

2015-2016



H O N O R S C E N T E R
C A R R O L L U N I V E R S I T Y

⌈ Honors Center Annual Report

Director's Statement

As the new Director of the Honors Center, it has been a year of learning and growing, adapting and considerations of how Honors works at Carroll and how it might work going forward. There are a number of different components to the program itself, and while there are areas of connection, there are also areas of disconnection. In examining “a year in the life” of the Carroll University Honors Program, it is my intention to highlight the details and successes of the program, while making note of adaptations, areas that might need exploration and reevaluation, and thoughts for the future.

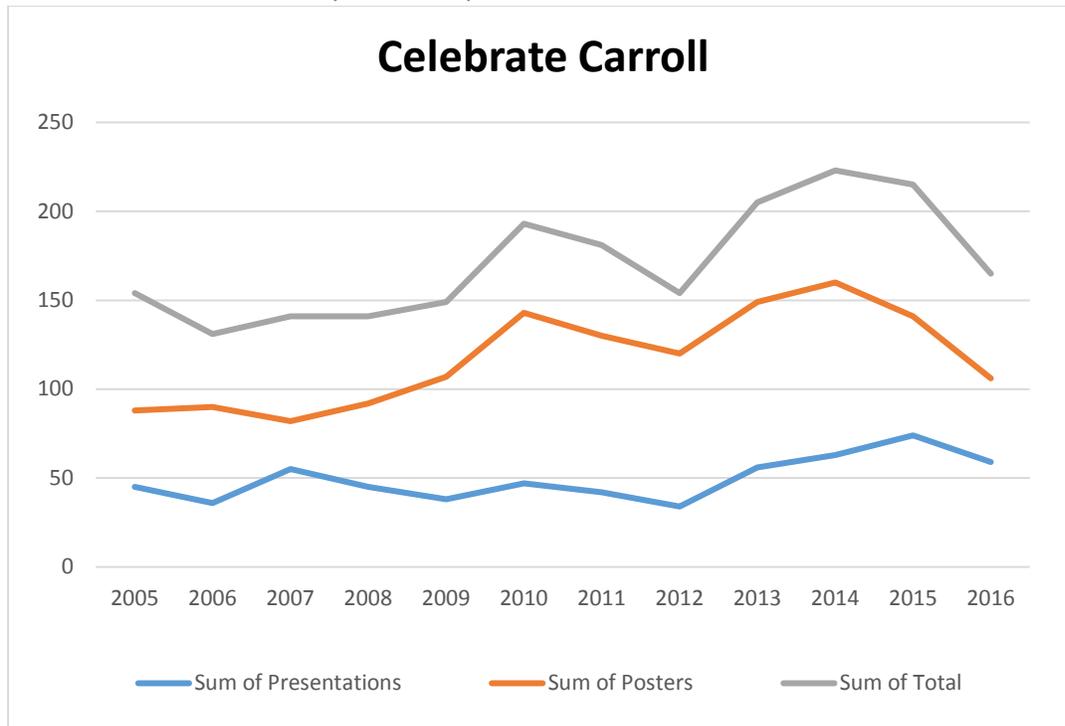
Celebrate Carroll

Carroll's Honors Program had a variety of wonderful successes this year. Celebrate Carroll proved to be, once again, Carroll University's signature academic showcase event. Since 2005, the university community has set aside a day every spring to celebrate and highlight the academic and scholarly achievements of Carroll students and faculty. This year the event was held on Wednesday, April 20th.

This spring the event was modified based on faculty and staff suggestions from previous years. Instead of faculty presenting throughout the afternoon alongside students, the afternoon began with an hour-long “Faculty Showcase” panel and lunch in the Oak Room of the Campus Center. Students, faculty and staff enjoyed pizza (thank you Provost Passaro) from noon to 1:00pm while faculty members representing disciplines across campus modeled research presentations in their respective fields. Faculty who recently received Faculty Development research grants were invited to present, along with one faculty member who presented her sabbatical research. The panel began with Dr. Barb King's presentation entitled “Guatemalan Roots: The Sabbatical that Changed My Family's Life,” followed by Dr. John Garrison's presentation “Shakespeare and the Afterlife,” Dr. Christine Schneider's presentation “Examining the role of environmental waterways in the spread of antibiotic resistance genes,” and Dr. Kimberly Redding's presentation “‘Never Forget’ or ‘Already Forgotten’? Teaching Holocaust and Expulsion Narratives in post '45 Germany.” The presentations were very well attended – standing room only for most of the hour – and each presentation was followed by a question-and-answer session. Faculty, staff and students all provided very positive feedback regarding the new format, as the new structure ensured that faculty weren't competing with students for audience members.

In addition to the Faculty Showcase, other changes to Celebrate Carroll this year included organizing oral presentations into themed sessions; most sessions were one hour in length and included 3 student presentations of 20 minutes each. Each oral presentation session was also staffed with a session chair, either a faculty or staff member, charged with announcing the speakers and monitoring time.

Student and Faculty Participation



This year there were a total of 165 presentations, including 59 oral presentations and 106 poster presentations. Although this total is down from the past three years (there were 215 total presentations in 2015, 223 total presentations in 2014 and 205 total presentations in 2013), this reflects the changes in the structure of the event explained above, specifically the change to limiting faculty presentations to the four invited speakers who presented during the Faculty Showcase panel.

Given the institutionalization of the mini-courses programs at the start of both fall and spring semesters, the choice to focus Celebrate Carroll more distinctly on student presentation and posters allows for different types of presentations to occur in different venues that, perhaps, more clearly reflect the individuals presenting and the thrust of the events themselves. Celebrate Carroll is very clearly one of the few places where Carroll students can present their work, while faculty have more opportunities to disseminate their research both on and off campus. This change was discussed within the Honors program and the hope is that future Celebrate Carroll programs will have broad and extensive student participation with the potential for this kick-off event to serve as a kind of “modeling” opportunity. This kick-off event showcased, and thus modeled, faculty research and scholarship, and provided an opportunity for the entire Carroll community to see some of the important work that faculty do and to experience a version of the kind of public presentations that many members of the faculty regularly give at professional conferences.

