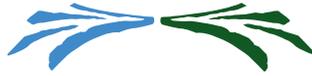


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EDITOR'S NOTE

By Dr. Amy Cummins, Department of English

Faculty members pursue academic work because we love teaching and research. The joys of a scholarly challenge motivate us, and we hope to share that passion of discovery with students. To maintain an active research agenda takes perseverance and a renewal of that sense of purpose.

This publication highlights recent scholarly achievements at FHSU by providing a cross-section of articles about research and creative activities in sixteen departments and organizations. Contributors to *Research Matters* hope to inform the public about research and to inspire colleagues with the belief that our work matters and is recognized even in difficult times. As editor of this Spring 2009 edition of *Research Matters*, I volunteered because I remembered how encouraging the early issues were when I was new to campus. There is substantial, diverse work being done in producing knowledge on our campus.

Greatest thanks for making possible this edition go to Dr. Tim Crowley, Interim Dean of the Graduate School and Assistant Provost for Internationalization. Dean Crowley provided essential support for bringing this magazine out to the faculty. The graphic designer, Josh Smith, merits admiration and gratitude for his work designing the publication. I also appreciate the assistance and support from the Graduate Council, Department of English, and Research Environment Committee. All of the contributors and subjects receive thanks for providing material for *Research Matters* and helping to build a research culture at FHSU.



**JOHN HEINRICHS IN GEOSCIENCES EARNS 2008
PRESIDENT'S DISTINGUISHED SCHOLAR AWARD**



John Heinrichs in Geosciences Earns 2008 President's Distinguished Scholar Award by Dr. Edward Hammond, FHSU President

The President's Distinguished Scholar Award is now in its twentieth year. All unclassified employees of the university are eligible for consideration and are evaluated for this honor by analysis of their work in the categories of research, service, and instruction. Acceptable levels of performance must be demonstrated in service and instruction, with the primary focus of this award being on research or creative activities. The President's Distinguished Scholar Committee, including past recipients of the award, selected for this honor in 2008 Dr. John Heinrichs, Associate Professor of Geosciences.

Dr. Heinrichs received his doctoral degree from the University of Colorado-Boulder and his Master's and Bachelor's degrees from the University of Wisconsin-Milwaukee. He joined FHSU in 1998. His research interests lie in two primary areas: remote sensing and climatology, focusing on the Arctic and the Central High Plains of the United States.

Dr. Heinrichs is currently part of a NASA-funded project to evaluate the capabilities of one of the latest microwave sensors (AMSR) to map and characterize sea ice in Alaska. This ongoing project provides beneficial information about the world's diminishing ice and snow caps. His work in climatology has attempted to determine and explain the variability of temperature and precipitation in western Kansas.

Other highlights of his career include the establishment of a research-grade automated weather station on the FHSU University Farm and supervising a group of students who are developing an integrated portrait of Hays and its region in the year 2025 based on an exciting new course titled The Seven Revolutions.

In addition to being considered one of our university's best research scientists, Dr. Heinrichs is also an innovative educator. His teaching emphasizes a combination of rigorous expectations, organized knowledge, and inspirational engagement. He connects instruction with his scholarly work by sharing experiences and examples with students.

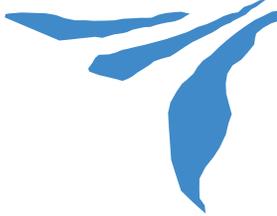
Serving as Chair of the Department of Geosciences and on many committees, Dr. Heinrichs is respected for his work in supporting a culture of research at FHSU. I am pleased to recognize Dr. John Heinrichs as the 2008 recipient of the President's Distinguished Scholar Award.



Dr. John Heinrichs, 2008 President's Distinguished Scholar



**MIKE EVERHART CONTINUES WORK; NEW
MOSASAUR RESEARCH PUBLISHED AT FHSU**



Mike Everhart Continues Work; New Mosasaur Research Published at FHSU

More than 50 mosasaur researchers and collectors from around the globe attended the 2nd Mosasaur Meeting to share their research at the Sternberg Museum of Natural History. Organized by Michael Everhart, adjunct curator of paleontology for the Sternberg Museum, the meeting was held May 3-6, 2007. It included 29 presentations, a poster session, plans for collaboration, and a group field trip to the Smoky Hill Chalk in eastern Gove County.

After the first Mosasaur Meeting in The Netherlands in 2004, Sternberg Museum of Natural History was chosen for the next meeting because of the large number of mosasaur remains collected from the Smoky Hill Chalk since 1868 and their historical significance. While the first mosasaurs were found in The Netherlands in the mid-1700s, the next group of major discoveries occurred in Kansas between 1868 and 1874.



Exhibit specimen of *Tylosaurus proriger* collected by Charles W. Sternberg and George F. Sternberg in 1926 and now on display at Sternberg Museum of Natural History

Everhart said, “It was unanimous by the group at the first meeting that the next should be held in Kansas. While most of the original specimens collected in Kansas were sent to the larger museums in the East, both FHSU and KU hold major scientific collections of these marine reptiles. I certainly wanted to have the opportunity to showcase the mosasaur collection and the facilities of the Sternberg Museum of Natural History.”

Michael Everhart edited the Proceedings of the Second Mosasaur Meeting, published as a special issue of the series *Fort Hays Studies* in Fall 2008. Scholars presenting their findings at the conference were invited to submit papers, from which Everhart selected and edited eighteen articles. The published proceedings, 172 pages in length, are available through the Sternberg Museum of Natural History.

“Once the meeting was over, what I would consider the hardest part began. An integral part of a meeting of this kind is to publish as many of the reports and findings that were presented orally or as posters by the participants as possible. As editor of the anticipated publication, my first tasks were to call for papers, set a deadline for the authors and then arrange for reviewers for each paper (something similar to trying to herd cats). The authors were literally from around the world, in the Netherlands, France, Germany, Japan, Australia, and Canada. Most of the submissions and correspondence were done digitally via the Internet which saved a lot of time and postage. I certainly commend all of the authors who wrote using English as a second language. Their command of technical terminology and style was outstanding.”

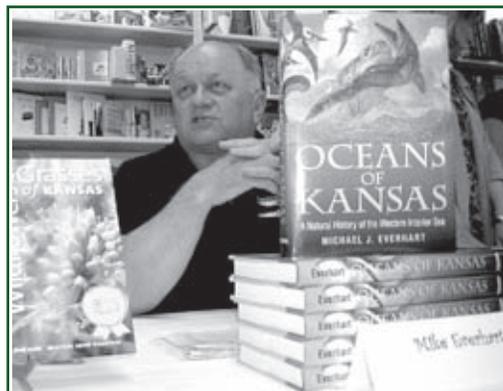


Mosasaurologists talk about fossils in the Smoky Hills Chalk in eastern Gove county, Kansas.

“Once the reviews were received and transmitted back to the authors,” Everhart described, “then I set a final deadline for receiving the corrected manuscripts. At that point, the papers were checked again for errors then formatted for publication and sent back for final approval. The last step was to arrange for publication by FHSU Printing Services. The whole process took eighteen months from start to finish.”

The *Fort Hays Studies* publication included an article by Everhart titled “The Mosasaurs of George F. Sternberg, Paleontologist and Fossil Photographer.” In his paper, Everhart notes that Sternberg is widely known as a paleontologist but is less famous for his photography. “His well composed and large format black and white photographs represent some of the earliest visual documentation of fossil discoveries and collecting techniques.”

Everhart also co-authored with Michael J. Polcyn an article titled “Description and Phylogenetic Analysis of a New Species of *Selmasaurus* (Mosasauridae: Plioplatecarpinae) from the Niobrara Chalk of Western Kansas.” The scholars showed that mosasaurologist remains discovered in 1997 and currently in the collections of the Sternberg had been misidentified as *Platecarpus planifrons* since 1998. Polcyn and Everhart explained that the results of a phylogenetic analysis of plioplatecarpine mosasaurologists suggest that the specimen FHSM VP-13910 presents unique characteristics and displays “a number of autapomorphies defying referral to any known genus of mosasaurologist, and thus represents a new taxon within Plioplatecarpinae.” Although many of the known species of mosasaurologists were discovered in Kansas, the new species, *Selmasaurus johnsoni*, and *Tylosaurus kansasensis*, described by Everhart in the *Proceedings of the First Mosasaurologist Meeting* (2005), are the only two mosasaurologist type specimens that remain in Kansas. Both are curated in the collection of the Sternberg Museum of Natural History.



Michael Everhart, paleontologist and author of *Oceans of Kansas* and *Sea Monsters*

Everhart is the author of more than thirty peer reviewed papers on Kansas fossils and two recent books: *Oceans of Kansas, An Natural History of the Western Interior Sea* (Indiana University Press, 2005) and *Sea Monsters, Prehistoric Creatures of the Deep* (National Geographic, 2007). These books, along with *Proceedings of the Second Mosasaur Meeting*, are available at the Sternberg Museum gift shop.

Besides mosasaurs, the Sternberg Museum of Natural History houses a number of fossil specimens unique to Kansas, including sharks, large predatory fish, turtles, plesiosaurs, pteranodons, including the type specimen of *Pteranodon sternbergi*, toothed birds (*Ichthyornis* and *Hesperornis*) and even a few dinosaur specimens that somehow floated far out to sea before sinking to the bottom and being buried in the Smoky Hill Chalk. Many of these specimens have been the subject of scientific papers by the current and previous staff at the Sternberg Museum as well as visiting researchers from around the world.

The holdings at the Sternberg Museum receive attention not only from visitors to Kansas but also from scholars around the world. Museum curators welcome both specialists and the public to benefit. Collections include one of the finest scientific collections of Pteranodon material, Cretaceous marine fossils from western Kansas, and the largest known collection of fossil seeds, complemented by collections of modern biological material. Faculty members at FHSU are proud to see new research in paleontology, biology, and geosciences taking place and being published on our campus.



Participants in the Second Mosasaur Meeting in front of the Sternberg Museum's "Fish Within a Fish" specimen of *Xiphanctinus Andax*

Three Recent Publications in Monograph Series *Fort Hays Studies*

Mark Eberle. *Homogenization of Fish Faunas and Concurrent Anthropogenic Impacts on Plains Streams in Western Kansas: 1854-2003*. 4th Series, #4 (Edited by Brad Will)

Richard Packauskas. *Catalog of the Coreidae of the New World*. 4th Series, #5. (Edited by Brad Will)

Proceedings of the 2nd Mosasaur Meeting. Special Issue, Fall 2008. (Edited by Michael Everhart)



**LARNED RESEARCH CONSORTIUM PROVIDES
RESEARCH AND EDUCATION OPPORTUNITIES FOR
JANETT NAYLOR, COLLEAGUES, AND STUDENTS
IN PSYCHOLOGY**



Larned Research Consortium Provides Research and Education Opportunities for Janett Naylor, Colleagues, and Students in Psychology

By Dr. Janett Naylor, Department of Psychology

In many state mental health facilities, lack of funding has posed a unique predicament: there may be a wealth of data and information available about patients and care, but there are inadequate resources to utilize this information effectively. Therefore, about 4 years ago, Dr. Carol Patrick and Dr. Leo Herrman (former Director of the Sexual Predators Unit at LSH and now faculty in the Psychology Department) set out to create a research and education based relationship with Larned State Hospital (LSH), one of the few state facilities in Kansas providing mental health services to both community members and wards of the state such as SRS, Department of Corrections, and the Judicial System.

Thus was born the Larned Research Consortium. Dr. Patrick and Dr. Herrman led the way for numerous research and educational opportunities for faculty and students. The relationship with LSH benefits students, researchers, faculty, mental health providers, LSH, and the community.

