementary School Students in Light of Core Methodology and the New Common Core State Standards in Education
Susan Kelly (Principal Investigator) & Jennifer McCool (Mathematics Education Consultant) - $2,800

Abstract: American students lag behind peers from many other countries in mathematics [12]. Calls have come from the mathematics community for more mathematicians to become involved in K-12 education. I agree with this call and plan to study how elementary schools approach gifted and talented mathematics education and look for ways to improve the quality of such programs. This is a timely project given the new Common Core State Standards in Education. This grant would support the summer research of gifted and talented programs across the country and provide funds for supplies needed for a requested fall sabbatical.

Designing ‘Captivating’ e-Learning Experiences: Software Training to Enhance On-Line Information Delivery
Stephen T. Lewis - $3,214

Abstract: I am requesting training at an intensive Adobe Captivate “boot camp” workshop during June, 2013. Captivate is e-learning software that allows quick creation of interactive multimedia learning without requiring a computer programming background. The built-in assessment tools provide students with instant feedback during the learning process. I will be able to improve the quality of my current online course (RTH 327) and also create Captivate projects to use within my face-to-face courses. Additionally, I will share these skills with other faculty colleagues to further our abilities, and will submit a proposal to share my experience at a UW-L CATL presentation.

LI-COR Portable Photosynthesis and Fluorescence System Training Course
Elizabeth Paluch, Anita Davelos Baines, and Meredith Thomsen - $2,094

Abstract: During the 2011-2012 academic year the Biology Department was awarded a LEEF Grant to be used toward the purchase of a LI-COR Portable Photosynthesis and Fluorescence System. This equipment allows for real-time measurement of respiration in plants and insects. The LEEF grant included vouchers for training conducted by LI-COR staff. We are requesting the necessary funds to attend the LI-COR training. The knowledge gained in this course would allow better incorporation of the LI-COR technology into several Biology Department classes included: Plant and Organismal Biology, Plant Ecology, Plant Physiology, and Plant Microbe Interactions and graduate and undergraduate research.

Simplified Data Reduction & Analysis for Imaging the Warm Ionized Hydrogen in Interstellar Shells
Shauna Sallmen - $4,748

Abstract: I have applied for a sabbatical in Spring 2014 in order to further my study of bubbles and shells in the gas and dust between the stars, known as the interstellar medium (ISM). My sabbatical will result in detailed images of the warm, ionized gas in the relatively unknown interstellar shell GSH192+06-107, and a streamlined data reduction and analysis process that can be applied to similar data on other interstellar shells. As a result, I will be better able to mentor students doing image processing projects that study the ISM, giving them a more satisfying undergraduate research experience.

Professional Development in Women’s Leadership
Jodi Vandenberg-Daves - $3,345

Abstract: I propose to develop my knowledge as a teacher and an adviser by attending a conference which will provide me with my first professional development training for a course I
teach, "Women and Leadership." I will follow up the conference with a retooling of the course, both in pedagogy and content, and the development of leadership and career development related resources for my department. These resources will contribute to strategic plans of the department which emphasize expanded advising to facilitate students’ career planning.

2012-13 (PD)

Expanding the WebWork Libraries for Increased Use in General Education Mathematics and Statistics Courses

Robert Allen, Melissa Bingham, and Theodore Wendt - $12,367

Abstract: WeBWork is an online homework system designed for the mathematical sciences. Through a previous grant, three UW-L faculty incorporated WeBWork into their general education math classes. Based on the success of these pilot courses, we propose an expansion of the WeBWork problem libraries so that additional UW-L faculty may adopt WeBWork in their own courses. This project can impact many general education mathematics courses, including elementary statistics, college algebra, pre-calculus, and several calculus courses. Because of the large number of students enrolled in these courses, we expect a positive impact on learning outcomes in all courses involved in this project.

2012 Hawaii International Conference on Education

Lori Petersen - $3,740

Abstract: This is the closest and most reasonable international conference on education that I will have the opportunity to attend. Sessions offered will provide updated information on issues, curriculum, assessment and technology strategies. I am particularly interested in focusing on the kinesiology and teacher education-specific sessions. Requirements within our program for meeting the teacher standards are constantly being updated; I hope to be informed of strategies that other educators are using to meet these dynamic requirements. In addition, I hope to be able to learn specific tactics in helping welcome and keep diverse staff members in our department.

CFA Level 1 Preparation and Examination

Shane Van Dalsem - $4,222

Abstract: This grant will allow me to study for and complete Level 1 of the Charter Financial Analyst program in December 2012. The CFA program consists of three exams to be taken over a three- to four-year period.

2011-12 (PD)

Discovering What High School Students Are Taught About Writing

Virginia Crank - $1,341

Abstract: My sabbatical program, which this grant would support, involves researching and writing and article and conference presentation about what writing knowledge and experiences college freshmen bring with them from their high school English experience. I will observe high school English classes at La Crosse Central, Logan, and Onalaska High Schools in order to gain a better understanding of how UW-L freshmen are taught about writing and what basic concepts, principles, and practices related to writing they bring with them to English 110. If college composition teachers gain a better understanding of what high school teachers are saying and modeling in connection to academic writing, we can engage our students in the kinds of discussions, activities, and writing exercises which will help them think like writers rather than just students, help them transition from feeling the need to write “the way the teacher wants”
towards understanding how to manipulate prose to meet the needs of many different audiences in many different contexts.

My development activities will include a) classroom observation/visitation at La Crosse Central, Logan and Onalaska High Schools, b) review of secondary research on the transition to college writing, c) creation of a colloquium presentation, and d) writing and editing of a scholarly article for a national peer-reviewed composition journal.

**Digital Recording for the UW-L Guitar Studio**  
Richard Pinnell - $4,695

Abstract: I am applying for training in the digital recording process. This will enable me to record guitar lessons and repertoire that I assign to my students. My hypothesis is that with access to recordings of their assignments, students will acquire standard technique and repertoire in half the time that it takes other students who do not have access to this accelerated method of instruction. The project entails learning advanced techniques with the digital recording equipment I have already purchased. The final goal is to record and master a CD matrix that I may copy for my guitar students that will accelerate their learning.

