



**Rock Research Expo 2021**

#### In this issue:

<b>Welcome</b>	<b>1</b>
<b>Feature Story</b>	<b>3</b>
<b>Recent Publications</b>	<b>4</b>
<b>Recent</b>	
<b>Presentations/Performances/Exhibitions</b>	<b>16</b>
<b>Recent Research Activities/Accolades</b>	<b>28</b>
<b>FAQ</b>	<b>32</b>

#### The Scope of RRE includes:

- Recent publications of faculty members and students (title, authors, and optional abstract)
- Recent research projects and grant acquisitions (title, authors, brief description)
- Recent conference presentations, performances, and exhibitions of faculty members and students
- Announcements of research related activities

## WELCOME

### Aim

The aim of the Rock Research Expo (RRE) is to serve as a newsletter that keeps our campus informed of the scholarly endeavors and potential research opportunities for both faculty members and students.

Specifically, RRE:

- Shares new knowledge of different disciplines on campus
- Provokes students' interests and curiosity in knowledge exploration
- Promotes long term academic communication and collaboration on campus, and most importantly
- Develops a success-driven environment of learning for faculty members and students

#### The Policies of RRE are:

- Anyone can submit his or her information via email. Student submissions need to have a supporting letter or email from a faculty member
- The basic submission standards for the newsletter will be that the submitted material be legible, pertinent, and appropriate to present to the campus community
- Authors are responsible for the accuracy of their submissions. Newsletter editors and SRU will NOT be responsible for the verification of the submitted information

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## FEATURE STORY

# Pandemic University: Teaching and Learning in A Global Crisis

### Editors:

**Danette Dimarco** (*Department of English*)

**Jason T. Hilton** (*Department of Secondary Education/Foundations of Education*)

**Timothy Ruppert** (*Department of English*)

In early March 2020 as the COVID-19 pandemic began to sweep across the world, most institutions of higher education within the United States faced an unprecedented challenge. As traditionally conceived, colleges and universities are daily sites for myriad public gatherings, from the largest of athletic events to the shared dorm rooms. Residence halls, athletic facilities, and classrooms large and small quickly turned from safe spaces for learning, community building, and enrichment into potentially volatile locations for the spread of one of the deadliest viruses encountered in recent history. With little knowledge about the virus, the university community was forced to immediately assess which outcomes of the college experience are most vital and then to swiftly adapt to meet these outcomes in a manner that placed social distance and safety as top priorities. For most higher-education institutions, the route forward became clear: students must leave their campuses and rapidly transition to fully online learning.

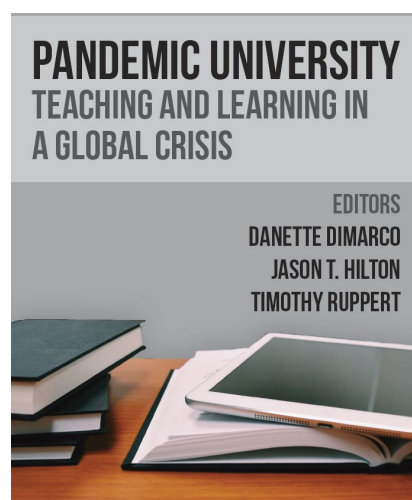
For students, this presented a number of challenges. Many were without adequate Internet connections necessary for robust online learning. Others dealt with a return to home environments that were not conducive to quiet and concentrated study. For all students, this change was so accelerated and unexpected that it would require a significant cognitive leap to reimagine what learning might look like in a completely online context.

For faculty, many of whom had no experience teaching online, the task before them was monumental. Much of

the preparatory work in online classes is frontloaded, and those who regularly teach online spend months in preparation before a term gets under way. Materials must be gathered, lectures recorded, assessments programmed into online formats, discussion forums created, drop boxes added, weblinks established ... the list goes on and on. Already midway through the Spring semester, faculty were given two weeks to convert the remaining six weeks of teaching and learning in their face-to-face classes into fully online formats. Higher education, known for progressing at glacial speed, does not lend itself effortlessly to change; so, such a quick transition in delivery was previously unthinkable.

Pandemic University captures the story of this transition in the Spring semester of 2020. Faculty, students, and administrators across disciplines and from varying perspectives at Slippery Rock University have come together in this volume to engage in the Scholarship of Teaching and Learning (SoTL) that captures the struggles, triumphs, and lessons learned during this watershed moment.

The eight sections of Pandemic University and the essays contained within represent an intentional and scholarly approach to understanding the experiences of faculty, students, and administrators during the rapid transition to fully online instruction in early 2020. The collection records individual stories of struggle, adaptability, and efforts to deliver the best instruction possible at the beginning of one of the most transformational periods in the history of higher education.



## RECENT PUBLICATIONS

Abiad, A., **Brimkov, B. (Department of Mathematics and Statistics)**, & Grigoriev, A. (2021). On the status sequences of trees. *Theoretical Computer Science*, 856, 110-120.

<https://www.sciencedirect.com/science/article/pii/S0304397520307581>

Ahmad, S., Zhu, X., **Wei, X. (School of Engineering)**, Zhang, S. (2021). Influence of process parameters on hydrothermal modification of soybean residue: Insight into the nutrient, solid biofuel, and thermal properties of hydrochars. *Journal of Environmental Management*, 283, 111981-11198.

Ahmad, S., Zhu, X., **Wei, X. (School of Engineering)**, Zhang, S. (2020). Characterization and potential applications of hydrochars derived from P- and N-enriched agricultural and antibiotic residues via microwave-assisted hydrothermal conversion. *Energy & Fuels*, 34(9), 11154-11164.

Ahn, J., Collis, W., & **Jenny, S. (Department of Exercise and Rehabilitative Sciences)** (2020). The one billion dollar myth: Methods for sizing the massively undervalued esports revenue landscape. *International Journal of Esports*, 1(1), 1-19.

<https://ijesports.org/article/15/html>

**Abstract:** It is our contention that the 2019 esports industry's revenue size is massively undervalued at \$1.1B USD within the literature. This paper provides a more accurate sizing of the esports landscape, incorporating into the analysis six major sectors of the esports industry: 1) teams, professional players, and streamers, 2) game publishers, 3) streaming platforms, 4) physical products, 5) leagues and tournaments, and 6) digital tools. Each sector is discussed separately, with descriptions of the business models and corresponding revenue equations that drive each sector's revenue estimates. Overall, we purport that \$24.9B USD is a more accurate estimation of the "true" market size of esports for 2019.

Alfredo, A., Denochick, A., Peterson, L., Reilly, T. (Doctor of Physical Therapy students), & **Holbein-Jenny, M. A. (School of Physical Therapy)** (2019). Pediatric reach test (PRT). Peer-reviewed syntheses on physical therapy tests and measures, *the American Physical Therapy Association's Evidence-based Practice Resource* website:

<https://www.apta.org/patient-care/evidence-based-practice-resources/test-measures/pediatric-reach-test-prt>

**Artman, N. (Department of Strategic Communication and Media)** (2020). Applying the cognitive theory of multimedia learning: Using the ADDIE model to enhance instructional video. *Explorations in Media Ecology*, 19(3).

**Artman, N. (Department of Strategic Communication and Media)**, Stiegler, Z., Szuminsky, B., & Albright, M. (2020). Mass Media in the Mobile Village. *Explorations in Media Ecology*, 19(2).

**Artman, N., & Strahler, D. (Department of Strategic Communication and Media)** (2020). Digital storytelling: using global engagement and student-centered learning to (Re-)produce travel. In I. Gendelman & J. Birkenstein (Eds.), *Classroom on the Road: Designing, Teaching, and Theorizing Out-of-the-Box Faculty-Led Student Travel*. Washington D.C.: Lexington Books.

**Brimkov, B. (Department of Mathematics and Statistics)**, & Brimkov, V. E. (2021). Optimal conditions for connectedness of discretized sets. *Journal of Combinatorial Optimization*, 1-14.

<https://link.springer.com/article/10.1007/s10878-020-00691-0>

**Brimkov, B. (Department of Mathematics and Statistics)**, Mikesell, D., & Hicks, I. V. (2021). Improved computational approaches and heuristics for zero forcing. *INFORMS Journal on Computing*.

<https://pubsonline.informs.org/doi/abs/10.1287/ijoc.2020.1032>

**Brooks-Wells, A., Cheung, K., Fiedor, J., Peterson, S., Rogers, A. (Doctor of Physical Therapy students), & Holbein-Jenny, M. A. (School of Physical Therapy)**

(2019). Knee injury and osteoarthritis outcome score for joint replacement (KOOS, JR): test-and-measure summary. *American Physical Therapy Association PTNow website*:

<https://www.ptnow.org/tests-detail/knee-injury-osteoarthritis-outcome-score-joint-rep> Published May 17, 2019.

Accessed July 17, 2019.

**Brungard, A. B. (Library Department), & Klucevsek, K. (2020).** Digital resources for students: navigating scholarship in a changing terrain. *portal: Libraries and the Academy*, 20(4), 597-619.

**Brungard, A. B. (Library Department) & Smith, L. (Department of Geography, Geology, and the Environment) (2021).** A data discovery project: Seeking truth in a post-truth world. In J. Bauder (Ed.), *Data Literacy in Academic Libraries: Teaching Critical Thinking with Numbers*. ALA Editions.

**Burton, J., Cammisa, N., Case, R., Sopinski, S. (Doctor of Physical Therapy students), & Holbein-Jenny, M. A. (School of Physical Therapy) (2019).** Chelsea critical care physical assessment Tool (CPAx). Peer-reviewed syntheses on physical therapy tests and measures, *the American Physical Therapy Association's Evidence-based Practice Resource website*: <https://www.apta.org/patient-care/evidence-based-practice-resources/test-measures/chelsea-critical-care-physical-assessment-tool>

**Calhoun, K. Cannizzaro, R., Kern, A., Kletzli, K., Scalise-Franklin, D. (Doctor of Physical Therapy students), & Holbein-Jenny, M. A. (School of Physical Therapy) (2019).** Patient-reported outcomes measurement information system global 10 (PROMIS Global-10): test-and-measure summary. *American Physical Therapy Association PTNow website*: <https://www.ptnow.org/tests-detail/patient-reported-outcomes-measurement-information-> Published May 17, 2019. Accessed July 17, 2019.

**Carmean, S., Gesualdi, J., Hans, E., Mixon, G., Pesarchick, R., Racer, A., Toler, S., Young, M. (Doctor of Physical Therapy students), & Holbein-Jenny, M. A.**

**(School of Physical Therapy) (2019).** Mini balance evaluation systems test (Mini-BESTest). Peer-reviewed syntheses on physical therapy tests and measures, *the American Physical Therapy Association's Evidence-based Practice Resource website*: <https://www.apta.org/patient-care/evidence-based-practice-resources/test-measures/mini-balance-evaluation-systems-test>

**Clarke, M. M., Harrington, H. A., Glenning, J. P., Zannino, D., Holmstrup, M. E., Jensen, B. T. (Department of Exercise & Rehabilitative Sciences), Smolich, J. J., Cheung, M. M. H., & Mynard, J. P. (2021).** Magnitude and significance of inter-arm blood pressure differences in children and adolescents. *International Journal of Hypertension*, 38.

**Background:** An interarm difference (IAD) in blood pressure (BP) of 10mmHg or more is a potential cardiovascular risk factor in adults, given its association with cardiovascular events/mortality. In children and adolescents, accurate BP assessment is critical for identifying risk of end organ damage. However, IAD has not been systematically studied in paediatric patients; if present and of significant magnitude, measuring BP in only one arm could lead to misclassification of hypertensive status. Method: In 95 children/adolescents with a normal aorta (including 15 with a history of tetralogy of Fallot) aged 7–18 years attending the Royal Children's Hospital, Melbourne, we aimed to determine the magnitude of IAD, frequency of IAD of at least 10mmHg, difference in BP classification between arms, and influence of repeat measures on IAD in a single visit. After 5min rest, simultaneous bilateral BP was measured in triplicate with an automated device. Results: Absolute systolic IAD was 5.0mmHg (median, interquartile range 2–8mmHg) and was 10mmHg or more in 14%, with no change on repeat measures. In patients with a history of aortic surgery, IAD of 10mmHg or more occurred in 27% (transposition of the great arteries, n/415) and 75% (aortic coarctation, n/48). Differences in BP classification, based on initial left vs. right arm measures, occurred in 25% (normal aorta) and 40%/63% (aortic surgery), or 17% and 33%/50%, respectively if second and third measurements were averaged. Conclusion: Substantial



interarm BP differences were common, even in apparently healthy children and adolescents: evaluation of IAD may, therefore, be important for BP classification in the pediatric setting.

Clements, G., & Petray, M. J. (Department of Modern Languages and Cultures) (Eds.) (2021). *Linguistic discrimination in US higher education: Power, prejudice, impacts, and remedies*. Routledge. <https://www.routledge.com/Linguistic-Discrimination-in-US-Higher-Education-Power-Prejudice-Impacts/Clements-Petray/p/book/9780367415358>

Combs, V., & Kuehn, S. (Department of Criminology & Criminal Justice Department) (2020). The school to prison pipeline: how overly harsh school discipline pushes minority youth out of schools and into the criminal justice system, portmanteau. *SRU Gender Studies Journal*, 3, 16-41.

Cooklin, K. (Department of Philosophy) (2021). Borders of Identity. In R. Pine & V. Konidari (Eds.), *Borders and Borderlands: Explorations in Identity, Exile and Translation*. Cambridge Scholars Publishing.