Students enthusiastically report that the LSH research experience has allowed them to apply the knowledge learned about research and human behavior in their courses to a real life setting. By reading files and interacting with patients, the students learn firsthand the challenges faced by those with mental health issues, the effectiveness and use of medication and therapy in treatment, and the necessity of sound research practices.

Researchers and faculty are able to take the information gathered at Larned State Hospital and examine the causes and consequences of mental health practices. The patients at LSH need the best possible care. Because of the Consortium, valuable information is being gained about an understudied and misunderstood population.

In the past, the Consortium has worked on several interesting and vital research projects. For example, using the LSH Sexual Predators Unit, Drs. Patrick and Herrman as well as several undergraduate students were able to collect data about the interactions and relationships between the inmates and the front-line staff that provide the daily services. To have access to such a unique population of people is one of the most vital learning experiences a researcher may ever encounter.

With the success of the original research projects, Dr. Patrick sought to include newer FHSU faculty members in the Consortium. LSH and faculty from the Psychology Department embarked on several new research endeavors. Currently, Dr. Patrick and Dr. Janett Naylor are working on two active data collection projects: one related to incidences of patient/staff injury and the second related to female aggression in a forensic unit at LSH. These two projects are ably assisted by six undergraduate research assistants and have been partially funded by a small research grant from the FHSU Graduate School. News of these two research projects has spread quickly through the undergraduate psychology majors. In the spring 09, the number of undergraduate research assistants working on these two projects alone may increase to 15-20 students. Funding is required for continuing these student research experiences.

Students and researchers travel to Larned, KS weekly to collect data. LSH has granted on-campus access to patient medical and psychiatric files. For the patient/staff injury study, incident reports are generated by LSH employees for each year, resulting in several hundred pages of incidents with roughly 5-10 incidents per page for just 2007. Then, research assistants

comb through each individual report of assault or battery committed by either patients or staff on other patients or staff and record information about the incident, the victim, and the perpetrator. The entire data collection for each incident takes about 30 minutes to complete. The purpose of this research project is to better understand what leads up to assault or battery, what are the outcomes after assault or battery, and what can be done to help prevent such incidents for patient and staff in the future.

For the female aggression study, trained research assistants have spent at least 2-3 hours a week for 3 weeks just becoming acquainted with and trusted by about 20-25 females living on the unit. Data collection procedures have multiple phases: archival information collected from files, self-report information collected from the patients, and staff information collected from several members of the front-line staff. The goal of this research project is to examine the situational, interpersonal, and intrapersonal factors that lead to such high levels of aggression in female forensic patients. Potentially, mental health professionals can extend the information learned about the actions and motivations for the violence among this group of women to other institutionalized women.

The two current projects are just a sample of the research and education potential that arose from the relationship with LSH. Presently, a Clinical Psychology graduate student is working with LSH employees, Dr. Herrman, and Dr. Naylor to conduct a thesis project investigating why patients may prolong or feign symptoms to remain in LSH and mental health care, a mental disorder termed malingering. In addition, several FHSU psychology graduates, both bachelors and masters level, are employed by LSH. The connections will continue growing, as many more research and education opportunities exist and will continue into the future.



Faculty and students study with the Larned Research Consortium
Front Row: Stephanie Erikson, Nichole Howard, Sarah Bassett, Julie Hildebrand
Back Row: Troy Morash, Dr. Carol Patrick, Kaleigh Wentworth, Tiffani Long, Dr. Janett Naylor



**STEVEN TROUT ADVANCES SCHOLARSHIP ON
ROBERT GRAVES, WORLD WAR I WRITER**

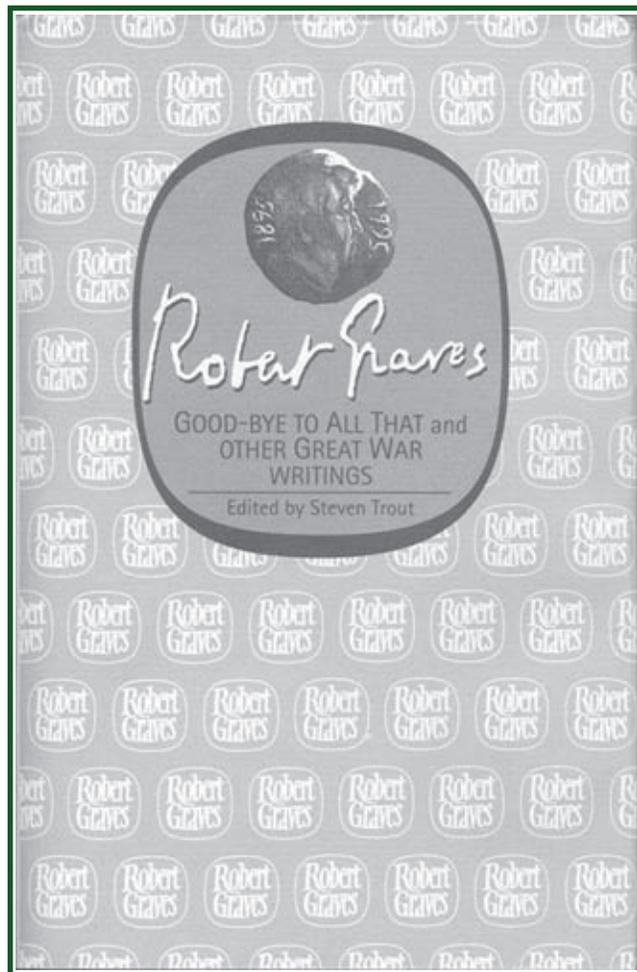


Steven Trout Advances Scholarship on Robert Graves, World War I Writer

by Dr. Steven Trout, Department of English

As a significant contribution to Robert Graves scholarship, the book *Good-bye to All That and Other Great War Writings* (Carcanet Press, 2008) could not have been completed without Track II Reassigned Time. Graves's autobiography *Good-bye to All That* has long been recognized as a landmark work of World War I literature. First published in 1929 and then extensively revised by the author in 1957, the original edition has been unavailable for decades.

This volume offers the 1929 text of *Good-bye to All That*, along with two related pieces reprinted for the first time: Graves's essay "A Postscript to Good-bye to All That," which contains his thoughts on the nature of truth-telling in war literature, and *But It Still Goes On*, his play exploring the bitter legacy of the First World War. In addition to editing all three of these works by Graves, I wrote the 10,000-word introduction for this book. The project was a true labor of love, given my longstanding interest in Robert Graves and in the cultural history of twentieth-century warfare.



**ROBOTICS, COMPUTER VISION, AND KENNETH
TRANHAM'S PHYSICS 332 CLASSROOM**



Robotics, Computer Vision, and Kenneth Trantham's Physics 332 Classroom

Dr. Kenneth Trantham, Department of Physics

Too often scholarly activity may seem an esoteric exercise to our students. Yet our work can be a means of extending the knowledge base and improving classroom instruction. Using a specific example from the Department of Physics, I will describe how classroom instruction served as the spark for work which led to a publication in the *American Journal of Physics* in January 2007. Students were involved throughout the research process. Roger Bach co-authored the article.

In the physics degree program, the class Physics 332 (Analog and Digital Electronics) is a required course intended to acquaint our majors with basic circuits. Knowledge gained from this experience is particularly helpful for experimental physicists since “off the shelf” solutions rarely exist. Projects undertaken in this class have a broad range in scope and difficulty. Examples include building transistor amplifiers and more complex circuits involving micro-controllers.

The goal of the course's complex final project is not only to integrate all of the concepts learned during the semester, but also to give the students the real world experience of developing, presenting, and defending a proposal to solve a given problem. While academically challenging to design and pitch a proposal like this, the students enjoy and look forward to the final project.

In the Fall of 2006, the final project was building a robot that could follow a wall. The distance sensors incorporated in these robots are the same optical sensors used in automated flushing mechanisms – a readily available and cheap part to incorporate in class. In the Fall of 2007, the challenge was to build a robot that could follow a line on the floor. Again, the basic theme of these projects is rudimentary sensing and motion control circuits with appropriate programming of a micro-controller to solve a problem. One student in the Fall 2006 class, Roger Bach, was particularly fascinated with the applied physics of robotics and desired a challenging project in this field for his senior research experience. We considered constructing robots that would be capable of playing soccer with one another.

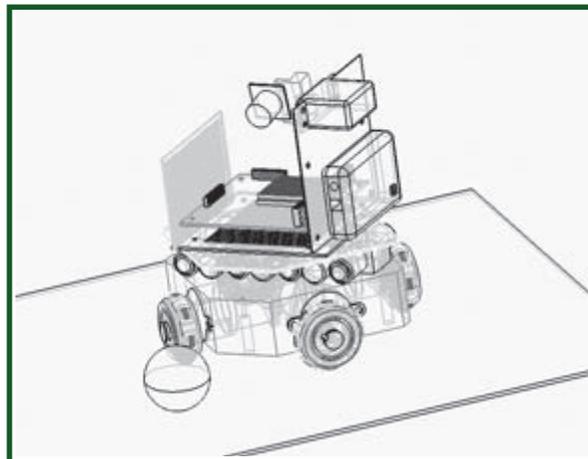
A robotics project in which our students construct a small team of robots to play a scaled soccer game has the potential to engage students from a variety of disciplines. Also, there exist several venues for collegiate competition in the area of robotic soccer, and many different approaches to this problem are used. This would permit us to try creative solutions to the problem while the competitive aspect would further motivate the students. Thus, this project aligned well with the interests of the students and the goal of the Physics Department to provide opportunities for relevant student research.

One of our unique approaches to this project was to make each robot identical. This differs from previous approaches that incorporate a master control computer directing a set of “drone” players. In our approach, the idea is to give each independent robot the same sensory inputs and decision making capabilities with a set of rules and strategies. The executed codes given to each robot will therefore emphasize “team play.” This is more challenging from a software point of view.

Another overriding goal in this project is to expose our students to computing parts and emerging technology. The PC104 computer standard was chosen as it is the accepted standard for industrial control and processing. This computer platform is essentially a Pentium class processor with a minimum of peripheral components and operating system overhead. Thus, compiled code written by the student is executed quickly. Much of the hardware required

to construct a robot, such as input/output digital & analog boards, already exist as common components for the PC104.

One of the first goals of Roger Bach's senior capstone project was to design and build the electrical and mechanical architecture of the robots. The figure below illustrates the design of the robot, showing placement of the major components.



Isometric view of soccer playing robot showing major components of the robot

One of Mr. Bach's novel ideas was in the mobility design of the robot. The base and wheel design incorporates four motors driving "omniwheels." An omniwheel allows for application of drive torque normal to the motor axis, but allows free translation parallel to the wheel axis. A motor axis is placed at 45° , 135° , 225° , and 315° relative to the forward direction. By appropriately driving each motor at the correct speed and direction, the robot can move ("strafe") in any direction as well as rotate about the central z axis. Linear combinations of these simple motions allow for complex maneuvers. This wheel and base design is superior over the common two wheel drive and caster designs, so called Zero Turn Radius (ZTR) designs, as these cannot strafe in any direction. Omniwheels were originally designed to be used in large numbers for automated package handling systems.

The main sensory input for the robot, in analogy to a human soccer player's eye, is a USB "web cam." This makes the robots more independent than the majority of competitors that employ one vision computer (in which the camera is mounted above the game field) and several drone players. In our design, the camera is mounted on a servomotor which, in combination with rotating the base, allows full tilt and pan capabilities. This design, while more challenging from a programming and communication point of view, better addresses the problem.

