

## WHEN EDUCATORS SPEAK...

The first and great commandment is 'Don't Let Them Scare You.'

~ Elmer Davis

I'm not a teacher: only a fellow-traveler of whom you asked the way. I pointed ahead—ahead of myself as well as of you.

~ George Bernard Shaw

Education is not a product: mark, diploma, job, money—in that order; it is a process, a never-ending one.

~ Bel Kaufman

Poverty of goods is easily cured; poverty of the mind is irreparable.

~ Michel Eyquem De Montaigne

We would like to hear from you! If you have an original quote or anecdote that you would like to share with other faculty about your teaching experiences here at HPU, please send them to the Teaching and Learning Center along with your name, your title, and your permission to publish it in the Po'okela.

The tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goal to reach.

~ Benjamin E. Mays

Teaching consists of equal parts perspiration, inspiration and resignation.

~ Susan Ohanian

Change does not necessarily assure progress, but progress implacably requires change. Education is essential to change, for education creates both new wants and the ability to satisfy them.

~ Henry Steele Commager



"Committed to excellence in education"

No. 26 July - August 2006

# Po'okela

Hawai'i Pacific University • Teaching and Learning Center • <http://tlc.hpu.edu>

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The *Po'okela* newsletter is a bimonthly publication featuring articles of interest to faculty regarding pedagogy, scholarship, and service at Hawai'i Pacific University.

## Golden Apple Awards 2006

Every year, the Teaching and Learning Center, in collaboration with the Faculty Development Policies and Activities Committee (FDPAC), honors the contributions of faculty members to the teaching community and the community at large. This past spring, the Golden Apple subcommittee of FDPAC received a bumper crop of nominations, with at least one nomination from each award category. This is testament to the level of time and dedication that faculty members are investing towards their teaching and to various service learning projects. A total of eight awards were given out at the Faculty Assembly on April 21, 2006 at the Tenney Theater, St. Andrew's Priory.

### Recipients of the awards were:



#### Lou Collazo

*Distinguished Teaching by an Adjunct Faculty Member*  
Nominated by Dan Flood, Ph.D., assistant professor of management

Mr. Collazo was nominated by Dr. Flood for his "creative use of innovative teaching strategies."

He participates as a full-time member of the Management Program Review Committee and is an active member of the Business Administration Faculty Assembly committees. He also obtained consistently high scores for in all areas for both student and peer end-of-course evaluations in 2005.



#### Ivona Xiezopolski

*Distinguished Undergraduate Teaching by a Full-time Faculty Member*  
Nominated by Candis Lee, Ed.D., assistant professor of English (ESL)

As the coordinator of the EFP1300 oral fluency course, Dr. Lee observed Ms. Xiezopolski's classes over the course of a semester. She was impressed by Ms. Xiezopolski's ability to clearly convey her objectives and expectations to her students and engage them in meaningful activities for a particular class period. Dr. Lee's nomination letter commends Ms. Xiezopolski for her ability to develop her

students' vocabulary and overcome the obstacles associated with their language backgrounds through meaningful exercises that address specific pronunciation problems. Dr. Lee also commends Ms. Xiezopolski for providing ample opportunities for her students to use English in class during class discussions and group interactions, enabling them to bolster their oral proficiency.



#### Richard Ward, Ed.D.

*Distinguished Graduate Teaching by a Full-time Faculty Member*  
Nominated by Gordon Jones, Ph.D., dean, College of Professional Studies

Dr. Ward was nominated for his "considerable body of work" as a teacher of graduate students at HPU. He has taught graduate courses at HPU's downtown, Hawai'i Loa and military campuses since the inception of these programs. He also serves as supervisor to two former HPU students who are presently studying in the doctoral program for Organizational Change and Development.

Dr. Ward developed the study guides for the online classes in the M.A. in Organizational Change program, the only graduate program approved by WASC for complete online delivery.

Dr. Jones' nomination also credits Dr. Ward for his quick response to students' e-mailed queries and his willingness to meet with them.

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### Teaching and Learning Center

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## Golden Apple Awards *continued*



### Thomas Kam

*Reflective Use of Technology*  
Nominated by John Kearns, Ph.D.,  
interim dean, College of Business Administration

Mr. Kam was nominated for his ability to incorporate technology into his courses long before online teaching became a popular teaching tool.

