

Faculty Research Symposium

Abstract

August 2009

The Institute for Public Policy & Economic Development

The **INSTITUTE** for

Public Policy & Economic Development

*A partnership among Keystone College, King's College, Luzerne County Community College,
Marywood University, Misericordia University, Penn State Wilkes-Barre, The Commonwealth Medical College,
University of Scranton & Wilkes University*

Second Annual Faculty Symposium

Friday, April 3, 2009

Sponsored by:

Marywood University

*A partnership among, Keystone College, King's College, Luzerne County Community College,
Marywood University, Misericordia University, Penn State Wilkes-Barre,
University of Scranton & Wilkes University*

**Second Annual Faculty Symposium
Friday, April 3, 2009
Marywood University
Program**

10:30 a.m. Registration

11:00 a.m. Welcome
*Teri Ooms, Executive Director,
The Institute for Public Policy & Economic Development*

11:00 a.m.-12:00 p.m.

Panel 1

Room B

Abhijit Roy - University of Scranton

*The Mortgage Lending Crisis: How much is the Community Reinvestment Act to Blame? Home
Mortgage Lending Analysis in NEPA 2004-06*

John Mellon - Misericordia University

How to Save the Hospitality Industry Rating of the Trump Plaza Hotel & Casino (NJ)

Erin Sadlack - Marywood University

The French Queen's Letters: the Political Negotiations of an Early Modern Queen

Alexander Dawoody - Marywood University

Undoing Bush

Panel 2

Room D

Joseph Connolly - University of Scranton

THE JOY OF PHYSICS - ON A BICYCLE Learning Physics while Having Fun On A Bicycle

Russell Owens - King's College

*Student Created Tutorials as an Assistive Technology Instructional Module Using Computer-Based
Instruction*

Mary Salvaterra - Marywood University

Leadership Education in Africa: Women Religious as Agents of Change

Uldarico Rex Dumdum, Paula A. Ralston Nenish, Brian J. Petula – Marywood University

Integrating Principles for Responsible Management Education into an MBA Program in a Catholic University: Issues and Challenges

12:15p.m.-1:30 p.m.

Lunch

Room C

Speakers

Daniel Flynn, Ph.D., Associate Dean of Research, Tech Transfer, Economic Development & Graduate Studies at The Commonwealth Medical College

Loren D. Prescott, Jr., Dean of the Law School Planning Initiative at Wilkes University

Gregory K. Hunt, FAIA, Founding Dean of the new School of Architecture at Marywood University

Bernard Graham, Dean Nesbitt College of Pharmacy at Wilkes University

1:45-3:00 p.m.

Panel 1

Room B

M. J. Barran, C.F. Branta, J.W. Powell - Marywood University

Comparison of Coaches' First-Aid and Injury Prevention Knowledge Between Coaches Who Took and Those Who Did Not Take the P.R.E.P.A.R.E. Program

Vijayachandra Ramachandra - Marywood University

Fast Mapping in Healthy Young Adults and People with Aphasia: The Influence of Metamemory

Prahlad Murthy - Wilkes University

Temporal and Spatial Distribution of Ozone and Asthma in Northeastern Pennsylvania,

Ernest Wooden - Alagem Capital Group

John Mellon-Misericordia University

Should Automatic External Defibrillators be Used in Hotels?

Agnes Cardoni - Marywood University

The Problem of Unbelief: What IS at Stake for the Unbeliever in Sylvan Trudel's Novel Mercury Under My Tongue?

Packiaraj Arumugham - Marywood University
Arranged Marriages and Lessons From The East

Carol Slotterback - University of Scranton
The Psychology of Santa: Analyses of Children's Letters to Santa Claus.

Ann Cerminaro-Costanzi - Marywood University
The Biology of the Poetic Text: An Approach to the Surrealist Poetry of the Spanish Nobel Laureate Vicente Aleixandre

Laurie McMillan - Marywood University
Girl, Interrupted: Collaborative Feminist Criticism

Ileana Szymanski- University of Scranton
Food beyond Consumption as Spiritual Nourishment: An Account Explored through Memories and Recipe Exchange

Vijayachandra Ramachandra - Marywood University
The Role of Mirror Neurons in Processing Vocal Emotions: Evidence from Psychophysiological Data

Virginia Clarke - Luzerne County Community College
Gerotranscendence and Perceptions of Health and Aging in Older Adults Participating in a Senior Companion Program

Alexandra Serio Younica - King's College
Lackawanna River Watershed Atlas

Linda Dugan Parsons, Pamela Parsons - Marywood University
From Ivory Tower to the Field: Art on Marywood University's Back 40

Morning Panel 1

The Mortgage Lending Crisis: How much is the *Community Reinvestment Act* to Blame?

Home Mortgage Lending Analysis in NEPA (2004-2006)

Abhijit Roy
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The Mortgage Lending Crisis:
How much is the *Community Reinvestment Act* to Blame?
Home Mortgage Lending Analysis in NEPA (2004-2006)

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Presented to:
2nd Northeastern Pennsylvania Faculty Research Symposium
The Institute for Public Policy & Economic Development
Swartz Conferencing Center at Marywood University

April 3, 2009

A. Roy, University of Scranton

The goal of this research is to explore the Home Mortgage Lending data from NEPA counties to investigate whether or not the mortgage lending decisions and the type of mortgages offered were influenced by the applicant's race and income level. The *Home Mortgage Disclosure Act (HMDA)* data from *National Community Reinvestment Coalition (NCRC)* were obtained for the years 2004-2006. Enacted by Congress in 1977, the *HMDA* requires banks, savings and loan associations, and other financial institutions to publicly report data on their home lending activity. *NCRC* ensures that banks, mortgage lenders, and the financial community are aware of their responsibilities and uphold standards in providing access to financial products and services to all people without discrimination.

Methodology:

Data from 2004-2006 were used. They were available for the various counties and Metropolitan Statistical Areas (MSAs) in NEPA.

Income levels were defined as follows:

- Low (<50% of the MSA Median Income)
- Moderate (50-79.99% of the MSA Median Income)
- Middle (80-119.99% of the MSA Median Income)
- Upper (120% or more of the MSA Median Income)

The four categories are mutually exclusive.

Since there weren't enough data on different minority groups (e.g., Black or African American, Hispanic or Latino, Asian and others), they were combined into one category labeled, "All Minorities." The major descriptive and inferential analyses were then performed.

Summary of Results

Income and Mortgage Lending

Since similar data were not available for all three years (2004-2006), it was not possible to conduct a longitudinal analysis. Upper income groups were most successful in obtaining prime interest rates in purchasing their homes in all counties in the two years for which the data was available. In all three years, there appeared to be a relationship between income and the type of mortgage obtained.