**Embedded Line: fusing text and image in encaustic painting**  
Jennifer Williams Terpstra - $11,319

Abstract: The nature of this development project is to further my studio practice and strengthen my effectiveness as a teacher and scholar. My creative endeavor involves intensive work in encaustic painting (pigment suspended in wax and resin). I plan to attend workshops to better understand how the medium can function, and how to integrate it into the curriculum. In addition to the workshops, I will spend my Spring 2012 sabbatical (if approved) working in my studio, participating in an artist residence program. I also plan to implement the encaustic process in the classroom by Fall 2012.

**Attending the 2011 Sport Sales Combine Seminar / Training in Atlanta, Georgia**  
Chia-Chen Yu - $1,728.35

Abstract: Recent UW-L sport management interns and graduates have become more involved in responsibilities for ticketing and sponsorship sales. Sport management interns, graduates, and employers suggest enhancing our students’ sales competencies. I plan to use the faculty development grant to attend the 2011 Sport Sales Combine seminar in Atlanta, Georgia. Attending this three-day seminar will help me to gain new sales knowledge and hands-on experience for my classes to further strengthen students’ sales competencies. I will evaluate the impact of the sales seminar on my classes and the program through a variety of methods, such as class evaluations, and post-graduation employee feedback.

**2010-11 (PD)**  
**Computer Professional Training from New Horizons of Wisconsin**  
William Doering - $2,195

Abstract: New Horizons is one of the premiere technology training companies in Wisconsin. The price quoted reflects UW discounts. "The Computer Professional library incorporates all of the hottest topics in the industry today. This extensive library includes courses in A+, Microsoft certification, Visual Basic, Java, Novell, Oracle, Network +, SQL Server, Linux, Unix, Web design and multimedia. As technology changes, our courses are constantly updated with the latest information so your expertise is always on the cutting edge.” One of my primary job responsibilities includes technology for Murphy Library and I am also the library's web team chair for the next two years. I have been seeking technology training for some time and the pricing is always beyond the library’s financial abilities.
Multicultural Children’s Literature for Pre-Service Teachers
Yuko Iwai - $2,000

Abstract: The purpose of this proposed project is to enhance pre-service teachers’ understanding of multicultural children’s literature. In this global society, it is significant for them to examine the variety of multicultural literature, such as African American and Native American, and think about how stories and information can be effectively used for teaching in different subjects across the curriculum in schools.

Advancing the Pedagogy of Performing Arts Organizational Models
Laurie Kincman - $5,327

Abstract: The purpose of this proposed project is to enhance pre-service teachers’ understanding of multicultural children’s literature. In this global society, it is significant for them to examine the variety of multicultural literature, such as African American and Native American, and think about how stories and information can be effectively used for teaching in different subjects across the curriculum in schools.

New Digital Photography Workflow, Capture, and Printing Techniques
Linda Levinson - $8,915

Abstract: My objective for the Professional Development Grant is to take an intensive two-day customized workshop at the Jon Cone Editions studio. After taking the workshop, I will spend the months of July and August in my studio, implementing new skills and methodologies to set up a new digital workflow with new software and hardware. This will facilitate the production of new artwork, new assignments for the digital photography curriculum at UWL and the production of a sample book demonstrating various combinations of ink tones and paper bases to be used as a manual by students in digital photography.

2009-10 (PD)
Teaching Diversity through Performance
Beth Cherne - $2,630

Abstract: This grant would assist me to develop classroom skills, knowledge, and resources to teach a new General Education course, THA 130 Multicultural Plays: Acting the Text. The course uniquely combines cultural/historical research into minority cultures in the U.S. with experiential learning through performances of scenes from plays written within those cultures. I plan to attend the National Conference on Race and Ethnicity in San Diego in May, which offers numerous sessions relevant to this project, and to purchase books for my own study and as resources for students. Grant monies would fund travel, time for study, and purchase of books.

Sharon Jessee - $7,165

Abstract: The University of Tennessee Press is interested in publishing my book manuscript. In his letter of support, editor Thomas Wells states that he is “prepared to present the revised manuscript” to the editorial board and offer me “a contract for publication.” The revisions recommended by the readers are substantial: reshape the introductory chapter into a theory chapter, hone and improve my application of musical theory to Morrison’s prose, reconsider altogether one of the subtopics of the manuscript, and flash out the conclusion. With a summer stipend and partial release time in Fall, 2009, I can deliver a manuscript of significant merit.
The Imp of the Perverse: Surrealism in Egypt, 1937-47
Don Lacoss - $4,500

Abstract: The Imp of the Perverse: Surrealism in Egypt, 1937-47 investigates Jama’at al-Fan wa’al-Hurriyya, a collective of dissident Arab and exiled European intellectuals active in Cairo during World War II. The group promoted strategies for anti-fascist action, women’s emancipation, free expression, socialist education reform, and anti-imperialist action. This study grounds the Egyptians’ experiments in surrealism as a reaction to the world war, British military occupation, and the rise of reactionary Islamist nationalist organizations. As such, it offers a rare look at an indigenous Arabic initiative for radical freedom, international working-class solidarity, secular civil society, and libertarian social change.

Becoming a Certified Compassion Fatigue Therapist and Developing Coursework in Self-Care for Child Life Specialists and Recreational Therapists
Susan ‘BOON’ Murray - $1,255

Abstract: This proposal is to complete an advanced certification as a Compassion Fatigue Therapist by completing an online course to legitimate teaching and learning about compassion fatigue, burnout, and self-care as a critical issue in health care professions. The training will be applied to revising a current lesson in an undergraduate and graduate course converting it to an online tutorial, and to develop a therapeutic recreation major elective as a two-credit online course.

APSA Conference on Teaching & Learning – Teaching Research Methods Track
Jocelyn Shadforth - $4,500

Abstract: The annual American Political Science Association (APSA) Conference on Teaching & Learning, offered in a working-group format, offers a track devoted to the theme of Teaching Research Methods. Participating in this track will afford me the opportunity to attend workshops and presentations by a wide array of faculty involved in teaching political science research methods. Sessions will be devoted to pedagogical best practices and assessment strategies for research methods courses.

