

*scholarship  
that engages*



# Our Mission Statement

Lindenwood University offers values-centered programs leading to the development of the whole person – an educated, responsible citizen of a global community.

Lindenwood is committed to

- providing an integrative liberal arts curriculum;
- offering professional and pre-professional degree programs;
- focusing on the talents, interests, and future of the student;
- supporting academic freedom and the unrestricted search for truth;
- affording cultural enrichment to the surrounding community;
  - promoting ethical lifestyles;
- developing adaptive thinking and problem-solving skills; and
  - furthering lifelong learning.

Lindenwood is an independent, public-serving liberal arts university that has a historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth.



# THE IDEA OF A UNIVERSITY

Universities are meant to contribute to the dynamic trove of human knowledge and offer new perspectives in addition to disseminating what is already known and believed. In the spirit of that seminal principle of higher education, Lindenwood supports and nurtures the *scholarship of pedagogy*, known as the “scholar-teacher model” and defined as *an enhancement of the student’s higher-learning experience through the merging of scholarly interests and pursuits with classroom teaching*. Such value-added faculty endeavors improve higher education by providing a richer, more vibrant learning and developmental context; they draw our students beyond a solely pedantic academia and into the realm of analysis, creative problem-solving, and evaluation.

This edition of our annual Lindenwood *EDGE* illustrates how the scholarship of pedagogy is realized at this University by both our students and our professors, often in collaboration with one another and always in the service of the students’ preparation for work and life. Through reading these summaries you will see how our faculty and student scholars engage both their minds and one another in powerful ways that enrich the collegiate experience. I hope you enjoy and learn from this booklet!

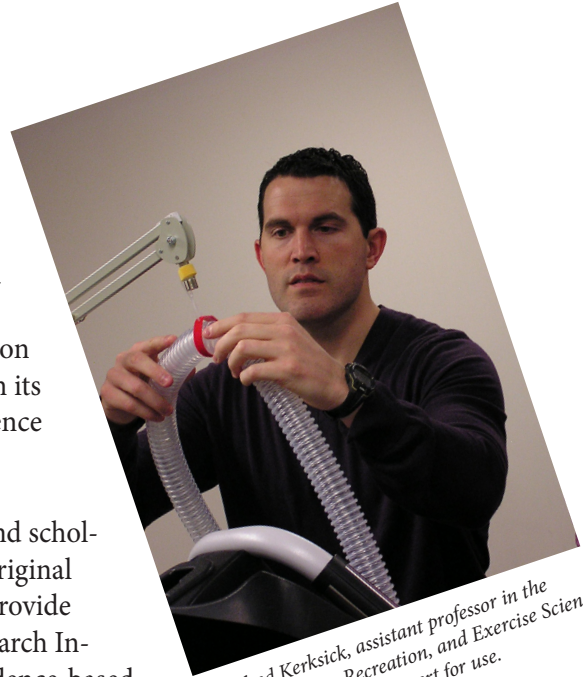
Very sincerely yours,  
James D. Evans, PhD  
President



# A HEALTHY IMPACT

Across the United States, communities are challenged with increasing numbers of the elderly as well as growing numbers of people who are overweight, obese, and in poor physical condition. Faculty members and students in Exercise Science are well positioned to positively impact the health and performance of nearly every one of these people. In comparison to core sciences, such as physics and chemistry, Exercise Science is still in its infancy, and the knowledge, recommendations, and impact Exercise Science will exert continues to evolve.

Excellent teaching in Exercise Science requires outstanding instruction and scholarship opportunities. Within Exercise Science, scholarly activities teach original information about exercise, nutrition, and fitness but more importantly provide students with excellent opportunities to learn and grow. The saying “Research Informs Teaching” applies universally across Exercise Science where an evidence-based approach to teaching and instruction benefits from the influence of scholarly pursuits. Currently at Lindenwood University, Exercise Science faculty members and students are planning research studies to study the impact of different exercise and nutritional interventions on the health and performance on various populations: healthy, overweight, obese, elderly, and competitive. Through these scholarly endeavors, Exercise Science students will be better equipped to apply their classroom knowledge, which will ultimately improve their chances for success.

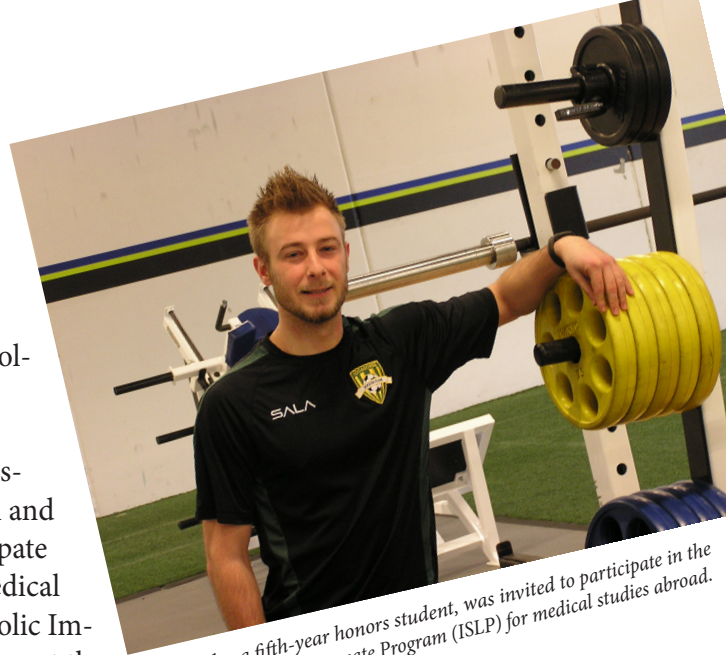


*Dr. Chad Kerkisick, assistant professor in the School of Sports, Recreation, and Exercise Sciences, prepares a metabolic cart for use.*