- Moderate and middle income groups were more likely to use subprime rates than the low income groups.
- There also appeared to be a linear relationship between income level and the purchase of the home using prime interest rate - higher income level homeowners were more likely to obtain prime interest rates (in two of the years for which data was available).

The ratio of minority to White borrowers was higher for subprime rates (compared to prime rates) for all three years for which data were available. Minorities were twice as likely to use a subprime rate as Whites (for the two years for which data were available).

Mortgage Denial

A higher percentage of minorities (than whites) were denied mortgages (in two of the years for which data were available). Low and moderate income groups were more likely to be denied a mortgage than middle and upper income groups (in two of the years for which data were available).

Conclusion

The *Community Reinvestment Act (CRA)* was passed in 1977 (and later amended in 1995) as a result of national pressure for affordable housing. Before the Act was passed, there were severe shortages of credit available to low- and moderate-income neighborhoods, as well as concerns about redlining and discrimination against minorities and low income individuals. In the recent mortgage crisis, critics have charged that the law distorted credit markets and created unnecessary regulatory burdens, which led to unsound lending to minorities and low-income households. The data from the NEPA counties in many ways refute the argument that lending to society's most vulnerable was primarily responsible for the current crisis.

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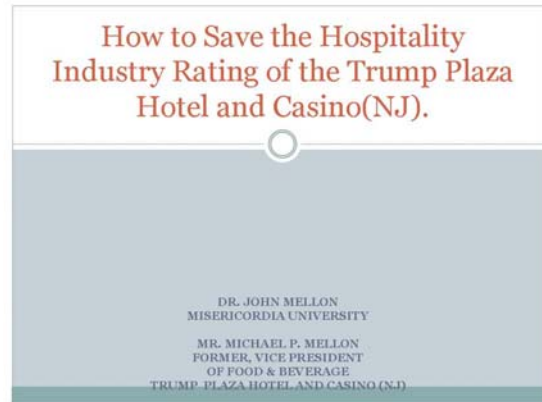
Further data analysis could be used to additionally compel the economic justice movement by income levels and ethnicity (and gender too, when such data are available).

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How to Save the Hospitality Industry Rating of the Trump Plaza Hotel & Casino (NJ)

John N. Mellon
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Michael Mellon
Vice President of Food & Beverage (former)
The Trump Plaza Hotel & Casino Atlantic City, New Jersey



The famous Trump Plaza Hotel & Casino in Atlantic City, New Jersey, could have received a major setback from the Mobile Travel Guide, when its *four star* rating was threatened. And, the bad news continued when the American Automobile Association (AAA), considered dropping Trump Plaza Hotel and Casino from its coveted *four diamonds* to *three diamonds*. This loss of industry excellence would signal a serious crisis for the entertainment, sales and marketing campaigns within this celebrated property.

This case study analyzes the creation of case study questions for students to answer: 1. Construct a job description for the Vice President of Food & Beverage for a one thousand (1,000) room, *four star, four diamond* property, and 2. Describe the roles of food & beverage department top executives, middle managers and supervisors to achieve and maintain Mobile *star* and AAA *diamond* ratings.

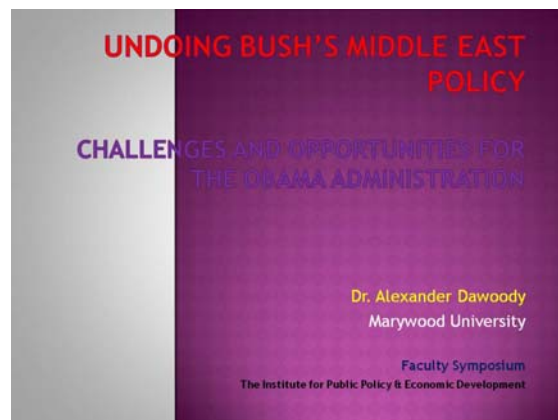
The French Queen's Letters: the Political Negotiations of an Early Modern Queen

Erin A. Sadlack
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Most biographies of Mary Tudor Brandon, the youngest sister of Henry VIII, focus on the scandal of her secret marriage to Charles Brandon after the death of her first husband Louis XII of France. Such limited portrayals obscure Mary's role as a political figure, one whom poets celebrated as bringing peace between England and France. Based on my archival research in the British Library and the Public Records Office, I argue that Mary's letters reveal a different woman altogether than the image her biographers have crafted. In this paper, I contend that Mary was neither a weeping hysteric nor a love-struck romantic, but a queen who drew on two sources of authority to increase the power of her position: epistolary conventions and the rhetoric of chivalry that imbued the French and English courts. The evidence of Mary's reading attests to her awareness that letters were a potent political tool that women could employ to shape events and further their ambitions. Moreover, records of the pageantry of tournaments code encouraged Mary to draw on the models of behavior found in her reading. By examining the events of Mary's life through the lens of her writing, I argue that Mary fully appreciated the political implications of her decisions and that she continually sought to increase her authority - authority she would ultimately use to fashion her own response to the politics of marriage in early modern Europe. By reading Mary's life and letters within the context of early modern political culture, we can broaden our understanding of women's paths to power in the early Sixteenth Century.

Undoing Bush's Middle East Policy: Challenges and Opportunities for the Obama Administration

Alexander Dawoody
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The Bush Administration's foreign policy toward Iraq, Afghanistan, Iran and Palestine proved to be a disastrous adventure in American foreign policy that lacked vision, accountability, strategy and real value to U.S. national interests. While coddling dictators, such as those in Saudi Arabia, Pakistan and Egypt, the Bush Administration carved its Middle East policy based on uncoordinated and shifting tactics, make-believe reality, contracted economic interests of selected corporations (such as Halliburton), and narrow neo-conservative ideology that departed from traditional pragmatic approach toward foreign affairs in American diplomacy. As a result, the United States became engaged in two fruitless wars, one in Iraq and the other in Afghanistan, Iran had emerged as a central power-broker in the Middle East with gathering threat toward the completion of weaponized nuclear programs, America's leadership, reputation and moral authority was significantly diminished around the world, the peace process between the Israelis and the Palestinians was replaced with violence and conflict, the Taliban is regaining control of most of Afghanistan, al-Qaeda is increasing its recruitments in the region along with other terrorist and extremist groups, and Iraq reduced into local fiefdoms of sectarian, ethnic and tribal forces that at odd with one another. The loss in human and financial capital (more than 4,000 American soldiers killed, nearly two trillion dollars been spent, and nearly one and a half million Iraqi, Afghani, Israeli, Palestinian, and Lebanese civilians killed) is another added dimension to this disaster. The Obama Administration inherited this mess and is confronted both with opportunities and challenges in remedying the damages caused by the Bush Administration and its redoing its Middle East foreign policy.