He developed the first online courses in accounting for the College of Business at HPU, requiring students' interaction through the submission of a selected homework problem and timed chapter quiz. He has also been very proactive in advocating the use of "clickers" in classrooms, in order to stimulate student participation in a nonstressful way.

"The fact that Tom has been able to make this course (accounting) interesting speaks to the success of his efforts," Dr. Kearns writes.



### Dale Allison, Ph.D.

*Excellence in Service Learning*  
Nominated by Kathleen Sassi, adjunct faculty, nursing

Dr. Allison was nominated for her role in keeping the Ho'ola Like Clinic a viable health care facility. She is the director of the clinic, which partners with HPU to provide clinical experience to undergraduate and graduate nursing students, while serving the uninsured and underinsured residents in the Haleiwa and Kahaluu areas.

Ms. Sassi describes Dr. Allison as a "truly inspirational and tireless mentor—one who exemplifies professionalism and caring in nursing", and who has "effectively incorporate(ed) culturally competent care in the clinic service... while raising the awareness and sensitivity of students to cultural issues" and championing the elimination of "disparities in health outcomes."



### Sally La Luzerne Oi

*Excellence in Mentoring*  
Nominated by Jean Coffman,  
associate professor of English (ESL)

In her nomination letter, Jean Coffman describes Ms. La Luzerne-Oi as an excellent mentor to novice CELP instructors, "generous with her materials, experience and time."

Ms. La Luzerne-Oi has also been a co-advisor of the Intercultural Teachers Organization (ITO) since its founding more than 10 years ago. ITO helps its members develop their communication and organizational skills as they prepare for a career as English teachers around the world. During her time as a Fulbright teaching fellow in the Ukraine in 1995, she helped create TESOL

Ukraine and assisted students in forming a special interest group within this organization.



### Russell Hart, Ph.D.

*Excellence in Scholarship*  
Nominated by S. Mike Pavelec, Ph.D.,  
program chair, diplomacy and military studies

Dr. Pavelec's nomination letter cites Dr. Hart's "continuing contributions to scholarship as well as his positive influence on his colleagues, both here and aboard."

Dr. Hart's first book *Clash of Arms* (University of Oklahoma Press, 2004) received a Distinguished Book Prize from the Society for Military History for Excellence in World War II History. He has two other books on the horizon, one of which will be published in the fall.

Dr. Pavelec writes that "Dr. Hart sets the bar for excellence in scholarship and publication" and that "he is a wonderful example of all the things we are trying to achieve here at HPU: teaching, scholarship and university service."



### Phyllis Frus, Ph.D.

*Service to General Education*  
Nominated by John Kearns, Ph.D.,  
interim dean, College of Business Administration

In 2004, Dr. Frus agreed to serve on the General Education Task Force. She was one of 18 members who met every two weeks to finalize a set of learning outcomes for the Five

Themes and draft a new general education proposal.

She also spearheaded the General Education/Global Citizenship film series (now known as the Viewpoints Film Series, co-led with Dr. Grace Cheng) and was responsible for writing reviews for the films, creating publicity for them and leading discussions after each showing. 🍎

*Ideals are like stars: you will not succeed in touching them with your hands, but like the seafaring man on the desert of waters, you choose them as your guides, and following them, reach your destiny.*

~ Carl Schurz

problems. Many of them commute by bicycle or on crowded trains. They needed an alternative to a large poster. I created a second version of my poster by breaking the content into pieces that fit standard sized paper. I called it the kamishibai alternative after picture cards used by itinerant storytellers in old Japan. I told students they could create a poster or a series of kamishibai cards. A third variation that some students created was a folding poster. In some respects, the kamishibai were even

better than posters. Because they were smaller, they drew speakers and listeners closer together. Some students penciled simple notes on the back of their cards to help them recall key words and phrases to use in their explanations.