# DEDICATED SCHOLAR

Brad Gieske is a fifth-year honors college student in the School of Sport, Recreation, and Exercise Sciences (SRES), majoring in exercise science and double minoring in chemistry and nutrition. Gieske excels in the classroom, with a current GPA of 3.95, while also participating in multiple scholarship activities in and around the Lindenwood community.

Gieske recently presented research on overtraining at the Missouri Association for Health, Physical Education, Recreation and Dance (MOAHPERD) conference and was invited to participate in the International Scholar Laureate Program (ISLP) for medical studies abroad. Gieske's poster presentation, entitled "Metabolic Implications of Curcumin in the Diet," received first-place honors at the 2014 Lindenwood University Student Research Symposium and Exposition. He is a member of the National Society of Collegiate Scholars (NSCS). He is also the president of Jogadores Soccer Club in O'Fallon, Mo., and a personal trainer at O'Fallon's Renaud Spirit Center. Gieske volunteers his time in the Exercise Science Department, tutoring students in anatomy/physiology and mathematics. He is a well-rounded and dedicated student, volunteer, classmate, and coach.



*Brad Gieske, a fifth-year honors student, was invited to participate in the International Scholar Laureate Program (ISLP) for medical studies abroad.*

# STIMULATING CURIOSITY

With a passion for pedagogical research and a remarkable ability to stimulate and influence student interests, Dr. Trisha Prunty is an asset to the Department of Psychology at Lindenwood University-Belleville. Since arriving in 2013, her efforts in advancing scholarship have consisted of a co-authored article entitled *Comparison of Delayed Matching-to-Sample Performance in Monkeys and Children in Behavioral Processes*; two submissions to Teaching Neuroscience Practical Activities for an Engaged Classroom EBook; a poster presentation at the Midwestern Psychological Association conference; and more recently, the establishment of an interdisciplinary psychology lab for faculty and students.

As a cognitive developmental neuropsychologist, Prunty's vision for a laboratory reflects her commitment to research, teaching, and collaborative work with students. Although the physical requirement needs for facilitating psychology students took precedence in the design of the new lab space, student ideas also played an important role. Moreover, as Prunty's expertise broadly encompasses complex areas ranging from the impact of migraines on working memory to the effects of the sex offender registry and factors that influence juries. Similarly, her instruction and guidance continues to be ongoing and far-reaching in inspiring and preparing students to be astute practitioners and empiricists.

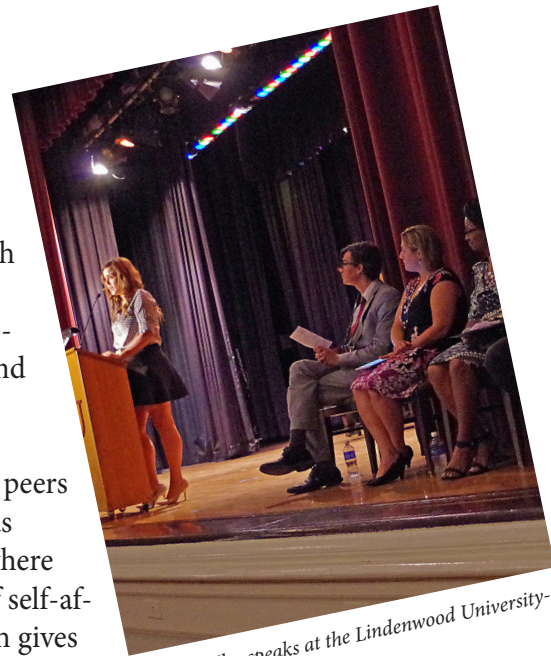


*Dr. Trisha Prunty established an interdisciplinary psychology lab for faculty and students.*

# ACCEPTING CHALLENGE

Codi Schaller, an honors Psychology student on the Lindenwood-Belleville campus, demonstrates student scholarship through her participation in various opportunities outside of the classroom that challenge both her and others. Under Dr. Trisha Prunty's mentorship, Schaller worked toward the design and development of the Psychology Laboratory, an opportunity that has enhanced her confidence in her abilities to research and successfully secure scholarship and grant opportunities.