The other goal of Mr. Bach's senior thesis is to develop a rudimentary computer vision system for detecting the game ball. This requires importing the pixel image information from the camera and massaging this data in real time to locate the ball. One of the simplest methods of finding the ball is based on "blob detection," in which the computer code looks for a concentrated area of a predetermined color. We used methods for image processing in the classroom to automate data collection.

The application of Mr. Bach's algorithm was the basis of our publication in the *American Journal of Physics*. (Automated two-dimensional position measurements with computer vision. Roger A. Bach and Kenneth W. Trantham. *American Journal of Physics*, Vol. 75, No. 1, January 2007). A computer, armed with a web-cam, documents position of a colored object in real time.

As an example, consider a simple pendulum constructed from a yellow ball. As the ball swings back and forth, the computer can easily document its position for later analysis.

The real benefit to this method of acquiring data in the physics lab is that special sensors are no longer required. Another benefit of this method is for experiments which evolve very slowly, such as the Cavendish Experiment, and where the data collection is prone to human error. The soccer robotics project has engaged several other students. A computer science major, Skyler Shultz, is currently working on algorithms to detect lines in the camera image.

This project has challenged students studying in three different degree programs at FHSU: Physics, Pre-Engineering, and Computer Science. With the mechanical and electrical hardware designed and constructed, our attention has turned to software engineering. There are many software projects ready to challenge students, such as a rudimentary peer-to-peer networking so each robot can share information. This project also has the further potential to develop problem solving skills and knowledge synthesis and thus contribute greatly to workforce development.



From Physics 332: Aubrey Rankin (BA Physics 2008), Dr. Kenneth Trantham (Physics), Roger Bach (BA Physics 2008), and Chuck Hansen (BA Computer Science 2008).



**HELPING CHILDREN AT HOME AND SCHOOL:
LESLIE PAIGE'S TALES OF A CO-EDITOR**



Helping Children at Home and School: Leslie Paige's Tales of a Co-Editor

By Leslie Z. Paige, MS, EdS, NCSP, Graduate School and Docking Institute

The dissemination of research and creative activity comes in different forms. Scholarly publications are typical channels used to transmit new findings to the discipline. The challenge is transmitting information to the end user who needs to apply the information in the real world. This article explores a process to translate research into practice from the perspective of the editorial team, shares insight into the process used by editors, and concludes with recommendations for authors and reviewers.

In 1997, the National Association of School Psychologists (NASP) approved a proposal for a publication to communicate current research and promote best practices to school psychology practitioners. *Helping Children at Home and School: Handouts from Your School Psychologist* (Canter & Carroll, 1998) was a 567-page collection of handouts intended to provide K-12 educators and parents with research-based information regarding common concerns such as special education laws, handicapping conditions, and best practices in educational and school based mental health interventions.

I was invited to be a coeditor for the second edition, *Helping Children at Home and School II: Handouts for Families and Educators* (2004). We became even more ambitious, eventually producing 250 new, 3- to 4-page handouts totaling 1,000 pages, plus a CD-ROM version. A loose-leaf format designed for photocopying weighed 7.4 pounds. Each handout included information about the topic, its relation to child development, and strategies for supporting children at home and at school. This project required considerable collaboration and communication among the editors, the publisher, 200+ authors, and at least that many reviewers.

CURRENT PROJECT AND TECHNOLOGICAL IMPROVEMENTS

Discussions for a third edition began in 2006. Because most of the target market would have access to computers by the time of final publication, this raised questions. If the publishers were to produce a digital only version, would it be a CD-ROM or an online subscription? How would copyright issues and site licenses be managed with a digital product? What was compatible with other CD-ROM publications from this publisher? What would be the new requirements for a digital-only product? The current plan is for the book to be produced in digital format with a limited print run of hard copies.

We group handouts according to who would use the product (primarily school psychologists and other K-12 educators), and how it would be used (typically as the result of a concern about a child or a situation). Similar topics need to stay in close proximity even in the digital edition because we knew that our readers browsed for information that might be related to a particular topic. Handouts will be accessed through hyperlinks from titles in the table of contents, or by search engine using hyperlinked key words. Some handouts will be written specifically for teens, and others will be translated into Spanish.

Improvements in technology facilitate a project of this magnitude. Potential reviewers register on a webpage. Contact information and areas of expertise are compiled into a database, eliminating the need for sifting through hundreds of inquiries. Authors and reviewers use the website to download manuscripts, guidelines, and forms. Nearly all of our contacts are now electronic. Everyone involved in the project communicates using email, and all manuscripts and reviews are sent electronically. We use spreadsheets to track all aspects.

Upon receipt of a draft, the assigned editor scans for issues such as accurate content, typographical errors, word count, readability, and organization. Challenges for many authors are the shift from scholarly writing to writing for parents and classroom teachers and compliance with the maximum word count. A manuscript may be sent back to the author immediately or assigned for a first review. We assign each handout for blind review by both a school based practitioner and a university researcher or educator.

Reviewers send marked up manuscripts using the “track changes” or other formatting options in Word to indicate changes, edits, or comments. The editors review all comments and then merge the information, returning the marked up version plus comments to the authors for revision. Only one revision is usually necessary, but sometimes a manuscript gets rejected due to poor writing, disorganization, or content problems. We work with our authors to improve the manuscripts. Rejection is a last resort but sometimes necessary. The editor will find another author or eliminate the item from the book.

Following revision, the assigned editor reviews the submission for content, formatting, and style. If it is acceptable, we send it to the lead editor, who gives the manuscript another review prior to sending it to the copyeditor. The production staff chose this project to pilot a copyediting service that uses specialized software aligned with APA guidelines and our page design requirements. Whether it saves money or time is not yet known. Following this process, the manuscript goes to a human copy editor who is proficient with APA style and has expertise with current psychology literature.

Following copyediting, the manuscripts are sent to the production team for page design and proofs. The next steps for editors will be reviewing galley proofs, finalizing the handout titles and table of contents, writing the acknowledgments and forward, and making sure we have the correct list of all authors and reviewers. The production team consults with the editors regarding production details. Editors are given some choices regarding cover art and colors, and the production team handles the final design, indexing, and production of the publication. We review gallery proofs in 2009 and launch the book in March 2010.

Most authors for *Helping Children at Home and School* are good writers who meet deadlines and make revisions when requested. Most reviewers provide insightful comments and help us to provide a high quality publication. Unreliable or difficult authors may not be asked to work with editors on future projects. Few individuals are the sole source of expertise.

RECOMMENDATIONS FOR AUTHORS

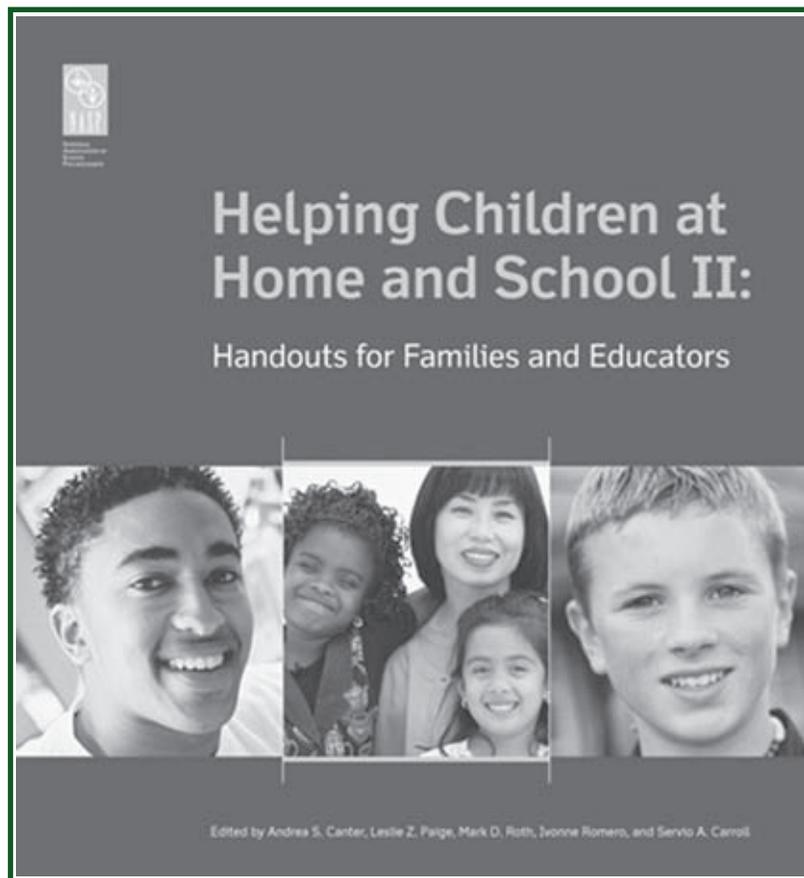
- Deadlines are important. Missed deadlines create a domino effect causing more work for the editors and production staff. Valid reasons for missed deadlines include power outages due to hurricanes, computer meltdowns, or health and family issues.
- Nagging is unpleasant for the nagger and the nagged. I know that some people simply have to do everything last minute. But as long as I receive the draft by the deadline, I don't care when you started to write.
- If the editor asks you when you think something will be sent, answer honestly. Someone else may be requested to substitute for you, but at least you won't be holding up the project by promising what you will not deliver.
- If you will be gone for a long period of time when no one can reach you by phone or email (for example, for sabbatical, to visit an ashram, or to conduct research in a remote location), make sure your editor has the contact information for someone who can answer a question or make a

revision if needed. And yes, I have had this happen. The author was at a mountain retreat for three months with no phones or email.

- Use a spell checker, and proofread the manuscript before sending it to the editor. Ask someone to help if you are not a proficient writer.
- If you have graduate students assist you with the writing or literature review, check their work. And if they contribute to the manuscript, include them as authors.
- Follow manuscript guidelines. If the editors request APA style, use APA style. If the editors request 1,800 words, they will not be thrilled with 2,500 words.
- When an editor requests a change, there is a reason. The goal is to have a good product. If you don't understand why an editor has requested a revision, just ask. If you don't agree with an editor's suggestions, explain. Egos must be set aside.
- If you use an online citation, check to make sure the URL link works.

ADVICE FOR REVIEWERS

- Reviewing a manuscript is a commitment to read the document carefully and provide thoughtful comments. When asked to comment how well the author addresses a particular section, "No" is not an acceptable response, nor is any other one-word answer. Justify your evaluation in a useful manner.
- Being asked to review someone's work is not the time to avenge what was done to you by others. Please make your comments constructive. The editor needs specifics regarding problems with content or writing.



**WIRED INTO POLITICS WITH
CHAPMAN RACKAWAY**



Wired Into Politics With Chapman Rackaway

Politics as a field of study is constantly changing. For Dr. Chapman Rackaway, Associate Professor of Political Science, this change merits investigation. Over the past four years, Dr. Rackaway's research agenda has changed to reflect how technology is affecting American politics.

Published in the Spring 2008 *Social Science Computer Review* and as a forthcoming chapter in Rutgers University Press's *Politicking Online*, Dr. Rackaway's work focused on the use of technology by state representative campaigns. "Trickle Down Technology" combined a survey of state legislative candidates in Kansas and North Carolina with campaign finance and voting data to show that relatively few candidates at the state level aggressively use technology in their campaigns and that the campaigns which use technology experience variable results. Basic technologies such as using e-mail and having a web page do not translate into higher vote totals or a greater likelihood of winning a race. But more advanced technologies such as integrated social networking and online fundraising do make campaigns more successful at the ballot box.

In a 2009 edition of *Social Science Computer Review*, Rackaway explores the use of the Facebook social networking site for politics by people aged 18-29. Employing a survey of Facebook users from across the country, Rackaway finds that young people are not made active in politics by Facebook's political uses; instead, Facebook merely provides another opportunity for those already politically engaged to participate. The implications of the work are that Facebook is not, as promised, the vehicle to activate a generation of unengaged young people. Those who wish to activate the politically apathetic must first use other mechanisms.

