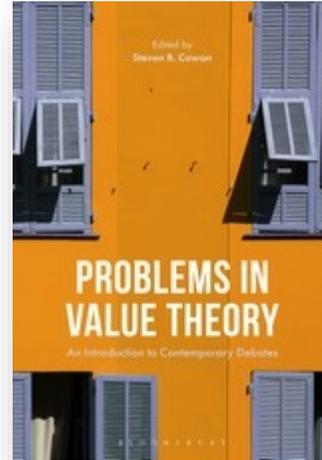
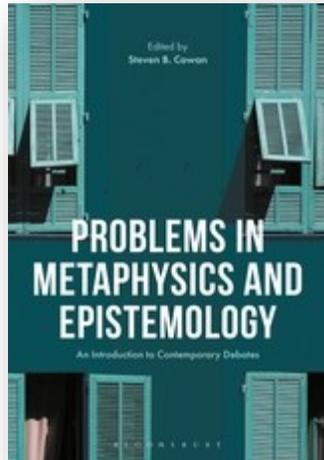


Cowan and Brackmann

Professor of Philosophy & Religion, Dr. Steven Cowan, will have two textbooks published in February with Bloomsbury Publishing. Listed below are the links to the books. Congratulations Dr. Cowan!



<https://www.bloomsbury.com/us/problems-in-metaphysics-and-epistemology-9781350016064/>

<https://www.bloomsbury.com/us/problems-in-value-theory-9781350147416/>

Associate Professor of English, Dr. Rebecca Brackmann, recently presented at a conference in Albuquerque, NM. The conference was held by the International Society of Anglo-Saxonists. Dr. Brackmann presented, “*Ðis bið god læcedom*”: Placebo and Meaning Responses in Old English Medical Texts.”

Brackmann also presented at the International Congress on Medieval Studies in Kalamazoo, MI in May, 2019. The title of her presentation was, “Somner’s Leechbook: William Somner’s use of London, BL Royal 12 D.17 in the *Dictionarium Saxonico-Latino-Anglicum*.”

Dr. Brackmann recently published the essay, “King Cnut and His Laws in Early Modern English History and Drama” in *Languages of the Law in Early Medieval England: Essays in Honor of Lisi Oliver*. The volume of essays was published by Leuven: Peeters Publishers, 2019.



News from the Office of Institutional Effectiveness

Presentations and Awards

Institutional Effectiveness Associate, Mrs. Melinda Turner was presented with the Edith H. Carter Travel Grant as well as the Newcomer Travel Grant at the Southern Association for Institutional Research Conference (SAIR) in Greenville, SC. The Edith H. Carter Travel Grant was named for Dr. Edith Carter who, throughout her career, exemplified commitment to continuing professional development. Dr. Carter encouraged colleagues to join her in seeking to improve higher education.

Congratulations Melinda!



Assistant Vice President for Planning and Institutional Effectiveness/Instructor of Mathematics, Dr. Kala Perkins-Holtsclaw recently presented, "Increasing Student Survey Response Rates by Fostering Interdepartmental Collaboration" at the Appalachian College Association's annual summit in Sevierville, TN and at the Southern Association for Institutional Research Conference (SAIR) in Greenville, SC. The presentation summarized the results of a case study performed at LMU on increasing student survey response rates by fostering interdepartmental collaboration. Dr. Perkins-Holtsclaw shared details of the interdepartmental communication process utilized in the study, details of obtaining interdepartmental buy-in, copies of communication materials, and a summary of the results.



LMU faculty members recently had an opportunity to present their work at the ACA Summit held at DreamMore Resort in Pigeon Forge

To University and Beyond: Librarian-Faculty Collaboration to Prepare Students for Graduate or Professional School

Faythe Thurman: Access Services Librarian

Bonnie Price: Assistant Professor of Veterinary Health Science

This presentation examines how faculty-librarian collaboration can enhance students' academic work and prepare them for the next phase of their education. Attendees will learn strategies for integrating information literacy and research skills into the classroom. By incorporating these skills into the classroom, we can prepare upper-level students for graduate-level research and writing and provide them with skills needed for future academic and professional endeavors. Co-curricular activities, such as seminar series, can also provide opportunities for collaboration. These activities can help prepare students to further their academic and professional careers. This presentation will help instructors and librarians find ways to instill research and information literacy skills in students and prepare them for careers after graduation.