As a student speaker at Convocation, Schaller confidently addressed her peers and mentors on a larger scale. The honor of speaking at Convocation has prepared her for the Missouri Undergraduate Psychology Conference, where she will be presenting her original empirical research on the influence of self-affirmations on body esteem. The opportunity to present her own research gives her an advantage over other students, as she will be ready to conduct, analyze, and present research at the graduate level without hesitation. Furthermore, as the president of the Psychology Club and a member of Psi Chi, she has learned valuable leadership and interpersonal skills that will help her in the future, both at school and in the workforce. Together, these opportunities have prepared Schaller for future graduate and work experiences.



*Codi Schaller speaks at the Lindenwood University-Belleville Convocation.*

# PSYCHOLOGICAL BENEFITS

▶ Dr. Cynthia Wooldridge's research applies psychological findings to teaching and testing methods. She has presented at several professional conferences, published two scholarly journal articles, and co-authored three book chapters.

Since joining Lindenwood's Psychology faculty in 2012, Wooldridge has involved students in her scholarship.

"Psychological knowledge comes from research; it's wonderful when students have opportunities to generate knowledge as well as learn about it," she says.

Her students are involved in every phase of scholarship: running subjects, analyzing data, writing up results. Her team's current work, once completed, will be submitted for publication with students listed as co-authors.

"Our multi-study projects take a year or two to complete, so I have sustained involvement with my research team. It's nostalgic for me; seeing my students' enthusiasm reminds me of how I felt as an undergraduate and helps renew my energy and enthusiasm for the work, which undoubtedly enhances my teaching," says Wooldridge.

Direct student involvement in research is more easily accomplished in some disciplines than in others. But, says Wooldridge, "Any faculty scholarship serves students, even if students aren't directly involved. Scholarship keeps faculty engaged in their field; their new learning inevitably trickles down into the classroom, and students ultimately benefit."



*Dr. Cynthia Wooldridge's students are involved in every phase of scholarship.*



# HISTORIC UNDERTAKING

Third-year Archaeology major Emma Verstraete is preparing her third professional presentation. Past presentations dealt with economic inequality in St. Louis and how acculturation influences the understanding of one's sense of self. In January 2015, she presented in Seattle to the Society for Historical Archaeology, reporting on her study of an 1840 Southwest Missouri homestead. Her \$1,000 grant from the Missouri Archaeological Society supports her registration and travel costs.

"The study aims to learn about daily life in the 1840s; there's currently little information about pre-war life in the region," says Verstraete.

"Remote research is challenging. Even though my research is five hours away," she says. "But it gives me hands-on experience not available in the classroom, and I learn a lot about solving real-world problems."

And it's not just excavating; Verstraete says, "For every hour in the field, I spend probably six hours in the lab, entering data and looking up information about found items."

Hands-on scholarship fascinates Verstraete. "From a small piece of pottery the size of a quarter, I might be able to tell you when it was manufactured, how it was used, and probably the socio-economic class of the person who used it," she said.



*Emma Verstraete holds items found at the site of a former dump on the campus of Lindenwood University.*

# UNDERSTANDING BARRIERS

Scholarship and sharing literature on current health issues with students is important work at the Lindenwood University School of Nursing and Allied Health Sciences. Prof. Deborah Mercier, Nursing faculty member, has an ongoing program of scholarship studying patients with hepatitis C (HCV).

The aims of a recent study were to describe educational processes among academic and community practices in a cohort of patients receiving HCV treatment and to evaluate the effectiveness of these processes on helping patients complete HCV therapy. Pre-treatment HCV patient education is considered standard practice when initiating HCV treatment; however, teaching platforms vary among HCV treatment providers.

Results of the study showed that patients receiving individual education had higher rates of treatment persistence and treatment completion than those patients receiving group education, regardless of HCV treatment history. Mercier also found that individual education may lead to better long-term patient outcomes, although the influence of other baseline factors needs to be fully evaluated. Her study design did not permit conclusive evidence of individual education benefits but did indicate the need to study potential effects in a randomized trial. Mercier plans to begin a study to better understand barriers and facilitators to HCV treatment initiation.



*Deborah Mercier has a desire to help patients with hepatitis C experience better long-term outcomes.*

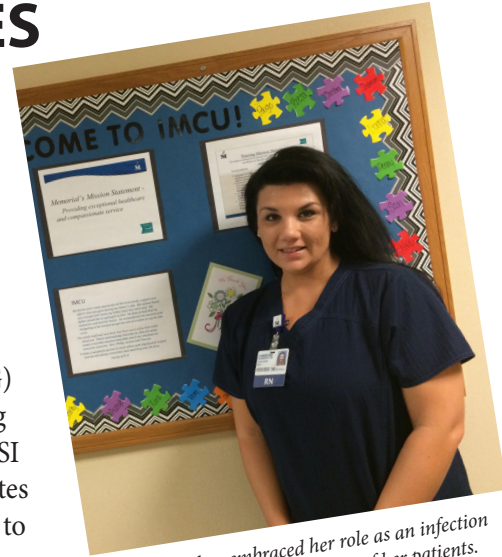
# IMPROVING PATIENT OUTCOMES

As an LU baccalaureate nursing student, Carolyn Fox, RN, is applying evidence-based practice methodology in her nursing practice to improve patient outcomes. Her nursing role as an infection preventionist is to monitor for the occurrence of infections within her healthcare facility.