Jessica Boll and Megan Baker did an outstanding job making sure the logistics worked well, and the day was a great success.¹ Celebrate Carroll continues to operate in a streamlined and technically advanced way, with convocation swipes, online proposal application processes, and the potential to record presentations if students choose to have their presentations recorded. With this increased automation, it should be easier to analyze student engagement across the entire conference, from the proposals themselves (which majors or programs have more or fewer students participating in the program, or encourage participation) to attendance to identify informative patterns in the types of talks students attended and the times of day and year that drew the largest audiences. The online program was a major improvement over the paper programs, since they could be quickly updated and students could use their phones or other devices to find sessions and posters; as my predecessor noted last year, “finding interesting and accessible presentations amongst the rich array of offerings at Celebrate Carroll is now easier than ever.”

I also echo my predecessor’s concern with regard to the potentially stifling impact of the newly instituted IRB standards and procedures. The ongoing challenge, created by these new Institutional Research Board standards and procedures, may contribute to diluting the opportunity to truly being able to present research in a public venue. The Institutional Research Board standards and procedures make receiving IRB clearance to conduct class-based research very difficult. Without IRB approval, research conducted as part of a course can only be presented at Celebrate Carroll if the event is closed to the public, which seems antithetical to the entire spirit and purpose of Celebrate Carroll. As we continue to refine the emphasis and potential outreach of Celebrate Carroll, we need to pay particular attention to both making sure that students comply with IRB requirements where appropriate for their research, but also to make sure that the requirements themselves are reasonable and best practices, so as not to constrain students and faculty in their academic pursuits.

¹ I have to include a small anecdote from my own experience this year, where “my” ten capstone students gave public presentations on their work. One of my Sociology capstone students had been terrified of this public presentation from the very first day of the semester. She has long been petrified of public presentations. She had been unable to complete her in-class rehearsal of her presentation the previous week, and had been concerned that she would be similarly unable to complete her Celebrate Carroll presentation. Her parents sent flowers to the presentation for her. At Celebrate Carroll, this student hit a home run with all the bases loaded, giving one of the most poised, confident, and academically-engaged and scholarly presentations that I have witnessed at Carroll. Her classmates and the other faculty members present give her straight “A’s” across the board for her presentation. These kinds of outcomes really highlight the positive opportunities that Celebrate Carroll provides, and perhaps more emphasis should be placed on the reality of what the students are doing in terms of presenting their work. For many students, Celebrate Carroll may be the only time that they give a public presentation of work that they have done. This further confirms that the emphasis of the day should be on the students, and not on faculty presentations.



Poster Presentations at Celebrate Carroll 2016

The Honors Program

The Honors Program itself continues to be revised and reconsidered and during the 2016-2017 academic year, the Program will go through an external review by the National Collegiate Honors Council. This review, with a spring 2017 site visit from two members of the NCHC review board, will help to identify areas of success and areas that can be improved and will hopefully help to eliminate areas of difficulties that the program has been facing recently.

Admissions

Following on my predecessor's work to change the honors admissions procedures, this year the Honors Program team held a number of meetings with quite a few of the Admissions officers, while also integrating a member of the Admissions Office on to the Honors Committee as a resource member of the committee. Both these approaches helped open more avenues of communication and information and helped produce a larger incoming class of Honors students. Our more recent numbers show that the incoming class will have 39 first-time first year honors students, and seven sophomores who were admitted to the Honors program during their first year at Carroll. This is a total of 46 new honors students for 2016/17. This is an increase of 13 students from 15/16 when we welcomed 33 students (32 first-time first year students and one sophomore) into the program.

We will continue our collaborative work with Admissions this coming year and we have a work-study student who was trained last year by Professor Jen Dobby in the Admissions and recruitment process and she will more fully undertake these tasks, as she engages with and tracks interested high school students during the course of the 2016-2017 academic year. We hope that both having a designated student intern who will be responsible for working as a recruitment intern, and continuing to educate the Admissions officers and working closely with them will continue to contribute to growth in the incoming classes of Honors students. The external review will likely also produce some thoughtful suggestions on Honors recruitment both directed

towards high school students and on campus once students arrive as they make their way through their first year.

Student Engagement and Community Building

The student governing organization within the Honors program has been a great asset for building community among the honors students, which is a key to a robust and active Honors program. Two of the student leaders attended the NCHC annual national conference and came back with some good ideas which we implemented, included the trial run of a book “for pleasure” club and further discussions about potential senior projects.

The students also participated in welcoming the new Honors students during orientation week, and talking with the incoming Honors students about the program itself, answering concerns, and offering advice. This early interaction also opened up lines of communication between the governing council and the new students, encouraging them to become involved in the governing council and to participate in Honors events outside of the classroom. The two Honors sections of CCS100 are also an asset to the program in allowing the incoming cohort of Honors students to get to know each other and to work directly with two seasoned Honors instructors (Drs. May and Hendrix) who have a deep understanding of the program itself and the pedagogical approach to honors education.

During the course of the year, there were a number of co-curricular and extracurricular Honors events, some organized by the student governing board, others organized by the Honors Program. Students organized a pumpkin carving event in the fall, as well as a movie night out to see *Pan*. They also organized a picnic at the end of the spring semester and they took complete ownership of the book club, both soliciting ideas for the book to read and then organizing the discussion (with input into the discussion by expert faculty). This student leadership within the Honors Council continued to build on itself, as students recruit new members to the Council, and take on initiatives to create programs for the Honors students.

The Honors program continued to schedule the traditional events that have been transpiring every year, including a fall lunch with the president for the new Honors students to meet the president and have a chance to interact with him and the provost. The Honors Program coordinated with student, faculty, and the Dean of the College of Humanities and Social Sciences to organize attendance at a special screening of *Bridge of Spies*, which included a talk-back after the film with local Cold War historians. This was a really positive co-curricular event that complimented Abby Markwyn’s honors course (HIS106H) on the 20th Century American History and gave students not in that class a chance to see the film and learn about the Cold War, the building of the Berlin Wall, and tense relations between East and West Germany and the United States.

The Honors program also supported the Phi Kappa Phi Induction ceremony this year and hopes to continue to develop this society and events connected to both the induction process and ceremony and other possible programming opportunities.

Ongoing Concerns

While no new honors courses were added this year, one course (SOC102H) was cancelled in the fall of 2015 due to low enrollment and another course (ENV120H), in the spring semester, was hybridized to make sure that Honors students were able to complete required coursework but to accommodate the newly instituted requirement with regard to the ten-person minimum for all courses to run at Carroll. This is an ongoing and pressing concern, since students will have increasingly difficult experiences trying to complete the Honors program if necessary courses are regularly cancelled.