A poster session is made more professional when visitors from outside the class come to see it. If you are interested in attending the TESL poster sessions scheduled for the Fall semester, please contact

me, Jean Kirschenmann at:  
jkirschenmann@hpu.edu  
Jean Coffmanjcoffman@hpu.edu or  
Catherine Sajna csajna@hpu.edu. 🍎

*Jean Kirschenmann is an assistant professor at the Center for English Language Programs (CELP) at HPU. She was away from HPU this past spring, teaching at Hakuoh University and one of its affiliated high schools in Tochigi Prefecture, Japan. She resumes her teaching duties here in fall 2006.*

## The Professor in the Classroom

Credibility is a tremendous professional asset. It creates confidence, trust, security and strong relationships. Having the reputation of being credible makes being a professor much easier and a lot more satisfying.

The time it takes to establish credibility with individual students or the whole class can vary. If students have always had professors who were open, honest and fair, they will usually give you the benefit of the doubt—unless your actions tell them to be cautious. But if students have a history of being burned by professors, you'll have to prove your credibility before they will trust you and let themselves count on you. Unfortunately, once lost, credibility is one of the most difficult traits to regain, unless one (a) makes a full and unconditional

admission of error, and (b) one has had a clean record over an extended period of time that enables students' doubts to be replaced by belief.

Credibility is the heart and soul of character. To get and keep credibility, one must embrace responsibility. People who lack credibility are quick to blame and make excuses and other rationalizations. They may not even see the discrepancy between what they say and what they do. To have high credibility, one must also serve and not be self-serving. In addition, one must hold both work and achievement in high regard in order to have high credibility with students—in other words, one must walk the talk.

One must not confuse compliance with credibility: just because students don't

challenge you, it doesn't mean they believe you; just because your colleagues and peers have heard about your expertise doesn't mean they believe it is true.

The effective professor knows he/she has considerable power over his/her students. When every professor is a pillar of credibility, the foundation for relationships, work, effort and high academic achievement is firmly in place. 🍎

*Excerpts from "Remember: Your Credibility Affects Your Effectiveness", from The Professor in the Classroom. 11.15 (April 2005). This article has been reprinted with permission.*

*"What you are speaks so loudly that I cannot hear what you say."  
~ Ralph Waldo Emerson*

## Check out these additions to the TLC's Resource Library:

*Generation Me – Why Today's Young Americans are More Confident, Assertive, Entitled – and More Miserable than ever Before*, by Jean M. Twenge

*The Learning Paradigm College*, by John Tagg

*Changing Minds*, by Howard Gardner

*Learner-Centered Teaching: Five Key Changes to Practice*, by Maryellen Weimer

*Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, by L. Dee Fink

*Teaching Values in College: Facilitating Development of Ethical, Moral and Values Awareness in Students*, by Richard L. Morrill

*Peer Review of Teaching: a Sourcebook*, by Nancy van Note Chism

*This Fine Place So Far from Home: Voices of Academics from the Working Class*, by C.L. Barney

*Instructional Development and Classroom Communication: A Case Study of First-Semester College Students in the Liberal Arts Curriculum*, by Tamara Burk

Universal City, California, April 2006.

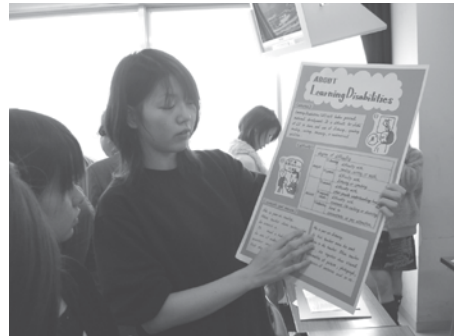
**Houston Wood**, associate professor of

English, is awarded for his presentation “Indigenous Time in Fourth Cinema” at the Out of Time: Theorizing Culture and the

Political Collective for Critical Practices Conference at the University of Minnesota, Twin Cities, Minnesota, October 2005. 🍓

## Low-Tech High Performance

By Jean Kirschenmann



Student presentations can be very rewarding. I genuinely enjoy listening to my students as they share what they have learned with their classmates. However, I am frequently disappointed by the quality of such presentations. English language learners stumble over sentences that they cannot use with confidence. Speakers who are fluent in the English language assume they are immune from such difficulties, so they do not plan, rehearse, or time themselves for a presentation. I can teach students the skills they need to make better presentations, but then I face questions about how much instructional time to turn over to class presentations and preparation for them. I have found poster sessions to be a viable alternative to class presentations.