This presentation will address these issues and outlines the most feasible scenario for the new Administration on how to go about reclaiming America's leadership and

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transforming the United States from a hostile element of greed and destruction, as viewed by many in the Middle East, into an engaging force of peace, stability, economic growth and mutual interest in the region.

Morning Panel 2

The Joy of Physics - Learning Physics While Having Fun on a Bicycle

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This presentation will summarize a project that we have been thinking about for a few years, and actively working on for the past year. The essential concept is to use the fun and energy associated with the bicycle to promote the study and learning of physics.

A bicycle is a common but unique device in our world. It is the most efficient mode of human power transportation. Using the same leg muscles, a bicycle affords a five fold gain in efficiency compared to walking. Bicycles are fun - they bring joy and exhilaration to the rider; there is a sense of amazement by observers. Bicycles excite young children and adults who are still "young at heart." Even the most un-athletic and awkward can enjoy a sense of grace and power on a moving bicycle. In our world of video games and battery powered toys, the bicycle still brings delight to young children. Learning to balance and ride a two wheeler is one of childhood's most satisfying memories. There is magic involved in the balancing. Once mastered as a child it is never forgotten. The old adage "once you learn to ride a bicycle, you never forget" is indeed true. Adults, who perhaps have not been on a bike for decades, can get on a bike and feel ten years old again! Riding, or even watching, a moving bicycle evokes a sense of grace and power. The ease and freedom of travel on a bicycle is impossible to experience with other modes of transportation.

The basic physical and mechanical principles of riding a bicycle are appreciated and understood by very few. After spending many, many hours riding bicycles, we have come to the realization that they offer the illustration of many basic ("Physics 101") physical principles. Since making this realization, we have been working and exploring ways to use the interest and fun of bike riding to encourage interest and fun in the study of physics. Our work has involved the development of simple physical explanations for the variety of bicycle actions such as balancing, turning, accelerating, and braking. We have also developed simple explanations for the forces, energy, and momentum of a moving bike.

In the United States, the bicycle has an underappreciated value as a form of "Green" transportation. Any increase in the use of the bicycle for transportation would create an additional benefit to the public health of our population. Presently, a primary hindrance to better utilization of the bicycle for transportation is the total lack of safe bicycle lanes and trails.

Perhaps with the current national interest in energy conservation, infrastructure development and public health, the role of the bicycle will be better appreciated.

Student Created Tutorials as an Assistive Technology Instructional Module Using Computer-Based Instruction

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This study expands on previous research by the author and reports about the development and formative evaluation of an assistive technology student created tutorial that was developed in a multi-media format. The tutorial was field-tested with undergraduate students at a Northeastern Pennsylvania College. The purpose of the study was to examine students' feedback of how a student designed and developed assistive technology tutorial impacted their academic experience and academic achievement when dealing with students with disabilities, and propose some guidelines for further exploration of the method. The objective of this qualitative study was to go beyond the traditional classroom instructional modes (e.g., lectures and class discussions) to evaluate computer-supported assistive technology developmental pedagogical approaches. More specifically, this study investigated whether the use of student created assistive technology tutorials in a collaborative learning process enhances student learning and evaluation of classroom experiences for both the student as a teacher and the student with disabilities. In-depth interviews were performed and surveys distributed to examine student perceptions of tutorial effectiveness; recurring perceptions were grouped into themes. The following themes emerged from qualitative analysis: effect on learning, the learning environment, student development, and amount of time and effort needed.

Educational Leadership: Global Contexts and International Comparisons

Mary Salvaterra, Ph.D.

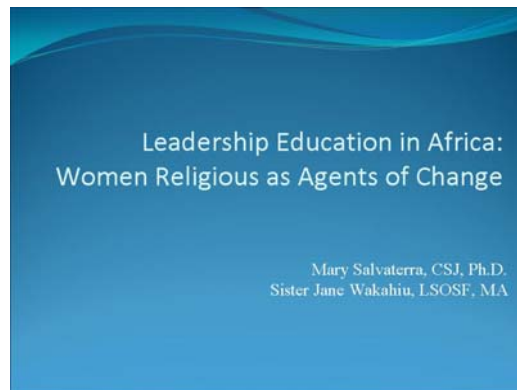
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Jane Wakahiu, M.A.,

Jane Farr, Ph.D.,

Gina Zaffino, M.B.A.

Marywood University



Leadership Education in Africa: Women Religious as Agents of Change

The Sisters Leadership Development Initiative (SLDI) was designed to develop leadership skills and strategies for religious women in the African nations of Kenya, Uganda, Tanzania, Ghana and Nigeria. The program was initiated by Marywood University in Scranton, Pennsylvania, and funded by the Conrad Hilton Foundation. The program provided five two-week workshops over a three-year period. Approximately 304 women religious enrolled in the program. The goal of SLDI is to educate African women religious in three areas, including leadership, managerial and financial skills, in order to improve and expand ministries in their countries. Some participants hold leadership roles in various capacities in their organizations providing education at various levels, health care in hospitals and clinics, and services in other areas of need. The program educates these women to promote best practices in hope that these skills might facilitate transformation of the social and economic situations of the people they serve.

Objectives:

The research has the following objectives:

- Describe the goals and processes of SLDI
- Examine the leadership roles as understood and expressed by women religious of Africa who are proponents of change
- Examine the role of women religious as architects of change through leadership education
- Explore the role of culture in leadership and career development of these women

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- Describe the gradual transformative impact of the program on the participants and on the people they serve
- Reflect upon the instructional experiences of both African and American faculty members involved in the program

Background:

Africa, the world's most diverse continent in terms of language and culture, is comprised of over fifty separate nations. Understanding Africa's heritage is important in understanding concepts in African leadership. African culture and language have been shaped by Western influences (Collins and Burns, 2007) as well as by various religious practices (Masango, 2003). In order to understand leadership within the African culture, it is important to consider the historical factors, along with the values and norms of family, communities and religion that have formed and developed its leadership styles and continue to influence current leadership approaches.

Time-honored, African-centered methods of education, diminished under colonial rule, were intertwined with the body, mind and soul of the African people. For Africans, life is rooted in past generations and continues beyond death into the spiritual world. Africans make the best of their life on Earth through "senses, rituals, myths, words and daily experience with others" (Derr et al, 2002).

Some scholars believe that by going back to traditional education and providing young people with African ideas, cultures, and beliefs, a new generation of leaders will emerge (Obiakor, 2004). As such, traditional education was largely focused on learning practical skills that were useful to the individual and for the society as a whole. The goal of education was to yield individuals who were cultured, respectful, and responsive to the needs of the family and community. It was to provide wisdom and to instill attitudes and values that were integral aspects of the society. Because the people were knowledgeable and proud of their history, great patriotic leaders emerged within individual societies and communities (Obiakor, 2004).