Following the Evidence Based Practice principles learned in the BSN curriculum, Fox conducted a review of current literature centered on improving procedures for prevention of hospital-acquired Central Line Associated Blood Stream Infections (CLABSI). She examined data regarding the use of Chlorhexidine Gluconate (CHG) for bathing ICU patients, specifically comparing daily CHG bathing to daily bathing using antimicrobial soap and water and the impact on the occurrence rate of CLABSI during an adult patient's stay in the ICU. Appraisal of the meta-analysis data indicates daily CHG bathing reduces infection rates and improves outcomes when compared to daily bathing with antimicrobial soap and water.

Fox states, "Additional study needs to be performed comparing CHG cloths to CHG basin bathing to determine if the method of CHG application has any additional effect on CLABSI rates."

In her professional nursing role, incorporating evidence-based best practice principles improves her practice and the health outcomes for her patients.



*Carolyn Fox has embraced her role as an infection preventionist to improve the lives of her patients.*

# PHILOSOPHICAL EDUCATION

Dr. Andrew Ball earned a Master's degree in English at the University of Pennsylvania and an interdisciplinary PhD in Philosophy and Literature at Purdue University. His scholarship is engaged in the fields of modern and contemporary continental philosophy, literature, and the arts.

Most recently, this work has produced essays such as *Proximity, Exposure, and Risk: Marina Abramović and the Performative Staging of Levinasian Ethics*, which examined the relation of Abramović's performance art and the ethics of Emmanuel Levinas, and *Redemptive Realism: Liberation Soteriology in the Novels of William Dean Howells*, which concerned the radical

Christianity of an American literary icon. Ball is also currently preparing a manuscript entitled, *The Economy of Redemption in American Culture: Literature, Theology, Politics*.

At the moment, Ball is examining the question of the poor as a philosophical, literary, and aesthetic figure in preparation for a series of courses on the topic to be offered in 2015-2016. Ball is committed to bringing his transdisciplinary training and scholarship to bear upon teaching courses in LCIE's cluster format, which unifies classes in philosophy, literature, and art history to provide a unique and innovative approach to teaching the Humanities.



*Dr. Andrew Ball is currently developing a series of courses examining the question of the poor as philosophical, literary, and aesthetic figures.*

# NOVEL APPROACH TO LEARNING

When Glenn Bruce enrolled in Lindenwood University's MFA in Writing program, he had already experienced considerable success as a writer. Along with five novels and two story collections, Bruce wrote the screenplay for the film *Kickboxer* and has written for TV shows including *Walker: Texas Ranger* and *Baywatch*.

While searching for a university to pursue a terminal degree, Bruce was happy to find Lindenwood's online MFA program, which allowed him to focus intently on the study and practice of creative writing without having to relocate. He appreciated the opportunity to work closely with instructors such as Tony D'Souza, whose latest novel has been optioned by Warner Brothers. Bruce described his MFA instructors as "smart, capable, organized, encouraging, specific, and overall just very good at what they do."

During his time in the program, Bruce has had four new stories accepted for publication in *Red Fez Magazine*, *Alfie Dog*, *LLR*, and *Carolina Mountain Life*. As Bruce stated, "My experience at Lindenwood has helped me define my place for myself, through exploration and discovery, and increased my body of work immensely."

Bruce's dedication to scholarship and the craft of writing will undoubtedly bring him continued success in his career as a writer.



*Glenn Bruce poses for a photo with his large friend, Arti Choke.*

# CROSS-CULTURAL COLLABORATION

Dr. Dana Klar, Department Chair and Associate Professor of Social Work, teaches Human Diversity and Social Justice, a course emphasizing cross-cultural collaboration. To enrich her diversity teaching, Klar has expanded her scholarship to the Cheyenne River Sioux Nation in South Dakota. This connection has been developed through “Swamp In,” an outreach ministry of Zion Lutheran Church. Her teaching philosophy is to build bridges through service and understanding.

“An impactful part of learning for Lindenwood students is to be exposed to and experience multiple cultures and communities,” Klar states.

Klar’s long-term goal is to maintain a connection with Ogala Lakota College. Native American students participate in service learning in the St. Louis area while Lindenwood students work on projects on the reservation.

“Getting Lakota students to leave their community is a difficult task due to the fear and mistrust that has developed between the cultures,” she said. “Native families remain fearful their youth will forsake their way of living. Culture and tradition could be lost or minimized.” Klar is now planning a spring break service trip. At the request of the Lakota Nation, Lindenwood social work faculty and students will offer a mini-conference on issues of healthy living.



Dr. Dana Klar, left, Dr. Patrick Walker, and Dr. Denise King pose for a photo during a visit to the Cheyenne River Reservation in South Dakota in August.

# GROWING SUPPORT

Ariel Niccum, a senior in Criminal Justice, has used her personal pain and trauma of sexual abuse and assault to learn how to help others, and in doing so she has become more resilient. Niccum co-founded Still Standing in 2013, a cyber-based support community for adult survivors of sexual assault.

“The network grew,” Niccum said. “It is astonishing how many seek support. It’s so sad it happened to so many, but it’s so good to see them reaching out to help and be helped by sharing their stories and coping techniques.”