2008-09 (PD)
Advance Formal Education to Support Student Learning in the UW-L Occupational Therapy Program
Deborah Dougherty - $4,802

Abstract: The UW-L occupational therapy program was initially accredited by the American Council for Occupational Therapy Education (ACOTE) in 2000. Subsequent ACOTE standards mandated graduate level education for OT programs, to which UW-L made the transition in 2005. New ACOTE standards (January 2008) require: 1) increased education in evidence-based practice/research; 2) increased experiences in a research process; 3) increased knowledge/application of advanced OT theories; and, 4) advanced training for OT faculty. In order to meet these standards, IAS must “re-tool” and seek advanced, formal education. This proposal describes a project to support student learning and faculty development to meet accreditation standards.

Continued Improvement of Watershed and Model Calibration and Prediction
Jeff Baggett - $2,150

Abstract: I have been working with the U.S. Army Corps of Engineers (ASACE) since Spring 2006 to develop more efficient algorithms and software for the calibration and prediction of watershed models. Our algorithms and software can also be applied to mathematical models from many
disciplines including environmental sciences, biology, and others. My work in this area has been accomplished in cooperation with Dr. Brian Skahill at the Coastal and Hydraulics Laboratory, USACE, Vicksburg, Mississippi. This application is to fund travel to Mississippi for collaborative research as part of my Spring 2009 sabbatical.

Wavelet Structure Analysis of Paintings
Susan Kelly - $6,000

Abstract: Wavelet functions provide a method for decomposing signals. I have worked with one-dimensional wavelets, which can be used to analyze such things as audio signals. I wish to expand my knowledge of two-dimensional wavelets and thus expand my research potential to work with images. In particular, I wish to use wavelet analysis on paintings to explore how the decompositions may detect subtle differences in technique and brush strokes. This research will enrich the content of my real analysis courses and offer an exciting path for student research. I will work with Dr. James Walker from UW-Eau Claire on this project.

Implementing New Teaching/Learning Strategies in Occupational Therapy International Education
Robin McCannon - $3,000

Abstract: This project will improve my teaching skills in the area of international occupational therapy (OT) practice. I will attend the College of OT 33rd Annual Conference in Brighton England. While at the conference I will present results of an international research project. I will attend conference sessions that focus on my targeted learning objectives. I will also have discussions with OT educators and clinicians regarding teaching strategies and practice issues. I will then develop and implement new teaching strategies and learning activities designed to improve my students’ ability to compare and contrast international occupational therapy in all practice settings.

Good Mothers: History of an American Ideal
Jodi Vandenberg-Daves - $1,368

Abstract: Using a Faculty Research Grant for Summer, 2008 and a CLS Sabbatical Leave for Spring, 2009, I intend to write a book, titles Good Mothers: History of an American Ideal, which provides a narrative and a historiographic overview for the field of motherhood studies in the United States. I believe that a narrative synthesis by a historian can offer analytical insight and clarify directions for future research both for the history and for the contemporary interdisciplinary study of motherhood, an area of research now relevant for scholars of English, sociology, economics, psychology, and cultural studies.

Developing Financial Planning Expertise in the Finance World
Robert Wolf - $2,755

Abstract: The purpose of this grant is to fund expenses associated with the development of a financial planning expertise within the Finance Department. The Department has undergone a minor reorganization of its Risk and Insurance Concentration and consequently is developing a new course, Advanced Financial Planning. The approved grant will cover the costs required for Rob Wolf to participate in a CFP Certification Exam Review and to take the CFP certification exam. The review and examination should contribute significantly to the new course and to developing financial planning expertise within the Finance Department.

Teaching for a Change Conference 2008
Gretchen Berns - $1,660

Abstract: RMTR is a nationally accredited professional preparation program where coursework features mandated student learning outcomes. The current focus of content standards and
program review is changing to reflect a shift from what/how the instructor is teaching to what/how students are learning. I have carefully searched out a professional development opportunity, the Teaching for a Change Conference, that will cultivate awareness and understanding of how students learn. In addition to networking with other attendees who are passionate educators and lifelong learners, a wide selection of interactive and innovative sessions will provide me with practical tools to enrich my teaching practice.

California Physical Education Workshop, July 11-19, 2008
Lori Petersen - $1,410

Abstract: This workshop provides updated curriculum, assessment and technology strategies for teachers in physical education. The weekend workshops offer extended time to work with professionals in their area of expertise. During the week, several course options are offered. Each class meets for seventy five minutes each of the five days. Participants have the time to participate in, discuss and share ideas about each of the offerings. The “best” instructors in each activity are recruited for this workshop.

2007-08 (PD)
Leslee Poulton $3,000

Abstract: The goal of this project is to provide the time and means to retrain in the teaching of French Culture and Civilization. Such retraining will require extensive reading and preparation. I will be consulting colleagues with expertise in the field and will be choosing materials appropriate for use in an undergraduate course. The teaching of French Culture and Civilization is an area of specialization that did not exist when I was completing the PhD. Thus, this will be a very new set of skills that I will be developing for the French Major and Minor at UW-L.

Integration of Curricular Threads within Occupational Therapy (OT) Curriculum
Robin McCannon $3,548

Abstract: To meet accreditation requirements and address curricular thread integration within the OT program a 37 hour clinical course series will be completed. New teaching strategies and course content will then be developed to enhance student learning in targeted areas. An assessment strategy will measure students' integration of content. Results will be shared with the curriculum committee and modification of teaching strategies will be completed based on the assessment. This project will impact the course instructor, OT students, OT program and UWL through author's acquisition of new knowledge and the creation of innovative teaching methods that will enhance student learning.