To understand leadership in contemporary Africa, there is a need to comprehend its history and culture as well as the challenges that Africa faces today in governance and leadership. Therefore, African and American educators collaborate to develop a style of leadership that encourages independence and self reliance from an African perspective.

Theoretical Perspective:

The theory that frames this study is Hofstede's (2005) metaphor of "cultural software." Much like the operating system of computers, culture determines how peoples operate in their societies. Hofstede theorized that cultural software draws upon many different areas and explains how shared understandings arise, how cultures grow and spread, and how people of different cultures understand and provide possibilities of understanding other views.

Methodology

In order to determine the effectiveness of teaching leadership skills in five African nations, the authors employed qualitative methodology, drawing upon empirical data from participants in Kenya, Uganda, Tanzania, Ghana and Nigeria. Two of the four authors, along with several Sub-Sahara instructors, taught formal classes in leadership skills under the Sisters Leadership Development Initiatives (SLDI). Another author, a former director of leadership for women in Kenya, was responsible for the evaluation of the program. Her cultural and educational background enabled her to interpret more accurately participant responses in three concentration areas: administration, project management and finance. The fourth author, a doctoral student, contributed her expertise in African history and culture to develop the historical and cultural background provided in the chapter.

Data Collection

In Ghana, Kenya, Tanzania and Uganda, the authors conducted small group discussions, interacted with the participants, interviewed individuals, held focus groups, and engaged participants in conversations to encourage them to share their experiences. In addition, several respondents participated in telephone interviews. All participants self-reported on their mentoring project, a vital aspect of the program. This study will also illustrate through three case studies how individual participants used the leadership skills and strategies presented in formal instruction to transform their communities and environments.

Findings:

The success of the leadership program has led to the development of employable skills of others thereby developing a system of self-support and independent reliance. Examples of leadership skills that empowered women religious to act as agents of change:

- Ghana – Learned the skills of grant writing that resulted in the palm oil project, which transformed Ghanaian workers to make and market soap and empowered them to earn an income and become self sufficient.
- Uganda – Using her leadership skills, a participant is transforming the lives of the people by “walking the talk.” She works with men and women - helping them to realize that farming is a way to bring in an income and improve their lives. She and seven workers plant and market maize, banana trees, sweet potatoes, sugar cane and cassava. The participant attends workshops on soil science, use of organic fertilizers and irrigation processes and meets with the villagers twice a month to teach them how to grow and market their produce. She is mobilizing the village for development.
- Tanzania – Using her leadership skills, another participant, who works at a school for the deaf, extended the curriculum to teach the deaf students the skills of carpentry and tailoring so that they can become independent.

Leadership style across different national and cultural contexts

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Culture has an impact on leadership styles.
Leadership education is an investment that transforms the lives of people.

Leadership education is to foster change agents – leaders who are capable of transforming their societies.

Pedagogical implications of teaching in another culture

Culture is the software of the mind; the individual is the hardware. Western instructors need: 1) to understand the context, and 2) to use varied teaching strategies to help students understand concepts.

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Integrating Principles for Responsible Management Education into an MBA Program in a Catholic University: Issues and Challenges

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In today's global economy, business decisions are more complex because the stakes are higher and the economic, societal and environmental impacts are more widespread and long lasting. Increasing numbers of stakeholders are affected by business decisions, e.g., the livelihood of workers, economic viability and social well being of communities and regions, and the environmental health of millions. Due to these widespread consequences, societal responsibility and sustainability are increasingly recognized as essential elements of business management. There is an increasing expectation upon business leaders to take on the responsibility of leveraging business "as a force for good," "as a generator of sustainable value for business and society at large," and to seize the opportunity to shape a better world for existing and future generations.

Since business schools and programs influence and shape the attitudes and behavior of current and future business leaders through education, research, management training and development and other pervasive, but less tangible activities such as the spread and advocacy of new values and ideas, there is a growing concern whether what is taught at business schools is relevant to today's world. For example, a number of in-depth studies have been deployed to seek relevant answers to questions such as "Do business schools add value?," "Does the MBA prepare business leaders for today's complex operating environments?," and "Knowledge Review: Lessons for Business

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Schools” (e.g., AACSB 2004; EFMD 2005; BSR 2006; GRLI 2007; Strategy+Business Spring 2008).

To remedy this situation, the United Nations Global Compact, together with notable NGOs such as Net Impact, AACSB, EFMD and GRLI, spearheaded the creation of an initiative referred to as *The Principles for Responsible Management Education*. The *Principles*, developed by an international task force of 60 deans, university presidents and other representatives from leading business schools, was designed to serve the broader interest of society through responsible leadership, societal responsibility and sustainability and to serve as an engagement framework for academic institutions to advance corporate social responsibility through the incorporation of universal values into business curricula and research. Currently, PRME is gaining a groundswell of support on a global scale. There are as many as 70 business schools that have signed on, many of which are from outside the U.S.

At the institutional level, some Business faculty and MBA alumni at Marywood University, a catholic university in Northeast Pennsylvania, are exploring the possibility of creating a *Principles for Responsible Management Education (PRME)* focal point and developing an action plan to encourage the adoption of PRME into its Business Program.

The presentation will highlight issues and challenges that a team of Business faculty and MBA alumni anticipate to face as they develop such an action plan:

- Analyzing PRME as an engagement framework to meet the challenge of serving the broader interest of society through responsible leadership, societal responsibility and sustainability
- Gaining a shared understanding of PRME among championing team members
- Analyzing Alignment: Marywood and Business Department Mission and Identity and PRME
- Identifying stakeholders and their interests and concerns
- Developing a compelling value proposition for all stakeholders
- Researching Best Practices: universities and industry
- Gaining and sustaining interest, commitment and support:
 - Among key university leaders
 - Among faculty within the Business program
 - Among faculty within the college
 - Within and outside the university
- Designing and deploying tangible next step initiatives to gain the hearts and minds of stakeholders

The presentation aims to be highly interactive as it also seeks to harness the insights, lessons of experience, and comments from the audience. We believe it will be a great learning experience for all. In addition, we aim to encourage and challenge others to consider adopting and implementing PRME into their business curricula and course

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offerings. Finally, the presentation will explore the possible next steps to making this initiative into reality.

Lunch Time Keynote Speakers

Daniel Flynn, Ph.D. Associate Dean of Research, Tech Transfer, Economic Development & Graduate Studies at The Commonwealth Medical College
dfflynn@tcmedc.org



Flynn focused on TCMC's specific role in Northeastern Pennsylvania. More specifically, it highlighted TCMC's impact on economic development through research funding and through IP and technology transfer. TCMC will also increase the number of practicing physicians in the region and offer research opportunities to residents in training programs and by developing a foundation for clinical trials.