Covey, W. (Department of English) (2020, Spring/Summer). Book Review: Interpreting anime, by Christopher Bolton. Minneapolis: University of Minnesota Press, 2018. *Journal of Film and Video*. 72(1-2), 100-102.

Crytzer, M.L. (Department of Nursing) (2021). Using humor to promote positive relationships and productivity in higher education. In Vaidya et al. (Eds.), *Lead Your Nursing Teams with a Sense of Humor: Why (and How to) Be a Funnier and More Effective Educational Leader and Laugh All the Way to Your College*. Canberra: Curious Academic Publishing.

Danielson, B. (Center for Teaching and Learning), & DiMarco, D. (Department of English) (2021, Spring). Beyond the Suspensions of Online Learning and a Case for Return Design. In the MLA (Modern Language Association) edited collection *Teaching Literature Online*.

Davis, M. E., Baker, T., Eyth, E., Jaszcar, J., Kerecman, L., Sundry, C. (Doctor of Physical Therapy students), & Holbein-Jenny, M. A. (School of Physical Therapy) (2019). The veterans RAND 12 item health survey (VR-12): test-and-measure summary. *American Physical Therapy Association PTNow website*: <https://www.ptnow.org/tests-detail/veterans-rand-12-item-health-survey-vr-12> Published May 17, 2019. Accessed July 17, 2019.

DeNicola, D. M. (Department of Biology), McNair, J. N., & Suh, J. (2021). A stochastic model of epilithic algal succession and patch dynamics in streams. *Ecosphere*.

**Abstract:** Explaining spatiotemporal variability in metacommunities is challenging because conducting empirical studies that link mechanisms across scales is difficult. We developed a stochastic model of epilithic algal succession in streams to better understand the underlying interactions that drive patch dynamics at 3 levels of spatial hierarchy: patch, channel habitat, and reach. The state of an algal patch is specified by 1 of 9 community types, which are defined by growth form. Ninety-two empirical data sets of epilithic succession were used to estimate Markov transition probabilities among patch types as functions of inputs for light, nutrients and current. Two additional probability matrices determine effects of herbivory and disturbance based on user inputs.

Testing model predictions of patch-composition against independent empirical data indicated good correspondence based on resemblance metrics. Early in succession, most patches were occupied by prostrate and erect-diatoms. These persisted under low light and nutrient conditions. Motile and stalked diatom patches characterized later stages when resources were moderate. Succession proceeded to mostly filamentous-green algal patches under high resource levels. Sensitivity simulations indicated light most affected succession. Herbivory and disturbance increased the probability of prostrate diatom patches.

We then used the model to examine how changes in abiotic and biotic parameters affect patch dynamics at different scales. Changes in nutrients or light affected patch diversity differently at the habitat vs. reach scale.

Interactions with local resources levels within a channel habitat determined its alpha diversity. The proportion of channel habitat types within a reach, and their collective response to changes, determined beta diversity. Patch diversity within channel habitats generated by herbivory followed the “Predation Hypothesis” only when nutrients were low. At the reach scale, herbivory always increased patch similarity among channel habitats, lowering beta diversity. Diversity within channel habitats followed the “Intermediate Disturbance Hypothesis” for a variety of habitats. Effects of disturbance on beta diversity at the reach scale depended on channel habitat heterogeneity. Stability of patches at the reach scale was highest when disturbance created high patch diversity, supporting the “Insurance Hypothesis”. The ideas generated can improve stream bioassessment methods and provide insight into mechanisms underlying patch dynamics in other ecosystems.

**Dietz, L., Mano, N., Mazza, S., Mettus, J., Myers, Z., Savidge, L., Warminsky, M. (Doctor of Physical Therapy students), & Holbein-Jenny, M. A. (School of Physical Therapy)** (2019). Bruininks-Oseretsky test of motor proficiency, Second Edition (BOT-2). Peer-reviewed syntheses on physical therapy tests and measures, *the American Physical Therapy Association's Evidence-based Practice Resource* website: <https://www.apta.org/patient-care/evidence-based-practice-resources/test-measures/bruininks-oseretsky-test-of-motor-proficiency>

**Dinger, R., Krupski, K., Jordan, E., Timko, J., Hernandez, C., Hughes, G. (Doctor of Physical Therapy students), & Holbein-Jenny, M. A. (School of Physical Therapy)** (2019). Oswestry low back pain disability index, Oswestry low back pain disability questionnaire (ODI, ODQ): test-and-measure summary. *American Physical Therapy Association PTNow* website: <https://www.ptnow.org/tests-detail/oswestry-low-back-pain-disability-index-oswestry-1>. Published May 17, 2019. Accessed July 17, 2019.

**Downes, C., Eby, J., Fabrick, M., Nester, L., Seybold, M., Snee, E. (Doctor of Physical Therapy students), & Holbein-Jenny, M. A. (School of Physical Therapy)**

(2019). Patient-reported outcomes measurement information system: mobility tool (PROMIS Mobility): test-and-measure summary. *American Physical Therapy Association PTNow* website: <https://www.ptnow.org/tests-detail/patient-reported-outcomes-measurement-information--2> Published May 17, 2019. Accessed July 17, 2019.

#### **Eaton-Stull, Y. (Social Work Program)**

- (2021). Labracadabra: the magic of animal-assisted social work. In L. Kogan & P. Erdman (Eds.) *Career Paths in Human-Animal Interaction for Social and Behavioral Scientists*. Routledge.
- (2020). *Animal-Assisted Crisis Response: Specialized Crisis Intervention for Individuals Affected by Disasters and Crises*. NASW Press.

**Eaton-Stull, Y. (Social Work Program), Wright, C., Spirnock, C., & Vulakovich, M (Social Work Program majors)** (2020). Animal assisted stress/anxiety groups: positive coping for men in prison. *Journal of Mental Health & Social Behaviour*, 2(1), 123. <https://doi.org/10.33790/jmhsb1100123>

**Edwards, K. L. (Department of Criminology and Criminal Justice)** (2021). Prisoners' perspectives on limited rehabilitative program opportunities. *The Qualitative Report*, 26(4). <https://doi.org/10.46743/2160-3715/2021.4495>

**Abstract:** This qualitative study explored prisoners' access to programming. The findings revealed that not all prisoners had the same opportunities to engage in rehabilitative programs and that the lack of such opportunity created perceptions of inequity among them.

**Edwards, K. L. (Department of Criminology & Criminal Justice), Eaton-Stull, Y. M. (Social Work Program), & Kuehn, S. (Department of Criminology & Criminal Justice)** (2021). Police officer stress and coping in a stress-awareness rra. *Police Quarterly*. <https://doi.org/10.1177/1098611120984162>

**Abstract:** This mixed-methods study examined the different types and levels of stress experienced by police officers as well as their utilization of coping mechanisms. The findings included links among perspectives of community-police relations, stress, and coping. The authors provided recommendations to address both prevention and reduction of stress.

**Eisenreich, C. (Department of Music)** (2021, March). *Selected Repertoire and Studies: A Graded Guide for Teachers*.

**Brief Introduction:** 'Selected Flute Repertoire and Studies' is an online database containing repertoire and instructional materials for the flute, searchable by content type, level, instrumentation, and/or composer. It was developed to meet the needs of flute teachers with students ranging from beginners to graduate students.  
<https://www.nfaonline.org/publications/selected-flute-repertoire-and-studies/>

**Fiedor, J., Bostick, J., Brown, G., Ford, M., Hay, D., Pepin, A. (Doctor of Physical Therapy students), & Holbein-Jenny, M. A. (School of Physical Therapy)** (2019). Hip disability and osteoarthritis outcome score for joint replacement (HOOS, JR): test-and-measure summary. *American Physical Therapy Association PTNow* website:  
<https://www.ptnow.org/tests-detail/hip-disability-osteoarthritis-outcome-score-joint-> Published May 17, 2019.  
 Accessed June 14, 2019.

Fischbeck, A., **Funsch, C. (Department of Dance)** (2021, Spring). Anchor Us. In *Dance*, published by Dancers Group, San Francisco CA. 22-23.

**Forrest, J. Y. (School of Business)**, Liu, Y., Golden, J. (School of Business), Sissoko, Y., & Li, Q. (2020). A reformulated value chain framework useful for different kinds of markets. *Journal of Business and Economic Studies*, 24(1), 33 – 53.

**Abstract:** With the emergence of new kinds of markets, scholars recognize that Porter's (1985) value chain framework is no longer sufficient for analyzing business

firms. To confront this challenge facing managers and entrepreneurs, this paper generalizes previous works to establish results that are equally applicable to the analysis of firms that offer tangible products, services, or informational goods. Through logical reasoning and investigation of aspects of the fast-changing world of business, such as market competition, innovation, and resource, formal propositions are established. Accordingly, practical and reliable general recommendations are offered as well as a few unsettled questions for future research.

**Forrest, F. Y., Nicholls, J., Schimmel, K. (School of Business)**, Liu, S. (2020). *Managerial Decision Making: A Holistic Approach*. Springer, New York, ISBN: 978-3-030-28063-5.

**Synopsis:** The purpose of this volume is to provide managers and entrepreneurs with a readily available tool to support their daily decision making so that they know their decisions are mostly reliable and made on the basis of a sound scientific foundation, and scholars with a brand new approach to the research of managerial decision making. To accomplish this practically significant and theoretically important outcome, instead of data mining and anecdotal analysis, this book establishes results by employing systems science and logic reasoning in general and the systemic yoyo model in particular. This abstract while intuitive approach avoids all the serious limitations of econometric methods and anecdotal analyses.

This book is composed of five parts, entitled respectively *The Theoretical Foundation*, *The Present Era of Transient Competitive Advantages*, *The Innovativeness of Firms – Seen from Within*, *Development of Nationally Self-Sustained Momentum of Growth*, and *Going International or Staying Domestic?*

This book is written for those readers, who are either graduate students, researchers, or practitioners in the areas of strategy, management science and engineering, economics, and decision science, either theoretical or applied. By studying this book, by referencing back to it regularly and by employing systems methods, as presented in this volume, to resolve various demanding issues in business, the reader will



master a brand new tool of analysis and an intuition. By employing the new tool and intuition, he/she will be able to make useful decisions relatively quickly without wasting unnecessarily the valuable time and a lot of the limited financial resources.

Gawrysiak, J., Burton, R., **Jenny, S. E. (Department of Exercise and Rehabilitative Sciences)**, & Williams, D. P. (2020). Using esports efficiently to enhance and extend brand perceptions – A literature review. *Physical Culture and Sport: Studies and Research*. 85(1), 1-14.

**Abstract:** While discussion and media coverage of esports (i.e., organized competitive video gaming) has dramatically increased since 2016, the use of esports by established consumer brands has not been emphasized in the sport marketing and sponsorship literature. Though appearing in limited sport management research, esports is a non-traditional sport form that generated just under \$1.2 billion in revenue as an industry in 2019. However, many non-endemic traditional consumer brands have resisted capitalizing on esports brand-building opportunities. This paper provides a literature review of the past and current esports and sport marketing literature, resulting in the creation of a figure depicting the esports endemic and non-endemic company evolution of esports brand utilization. The evolution of the competitive video game market details how endemic companies are more apt to establish themselves in the esports space before non-endemic companies because of the way that the industry moves and has acceptance by gamers and non-gamers. Marketers and brand managers that have historically employed traditional sports may glean ideas on how to best enhance and extend their brand through the burgeoning esports industry. Moreover, ideas regarding when companies should enter the esports ecosystem is provided.

Hawkins, B.L., **Kemeny, B. (Recreational Therapy Program)**, & Porter, H. (2020). Recreational therapy competencies, Part 2: findings from the ATRA competencies study. *Therapeutic Recreation Journal*, 54(4), 402- 435.

**Holmstrup, M. E., Jensen, B. T. (Department of Exercise & Rehabilitative Sciences)**, Glasgow, A. C., & Heffernan, K. S. (2020). Sex differences in the association between PTSD symptoms with cardiac autonomic function and subclinical atherosclerotic risk. *Clinical Physiology and Functional Imaging*, 40(6), 390-398.

**Background:** Post-traumatic stress disorder (PTSD) is a public health concern that may elevate the risk for cardiovascular disease (CVD). There are established sex differences in both PTSD risk and CVD risk. Purpose: To examine sex-specific associations between subclinical PTSD symptom severity and subclinical CVD risk in young men and women. Methods: A total of 61 young adults (women: n = 29, mean age: 26 ± 7 years) completed the post-traumatic stress disorder civilian checklist (PCL) and the Center for Epidemiologic Studies Depression Scale (CES-D). Aortic stiffness was measured as carotid-femoral pulse wave velocity (cfPWV). Peripheral vasomotor function was measured as flow-mediated slowing (FMS) of carotid-radial PWV following 5-min forearm occlusion. Heart rate variability was used to assess sympathovagal balance as LF/HF ratio. Results: PCL score was positively correlated with CES-D score ( $r = 0.79$ ,  $p < .001$ ), cfPWV ( $r = 0.33$ ,  $p = .03$ ) and LF/HF ratio ( $r = 0.42$ ,  $p = .009$ ) in men. PCL score was positively correlated to CES-D score ( $r = 0.80$ ,  $p < .001$ ) in women, but was inversely correlated to cfPWV ( $r = -0.38$ ,  $p = .02$ ) and LF/HF ratio ( $r = -0.34$ ,  $p = .04$ ). PCL score was also inversely associated with FMS in women ( $r = -0.49$ ,  $p = .01$ ). Conclusion: There are sex differences in the association of PTSD symptoms and subclinical atherosclerosis. In men, increased PTSD symptoms may increase CVD risk by increasing sympathovagal balance and aortic stiffness. In women, increased PTSD symptoms may increase CVD risk via reducing vasomotor function.