The course offerings for Honors students hews quite closely to the required courses within the PioCore and, as such, provided options for students that they need to take in order to graduate. But given the constraints on some of the cohorted majors and the credit-heavy majors, it becomes more difficult for some students to even fit in the required PioCore/Honors course. We continue to wrestle with providing a substantive and engaging honors curriculum and providing that curriculum with sufficient variety so that students can satisfy their major requirements and the PioCore requirements. We have tried to provide sufficient coursework so that Honors students can make appropriate progress through the Honors program and graduate in a timely manner. We are hopeful that the external review will help us to pinpoint any areas within the curriculum to adapt to best serve the students in the program.

I agree with my predecessor that the Honors Program is fairly “brittle.” And it faces ongoing difficulties in terms of offering adequate course options for students to progress efficiently through the program while fulfilling course requirements. Some students are drawn to particular honors courses because of curiosity but the vast majority of the honors students, in keeping with the vast majority of Carroll students in general, choose the courses to take because of requirements and schedule fit, and not because they are drawn to a particular topic or course of study. This tends to lead away from the liberal arts concept—of a well-educated individual prepared for citizenship and life-long learning, to say nothing of the capacity to adapt and change depending on career shifts and opportunities—and much more in the direction of a narrow curriculum without much room for exploration.

Because of the skewed distribution of majors in the Honors Program, just as within the university as a whole, it is becoming more and more difficult to run the program as a general university honors program since it will quickly become unsustainable as it currently operates, given the required 10-person minimum in all courses, and the limited opportunities for students in cohorted majors to select courses beyond those required in one form or another, or encouraged simply to fulfill PioCore required courses.

The highest participation in the Honors program from majors across the college include:

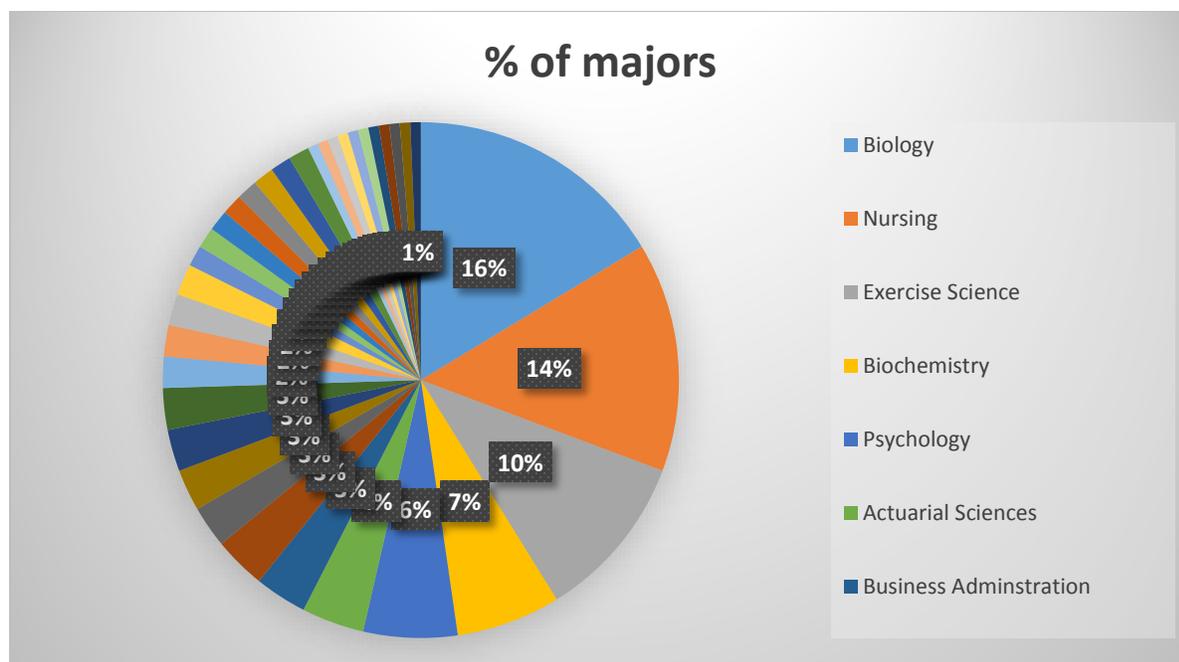
Biology

Nursing

Exercise Science

Biochemistry

These four majors make up almost half the majors (73 of 153) within the Honors program.



Towards a Fully Developed Honors Program

To continue to pay close attention to the qualities and characteristics that contribute to a fully developed Honors Program, as outlined by the National Collegiate Honors Council, I have updated Dr. May's comprehensive evaluation of the Carroll Honors Program. This will be of particular use as the program review documents are developed for the external review process.

BASIC CHARACTERISTICS OF A FULLY DEVELOPED HONORS PROGRAM²

<p>1. A. The honors program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves.</p> <p>B. A clearly articulated set of admission criteria (e.g., GPA, SAT score, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the honors program.</p> <p>C. The program clearly specifies the requirements needed for retention and satisfactory completion.</p>	<p>A. The Honors Curriculum has been modified, and in some instances, courses have been eliminated or changed. Additional work is needed to provide regular forums for Honors Faculty to discuss honors pedagogy.</p> <p>B. Yes- this was put into place in AY 2013-2014. This effort was expanded in 2015-2016 to more distinctly target potential students.</p> <p>C. Yes</p>
<p>2. The program has a clear mandate from the institution's administration in the form</p>	<p>Largely, yes.</p>

² <http://nchchonors.org/faculty-directors/basic-characteristics-of-a-fully-developed-honors-program/>