In addition, TCMC has a vision of what biomedical research will be like ten or 20 years from now, and will build programs that have this vision. Examples include novel directions in:

- Basic research – systems biology approach, integration of disciplines
- Translational studies - personalized medicine
- Epidemiology and population sciences – molecular approaches, such as SNP's and the molecular basis of risk
- Clinical studies - develop medical informatics and then clinical trials
- Community studies – evidence-based practices that have measurable impacts
- Graduate education - blended degree programs
- Economic impact - workforce development or industry partnerships

With a three phase plan, TCMC expects to exceed its research goals by 2017.

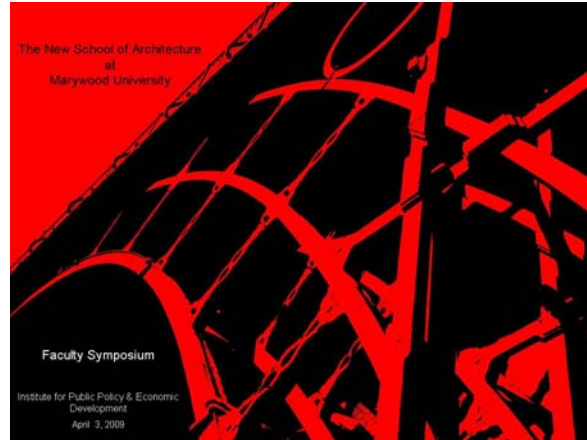
Loren (Chip) D. Prescott, Jr. Dean of the Law School Planning Initiative at Wilkes University
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The Wilkes University Law School Planning Initiative began in 1996 with the formation of a feasibility study committee chaired by then Acting Provost Bernard Graham, Dean of the Nesbitt College of Pharmacy & Nursing. The results of that preliminary feasibility study suggested that there is demand for legal education in Northeastern Pennsylvania and that a school located in the region would provide an important service to prospective students, the legal profession and the community. Following a national search, Loren (Chip) Prescott was appointed Dean of the Law School Initiative in May 2008. Dean Prescott appointed a 35-member advisory board during the 2008-2009 academic year (a board comprised of judges and lawyers from throughout the region) to assist him in completing a comprehensive feasibility study. That study, which recommends the creation of a law school at Wilkes University, was approved by University trustees in June 2009, subject to completion of a successful fundraising campaign designed to raise the funds necessary to develop the school and a suitable facility.

During the 2009-2010 academic year, Dean Prescott will be working on the fundraising campaign and on the search for a suitable facility in downtown Wilkes-Barre. Following final approval of the project by the University Board of Trustees, an application for approval of a new professional program will be submitted to the Pennsylvania Department of Education. Following that approval process, faculty and staff hiring and student recruitment will begin. Current plans call for the inaugural class to be admitted in August 2011.

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Gregory K. Hunt, FAIA
Founding Dean of the new School of Architecture at Marywood University
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Hunt provided an overview on what architects do, trends in the profession, the process of becoming a licensed architect, national trends, and Marywood University's new School of Architecture.

The New School of Architecture at Marywood will:

- be the first architecture school in Northeastern Pennsylvania
- produce professionals to serve the needs of regional communities
- educate its graduates with a focus on environmental stewardship
- provide degree programs to supplement those of other architecture schools in Pennsylvania
- support and complement Marywood's programs in Art and Interior Architecture
- transform an under-utilized campus building into a dynamic, creative environment showcasing principles of sustainable design
- with Wilkes University's new law school and The Commonwealth Medical College in Scranton, will add a third major professional school in the region

Bernard Graham, Dean Nesbitt College of Pharmacy at Wilkes University
bernard.graham@wilkes.edu

Wilkes University's pharmacy program has been in existence for over ten years. Students complete the six-year doctoral program with options to go into practice while some go on to post-graduate training. Although the program's primary mission is professional education, research and practice are valued primarily as they support Wilkes' commitment to educational excellence and faculty development. The School of Pharmacy offers two degrees: the Bachelor of Science in Pharmaceutical Sciences and the Doctor of Pharmacy degree.

The Pharm. D. requires four years of professional study following completion of all pre-pharmacy course requirements. The first year is devoted to classroom and laboratory work. Each subsequent year introduces more direct patient care and practical learning opportunities. The capstone fourth year is devoted exclusively to clinical education.

Most pharmacy students are involved in community service and service learning. One program, entitled the Pharmaceutical Access Project, has been growing strong for eight years. The program has been providing critical medications and pharmaceutical care to low-income persons who are either uninsured or underinsured. It has adopted a "restricted formulary" to optimize the availability of standard, cost-effective agents. This guarantees a continual supply of the basic pharmaceuticals to eight area clinics. The student volunteer contribution is invaluable and all of the clinics have been provided with thousands of volunteer hours.

Since the first graduating class of Doctor of Pharmacy students in 2000, between 10-15 percent of graduates from each class pursue post-graduate training. This year, over 20 percent of the 2009 class has been awarded this privilege.

Although post-graduate training for pharmacists is not new, it is not required for practice. Graduates committing to this training sacrifice time and income to further advance their careers and impact patient health. Post grad students study at institutions throughout the United States.

Graduates from the School of Pharmacy are providing quality patient care in a wide range of health systems, in metropolitan and rural areas in 22 states. Common areas of pharmacist employment include retail pharmacies, hospitals, clinics, and pharmaceutical sales.

Afternoon Panel 1

Comparison of First-Aid and Injury Prevention Knowledge between Coaches Who Took and Did Not Take the P.R.E.P.A.R.E. Program

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Context: With the high participation rate in youth sports, coaches should be educated in injury prevention and first-aid techniques. A number of studies have evaluated the first-aid and injury prevention knowledge of youth coaches; all of the studies have found a severe lack of first-aid and injury prevention knowledge. In 2002, the National Center for Sports Safety (NCSS) and the NATA developed a first-aid and injury prevention program entitled P.R.E.P.A.R.E. This on-line program educates coaches about first-aid and injury prevention techniques. The program includes seven modules: emergency planning, heat and cold illnesses, emergency recognition, medical conditions, principles of first aid, head/neck/facial injuries, warm-up and cool down. A score of $\geq 70\%$ is needed to pass each module. **Objective:** To compare the first-aid and injury prevention knowledge of coaches who took P.R.E.P.A.R.E (PC) and those who did not (NPC). **Design:** A two-group comparison design was utilized. The NPCs took the examination once during the season. The PCs completed the program, the examination, and retook the exam three months later. A comparison between the NPCs and the PCs second examination was utilized. **Setting:** Two mid-Michigan youth football programs. **Participants:** Participants included 55 (40.25 ± 7.59 years) youth football coaches. Years of being a youth football coach were $M=4.13$ ($SD = 4.52$). **Measurements:** The module and question specific means of the examinations were compared using Fisher's Exact Test. **Results:** Fourteen (73.7%) PCs $M=61.37$ ($SD=3.82$) and 17 (47.22%) NPCs $M=55.821$ ($SD=5.14$) passed the examination. All coaches passed module 4, medical conditions. There were no statistical differences for the other six modules; module 1 Chi-Square=1.456, $df=1$ $p=.224$; module 2 Chi-Square=1.797, $df=1$, $p=.149$; module 3 Chi-Square=1.456, $df=1$, $p=.224$; module 5 Chi-Square=.537, $df=1$, $p=.655$; module 6 Chi-Square=1.095, $df=1$, $p=.424$; module 7 Chi-Square=2.903, $df=1$, $p=.108$. There were significant differences between PCs for the following questions: When traveling to another facility what action should be taken concerning the emergency action plan, Chi-Square=3.541, $df=1$, $p=0.054$; what is the ideal carbohydrate concentration of a fluid replacement solution, Chi-Square= 6.486, $df=1$, $p=0.012$; how to care for an athlete suffering a seizure, Chi-Square=7.990, $df=1$, $p=0.004$; where are the