**Holmstrup, M. E. (Department of Exercise & Rehabilitative Sciences)**, Keyser, J. D., & **Jensen, B. T. (Department of Exercise & Rehabilitative Sciences)** (2021). Methodological Consideration for Endothelial Function Assessment based on Bilateral Differences. *Artery Research*, 27(1), 47-50.

**Abstract:** The primary aim was to determine bilateral, simultaneous arterial stiffness and endothelial function using applanation tonometry in apparently healthy individuals. The present study points to the importance of measuring anatomical (i.e., PWV) and physiological (i.e., ENDO) vascular measures bilaterally, as differences may exist between arms. In line with established recommendations related to the bilateral measurement of blood pressure, it may be prudent to measure PWV/ENDO bilaterally and make important decisions regarding the detection, prevention, and treatment of cardiovascular disease using the results from the higher arm.

**Jazaei, R. (Department of Physics and Engineering)** (2021). *Fluid Mechanics Experiments*. Morgan Claypool Publishers.

**Brief introduction:** Fluid mechanics is one of the most challenging undergraduate courses for engineering students. The fluid mechanics experiments facilitate students' learning in a hands-on environment. The primary objective of this book is to provide a graphical laboratory manual to stimulate an interest in the Fluid Mechanics for undergraduate students in engineering disciplines. The book is divided into six chapters to cover the main topics of fluid mechanics and laboratory including how to write a technical report, uncertainty analysis, fluid properties, fluid statics, fluid dynamics, internal flow, and external flow.

A complete description and a link to buy the book are available on the Morgan Claypool Publishers website. [https://www.morganclaypoolpublishers.com/catalog\\_Orig/product\\_info.php?products\\_id=1578](https://www.morganclaypoolpublishers.com/catalog_Orig/product_info.php?products_id=1578)

**Jenny, S. E. (Department of Exercise and Rehabilitative Sciences)**, Krause, J. M., & Armstrong, T. (2020). *Technology for physical educators, health educators, and coaches: Enhancing instruction, assessment, management, professional development, and advocacy*. Human Kinetics Publishers.

**Abstract:** A wide variety of technology is available to physical educators, health teachers, and coaches—but technology is only helpful if people know how to use it

effectively. This textbook will help health and physical education teachers and coaches improve their abilities by learning to effectively use technology in the areas of instruction, assessment, management, communication, professional development, and advocacy. The effective use of technology as outlined in this book can improve student and athlete performance and assessment and motivate active and healthy lifestyles among students.

**Jenny, S. E. (Department of Exercise and Rehabilitative Sciences)** (2021). Scrambled legs: instant running activities for elementary-age children. *Strategies: A Journal for Physical and Sport Educators*, 34(2), 41-45. <https://doi.org/10.1080/08924562.2021.1867445>

**Abstract:** This article provides a sampling of coach-tested distance running activities that have been successfully implemented with elementary-age children (grades 2 to 6) that can be immediately used by any physical educator or coach.

**Jensen, B. T., Gordon, B. D. H. (Department of Exercise & Rehabilitative Sciences)**, Neuscheler, L. S., Ace, S. N., Borland, R. K., & Holmstrup, M. E. (Department of Exercise & Rehabilitative Sciences) (2020). Characterization of resting and exercise inter-arm differences in systolic blood pressure to isometric handgrip exercise in males and females. *Blood Pressure Monitoring*, 25, 252-258.

**Abstract:** A large inter-arm difference (IAD;  $\geq 10$  mmHg) in SBP is linked to cardiovascular and peripheral vascular disease, hypertension, and premature mortality. Exercise-induced IAD (eIAD) is related to resting IAD, and acute aerobic activity alters eIAD and reduces IAD in recovery. Isometric handgrip exercise (IHE) affects blood pressure (BP), though the eIAD response to IHE is unknown. Further, the eIAD response may differ between males and females. Objectives: To characterize the eIAD response to IHE in males and females. Methods: On visit 1, participants (16 females and 15 males, aged 18–35 years) completed three maximal voluntary isometric contractions (MVIC) per arm. On visit 2, before IHE, a series of three simultaneous, bilateral BP measures were averaged at rest. During IHE, participants maintained

handgrip at 20% of MVIC for 2 minutes (arm randomly assigned), at which time bilateral BP was measured (IHE) during exercise and subsequent recovery (REC1 and REC2). Repeated-measures analysis of variance assessed eIAD and SBP (time  $\times$  sex). Results: IHE increased absolute eIAD (4 mmHg). Differences in relative eIAD were observed at IHE and REC2 based on resting IAD status ( $P < 0.05$ ). Females only had an exaggerated SBP and pulse pressure response in the working arm. Conclusion: Acute IHE was shown to augment eIAD. Further eIAD and resting IAD were related. Acute IHE induced different bilateral responses between males and females, though the impact of sex on eIAD warrants further investigation. Future studies should address the effects of repeated bouts of IHE, which may benefit individuals with a large resting IAD.

**Kazemi, M. (School of Engineering)**, Takbiri-Borujeni, A., Cudjoe, S. E., & Ghahfarokhi, R. B. (2020). Fluid flow through nanosized pores. *Unconventional Hydrocarbon Resources: Techniques for Reservoir Engineering Analysis*, 1, 413.

**Kemeny, B. (Recreational Therapy Program)**, Fawber, H., Finegan, J., & Marcinko, D. (2020). Recreational therapy: implications for life care planners. *Journal of Life Care Planning*, 18(4), 35-58.

**Kuehn, S. (Department of Criminology & Criminal Justice Department)**, & Ridener, R. (2021). Butler County veterans court process evaluation. Submitted to *Butler, Pennsylvania Court of Common Pleas*.

**Kuehn, S. (Department of Criminology & Criminal Justice Department)**, & Smith, C. (2020). Butler County drug treatment court exit survey evaluation. Submitted to *Butler, Pennsylvania Court of Common Pleas*.

**Larson, S. P. (School of Business)**, Jones, J., & Swauger, J. (2020). A forensic first look at a POS device: searching for PCI DSS data storage violations. *Journal of Digital Forensics, Security and Law*, 15(4), 17.

**Abstract:** Data breaches involving Point-of-Sale (POS) devices are becoming commonplace. These breaches are

happening in many industries, and no industry seems to be immune. This paper presents a forensic first look at a common POS device found in smaller retail and restaurant establishments, specifically a VeriFone device deployed under the Verizon brand. These particular devices were selected for their widespread adoption in small and medium-sized business more likely to have weak security programs (Lueck, 2014), their standalone design which implies unprotected sensitive data will be on these devices instead of a separate controller, and their ready availability on the resale market. These devices were examined to identify plaintext operational information with security implications and to determine whether they violated the data storage requirement of the PCI DSS standard.

**Lavella, K., Tretsky, S., Swaby, E., Allen, S., Ammerman, C. (Doctor of Physical Therapy students), & Holbein-Jenny, M. A. (School of Physical Therapy)** (2019). Patient-reported outcomes measurement information system pain interference, PROMIS pain interference (PROMIS-PI): test-and-measure summary. *American Physical Therapy Association PTNow website*: <https://www.ptnow.org/tests-detail/patient-reported-outcomes-measurement-information--3> Published May 17, 2019. Accessed July 17, 2019.

**Lee, J. S. (Department of English), & Morgan, C. (English Major)** (2020). Academic triage in a global pandemic: a conversation. *Pandemic University: Teaching and Learning in a Global Crisis*, 192-202.

**Lee, J. S. (Department of English), & Lanius, C.** (2019). Eye-tracking student perception of Medieval illuminated manuscripts" with. *Medieval Perspectives*, vol. 34, 2019, pp. 422-424.

**Lee, J. S. (Department of English)** (2020). A review of *The Church as Sacred Space in Middle English Literature and Culture* by Laura Varnam. *The Journal of English and Germanic Philology*, 119(3).

**Leh, S. & Melincavage, S. (Department of Nursing)** (2020). Teaching the frontline heroes. In D. DiMarco, J. T. Hillton, & T. Ruppert (Eds.), *Pandemic University: Teaching and Learning in a Global*

*Crisis*. Slippery Rock University of Pennsylvania.

Liu, J., Chang, H., **Forrest, J. Y. (School of Business)**, & Yang, B. (2020). Influence of artificial intelligence on technological innovation: evidence from the panel data of China's manufacturing sectors. *Technological Forecasting & Social Change*, 158, September 2020, 120142. <https://doi.org/10.1016/j.techfore.2020.120142>

**Abstract:** This paper analyzes the impact of artificial intelligence (AI) on technological innovation through logic reasoning and empirical modeling. After defining the concept of technological innovation, we establish 10 general propositions and then confirm the results by using respectively static panel model and dynamic spatial panel model based on provincial panel data of China from 2003 to 2015. Our analysis shows that the mechanism of how AI affects technological innovation is that the former promotes technological innovation through accelerating knowledge creation and technology spillover, improving learning and absorptive capacities, while increasing R&D and talent investment. The empirical results indicate that under the condition of controlling R&D investment, R&D personnel, the level of openness and sophistication of infrastructure, AI significantly promotes technological innovation. Our sub-regional comparative analysis implies that AI has a significant positive impact on regional technological innovation. Based on our established conclusions, we provide corresponding suggestions and recommendations for managerial decision-making.

**Massey, C.J., Keener, E., & McGraw, J.S. (Department of Psychology)** (2020). The role of masculinity and femininity in body objectification: Comparison of heterosexual and gay communities. *Gender Issues*. 1-20. <https://doi.org/10.1007/s12147-020-09263-2>

**Abstract:** Drawing on objectification theory, we investigated associations among age, gender-typed traits (masculinity, femininity), community involvement (gay and lesbian sample), and body objectification (body surveillance and body shame) in gay men, lesbians, and heterosexual men and women. Our sample included 390 participants from university and community settings. A total of 82 gay men, 62 lesbians, 82 heterosexual men, and

164 heterosexual women, M age = 23.06 years (range 18–62), completed a measure to assess body surveillance and body shame and masculinity and femininity. Additionally, the lesbian and gay participants completed an assessment to measure LGBT community involvement. Controlling for age, results were significant for the femininity × masculinity interaction on body surveillance for gay men and lesbians, and masculine gender-typed traits for heterosexual women. Masculinity also was a significant predictor of body shame for lesbians. LGBT community involvement was non-significant for both gay men and lesbians. Our findings are consistent with objectification theory and highlight the importance of examining the complexities of gender (e.g., interaction between masculinity and femininity) and sexual orientation when body objectification is investigated.

**Mastorocco, K., Falbo, S., Kohout, J., McClain, R., Mikulic, M., Roy, B., Swain, K. (Doctor of Physical Therapy students), & Holbein-Jenny, M. A. (School of Physical Therapy)** (2020). Closed kinetic chain upper extremity stability test (CKCUEST). Peer-reviewed syntheses on physical therapy tests and measures, *the American Physical Therapy Association's Evidence-based Practice Resource* website: <https://www.apta.org/patient-care/evidence-based-practice-resources/test-measures/closed-kinetic-chain-upper-extremity-stability-test-ckcuest>

**Melago, K. A. (Department of Music)**

- (2020). *A Christmas Trilogy*. ALRY Publications.
- (2020). Student Teaching and Field Experience in Music During the COVID-19 Pandemic: Perspectives from the Field. Pandemic University.
- (2020-2021, Winter). Teaching Flute Voicing in Woodwind Methods: Overcoming Misconceptions. *NACWPI Journal*, 68(2), 6-8.
- (2020, Winter). The High Points of Teaching During COVID-19. *PMEA (Pennsylvania Music Education Association) News*, 85(2), 67-69.
- (2020, Spring). Easy Suggestions for Peer Feedback During Level Three Pre-Student



Teaching. *PMEA (Pennsylvania Music Education Association) News*, 84(3), 12-13.

**Micsky, T. (Department of Public Health and Social Work)** (2020). Uncertain times — coping with loss during the COVID-19 pandemic. *Social Work Today*. [https://www.socialworktoday.com/archive/exc\\_042420.shtml](https://www.socialworktoday.com/archive/exc_042420.shtml)

**Micsky, T. (Department of Public Health and Social Work), & Foels, L.** (2020). Community of inquiry (CoI): a framework for social work distance educators. In P.A. Kurzman (Ed.), *Online and distance social work education: Current practice and future trends*. New York: Routledge. Article from *Journal of Teaching in Social Work* selected for publication as chapter in an edited book.

Negahban, S., **Kazemi, M. (School of Engineering)**, Kalantari, M., Dindoruk, B., & Elshahawi, H. (2020). “Digital Fluid Physics”: Prediction of phase equilibria for several mixtures of CO<sub>2</sub> with petroleum fluid systems. *Journal of Petroleum Science and Engineering*, 187, 106752.

**O’Hora, L., Robbins, E., Savidge, L., Tokarick, B., Wood, B. (Doctor of Physical Therapy students), & Holbein-Jenny, M. A. (School of Physical Therapy)** (2020). Pain pressure threshold (PPT). Peer-reviewed syntheses on physical therapy tests and measures, *the American Physical Therapy Association’s Evidence-based Practice Resource* website: <https://www.apta.org/patient-care/evidence-based-practice-e-resources/test-measures/pain-pressure-threshold-ppt>

**Oldakowski, T. (Department of English), & DeConciliis, S.** (2021). The ABC's of Romeo and Juliet: a multimodal approach to analyzing Shakespeare. *Ohio Journal of English Language Arts*, 60 (2), 35-43.  
Brief Introduction: This article is based on research the authors conducted in Ms. DeConciliis' 9th grade English Language Arts classroom at McGuffy High School in Claysville, PA. Students were asked to draw pictures based on literary devices they found in the play. Findings suggest that many students analyzed the play more than

they had in class discussions.