You might have noticed the wonderful semi-annual poster exhibition that is held in conjunction with the HPU Health Fair. The posters, created by students enrolled in Professor Mercy Mott's Adult Health II course, allow students to showcase their learning and interact with visitors in an informal but professional manner.

For language learners, one particular benefit of the poster session is the opportunity to recycle language. Just as each revision of a paper makes it better, so it can be with speaking events, too. A poster session

requires a speaker to give his or her talk over and over again. It also forces presenters to think about their audience. Every viewer is a new audience, possibly with new questions, presenting a new opportunity to make ideas and language clearer and smoother. The poster display is also good for student listeners who must interact more actively with the presenters than they typically do when they are listening to a series of student talks.

Poster sessions in the Applied Linguistics (or TESL) programs first grew out of a problem with end-of-semester student presentations. In 1996, when Sally La Luzerne-Oi was teaching a course on English teaching methods, she created a simulation of a professional language teachers' conference. Students completed a call for participation, wrote abstracts, served as facilitators, and presented short talks about the major paper or project that they had completed that semester. As the Teaching English as a Second Language programs grew, however, the conference format became unwieldy. The original format no longer worked, but we wanted to maintain the sense of professionalism that the conference simulation had provided.

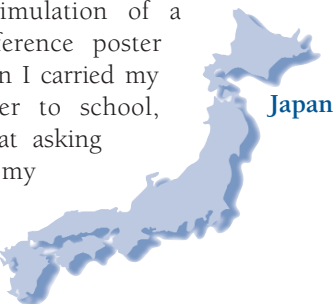
We realized that another way in which teachers could share their research and experience at conferences was in a poster session. For several years, now, the students enrolled in both the B.A. and M.A. level TESL methods courses have participated. Some students display information from research papers they have written; others show what they have learned through their classroom observations or student-teaching experiences. There are many variations. More important than the poster is the interaction that the posters create. Every presenter must explain

his/her poster again and again, and every viewer has an opportunity to ask questions and comment on posters in a relaxed but professional setting. In many respects, the poster session is an ideal forum for future teachers to sharpen their explaining, speaking, summarizing, and listening skills.

It hasn't all been easy and smooth. One common problem is that students may think that the poster is the project. We have learned to show students that posters are tools for communication. We must train presenters to engage viewers. Similarly, we must train viewers to be active participants so that they do not just wander aimlessly around the room. Another common problem of inexperienced students is writing a paper and simply mounting it on a poster. They need help in learning how to present verbal information in visual or graphic ways.

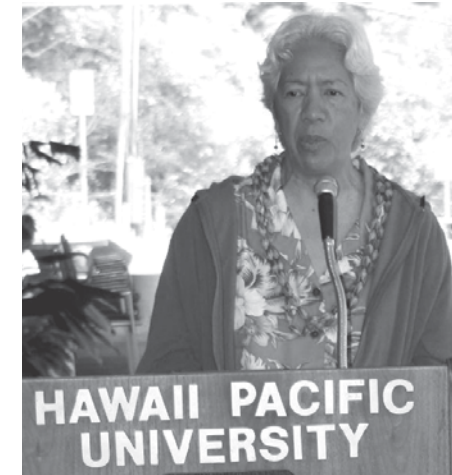
Last year, Sally Luzerne-Oi spearheaded the creation of a special student poster session at the annual conference of Hawai'i Teachers of English to Speakers of Other Languages (HI TESOL), and several HPU students participated in this conference. The simulated professional experience has become real.

This year, I was working in Japan, teaching English to future teachers. I wanted their final project to include a simulation of a teacher conference poster session. When I carried my sample poster to school, I realized that asking all 80 of my students to do the same might create



## Building a Foundation on Hawaiian Values

By Lynette Cruz, Ph.D.



All group work takes place within some kind of agreed-upon structure. Taking a few minutes before the work begins to discuss values may be helpful. What values should drive the work? In other words, prior to each group effort, create an opportunity for group members to formulate a values statement that lays out the means by which the work will be done and the outcomes delivered.