Mastering Performance Techniques for the "Modeum-Buk" (Korean Percussion Instruments) and Learning to Repair and Maintain Existing Korean Percussion Instruments at UW-L
Soojin Kim Ritterling - $4,250

Abstract: With a UW-L Foundation Grant and additional funding from the CLS in Spring of 2006, the Music Department has recently added a new collection of drums called “Modeum-Buk.” I would like to take a class in Korea to master the performance techniques for the “Modeum-Buk,” and ultimately to be able to compose music for the UW-L Korean Percussion Ensemble, since there are no published musical scores available for these drums. Being able to repair existing percussion instruments on campus, on our own, would allow UW-L to maintain its investment indefinitely in this area of diversity and multicultural education.
Prenatal and Postpartum Exercise Design and Certification  
Karen Skemp-Arlt - $108

Abstract: Exercise has been proven to be beneficial during the months of pregnancy. Furthermore, postpartum exercise can assist women in regaining pre-pregnancy body weight as well as enhance mood and energy. Exercise design is unique to this population and having a solid understanding of the needs and physiological concerns, program principles, and appropriate exercise techniques is imperative for individuals working with the population. Students in the fitness curriculum have shown an interest in learning more about training techniques and certification requirements for prenatal and postpartum fitness training. Hence, to have a faculty member who is trained and certified may prove beneficial for these students. Additionally, incorporating this information may add breadth to present fitness classes.

American Mountain Guide Association Top Rope Site Manager Certification  
Jeff Steffen - $1,875

Abstract: The purpose of this grant is to complete the American Mountain Guide Association (AMGA) Top Rope Manager Certification Course. This is a new course in the industry designed for professionals in positions similar to the position I hold a UWL (Director of Adventure Programs). The course emphasizes the technical and educational skills necessary to safely and professionally instruct rock climbing activities. The AMGA is the first non-profit organization to offer certification in top rope management. By attending the course university students will benefit from experiencing revised content in ESS 310 (required in ESS major) and ESS 745 (requirement in the MS adventure emphasis).

Music XML, a practical implementation  
Terence Kelly - $3,000

Abstract: The purpose of this project is to study a new cross-platform computer file format for musical scores based on extensible markup language (XML) to develop a working beta-implementation for importing and exporting MusicXML in my own scoring software, Proscore.

2006-07 (PD)  
Professional Development Opportunities  
Thomas Kernozek - $2,670

Abstract: Advances in computer and imaging technology have increased the sophistication of experimentation associated with biomechanical approaches to the study of movement. To remain current and productive as a faculty member, smaller institutions must rely on collaborative opportunities to succeed in this competitive environment for funding, publication, and presentation of timely research topics. The goals are: to work at the Steadman Hawkins Sports Medicine Foundation on new biomedical models to describe high-risk sports activities, develop a collaborative sports medicine research agenda between the Foundation and the UW-L, develop opportunities for the joint manuscripts and grant proposals, and develop research opportunities for students to attend the Foundation for collaborative research.

Project NeXT (New Experiences in Teaching Workshop)  
James Peirce - $396

Abstract: Project NExT (New Experiences in Teaching) is a professional development program for new or recent Ph.D.’s in the mathematical sciences. The core of this year’s program is two workshops in the summers of 2005 and 2006. The sessions and classes I attended in the summer 2005 are now having an immediate impact in my professional endeavors this semester and expect next year’s workshop to be as helpful. The objective is to use the grant to support
travel and accommodation at the Project NExT workshop at the University of Tennessee on August 8-9, 2006.

**California Physical Education Workshop Proposal**
Lori Petersen - $2,017

Abstract: This workshop provides updated curriculum, assessment and technology strategies for teachers in physical education. The weekend workshops offer extended time to work with professionals in their area of expertise. During the week, several course options are offered. Each class meets for seventy five minutes each of the five days. Participants have the time to participate in, discuss and share ideas about each of the offerings. This year a special course offered by Polar Technology will allow each participant to utilize a heart rate monitor the entire week and diagnose the results through each class.

**Student Writing: Creating the Review of Literature**
Timothy Gongaware & William Zollweg - $4,549

Abstract: Through a content analysis of initial reviews of literature turned in by sociology senior option course students (in SOC 405 and SOC 416), we will attempt to ascertain the ability of our seniors to present critical and informative reviews of scientific literature in substantive areas of study. In the analysis we will look for patterns in what the students are able to do and what they are failing to do. From this we will develop strategies and tactics for the Sociology curriculum that will attempt to better prepare students for creating appropriate reviews of literature. Through the course of the next four years we will continue to analyze the literature reviews and look for changes and other patterns.

**Cellular Immune Response to Low Dose Intradermal Influenza Vaccination**
Bernadette Taylor-Winfrey (Sabbatical Support) - $4,024

Abstract: I propose to work with Dr. Jeffery Scott, Professor of Immunology at the University of California Davis, School of Veterinary Medicine to learn a new technique that will help me in my sabbatical research project. This project’s main goal is to analyze the cellular immune response to intradermal inoculation of a low dose influenza vaccine and compare it to standard dose intramuscular vaccination. Use of a lower dose injected into the skin could stretch the vaccine supply and may offer other advantages over intramuscular vaccination such as enhanced cross-protection against newly emerging virus strains.

**2005-06 (PD)**
**Sabbatical 2006/African-American Cultural Submersion**
Gary MacDonald (Sabbatical Support) - $4,500

Abstract: I have been granted a Sabbatical Leave Fall Semester 2006, to study African American history and culture in the context of photography. My intent is to study and gather photographic images at 8-10 of the locations detailed in the body of this request. I will use the photographs primarily in the APH 102 General Education course with a secondary objective of preparing a presentation that can be used by the Multicultural Student Services Office as part of the Seven Rivers Region Martin Luther King, Jr. Celebration held each January at the La Crosse Center. A third goal is to investigate the possibility of identifying photographs that can be used in a future UW-L Gallery show.

**Clinical Internship and Course Development in Child Life, and Marketing of Dual Child Life/Therapeutic Recreation as TR Program Enrollment Enhancement**
Susan ”Boon” Murray - $4,000

Abstract: This proposal is for a full-time faculty member in RMTR’s Therapeutic Recreation Program to complete a 12-week 480-hour Child Life clinical internship Summer 2005 and
become a Certified Child Life Specialist Fall 2005. It involves developing two three-credit Child Life courses as the major project during internship to enhance a specialized curriculum focus on pediatrics in order to market a dual internship in Child Life/Therapeutic Recreation as an enrollment enhancement strategy.