Even more surprising was how the network reached those from all over the globe. Still Standing has participants from 102 countries. It is an international testament to survival and strength.

Niccum’s scholarship has increased awareness in the Lindenwood community. She has coordinated student events with displays of anonymous storyboards, relating the experiences of victims, both male and female. Telling their story is part of the healing process. Sharing with others works to prevent future victimization.

“The goal,” says Niccum, “is to move from victim to survivor. It’s about getting your voice. It’s about getting your power back.”



*In 2013, Ariel Niccum co-founded Still Standing, a cyber-based support community for adult survivors of sexual assault.*

# ENHANCING AWARENESS

Dr. Gabriela Romero-Ghiretti, Assistant Professor of Spanish in the Department of Foreign Languages, recently authored an essay that will appear in the November 2015 issue of *Chasqui: Revista de Literatura Latinoamericana*. The essay, entitled “Representación femenina y canon vanguardista: mirada feminizante en La señorita Etcétera de Arqueles Vela,” focuses on the work of avant-garde Mexican writer Arqueles Vela. Vela’s work reflects upon the perception of the modern metropolis, and Romero-Ghiretti’s scholarship explores the light that this work sheds on female subjectivity. To do so, she suggests a re-reading of the Mexican avant-garde canon by resignifying female space and by relating it to a larger discourse about the Mexican Revolution.

Romero-Ghiretti’s scholarship on female representation in avant-garde Mexican post-revolutionary literature directly informs her teaching and plays an important role in a variety of her courses, such as The Novel of the Mexican Revolution, Spanish-American Literature, and Latin American Culture and Civilization. Engaging with the subjects examined in Romero-Ghiretti’s scholarship increases students’ attentiveness to contemporary gender biases and female struggles both domestically and abroad. Understanding the gender biases experienced and negotiations carried out by women in other regions of the world enhances multicultural awareness, appreciation, and respect in Lindenwood students, which contributes to their formation as global citizens.



*Dr. Gabriela Romero-Ghiretti's work increases students' attentiveness to contemporary gender biases and female struggles.*



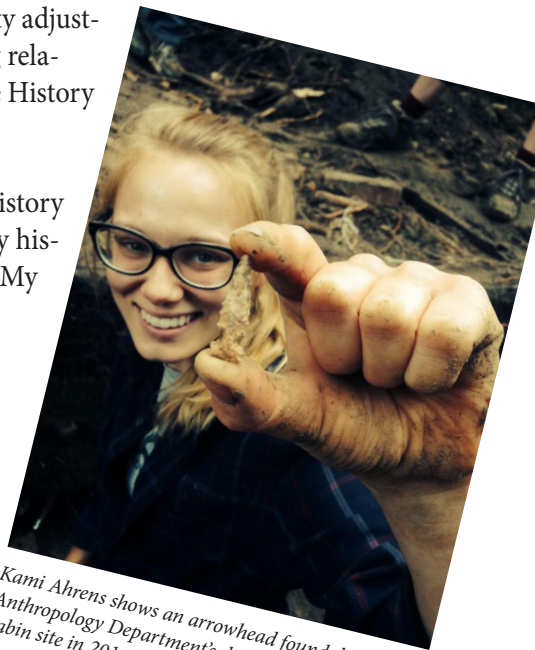
# ENGAGING OUTSIDE THE CLASSROOM

Kami Ahrens transferred to Lindenwood as a commuter student and had difficulty adjusting to her new environment. But she quickly found a home on campus by forging relationships with some of Lindenwood's professors, especially with the faculty of the History Department, where she declared her major.

Ahrens credits her professors for encouraging her scholarly development: "My history teachers continually challenge me to improve my academic skills and develop my historical interests through term papers, honors projects, and independent studies. My professors have also pushed me to engage in scholarship outside the classroom."

She placed second in the Humanities division of the 2013 LU Student Research Symposium & Exposition and won the division in 2014 with a paper entitled, "Magical Realism and Revolution: Recreating Identity in Latin America."

For the past two years, Ahrens has also been an intern at the Missouri History Museum, where she learned about the inner workings of museums, participating in the development of a new exhibit entitled, "Little Black Dress: From Mourning to Night." After her graduation from Lindenwood, Ahrens intends to pursue a graduate degree in history with certification in museum studies.



*Kami Ahrens shows an arrowhead found during the Anthropology Department's dig at the Blanchette cabin site in 2014.*

# REPURPOSING ELSEWHERE

Across the School of Fine and Performing Arts, faculty members consistently engage students in scholarship. Assistant Professor of Art and Design Jacob Stanley exposes students to techniques, perspectives, and methods that emerge as reoccurring themes within his public art. Stanley's scholarship is focused heavily on site-responsive installations, through the use of repurposed materials that call attention to facets of urban architecture that are often overlooked.

Stanley was selected from among a pool of international applicants to join a community working to revitalize downtown Greensboro, N.C. Stanley's work on the project Elsewhere wove seamlessly through several limitations but cultivated a creative solution. Artists were invited to change the space with the temporary manipulation of thrift store materials. While Stanley's work doesn't produce permanent change to the building's facade, it creates a lasting transformation on the public, which is mirrored in his teaching style as students are exposed to this process of research, analysis, and production.