Living and working in Hawai'i provides opportunities to share in Hawaiian pedagogy, whether in the classroom or among group members. Certain Hawaiian values, from which there are many to choose, are practised to ensure the group process flows well and that members treat each other with respect. The group's willingness to jointly create a value system, to articulate

support for particular concepts, and to agree to adhere to those principles, creates harmony even before the work begins. Practicing pedagogy based on complementary values contributes to the life and energy of the work, which is a good reason to adopt such a statement. Moreover, a statement of principles or values ensures that this same group will work together well in future activities, and that members of the group who find it useful will share this way of working with other groups in which they participate. A system of replication may set in based on the participants' desires to continue to work in this way. This might be considered a pedagogy of peace, as both process and outcome allow ways to work peacefully with others who, at the very beginning and by agreement, adopt such a system for the benefit of producing "good" work and building relationships among members.

Some suggestions about which Hawaiian values to include in developing a work ethic are:

- **Pono:** *harmony, balance, working properly and with right attitude; being correct in assessment, but also correct in feeling; being mindful of the needs and feelings of others, even as focus is on the work at hand; helping, through one's behavior, to elevate consciousness and energy among the group as a whole; being "real" and honest, but practicing humility at the same time; aligning action with words; listening and responding with more than the ears.*

- **Kuleana:** *responsibility; knowing what one is committed to doing and taking responsibility for fulfilling those commitments; understanding that promises are to be kept and accountability is part of the process in doing the "right" work.*

- **Aloha:** *behaving with respect, kindness, mindfulness toward others and toward all things; expressing love by supporting others in their endeavors; creating conditions under which all things thrive.*

Of course, there are other values that might be included, but as a bare minimum, these three might serve the purpose of shifting the way that people ordinarily think about, and do, group work. The best way to evaluate the usefulness in using a Hawaiian pedagogy is by observing whether people who have been exposed to it are prone to use it again. Generally, they will comment that practicing a values-based approach has resulted in each person treating the other kindly and with respect, the work getting done quickly and efficiently, and the energy at the end of each meeting being high. And of course, the final test would be that those who met together eventually became those who ate together, adding, almost by default, one more Hawaiian value to their practice of culture-sharing food to extend the shared work time. 🍓

*Lynette Cruz is an assistant professor of anthropology at HPU.*

### Why English Teachers Often Die Young:

#### Actual Analogies and Metaphors Found in High School Essays

1. His thoughts tumbled in his head, making and breaking alliances like underpants in a dryer without Cling Free.
2. He spoke with the wisdom that can only come from experience, like a guy who went blind because he looked at a solar eclipse without one of those boxes with a pinhole in it and now goes around the country speaking at high schools about the dangers of looking at a solar eclipse without one of those boxes with a pinhole in it.
3. She had a deep, throaty, genuine laugh, like that sound a dog makes just before it throws up.
4. Her vocabulary was as bad as, like, whatever.
5. The revelation that his marriage of 30 years had disintegrated because of his wife's infidelity came as a rude shock, like a surcharge at a formerly surcharge-free ATM.
6. From the attic came an unearthly howl. The whole scene had an eerie, surreal quality, like when you're on vacation in another city and Jeopardy comes on at 7:00 p.m. instead of 7:30.
7. The ballerina rose gracefully en pointe and extended one slender leg behind her, like a dog at a fire hydrant.

*~ reprinted with permission from the newsletter of the Center for Scholarship and Faculty Development, Seattle Pacific University.*

# THE VALUE OF WAIT-TIME

By Dan Pratt



That same research showed that if a teacher waited 3.0 or more seconds it had a positive effect on students' thinking and feeling about what they were learning. Further, if the same teacher waited 3.0 seconds for both wait-time one and two (the time immediately following someone's initial response to the question), it had rather astounding effects. Here were some of those effects:

1. Length of student response increased;
2. Number of unsolicited, but appropriate, responses increased;
3. Fewer inflected responses ... "Is that what you wanted?"
4. Student-to-student interactions increased;
5. More qualifying of points with reasons and/or evidence;
6. Number of questions asked by students, to students, increased;
7. Contributions by slower-thinking students increased.