A Creativity Workshop on the Island of Crete to enhance research for The Creativity Code: Uncovering the Secrets of Artists  
Karen Terpstra - $1,720

Abstract: I am requesting a stipend for summer research that will enable me to finish co-authoring the book The Creativity Code: Uncovering the Secrets of Artists (working title) and attend a Creativity Workshop on the Island of Crete in June. My co-author, Nils Lou and I plan to finish the creative exercises which will be included in the book during the summer months. This book will benefit students, educators and anyone interested in the creative process. I plan to incorporate the Creativity Workshop experiences into the book and expect to further enhance my studio art and gen-ed curriculum.

Community Effects of Foreign Ownership in a Paper Mill Town in WI  
Carol Miller - $3,004

Abstract: A Scandinavian-based forest products company recently purchased the paper mill in a small community in northeastern Wisconsin (pop. 1,800). I will study the effects of foreign-ownership of the major employer on enrollments and support for the school districts and on changes in the type, severity and frequency of environmental violations. I will combine this research with previous research I already completed on the community to form a book-length manuscript about the comprehensive effects of foreign-ownership of the paper mill on this small Wisconsin town. Conclusions should have implications for all of Wisconsin's paper mill towns that have mills owned by either the Finnish-based company, Stora Enso, or the Swedish-based company, Domtar.

Completion of Dietetics Supervised Practice in Preparation for Credential Achievement & Improvement of Nutrition Education & Research at UW-L  
Margaret Maher - $15,000

Abstract: Diabetes and obesity are growing health concerns in the US and there is increasing need for professionals trained in nutrition and diabetes education to play an active role in preventing, and reducing morbidity and mortality resulting from, these diseases. Addition of nutrition, diabetes, and obesity-related clinical training to my professional activities will greatly enhance my teaching, research, and service at UWL. By fostering collaboration and the use of shared space available at the Health Science Center, through UW-L and Viterbo consortium members this endeavor will significantly benefit my future students, UW-L, and the La Crosse area community.

The Model Laboratory for Macro Economics  
Wahhab Khandker & William Wehrs - $10,000

Abstract: The model laboratory for macroeconomics is instructional software intended to foster students’ comprehension of macroeconomic models that take the form of an equation system. A set of companion exercises guide a student through model experiments with the software. The instructional system is composed of the software and the laboratory exercises. The system was developed in the 1980’s in order to address learning problems faced by students when they are exposed to relatively large equation systems that are represented as compound graphs. This project involves revision of the original software, extension of the system to additional models, and a formal assessment of cognitive learning outcomes.
Visualizing Linear Transformation, Orthogonal Matrices and Least Squares Solutions
Todd Will - $3,000

Abstract: Create web based interactive graphics along with appropriate instructions, explanations, commentary, and questions to help students visualize linear transformations, orthogonal matrices, and least squares solutions of the equation Ax=y. The materials can be read by students or used by instructors for classroom demonstrations.

Writing a Spanish Textbook
Victoria Calmes - $3,000

Abstract: I am applying for a summer stipend to support the completion of my share of writing ¡A la búsqueda! (Let’s Search!), an intermediate-level Spanish textbook. I have been working with other three co-authors and we have already finished approximately half of the book. The textbook has been accepted for publication by Prentice Hall. I am responsible for writing two complete chapters of the book. Due to a heavy teaching load during this semester, I intend to finish the chapters during the summer. This grant will give me the opportunity to dedicate more time to the project and to finish it by the publisher’s deadline of September 15, 2005.

Incorporating Active Learning and Inquiry-Based Approaches into the Developmental Biology Course
Jennifer Miskowski - $750

Abstract: None provided; Proposal Excerpts: "My goal is to generate several weeks of new laboratory projects for the Developmental Biology (BIO 408) course... The two primary aims of this project are to (1) expose students to some of the techniques and a model systems used by developmental biology researchers and (2) to engage students in real scientific investigation... I propose to reduce the time spent viewing embryo cross-sections to six weeks if the semester and spend eight weeks performing new bench experiments... Students can become adept in standard culture and experimental procedures and still have time to pursue an inquiry-based project."

2004-05 (PD)
American College of Sport Medicine (ACSM) Health/Fitness Instructor Certification
Karen Skemp-Arlt - $1,700

Abstract: The American College of Sports Medicine has approved a new initiative for developing partnerships with colleges and universities to assist in preparing students for successful careers in the health and fitness and clinical exercise programming fields. Development of this new initiative is based upon the foundation of knowledge, skills, and abilities for the ACSM Health/Fitness InstructorSM, ACSM Exercise Specialist®, and ACSM Registered Clinical Exercise PhysiologistSM credentials. Collaboration with ACSM in developing this new initiative can have a number of potential benefits for our students as well as our institution. The ACSM Committee on Certification and Registry is developing mechanisms to assist colleges and universities to do the following: Assess the status of the current curriculum relative to coverage of the knowledge, skills, and abilities contained in ACSM’s examinations. Assist in the development or revision of curricula that would be preparatory for ACSM examinations. Simplify the process by which students can participate in ACSM certification examinations by offering them as exit exams upon completion of a department’s course of study. Provide an assessment of the quality of a department’s educational programs by contrasting the results of a national sample with those of our students. Ultimately, partnering with ACSM can further assist our department and program in preparing students for careers as fitness instructors, exercise specialists, recreation managers, cardiac rehabilitation specialists, clinical exercise physiologists and exercise science professionals.
**HON 207 [Gender, Race, Power, and Privilege] Simulation game**
Deb Hoskins - $1,133 (Sabbatical Support)

Abstract: *Diversity: A Simulation* will be a much more complex version of the simulation game I developed as the basis of HON 207, "Gender, Race, Power, and Privilege" first offered in Spring, 2003. The simulation helps students understand and confront the meaning of diversity both in everyday life and in extraordinary circumstances, and organizes critical thinking around solving the problems and rectifying the injustices that result from complex societal inequalities. Because it focuses on problem-solving in realistic and seemingly unstructured situations, it allows students to develop their academic skills while, first, recognizing the value of those skills in the "real" world and, second, working across what often appear to be unrelated academic disciplines in understanding that world. The concepts and format of the simulation render it adaptable to a range of courses, disciplines, and instructional formats through the selection and manipulation of characters, situations, and elements of each. It could then be marketed on a computer disk that could be purchased either as a stand-alone or bundled with a textbook.