**Ord, M., Pasek, J., Cecil, A., Cover, K., Fitzgerald, E., McCann, M. (Doctor of Physical Therapy students), & Holbein-Jenny, M. A. (School of Physical Therapy)** (2019). Functional gait Assessment (FGA): test-and-measure summary. *American Physical Therapy Association PTNow website*: <https://www.ptnow.org/tests-detail/functional-gait-assessment-fga> Published May 17, 2019. Accessed July 17, 2019.

**Petray, M. J. (Department of Modern Languages and Cultures), & Clements, G.** (2021). Chapter 11: Linguaging matters. In G. Clements & **M. J. Petray** (Eds.), *Linguistic discrimination in US higher education: Power, prejudice, impacts, and remedies* (pp.189-202). Routledge.

Porter, H., Hawkins, B., & **Kemeny, B. (Recreational Therapy Program)**

- (2020). Recreational therapy competencies, Part 1: The ATRA Delphi study. *Therapeutic Recreation Journal*, 54 (4), 391-401.
- (2020). *ATRA’s competencies in recreational therapy practice: results from the 2019 ATRA Delphi & competencies study*. American Therapeutic Recreation Association, Reston, VA.

Richeson, N. & **Kemeny, B. (Recreational Therapy Program)** (2020). Geriatric practice. In D. Austin, B. McCormick, & M. Van Puymbroeck (Eds.), *Recreational Therapy: An Introduction*, 5<sup>th</sup> Ed. Urbana, IL: Sagamore-Venture.

Robison, T., Edgar, S., Eros, J., Council, K., Helmick, J., Hoffman, T., **Melago, K. (Department of Music)**, Williams, B., & Frederickson, W. (2020). Inspiring the Next Generation of Music Educators: A Multiple Case Study of High School Music Experiences and Career Choice. *Journal of Research in Music Education*. Online First publication. <https://doi.org/10.1177/0022429420975787>



**Roth, J. J. (Department of Criminology and Criminal Justice)**

- (2021). Home sharing, property crime, and disorder. *Safer Communities*, 20(1).  
<https://doi.org/10.1108/SC-04-2020-0015>
- (2021). Home sharing and crime across neighborhoods: An analysis of Austin, Texas. *Criminal Justice Review*, 46(1), 40-52.  
<https://doi.org/10.1177/0734016820948947>

**Roth, J. J. (Department of Criminology and Criminal Justice), Pierce, M., & Brewer, S. (2020).** Performance and satisfaction of resident and distance students in videoconference courses. *Journal of Criminal Justice Education*, 31(2), 296-310.  
<https://doi.org/10.1080/10511253.2020.1726423>

**Santucci, B. A., Moneymaker, C. A. (Parks and Conservation Majors), Lisco, J. F. (Department of Parks and Conservation), & Santucci, V. L. (2021).** An overview of paleontological resources preserved within prehistoric and historic structures. *New Mexico Museum of Natural History and Science Bulletin* 82, 347-356.  
Article link:  
<https://irma.nps.gov/DataStore/DownloadFile/654713>  
SRU news link: <https://www.sru.edu/news/022221a>

**Schimmel, K., Nicholls, J., Nightingale, J., & Larson, S. (School of Business) (2020).** Cyberbullying in the workplace: towards a research agenda. *Journal of Ethical and Legal Issues*, 13.

**Abstract:** This paper reviews the current state of workplace cyberbullying research and provides a listing of the antecedent, outcome and targets of workplace bullying to facilitate future research. Cyberbullying involves the use of internet-based electronic communication devices and services to bully, harass, or intimidate individuals or groups (Hong, Chien-Hou, Hwang, Hu, & Chen 2014). Technology has provided internet-based communication tools that have increased productivity significantly. These communications, however, can have detrimental effects in the work environment when they cross the line into bullying. Schimmel and Nicholls (2013) note that cyberbullying, unlike face-to-face bullying, has several

important facets that can increase its impact. The first is that, unlike in face-to-face bullying, there are no face-to-face cues that trigger societal norms and regulate the behavior. Second, in the case of face-to-face bullying, the incident is not confined to a particular place and time. With cyberbullying, the impact is felt whenever the victim is online; this can be home, work, anywhere actually. A single bullying incident can inflict pain multiple times and in multiple locations. Also, with cyberbullying, the information is online and available indefinitely. The impact of cyberbullying in the workplace at the organizational level includes decreased job satisfaction, increased absenteeism, and lost productivity. At the individual level, the impacts can include depression, sleep disturbance, and anxiety. In addition, the prevention and remedies for organizations are discussed.

**Shelow, J., Krug, T., Homol III, T., Nigro, V., O'Neal, C. (Doctor of Physical Therapy students), & Holbein-Jenny, M. A. (School of Physical Therapy) (2020).** Spurling test, maximal cervical compression test, foraminal compression test, neck compression test, quadrant test. Peer-reviewed syntheses on physical therapy tests and measures, *the American Physical Therapy Association's Evidence-based Practice Resource website*:  
<https://www.apta.org/patient-care/evidence-based-practice-resources/test-measures/spurling-test>

**Siebert, J. R. (Department of Biology), & Osterhout, D.J. (2021).** Strategies to overcome the inhibitory properties of the Chondroitin sulfate proteoglycans on oligodendrocytes. *Journal of Neuroscience Research*, 99, 1009-1023. DOI:10.1002/jnr.24780

**Silva, C. (Department of Nursing) (2019).** Bone density and exercise. *Journal of Complementary and Alternative Medicine*, online.

**Tantillo, M., McGraw, J. S. (Department of Psychology), & LeGrange, D. (2020).** Multifamily Group for Young Adults with Anorexia Nervosa. Publisher: Routledge.

**Abstract:** This book describes an innovative

family-centered outpatient Multifamily Therapy Group (MFTG) approach called Reconnecting for Recovery (R4R) for young adults with anorexia nervosa (AN) that is based on a relational reframing of eating disorders. Created in concert with young adults and their families, R4R is designed to help avoid or repair relationship ruptures for continued collaboration in recovery. The book begins by examining AN, MFTG approaches, and the development of R4R and moves into a session by session review of R4R featuring exercises and handouts. Protocols, case vignettes, and other materials help translate the theory and research underlying this model into practice.

**Todorowski J, Yale K, Caughey C, DiSanti J, Royer J, Burnworth E, (Doctor of Physical Therapy students) Holbein-Jenny, M. A. (School of Physical Therapy)**

(2019). Patient-Reported Outcomes Measurement Information System (PROMIS) Physical Function (PF) (PROMIS PF): test-and-measure summary. American Physical Therapy Association PTNow website. <https://www.ptnow.org/tests-detail/patient-reported-outcomes-measurement-information--4>. Published May 17, 2019. Accessed July 17, 2019.

Viadero, R.C., Jr., Zhang, S., Hu, X., **Wei, X. (School of Engineering)** (2020). Mine drainage: remediation technology and resource recover. *Water Environment Research*, 92(10), 1533–1540.

Walsh, M. A., Clarke, M. M., Allen, S. R., **Holmstrup, M. E. (Department of Exercise & Rehabilitative Sciences)**, Lin, Y-K, & **Jensen, B. T. (Department of Exercise & Rehabilitative Sciences)** (2020). Observations of the exercise-induced inter-arm blood pressure difference. *Translational Journal of the American College of Sports Medicine*, 5(11), 1-6.

**Abstract:** Blood pressure (BP) is used to aid in appropriate clinical decision making and monitor safe exercise participation. A large interarm difference (IAD) in systolic BP ( $\geq 10$  mmHg between arms; IAD+) at rest is associated with premature morbidity and mortality. Moderate-intensity aerobic exercise is known to influence IAD. Purpose: The aims of the present study were to examine the relationship between resting IAD

and exercise IAD (eIAD), and to characterize eIAD during a prolonged steady-state bout of aerobic exercise in IAD- ( $< 10$  mm Hg between arms at rest) and IAD+ individuals. Methods: Sixty-two participants were studied on two separate occasions. On the initial visit, anthropometric measures and a  $\dot{V}O_{2\text{peak}}$  test were completed. On the subsequent visit, participants cycled at 50%  $\dot{V}O_{2\text{peak}}$  for 30 min. Heart rate and sequential bilateral BP were measured at rest; at 5, 10, 20, and 30 min of exercise; and during active recovery. Descriptive statistics are reported as mean and SEM. The value of eIAD in predicting IAD was determined using multiple linear regression analysis. Absolute values and the percent (%) change in eIAD, systolic BP (right and left arms), and heart rate during exercise were examined between both IAD- and IAD+ individuals using a repeated-measures ANOVA. Results: The incidence of IAD+ at rest was 19%. Twenty-five percent of the variation in resting IAD was predicted by eIAD ( $P < 0.05$ ). There were significantly different absolute and relative eIAD, and SBP responses to exercise between IAD+ and IAD-. Conclusion: There is a relationship between eIAD and resting IAD that warrants further attention. The eIAD response is inherently different between IAD- and IAD+ individuals. It may be important to measure BP bilaterally during aerobic exercise.

**Wei, X. (School of Engineering)**, Kazemi, M., Zhang, S., & Wolfe, F.A. (2020). Petrochemical wastewater and produced water: Treatment technology and resource recovery. *Water Environment Research*, 92(10), 1695–1700.

**Willford, J. A. (Department of Psychology)**, Goldschmidt, L., De Genna, N. M., Day, N. L., & Richardson, G. A. (2021). A longitudinal study of the impact of marijuana on adult memory function: Prenatal, adolescent, and young adult exposures. *Neurotoxicology and Teratology*, 84, epub ahead of print. <https://doi.org/10.1016/j.ntt.2021.106958>

Woolley, J. D., Bunce, L., & **Boerger, E. A. (Department of Psychology)** (2020). Relations between imagination and creativity. In D. Preiss & J. C. Kaufmann (Eds.),

*Turning Mind-Wandering, Daydreaming, and Imaginative Fantasy into Creativity* (pp. 181 - 203). Academic Press.

**Brief Introduction:** This chapter reviews research on the relations between imagination and creativity in both children and adults and includes discussion of several recent studies of creativity and imagination on which I collaborated with Jacqueline Woolley (The University of Texas at Austin) and Louise Bunce (Oxford Brooks University, UK).

**Zanin-Yost, A. (Bailey Library), & Freie, C. (2020)** Voices and choices: Critical information/media literacy and Behrman's practices. *The Reference Librarian*, 61(2), 133-153. <https://doi.org/10.1080/02763877.2020.1755765>

## RECENT PRESENTATIONS/ PERFORMANCES/EXHIBITIONS

Anderson, K., Campbell, T., & **Hall-Wirth, J. (Department of Special Education)** (2021, April 13). *Children with mental illness and autism spectrum disorder*. Slippery Rock University Student Symposium Virtual Poster Session.

**Artman, N. (Department of Strategic Communication and Media)**, Fortunato, J., Fleming, B., Irwin, S., Woodall, L., (2021, April). *Quality matters: What we've learning teaching online in a COVID world*. Panel Presentation at the BEA 2021 Conference. Las Vegas, NV. (Shifted Virtual: COVID-19).

**Artman, N. (Department of Strategic Communication and Media)** (2020, June). *Modern "Radio": Choices and challenges of the Niche*. Presentation at The Twenty-First Annual Convention of the Media Ecology Association. New York. (Shifted Virtual: COVID-19).

**Asher, J. (Department of Mathematics and Statistics)** (2021, March 26-27). *Equality in numbers but not in rank: a report on female faculty in Pennsylvania's State System of Higher Education between 2005 and 2020*. Presented the Plenary talk at the PASSHE Women's Consortium

11th Annual Conference: Wellness, Agency, and Advocacy in an Intersection Context.

**Brief Introduction:** The talk was based on a 270-page report written by three Slippery Rock University undergraduate mathematics majors under Dr. Jana Asher's guidance: **Marissa Perozzi '21, Spencer Kahley '23, and Aran Bybee '23**. The report is currently under review by the PASSHE Women's Consortium and will be released soon. Major findings of the report include continued disparities between genders in rank, salary, and permanency of academic positions across the PASSHE system.

Balon, K. L., Henzel, R. J., **Gordon, B. D. H., Holmstrup, M. E., & Jensen, B. T. (Department of Exercise and Rehabilitative Sciences)** (2019, November). *Inter-leg Difference in Blood Pressure is related to Ankle-Brachial Index in Healthy Adults*. Poster Presentation. MARC-ACSM (Mid-Atlantic Regional Chapter of American College of Sports Medicine) Conference, Harrisburg, PA.