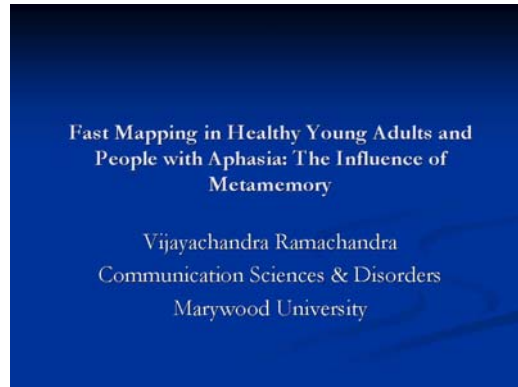
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pressure points, Chi-Square= 7.089, $df=1$, $p=0.007$; where is the best place to keep a dislodged tooth, Chi-Square=7.406, $df=1$, $p=0.006$; how long should a cool down last, Chi-Square=4.233, $df=1$, $p=0.041$. **Conclusions:** Having taken the P.R.E.P.A.R.E. program did not significantly improve the passing rate of the examination, but did improve the knowledge on questions related to emergency action plans, carbohydrate concentration, seizure care, pressure points, care for a dislodged tooth, and cool down. Due to the lack of significant differences between PCs and NPCs, the P.R.E.P.A.R.E. program should be enhanced to include more detailed information.

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Fast Mapping in Healthy Young Adults and People with Aphasia: The Influence of Metamemory

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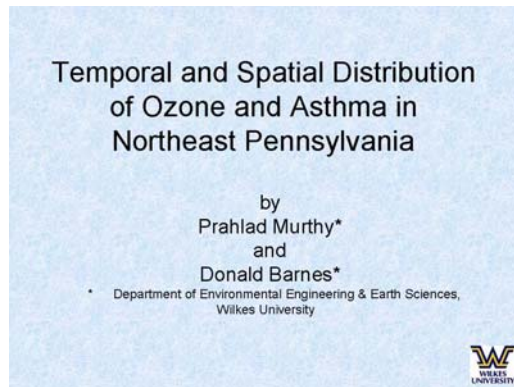


Several research studies suggest the significant role played by metamemory (Judgments of Learning) in lexical abilities of both adults and children. To our knowledge, there have been no studies to date that have explored the role of metamemory in fast mapping of novel words by adults. One hundred and twelve undergraduate students were given tasks of fast mapping and judgments of learning. A one-way Multivariate Analysis of Variance revealed that participants who performed well on fast mapping had superior global and item-by-item absolute prediction scores compared with poor performers. However, good and poor performers did not significantly differ in item-by-item relative predictive accuracy (Goodman-Kruskal gamma correlations) in the immediate as well as the delayed judgments of learning conditions. The possible reasons for inferior gamma correlations, the methodological issues for future research and the clinical implications for the assessment and treatment of adults with lexical deficits will be discussed. I will also discuss my ongoing research project on novel word learning in people with aphasia.

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Temporal and Spatial Distribution of Ozone and Asthma in Northeastern Pennsylvania

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Ozone is a secondary air pollutant that forms in the atmosphere in presence of sunlight due to reactions between nitrogen oxides, hydrocarbons, and hydroxyl ions among others. Studies have shown ozone to cause asthma and decrease pulmonary function in human beings, particularly among children and older adults. This has been one of the main reasons the Pennsylvania Department of Environmental Protection (PADEP) adopted the revised 8-hour ozone National Ambient Air Quality Standard (NAAQS) of 75 ppb in March 2008, which was until then 80 ppb. Meeting this standard during summer months has been of concern in any areas of the Wyoming Valley. According to the Pennsylvania Department of Health's statistics, approximately 21,000 of the state's residents were hospitalized in 2003 due to asthma. The presentation focuses on the application of geospatial technologies to study the spatial distribution and variation of ozone levels and its correlation with asthma-related hospital admissions in Luzerne and Lackawanna counties. Preliminary analysis of data from the past five years indicate that there is a statistically significant correlation between increasing summertime ozone levels and increases in asthma-related hospitalization, which has outpaced the population growth in the study region.

Should Automatic External Defibrillators be Used in Hotels?

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*Should Automatic External
Defibrillators Be Used In
Hotels?*



Increasing guest needs for Automatic External Defibrillator (AED) have transpired, framing the complexity surrounding the use of AEDs in the hospitality environment. Working under a professional standard to provide the very best safety and security for its guests and travelers, hotel men and woman confront the promising technology of Automatic External Defibrillators meant to save lives and the dilemmas presented by the history of unreliable manufacturing standards, ambiguous public oversight and state regulations that are fragmented and confusing in their intent to provide encouragement to users by providing protection from liability.

After a careful investigation of the facts, it appears that “one size does not fit all” in terms of recommending a rational course of action for hotel use of AEDs. This case study analyzes the creation of case study questions for students to answer.

The Problem of Unbelief: What IS at Stake for the Unbeliever in Sylvain Trudel's Novel *Mercury Under My Tongue*?

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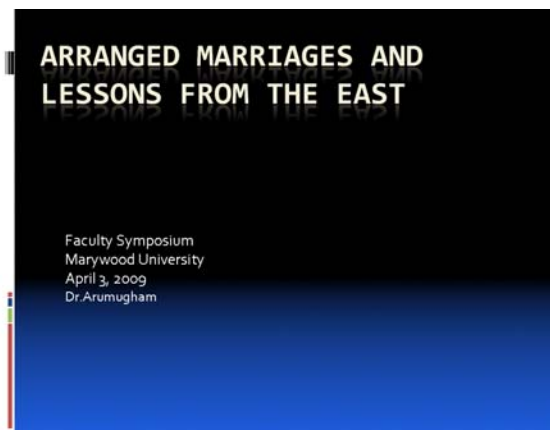
Memoirist and multiple sclerosis patient Nancy Mairs divides writing about illness into two camps: "feel good" and "feel real." But these divisions belie the intricacies of representations of health and illness in contemporary literature. Texts presented from positions of spiritual unbelief may be underrepresented in many reading lists because they present readers with tense questions of what is really at stake in life and death for the unbeliever.