As you can see, a simple matter of waiting ... after the question ... and after the response ... has a salutary effect on the quality of responses, the quality of interaction within the group and the extent of participation within the group. As well, it encourages both students and teacher to ask more questions. What isn't stated, but might be obvious, is that you have to ask a good question to start this remarkable

chain of events. Simple, fast-answer, recall questions don't lend themselves to any of the above results. 🍎

*Dan Pratt is a professor of adult & higher education in the Department of Educational Studies and the faculty of Medicine at the University of British Columbia. Over the past 20 years he has been conducting research on the teaching of adults in different contexts and cultures.*

*His research agenda has addressed three fundamental questions: What are different forms and views of "good" teaching? How does culture inform notions of "good" teaching? How does context influence the practice of teaching?*

*In 1992 he was awarded the Killiam Teaching Award at the University of British Columbia. His most recent book, Five Perspectives on Teaching in Adult and Higher Education, won the 1999 American Association for Adult & Continuing Education Award for outstanding literature in adult education and higher education.*

*Dan was recently in Hawai'i, and conducted a well-attended lunchtime Roundtable session for faculty at HPU.*

*For more about Dan's work, log onto <http://www.edst.educ.ubc.ca/pratt.html>.*

There are two types of wait-times: First, there is the time you wait immediately after asking a question. That is wait-time one. Then, there is a second wait-time, after the first response to your question, but before the second response. Wait-time two could also be the time you wait while someone pauses between their immediate response to your question and the extension of their response. The diagram below shows each of them.

## Wait-time One and Two

Research has shown that, for wait-time one, most teachers wait about one second before repeating the question, elaborating on it, or answering it. That may sound rather incredible, but if you've taught you know how difficult it is to have silence immediately following a question. The tendency for most of us is to fill the silence.

## Faculty Development Grants – Spring 2006

The Faculty Development Policies and Activities Committee, based on the recommendation from the sub-committee on faculty development grants (Robertson, Davis, Anderson), has approved faculty development grants for spring 2006 to 26 faculty, for a total allocation of \$37,396.13. The grants will go to fund a variety of professional development initiatives by faculty at Hawai'i Pacific University and reflect the steady growth in scholarship activities among HPU faculty. They include conference presentations throughout the country and as far away as Greece, Italy, Korea, Spain, Switzerland, Turkey, and Vietnam.

### Grant recipients for spring 2006

**Eric Abrams**, associate professor of economics, is awarded for his participation at the 2006 Allied Social Science Association Annual Meeting in Boston, Massachusetts, January 2006.

**Susan Carstenn**, assistant professor of environmental science, is awarded for her presentation on "Large-Scale Studies: Challenges in Experimental Design and Analysis" at the Ecological Society of America's 91<sup>st</sup> Annual Meeting in Memphis, Tennessee, August 2006.

**Yooncheong Choo**, assistant professor of marketing, is awarded for her presentation on "How the Media is a Significant Promotional Tool to Deliver Marketing Messages to Audiences: The Impact of Asian Soap Operas on the U.S. Market" at the Applied Business Research Conference in Florence, Italy, June 2006.

**Stephen Dye**, associate professor of physics, is awarded for his presentation on "Geo-neutrino Detection from the Oceanic Crust" at the American Geophysical Union – spring meeting in Baltimore, Maryland, May 2006.

**Antonina Espiritu**, associate professor of economics, is awarded for presenting her paper "Earned Degrees in Business & Economics: Is There a Feedback Link to Productivity?" at the Clark/England Centennial Celebration & Conference in Lincoln, Nebraska, March 2006.

**Christopher Fung**, assistant professor of anthropology, is awarded for his presentation on "Agency and Social Status in the Domestic Realm" at the 52<sup>nd</sup> International Congress of the Americanists in Seville, Spain, July 2006.

**Joanne Gula**, assistant professor of advertising, is awarded for her presentation "Destination Tourism and Theme Park Entertainment" at the 2<sup>nd</sup> International Conference on Tourism in Athens, Greece, July 2006.

**John Gutrich**, assistant professor of environmental science, is awarded for presenting his paper "Potential Economic Costs of an Introduction and Spread of the Red Imported Fire Ant, *Solenopsis invicta*, in Hawai'i" at the Invited Seminar on Invasive Species, Invasive Species Research Team, Institute of Pacific Islands Forestry in Hilo, Hawai'i, March 2005.