Good Health-Share Coverage: The Medical Humanities Initiative at Lincoln Memorial University

Sandra Weems: Assistant Professor of English

**Rick Slaven: Coordinator of Student Advancement,
DeBusk College of Osteopathic Medicine**

What is "medical humanities"? We invite you to attend this introduction to the multi-disciplinary field of medical humanities and discuss the ways we're collaborating across programs to bring its practice to our students at LMU and the DeBusk College of Osteopathic Medicine. We will discuss teaching these concepts and show you how we have found interdisciplinary collaboration essential for helping students grow, whether as health-care professionals or simply as consumers who use or will use health-care in the U.S. By sharing details of our initiative, we hope to spark some ideas for you to use and to illustrate ways that the many benefits of this field of study will extend beyond our campus to our local community. The presentation is intended for anyone interested in humans and health!

Gastropedagogy: Food Studies and Collaborative Instruction

Tom Bragg: Associate Professor of English

Whether posed by the over-fed or the starving, "What's for Dinner?" may well be humanity's longest-lived and most basic question. In the United States, we are all too apt to ask it without understanding its implied questions: Where will our next meal come from, literally and otherwise? What does it mean to have to worry (or not) about the answer? Why do we share food, as family, religious and national communities do? What does food have to do with happiness, morality, or democracy? "Gastropedagogy" will discuss and examine a template that will allow faculty from many disciplines to plan collaborative courses on the topic of food. The presentation will provide a brief rationale for food studies generally before looking at a variety of possible course combinations and learning objectives, emphasizing the benefits of each approach.

Appalachian College Association Summit, cont.

Collaboration between Faculty and Staff in a Graduate-Level Teaching Human Anatomy Class

Adam Kolatorowicz: Assistant Professor of Anatomy

Stanley Iliff: Director of Anatomy Lab Facilities

This session will demonstrate how teaching and learning is enriched by the collaboration between faculty and staff. A medical school faculty and staff member will describe a graduate-level human anatomy teaching course that is team-taught by anatomy professors, assessment staff, and laboratory staff. Attendees will develop methods to break down the faculty-staff divide, recognize their organizational culture, and reach out to staff members to take part in classroom instruction. This session will be of interest to faculty whose departments or administrative units have staff with expertise in helping students develop their non-cognitive skills, particularly in laboratory, field, or practicum-based courses.

Embracing One Health Across Campus to Instill Problem Solving and Collaboration in Students and Faculty

Karen Gruszynski: Assistant Professor of Epidemiology

Bonnie Price: Assistant Professor of Veterinary Health Science

Marybeth Babos: Professor of Pharmacology

One Health is the recognition that the health of humans, animals, plants, and their shared environment are interconnected. One Health provides a framework to develop collaborative, interdisciplinary solutions to many complex problems faced in today's world. One Health also instills valuable team-work skills in both students and faculty across the university. The goal of this presentation is to introduce the concept of One Health to participants, provide an overview of One Health projects and initiatives at LMU, and identify ways a One Health educational approach can be implemented at other universities. This session may be of interest to faculty involved in human health, public health, animal health, biology, social sciences, etc. and for anyone wanting to break free from the silo mindset.



News from across campus

Appalachian College Association Summit, cont.

LMU Ledford Scholars present at the ACA Summit

**Monitoring the Movement and Burrowing Behavior of Endangered
Epioblasma brevidens, the Cumberlandian Combshell mussel,
in Relation to Rearing Conditions and Substrate Type**

Justin Anderson-Woodard: Lincoln Memorial University

Mentor: Aggy Vanderpool, Associate Professor of Biology

Identity in Lycanthropy: A Clinical, Cultural, and Literary Examination

Alisha Helton: Lincoln Memorial University

Mentor: Sandra Weems, Assistant Professor of English

**Identification of Presence of Eastern Hellbenders (*Cryptobranchus
alleganiensis*) in the Cumberland Gap Region utilizing
environmental DNA detection methods**