Technology has already changed the way candidates campaign, and it appears to have added a new venue for the politically-minded to engage. However, Rackaway's research shows that technology is not enough, and it is not the cure-all for challenged campaigns and disaffected voters.



**DOCKING INSTITUTE OF PUBLIC AFFAIRS
FACILITATES EFFECTIVE PUBLIC POLICY
DECISION-MAKING**



Docking Institute of Public Affairs Facilitates Effective Public Policy Decision-Making

The Docking Institute of Public Affairs has a long-standing commitment to western Kansas that uniquely positions it to work with issues affecting rural areas. The Institute regularly provides services to organizations and communities of all sizes. Since its founding in 1980, the Docking Institute has assisted hundreds of local, state and regional organizations, in charting future success. The Institute is led by Director Dr. Gary Brinker and Assistant Director Michael Walker. This article highlights five of the Institute's recent research projects.

Kansas Bioscience Index (Jian Sun, Paul Adams, Mark Bannister, Carl Parker & Brett Zollinger)

The Kansas Economic Growth Act of 2004 called for the creation of the Kansas Bioscience Authority (KBA) and appropriated \$581 million to invest in “the expansion of the state’s bioscience clusters and research capacities, the growth of bioscience startups, and bioscience business expansion and attraction.” KBA contracted with the Docking Institute to produce the Kansas Bioscience Index in order to render a complete description of bioscience industry growth in Kansas compared with five peer states and the nation since 2004. The KBA plans to commission annual reports to facilitate a longitudinal analysis of progress in Kansas’ bioscience industry.

Oral Health Awareness, Attitudes and Behaviors Among Kansans 2008 (Brett Zollinger, Marilyn Ray, Joyce Wolfe & Leslie Paige)

Oral Health Kansas contracted with the Docking Institute to conduct a telephone survey of adult residents of the state of Kansas. The objective was to gather data about the dental care, access, awareness and behaviors among Kansas residents. On average, Kansans “brush their teeth twice daily, eat sweets four times per week, and drink soda or sports drinks four times per week. Fully 56% do not floss. Nearly 19% smoke or chew tobacco.” About three-fifths of Kansans support fluoridated water, while about one-fifth oppose it.

The Estimated 2007 Economic Impact of Ethyl Alcohol Production in Kansas (Preston Gilson)

The Kansas Department of Commerce contracted with the Docking Institute to measure the economic impact of ethyl alcohol production in the state of Kansas. The project included the development of an economic model that estimated “the impact of ethyl alcohol production on agricultural inputs and competing sectors (e.g. livestock).” The model “applied to both the construction phase and the operational phase of ethyl alcohol production.” The study estimated the “total economic impact (2007) of the existing 11 ethyl alcohol production facilities in Kansas on the Kansas economy to be \$1,280,943,000 or about 1 percent of the 2005 Kansas gross state product. The total number of jobs (direct and secondary) associated with ethyl alcohol production is about 5,000.”

Wichita Metro Area Labor Availability Study (Michael Walker)

One of the more popular research services provided by the Docking Institute is the labor availability study. This type of study informs economic developers and government officials

about the local workforce, including how many workers are available in various job categories and employment sectors, wages workers expect to earn at a new job, and how many minutes workers are willing to drive. Research shows that many workers are willing to commute up to 45 minutes, one way, for work. Our methodological approach is based on the assumption that a community will find most of its workforce from within a 45 minute commute-time from the center of the study area. We do survey research of a random selection of residents to determine if a person is part of the Available Labor Pool (ALP) for the study area. The Institute has conducted dozens of labor studies for clients in Kansas, Missouri, Nebraska, and Oklahoma.

KAMS: Kansas Academic of Mathematics and Sciences (Leslie Paige, Paul Adams, Casey Kelch, Heath Marrs, & Brett Zollinger)

In 2006, the Kansas legislature authorized the establishment and operation of the Kansas Academy of Mathematics and Sciences (KAMS). The mission of KAMS is to enable academically talented high school students with an interest in science and mathematics to realize their full potential. The Docking Institute facilitated the Planning Team activities and will perform any evaluation of KAMS to assess how well the program functions, measure student progress, and evaluate the program's impact.

In conclusion, these five projects provide a sampling of research activities recently conducted by the Docking Institute of Public Affairs. Its versatile staff and diverse complement of research fellows qualify the Docking Institute to assist almost any organization in meeting research needs. A state-of-the art telephone survey center and internet survey software facilitate an enormous data collection capability. The Docking Institute will continue to pursue its mission: "To facilitate effective public policy decision-making for governments and non-profit organizations." The Institute will also use resources to teach and mentor FHSU students, promote professional development, and inform the public and policy makers on key issues affecting Kansas.



The Docking Institute, Dr. Jian Sun, Lynette Pfeifer, Assistant Director Michael Walker, Dr. Marilyn Ray, Director Dr. Gary Brinker, Leslie Paige, Micki Armstrong, and Joyce Wolfe.

**ECONOMICS PROFESSOR KATHLEEN ARANO
STUDIES DEBT, CREDIT, AND STUDENT WORK**



Economics Professor Kathleen Arano Studies Debt, Credit, and Student Work

By Dr. Kathleen Arano, Department of Economics and Finance

I publish in two main areas of research relying on my training in applied economics and econometrics to address issues involving (1) individual decision making in the context of debt, employment, religion and economic outcomes, and retirement behavior; and (2) energy economics, particularly energy regulation.

In the area of individual decision making, my training in economics and statistics allowed me to study the interrelationship between religiosity (as measured by frequency of church attendance) and income. My article, titled “Modeling Religious Behavior and Economic Outcomes: Is the Relationship Bicausal? Evidence from a Survey of Mississippi Households” was published in *The Journal of Socio-Economics*. I found that there is a simultaneous relationship between religious practices and income: the higher your income, the more active you are in religious activities; and the more active you are in religious activities, the higher your income. These results weaken the presumed hypothesis that religious activities entail a significant opportunity cost in terms of forgone income. Instead, the results of my research support the social capital view of religion wherein religious attendance could promote economic growth through networking and by building social capital.

My recent work on individual decision making has been in collaboration with Dr. Carl Parker, Professor and Chair of ECFI. Our research on credit card debt is pertinent given the current financial crisis in the US and globally. The articles, “Modeling Credit Card Borrowing by Students,” published in *The Southwestern Economic Review* in 2007, and “Credit Card Usage among Students: Evidence from a Survey of FHSU,” published in *Kansas Policy Review* in 2006, reveal the dangers of an economy where loans and debt are easily accessible. The results of the two studies indicate that (1) quite a significant number of college students carry credit card debts; and (2) interest rates on the cards (considered as the price of the demand for credit) do not have a significant effect on levels of balances held. Thus, the need for financial literacy for the younger generation cannot be overstated.

Also related to student behavior, Dr. Parker and I examined the relationship between employment and academic performance in the paper “How Does Employment Affect Academic Performance among College Students?” forthcoming in *The Journal of Economics*. The important issue is finding the right balance between employment while in college (which is a need for most American undergraduate students) and the associated costs in terms of a lower academic performance due to the opportunity costs. The results of this study indicate that working up to 14 hours per week is beneficial, but the costs start to outweigh the benefits for longer hours. The negative effect also occurs earlier for younger, first-year students as opposed to seniors. These results are of value to university policy makers setting student employment policies and to students making decisions.

Currently, I am working on a number of papers that tackle faculty retirement decisions. My most recent research output, in collaboration with Dr. Carl Parker and Dr. Rory Terry from the ECFI department, investigated gender-based risk aversion based upon faculty retirement funds asset allocations. This article will be published in an upcoming volume of *Economic Inquiry*. In this study, we find no significant difference in gender based risk aversion, contrary to the popular belief that women are more risk averse than men. We were able to do this by using a more rigorous methodology that allowed us to control for demographic, income and wealth

differences. However, for married households who make joint investment decisions, we did find a significant gender based difference in risk aversion.

My work on energy regulation started with my dissertation which produced the article “An Ex Post Welfare Analysis of Natural Gas Regulation in the Industrial Sector” published in *Energy Economics*. In this article, I calculated empirical estimates (dollar measures) of the costs to society (to both consumers and producers) of the regulatory policies in the natural gas industry over the last 30 years, amounting to \$15.47 billion, emphasizing the need for regulatory policy makers to utilize market information and respond accordingly. In the recent paper “City-Gate – Residential Price Convergence in Natural Gas Markets,” currently under review, I further examined deregulation in the natural gas industry by looking at the effect on residential consumers. Ultimately, the success of any deregulation policy will be judged on whether it led to better prices for consumers. I found that for the natural gas industry, the benefits of deregulation at the wellhead (upstream segment of the industry) trickled all the way down to the downstream sector, i.e., residential sector.

Maintaining an active research agenda is a priority for me. The majority of my research work gets done in the summer, and I have been fortunate enough to be awarded research grants for summer salary from the Graduate School for the past four years. University support has facilitated my research productivity in areas of direct benefit for the public.



Statement	Strongly Disagree	Disagree	Agree Strongly	Agree	Total
Debt is a normal part of today's lifestyle	7.2%	30.7%	49.5%	12.6%	100
It is okay to be in debt if you can pay it off	11.6%	30.2%	52.7%	5.5%	100
Borrowing for emergencies is acceptable	0.8%	7.2%	66.4%	25.6%	100



Dr. Kathleen Arano and Dr. Carl Parker conducted a mail survey of FHSU students in Spring 2005. This table, reprinted from their 2006 article in *Kansas Policy Review*, states the percentage of respondents reporting level of agreement for each statement about debt. Also among their findings: 68% of students had a credit card. Students held an average of 2.78 cards. 55.5% of students indicated that they pay their full balance every month. About 77% of students with unpaid balances on their credit cards also had student loans.



**FROM DISSERTATION TO BOOK: DAVID BOVEE'S
WORK ON "THE NATIONAL CATHOLIC RURAL LIFE
CONFERENCE AND AMERICAN SOCIETY, 1923-2007"**



From Dissertation to Book: My Work on “The National Catholic Rural Life Conference and American Society, 1923-2007”

By Dr. David S. Bovee, Department of History

While turning a Ph.D. dissertation into a book is a process that varies between disciplines, some aspects of revision may be similar. The topic of my dissertation in the Department of History at the University of Chicago was the history of the National Catholic Rural Life Conference (NCRLC) from its founding in 1923 to the present. I recently revised my dissertation to become a book forthcoming from Catholic University Press.

The NCRLC represents the views of the Catholic Church on issues regarding rural life in the United States. There existed almost no scholarship on the history of rural American Catholics. Because most American Catholics (unlike Americans in general) have in the past lived in cities rather than on farms, most scholarship on the history of American Catholics was from an urban point of view. Thus, my dissertation and later my book would not only narrate the history of an organization, but also be one of the first scholarly studies to reveal the neglected rural aspect of the history of the Catholic Church in the United States.

I started my research by reading the only history of the National Catholic Rural Life Conference and then a large number of secondary sources on the history of the Catholic Church. The main primary source was the papers of the NCRLC itself. These had recently been donated to Marquette University in Milwaukee, and I helped the archivist pick them up from NCRLC headquarters in Des Moines and load the boxes of documents into a van for the drive back to Milwaukee. I spent many hours in the Marquette archives going through the publications, correspondence, meeting minutes, and other documents of the NCRLC archives, in addition to combing through primary sources elsewhere.