**Kenneth Guyette**, instructor of accounting, is awarded for his paper "Using Expert System Design Concepts as an Effective Cognitive Learning Methodology for Teaching Accounting Information System Students" at the 2<sup>nd</sup> Annual Conference on Applied Management and Decision Sciences in Dallas, Texas, January 2006.

**Joseph Ha**, associate professor of marketing, is awarded for his presentation "Analysis of Global Trends in Building a

Ubiquitous Market Environment" at the European Applied Business Research Conference in Siena, Italy, June 2006.

**Hsuan-Yuan Huang**, assistant professor of communication, is awarded for her presentation "Breast Cancer Portrayals in Entertainment Media" at the 4<sup>th</sup> International Conference on Communication and Mass Media in Athens, Greece, May 2006.

**Michael Kelley**, associate professor of psychology, is awarded for his presentation "Kava Cognitive Field Research and Documentary Development in Hawai'i" at the International Neuropsychological Society Joint Meeting in Zurich, Switzerland, July 2006.

**Minjeong Kim**, assistant professor of communication, is awarded for her participation at the 3<sup>rd</sup> Hawai'i Conference on Telecommunication and Intellectual Property: U.S. and Asian Perspectives in Waikaloa, Hawai'i, February 2006.

**Philip King**, professor of psychology, is awarded for his presentation "Teaching About Dreams: Sharing Perspectives, Activities and Resources" at the 23<sup>rd</sup> Annual Conference of the International Association for the Study of Dreams in Bridgewater, Massachusetts, June 2006.

**Jean Kirschenmann**, assistant professor at the Center for English Language Programs and Applied Linguistics, is awarded for her presentation "Decisions and Directions in Text Adaptation for ESL/EFL Reading" at the 13<sup>th</sup> Korea TESOL International Conference in Seoul, Korea, October 2005. Leroy Laney, professor of economics & finance, is awarded for his presentation "China as a Reserve Sink" at the 81<sup>st</sup> Annual Conference of the Western Economic Association International in San Diego, California, June 2006.

**Ernesto Lucas**, associate professor of economics, is awarded for presenting his paper "Statistical Measure of Teaching Performance and Its Implications of Re-Appointment and Promotion Decisions" at the 2005 Annual International Academy of Business and Economics Conference in Las Vegas, Nevada, October 2005.

**Matthias Maass**, assistant professor of political science, is awarded for his paper

"Small States and the International Society of States" at the World International Studies Committee, 1<sup>st</sup> Global International Studies Conference in Istanbul, Turkey, August 2005.

**Gunter Meissner**, associate professor of finance, is awarded for his paper "A Model for a Fair Exchange Rate" at the 2005 Business & Economics Society International Conference in Flagstaff, Arizona, July 2005.

**Daniel Morgan**, instructor of sociology, is awarded for his presentation "Beyond Calle Ocho: Voices of Non-Cuban Hispanics in South Florida" at the Pacific Sociological Association 77<sup>th</sup> Annual Meeting in Hollywood, California, April 2006.

**S. Michael Pavelec**, assistant professor of history, is awarded for his participation as regional coordinator for the Society, Region 8 and for his presentation "Giving Guns to the American, Equipping the AEF, 1917-1919" at the Society for Military History 73<sup>rd</sup> Annual Meeting in Manhattan, Kansas, May 2006.

**James Primm**, associate professor of political science, is awarded for his paper on "Integrated Sustainability: A Wholistic Approach to an Orphan School's Survival" at the 2<sup>nd</sup> International Conference on Economic, Environmental, Cultural, and Social Sustainability in Hanoi, Vietnam, January 2006.

**Dolly Samson**, professor of computer science/computer information systems, is awarded for her presentation "Sustaining Synchronicity in Hybrid Courses" and for her poster on "Podcasting and Beyond: Portable Pedagogies" at the New Horizons in Business, Industry and Education in Corfu, Greece, August 2005.

**John Smith**, assistant professor of mathematics, is awarded for presenting his paper "The Efficacy on Online Mathematics Courses" at the Mathematics Association of America Joint Mathematics Meeting in San Antonio, Texas, January 2006.

**Penny Pence Smith**, assistant professor of communication, is awarded for her participation at the Public Relations Society of America's Western District Conference in

*continued on page 6*