Hana Hess: Lincoln Memorial University

Mentor: Whitney Kistler, Assistant Professor of Conservation Biology

**Burrowing success of endangered juvenile *Epioblasma
capsaeformis* in relation to rearing conditions and substrate type**

Jacob Lanning: Lincoln Memorial University

Mentor: Aggy Vanderpool, Associate Professor of Biology

***Ixodid* ticks associated with horses in eastern Tennessee**

Matilda Tate: Lincoln Memorial University

Mentor: Barbara Shock, Assistant Professor of Biology

Estimating bat species richness using recorded echolocations

Hunter Wyatt: Lincoln Memorial University

Mentor: LaRoy Brandt, Associate Professor of Conservation Biology

News from the School of Allied Health Sciences

Department of Sport and Exercise Science

Associate Professor and Department Chair of Sport and Exercise Science, Dr. Benito Velasquez, recently published in the peer-reviewed journal **Public Health-Open Journal** a Mini Review entitled: ***Therapeutic Modalities: Best Practices to Protecting Patients from Harm During Treatments.***

This article discusses how healthcare providers and clinicians such as athletic trainers and physical therapists utilize therapeutic modalities to administer treatment to patients in the clinical setting. It is the responsibility of these healthcare providers to ensure the safe use of therapeutic modalities during treatment sessions, as well as effective delivery of treatment. Thermal-heat, ultrasound, cryotherapy and electrostimulation treatments have the potential for causing harm to patients. The article also discusses how proper care and maintenance of modalities can minimize the risk to patients and avoid legal issues for physical therapists and athletic trainers. This article explores some of the legal issues, case studies and reports as well as providing information on what healthcare providers can do to protect patients.

News from the Carter and Moyers School of Education

Recent Scholarly Activity

Collins, S. D. (2019, July). *Writing the wrongs of developing K-12 writers*. Lecture presented at the 2nd annual meeting of the Smoky Mountain Literacy Chapter Summer Conference, Knoxville, TN.

Abstract:

Traditional writing instruction is rooted in a paradigm that began in the late 1800s that emphasized (to the extreme) mechanical/grammatical correctness. With writing being a linguistic phenomenon, and, thus, a developmental process, traditional approaches to teaching writing have not only stymied student development but have caused many teachers to foster negative attitudes toward teaching writing. Dr. Collins charted this nefarious history of teaching writing as well offered strategies to shift the paradigm of corrective instruction to one that effectively develops competent, healthy writers.



Collins, S. D. (2019, June). *“Try for something happier”*: Gracefully freeing writing voices of highly intelligent, but (as yet) voiceless students. Workshop presented at the 25th annual conference of the Assembly for Expanded Perspectives on Learning of the National Council of Teachers of English, Estes Park, CO.

Abstract:

For this interactive workshop, Dr. Collins presented original research on how the traditional deficit-based, corrective approach to “teaching writing” stymies the growth of writers. He also shared specific andragogical methods of coaching and responding to more powerfully and effectively develop graduate writers while honoring what William Stafford aspired to do as a writing teacher, which was to “Try for something happier.”



Courtner, A. S., & Kirk, J. M. (2019, September). *Examining self-directed learning readiness growth among doctoral candidates through a sequential core curriculum*. Lecture presented at the meeting of the Appalachian College Association Summit, Pigeon Forge, TN.

Abstract:

To help students gain skills to be ready for the dissertation phase, the faculty of the LMU EdD program developed a sequential core curriculum. The EdD faculty measured students' self-directed learning readiness three times throughout the first year of the program to determine if their readiness changed throughout the first year in the sequential core curriculum to better prepare them for the dissertation phase. Attendees will gain knowledge on the purpose of the sequential core and how doctoral candidates' self-directed learning readiness changed through the curriculum. This session is beneficial for graduate program directors and faculty.

News from the Carter and Moyers School of Education

Recent Scholarly Activity

Gaines, C. B., & Courtner, A. S. (2019, September). *Trends of college admission from one Tennessee rural school district after Tennessee Promise*. Lecture presented at the meeting of the Appalachian College Association Summit, Pigeon Forge, TN.