Through this research, my thesis formed that the NCRLC had changed its focus several times over its history in response to changes in American society. For its first decade, the 1920s, the NCRLC was concerned with maintaining Catholic population in the countryside in the face of the Protestant rural majority. Then in the 1930s, the Great Depression hit America, and the Conference changed its priority to finding ways to help farmers cope with the economic hard times. The NCRLC became involved in the 1940s with international activities such as providing food relief to war-torn countries and finding farms in the United States for refugees, and in the 1950s, giving aid to the developing countries that gained independence after the war. In the 1960s and beyond, social justice issues such the civil rights movement and the war on poverty were prominent. The NCRLC helped with rural programs of the war on poverty, trying to gain justice for the Hispanic migrant farm workers in California.

I contacted presses that published excellent books in American Catholic history, and the Catholic University Press agreed to consider my manuscript for publication. The two readers' reports on the manuscript were encouraging, with recommendations that the manuscript be published with only minor revisions, but the editor of the Catholic University Press stated that my manuscript would have to be revised and reduced. The work was now intended for a broad group of readers who were not familiar with the topic and not interested in the detail appropriate for a dissertation in history. Cuts included direct quotations as well as footnotes. The manuscript had to be reduced in size by about 100 pages.

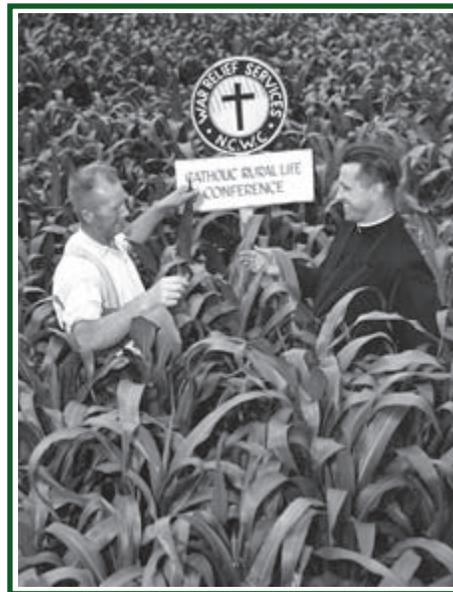
In this extensive process of revision, most reductions involved the painful process of cutting out a few words or sentences from hundreds of individual sections of the manuscript,

while trying to maintain the sense of each section and the balance of the whole. It was hard to abbreviate direct quotations that conveyed the flavor of the times. Cutting citations in footnotes was also difficult, because they documented statements based on a combination of sources.

A generous research grant from FHSU for summer 2007 enabled me to return to the organization archives at Marquette University. I needed to update my manuscript's sources and content to bring my argument into the present time. As the environmental movement took place in the United States, the Conference broadened its conception of rural life to embrace the whole world environment, and joined in anti-pollution, recycling, "sustainable agriculture," and anti-global warming activities. I decided that this most recent change in focus for the NCRLC constituted a new, environmental phase in its history. The addition of this material highlighted a particular problem with writing on a historical topic that extends into the present. The subject matter is constantly growing, so one can never be completely finished with telling its story.

At this stage, a retired Marquette University history professor consented to look over my manuscript. He urged me to break up my seven long, unwieldy chapters into fifteen shorter ones. Each chapter on an era of the NCRLC's history was divided into a chapter on internal administrative developments and one or more chapters on external policy concerns.

The press accepted my changes, and we agreed to a contract for publication of the manuscript. The saga is not yet ended. At this point, the manuscript still has to be copy-edited by the press, and then the page proofs printed, with my correcting of them. But as the end of the process of transforming my dissertation into a book nears, I appreciate the opportunity to publish my book and share this research with a broader audience.



Abundant crop grown from hybrid seed corn donated by NCRLC, photo courtesy of Marquette University Archives



**NORMAN CAULFIELD RESEARCHES NAFTA AND
LABOR IN NORTH AMERICA**



Norman Caulfield Researches NAFTA and Labor in North America

Research Matters asked Dr. Norman Caulfield, Professor in the Department of History, to answer questions about his book *NAFTA and Labor in North America*, forthcoming from the University of Illinois Press in 2009.

RM: When did you conduct the research for this book?

NC: I began soon after I published *Mexican Workers and the State: From the Porfiriato to NAFTA* (Texas Christian University Press, 1998). My research got a real shot in the arm when I worked for three years in Washington, DC (2002-2005) at the Secretariat of the Commission for Labor Cooperation, the office of the labor-side agreement to NAFTA. The granting of an unpaid leave of absence from FHSU allowed me to develop a firsthand perspective on North American labor that would have been impossible to obtain in Hays. As Research Director at the Secretariat for 16 months of the time I spent in Washington, I had the opportunity to interact with academics, union leaders, government functionaries, officials and labor practitioners from all of the NAFTA countries. When I returned to campus in the fall of 2005, FHSU continued to support my project with the granting of reassigned time and then a sabbatical leave in Spring 2007.

RM: How did you locate the right publisher for your book?

NC: I had made contact with several university presses over the years. One of those contacts was the University of Illinois Press, which publishes a series on the history of the American working class. At academic conferences I had spoken to the acquisitions editor of the series, and she consistently expressed interest in my project even though it went beyond the press's narrow dimension of American labor history by including Mexico and Canada. When I completed writing the manuscript at the end of 2007, I promptly sent it to the University of Illinois Press, where it first underwent review by the acquisitions editor. She liked the work and sent it to the series editors who in turn read the manuscript and made comments. Based on the recommendations of referees in the discipline, the press issued me an advance contract in April 2008. After my revisions, the faculty board of the press gave final approval for publication.



NAFTA, the North American Free Trade Agreement

RM: How does the subject matter of the book overlap with courses you teach?

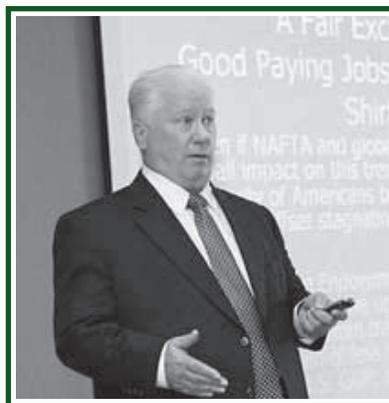
NC: Since I teach both the history of Mexico and the United States, the material in the book relates closely to my courses. For world history and for courses I teach on Latin America, by contextualizing the United States' rise to global dominance and its recent relative decline, students will gain a better understanding of both the 20th and early 21st centuries as I incorporate my research findings into lecture and other classroom activities.

RM: What is the argument of your book?

NC: NAFTA has been targeted by organized labor and others as one of the principal reasons the middle class in the North American territories has been shrinking, wages have been declining, and benefits, like employer-paid health care and pensions, are increasingly called luxuries in a competitive economy. The book's central argument is that these recent developments, rather than resulting directly from NAFTA, are part of long-term trends associated with changes that began in the global economy around 1970. Those changes have paralleled the relative decline of the United States as the world's preeminent economic power, a position it firmly established at the end of the Second World War. The economic position of the United States has weakened, as manifest by the depreciation of the American dollar and the collapse of financial markets.

RM: How does the Free Trade Area of the Americas (FTAA) figure into this?

NC: The United States sought to extend NAFTA to the rest of the Western Hemisphere through the establishment of the Free Trade Area of the Americas (FTAA). But the FTAA encountered fierce resistance from organized labor in North America as well as from other governments in the Western Hemisphere. While these countries opposed the extension of NAFTA on the basis of protecting their national economies and industries from American domination, workers and unions in North America did so because they believed that it would give a boost to the power of transnational corporations. In contrast to the foreign outposts of multinational enterprises that in the past manufactured for the national markets in which they were located, the transnational corporation produces for the global market by organizing commodity production across national and continental divides. Components for a range of commodities, from computers to cars, are now manufactured and assembled in many countries.



As 2007 President's Distinguished Scholar, Dr. Norman Caulfield, Professor of History, speaks with fellow faculty about his research.

RM: How does your book deal with globalization?

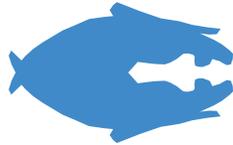
NC: The transnationals have internationalized labor markets to an unprecedented degree. Qualitative changes in the structure of world capitalism separate today's global economy from earlier periods. In the current period, even firms that generate a high percentage of revenues from their national markets have their costs, efficiency, productivity of labor, and rate of profit determined on an international scale. Claiming that wages are too high and benefits no longer affordable, the transnationals shifted over a million jobs to Mexico in search of lower costs. At the same time, employers in the U.S. rely more on Mexican workers, a labor pool with few rights, giving employers an unjust advantage in determining wages and conditions of employment. Power in the workplace tilts heavily toward the transnationals as they pit workers against each other. This strategy has given capital leverage against labor everywhere. Its impact has been felt the most in collective bargaining, as employers are increasingly successful in rolling back the gains made by workers in earlier periods.

RM: Why is your subject of particular importance to readers in 2009?

NC: The current global economic crisis and its implications for labor will make *NAFTA and Labor in North America* an important and useful book that gives the reader an historical context in which to place the events that surrounded the auto industry in 2008. We see examples of how capital has consistently gained leverage against labor. The book also helps to explain why China is projected to replace America as the world's leading manufacturing nation, a position held by the U.S. for more than a century.



**TERRY CRULL URGES ATTENTION TO RANDALL
THOMPSON'S CHORAL DRAMA THE NATIVITY
ACCORDING TO ST. LUKE**



Terry Crull Urges Attention to Randall Thompson's Choral Drama *The Nativity According to St. Luke*

Director of Choral Activities Terry Crull, Assistant Professor of Music, believes that Randall Thompson's under-appreciated 1961 choral drama *The Nativity According to St. Luke* deserves to be performed again. Dr. Crull wrote about Thompson's work in the dissertation for his Doctor of Arts degree completed in 2008 at the University of Northern Colorado. Randall Thompson, whose life spanned 1899 to 1984, is considered one of the greatest American choral composers.

In "Randall Thompson's *The Nativity According to St. Luke*," Dr. Crull analyzes the history and potential of this choric drama. "The Nativity was a large work that Thompson intended and hoped would receive yearly performances in churches across the country," Dr. Crull stated. It premiered in 1961 for the 200th anniversary of Christ Church, Cambridge, Massachusetts yet has received few full performances since.

Dr. Crull explained that *The Nativity* "employs both choral and solo writing in a genre called 'choric drama.'" His dissertation included a thorough analysis of the work, in which Dr. Crull "studied the elements of form, texture, melody, harmony, orchestration and rhythm and text setting." He culminates with making a case for the performance of Randall Thompson's *The Nativity According to St. Luke*.

"As a well-written work of 100 minutes," Dr. Crull wrote, "*The Nativity* would make a nice program for a church choir's seasonal offering to their congregation. Thompson's compositional style was to write primarily for amateur choirs, and *The Nativity* is ideally suited for the medium to large church choir. If talented soloists and orchestra were available, any active church choir could prepare this work by one of the most-performed of American choral composers."



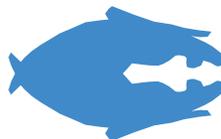
Dr. Terry Crull directs the Fort Hays Singers in Taiwan, 2007

Dr. Crull's work at FHSU includes teaching Music courses and directing multiple choral ensembles. His classes include Choral Literature, Choral Methods, Choral Conducting, and Music Appreciation. He directs the Fort Hays Singers, Concert Choir, Women's Chorale, and Collegian Chorale. He serves as the conductor and music director for the fall musical and the spring opera and supervises student conductors.

"Preparing young teachers to go out and teach choral music in our schools gives me great satisfaction," Dr. Crull stated, adding, "and the working atmosphere at FHSU is fantastic, with respect and cooperation around the entire campus community."