<p>of a mission statement or charter document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.</p>	<p>The budget for the Honors Center has remained stable, though has been cut for the FY1617 by 10%. However, the former Scholars Center no longer has a presence in the A.P. Jones Scholars House. There is hope that a new space, in 206 Charles Street, will serve as a common space for Honors students. Honors students and the Director will work on cultivating this space and the use of it. The program shares an administrative assistant with the Provost.</p>
<p>3. The honors director reports to the chief academic officer of the institution.</p>	<p>Yes.</p>
<p>4. The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.</p>	<p>Yes. Though, there is a constant concern that the curriculum will not be fully executed because of the need for classes to meet the 10-person minimum. Course cancellation in Fall, 2015, left a number of Honors students (and faculty) scrambling to determine an adequate adaptation. A similar situation arose in the spring, 2016.</p>
<p>5. The program requirements constitute a substantial portion of the participants' undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.</p>	<p>Yes. The Honors Curriculum has increased from 16.41% to 18.75% of the undergraduate curriculum.</p>
<p>6. The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and pre-professional or professional training requirements.</p>	<p>Yes, though see the caveat above about programs directing students to take particular PioCore courses (which would then not be Honors courses). Student ability to meet Honors and major/pre-professional requirements increased with the addition of two new honors courses: CMP112H & CMP114H.</p>
<p>7. The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.</p>	<p>No. This is an area for future growth. These Annual Reports are one example of a best practice. Last year's report is</p>

	available on the Honors Center webpage, as I hope this one will be soon.
8. The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education.	No. The criteria currently used are that the faculty member is full-time and has the scheduling flexibility and support from department chairs to add an honors course.
9. The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity. Those accommodations include space for honors administrative, faculty, and support staff functions as appropriate. They may include space for an honors lounge, library, reading rooms, and computer facilities. If the honors program has a significant residential component, the honors housing and residential life functions are designed to meet the academic and social needs of honors students.	There is no lounge, reading room, or computer facilities specifically designated for Honors students, faculty, or staff. There is a shared conference space in the newly refurbished house at 206 Charles Street, which will be open to use by the Honors council, the Student Scholars Committee, and other honors activities. It will also be open to use by other students not in the Honors program. It would be hard to call it a focal point for honors activities (or other activity) as the house itself has been precluded from having a sign outside designating it as part of Carroll University.
10. The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.	Yes, the Carroll Student Scholars Committee.
11. Honors students are assured a voice in the governance and direction of the honors program. This can be achieved through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program. Honors students are included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.	Yes, through the Honors Council, created in AY 2012-2013.

12. Honors students receive honors-related academic advising from qualified faculty and/or staff.	Marginally. Honors student can receive supplemental advising from the Honors Director. And from the Advising Center. Students can also access advising from the Administrative Assistant to the Honors Program.
13. The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.	Somewhat. This aspect of the program needs to be much more fully developed. - More work is needed to bring Honors Faculty together, as noted in 1A.
14. The program regularly assesses and evaluates program goals and learning outcomes as articulated in the National Collegiate Honors Council's definition of honors education and modes of honors learning, and as appropriate to the institution's culture and mission.	Very limited records were kept about Honors Center programs prior to four years ago. I have worked to build on my predecessor's excellent work in establishing concrete data on the Honors Program (e.g., class size, number of graduates, retention rate, and more). As we move towards the 2017 external review, we will continue to amass data and look forward to input from reviewers.
15. The program emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.	Yes.
16. When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.	Yes. We have an articulation agreement with UW-Waukesha.
17. The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.	Yes.

Respectfully,
Lilly J. Goren, Professor of Political Science

PeopleDirector:

Lilly J. Goren, Ph.D.

Associate Director:

Jessica Boll, Ph.D.

Administrative Assistant:

Megan Baker

Kendra Zimdars (Started 7/1/2016)

Carroll Student Scholars Committee:

Lilly Goren (Director)

Megan Baker (resource member)

Mark Erickson (spring semester, 2016)

Kathrine Kramer

Cindy Felix (Admissions resource member)

Laura Kunkle-Jordan (fall semester, 2015)

Jessica Boll (Associate Director)

Honors Council 2015-2016:

Ashley Ehman

President

Taylor Bowser

Vice President

Vincent Wartenweiler

Treasurer

Alexis Newton

Social Media Manager

Cassidy Burger (Fall Semester)

Head of Communications

Kayla Nieskes (Spring Semester)

Head of Communications

Brianna Radaj

Admissions Recruitment Intern

Honors Council 2016-2017

Ashley Ehman

President

Martha Hernandez

Vice President

Vincent Wartenweiler

Treasurer

Travis Neils

Social Media Manager

Brianna Radaj

Head of Communications/Admissions Recruitment Intern

2015-2016 Honors Faculty and Courses:

Abby Markwyn, Ph.D.

HIS106H

American Since 1877

Tim Galow, Ph.D.

ENG170H

Writing Seminar

James Gannon, Ph.D.

ENG170H

Writing Seminar

Scott Hendrix, Ph.D.

CCS100H

Cultural Seminar: Journeys to the Good Life

Christopher May, Ph.D.

CCS100H

Cultural Seminar: Journeys to the Good Life

John Symms, Ph.D.

CMP112H

Honors Computational Thinking I

John Symms, Ph.D.

CMP114H

Honors Computational Thinking II

Laurie Kunkel-Jordan

NRS300H

Critical Inquiry in Nursing Research

Jason Freund, Ph.D.
Scott Hendrix, Ph.D.
Deirdre Keenan, Ph.D.

ENV120H
HIS225H
ENG255H

Conservation and Environmental Improvement
Medieval Europe, China, and the Islamic Crescent
Post Colonial Literature and Theory

Honors Program

The Honors Program at Carroll University encourages motivated and talented students to pursue a breadth and depth of knowledge within an enriched curriculum. The program creates an environment designed to challenge students' perspectives and foster intellectual development.

Courses

The following courses were offered in AY2015-2016:

Course Code	Course Title	Enrollment	Term
CCS100H A	Cultural Seminar: Journeys to the Good Life	14	F15
CCS100H B	Cultural Seminar: Journeys to the Good Life	13	F15
CMP112H	Honors Computational Thinking I	21	F15
CMP114H	Honors Computational Thinking II	20	S16
HIS106H	United States Since 1877	13	F15
ENG255H	Post Colonial Literature and Theory	15	F15
ENG170H A	Writing Seminar	11	S16
ENG170H B	Writing Seminar	16	S16
HIS225H	Medieval Europe, China, and the Islamic Crescent	12	S16
ENV120H	Conservation and Environmental Improvement	8	S16
NUR300H	Critical Inquiry in Nursing Research	1	S16



Contract Courses

Six students contracted Honors courses in Fall 2015 and two students contracted Honors courses in Spring 2016.