Using Canadian writer Sylvain Trudel's *Mercury under My Tongue* (trans. Sheila Fischman), I will discuss the text as an example of a "feel real" text that withholds the consolation of spirituality, thereby problematizing recent and abundant calls for the inclusion of spirituality in the treatment of illness. Trudel's text is a stream-of-consciousness "diary" recorded by adolescent "Frederick Langlois," dying of bone cancer in a Toronto hospital. On the first page, Frederick asserts, "I've been an atheist since birth," yet his diary reflects deep education in Catholic doctrine, thereby compromising the reader's ability to trust the narrative voice. On the one hand, it is possible to read the novel as an example of the thoughts of one who "protests too much," in terms of rejecting faith and its comforts. At the same time, the novel may provide health-care practitioners with an understanding of patients who profess no spiritual or religious affiliation.

Afternoon Panel 2

Arranged Marriages and Lessons from the East

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Family relationships are of great importance in India and divorce is not encouraged, though divorces do take place. Liao (2006) observes, "The concept of marriage in the Asian Indian context is not a relationship between two individuals...rather...arranged by the parents of both parties, symbolizing alliance between the two families (p. 26). When families come together to arrange marriage for their children, they take into consideration several important factors, which are crucial for a successful marriage, such as social compatibility, economic compatibility, and educational compatibility, to mention a few. Hence, the decision to marry someone or to give someone in marriage is not based on mere emotion but based on what will and will not work. Arranged marriages could be attributed to be an important determining factor for the India's lowest divorce rate (1.1%) in the world (Divorce Rate, n.d).

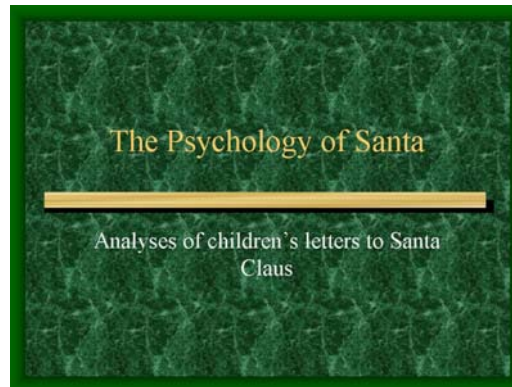
Although in many of the traditional arranged marriages the parents made the choice, in modern arranged marriages, parents take into consideration their children's expectations and the involvement of children in choosing their prospective life partner is more (Arranged Marriages, n.d). As Blood (1965), Rao and Rao (1982) and Applbaum (1995) have noted, "In modern arranged marriage settings, the agent wishing to marry has considerable autonomy over the actual decision" (as cited in Batabyal, 2001, p. 274). As the decision about marriage is a collective decision, it makes both the spouses accountable to each other and also to their families.

Respect for elders and their wisdom, which comes with age and experience, is a cherished cultural practice in India. Therefore, in case of marital conflicts, either the spouses seek the help of their parents and elders in the family (usually grandparents) in

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resolving conflicts or parents and the significant others volunteer to help the spouses resolve their conflicts. Marital conflicts, in some cases, become all the more complicated due to others' involvement but invariably they get resolved resulting in an increased marital satisfaction. Yelsma and Athappilly (1988) reported that, "persons in arranged marriages had higher marital satisfaction scores, than either the love-married persons in India or the companionate-married persons in the United States" (as cited in Myers, Madathil & Tingle, 2005, p. 184).

The Psychology of Santa: Analyses of Children's Letters to Santa Claus
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Many sources describe the stress and strain families are under today, and suggest that we need to develop more family traditions that provide some sense of stability and belonging (Ban Breathnach, 1990). Some suggest that our society has become more informal and fragmented (e.g., Wallace, 1997). This may be echoed in the manner in which children write letters to Santa, and in the kind and number of customs that people keep with regard to the Christmas season. The glitter, the greed, and the generosity of those letters captivated me. What other research, I wondered, had been done with letters to Santa and, more generally, Christmas customs? My search took me through decades of psychological research, as well as studies in sociology, communication, history, and advertising. How many children continue to write traditional letters, use "please" or "thank you," or refer to time-honored customs, such as concern for the North Pole family (e.g., Santa, Mrs. Claus, Rudolph, the elves) and mentioning being good? Have lists of toy requests replaced this way of life? I shall present data from my analyses of children's letters to Santa Claus. The 1,235 letters in my database span six years (1998-2003). Topics to be discussed include how traditional vs. non-traditional letters differ, how letters across the years differ, gender differences, and politeness in the letters.

The Biology of the Poetic Text: An Approach to the Surrealist Poetry of the Spanish Nobel Laureate Vicente Aleixandre

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Throughout his career the Spanish poet Vicente Aleixandre has consistently discussed his early surrealist work in physiological terms. In various poetic pronouncements he refers to texts such as *Swords Like Lips* (1932) and *Destruction or Love* (1933) as undifferentiated carnal states, chaotic yet interconnected flows of sound, pulse, rhythm steadily gaining clarity and communicative power by engaging world and reader in a tumultuous yet productive dialogue. In the poet's words these texts showcase, "poetry in a nascent state, flowing out from inner depths of the poet."

This paper considers Aleixandre's views on poetic creation in order to examine the extent to which the texts *Swords Like Lips* and *Destruction or Love* reconstruct or reveal internal physical reality through poetic structures and language. The analysis will focus on the layout of poems within each text, as well as on the poet's use of various rhetorical and structuring devices in order to show how linguistic dissonance, tensions and syntactical ruptures within the poet text mirror those that operate within a human body, thereby allowing the poet to effectively merge form and content.

The analysis will conclude with a close reading of two particular poems, "My Voice" from *Swords like Lips* and "Words" from *Destruction or Love*, both of which showcase a number of poetic images and structures that merge the textual and the corporeal. As the study will show, for Aleixandre, both the textual and the corporeal are indeed one, for both are spaces within which vital rhythms, connective arteries and voluptuous shapes ultimately become sound, word or verse-producing tools. In effect, these texts become not just extensions, but also embodiments of the life-force itself.