**Abstract:** Increased inter-arm difference (IAD) in systolic blood pressure (BP) is linked to cardiovascular and peripheral vascular disease, arterial stiffness, and premature mortality. Previous research has determined that exercise induces IAD (e.g., eIAD). Recent studies on inter-leg difference (ILD) in systolic BP and pulse wave velocity have added a new dimension to this concept. **Purpose:** To examine the relationship between resting inter-limb differences and eIAD. **Methods:** Following informed consent, participants completed a ten-minute rest and IAD, ankle-brachial index (ABI), heart rate, central and peripheral pressure were attained using standardized procedures. Subsequently, each participant completed a 30-minute acute bout of aerobic exercise (50% VO<sub>2</sub>peak) on a cycle ergometer and eIAD was measured. **Results:** Fifty-nine individuals completed all of the requirements of the study. Resting IAD (5±4 mmHg) was lower than ILD and (10±9 mmHg;  $P<0.05$ ) and eIAD (9±7 mmHg;  $P<0.05$ ), respectively. ILD was positively correlated with right arm systolic and diastolic BP (.293 and .285, respectively;  $P<0.05$ ), central diastolic BP (.259;  $P<0.05$ ), left leg systolic BP (.323;  $P<0.05$ ),

heart rate (.355;  $P<0.05$ ), and double product (.390;  $P<0.05$ ). ILD was negatively correlated with right-sided and overall ABI (-.580 and -.631, respectively;  $P<0.05$ ). An equivocal relationship existed between ILD and eIAD (.259;  $P=0.055$ ). No relationship existed between ILD and IAD (.075;  $P=0.569$ ). Conclusion: Inter-leg blood pressure difference may not be related to resting or exercise-mediated IAD. When non-invasively screening for peripheral arterial disease, inter-leg blood pressure difference may be a simple and relevant measurement for consideration. The clinical value and implication of inter-leg blood pressure difference remains unclear, however, future studies are warranted particularly in light of new (i.e., four-limb simultaneous) technologies.

Clarke, M. M., Glenning, J. P., Stewart, N. P., **Holmstrup, M. E., Jensen, B. T. (Department of Exercise and Rehabilitative Sciences)**, Smolich, J. J., Cheung, M. M. H., & Mynard, J. P. (2019, November). *Exercise augments inter-arm systolic blood pressure differences in children*. Thematic Poster. Asian-Pacific Society of Hypertension, Brisbane, Australia.

**Berdar, K. (Psychology majors), Keener, E. (Department of Psychology), Khalaifa, M., King, D. (Psychology majors), McGraw, J.S. (Department of Psychology), Reichert, A., & Richard, A. (Psychology majors)** (2021, March). *Examining the expression of toxic gender roles in athletes and athletic embodiment*. Symposium presented at the association for Women in Psychology, Virtual

**Abstract:** Similar to other male-dominated spaces (Sanday, 1992), masculinity is performed in athletic contexts (Murnen, & Kohlman, 2007). As such, the first presentation examines masculine norm conformity and rape of myth acceptance among college football players. Findings showed that power over women and heterosexual self-presentation were related to some, but not all, of the rape myth subscales.

A central feature in the athletic context is the strong and fit athletic body. Historically, males have strived to achieve this frame (Pope, Pope, Phillips, & Olivardia, 2000). The second presentation examines this body type outside of the sports context, but in relation to

masculine norms. Results showed that for college men, drive for leanness was correlated with some masculine norms; emotional control ( $r = .18$ ), winning ( $r = .18$ ), promiscuity ( $r = .27$ ), and power over women ( $r = .34$ ).

Whereas the male body is prized, the female body is both deprecated and appreciated as soft, sexual, and frail. Some women challenge stereotyped gender roles and eschew the feminine body and instead strive for a more masculine body through exercise and sports. There seems to be societal approval of the fit (and thin) female body (Tiggemann & Zaccardo, 2018). However, as presented in the third presentation, an examination of Instagram images revealed that women athletes who are fit and strong were derogated/harassed as looking like men and were the object of demeaning/sexualized comments and threats. Findings supported the common theme that a woman's worth lies in her body and image (Thompson, 2018).

**Billek-Sawhney, B. (Graduate School of Physical Therapy), & Bresnan, B. (Doctor of Physical Therapy student)** (2021, March 3). *Cancer: Implications for Physiotherapists*. workshop delivered via Zoom for Physiotherapists in Rwanda through Health Volunteers Overseas and the University of Rwanda.

Blair, J., **Viatori, L. (Department of Dance)** (2021, June 16-18). *Decolonizing the Classroom: A Framework for Ethical Jazz Dance Pedagogy*. The International Conference of Art in Society, Perth, Australia.

Brown, D., Magyar, J., Sabol, J., Witmer, K., & **Thomas, R. E. W. (Department of Parks and Conservation)** (2020). *Facilitating human-to-human connection in an online learning environment*. Student-Faculty Roundtable (90 minutes). Presented at the PASSHE West Virtual Conference on Teaching and Learning.

**Brungard, A. B. (Library Department)** (2020, June 20-25). *Visual literacy strategies in STEM library instruction*, Presented at the Science Research Forum, Association of College and Research Libraries, Virtual Meeting.

Clarke, M. M., Harrington, H. A., Glenning, J. P.,



Zannino, D., Holmstrup, M. E., Jensen, B. T. (Department of Exercise and Rehabilitative Sciences), Smolich, J. J., Cheung, M. M. H., & Mynard, J. P. (2020, December). *Magnitude and significance of inter-arm blood pressure differences in children and adolescents*. High Blood Pressure Research Council of Australia Annual Scientific Meeting.

Clarke, M. M., Harrington, H. A., Glenning, J. P., Holmstrup, M. E., Jensen, B. T. (Department of Exercise and Rehabilitative Sciences), Smolich, J. J., Cheung, M. M. H., & Mynard, J. P. (2020, November). *Exercise inter-arm systolic blood pressure differences in children and adolescents*. American Physiological Society, Intersociety Virtual Meeting: Integrative Physiology of Exercise.

**Abstract:** An inter-arm difference (IAD) in systolic blood pressure (SBP)  $\geq 10$  mmHg (IAD+) is clinically linked with hypertension, peripheral vascular disease, and premature mortality in adults. IAD+ is also present in ~10% of apparently healthy adults and the magnitude of IAD is known to increase with exercise. However, the prevalence of IAD+ and the magnitude of IAD in children under either resting or exercise conditions is unknown. The aim of this study was therefore to quantify the frequency of IAD+ and magnitude of IAD at rest and under exercise conditions in children and adolescents. Fifty-seven participants (56% male) aged 7 to 17 years ( $13.0 \pm 2.6$ ) who were scheduled for routine exercise stress tests were recruited from the Royal Children's Hospital. Simultaneous bilateral blood pressures were measured in triplicate before exercise (PRE), immediately after a Bruce protocol stress test (MAX), and in triplicate during recovery (REC) using a WatchBP Office Central (Microlife), an automated oscillometric device equipped with two cuffs that inflate simultaneously to assess IAD. The median of triplicate measures was used for analysis. Resting IAD was 3.7 mmHg (IQR; 2.5-6.7) (PRE), which increased to 7.0 mmHg (IQR; 3.0-14.0) (MAX,  $p=0.01$ ), and returned to 4.0 mmHg (IQR; 1.5-6.0) (REC,  $p=0.04$  (Compared with MAX)). When assessing exercise SBP percentiles, the median absolute difference between arms was 9% (IQR; 2-24%). 10.5% (95% CI; 5%-21%) of participants had an exercise SBP  $\geq 90$ th percentile

(defined as 'elevated' SBP response) in one arm but  $< 90$ th percentile (normal exercise SBP) in the other. 7% (95% CI; 3%-17%) of participants had an exercise SBP  $\geq 95$ th percentile ('hypertensive' response) in one arm but not the other. IAD+ was observed in 12% ( $n=7$ ) at PRE, 37% at MAX ( $n=21$ ) ( $p=0.004$ , compared with PRE) and 11% ( $n=6$ ) ( $p=0.002$ ) (compared with MAX) during REC. In conclusion, IAD was augmented with exercise and returned to that of PRE during REC. The frequency of IAD+ was similar to that seen in healthy adults and IAD followed a similar pattern of increase with exercise. IAD may substantially influence the clinical assessment of exercise blood pressure in children.

#### Cooklin, K. (Department of Philosophy)

- (2020, August). *Pornography Addiction Discourse and Epistemic Injustice*. Association for Feminist Epistemologies, Methodologies, Metaphysics and Science Studies Conference. University of Waterloo, Ontario, Canada. (Conference cancelled.)
- (2020, July). *Kristeva and the Borders of Identity*. XXVIII World Congress of the International Association of Women Philosophers. Paderborn University, Germany. (Conference cancelled)
- (2020, May). *Borders of Identity*. Borders and Borderlands Conference. Corfu, Greece. (Conference cancelled.)
- (2020, July). *Sexual Violence and Epistemic Injustice: Consent and Credibility*. Society for Philosophy in the Contemporary World Annual Conference, Guilford College. North Carolina. (Conference cancelled.)
- (2020, July). *Troubling Consent*. North American Society for Social Philosophy, 37th International Social Philosophy Conference. Neumann University, Pennsylvania. (Conference cancelled.)
- (2020, May – June). *Responding to Acquaintance Rape: Neoliberalism and Epistemic Injustice*. Canadian Society for the Study of Practical Ethics, Annual Congress of the Humanities and Social Sciences. Western



University, Ontario, Canada. (Conference cancelled.)

- (2020, May). *Ignorance, Epistemic Injustice, and Rape Myths*. 15th Annual International Conference on Philosophy. Athens Institute for Education and Research, Athens, Greece.
- (2020, May). *Myths, Unacknowledged Sexual Assault, and Hermeneutical Injustice*. 14th Annual PhiloSOPHIA Conference. Vanderbilt University, Tennessee. (Conference cancelled.)
- (2020, March 5-8). *Unacknowledged Rape, Sexual Assault, and Epistemic Injustice*. 2020 Association for Women in Psychology Annual Conference. Austin, Texas.
- (2020, April). *Neoliberal Narratives, Sexual Violence Myths, and Epistemic Injustice*. Great Lakes Philosophy Conference. Sienna Heights University, Michigan. (Conference cancelled.)
- (2020, April). *Neoliberal Narratives, Sexual Violence Myths, and Epistemic Injustice*. Center for Humanities Annual Conference: Justice. Texas Tech University, Texas. (Conference cancelled.)
- (2020, March). *Panel Presentation: peer reviewed. Queering your Pedagogy: An Interdisciplinary Approach to Engaging the University in Feminist Approaches to Teaching*. Association for Women in Psychology Annual Conference. Austin, Texas.

#### Covey, W. (Department of English)

- (2021, January 7-10). *'Somebody/anybody: Sing our song'--adapting For Colored Girls*. The 136th Modern Language Association (MLA) Annual Convention. Zoom Online.
- (2020, October 23-24). *"The Roxy." Singular Publications, Collective Support: Open Discussion about a State-Wide English Publications Consortium*. Roundtable with Dr. Danette DiMarco, Dr. Mark O'Connor, and Dr. Ryan Stryffeler. The 40th Anniversary Conference of the English Association of Pennsylvania State Universities (EAPSU). COVID Online.

Cremonese, R., Jordan, J., **Brungard, A. B. (Library Department)**, & Frank, C. (2020, April). *Reference statistics reloaded: Improving the process through collaboration*. Co-presented at the Annual Meeting of the State System of Higher Education Library Cooperative Organization (SSHELCO), Harrisburg, PA.

Curry, K. J., **Jensen, B. T. (Department of Exercise and Rehabilitative Sciences)**, Heffernan, K. S., & **Holmstrup, M. E. (Department of Exercise and Rehabilitative Sciences)** (2020, June). *The Relationship between Estimated Pulse Wave Velocity with Cardiorespiratory Fitness in Young Adults*. ACSM (American College of Sports Medicine) Virtual Experience.

**Abstract: Introduction:** Carotid-femoral pulse wave velocity (cfPWV) is used to measure aortic stiffness and offers insight into cardiovascular disease (CVD) risk. The measurement requires specialized equipment and technical expertise to perform accurately. Estimated carotid-femoral pulse wave velocity (ePWV) is an easily calculated alternative to objectively measure cfPWV that offers comparable CVD risk prediction. Whether ePWV also offers similar insight into CVD resiliency has not been explored. Cardiorespiratory fitness (CRF) is associated with lower CVD risk and individuals with greater CRF have lower cfPWV. **Purpose:** To investigate the relationship between ePWV and CRF in young adults. **Methods:** Sixty young, healthy adults (mean age  $25 \pm 7$  years; mean body mass index  $24.7 \pm 4.0$  kg/m<sup>2</sup>; female  $n=30$ ) volunteered for this study. cfPWV was assessed using applanation tonometry via simultaneous measurement of carotid and femoral pressure waves. ePWV was calculated from a regression equation using age and mean arterial pressure. A treadmill protocol with metabolic gas analysis was used to measure VO<sub>2</sub> peak. Pearson correlation coefficients were used to analyze the association between PWV measures and VO<sub>2</sub> peak. **Results:** cfPWV and ePWV were moderately associated ( $r=0.34$ ,  $p=0.007$ ) with a mean difference between measures of 0.6 m/s and a coefficient of variation of 13%. There was a significant, inverse correlation between measured cfPWV and VO<sub>2</sub> peak ( $r=-0.26$ ,  $p=0.045$ ). There was also a significant, inverse correlation between

ePWV and VO<sub>2</sub> peak ( $r=-0.30$ ,  $p=0.021$ ). Conclusions: Individuals with higher CRF have lower aortic stiffness. ePWV was similarly associated with CRF as measured cfPWV. As such, ePWV may offer comparable insight into CVD resiliency as measured cfPWV.

Dunkelberger, M., Fleming, B., Jones, P., Lynn, M., & Thomas, R. E. W. (Department of Parks and Conservation) (2020). *Socioeconomic barriers to online learning and teaching*. Student-Faculty Roundtable (90 minutes). Presented at the PASSHE West Virtual Conference on Teaching and Learning.

#### Eaton-Stull, Y. (Social Work Program)

- (2021, March 11). *Animal-Assisted Crisis Response*. Presented at Human Animal Interaction Bulletin. (about 70 participants from all around the world, including Slovakia, Israel, China).
- (2021, January 2). *Animal-Assisted Intervention: Enhancing Social Work Practice*. For Continued, Online.