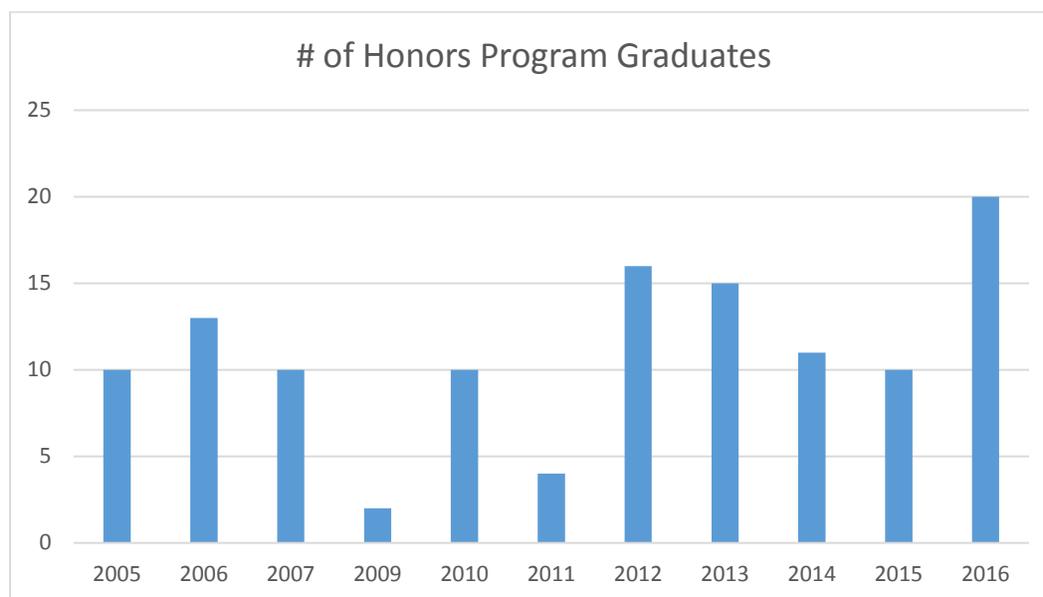
Though the Honors Center does not currently assess Honors Contracts at their conclusion, the Committee has become a bit more engaged with the Honors Contract oversight and process, to make sure that faculty and student have clear understandings of what is entailed in the Honors contract.

The Committee has also worked with Honors students who are doing substantial research, working with faculty at Carroll or in other academic venues. These are research opportunities similar to the Pioneer Scholar opportunities, and thus far, these opportunities have provided international exposure for Carroll students. The Committee is closely monitoring these opportunities and assessing the outcomes, in hopes of clarifying policy around these kinds of opportunities.

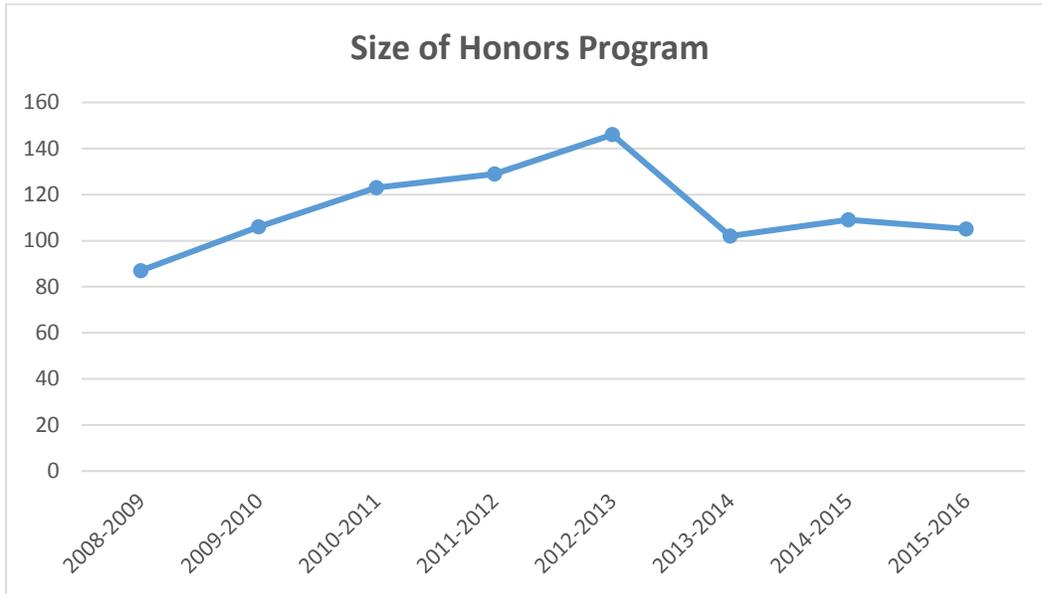
Graduates!

Twenty students graduated from the Honors Program in the 2015-2016 academic year. This was the biggest class of Honors graduates since we started to track these numbers.

The number of recent Honors Program graduates are:



Program Size





Students present posters explaining their research, Celebrate Carroll 2016

2016 Pioneer Scholars Program

The Pioneer Scholars Program provides undergraduate students in any discipline with an opportunity to engage in an intensive scholarly/creative project one on one with a faculty member during the summer months.

There were 19 applications this year, from which 10 teams were chosen. The recipients were:

-Gianna DePons & Dr. David Bazett-Jones, "Differences in Peak Impact Accelerations During Trail Versus Track Running"

-Maria Roman & Dr. David Bazett-Jones, "The Influence of Sex and Maturation on Biomechanics of Youth Runners"

-Sarah Stock & Professor B.J. Best, "Here Lies: An Exploration of Death Through Flash Fiction"

-Sarah Johanek & Dr. John Garrison, "J.R.R. Tolkien's 'The Children of Hurin' and Its Medieval Influences"

-John Serrano & Dr. John Garrison, "Next to Nowhere: Bacon's New Atlantis and the Utopian Tradition"

-Katherine Wargo & Dr. Scott Hendrix, "Renaissance at Court, or Renaissance in the Classroom? Understanding the Reception of Classical Studies and Renaissance Educational Models at Cambridge and Oxford in the Sixteenth Century"

-Kevin Jennings & Dr. Todd Levine, "Experimental Evolution of Life History Characters in *Triops newberryi* in Response to Salinity and Light Exposure"

-Rachel Kutzner & Dr. Joseph Piatt, "Cyanobacterial Harmful Algal Bloom Ecology and