Girl, Interrupted: Collaborative Feminist Criticism

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Interruptions are generally viewed negatively. While everyone suffers from being interrupted at times, women especially have often found themselves in domestic locations that encourage interruptions, leading Virginia Woolf to explain the necessity for writers to have “rooms of their own.” Given this recognition, it is rather surprising that some contemporary feminist critics rhetorically enact the interruption, ultimately revaluing the interruption’s potentially positive effects. Creative literary critics such as Alice Walker in “Beyond the Peacocks; The Reconstruction of Flannery O’Connor” (1975); Susan Howe in *My Emily Dickinson* (1985); and Rachel Blau DuPlessis in *The Pink Guitar: Writing as Feminist Practice* (1990) use interruptions to create rhetorically collaborative critical essays in which the authorial voice remains open and responsive to other voices.

In “Beyond the Peacocks,” Walker dramatizes her reading of a Flannery O’Connor story as a conversation she has with her mother, drawing on the African American rhetorical tradition of call-and-response. Howe, on the other hand, interprets an Emily Dickinson poem by juxtaposing it with layers of texts Dickinson might have read or been familiar with. Finally, DuPlessis pulls together several types of interruptions, at times bearing similarities to both Walker and Howe.

The openness to new voices these writers display not only operates within the text but also acts as a rhetorical invitation for readers to actively participate in the conversations rather than simply listen passively. That is, these critics avoid the kind of traditional univocal scholarly article that suggests mastery in favor of a conversational model in which speaking and listening become part of an ongoing exploration.

Food beyond Consumption as Spiritual Nourishment: An Account Explored through Memories and Recipe Exchange

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In this paper I will first clarify what I mean by the spiritual dimension of food. Then, I will present an example where we can see the spiritual dimension of food at work. I will then explore some preliminary conclusions about what the spiritual dimension of food is, and how this dimension can be helpful for us to underscore the intimate connection that we can establish between the food we eat, and the life we lead. I will also state what some of the shortcomings of the view that I have thus far explored, and a preliminary response to them.

Summary

When we think about food as nourishing, we usually think of it as *bodily* nourishment: vitamins and minerals absorbed into our body and becoming fuel to work, study, play, etc. There is, however, a different kind of nourishment that we can derive from food, and this I have called a *spiritual dimension*. It is this spiritual dimension of food that is the subject of this paper.

What is the 'spiritual dimension' of food? For the purposes of this piece, I do not mean to claim that food is spiritual nourishment in a religious or ritualistic sense. Rather, I claim that food's spiritual dimension is a power that can facilitate the renewal of a person's life; this power is evidenced when food that is not consumed but only remembered may humanize our existence, even in circumstances where most of our humanity is cruelly taken away from us.

A preliminary answer to questions regarding the spiritual dimension of food depends, like our memories of other situations, not only on the outside world, but also on us. There needs to be some sort of first spiritual nourishment, some base coat of awareness where self-dignity is seen as power, as the spiritual dimension of food will be able to latch on to it and grow. If in our lives we do not experience any self-worth, if we do not have any stories that give us hope, if we cannot exercise our imagination to project a better future, then the spiritual dimension of food cannot arise, and this avenue to happiness looks more like a dead end. It is thus our responsibility to foster a sense of self-worth and dignity in every person, so that we can all have another tool to find our way towards fulfillment.

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The Role of Mirror Neurons in Processing Vocal Emotions: Evidence from Psychophysiological Data

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Recent evidence suggests that the mirror neuron system may serve as a common neural substrate for processing motor, linguistic, emotional, and other higher-level cognitive information. The current study employed psychophysiological methods to elucidate the role of this system in processing vocal emotions. Skin conductance and heart rate were measured for twenty-five undergraduate students while they were both listening to emotional vocalizations and also thinking (internal production) about them. The results revealed changes in skin conductance response and heart rate during both 'listening' and 'thinking' conditions. This suggests an active role of the mirror neuron system in processing vocal emotions. I will also be discussing my ongoing research project, through which I am exploring age-related changes in processing vocal emotions using psychophysiological techniques.

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**Gerotranscendence and Perceptions of Health and Aging in Older Adults
Participating in a Senior Companion Program**

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Understanding older adults is paramount in providing programs, making decisions, and providing care to older adults. This correlational, non-experimental study examined the relationships among gerotranscendence, gender, age, status as a senior companion volunteer or agency client, presence of social support in the home, perceptions toward aging, and perception of health in older adults participating in a senior companion program. The sample included 68 senior companion volunteers and 48 agency clients.

Results indicated that the progression of gerotranscendence was not related to gender, age, status as volunteer or client, or presence of social support in the home. There was a positive correlation between progression of gerotranscendence scores and perceptions of aging scores and perception of health status scores. Perceptions of aging scores were positively correlated with perception of health scores. A stepwise multiple regression revealed that a positive perception of aging was the best predictor of gerotranscendence progression scores.

The theory of gerotranscendence is a developmental theory which describes how individuals progress into old age and can provide a blueprint for the changes that occur with aging. Findings of this study support Tornstam's claim that the developmental progression of aging described by the theory of gerotranscendence is healthy and positive.

From Ivory Tower to the Field: Art on Marywood University's "Back 40"

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Dr. Linda Dugan Partridge is an art historian: her personal research area is art and science in America and, specifically, the art of John James Audubon. Pamela Parsons is a studio artist whose paintings are deeply influenced by traditional art, historical techniques and by the natural world. Together, we find ourselves embarked on a non-traditional research journey that moves contemporary art out of textbook and studio and into the practical world.

We co-direct the *Land Design/Environmental Remediation Initiative* slated for construction on a 4+/- acre tract at the edge of Marywood University's campus, a mine-scarred area known as the "Back 40." Roots of the initiative are in our co-taught course on art and nature in America. The course subsequently led to our *Fresh Perspectives-New Solutions: Visiting Environmental Artist Series*, initially funded by the Willary Foundation. The terms of that grant provided for a feasibility study analyzing the possibility of a professionally-designed environmental art project in the NEPA region: with a positive study result, the project was launched.

We are now fortunate to be working with Patricia Johanson, internationally renowned artist and a founder of the environmental art movement. We have charged Johanson with designing a public access, park-like space that both heals the land and visualizes—even celebrates—its social, economic, and environmental history.

We will begin our presentation by introducing the concept of environmental art, which can be used to reclaim or remediate damaged environments, aesthetically restoring ecosystems. The planning process and community input at each stage of development are often considered part of the "art" itself. We will then feature the following aspects of our *Land Design/Environmental Remediation Initiative*, including:

- The artist
- The need and opportunities for aesthetic land remediation in NEPA
- The prospects for regional economic development
- The project process and timeline, including:
 - networking with community collaborators
 - working with university collaborators
 - researching the site (social, economic, and natural histories)—process and discoveries
 - fundraising and planning

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Our research is, in fact, a real-world application of our other, more formal, academic concerns. We move here from theoretics to an exploration of the practical application of contemporary art in a way that makes it relevant to community stakeholders and our immediate environment. Our participation is part of the art: our investigation allows us practice what we teach.