Abstract:

As educators, it is imperative that we understand the change in the trends of college enrollment prior to and subsequent to the Tennessee Promise scholarship program. Understanding these trends will help public school educators focus their attention on the students' needs and will help re-focus based on academic match rather than solely program suggestions. Identifying these trends will benefit higher education staff as they consider new applicants; higher education professors as we guide public school educators; and public school administrators, counselors, and teachers as they provide guidance to their own students.



Gaines, C. B., Courtner, A. S., & Collins, S. D. (2019, September). *Dissertation Homeroom in a doctoral program*. Lecture presented at the meeting of the Appalachian College Association Summit, Pigeon Forge, TN.

Abstract:

At the 2018 ACA Summit, LMU EdD faculty discussed a new sequential core curriculum, offered across concentrations (Instructional Leadership, Curriculum and Instruction, and Higher Education) to better prepare students for completion of dissertation work. In this presentation, the EdD faculty discussed an innovative Dissertation Homeroom, where students across curricula concentrations are provided collaborative instruction from all faculty, which is then supported in core research courses and individual concentration courses by faculty. This collaboration effort has supported faculty cohesiveness in teaching writing for the dissertation, provided students the opportunity to learn about research and assignments in a large group with other faculty, and supported in-class assignments and the sequential core for individual concentration work.

News from the Carter and Moyers School of Education

Recent Scholarly Activity



Murphree, P. G., & Gaines, C. B. (2019, September). *Metamorphosis from traditional pedagogy to synchronous and asynchronous learning*. Lecture presented at the meeting of the Appalachian College Association Summit, Pigeon Forge, TN.

Abstract:

This presentation explored the roles of new technology and how it has impacted the traditional classroom by advancing a system called “e-learning”. E-learning can be divided into two categories. Synchronous includes incorporating online learning through video conferencing, webcasts, interactive learning models and chat rooms by supporting learning and teaching through multiple ways of interacting, sharing, collaborating and asking questions in “real-time”. Asynchronous can be offline because it involves coursework delivered through web activities, email, on-line forums, electronic portfolios, and message boards. How may e-learning be incorporated into effective pedagogy? Can e-learning be designed to share pedagogical and/or co-curricular innovations without compromising content rigor? The presentation benefited anyone teaching Generation “Z” students.

Murphree, P. G. (2019, February). Grief. Awarded second place (in the category for poets age 65 and older) for the poem “Grief” published in “Poet’s Playground,” a featured section of *The Tennessee Magazine*. Published monthly by the Tennessee Electric Cooperative Association, *The Tennessee Magazine* has a circulation of more than 550,000 around the world and is the most widely circulated monthly publication in the state of Tennessee.

Murphree, P. G. (2019, May). Peaceful secrets. Awarded second place (in the category for poets age 65 and older) for the poem “Peaceful Secrets” published in “Poet’s Playground,” a featured section of *The Tennessee Magazine*. Published monthly by the Tennessee Electric Cooperative Association, *The Tennessee Magazine* has a circulation of more than 550,000 around the world and is the most widely circulated monthly publication in the state of Tennessee.

Parks, A. F. (2019, July). *Diverse literary text considerations in K-12 classrooms: Reasons, recommendations and resources*. Lecture presented at the 2nd annual meeting of the Smoky Mountain Literacy Chapter Summer Conference, Knoxville, TN.

Abstract:

All students in K-12 schools deserve access to high quality, diverse texts that represent a spectrum of genres, formats, and identities. Schools are resistant, however, to move beyond the traditional canon in their text considerations used for instruction and many teachers lack a classroom library for students to checkout books. This session offered participants an overview of the rationale for providing access and using diverse texts with students, as well as provided resources and recommendations.



News from the Carter and Moyers School of Education

Recent Scholarly Activity

Stanley, A. M. (2019, September). *Library learning stations*. Workshop presented at the Tennessee Association of School Librarians (TASL) Conference, Murfreesboro, TN.

Abstract:

In this session, librarians learned how to implement standards-based learning stations into their K-5 library. The librarians received materials and ideas designed to help them with the implementation of learning stations, and they participated in hands-on library learning stations.



Carter and Moyers School of Education Students

Ayers, Amber (2019, July) *Fossils: A science content literacy text set for elementary students*.

Poster Presentation at the 2nd Annual meeting of the Smoky Mountain Literacy Chapter Summer Conference, Knoxville, Tennessee.