Eisenreich, C. (Department of Music) (2021, January). *Beyond the Screen*. Dalcroze Society of America – Virtual Dalcroze Meet Up.

**Brief Introduction:** “Beyond the Screen” focused on how to engage children in online music experiences that encourage singing, moving, playing, and connecting away from the screen

#### Factor, J. (Department of Dance)

- (2021). *21st Century Dance Practices*- Guest Artist selected by The National Center for Choreography, Akron, OH. Presented workshops on choreographic tools based on gesture. Invited guest on "Inside the Dancer's Studio" podcast, discussing creativity, the craft of choreography, and navigating an artistic career.
- (2021, March 2-April 9). *Chimera* (10:00 Digital Dance Solo) with collaborator Scott Andrew presented at Art Now America: National Juried Exhibition, Slocumb Galleries.

- (2020, October 15). *Cha Cha Interlude* (2:00, Digital Dance Short) ) with collaborator Scott Andrew curated for the Iowa Virtual Dance Festival.
- (2020, October 13-18). *Chimera* (10:00 Site-Specific Dance Solo) with collaborator Scott Andrew invited by curator Tina Dillman, Bloomfield Garden Club Pittsburgh, PA.
- (2020, September). *I Am A Haunted House* (30:00 Digital Exhibition) with collaborator Scott Andrew invited by curated Tina Dillman, Unsmoke Systems Artspace, Pittsburgh, PA.
- (2020, May 18-July 18). *Portals* (3:00, Digital Dance Short) with collaborator Scott Andrew invited for Looking Out #13, Miler Institute of Contemporary Art.
- (2020, June 18-25). *Relic-Epilogue* (5:00 Digital Dance Solo) invited for presentation at Queerly Contemporary Virtual Dance Festival.
- (2020, March 6). *I Am A Haunted House* (30:00 Solo with Digital Projection) with collaborator Scott Andrew selected for KST Freshworks Showing, Pittsburgh, PA.
- (2020, April). *Serenata Morisca* Choreographic Reconstruction. (6:00 Solo-Martha Graham after Ted Shawn, 1917, Music: Mario Tarenghi). Researched, Reconstructed and Performed with **SRU students Kali Booker, Isabel Farr, Kaitlyn Yankovich** at SRUDT Concerts February 2020 in association with Martha Graham Resources.
- (2020, April). Invited performance at New York City Center (cancelled due to COVID).

**Ford, M. (Department of History)** (2021, March 24). *Black women, black radicalism, and the black Midwest*. Presented at “Black Radicalism” symposium hosted by the Claudia Jones School for Political Education. The research is from her forthcoming book, *A Brick and A Bible: Black Women's Radical Activism in the Midwest during the Great Depression*, due out with Southern Illinois University Press in Spring 2022.

Fortunato, J., **Artman, N. (Department of Strategic Communication and Media)**, Fleming, B., Irwin, S.,

Woodall, L., Pucci, J. (2020, April). *Online course design and instruction best practices: Quality matters*. Panel Presentation at the BEA 2020 Conference. Las Vegas, NV. (Shifted Virtual: COVID-19).

Foster, B., DiNardo, C. **Brungard, A. B. (Library Department)**, Cannon-Rech, D., Dommermuth, E., Hamelers, R., Kuglitsch, R. Z., Orozco, R. & Renirie, R. (2020, June 20-25). *Framing our Future: The Development of the Science and Technology Framework for Information Literacy in Higher Education*. Presented at the Science Research Forum, Association of College and Research Libraries, Virtual Meeting.

**Hall-Wirth, J. (Department of Special Education)**, Anderson, K., & Campbell, T. (2021, March 26). *Children with mental health and autism spectrum disorder*. PASSHE Women's Consortium Conference, Panel Presentation.

**Hall-Wirth, J. (Department of Special Education)**, Mild, T., Bieniek, E. J., Rineer-Hershey, A. (2021). *The Long-Term Effects of Trauma on College Students*. HESPC 2020 Higher Education Suicide Prevention Conference at Carnegie Mellon University. [ Due to COVID-19 Postponed to May 26, 2021].

Huss, J., Frankel-Goldwater, L., Bhagwanji, Y., Nichols, B., Rhue, A., and **Thomas, R. E. W. (Department of Parks and Conservation)** (2020). *Creating EE Online: Making EE Engaging in the Digital World* (40 minutes) presented at the North American Association for Environmental Education virtual conference.

**Jenny, S. (Department of Exercise and Rehabilitative Sciences)** (2021). *Leveraging technology in creating a sports club*. Human Kinetics 2021 Virtual Conference for Health and Physical Education.

<https://youtu.be/Ap40DKgeD7M>

**Abstract:** In the presentation series, this author introduces varying technology that were utilized by him in creating a community non-profit athletics club. He addresses such topics as how he collects liability/consent forms, markets and recruits for the club, creates and maintains a website,

and more.

**Jenny, S. E. (Department of Exercise and Rehabilitative Sciences)**, Donoghue, J., Zwibel, H., Toth, A., & Migliore, L. (2020, November). *Current research in esport health and academia*. Virtual Gaming, Real Medicine. 2020 Esports Medicine Conference. Presented at the NYIT Center for Esports Medicine. New York Institute of Technology, Old Westbury, NY.

**Abstract:** Invited academics and research panel discussing the current knowledge of esports health and medicine.

**Jenny, S. (Department of Exercise and Rehabilitative Sciences)**, Donoghue, J., Koshy, A., Balentine, J., Keys, C., Reed, J., & Kiff, J. (2020). *Research in Esports Panel – Helping Athletes Compete Safely and Sustainably*. First Annual Team Liquid Hackathon hosted by Dell Technologies. Livestream via Twitch.

**Abstract:** Join us for a panel conversation with leaders in the field of eSports Research and player performance. Take a deeper dive into the ways that research and academia are striving to help athletes compete safely and sustainably - improving accuracy, attention, and performance in the game, and also the length of time for which they can compete!

**Jenny, S E. (Department of Exercise and Rehabilitative Sciences)**, Gawrysiak, J., & Besombes, N. (2020). *An analysis of global academic esports degree programs*. University of California-Irvine (UCI) Esports Conference, Irvine, CA.

**Abstract:** The purpose of this presentation is to provide: 1) an extensive overview of the current existing higher education esports academic degree programs offered globally; 2) a comparative content analysis of these programs, including type of degree, program objectives, esports course curriculum, and mode of delivery; and 3) a discussion of the potential value of an esports academic degree with future directions of esports academic curriculum in mind. This content analysis is framed through the theoretical lens of Diffusion Theory (Rogers,

2003), highlighting the academic institutions and specific career fields which appear to be early adopters, early majority, late majority, or laggards within this space.

**Jenny, S. (Department of Exercise and Rehabilitative Sciences), & Johnson, R. (2021).** *Technology integration in physical education edTPA*. Human Kinetics 2021 Virtual Conference for Health and Physical Education. <https://youtu.be/CDDBJo64yvc>

**Abstract:** In the presentation, Human Kinetics authors Rebekah Johnson and Seth Jenny provide tips, suggestions, common pitfalls, and practical solutions for technology integration for Physical Educators completing edTPA (education Teacher Performance Assessment).

Johnson, R., & Jenny, S. E. (Department of Exercise and Rehabilitative Sciences) (2021). *Physical education edTPA in a Virtual Learning Environment*. Human Kinetics  
Vlog. <https://us.humankinetics.com/blogs/physical-education-and-health/physical-education-edtpa-in-a-virtual-learning-environment-vle-guidance>

**Abstract:** What is edTPA (Education Teacher Performance Assessment) and why is it important to know about virtual learning environments (VLE) for edTPA? In this video presentation, the authors discuss the type of learning environment that is acceptable for edTPA and changes to edTPA requirements for VLE. Practical ideas are offered in this discussion, including how to collect parent permissions within a VLE and some common physical education lesson activities taught for edTPA within the VLE.

**Kazemi, M. (School of Engineering),** Takbiri-Borujeni, A., Kudrashou, V., (2020). *Molecular simulation of enhanced oil recovery: a comparison between carbon dioxide and nitrogen injection*. Society of Petroleum Engineers Annual Technical Conference and Exhibition (ATCE).

**Kemeny, B. (Recreational Therapy Program),** Hawkins, B., & Porter, H. (2020). *What is next in RT competency: Steps moving forward in the RT competencies study*.

American Therapeutic Recreation Association, Virtual Conference.

**Kemeny, B. (Recreational Therapy Program), & DeVries, D. (2020).** *The future of RT practice with older adults: Where are we headed?* American Therapeutic Recreation Association, Virtual Conference.

**Kemeny, B. (Recreational Therapy Program),** Hutchins, D., Gramlich, C., Jones, E., Gettemy, H., Hutchman, M., & Walton, D. (2020). *Comparative effectiveness of canine or equine therapy for residents with dementia*. American Therapeutic Recreation Association Research Institute, Virtual Conference.

Koshy, A., Cooke, S., Ahn, J., Collis, W., **Jenny, S. (Department of Exercise and Rehabilitative Sciences),** Rietkerk, R., & Zaumseil, F. (2020). *Invited ESI Debates: What's the value of the esports industry?* Hosted by the Esports Insider and the International Journal of Esports. [https://youtu.be/RcMpO\\_Tfzpc](https://youtu.be/RcMpO_Tfzpc)

**Abstract:** This is the first of our Esports Insider (ESI) Debates, and the topic of choice is the value of the esports industry. Chaired by IJESPORTS, we'll have Newzoo going up against three researchers who recently published a paper titled 'The one billion dollar myth'.

Kochis, S., Lindelow, F., Shumsky, H., Zender, M., & **Thomas, R. E. W. (Department of Parks and Conservation)** (2020). *What works? Pros and cons of different forms of feedback for students and faculty*. Student-Faculty Roundtable (90 minutes). Presented at the PASSHE West Virtual Conference on Teaching and Learning.

**Kuehn, S. (Department of Criminology & Criminal Justice Department)**

- (2021). *The school to prison pipeline: How overly harsh school discipline pushes minority youth out of schools and into the criminal justice system*. Oral presentation at the PASSHE Women's Consortium Conference - Virtual.
- (2020). *Inside out classrooms – teaching classes with traditional university students and*



*incarcerated individuals behind prison walls.*  
Oral presentation at the PASSHE West Virtual Conference on Teaching and Learning.

Laurence, S., & Thomas, R. E. W. (Department of Parks and Conservation) (2021). *Purple Pennsylvania: How to effectively engage across the political aisle in conversations about sustainability.* Facilitated Roundtable (45 minutes) presented at the Pennsylvania Association of Environmental Educators virtual conference.

Lee, J. S. (Department of English) (2020, December). *Academic triage in a global pandemic: a conversation.* PASSHE West Virtual Conference on Teaching and Learning, Slippery Rock, PA.

Leh, S. (Department of Nursing) (2020, December). *Tips for enriching group work assignments in an asynchronous online classroom.* 2020 PASSHE West Virtual Conference on Teaching and Learning. Slippery Rock University. Slippery Rock, PA.

Luther, E., Quiggle, M., Routhier, J., Such, A., & Thomas, R. E. W. (Department of Parks and Conservation) (2020). *Constructive communication in synchronous and asynchronous learning.* Student-Faculty Roundtable (90 minutes). Presented at the PASSHE West Virtual Conference on Teaching and Learning.

McCauley, B., Orme, S., & Jenny, S. (Department of Exercise and Rehabilitative Sciences)

- (2020). The Esports Research Report Episode 4 (part 2): Seth Jenny on Esports Educational Offerings. Esports Research Network. <https://youtu.be/CsXkSgy7U28> (This Episodes Guest: Dr. Seth Jenny; Esports educational offerings in higher education.)
- (2020). The Esports Research Report Episode 4 (part 1): Seth Jenny & Re-Valuing the Esports Industry. Esports Research Network. <https://youtu.be/ZGtU9md-evc> (This Episodes Guest: Dr. Seth Jenny; The one billion dollar myth: Methods for sizing the massively undervalued esports revenue landscape.)

McNamara, S., & Jenny, S. (Department of Exercise and Rehabilitative Sciences) (2020). Technology for physical educators, health educators, and coaches. *What's New in Adapted Physical Education Podcast.* <https://soundcloud.com/scott-mcnamara-12/technology-for-physical-educators-health-educators-and-coaches>

**Abstract:** For this episode of the podcast, I interviewed the lead author, Dr. Seth Jenny (@DrSethJenny), of the recently released textbook "Technology for Physical Educators, Health Educators, and Coaches: Enhancing Instruction, Assessment, Management, Professional Development & Advocacy". This textbook is obviously very relevant during the recent COVID pandemic. Within this interview, we discuss the development and use of this textbook. We talk about specific technologies and strategies one can implement within their classes. In addition, we debate whether online physical education can be implemented effectively, and where the field of physical education currently stands on online physical education and how COVID may change those perceptions.

Melago, K. A. (Department of Music)

- (2021, January 15). *Embracing the National Standards for Music during Pandemic Teaching.* European Music Education Association Annual Conference – Virtual.
- (2021, January 15). *Enriching Your Classroom Environment in Music Classes with Social Emotional Learning - Especially in a Pandemic!* European Music Education Association Annual Conference – Virtual Format.
- (2021, April 14 - 17). *Social Emotional Learning and Music: A Powerful Combination.* Pennsylvania Music Educators Association Annual Conference – Virtual Platform.
- (2020, December 9). *Leveraging Technology for Formative Assessment and Feedback with Anonymity in Online Classes.* 2020 PASSHE West Virtual Conference on Teaching and Learning.