Cyanotoxin Production in Green Bay, Lake Michigan"

-Allison Tomczyk & Dr. Joseph Piatt, "Cyanobacterial Harmful Algal Bloom Ecology and Cyanotoxin Production in Green Bay, Lake Michigan"

-Sami Seybold & Dr. Massimo Rondolino, "The Magic of 'Me': Disney's Appeal to the Masses by Legitimizing Individuality"

Publications and Presentations

Published Papers:

- Xuan, A.T.T. (in press). Will the U.S. Velocity of Money Step up Again? New Evidence from the Random Walk Hypothesis. To appear in *Undergraduate Economic Review*. (mentor: Dennis Debrecht).
- Hamann, T. (Editor). (2015). *Portage Magazine*. (mentor: BJ Best)
- Villanova, J. (2014). Oconomowoc. *Verse Wisconsin*, vol. 113-114. (mentor: John Garrison). Scheel, M.H. & Ambrose, A.L. (2014). Sugar ingestion and dichotic listening: Increased perceptual capacity is more than motivation. *Advances in Cognitive Psychology*, 10(1), 26-31. Scheel, M.H., & Edwards, D. (2012). Captive spider monkeys (*Ateles geoffroyi*) arm-raise to solicit allo-grooming. *Behavioural Processes*, 89(3), 311-313.
- Zuberbier, A. (2012). Women and nostalgia during the American civil war: Cursed as a cause, blessed as the cure. *Undergraduate Research Journal of the Human Sciences*, 11 (mentor: Lori Kelly).
- May, C.J., Burgard, M., Mena, M., Abbasi, I., Bernhardt, N., Clemens, S., Curtis, E., Daggett, E., Hauch, J., Housh, K., Janz, A., Lindstrum, A., Luttrupp, K., & Williamson, R. (2011). Short-term practice of loving-kindness meditation produces a state, but not a trait, alteration of attention. *Mindfulness*, 2(3), 143-153. doi: 10.1007/s12671-011-0053-6.
- Burgard, M. & May, C.J. (2010). The effect of a positive affect induction via metta meditation on the attentional blink. *Journal for Articles in Support of the Null Hypothesis*, 7, 1, 8-15.
- Lewis, S.E., Dick, J.T.A., Lagerstrom, E.K., & Clarke, H.C. (2010). Avoidance of filial cannibalism in the amphipod *Gammarus pulex*. *Ethnology*, 116(2), 138-146.
- McMahon, A.J., & Scheel, M.H. (2010). Glucose promotes controlled processing: Matching, maximizing, and root beer. *Judgment and Decision Making*, 5(6), 450-457.

National Conference Presentations:

Huck, J. L. & Braunschweig, B. *Rape programming for universities*. Academy of Criminal Justice Sciences – Denver, CO, March 2016.

Braunschweig, B. & Huck, J. L. *Rape prevention programming on a university campus*. Midwest Criminal Justice Association – Chicago, IL September 2015.

Graham, E.,* Schneider, T. Characterization of bacteriophages that can infect *Pseudomonas aeruginosa*. 75th Annual Meeting of the North Central Branch of the ASM. La Crosse, WI October 2015. Oral presentation. **Awarded 1st prize for undergraduate oral presentations.**

Finnel, G.,* Schneider, T. Characterizing antibiotic resistant bacteria isolated from local waterways. 75th Annual Meeting of the North Central Branch of the ASM. La Crosse, WI October 2015. Poster presentation.

Graham, E.,* **Schneider, T.** Characterization of bacteriophages that can infect *Pseudomonas aeruginosa*. Student branch ASM meeting. Milwaukee, WI May 2016. Oral presentation.

Finnel, G.,* **Schneider, T.** Characterizing antibiotic resistant bacteria isolated from local waterways. Student branch ASM meeting. Milwaukee, WI May 2016. Oral presentation.

Kinney, M. & Marks, G. (2015). The effect of 2,3,7,8-tetrachlorodibenzodioxin (TCDD) on the expression of human estrogen receptor beta and aryl hydrocarbon receptor using RT-qPCR. Poster presented at the 249th *American Chemical Society Meeting*, Denver, CO.

Parizek C., Simon M., & Bazett-Jones D.M. (2015). Reliability and Validity of Qualitative Dynamic Frontal Plane Motion during a Lateral Step-down. Poster presented at the annual meeting for the *American College of Sports Medicine Annual Meeting*, San Diego, CA.

Rude, K., Weirich, C., Bartlett, S., Seaman, M., Piatt, J., & Miller, T. (2015). Algal Toxin Dynamics in a Eutrophic Lake and Indicators of Toxins in Raw Drinking Water. Presentation at the ACS National Meeting, Denver, CO.

Simon M., Parizek C., & Bazett-Jones D.M. (2015). Reliability and Validity of the Frontal Plane Projection Angle during a Lateral Step-down. Poster presented at the annual meeting for the *American College of Sports Medicine Annual Meeting*, San Diego, CA.

Stanfield, C., Ehlke, M., & Baldrige, M. (2014). Modulation of Ovarian Follicle Maturation

by Bisphenol A Following an In-Utero or Lactational Exposure Paradigm. Presentation given at the 47th annual meeting of the *Society for the Study of Reproduction*, Grand Rapids, MI.

Mader, M., McQuade, A., & Deprey, S.M. (2014). Difference in single leg static balance between barefoot and shod conditions. Poster presented at the *NEXT 2014 Conference of the American Physical Therapy Association*, North Carolina.

May, C.J., Johnson, K., & Weyker, J.R. (2014). Opposing response profiles and individual differences for two types of meditation. Poster presented at the 26th annual convention of the *Association for Psychological Science*, San Francisco, CA.

Xuan, A.T.T., & Debrecht, D. (2014). Will the U.S. Velocity of Money Step up Again? New Evidence from the Random Walk Hypothesis. Paper presented at the Dallas Federal Reserve Bank's 8th *Annual Undergraduate Research Conference*, Dallas, TX.

Gaggioli, C. (2013). On the Ballast Hills: Riot as political expression in Newcastle, 1633. Paper presented at the 5th annual *Symposium for History Undergraduate Research*, Starkville, MS (mentor: Scott Hendrix).