Sipple, Katelyn (2019, July) *The Boston Tea Party: A social studies content literacy text set for fourth grade*.

Poster Presentation at the 2nd Annual meeting of the Smoky Mountain Literacy Chapter Summer Conference, Knoxville, Tennessee.

Sipple, Katelyn (2019, July) *What is the weather? A science content literacy text set for elementary students*.

Poster Presentation at the 2nd Annual meeting of the Smoky Mountain Literacy Chapter Summer Conference, Knoxville, Tennessee.

Williams, Kristin (2019, July) *Appalachian Music? A social studies content literacy text set for elementary students*.

Poster Presentation at the 2nd Annual meeting of the Smoky Mountain Literacy Chapter Summer Conference, Knoxville, Tennessee.



News from the Carter and Moyers School of Education

Recent Scholarly Activity



Stevenson-Parsons, T. (2019, July). *Good books and potato chips: Why teachers should be readers.* Lecture presented at the 2nd annual meeting of the Smoky Mountain Literacy Chapter Summer Conference, Knoxville, TN.

Abstract:

The best teachers are also practitioners. Teachers of reading (or any subject) should also be readers. This presentation encouraged teachers to read for pleasure in a variety of genres, with a wide array of literary conventions and techniques. As teachers wrestle with complex text structures, they will gain an awareness of the challenges faced by young readers. This presentation was full of “good book” recommendations to energize the reading lives of anyone!



England, C. T. (2019). [Test review of the Receptive, Expressive & Social Communication Assessment-Elementary (RESCA-E)]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twenty-first mental measurements yearbook*. Retrieved from the *Mental Measurements Yearbook and Tests in Print* database.

Abstract:

Practicing speech–language pathologists developed the Receptive, Expressive & Social Communication Assessment-Elementary (RESCA-E) assessment to provide information about a child's receptive, expressive, and social language development in addition to social communication behaviors. Features and benefits of the RESCA-E are as follows:

- Assesses the functional features of language (receptive, expressive, social communication core, and social communication inventory) in one instrument.
- Targets critical areas of language development often included in IEPs and treatment plans but difficult or impossible to objectively measure in elementary-age children.
- Features colorful drawings and user-friendly administration.
- Appropriate for children who present with possible language or social–pragmatic deficits.

Antepara, R., Tichon, M. A., & Williams, D. O. (2019, September). *Harnessing campus communities to jumpstart a study abroad program in Mongolia.* Lecture presented at the meeting of the Appalachian College Association Summit, Pigeon Forge, TN.

Abstract:

This presentation focused on how LMU faculty and staff collaborated to develop a study abroad program by utilizing international experiences and unique skill sets of campus personnel. Faculty and staff interested in promoting study abroad benefitted from this "nuts and bolts" presentation that featured lessons learned and firsthand student experiences of a culturally immersive, 10-day study abroad experience with a service learning component.



News from the Carter and Moyers School of Education

Recent Scholarly Activity

Wagner, S. R. (2019, September) *Beyond the lesson plan: How collaborative partnerships with educational learning sites builds teacher candidate experience.*

Lecture presented at the meeting of the Appalachian College Association Summit, Pigeon Forge, TN.

Abstract:

As Associate Professor in the Masters of Education in Initial Teacher Licensure program, I have partnered with two educational sites, The East Tennessee History Center and The Great Smoky Mountains Institute at Tremont, for our teacher candidates' real-world preparation in teaching social studies and science content areas. These specific partnerships have allowed teacher candidates to learn about our state and local history and our natural science resources through onsite hands-on experiences designed in collaboration with these education partners. Through our work with these educational sites, we have enabled our graduates to continue these partnerships and establish additional collaborations for their future schools and classrooms.



Wagner, S. R. (2019, July) *Reading response letters: Seeing connections and building relationships.* Lecture presented at the 2nd annual meeting of the Smoky Mountain Literacy Chapter Summer Conference, Knoxville, TN.