The sabbatical would be spent researching and developing additional components from which instructors could choose in order to localize the simulation to their region, and in developing the instructional tools and resource databases necessary to adapt and use the simulation in a class. The components will demand both breadth and specificity to make them relevant to different regions of the nation as well as to a region’s internal complexity. I expect the research demands of the project to extend the project through the summer. This request is for funds to support the project during the sabbatical, January to May, 2005.

**Writing Assessment**
Teri Staloch, Carol Angell, Delores Heiden, Robert Richardson, and Joyce Shanks - $4,000

Abstract: The purpose of the proposed faculty development project is to provide training for faculty in the Department of Educational Studies and faculty from the English Department at UW-L in a writing instruction and assessment model known as Six-Trait Writing. Faculty will adapt the Six-Trait model to develop a writing assessment rubric that can be used to evaluate the writing of pre-education majors. This training will be part of an ongoing initiative to improve the quality of writing of teacher education majors.

**The Utilization of Educational Technology to Enhance Student Understanding of International Occupational Therapy Practice**
Robin McCannon - $3,000

Abstract: This proposal will improve current occupational therapy problem based learning coursework through innovative collaboration between occupational therapy educators and students from UW-L and Robert Gordon University in Scotland. Problem based learning delivered by video-conference and virtual community. Technology will be utilized to promote students understanding of international occupational therapy practice and begin development of cultural awareness. Upon completion of the PBL project, researchers will evaluate student’s perceptions of educational technology as a creative method of facilitating the above educational goals. Evaluation of the project will consist of pre- and post-test data analysis and content analysis of the videotaped PBL sessions.

**An original musical "The Promises of Life and Love"**
Gary Walth - $3,760

Abstract: The purpose of this proposal is to complete an original musical theatre piece, both the libretto (words) and the music. The proposed work will consist of a musical setting of a story, which I will write, for vocal soloists, chorus, and orchestra. The libretto contains a scene
that includes an opera rehearsal which will parallel the musical’s storyline. I hope to use an excerpt, (aria and chorus) from one of the extant operas of Johann Christian Bach, which are part of the archives at the British Library in London and the library of the University of Glasgow. I also hope to arrange private study with composer and orchestra J.A.C. Redford, to solicit ideas for the process of orchestration with vocal solos and choral ensembles. My time in La Crosse would be used for composing and orchestrating this two-act work.

Upon completion I will be able to use newly enhanced materials and knowledge in my role as the musical Director of UW-L productions and Summer Stage. The Experience from this project will also provide new insight in the teaching of coursework for the Music Theatre Degree, including the course “The Singer/Actor.” This project will also enhance my teaching skills in Choral Arranging (MUS 321) and with the choral ensembles that I conduct.

*Improvement of student understanding of experimental variables through incorporation of case studies into Survey of Biochemistry*
Sandy Grunwald - $4,000

Abstract: Biochemistry experimental case studies were incorporated into the Survey of Biochemistry course to improve science student’s ability to identify experimental variables and to determine for a particular experimental situation what variables will affect the outcome of that particular experiment. To correlate if the case studies improved student’s ability to understand experimental variables, post-assessment exercises were carried out on these students and compared to results of assessment exercises completed previous Survey of Biochemistry students who were not exposed to these case studies. Analyses of these assessment results are currently underway.

**2003-04 (PD)**

*Using Problem Based Learning and Information Technology to Enhance the Students' Critical Reasoning Skills, etc.*
Robin McCannon - $4,021

Abstract: This project entailed modifying current occupational therapy problem based learning (PBL) coursework and adding a new component of collaboration between occupational therapy educators from UWL and Robert Gordon University (RGU) in Scotland. PBL supported by videoconference and virtual community technology was utilized to facilitate the development of students’ clinical reasoning skills, develop beginning skills in cultural competency and promote an understanding of international occupational therapy practice. Thirty OT students participated in this study. To evaluate clinical reasoning skills, student responses were transcribed and compiled into 122 statements, which were then categorized into different styles of clinical reasoning. Results indicated that the predominate form of clinical reasoning was procedural in nature (61%) followed by conditional reasoning (27%) and interactive reasoning (12%). To evaluate the students’ understanding of international occupational therapy practice, cultural awareness, and reflective learning a pretest/posttest design was utilized to evaluate students’ perceptions of their learning of the PBL learning objectives. A two-way ANOVA with repeated measures was completed; results yielded a significant difference among the pretest and posttest scores (p-v < 0.01). The posttest mean scores were higher, which indicated that students perceived they acquired the intended knowledge and PBL was an effective method to facilitating learning.
Using Problem Solving Modules to Improve Students' Understanding in Introductory Biology
Scott Cooper, Deborah Hanmer, Rick Gills, Tom Volk, and Bill Cerbin - $17,000

Abstract: The goal of this project is to introduce in-class problem-solving pedagogy into 100 and 200-level biology courses. This will provide greater continuity for first year biology majors, and facilitate the transition from General Biology to more advanced courses. We will also focus on developing faculty scholarship of teaching through the design, development, use, and assessment of problem solving modules that promote student understanding. We will assess the short-term and long-term effectiveness of the modules, to see if linking materials between courses in a series improves student understanding.

Enriched Historical Inquiry
Charles Lee and Deborah Buffton - $9,500

Abstract: This project seeks to build on a previous project in which we designed a website that will take first year college students (non-history major) through the process of historical inquiry, from the initial stages of identifying a topic through finding primary and secondary sources and analyzing them. This project seeks to design a website and inquiry method for upper level history majors to build on this process, preparing them for the kinds of historical methods that they would be expected to use in graduate school or in history-related jobs, such as archival or museum work. Thus, the exercises will be more in depth, the sources, more specialized, and the end product more complex and sophisticated than those created for a first-year, non-history major.