Melago, K. A. (Department of Music), Geffrey, D., Kochis, S., & Lash, S. (Music Majors) (2021, April).



*Student Teaching and Field Experience: Lessons from the Pandemic That Will Outlast COVID-19*. National Association for Music Education Eastern Division Conference – Virtual Format.

**Melago, K. A., & Helmick, J. (Department of Music)** (2021, April). *Social Emotional Learning, Vulnerability, and Student Teaching: A Powerful Trio*. National Association for Music Education Eastern Division Conference – Virtual Format.

**Melincavage, S. (Department of Nursing)** (2020, November 10). *Help! How do I navigate this online course?* spoke at the Global Virtual Conference on Nursing Science (GVCNS). (This conference was attended virtually by more than 100 nurses and nursing faculty from multiple countries.)

**Brief Introduction:** This talk provided methods for faculty to help students become familiar with course structure and course requirements of an online course in the first week of a semester.

**Micsky, T. (Department of Public Health and Social Work)**

- (2021, June). *Self-Care for Faculty: Managing Burnout, Compassion Fatigue, and Secondary Trauma*. Workshop presentation at the Teaching Professor Conference, New Orleans, Louisiana.
- (2021, April). *Integrating photovoice methods in social work education & practice*. Invited Webinar/Course for continued.com.
- (2020). *Coping with grief at the holidays*. Invited Webinar/Course for continued.com.
- (2020). *A pandemic of loss: coping with grief*. Invited Webinar/Course for continued.com.
- (2020). *Change, loss & organizational Trauma*. Invited Webinar for LeadingAge PA.
- (2020). *A pandemic of loss: coping with grief*. Invited Virtual Presentation for The Bradley Center, Pittsburgh, PA.
- (2020). *A pandemic of grief: understanding loss during crisis*. Webinar for the National Association of Social Workers (NASW) – Pennsylvania Chapter.

**Naggy, E. M. (Occupational Therapy Doctorate Program), Antonetti, J., Ashbaugh, K., Campisi, E., Carnahan, M., Strouse, A., & Williams, M. (Occupational Therapy Doctorate Students)** (2021, February 2). *Utilizing power wheelchairs to enable participation in life activities*. AtiA 2021. – Virtual event.

**Abbreviated abstract:** Approximately three million Americans use wheelchairs to increase active participation in life, but these devices are helpful only in specific circumstances. While increasing mobility for the user, wheelchair use risks injury to the user and their caregivers. Frequency of wheelchair transfers by the over 50 population increase the risk of injury, falls, and even death. Environmental barriers may limit wheelchair use to the primary living area, limiting access to the outside world and social participation. Although power wheelchairs may reduce the physical strength and stamina required to propel the device, the inability to transport the power wheelchair to different locations with ease also limits their use. Wheelchair users report feeling a loss of independence and volition which limits their enjoyment of life activities. Occupational therapists are frequently part of the mobility team and positively contribute to improve a client's ability to complete daily activities.

Interventions aim to increase independence and support social participation which have been found to support overall health and well-being. Power wheelchair use can enable a client to enjoy a greater quality of life by decreasing the physical burden of locomotion. The transition from a manual to a power wheelchair has shown to have a greater psychosocial impact. Through custom adaptation and real-time training with power wheelchairs, OTs ensure that their clients' participation and socialization are maximized.

**Nwachuku, B. (Social Work Program)** (2021, February). *Social justice and anti-racism in social work pedagogy: a call to action for social work educators*. Clark College and Northwest Regional Equity Conference.

**Abstract:** With the increasing demand for social justice and anti-racist practice within the United States, it is imperative that social work educators encourage students

to become involved with social justice movements, while also cultivating a space for students to focus on their own self-development and engagement (e.g. engaging in self-reflection, empowering oneself to gain more knowledge related to social justice and anti-racist practice). Unfortunately, current social work pedagogy does not prioritize critical analysis of social justice and anti-racist practice, leaving educators to decide if and how they can successfully empower the future of social work. In this presentation, we urge social work educators and administrators to make a commitment to prioritizing social justice and offer several recommendations on how they can implement and create meaningful change among our students. Our implications for practice include allowing for open dialogue around social justice, defining and prioritizing curriculum that includes anti-racist action and Intersectionality, utilizing diverse authors and pedagogies in syllabi, and having the support on an institutional level to further promote the importance of including social justice issues at the core of student learning.

O'Hagan, J., & Jenny, S. (Department of Exercise and Rehabilitative Sciences) (2020). An interview with Dr. Seth Jenny, Assistant Professor, Slippery Rock University (PA). The Academy of Esports Vodcast.  
<https://youtu.be/swFbMDKbBV8>

**Abstract:** Dr. Seth Jenny is an assistant professor and researcher at Slippery Rock University, specifically in the field of Exercise Science. In this episode of the podcast, Dr. Jenny talks about the research being conducted in the field of esports, and the development of the International Journal of Esports.

**Pilkerton, M. (Mathematics and Statistics major)** under the guidance of faculty member **Jana Asher (Department of Mathematics and Statistics)**, completed research on the use of Excel laboratories in Elementary Statistics classes at Slippery Rock University. The research was completed in collaboration with faculty members **Danielle Dumbeck, Amanda Goodrick, Woosuk Kim, James Porter, and Dil Singhbahu (Department of Mathematics and Statistics)**. The study provided evidence of better learning and attitudinal

outcomes in students that participated in classes that utilized high impact practices, including in-class Excel-based laboratories and service-learning projects.

- (2020, September). presented at the American Statistical Association's Conference on Women in Statistics and Data Science.
- (2021, April 13). a poster presentation at the Undergraduate Research Symposium at Slippery Rock University.

Radevski, M.E., Wilson, K., **Thompson, C. (Psychology Major), Rice, B.A. (Department of Psychology)** (2021, April 23). *The development of a sign tracking model in a female Japanese quail*. Poster presentation at Midwestern Psychology Association, Chicago, IL.

**Brief Introduction:** This project looked at an animal model of relapse predictive-like behavior in a Japanese quail. This research will inform future research lines that aim to find psychopharmacological and behavioral therapies for female substance users seeking treatment for problematic drug-taking. (Former SRU students: Mia Radevski and Kena Wilson.)

Reames, M., **Jenny, S. (Department of Exercise and Rehabilitative Sciences)** (2021). *The Billion Dollar Myth - Professor Seth Jenny on Why Esports is Undervalued*. College Esports QuickTake.  
<https://esportzcollegequicktakecom.fireside.fm/101>

**Abstract:** What is the esports industry worth? To answer that question, first there must be a universally accepted definition for what esports is. In this episode, Dr. Seth Jenny convinces a non-believer (me) that we should take a much broader definition of what esports truly is, raising the market cap substantially.

**Ridener, R., & Kuehn, S. (Department of Criminology & Criminal Justice Department)** (2021). *Veterans court's team members' views on collaboration*. Oral presentation at the virtual Annual Meeting of the Academy of Criminal Justice Sciences.

**Roth, J. J. (Department of Criminology and Criminal Justice)** (2020, November). *Home sharing and crime*

across Texas cities. Criminology Consortium Annual Meeting. Virtual meeting.

**Roth, J. J. (Department of Criminology and Criminal Justice),** Pierce, M. B., & Brewer, S. L. (2020, December). *Student performance and satisfaction in video-conference and resident courses*. PASSHE West Virtual Conference on Teaching and Learning.

**Schmeltz, B. (Doctor Occupational Therapy Program)**

- (2021, April 15). *Sex: The Marginalized Activity of Daily Living*. AOTA Inspire 2021 (American Occupational Therapy Association Annual Conference).
- (2021, April 13) *Student Veterans' Experiences in Post-Secondary Education from an Occupational-Based Perspective*. 2021 SRU Symposium for Student Research, Scholarship, and Creative Activity. Presenting the poster with **Jenna Trinh (Occupational Therapy doctoral student)**.
- (2021, March 3). *Effectiveness of Dynamic Seating on Attention During Classroom Activities*. 2021 SRU Symposium for Student Research, Scholarship, and Creative Activity. Presenting the poster with **Carolina Pluta (Occupational Therapy doctoral student)**.
- (2021, March 3). *The Value of Service Dogs for Student Veterans*. 2021 SRU Symposium for Student Research, Scholarship, and Creative Activity. Presenting the poster with **Sarah May (Occupational Therapy doctoral student)**.
- (2021, March 3). *Student Veterans' Experiences in Post-Secondary Education from an Occupational-Based Perspective*. NCOTA (North Carolina Occupational Therapy Association) Spring Conference. Presenting the short course with **Jenna Trinh (Occupational Therapy doctoral student)**.
- (2021, March 3) *Effectiveness of Dynamic Seating on Attention During Classroom Activities*. NCOTA (North Carolina Occupational Therapy Association) Spring Conference. Presenting the short course with **Carolina Pluta (Occupational Therapy doctoral student)**.

- (2021, March 3). *The Value of Service Dogs for Student Veterans*. NCOTA (North Carolina Occupational Therapy Association) Spring Conference. Presenting the short course with **Sarah May (Occupational Therapy doctoral student)**.
- (2020, October 3). Poster presentation: *Strategies to Improve Student Satisfaction for Online Learning in an Entry-Level OTD Program*. North Carolina Occupational Therapy Association. Virtual Fall Conference.
- (2020, October 3). Poster presentation: *Lymphedema Basics for the Occupational Therapy Practitioner*. North Carolina Occupational Therapy Association. Virtual Fall Conference.

**Schmeltz, B. & Luchynsky, M. (Doctor Occupational Therapy Program)** (2020, November 10). *Lymphedema*. Student Occupational Therapy Association. Slippery Rock University.

**Schmeltz, B., & Naggy, E. (Doctor Occupational Therapy Program)** (2020, October 4). *Utilizing Online Formats for Group Discussion in Occupational Therapy Education*. North Carolina Occupational Therapy Association. Virtual Fall Conference.

**Brief Introduction:** We taught a short course on using online formats for occupational therapy education. COVID-19 brought an unexpected and unprecedented shift from traditional brick and mortar settings to online environments. This course taught how to use different features of Zoom to meet the needs of the online student.

**Silva, C. (Department of Nursing)** (2019, July 15). *At risk nursing students - can they succeed*. The 3rd International Conference on Nursing Science & Practice, Los Angeles, California.

**Silwal, S., & Thomas, R. E. W. (Department of Parks and Conservation)** (2020). *The role of urban green space in enhancing ecosystem services: A systematic review*. Presented at the North American Congress of the Society for Conservation Biology virtual conference.

**Teodoro, M. (Department of Dance)** (2020 - 2021). Created and directed 3 dance films titled "*Agua*," "*Tierra*," and "*Fuego*" that were presented at the Cleveland Dance Festival and the Dancing in Frames, SRU faculty showing. Each film features an Afro-Colombian dance that is re-structured and translated into the language of film. The performers include the cast of *Palenque*, a resident company of the Department of Dance at SRU, and dance students from the Universidad de Cartagena (Colombia). The triptych was filmed in the United States, Colombia and Bolivia.



**Thomas, R. E. W. (Department of Parks and Conservation)** (2020). *Fostering connection to nature through Environmental Education: How do we know what works?* Invited presentation for Phipps Conservatory 2020 Biophila Series.

**Thomas, R. E. W. (Department of Parks and Conservation)**, Laurence, S., Eckman, C., Schnur, J., Claus, A., Burtch, A., & Magyar, J. (2021). *Breaking the virtual ice: Cool icebreakers for online EE programs*. Workshop (45 minutes) presented at the Pennsylvania Association of Environmental Educators virtual conference.

Vázquez Del Castillo, K., & Jenny, S. (Department of Exercise and Rehabilitative Sciences) (2021). *Active digital living for health and physical educators*. Human Kinetics 2021 Virtual Conference for Health and Physical Education. <https://youtu.be/93QKBmCqJCU>

**Abstract:** In the presentation, Kevin Vazquez del Castillo and Human Kinetics author Seth Jenny discuss the goals

of Active Digital Living, physical activity and sports transformation, benefits of digital solutions, and actions for PE and health coaches.

**Viatori, L. (Department of Dance)** (2021, March 6). Dance film "*REPURPOSED*", featured in the virtual dance concert titled "Dancing in Frames". I worked with 13 SRU Dance Majors on this Contemporary Ballet work. (Department of Dance YouTube channel: SRUDepartmentofDance.)

Weiss, V., Jenny, S. (Department of Exercise and Rehabilitative Sciences), & Njeim, Z. (2020). Episode 8 - Esports Degrees with Dr. Seth Jenny and Zahi Njeim. *Edge Podcast*. <https://open.spotify.com/episode/4p29cKsXzTpDTLHgDQBU0D>

**Abstract:** Today's episode is all about esports degrees and esports programmes! We were very lucky to have 2 very special guests on the show - Dr Seth Jenny who has a wealth of knowledge in the area and researches esports degrees, and Edge's very own Zahi who has done a masters degree in esports so it was great to get both perspectives. We cover the programmes currently on offer, the problems with some of the degrees, Zahi's experience and what he found useful and what he didn't find so great, what we'd recommend people to look for when you're choosing which degree is right for you, whether you actually need a degree in esports to work in the industry, the stigmas and misconceptions surrounding these programmes, and what's in store for esports in education in the future.

WSRU TV, Jenny, S. (Department of Exercise and Rehabilitative Sciences) (2021, February 10). *On the Rocks* [Esports Developments at SRU with Dr. Seth Jenny]. <https://youtu.be/AKiyEiVrBIM>

Young, A., Silliman-French, L., Kyzar, K., & Hall-Wirth, J. (Department of Special Education) (2021, February). *Family and practitioner partnerships in preschool adapted physical education*. National Consortium for Physical Education for Individuals with Disabilities, Virtual Poster Session.