In town, Dr. Crull conducts the Vocal Arts Ensemble and the Hays Community Choir, and on occasion, he is a guest conductor for the Hays Symphony Orchestra and area high school choral clinics and festivals. Recent presentations include a clinic session at the Kansas Music Educators Annual Workshop and "Madrigals for all Ages" at the Kansas Choral Director's Summer Convention in 2006.

Faculty members are encouraged to enjoy the work of Dr. Terry Crull as well as his students and colleagues in Music by attending concerts and performances throughout the year.



**JOURNAL OF ACADEMIC LEADERSHIP
WITH EDITOR KATHY DALE: STUDYING THE
PROFESSION OF EDUCATION**



Journal of Academic Leadership With Editor Kathy Dale: Studying The Profession of Education

by Dr. Kathy Dale, Department of Education Administration and Counseling

The *Journal of Academic Leadership* online at <http://academicleadership.org> is an international journal focused on advancing the profession of education through research. The journal is located in the FHSU College of Education and Technology. Sections of the journal include articles and essays that speak to the major issues of education at all levels and disciplines. We define “leadership” to include:

- Instructional leadership that focuses on strengthening teaching and learning, professional commitment, data-driven decision-making and accountability.
- Service and community leadership that has an awareness of education’s role in society; shared leadership among educators, community partners and residents; close relations with stakeholders; and advocacy for all students.
- Visional leadership that demonstrates energy, commitment, entrepreneurial spirit, values and conviction that all students can learn at high levels, as well as inspiring others with this vision both inside and outside of education.

As faculty and staff, we all lead through our various disciplines and job roles in the education system. Thus, we are all responsible for leading purposefully from these positions. Leadership is part of being accountable and responsible to the profession. *The Journal of Academic Leadership* is one venue in which we grow our “circle of influence” and lead our profession forward.

Founded in 2000, *The Journal of Academic Leadership* is a peer reviewed, online quarterly periodical that publishes research reports and interpretive articles, essays and critical reviews of books and teaching materials, student research, and leadership perspectives. We welcome submissions from an international community of educators—students, instructors, trainers, support specialists, program administrators and leaders in higher education and P-12 education.

The acceptance rate of the journal is 40%. The journal currently has associate editors and review teams located at Fort Hays State University, University of Ottawa, Sam Houston University, Fielding Graduate University, Sacred Heart University, Texas A&M University Commerce, and the American Community Schools of Athens. The journal’s purpose is to create a research environment of critical conversations among academic leaders about the critical issues in education and about current research addressing those issues. The current issue highlights the issue of background checks and invites other researchers to join the conversation.

As editor of the *Journal of Academic Leadership*, I welcome your ideas, comments, criticisms, and submissions. I also welcome your involvement in the journal. Please contact me if you would like to become more involved in a research journal or would like to submit your work. (<http://academicleadership.org>)



**MEL HANKS EXPLAINS THE FAIRNESS DOCTRINE
VERSUS THE EQUAL TIME LAW**



The Fairness Doctrine Versus The Equal Time Law

By Mel Hanks, Department of Information Networking and Telecommunications

Rarely does an off-hand comment result in a full-blown research project that sheds light on a subject much misunderstood. Such was the case in 2007 when a colleague at FHSU, unhappy about the news coverage of the wind farm issue, said that what his side needed was “equal time” on the state’s broadcast stations.

Having worked in television news since I was in high school, I realized that this was a confusion of two doctrines of broadcast journalism in the United States: the Equal Time Law and the Fairness Doctrine. The definitions of both those terms have been wrongly interchanged for decades. The wind farm issue demanded fairness, not equality. Since the confusion was so rampant, why not write about it?

The natural outlet for writing about the Fairness Doctrine versus the Equal Time Law was the journal of the Broadcast Education Association (BEA), published by the journalism department at Ball State University in Indiana. I queried the editor, who said the BEA would be interested in considering an article on what the law and the doctrine really meant and why the confusion was rampant.

The article was subsequently accepted and published in the July 2008 issue. After the article appeared, I heard from broadcast journalism colleagues all over the country saying they were happy that the issues had been aired, since they, too, had been accosted often by citizens who were confused—especially during a presidential election year.

Let me summarize the issue. The Fairness Doctrine meant giving balanced coverage to controversial issues. This approach, prior to 1987, did have the potential to affect newscasts. For example, if a regularly-scheduled news show decided to focus on gay rights, there would be no Fairness Doctrine violation as long as the station eventually provided coverage to both sides. The industry long opposed the idea of the Fairness Doctrine, saying good journalism always is fair and gets the other side of the story. Even though stations currently don’t have to worry about fairness as much as they do about the accurate application of equal time, the country’s highest court at one time was more than willing to let the Fairness Doctrine continue.

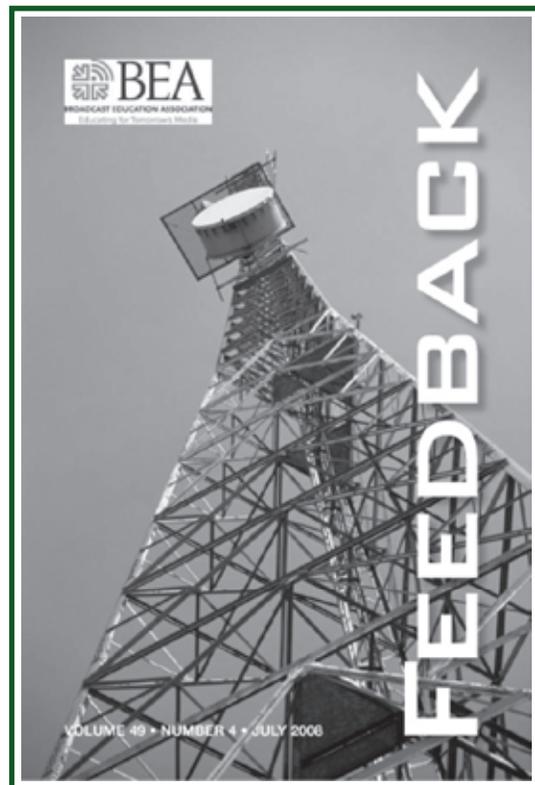
The high court originally upheld the FCC’s Fairness Doctrine in a case called *Red Lion*, the namesake of a company that owned a radio station featuring conservative Christian broadcasters who attacked a liberal writer named Fred Cook. Cook demanded free air time under the Fairness Doctrine, and the *Red Lion* company refused. The Supreme Court upheld the Fairness Doctrine, especially the part called the Personal Attack Rule, which applied directly to the Cook claim. In 1987, under pressure from the industry and the White House, the FCC removed the Fairness Doctrine but left intact the Personal Attack Rule. So if someone feels he or she has been attacked “unfairly” without a chance to respond, the person can demand free air time to reply.

Equal time deals with living, breathing people who are political candidates. Newscasts are exempt from equal time, as are news interview programs, news documentaries where the political candidate is not the main feature, and spot news coverage where a candidate is incidentally involved in a news story that does not involve his campaign. The political debates that have populated the landscape thanks to cable “24 hour” news fall under the News Interview category, which explains why third party candidates can legally be excluded from those live broadcasts.

As my article explained, the regulations of the Federal Communications Commission

regarding equal time boil down to the idea that we are only dealing with public airwaves. In the FCC's dream world, cable stations don't really use the airwaves; that's why they're called cable stations. Equal time only applies to individual stations, not networks and not cable. That's why Bill Clinton could go on the Arsenio Hall show during the presidential campaign and play his saxophone, and Arsenio did not have to invite every other presidential candidate to appear. Talk show hosts are either in syndication or on a network, and the individual stations are the ones that have to worry about equal time, not the network or the syndicators themselves. That's why many candidates who want the youth vote appear on cable shows not bound by the equal time provision.

The subtitle on the Broadcast Education Association website is: "Educating tomorrow's electronic media professionals." Sometimes the best education for the future is taking a trip down memory lane.



**2008 MARKS MAJOR PROGRESS FOR
INFORMATION ASSURANCE PROGRAM IN THE
DEPARTMENT OF INFORMATION NETWORKING
AND TELECOMMUNICATIONS**



2008 Marks Major Progress for INT's Information Assurance Program

Everyone wants personal information to be kept secure, yet few people ever think about about who is assuring the information. FHSU fills an important need through undergraduate and graduate offerings in the Information Networking and Telecommunications Department. Dr. Keyu Jiang, who directs Information Assurance coursework, has teamed with Dr. Mark Bannister, chair of the department, to produce research helping to build the IA program and to train learners for national certifications. Jon Tholstrup and Kevin Shaffer also contributed to scholarship in Information Assurance.

In 2008, FHSU submitted its curriculum on Information Assurance to the Committee on National Security Systems for its 4011 and 4013E standards and received full certification. FHSU's courses meet standards of the Committee of National Security Systems. The Information Assurance (IA) program is a concentration within the Master of Liberal Studies program, building a mastery of information practices, network security software and hardware applications, and operating systems. The two options within the IA concentration are network security and security management. Undergraduate study in IA focuses on protecting data and networks, and the students earn a concentration in Computer Networking and Telecommunication with an emphasis in Information Assurance.

Dr. Keyu Jiang and Dr. Mark Bannister have several forthcoming publications in Information Assurance. These works were written to support FHSU's successful application to the Committee on National Security Systems by demonstrating that the curriculum maps to the standard of 4011 and 4013E national certifications and that the IA program is qualified to become a National Center of Academic Excellence in Information Assurance Education.

"Secure Information at Your Fingertips" will appear in "Proceedings of the 12th Colloquium for Information Systems Security Education." Dr. Jiang summarizes the article, which is about INT 684, "Foundations of Information Systems Security," as an explanation of the "purpose, feasibility, and vision of creating an introductory information assurance course serving not only students seeking to become professionals in information security, but also students from such diverse academic areas as Accounting, Business Administration, Education, and Criminal Justice." He adds that the class meets all requirements of National Security Telecommunications and Information Systems Security (NSTISS) standards 4011 and 4013E.

Dr. Jiang and Dr. Bannister co-authored the article "Enhancing IA Performance Capability through an Active Learning Capstone Seminar," appearing in "Proceedings of the Information Security Curriculum Development Conference." Dr. Jiang summarizes, "This article shares a model of a practitioner oriented masters-level capstone seminar in Information Assurance. The course INT 891, 'Capstone in Information Assurance,' is designed to reinforce student knowledge levels and to advance students from an awareness level to a performance level as defined by the NSTISS 4011 standard through problem-solving based projects."

Pedagogy has also been a subject for Dr. Jiang and Dr. Bannister. The article "Using a Cutting the Cake Peer Assessment Method in a Leadership in Information Networking and Telecommunications Course" is based on implementation of a grading system in INT courses. The authors summarize that the "Cut the Cake Grading Method" involves "letting the students experience and demonstrate tacit and explicit knowledge of a subject by participating in group-based learning." This article appears in Volume 4, Issue 2 of the *Journal of Business and Leadership*, co-edited by Dr. Mary Martin, FHSU Professor of Management and Marketing, and

Dr. Tony Andenaro of Gonzaga University.

Dr. Bannister stated, “2008 was an outstanding year for Information Assurance and INT. We intend to gain recognition as a National Center of Academic Excellence in Information Assurance Education. FHSU will fill a much-needed role in the Midwest for civilian and industry expertise in Information Assurance.” Dr. Bannister also collaborated with Jon Tholstrup, Instructor of Information Networking and Telecommunications, on the article “Eligible Telecommunication Carrier Designation, the Kansas Case Study 1997-2007,” forthcoming in 2009 in the *Kansas Journal of Law and Policy*.