Just as Stanley engaged in dialogue with the Elsewhere community, his work is a significant introductory element for his current students, who often embark on smaller-scale outdoor pieces. In these class assignments, students are encouraged to engage in institutional critique through a heightened awareness of materials, space, and place.



*In this photo, courtesy of Mitchell Oliver, Jacob Stanley poses in clothing from a thrift store in Greensboro, N.C.*

# INSPIRATIONAL WORDS

Before embarking on a three-month task of meticulous set construction for the Lindenwood Theatre Department's production of *Heaven Can Wait*, Bachelor of Arts candidate Ethan Dudenhoeffer vigorously researched historical accounts in art texts and model books before turning to the script for inspiration. In preparation for his role of Scenic Designer, it was imperative for Dudenhoeffer to understand the spirit of the time through scholastic research of the color palettes, décor arrangements, and textures that were indicative of homes of the era. Partial fulfillment of his Senior Project included construction of a set representing a house with attention to authenticity but an atmosphere that was manifested in naturalism.

Dudenhoeffer's efforts were heavily guided by his experiences with faculty members in the Department of Theatre, Stuart Hollis and Donnell Walsh. Preliminary experiences in Walsh's scenic design courses prepared him for the scrupulous, but crucial, draft process to which Hollis subjected him. Suggested revisions, through design meetings with the entire production team led to a clear passageway for construction. While this presentation has become a direct teaching tool for Dudenhoeffer's successors, the product reaches beyond the School of Fine and Performing Arts and into the greater St. Charles community of theatergoers. Dudenhoeffer's six-month investment in the project, from scholastic research through production, was a necessary journey for the ambiance of the comedy/fantasy, which wouldn't have been realized without Dudenhoeffer's keen eye.



Ethan Dudenhoeffer looks at a color filter for theater lighting.

# PILOTING COLLABORATIVE RESEARCH

In spring 2014, the Lindenwood University School of Education, the Department of Teacher Education, and its teacher candidates took part in an individual pilot program utilizing the components of the Missouri Pre-Service Teacher Assessment (MoPTA). All instructors, including adjunct, part-time, and full-time faculty, who taught in the teacher education program, along with all teacher education candidates scheduled to student teach in fall 2014, were included in this action research pilot project. Dr. Beth Kania-Gosche, Assistant Dean for Assessment and Faculty Development, who is a trained MoPTA evaluator, led this project, which included four tasks designed to provide authentic video evidence of a teacher candidate's teaching abilities.

The Missouri Pre-Service Teacher Assessment (MoPTA) was developed as a result of collaboration between the Educational Testing Service (ETS) and the Missouri Department of Elementary and Secondary Education (MoDESE). The MoPTA is a performance-based assessment designed to measure teacher candidates' knowledge and classroom capabilities. The teacher candidate is assessed for individual instructional abilities prior to pursuing certification in order to provide a more comprehensive view of his/her performance and growth by promoting reflective practice among all stakeholders.



*Dr. Beth Kania-Gosche led a project designed to provide authentic video evidence of a teacher candidate's teaching abilities.*

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▶ Instructor participants were asked how this experience may affect current instructional practices. Dr. Donna Wagner, education professor, explained, “As a result of MOPTA task evaluation training, I became aware of how clear, specific, and organized our students must be in their written professional responses. One change made in my own instruction was to design specific rubrics that reflect the different components included in an assignment. The task training also provided validation for the importance of grading grammar, sentence structure, and mechanics in students’ work and proof that professionalism in writing must be the students’ goal.”

Student participants had overwhelmingly positive responses to the project experience. One student stated, “This experience kept me accountable for completing all of the rationales/reflections in a timely manner; it offered me the ability to ask questions and read the concerns my peers had and gain some clarification from them. I am grateful that I had the opportunity to begin working on the MoPTA tasks to better understand informed instruction.”

The School of Education welcomes every opportunity to take part in informed instructional improvement efforts. This pilot project will become a fundamental part of the program. Teacher candidates who are able to successfully articulate, defend, and provide evidence supporting their techniques and methodologies will be more effective teachers in their first year of teaching.



*As result of MOPTA task evaluation training, Dr. Donna Wagner made changes to the way she used rubrics.*

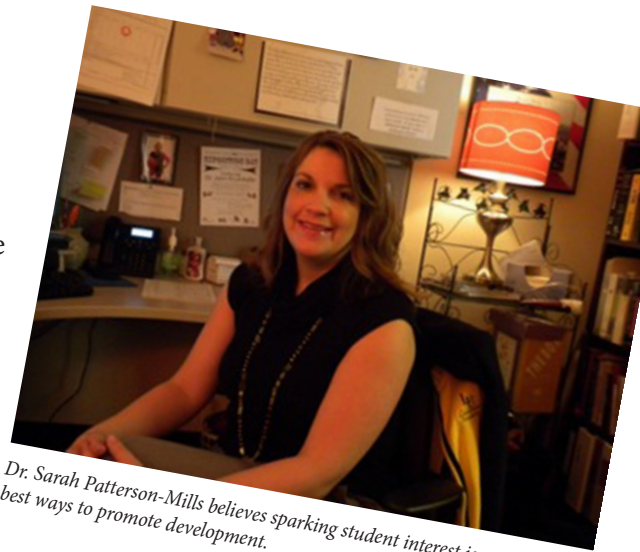
# IMPROVING PRACTICE

Dr. Sarah Patterson-Mills of the School of Education's Department of Counseling and Co-Director of the Student Counseling and Resource Center on the Belleville campus, spends a considerable amount of time encouraging the professional development of her students.