Johnson, K., Weyker, J.R., & May, C.J. (2013, May). Examining the effects of alternating treatments of concentration and loving-kindness meditation. Poster presented at the 25th annual convention of the *Association for Psychological Science*, Washington, D.C.

Stokes, C.M., & Marks, G. (2013). Determination of the binding constant when glycitein is complexed with rat estrogen receptor beta. Poster presented at the *American Chemical Society*, New Orleans, LA.

Miskov, L.K., Koenig, D.T., & Baldrige, M.G. (2012). *In Utero* and lactational exposure to glycitein modulates ovarian follicle maturation in Sprague-Dawley rats. Poster presented at the *Society for the Study of Reproduction*.

May, C.J., & Daggett, E. (2011). The neural causes of individual differences and changes in the attentional blink. Poster presented at the *Association for Psychological Science*, Washington, D.C.

Baldrige, M.G., & Miaskowski, S.K. (2010). *In utero* and lactational exposure of Sprague-Dawley rats to diadzein disrupts ovarian follicle maturation. Poster presented at the *Society for the Study of Reproduction*

Burgard, M., & May, C.J. (2010). Short-term, sustained practice of metta meditation produces a state, but not a trait, alteration of attention. Poster presented at the *Beta Beta Beta National Biological Honor Society*, Durango, CO.

Carr, E.C. & Piatt, J.J. (2010). Biodegradation and sorption characteristics of pharmaceuticals in septic seepage bed material. Poster presented at the *American Chemical Society*, San Francisco, CA.

Knackstedt, K.L., Reinhart, J.M., & Baldrige, M.G. (2010). Acute and chronic exposure to bisphenol A disrupts ovarian follicle maturation in Sprague-Dawley rats. Poster presented at the *Society for the Study of Reproduction*.

Korinek, J., & Marks, G. (2010). Structural determination of H98A mutant methylglyoxal synthase in *escherichia coli*. Poster presented at the *American Chemical Society*, San Francisco, CA.

Lewis, S. E., & Lagerstrom, E.K. (2010). Cannibalism and avoidance of filial cannibalism in two amphipod species, *Gammarus pulex* and *G. pseudolimnaeus*. Poster presented at the *Animal Behavior Society*, College of William and Mary, Williamsburg, VA.

McMahon, A.J., & Scheel, M.H. (2010). Glucose promotes controlled processing: Matching, maximizing and root beer. Poster presented at the 31st Annual Meeting of the *Society for Judgment and Decision Making*, St. Louis, Missouri.

Eisold, A., & Thobaben, E.T. (2009). Initial results of wetland vegetation monitoring at the Carroll University Greene Field Station. Poster presented at the *Society of Wetland Scientists/ Wisconsin Wetlands Association 14th Annual Conference*.

Patterson, E. & Piatt, J.J. (2009). Occurrence and transport of pharmaceuticals in private onsite waste treatment systems. Poster presented at the *American Chemical Society*, Salt Lake City, UT.

Rogers, J., & Thobaben, E.T. (2009). Buckthorn removal: Tradeoffs in cost and ecological impact in the long-term treatment of buckthorn seedlings. Poster presented at the *Society of Wetland Scientists/ Wisconsin Wetlands Association 14th Annual Conference*.

Scheel, M.H., & Edwards, D. (2009). Captive black-handed spider monkeys (*Ateles geoffroyi*) gesture to solicit allo-grooming. Poster presented at the 21st Annual Meeting of the *Human Behavior and Evolution Society*, Fullerton, California.

Baldrige, M.G., Land, M.E., & McIlrath, C.S. (2008). Acute and chronic exposure of Sprague- Dawley rats to isoflavones disrupts ovarian follicle maturation. Paper presented at the *Society for the Study of Reproduction*.

LaMontagna, A. & Piatt, J.J. (2008). Determination of pharmaceuticals in biosolids used for cropland soil amendment. Poster presented at the *American Chemical Society*, New Orleans, LA.

Regional Conference Presentations:

- Kirchoff, K. (2014). Gregory of Nyssa on Divine Deception and Moral Perfection. Paper presented at the *Upper-Midwest American Academy of Religion* conference, St. Paul, MN. (mentor: Jeffrey Fisher).
- Mariani, D. (2013). Performing Progress: Native Americans at Chicago's 1933 World's Fair. Paper presented at the *48th Northern Great Plains History Conference*, Hudson, WI. (mentor: A. Markwyn).
- Markwyn, A., & Gall, J. (2012). From Co-eds to Feminists: Researching Second-Wave Feminism on Milwaukee-area campuses. Panel presented at the 36th annual *Wisconsin Women's Studies Conference*, Oshkosh, WI.
- Zacharias, J., & Thobaben, E.T. (2012). Economic and ecological trade-offs over six years of a long-term buckthorn removal experiment. Poster presented at the *Wisconsin Wetlands Association 17th Annual Conference*.
- Scott, K. (2011). Carving out a space for freedom: Virginitiy and widowhood in the Middle Ages. Paper presented at the Second Annual Conference of the *Midwest World History Association Conference*, Milwaukee, WI (mentor: Scott Hendrix).
- Stroik, K., & Thobaben, E.T. (2011). Determination of the most ecologically effective buckthorn removal treatment: Year five of a long-term experiment. Poster presented at the *Wisconsin Wetlands Association 16th Annual Conference*.
- Daggett, E., & May, C.J. (2010). A novel neural network model of the attentional blink: Towards a mechanistic understanding of individual differences in attention and the effects of attention training. Poster presented at the *Midwestern Psychological Association*, Chicago, IL.
- Mena, M. & Thobaben, E.T. (2010). Effects of long-term buckthorn removal techniques on the diversity of native plant communities. Poster presented at the *Wisconsin Wetlands Association 15th Annual Conference*.
- Lachner, S., & Thobaben, E.T. (2008). Seasonal herbicide treatment of *Phragmites australis* in Waukesha County, Wisconsin: When is treatment most effective? Poster

presented at the *Wisconsin Wetlands Association 13th Annual Conference*.

- Imes, R., & Ramus, E. (2007). "Don't say or you won't stay": Exploratory research on communication between nannies and parents. Paper presented at the *Central States Communication Association*.

End-of-summer Pioneer Scholar Dinner

The end-of-summer Pioneer Scholar dinner for the 2016 Pioneer Scholar teams was held on Wednesday, August 31st at Café Esperanza. Students will summarize their summer work, discuss future directions, and answer questions about their projects from other teams.