In another work of Information Assurance scholarship, Kevin Shaffer, Associate Professor of INT, recently published a conference paper “Managing Subjectivity in Qualitative Risk Assessment of Communication Networks Using a Modified Delphi Approach.” Because risk assessment foresees “harm so that measures can be taken to reduce potential damages,” Delphi methodology is an approach adding rigor to the “subjective nature of qualitative risk assessments.” Shaffer’s paper describes “a multi-step process that can be used to develop consensus in threat identification.” FHSU faculty members will continue to contribute to the field of Information Assurance through teaching and scholarship.



At the Colloquium on Information Systems Security Education in June 2008, a representative of the National Security Administration recognizes Dr. Mark Bannister and Dr. Keyu Jiang for the national certification of FHSU’s Information Assurance curriculum.



**EARTH BUILDINGS OF THE HAKKA: IMPORTING
CHINESE CULTURE WITH CONNIE
EIGENMANN-MALIK**



Earth Buildings of the Hakka: Importing Chinese Culture with Connie Eigenmann-Malik

By Dr. Connie S. Eigenmann-Malik, Department of Communication Studies

Tremendous growth of FHSU has brought many online and face-to-face Chinese students. As I joined Communication Studies in August 2008, some of my experiences mentoring the academic practice in China may contribute to greater understanding of a complex culture. By accompanying and advising a Chinese graduate student through an extensive research process, I gained experience that now informs my teaching of the FHSU course Contemporary Theories in Communication (COMM 800), which primarily enrolls Chinese students without an ethnography or research background, introduces graduate study in the USA, and culminates in a research proposal.

Part of my experience is reflected in a 2007 article in *All*, a Shanghai literary and arts publication. The article represents a culmination of thesis direction, manuscript translation, and field trips to the Hakka regions in China, where interviewing and photography took place. The objective was to concentrate on the fortified earth buildings, or *tolou*, and their present inhabitants as a reflection of religious, pragmatic communication and culture.

The monograph of original data presents the Fujian natural surroundings, social conditions, and a brief historical introduction of the Hakka people. Christy Juan Zhau and I translated her manuscript into English, before back-translation into Mandarin Chinese and subsequent publication. The relationship of nature to traditional architecture and the creative spirit of the Hakka are illustrated by hundreds of detailed photographs taken on-site. Decorations and the documentation of current inhabitants preserve an adaptive, collective culture in an interdisciplinary manner.



Cheng OI earth building in Gaotou

In the western settlements of Fujian Province, eastern Guangdong and south Jiangxi, more than fifty counties have buildings that utilize their surroundings and Hakka culture. Fortified buildings were the home places of the Kwawah (a group of the Han), or Hakka people. Their nature, culture and aesthetic sensibility have determined this particular style of architecture.

Without the mountainous natural surroundings, historical precedence, or the society of the times, these buildings could not be sustained. These are the largest earth buildings in China, containing four floors and four concentric rounds of living space. In the Ming and Qing dynasties, the fortified buildings developed into large scale structures housing as many as four hundred people.

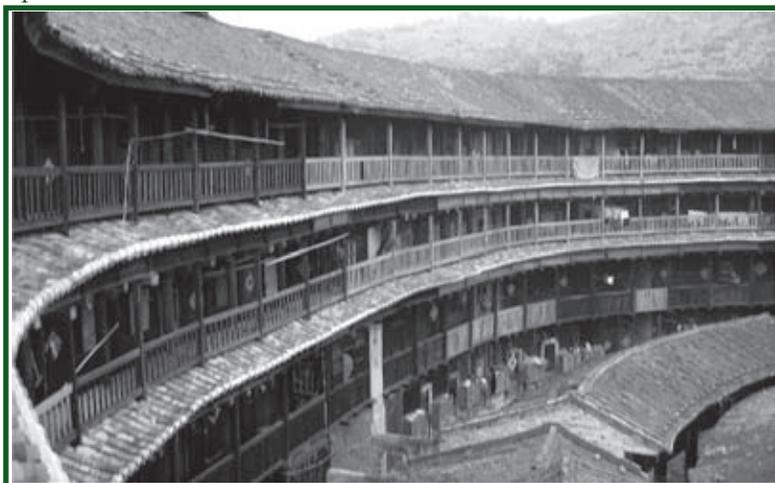


Appreciating the Hakka creative spirit, visitors study wall inscriptions

Fortified-earth buildings emphasize harmony with nature and are symmetrical in their arrangement of rooms and interior structures. The central room was the most important place for the worship of their ancestors and discussion of family problems and events. This was the decision-making hub. Some rooms were not as important and were placed higher in the structure or less centrally located. Generally, the older a person was in age, his or her position became higher in the family, and lower and more centrally located in the structure.

Although the earth buildings have many traditional features reclaimed from ancient China, they are not the same. They were adjusted to the surroundings and provided an artistic expression of the Hakka creative spirit. For example, a Huanji earth building in Nanxi village, Hukeng town, has an ancient worship room that is not in the center of the structure.

The center encircles a courtyard, but if you stand in the epicenter of the courtyard and stamp or speak, an echo is produced. This imitates the temple to worship God in Beijing. The arrangement was unimaginable in ancient China because the ancestor room was not centralized, and the earth building was built by an ordinary person, not by a regal official. These reasons reflect a rebellious spirit in the builder.



At Nanxi village, interior of Yanxian earth building at sunset

Earth buildings had a social function because so many things were shared among the family: the main entrance, well, courtyard, steps, and corridors. All dwellers had to be compatible, and no divisions could be sustained. This way of living promoted close community bonds for economic and military security. As farmers, the inhabitants did not do business with many outsiders. Bartering was often used instead of cash transactions; all inhabitants shared common facilities and resources, and because they were relatives or friends, they generously shared all things. The fortified earth buildings were thought to be the pearls of eastern civilization.

Documentation of the continuity of ancient peoples, communication patterns, and cultural artifacts of China is an essential, ongoing process aided by ethnographic methods. The style of research, specialized topics, and mentoring of Chinese graduate students requires current understanding of techniques and procedures already in place at universities in China.

My experience in several provinces of China over four years (2003-2007) taught me that one system of education cannot completely import another, but both processes must amalgamate in order to highlight artistic and inartistic communication in the 21st century. Cultural academic differences and subject depth can be perceived differently by both faculty and students. Teaching methods or delivery may be altered. Chinese students are an invaluable repository of intercultural depth and skills which we, as FHSU faculty and staff, can appreciate as well as educate as sojourners in the USA.



Round Center of Huangji earth building



**NEW WRITING CENTER EXPANDS LEARNING AT
SIAS UNIVERSITY IN CHINA**



New Writing Center Expands Learning at Sias University in China

The challenges of teaching English composition to Chinese students in their own cultural setting led three FHSU faculty members to a new idea for China—the idea of a writing center staffed with peer tutors. For the new Sias/FHSU Writing Center at Sias University in Xinzheng, near Zhengzhou, this innovative work was pursued by Justin Nicholes and Stephen Schrass, English composition instructors and Co-Directors of the Sias/FHSU Writing Center at Sias University in China, and supported by Dr. Cheryl Hofstetter Duffy, Professor in the Department of English and Director of International Composition for FHSU.

The professors explain that the idea of a writing center “prompted two kinds of research: delving into the existing literature on writing centers and second-language pedagogy and doing the primary research of gathering assessment data.” Students need additional support and writing practice, so the goal at Sias has been to design a writing center that, in the words of Duffy, Nicholes, and Schrass, “takes into account the existing research on peer tutoring, second-language learning, and Chinese culture. Our plan for this writing center was to help Chinese students internalize mainstream Western writing conventions and tutoring techniques so that more students could use written English to realize social, academic, and career goals.”

The professors have written about their research and findings based on the first semesters of building a Writing Center at Sias, pioneered in Fall 2007. They describe how peer tutors can assist with problems specific to the Chinese educational setting. Tutors engage students in the face-to-face interaction and writing activities that are conducive to learning. The professors explain also that “empowering students with Western writing conventions meant channeling our students’ commitment to group responsibility.” The Writing Center helped students to learn, demonstrated their willingness to work toward proficiency, and even offered a place for tutors to develop tutoring abilities and see real-world career possibilities. The professors report that “the FHSU Writing Center at Sias generates excitement and interest in the learning and teaching of English—and provides a setting ripe for further research.”



Peer tutors at work in the new Sias/FHSU Writing Center at Sias University



**FIRST GRADUATE SCHOOL HONORS CEREMONY
HELD IN MAY 2008**



First Graduate School Honors Ceremony Held In May 2008

To see Stouffer Lounge in the Memorial Union filled with people conversing happily on the Thursday night ending Finals Week may seem surprising. But the occasion was the beginning of a new Fort Hays tradition with the First Annual Graduate School Honors Ceremony and Reception held on May 15, 2008. Dr. Tim Crowley, Interim Dean of the Graduate School and Assistant Provost for Internationalization, planned the event in order to celebrate graduate education and to recognize achievements by graduate students and faculty.

Dean Crowley said, "This ceremony recognizes the notable achievements of almost 1,600 graduate students and 175 graduate faculty. We enjoy a rare opportunity to work at a place where the symbiotic relationship between teaching and scholarship is not only understood, but cultivated." Dean Crowley thanked Dr. Greg Farley, Professor of Biological Sciences, and Dr. Steven Trout, Professor of English, for their help in planning the event and acknowledged members of the Graduate Council for their assistance.

At the ceremony, Dr. Richard Zakrzewski, Professor of Geosciences and Chief Curator of Sternberg Museum of Natural History, received two honors: the Lifetime Achievement Award and the Outstanding Thesis/Field Study Advisor Award. A representation of Dr. Zakrzewski's current and former graduate students appeared at the event to honor their professor. In a surprise to the university community, a publication in honor of the professor, *Unlocking the Unknown: Papers in Honor of Dr. Richard Zakrzewski*, edited by Greg Farley and Jerry B. Choate, was announced and distributed at the ceremony. Dr. Zakrzewski was also recently honored for his scholarly achievement as the President's Distinguished Scholar in 2006.



Steven Trout, Greg Farley, Tim Crowley, Larry Gould, and Jennifer Higerd honor the publication of *Unlocking the Unknown: Papers in Honor of Dr. Richard Zakrzewski*, edited by Dr. Greg Farley and Dr. Jerry Choate. Photo by Sarah Bennett

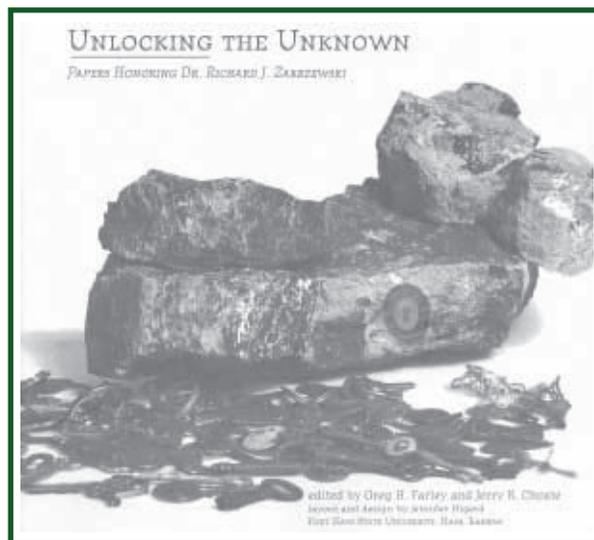
The honor of Outstanding Graduate Program Advisor was awarded to Dr. Art Morin, Director of the Master of Liberal Studies Program in the Center for Interdisciplinary Studies and Associate Professor of Political Science. Dr. Morin has served as the MLS Director for more than five years. Many FHSU faculty assist in the MLS program as professors or advisors, and the program offers more than two dozen concentration options.