"One of the best ways to promote development is through sparking student interest in sharing evidence-guided projects in my classes," she said.

Scholarship has a broad definition to her as evidenced by her recent projects to advance the profession of counseling.

Scholarship unapplied is without much worth. Scholarship may take many forms, including political advocacy for the profession, as Patterson-Mills presented in her paper to the Illinois Counseling Association on the roles and capacities of the school counselor with respect to law changes that occurred this year. Since 2011, Patterson-Mills served on the Ethics Committee for the National Career Development Association from which revised ethical codes emerged for national application. In her four-year tenure at Lindenwood University Belleville, she has presented more than 10 external presentations and facilitated countless trainings sessions on her university campus related to career, stress, and risk assessment, and she has published six articles to promote the field of counseling. She believes that scholarship's worth lies in its environmental impact to improve practice.



*Dr. Sarah Patterson-Mills believes sparking student interest is one of the best ways to promote development.*

# PUSHING PAST EXPECTATIONS

Amanda Kohring is an amazing scholar, counselor, and teacher. Kohring was a special education teacher and returned to graduate school to make another type of difference in her students' lives as a counselor. Kohring persevered through her 33-year-old husband's terminal brain cancer diagnosis, fundraising for his medical bills, raising two young children, working full time, and finishing her master's degree in counseling, which was conferred in the spring semester, 2014.

The parameter for her final project in field placement was to explore, integrate, and synthesize theory and classroom practice in a written program. She assimilated her years in the classroom and studies as a counselor to create an alternative behavior program. Kohring's program utilized evidenced-based classroom behavior management strategies employing whole-class interventions and individualized goals. The level of detail in her program and data generated student performance feedback and program-wide reports that informed curricula and post-secondary opportunities for students. Many were predicted to be less successful than their mainstreamed peers. However, the program results indicate that among her students, 80 percent graduated and 50 percent attended college, contrary to preconceived expectations.

Instrumental to her theory was increased academic and emotional accountability of her students.



*Amanda Kohring overcame many obstacles to earn her master's degree in counseling.*

# LOCAL RESEARCH, NATIONAL APPEAL

If you are feeling a bit under the weather, perhaps you should find a bottle of Prickly Ash Bitters, the “tonic for the kidneys, liver, stomach and bowels.” Advertising professor Dr. Kristy Tucciarone was asked to research advertising historical records in the St. Louis Media Archives for Frank Absher’s recent book *St. Louis Advertising*. Absher, executive director of the St. Louis Media History Foundation, asked Tucciarone to use her vast advertising expertise and academic research prowess to document many artifacts created in St. Louis for local and national ad campaigns.

Tucciarone enjoyed her participation in gathering this unique material, which includes examples from Anheuser-Busch and Ralston Purina to Sweetmeat (the KSHE pig) and Steve Mizerany’s New Deal. She sees the information she and others gathered for the book to be of value to Lindenwood students.

“Students need to understand the history of advertising, as this industry contributes information and keeps pace with a world that continues to evolve,” she said. “From the Industrial Revolution to the tragedy of September 11, 2001, advertising communicates and has the ability to touch both the head and the heart.”

In her unparalleled effervescent way, Tucciarone leads her students to understand the importance that St. Louis has played in national advertising through the centuries. Her students also leave her class with very healthy kidneys and livers.



*An advertisement for Prickly Ash Bitters.*



*Tucciarone*



# DOCUMENTING THEIR DIGNITY

Did you know that within a mile of the Arch in Downtown St. Louis, well-established homeless communities exist? This stark truth is the subject of Lindenwood's Michael Gualdoni's award-winning documentary, *Dignity Harbor*.

*Dignity Harbor* is the name adopted by an organized group of homeless people who banded together to improve their lives. The amazing story of this surprising community was crafted with a unique style that captures the desperation of these individuals and the hopeful spirit generated by their cooperation. Michael Gualdoni was able to create this amazing example of documentary journalism by spending several weeks among the disenfranchised inhabitants of this modern-day Hooverville. Eventually, after he gained their trust, they shared a bit of their lives and a lot of their disappointments and hopes. *Dignity Harbor* is an eye-opening experience for anyone who has preconceived ideas about America's poor and shelterless.