**Zanin-Yost, A. (Bailey Library)**

- (2020, September). *Costruiamo un puzzle: Usare la transliteracy come guida alle fake news [Let's build a puzzle: To use transliteracy as a guide to fake news]*. Convegno, Stelline, Milan, Italy. Virtual. Invited.
- (2020, December). *Making time for scholarship*. Western PA/West Virginia ACRL Chapter. Virtual.

**Zanin-Yost, A. (Bailey Library), & Dillen, C.** (2020, October). *I am here and I see you: nursing students developing empathy for patients with substance abuse*. Annual Conference Mid-Atlantic Chapter of the Medical Library Association. Virtual. Best Paper Award.

## RECENT RESEARCH ACTIVITIES AND ACCOLADES

**Ambrosio, N. (Department of Dance)**

- (2021). Recently received outstanding reviews in the international publication *Journal of Dance Education* for her recently published books, *The Excellent Instructor and the Teaching of Dance Technique* (3rd edition, 2019) and *Learning About Dance: Dance as an Art Form and Entertainment* (8th edition, 2019). Both books are used in colleges and universities around the country and in Canada. *Learning about Dance* has sold over 300,000 copies.
- (2021). Was appointed by the President of the National Association of Schools of Dance as the Dance representative (three-year term) to the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS). ACCPAS reviews schools and programs providing non-degree instruction in the arts disciplines to children and adults. The Commission consists of a Chair and one representative member from each of the four arts disciplines. The representatives are appointed by the Association President in each discipline, with ratification by the trustees of the Council of Arts Accrediting Associations (CAAA).

- (2019). Has been elected as President of the Board of Directors for the Lincoln Park Performing Arts Charter School. Located in Midland, Pennsylvania, Lincoln Park is committed to providing the highest-quality education possible. Founded in 2006, Lincoln Park is a tuition-free public charter school. It offers world-class training for Pennsylvania students in music, theater, dance, writing and publishing, media arts, health sciences and pre-law, along with a flexible and challenging academic program. All of these opportunities are provided in a working performing arts center, equipped with numerous amenities. In addition, Lincoln Park's college-in-high-school program allows students to begin accumulating college credits while still enrolled in high school. The school enrolls over 800 students from 8 different counties and 82 school districts.
- (2019). Has been elected to the Board of Directors for the National Association of Schools of Dance. Founded in 1981, the National Association of Schools of Dance (NASD) is an organization of schools, conservatories, colleges, and universities with approximately 83 accredited institutional members. It establishes national standards for undergraduate and graduate degrees and other credentials for dance and dance-related disciplines, and provides assistance to institutions and individuals engaged in artistic, scholarly, educational, and other dance-related endeavors. Ambrosio continues to be a Site Visitor for the Association, recently completing her 25th national site visit.

**Barger-Anderson, R. (Department of Special Education) and Roland, C.** (2020). Received Special Education COVID -19 Impact Mitigation Grant. The grant was funded for \$30,528.00.

**Brief Description:** This grant, written for the Kiski Area School District, provided supports to the students in special education, families and staff of the district due to the COVID-19 impact. Specifically, it targeted needs for students with Individual Education Plans that



demonstrated either no progress or regression on specific goals due to the school closures in March 2020. A tutoring program, designed to meet goals and increase engagement, was made possible through this grant. Transportation was provided. In addition, a parent presentation series was provided, virtually, from January through May, 2021, to support both parents and students with online learning, behavioral and academic supports, and assistance with technology. Finally, professional development sessions for faculty and staff was provided. Topics included progress monitoring for students both online and in person and addressing behavioral and academic challenges.

**Billek-Sawhney, B. (Graduate School of Physical Therapy)** (2019). Spent 2-weeks teaching physios throughout the country of Rwanda as a volunteer through Health Volunteers Overseas.

Clements, G., & **Petray, M. J. (Department of Modern Languages and Cultures)** (Guest Co-Hosts with M. Figueroa & C. Gillon) (2021, March 29). Standardized language ideology (No. 84) [Audio podcast episode]. In *The vocal fries*.

<https://radiopublic.com/the-vocal-fries-GOoXdO/s1!4c653>

Clements, G., **Petray, M. J. (Department of Modern Languages and Cultures)**, & Trecca, F. (Guest Co-Hosts with D. Midgley & H. Skirgård) (2021, March 31). Higher ed discrimination (No. 24) [Audio podcast episode]. In *Because language*.

<https://becauselanguage.com/24-higher-ed-discrimination/>

**Funsch, C. (Department of Dance, Visiting Instructor)**

- (May 26, 2021). Guest Artist, teaching contemporary dance, Staycee Pearl's Pearl Arts Studios, remotely Pittsburgh, PA.
- (May 22, 2021). Live stream performance of EPOCH, the full-length, twelve (12) hour durational performance work commissioned by ODC Theater (SF, CA). Live stream event includes original music by Composer Cheryl Leonard and live performances by Artistic

Director of Funsch Dance and a cast of 10 performers. EPOCH is set to premiere on September 11, 2021, at ODC Theater in SF, CA.

- (2021, January 1-April 1). Improvisational correspondence practice with Aura Fischbeck. This three-month project of improvisational practice includes five (5) days each week of practice sessions with shared documentation and an evolving score. Article forthcoming in the spring issue of 'In Dance' magazine, published by Dancers Group, in San Francisco CA
- (2020, November 19). "This is Also the Art" Live-streamed discussion about abolitionist feminism as a model for choreographic practice, with Christy Funsch and guests Maurya Kerr and Rowena Richie; ODC Theater, SF, CA.
- (2021, January 3). Taught the remote "Intro to Laban Movement Analysis" class as a Guest Artist at Shawl Anderson Dance Center's 'Winter Dance Series,' Berkeley, CA.
- (2021, January 14). Taught a remote Choreographic Workshop as a Guest Artist for Cid Pearlman's Choreography II class at the University of California at Santa Cruz, Santa Cruz, CA.
- (2021, January 23-24). Guest Artist, remote coaching, providing feedback, and facilitating discussion for Andrew Merrell's MFA class at Saint Mary's College, Moraga, CA.
- (2021, March) Panelist, 2021 CSA Program Review, Little Hazlett Theater, Pittsburgh, PA.
- (2020, October). Interviewed in Dance Teacher Magazine.

**Hall-Wirth, J. (Department of Special Education)**

(2021). Slippery Rock University College of Education ROCK Grant. Awarded \$250.00.

**Kazemi, M. (School of Engineering)**, Herat, A., Valera, M., iCPRS Inc. (2020) Research grant on digital fluid physics- PI (\$100,000), Project Delivered in November 2020.

**McIltrout, S., Bloom, K., Davis, A., & Ray-Isner, J.**

**(Mathematics and Statistics majors)** (2020). The team

worked on a contract for the United Nations Office of the High Commissioner for Human Rights under the guidance of faculty member **Jana Asher (Department of Mathematics and Statistics)**. Together they developed estimates of conflict-related casualties in South Sudan during 2015-2017, in support of UN Sustainable Development Goal 16: Peace, Justice, and Strong Institutions.

**Rice, B. A. (Department of Psychology)** (2021). Was awarded a Faculty-Student Research Grant that aims to develop an Avian model of ethanol reward. The proposed study will utilize a sample of birds (i.e., quail) to investigate the relationship of alcohol and alcohol paired cues. This is important because understanding the role in alcohol-associated cues may implicate therapeutic targets for treatment-seeking alcohol users. (Students working on this project: **Morgan Doolin, Austin Rice and Caitlin Thompson, Psychology majors**).

**Schmeltz, B. (Doctor Occupational Therapy Program)** (2021, January 10). Co-host: Webinar - Addressing Microaggressions-Our Role as Occupational Therapy Practitioners. *Pennsylvania Occupational Therapy Association*.

**Teodoro, M. (Department of Dance)** and **seven dance majors, Aslin Broody-Walega, Kathryn Eberhart, Faythe Lewis, Andrés Ortiz, Kelvin Rodriguez, Skylar Smith and Elena Turner** (2020). Were awarded the SRU Faculty/ Students Research Grant to pursue research on the 18th Century Andean Dance: *El Bambuco Santafereno*. The project will entail ethnographic research, reconstruction, restaging and performance of the historic dance. The work will be developed in the summer 2021 and performed in 2021/22

**Westman, B. (Department of Art)**

- (2021, March). Interviewed by PEOPLE POWERED PRINTS: Community and Collaboration through Printmaking. People Powered Prints is an educational resource created by Susanna Crum and other contributors in the Printmaking program at Indiana University Southeast's Department of Fine Arts, New

Albany, IN. It is a platform for knowledge sharing, research, collaboration, and creativity. The interview will appear in a blog at [www.peoplepoweredprints.com](http://www.peoplepoweredprints.com).

- (2021, February). Oversaw and managed the production of recently published book: Art in Flight; a collaborative project presenting the local birds, created by three students: **Victoria Grabosky (Art Major)**, linocut illustrations, **Christine Murcko (Art Major)** book layout, **Jack Smith (Parks & Recreation Major)**, bird descriptions
- (2020, December). Oversaw and managed the production of recently published book: Natural Dyes in My Kitchen and Backyard, collaborative project about dyes made of plants, created by **Alexis Walker (Art Major)**, dye recipes and color swatches, and **Colleen Elwell (Art Minor)**, illustrations.
- (2020, August). Artist Talk: Interviewed by Professor Sarah McDermott, Marshall University, Huntington, WV.
- (2021, March). Artist Talk: Interviewed by Sydni Draksler, art major at Illinois State University, Normal, IL.
- (2020, April). Artist Talk: Interviewed by Sophia Bicego, art major at The College for Creative Studies, Detroit, MI.
- (2020 – present). Juror for the Mid America Print Council grant: Students & Emerging Artist Research Travel Grants, in three categories: undergraduate, graduate and emerging artist.
- (2020, September). Participated in the Grove City College regional exhibition, invitational, Grove City, PA
- (2020, March). Conducted an introduction to an interdisciplinary collaboration involving two students in the upper-level Printmaking and two students in the History and Methodology of Science at Vanier College, Montreal, Canada. Focus on history and development of science over the centuries. Experiential Digital Global Engagement pedagogy. Collaboration suspended due to COVID.

- (2020, March). Organizer and curator of the *Printmakers in Poland* exhibition at the Martha Gault Art Gallery. The exhibition included prints created by the graduate students at the University of Fine Arts in Poznań, Poland. This unique collection includes prints done in intaglio printmaking techniques, in the Printmaking Studio of Professor Piotr Szurek. These works were created between 2006 and 2010 and provide insight to the artistic trends in the Studio.
- (2020, March). *Printmaking Sketchbook, Intercollegiate Collaboration*, exhibition at the Martha Gault Art Gallery. 14 small format sketchbooks were created during fall 2019 and early 2020, by the students of ten participating universities: West Virginia University, University of Mississippi, University of Texas, Colorado State University, University of Wyoming, Iowa State University, Indiana University Southeast, University of Delaware, California University of PA and Slippery Rock University. Sketchbooks travelled from one university to another where students added their prints, and that way left a mark of their individual idea and creativity for us all to view. This intercollegiate collaboration was a fun project connecting all ten universities. Sketchbooks travelled 4,373 miles.
- (2020, February). Juror for the Mid America Print Council grant: Students & Emerging Artist Research Travel Grants, in three categories: undergraduate, graduate and emerging artist. MAPC is a national printmaking organization, active on multiple platforms, provides members with access to a network of printmakers, resources, opportunities, newsletters, and a biennial conference that features speakers, workshops, panels, shows, and exchanges.
- (2020, March). The international collaborative project conducted between upper-level Fiber Art class and art students at Chongqing Business and Technology University last fall, was a big success. It resulted in an invitation from CTBU. Travel suspended due to COVID.

**Willford, J. A. (Department of Psychology)** (2020). A podcast “Your Recipe for a Better Brain”, recorded with Jim Donovan on the Sound Health Podcast:  
<https://www.donovanhealth.com/blog/your-recipe-for-a-better-brain-dr-jen-willford-podcast>

## Frequently Asked Questions

### 1. What is the Rock Research Expo?

The Rock Research Expo (RRE) is an annual newsletter that keeps our campus informed of the scholarly endeavors and potential research opportunities for faculty and students.

### 2. Why is it important to participate?

The RRE shares, across disciplines throughout campus, new knowledge being gained through both faculty and student research. Additionally, the RRE serves to promote academic communication, collaboration, and a success-driven environment of learning for faculty and students.

### 3. What types of submissions are appropriate?

- ❖ Recent publications by faculty members and students
- ❖ Research projects and grant acquisition information (title, authors, brief description)
- ❖ Recent presentations, performances, and exhibitions by faculty and students

### 4. How do I submit my information?

Faculty and students (with faculty letter of support) may submit their information via email to: [rockresearchexpo@sruc.edu](mailto:rockresearchexpo@sruc.edu).

### 5. When is the deadline to submit?

Submission deadline for the newsletter is February 28.

### 6. When will the next issue be published?

The newsletter is published annually after spring break.

### 7. How should I cite my submission?

Use whatever citation format is standard for your field of study. A short abstract may be included, if desired.

Please make sure to include the name of your department. See the example below.

**Amodei, M. (Department of Elementary/Early Childhood Education),** Jalongo, M.R., Myers, J., Onchwair, J., and Gargiulo, R.M. (2013). Survey of publication outlets in early childhood education: Descriptive data, review processes, and advice to authors. *Early Childhood Education Journal*, 41(2), 115-123.