A Decade of Pioneer Scholars

This year marks the tenth anniversary of the creation of the PioScholars Program. To mark this milestone and all the amazing work that these collaborations have produced, there will be a Homecoming reunion of all the Pioneer Scholars. This will be the first Pio Scholar Homecoming event, and will be celebrated at Sneed House during the 2016 Homecoming weekend.

Scholarly Travel Grant Program

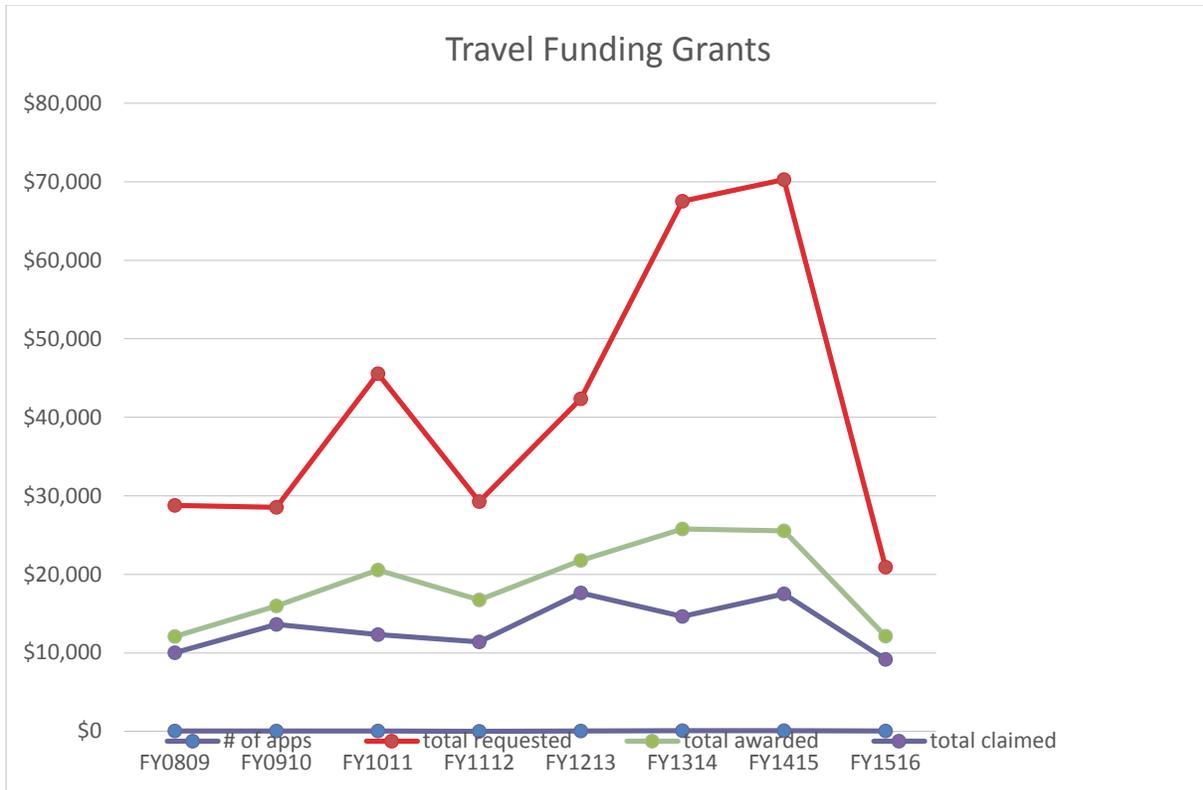
The Scholarly Travel Grant Program allows undergraduate and graduate students to take their work into the professional realm off campus by providing financial support for travel expenses and conference fees. At scholarly conferences, Carroll students not only share their work with others in their fields, but also learn about the work of students and professional academics. Presenting at scholarly conferences also provides Carroll students with excellent professional networking opportunities.

The Student Scholars Committee discussed the allocation of travel funds, especially since there is a lifetime cap on allocations. The Committee determined that this lifetime cap was particularly detrimental for Carroll University graduate students and the Committee decided to change the caps so that one cap applies to undergraduate students and there is a separate cap for those in graduate programs. The Committee will continue to monitor requests from undergraduates and graduate students to see how this policy change impacts the funds and student access to those funds. The committee also choose to increase the allocation cap for which students can apply. This, too, will be closely monitored to make sure that funds are equitably distributed across majors, students, and the academic calendar.

In 2015-2016, 36 students applied for travel funds, 31 undergraduates and five graduate students. Of those applicants, one student was denied funding because she had reached the \$500 cap.

\$20,919 was requested

\$12,117 was awarded, with some of the allocated funds never claimed by students who had requested funding.



Phi Kappa Phi

Phi Kappa Phi (PKP) is the nation's oldest, largest and most selective all-disciplinary honorary society. The mission of PKP is to recognize and promote academic excellence in all fields of higher education and to engage the community of scholars in service to others. The Carroll University Chapter of PKP was founded in 2010.

Thirty-two new students, faculty and staff were initiated into Phi Kappa Phi in a special ceremony on the evening of March 28th in the Humphrey Chapel. This year the ceremony was modified to include a keynote speaker to reflect upon the importance and relevance of academic excellence in today's world. This year's keynote speaker was Dr. Jessica Boll, Assistant Professor of Spanish and Assistant Director of the Honors Center. The ceremony was well attended by students, faculty, staff, families and friends



The Honors Program sponsored a number of events this academic year.

- New Honors Student welcome event by the Honors Council, August 2015.
- Honors student and faculty special viewing of “Bridge of Spies” with historical presentation on the Cold War following film, Fall, 2015.
- Lunch with President Hastad & Provost Passaro in Humphrey Chapel, Fall, 2015.
- Honors Students Pumpkin Carving, October, 2015
- Honors Students trip to see “Pan” at Marcus Theater, Fall, 2015.
- Two students attended NCHC Annual Conference, Chicago, IL, Fall, 2015
- Spring Grab and Go Study Picnic, April, 2016.
- Reading for Pleasure Book Club, *The Opposite of Loneliness* by Marina Keegan, Winter/Spring 2016
- Celebrate Carroll, April 2016
- Phi Kappa Phi Induction, Spring 2016



Honors Pumpkin Carving Event, October 2015