Where are all the Women? An Interdisciplinary Exploration into the Scholarship on Women in Science
Bonnie Bratina, Bernadette Taylor, Anne Galbraith, Deborah Dougherty-Harris, Sandy Grunwald, Marc Rott, and Mike Abler - $4,400

Abstract: Seven science faculty (4-primary and 3-secondary) seek to attain expertise in the scholarship on Women in Science. Through interdisciplinary collaborative seminars, individual research projects, and work at the Women in Science Institute at UW-Oshkosh, the science faculty will develop expertise this institution is without. This expertise is necessary to attract and retain underrepresented groups to the sciences.

A Rhetorical Introduction to Confucianism Chapter Two: Defining Confucianism
Haixia Lan - $868

Abstract: This study examines the similarities and differences between classical Confucianism and Western rhetorical epistemology and argues that they both differ from the still prevalent modernism in the West. Suggesting ways of philosophizing and communicating, I demonstrate that they could provide venues for a better understanding of each other and for more cultural diversity in the 21st century. I plan to conduct research on classical Confucianism to incorporate more scholarship in Chinese and by Chinese writers unavailable to me through Interlibrary Loan alone into my book, A Rhetorical Introduction to Confucianism, which is so far based primarily on scholarship done in English and by Western scholars.

Kodály Certification July 14-August 1, 2003
Soojin Kim Ritterling - $2,441

Abstract: The Kodály Certification Program is an intensive 18-credit, three-summer approach to musicianship. Zoltán Kodály, a Hungarian composer, developed this method for his own
teaching, which was very successful. The proposed program follows his method but focuses on American folk music and how it is used in the development of musically independent individuals. By participating in the Kodály Certification Program, I will be able to enhance my teaching with the practical application of the Kodály method. I plan to use it in early childhood and general music classes, not only for teacher candidates but also for guiding young children’s musical development in the La Crosse community.

**Summer Institute 2003 at the Centro de Altos Estudios Literarios y Sociales Chaco, Argentina**
Darlene Lake - $1,770

Abstract: This proposal requests support for participation in the Summer Institute 2003 at the Centro de Altos Estudios Literarios y Sociales Chaco in Argentina. The goal of the Summer Institute is to provide U.S.-based scholars the opportunity to learn about and discuss Latin American literature and politics with contemporary Argentine authors and literary critics. Additional issues to be discussed are feminism and feminist literature and politics in Latin America.

**2002-03 (PD)**

**UNPAID Professional Development Leave to pursue full-time employment as a school psychologist in a public school**
Betty Miller - $1,020

Abstract: This proposal for an UNPAID professional development leave is to pursue full-time employment as a school psychologist in a public school. This leave will help the UWL School Psychology program come closer to meeting National School Psychology Association standards for faculty training; help me become a more effective teacher by providing me with examples I can incorporate into future lectures; help me better understand current school-related concerns; allow me to practice the interviewing, assessment and intervention approaches I teach; and allow me to update myself on techniques in school psychology areas that I do not teach but that are used in the schools.

**Development of New Experiments and Lab Manual**
Aaron Monte - $3,000

Abstract: The proposed project would fund the development of a set of new experiments and the production of a new laboratory manual for the non-majors, general education course, CHM 100 – “Contemporary Chemistry”. This new manual will highlight connections between the laboratory experiments and phenomena and events occurring in everyday life. Also, the experiments will be presented using a pedagogical style that will promote active inquiry into each topic by the students. Content of the manual will range from the very basic concepts of lab safety, measurement, and the scientific method to specific topics in the sub disciplines of nuclear, analytical, inorganic, environmental, organic, polymer, and biological chemistry. The completed product of this work will be a new teaching tool that will enhance instructor delivery of the subject matter. It will also improve student learning and appreciation of the chemical content by making all experiments more relevant to life in the contemporary world.
Professional Certification in Public Relations (APR)
Douglas J. Swanson - $1,700

Abstract: This proposal seeks grant funding to support my study and participation in the Public Relations Society of America professional accreditation program, leading to APR certification. APR certification will enhance my ability to be a more effective teacher, researcher, and mentor. APR accreditation is a mark of distinction for public relations professionals who demonstrate their commitment to the profession and to its ethical practice, and who are selected based on broad knowledge, strategic perspective, and sound professional judgment. The process would involve 3-6 months of intensive research and study, followed by a certification examination in New York City in September, 2002. Successful completion of APR certification would enhance my credibility and worth as a member of the UW-L teaching faculty and in my research and service. Certification would also assist our department's long-term goal of having an APR certified faculty member and earning PRSA certification for our Public Relations / Organizational Communication degree emphasis area.

Fees and Study Materials for the Financial Risk Manager Exam
Rob Wolf - $700

Abstract: This grant proposal is to request funding for the registration fee and study materials to take the Financial Risk Manager (FRM) certification exam. Although the exam is quite rigorous, I should pass on the first attempt. "The Financial Risk Manager (FRM) certification establishes that an individual possesses the body of knowledge necessary for independent risk management analysis and decision making." (FRM internet site) The material on the exam is assembled by practitioners and includes a variety of financial risk models. This is an increasingly important area in finance. The content of the exam will be integrated into my classes, research agenda, and service opportunities.

Integration of Bioinformatics into the Biochemistry Curriculum
Todd Weaver - $3,000

Abstract: Over the course of the past few years the scientific community has become heavily dependent upon the use of database, which store large volumes of sequence and structural information. In conjunction, a number of mathematical algorithms have been designed to interpret and analyze the sequences within the various databases. Collectively, these two areas have merged to generate a completely new area of study, termed bioinformatics. Bioinformatics has been defined as the integration of mathematical, statistical, and computer methods to analyze biological, biochemical or biophysical data. To keep the biochemistry students enrolled at UW-L up to date with currents trends, this proposal outlines the design and implementation of bioinformatics exercises into the current laboratory curriculum for CHM 325: Survey of Biochemistry and CHM 417: Biochemistry I.