Abstract:

Atwell (2007, 1987) extended Rosenblatt's (1978) transactional theory to teaching reading and writing modeled after authentic workshops. Students in Atwell's classes used dialog journals to describe their reactions and responses to books they read in class. She responded back in turn, asking questions, and providing formative feedback. Recently, the Tennessee Department of Education issued *Teaching Literacy in Tennessee* and the *Tennessee Literacy Framework* and the reemphasis on knowledge-based competencies. This reading response letter-writing strategy, when incorporated as a weekly assignment for students, documents and reveals student's knowledge and connections while allowing the teacher to provide feedback, praise, and future goals, supporting the move to more conceptual learning in the ELA classroom.

Wagner, S. R. (2019, June) *Geocaching: Teaching social studies with technology.* Paper presented at the EdMedia and Innovative Learning 2019 Conference, (Virtual Session) Amsterdam, Netherlands.

Abstract:

Teacher education instructors and classroom teachers can use the Geocaching.com website and mobile app to engage students in learning history and geography. The United States' emphasis on STEM subjects: Science, Technology, Engineering, and Mathematics often leaves the traditional social studies classes overlooked and underfunded. History and Geography teachers can leverage geocaching technology to motivate their students to learn through engaging online and real-world learning experiences across place and time.

News from Student Support Services and ORGSP

SSS Students Visit Ripley's Aquarium of the Smokies

On October 17, 2019, students and staff from the Lincoln Memorial University Student Support Services program enjoyed a visit to Ripley's Aquarium of the Smokies. While there, students enjoyed exhibits featuring over 10,000 exotic sea creatures in 350 individual species. Before the aquarium visit, they enjoyed dinner together at CiCi's Pizza.



Faculty Research Interests

The Office of Research, Grants and Sponsored Programs recently sent out a survey with the help of Ms. Melinda Turner in the Office of Institutional Effectiveness. The ORGSP is compiling a database of faculty interests and expertise for faculty who are interested in pursuing grants. The feedback has been great with over 70 responses and more than 300 individual topics. The responses will be very beneficial as we search for opportunities for grant funding. If you have not had a chance to fill out the survey, here is the link: <https://www.surveymonkey.com/r/FacultyInt>

Recent Submissions and Awards

Submissions:

Ms. Patricia Stubenberg submitted a request to Olympus to support Continuing Medical Education workshop costs.

Ms. Marca Cenatiempo submitted an application to the AmerisourceBergen Foundation.

Dr. Jeffrey Martin submitted a request to Dolcas Tenshi Bioceticals, Inc.

Ms. Allison Starnes-Anglea submitted a request to the Knoxville Bar Foundation

Dr. Jeff Phillips submitted a request to Boehringer Ingelheim Animal Health, USA.

Dr. Charles Hubbard submitted a grant proposal to the Appalachian College Association for a faculty fellowship.

Awards:

Ms. Patricia Stubenberg receive a grant from Olympus for Continuing Medical Education support.

Ms. Allison Starnes-Anglea received a grant from the Knoxville Bar Foundation.

Dr. Jeff Phillips received a grant from Boehringer Ingelheim Animal Health, USA.

Dr. Jeffrey Martin received a grant from Dolcas Tenshi Bioceticals, Inc.

Dr. Jason Johnson received a grant from the Virginia Tobacco Commission.

Contact information for grants:

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Institutional Biological & Chemical Safety Committee

- Ensure that research designs and procedures meet institutional & Federal guidelines and standards for the responsible conduct of research
- Provide training and assistance in the responsible conduct of research
- involving biological materials and chemicals
- Assess compliance with institutional and Federal guidelines and standards during the conduct of research involving biological materials and chemicals
- Maintain appropriate records of reviews conducted to document that LMU is meeting the institutional and Federal guidelines and standards through the IBCSC process and that any violations of established standards have been appropriately reported and handled

Reminder from the LMU Institutional Review Board (IRB)

Please remember that all research proposals and projects involving human subjects, must have IRB approval *prior* to the presentation of any information gathered during the course of the research.

Under federal policy, the IRB cannot grant retroactive IRB approval.

Upcoming Meeting Dates:

November 14, 2019
December 12, 2019
January 9, 2019

Institutional Animal and Care Use Committee (IACUC)

All research proposals and projects involving animals must have IACUC approval. Please have protocols submitted at least one week before the next scheduled meeting for committee review.

Below is a schedule of upcoming IACUC meetings:

November 12, 2019
December 10, 2019