Dr. Tom Wiese, Professor of Chemistry, was recognized for earning a KINBRE Faculty Scholar Award. The Kansas IDEA Network for Biomedical Research Excellence provided a

substantial grant for Dr. Wiese's research in 2007-08, including computers, travel, and research assistant duties.

Dean Crowley reported in the honors ceremony that fifty grant applications had been submitted on campus during the 2007-08 academic year. The amount funded as of May 2008 was \$821,500. At least seven faculty were commended for applying for their first grants while at FHSU. Dean Crowley urged faculty to continue looking for grants, expressing appreciation for "every faculty member who took the time to apply for a grant, whether it was funded or not."

Dean Crowley thanked Leslie Paige "for facilitating external grant applications to a whole variety of outside funding sources" and for chairing the Institutional Review Board (IRB). He thanked faculty who had served on the IRB as well as faculty who served on the Graduate Council.



Unlocking the Unknown: Papers Honoring Dr. Richard Zakrzewski, edited by Dr. Greg Farley and Dr. Jerry Choate, design by Jennifer Higerd

Faculty should be assertive in applying for funding and support of their active research agendas. Recognized in the ceremony were faculty recipients of sabbaticals, reassigned time, small grants, summer salary grants, and international travel grants. Faculty who had given presentations on campus about their funded research were applauded by their colleagues. More information about funding opportunities is available through the Office of Scholarship and Sponsored Programs at www.fhsu.edu/research/oss and through a site about institutional funding opportunities: <http://www.fhsu.edu/research/support.shtml>.

Scholarly accomplishments by graduate students were also recognized in the ceremony. Outstanding GTA awards went to Marleah Augustine (Psychology), Vera Anikeeva (Teacher Education), and Mingming Marissa Wang (MFA). Outstanding Thesis/Field Study Awards were earned by Eric Stearns (Art), John T. Booze (School Psychology), James Leiker (Biology), and Sandra Amponsah (History). Earning honorable mention recognition for a thesis or field study were Pamela Trantham (Psychology), Kyle Valerio (Geosciences), Cody Thompson (Biology), and Jessica Bitner (Biology).

Graduate student winners of prizes for their research poster presentations during the 2008 Research and Creative Activities Week were also honored: Jason Black (Biology), Genesis Ferch (English), Theresa Kraisinger (English), Samuel Lane (Geosciences), Ryan Schmitz (Biology), and Dustin Tacha (Biology). The poster session is an annual event in which students and faculty from all disciplines display research projects, experiments, and findings.

The Graduate School reported on the first year of travel grants for students to present at professional conferences. Faculty and graduate students are urged to watch the e-newsletters from the Graduate School for deadlines throughout the year. The second annual Graduate School Award Ceremony and Reception will be held at 7pm on Thursday, May 14, in the Robbins Center. Graduate students and faculty are invited to attend and welcome to bring family.



Geosciences graduate students Kyle Valerio, Mike Calvello, Jonathon Seth Hammond, Riera Konuki, Miranda Lucas, and Denny Roth stand with Dean Tim Crowley in recognition of Dr. Richard Zakrzewski's career achievements in teaching, advising, and research.



**FACULTY RESEARCH ASSOCIATION
PROMOTES SCHOLARLY ACTIVITY**



Faculty Research Association Promotes Scholarly Activity

Founded in 2002 by faculty members interested in strengthening the campus research environment, the Faculty Research Association offers an opportunity for collegial conversations about how to pursue a research agenda while succeeding in teaching and service. FRA aims to provide a forum for faculty to present original works of scholarship to critical audiences of their peers.

FRA was instrumental in establishing the annual Research and Creative Activities Week, which has taken place from 2005 to the present during the last full week of April. FRA provided the leadership for the origin in 2004 of the *Research Matters*, a publication supported by the Graduate School that highlights research and creativity activities on campus. Four editions appeared between Fall 2004 and Fall 2006.

Dr. Steven Trout, Professor of English, served as President of FRA from 2002 to 2006. Dr. Trout stated, “As scholars, each of us in a university faculty contributes not just to the learning of our students, but to the growth of our fields of study in general. We participate in the lives of our academic disciplines.”

Dr. Chapman Rackaway, Associate Professor of Political Science, served as FRA President from Fall 2006 through spring 2009. Dr. Rackaway explained, “FRA reflects the fact that research truly matters here. The association provides support to reinforce the research of our faculty and the mission of Fort Hays State.”

Ultimately, the work of faculty members, staff, and administrators in all disciplines will contribute to sustaining a strong research environment on campus.



**RESEARCH ENVIRONMENT COMMITTEE PLANS
FIFTH ANNUAL RESEARCH AND CREATIVE
ACTIVITIES WEEK FOR APRIL 20 TO 25**

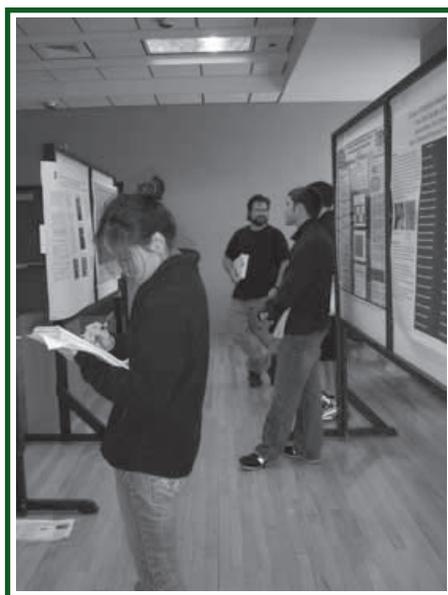


Research Environment Committee Plans Fifth Annual FHSU Research and Creative Activities Week for April 20 to 25

All faculty are invited to attend events in the 5th Annual FHSU Research and Creative Activities Week to be held April 20 to 25. During the RACAW celebration, presentations of faculty and student research provide an opportunity for learning about colleagues' work and stimulating productivity. The week is central to faculty efforts to build a campus culture that recognizes the value of scholarship. The celebration functions because of faculty and staff members who give presentations and attend sessions organized by their colleagues.

Inaugurated in Spring 2005, RACAW has been held annually during the last full week of April. It includes exhibitions, performances, and presentations of research by faculty, graduate students, and undergraduate students. A university-wide poster session with prizes honoring student work is held annually, this year on Tuesday, April 21, in the Ballroom of the Memorial Union. Events are held at all times of day and in multiple locations around campus.

Some faculty members conduct class in conjunction with Research Week, giving talks or having students present about their projects in class sessions open to the public. Faculty members can ask classes to participate in specific ways or provide incentives for students to attend additional events. Students report favorable responses to participation in RACAW in conjunction with their courses, whether they are giving talks or attending presentations and the poster session.



Faculty and students discuss research at the 2008 poster session during Research and Creative Activities Week

Research Week was begun by the Research Environment Committee (REC), a university standing committee formed in Fall 2004, building on the work of the Research Environment Task Force in the 2003-04 academic year. Objectives of the committee include assessing and enhancing the campus environment and resources regarding research by faculty. To determine campus needs, Faculty Research Climate Surveys were conducted in Spring 2004 and Spring 2008. The Research Environment Committee includes faculty across all disciplines and works with offices such as the Graduate School to build opportunities for faculty research.

The Research Environment Committee has been chaired by Dr. John Heinrichs (Fall 2003 to Spring 2005), Dr. Rob Channell (Fall 2005 to Spring 2006), Dr. Gene Rice (Fall 2006 to Fall 2008), and Dr. Janett Naylor (Spring 2009). The recording secretaries have been Leslie Paige (Fall 2003 to Spring 2006), and Christine Hober (Fall 2006 to Spring 2009). Jodie Wear-Leiker established the Blackboard site archiving information about the committee's work.

Accomplishments of the committee include raising awareness of the importance and the level of research activities at FHSU. Allocations for faculty travel to conferences increased, as did faculty understanding of research and funding processes. The FHSU website now offers networked information about research resources at <www.fhsu.edu/research>. A new definition of scholarship was debated by faculty initiative and established in 2008. The Research and Creative Activities Week has been held annually since its inception, and university funding allocated for specific events and student involvement. More records are now maintained to preserve scholarly production by faculty.

FHSU's involvement with the Conference on Research at Primarily Undergraduate Institutions included hosting the conference in 2007. Research is promoted by journals based on the FHSU campus and by publications including *Research Matters*. A national peer-reviewed journal, *Teacher-Scholar*, the *Journal of State Comprehensive Universities*, begins publication at FHSU in 2009. Research is now discussed in the August orientation for new faculty. While lack of financial resources limits improvements, progress has been made.

New Definition of Scholarship Approved

A revised definition of scholarship for faculty at FHSU was discussed in 2007 and 2008 before approval by representatives of the faculty in Faculty Senate, university committees including the Research Environment Committee, the Faculty Research Association, and the FHSU chapter of the American Association of University Professors. This change was led by faculty members. In the Memorandum of Agreement between FHSU and AAUP, this definition is in Article II and appears on page 5. The document is available online at <http://www.fhsu.edu/fhsu-aaup/> The definition appears below.

Scholarly activities at Fort Hays State University are defined as original, innovative intellectual contributions in the form of research, practice, creative activity, or performance. FHSU recognizes and values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application (Boyer, 1997). Scholarly activities must be intended and reasonably expected to lead to the production of scholarly works. Scholarly works must be communicated with and validated by peers beyond the FHSU campus community. The means of communication as well as the comparative value of types of scholarly activity and work are to be determined by each department. These determinations will reflect what is commonly accepted in the discipline.



TIPS FOR KEEPING ENGAGED WITH RESEARCH



Tips for Keeping Engaged with Research

by members of the Research Environment Committee

In each busy semester, we all find ourselves wondering how to accomplish our research goals while still performing at a top level in teaching and service. Here are tips for helping fellow faculty to find ways to keep up with your scholarly plans. We hope that a few suggestions may resonate with your needs.

PREPARATION

Strive to do all aspects of your job well: teaching, research, and service.
Find ways to bring scholarly specializations into your teaching assignments.
Keep updated on scholarship by reading new articles, books, and book reviews.
Subscribe for home delivery or online access to journals in your fields.
Utilize Forsyth Library and Interlibrary Loan Services to help you stay current.
Work for the acceptance and quality of peer-reviewed online publications.
Access CTELT to find useful technologies.
Join the American Association of University Professors to help protect academic rights.
Don't postpone all research and creative activities until the holidays.
Learn to research, write, and create in different environments, including your campus office.

PERSEVERANCE

Submit work for publication regularly so that you always have at least one piece under consideration, one you are preparing to send, and one in the works.
Don't let your research pace or agenda be dictated by current circumstances.
Apply for funding opportunities including research support, reassigned time, and grants.
Advocate for more resources to be devoted to research and scholarship.
If a rejection of your research results, creative activity, or proposal for research support includes reasons or suggestions, take action to improve the material, then turn it around elsewhere.
Remember that declining of work is often due to scarcity of resources, not lack of merit.

PARTICIPATION

Join organizations for scholars in your fields or subfields.
Collaborate online and across the miles to find specialists in your subject.
Use Skype, video streaming, and webcams to communicate over distances.
Discuss documents online, either in synchronous sessions or asynchronously.
Use carpooling and Motor Pool resources to share vehicles and conserve gas.
Assert your need for research support, and apply for grants.
Attend meetings of the Faculty Research Association.
Participate in Research and Creative Activities Week in the last full week of April.
Acknowledge the people and institutions providing assistance for your scholarship.