Australian Aborigines and American Indians: A Comparative Study in Ethnic Preservation and ties to Homelands
Jac Bulk - $7,000

Abstract: This project proposes to investigate and assess the contemporary status of the approximately one million Australian aboriginal peoples as they compare with American Indian peoples. At issue is how well these ethnically diverse peoples have succeeded in preserving their traditional cultures. Since the Australian aboriginal bands and the American Indian tribes each have experienced large-scale land displacement in the wake of contact with European settlers, the abilities of these peoples to maintain religious ties to their homelands has been strained. This research contrasts how the various land management policies adopted by the European settler societies impacted upon ethnic preservation outcomes experienced by the many distinct peoples of Australia and the United States, some of whom are now urbanized and some of whom are living on ancestral homelands.
One-semester leave to engage in study related to the General Education Course EFN-205
Kent Koppleman - $7,276 (Leave)

Abstract: I will be engaged in reading current research related to lecture topics in EFN 205 and reviewing relevant discussion activities for possible inclusion in the Understanding Human Differences course, a part of the UW-L General Education program and Teacher Education. The project is designed to achieve two primary goals: Strengthen the lecture content and identify alternative discussion activities for the existing course, and complete a textbook based on the structure of EFN 205 which would make a contribution to the teaching of diversity issues in higher education for courses in General Education and in Teacher Education programs.

Sociological Aspects of Work and Life
Enilda Delgado & Carol Miller - $4,000

Abstract: We are requesting a faculty development grant to create a new team-taught special topics course dealing with sociological aspects of work and life. In the recent past, a great number of employers (including UW-L) have taken notice of the increasing demands faced by individuals in their quest to balance work and life. This topic is of great importance as more and more families struggle to adjust the demands of their work outside the home with their lives inside the home. It is our goal to explore the sociological impact of work and life as it pertains to race, class, gender and international differences.

2001-02 (PD)
Incorporating the Study of Memory into History Classes
Deborah Buffton - $9,500

Abstract: This proposal seeks replacement costs for me for one semester so that I may study at the Institute for Research in the Humanities in Madison. The goal will be to significantly revise three of my upper level courses, including the department capstone course, to include the study of memory, a relatively new historical methodology. Because we train future history teachers, this project potentially will have long-term effects on public school teaching as well as my own university-level teaching.

Cultural Identity in the Age of Globalization: The Center for 21st Century Studies Fellowship
Denis Provencher - $18,131 (Leave)

Abstract: This faculty development grant provides replacement costs ($18,131) and travel expenses ($2500) for academic leave in 2001-2002 to work as a Research Fellow in cultural studies at the interdisciplinary Center for 21st Century Studies at the University of Wisconsin-Milwaukee. During this leave, I participated in a year-long faculty seminar (on the theme of globalization and transculturalism); attended public lectures by invited scholars/specialists on this topic; and presented portions of my own research on this theme. In sum, this release time allowed me to enhance my own academic training in the field of cultural studies and develop new areas of research. Beginning in Fall semester 2002, I will begin to incorporate much of my new training and research interests into the courses I teach. These include French civilization (French 320 and French 325) and the general-education course on France and the French-speaking world (French 325). I will also propose a new interdisciplinary course in Cultural Studies at UW-L.

Cultural Immersion: Merida, Yucatan, Mexico
Stephen Brokaw - $3,000

Abstract: A five month, in-country, living/learning experience. Specific objectives include: 1) development of greater first person knowledge of business/marketing practices in Mexico. 2) Immersion study of Spanish as a second language. 3) Involvement and interaction with
Yucatecan faculty and business managers with regard to the on-going development of in-country internship opportunities for UW-L business students.

SAS Training
Abdulaziz Elfessi & David M. Reineke - $2,755

Abstract: The current proposal is to fund tuition, travel, lodging, and meals for a three day training course in SAS for both of us. The course is called Statistics I: Introduction to ANOVA, Regression, and Logistic Regression. The topics covered coincide with material that is taught in most of the statistics courses offered by the Mathematics Department at UW-L. Our objective is to become more familiar with the SAS statistical software package, particularly in methods that we will be using in the coursework offered at UW-L and in statistical consulting projects that we work on for the university and community members.

The Development of a Challenge Course Training Protocol for Training the Trainer
Jeffery Steffen - $3,500

Abstract: The goal of this proposed Faculty Development Grant is the completion of a protocol for training the trainer of challenge course programs. The protocol will be shared with the Association of Challenge Course Technology (ACCT) as a model for national standards in "training the trainer". The researcher has already contributed to the development of a standards manual for the construction of challenge courses with a national association. Training protocols for companies/institutions which are currently on the executive board for ACCT will be studied. Site visits and data gathering of technical skills and competencies will be conducted with each company/institution. Additionally, a review of the literature and consultation with other scholars in the field of challenge course training will be conducted. The final project will take the form of a manual/textbook which could be used as protocol for companies and institutions to follow in "training the trainer" of challenge course programs. As the Director of Adventure Programs in the Exercise and Sport Science Department and instructor of ESS 312: Adventure Theory, ESS 745: Pedagogy of Outdoor Pursuits, ESS 765: Adventure Education for Physical Educators, and ESS 777: Seminar in Adventure Education, this work is an extension of my current scholarship.

Gender Patterns in Youth Homicide Victimization and Offending in the United States
Kimberly A. Vogt - $3,114

Abstract: The proposed project will study patterns of youth homicide victimization and offending in medium (25,000-99,000) and large (100,000 and larger) cities in the United States for the years 1976-1997. Gender and race-specific rates of youth homicide victimization and offending will be studied so that a characterization of the patterns of youth homicide over time and across cities can be made. In addition, socio-cultural variables that have been found to best predict high rates of homicide victimization and offending (e.g., poverty, education, employment and socioeconomic status levels) will be gathered from census data for the cities being studied and used in data analysis to better explain youth homicide. The final product of the project will be an article for publication in a peer-reviewed journal. Data transformation, finalization of the data set, and a preliminary review of literature will take place in La Crosse. The final data analysis and background research will take place in Durham, NH at the University of New Hampshire, where I will consult with researchers at the Family Research Laboratory.