*Michael Gualdoni turned time spent with homeless people in downtown St. Louis into an award-winning documentary.*

In 2014, this documentary was broadcast as part of the PBS series, *America ReFramed*. In St. Louis, HEC-TV used it in its *Frames* programs. The video was selected by the St. Louis Film Festival and the Big Sky Documentary Film Festival. *Dignity Harbor* won the award for Best Social Documentary in the St. Louis Filmmakers Showcase and was nominated for the Student Academy Award in Documentary. Michael Gualdoni is a Digital Cinema Arts graduate of Lindenwood University. This amazing documentary can currently be viewed at [hectv.org](http://hectv.org).

# VIDEOBODIMENT

Assistant Professor of Communications Derek Dadian-Smith and his wife, Silvia Dadian-Smith, were the featured artists of the third edition of *Clothesline*, a series of interactive art installations held at Blank Space in St. Louis. Their installation, titled *Videobodiment*, explored the feeling of disembodiment experienced when viewing a live video feed of yourself (such as catching a glimpse of yourself in a security monitor as you enter a store).

The central piece in the installation featured three cameras connected to a stack of three TV monitors. Each of the three cameras was pointed at the same area from different levels and angles. As viewers passed through the space, they witnessed their body split and fragment across the three different monitors. As multiple viewers entered the same space, their bodies combined together in the stack of monitors in unexpected ways, reminiscent of children's books that allow the reader to swap heads, torsos, and legs of different characters by turning the split pages. The installation also featured video feedback loops created with mirrors and the projection of bodies onto paper cut-outs. The Dadian-Smiths each earned a Master of Fine Arts in Media Art from Southern Illinois University Carbondale.



*Silvia Dadian-Smith stands in the middle of the Videobodiment installation. Derek Dadian-Smith's image can be seen projected in the background.*

# FOSTERING INNOVATION

Andrew Diess, a senior Interactive Media and Web Design major at Lindenwood University-Belleville, has been researching applications for Arduino and Raspberry Pi computers. Arduino and Raspberry Pi are inexpensive, credit card-sized computers that can be programmed to respond to the physical environment by receiving input from sensors. They can also output high-definition video.

Diess is using an Arduino board to help solve a problem for Assistant Professor of Communications, Derek Dadian-Smith. In his interactive video installations Dadian-Smith often uses live video feeds on a slight delay. His current method is large and clunky and frequently crashes. Diess is working with Dadian-Smith to create a portable, reliable video delay system that could go beyond creating video delays and be applied to any number of interactive environments. Since Arduino boards are so small, the possibilities for creating more immersive experiences would be greatly expanded. As the Internet moves from screen-based interfaces to the “Internet of Things,” the study of user interaction within a three-dimensional space will become more and more important for web designers. Diess’s research is helping to foster a culture of creativity and innovation in the Interactive Media and Web Design program at Lindenwood University-Belleville.



*Andrew Diess's image can be seen on the monitor while he works on a laptop.*

# INSPIRING DISCOVERY

Incorporating the joy and discovery inherent to academic scholarship is just one of the rewards of teaching on the LU campus. Honor students in the core international business course are working with Associate Professor Shelly Daly, PhD, to conceptualize, design, and implement a scholarship project that is of interest to them. These students are learning how to submit applications to the Institutional Review Board and to present their results in a format suitable for academic conferences and colloquiums.

Daly has a commitment to the rigor and exploration that scholarship brings to academic achievement and believes that students engaged in research will be more intrigued with and committed to the ideas that life-long education can instill. For the last five years, Daly has assisted, advised, and mentored, as well as co-authored with, numerous graduate students. She seeks assignments, projects, and coursework that students can use as a launch into professional-level scholarship submissions. Published articles from graduate students serve as examples and inspiration for students who may want to conduct their own scholarship.

The desire to begin incorporating scholarship projects into the undergraduate program will result in more than 10 high-quality submissions to the Spring 2015 Student Research Symposium. Daly knows that each new discovery and application cements the principles of learning that are sought by Lindenwood University and the School of Business and Entrepreneurship.



*Dr. Shelly Daly, seen here sitting with a woman separating raw cotton to recycle into finished paper products at Kagzee Industries in Jaipur, India, believes students engaged in research will be more intrigued with and committed to the ideas that life-long education can instill.*

# LAYING FOUNDATION FOR SCHOLARSHIP

Hayford Nsiah is an international student from Ghana in West Africa. He earned his Master of Business Administration with dual emphasis in Accounting and International Business from Lindenwood University. While at Lindenwood, Nsiah served as a Graduate Assistant, which he calls a transformative experience that laid the foundation for his interest in scholarship and publication. This foundation led to a path that he continues to pursue through studies for a doctorate in Public Policy Analysis and Administration.

Prior to coming to Lindenwood University, Nsiah served as a lecturer and teacher in Ghana. He was intrigued with the exposure to scholarship LU incorporated into the classroom and the ongoing support offered by his professors to engage in publication. Through this support, he published and presented in areas as diverse as business ethics in Eastern Europe, the impact of familiarity on investor trust, the perception of corruption and the development of small and medium-size enterprises in Ghana, and the fear of failure and the academic performance of students from low-income families. Nsiah has research interests in foreign direct investment policies, corporate social responsibility, and socioeconomic development. He aspires to become a university professor and to continue pursuing scholarship opportunities based on the principles and network that began in an LU classroom.



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