

New Faculty Academy 2023 Showcase and Celebration

Date: Wednesday, May 10, 2023
Time: 11 am - 1 pm
Location: 567 Capen Hall

The Office of the Vice Provost for Faculty Affairs in partnership with the University Libraries and the Office of Curriculum, Assessment and Teaching Transformation (CATT) invites faculty and staff to a celebration of the 2022/23 New Faculty Academy Fellows and a showcase of their innovative projects in the areas of teaching, scholarship and writing.

Agenda

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| 11 am | Reception & Networking |
| 11:10 am | Welcome by Robert Granfield , <i>Vice Provost for Faculty Affairs</i>

Project Presentations from NFA Fellows |
| 11:15 am | Session 1: Introductions by Jeffrey Kohler , <i>CATT</i> ,
and Natalia Estrada , <i>University Libraries</i> <ul style="list-style-type: none">• Amanda Adams, <i>School of Nursing</i>• Robert Caldwell, <i>Indigenous Studies, CAS</i>• Sabrina Casucci, <i>Industrial and Systems Engineering, SEAS</i>• Jorge Luis Fabra-Zamora, <i>School of Law</i>• Mary Kamela, <i>University Libraries</i> |
| 11:50 am | Networking Break with Food & Refreshments |
| 12:05 pm | Session 2: Introductions by Jonathan Grunert , <i>University Libraries</i> <ul style="list-style-type: none">• Kate Nehlischer, <i>Urban & Regional Planning, SAP</i>• Loren Pilcher, <i>Global Gender and Sexuality Studies, CAS</i>• Diana Ramirez-Rios, <i>Industrial and Systems Engineering, SEAS</i>• Jocelyn Swick-Jemison, <i>University Libraries</i>• Lourdes Vera, <i>Sociology and Environment & Sustainability, CAS</i> |
| 12:40 pm | Closing Remarks; Awarding of Certificates and Group Photo
Robert Granfield , <i>Vice Provost for Faculty Affairs</i> |
| 1:00 pm | Program End |

Project Presentations

Amanda Adams (School of Nursing):

“Adapting the KWLA teaching tool in the newly implemented concept-based curriculum at the School of Nursing”

The new concept-based curriculum strives to conceptually deliver nursing content to undergraduate students to better prepare them for the many demands placed on nurses in the field. A need that arose at the implementation of the new curriculum was how to formalize and give points for pre-work the students would complete in preparation for active learning in class. In order to ensure students were coming to class prepared for the active learning environment, a ‘ticket to class’ or pre-work assignment was needed but was not formally structured prior to the start of the semester.

In order to address this and the multifaceted, intense needs that arose from the curriculum change, I utilized a modified KWLA teaching method to achieve these end points. The KWLA is traditionally used to improve critical thinking skills in primary and elementary education settings, and has been previously adapted within the School of Nursing to successfully improve academic performance of our nursing students.

Robert Caldwell (Indigenous Studies, CAS):

“The Iconic American Indian Tipi in Spain’s Second Age of Discovery”

In the popular imagination, the tipi is both the stereotypical home in which all American Indians once lived and a near universal symbol of Indianness. In reality, the peoples of the Americas had dozens of styles of housing adapted to local materials and conditions. While the Pueblo tribes built multi-storied terraced stone and adobe houses, other tribes of Texas and the Southwest built wood, pole, thatch, or waddle and daub housing, called by Spaniards jacales or chozas. The tipi as a large, primary and year-round shelter is a relatively late structure, adapted to equestrian nomadic life. My long-held assumption was that the Tipi was first equated with Indians in general as part of the in the 19 th -century Anglo-American westward Imperial gaze. This view was shattered when I encountered a number of 18th century.

Spanish maps of their northern claims are dotted with tipi icons. H.E. Bolton argued over a century ago that historians of the U.S. Southwest should consider Spain’s northward entradas as well as the lasting impact of policies in lands that it once claimed. This research examines the context of the introduction and use of the tipi as a map icon by the Spanish and argues that this coincided with the rise of Comanche power in what is now the US Southwest. While the tipi icon entered the cartographers’ repertoire from the actual housing of specific tribes, it was abstracted to signify American Indian villages and finally was generalized as a symbol for unassimilated American Indians.

Sabrina Casucci (Industrial & Systems Engineering, SEAS):

“Modeling the impact of health disparities and caregiver support on the time to transition away from the community for patients living with dementia”

Health disparities have a significant effect on care outcomes, particularly for persons living with dementia (PLWD) and their family/friend caregivers (CGs). Environmental, sociocultural, behavioral, and biological disparities are linked to differences in dementia risk, trajectories of care, and even shorter life expectancy for the patient. Similarly, unmet caregiver needs, and higher caregiving burdens, often lead to premature transitions away from the community (to higher levels of residential or skilled care), negative impacts on emotional, psychological, and health outcomes for the dyad, increased costs, and higher care intensity at the end of life. Yet, we do not yet know how to provide the personalized supports that caregivers need over the disease trajectory, as patient and CG health status, education, and capabilities change over time. Thus, to enable adaptive and responsive caregiver interventions, we must identify subsets of individuals with similar disease trajectories and caregiver support so that we can model the causal impact of caregiving on this critical transition. Therefore, this research will examine the dynamic and

Project Presentations

complex interactive effects of health disparities and caregiving support on the time to transition away from the community [i.e., to higher levels (skilled) of care]. The expected outcomes of this work are 1) new insights into the effect of health disparities and caregiver support on the time to transition away from the community, and 2) methodological advancements that support rapid analysis and interpretation of health disparity causal inference models.

Jorge Luis Fabra-Zamora (School of Law):

“Law as Normative Political Communities: Foundations for a Theory of State and Non-State Legal Phenomena”

This Article outlines a general theory of law capable of explaining the legal systems of contemporary states, or state law, and other putative types of legal phenomena that lack some of the distinctive features of state law. Central examples of non-state legal phenomena, as we can imperfectly call the second category, include indigenous and customary laws, the international legal order, the European Union, and transnational legal orders. My argument liberally draws on methodological and substantial insights from the twentieth century’s most influential theories of law but criticizes their application to non-state contexts. The bedrock of my substantive account is a reconstruction of mainstream theories of law as general accounts of practice-based normativity, namely, norms created by the behavior and pro-attitudes of certain communities. I further argue that law relates to what I call normative political communities, namely, large-scale, autonomous, norm-constituted permanent groups whose participants efficaciously employ intense forms of social pressure to secure conformity to norms that regulate a wide scope of politico-moral issues. As a result, the legal domain comprises a constellation of normative orders that constitute polities at the state, intra-state, international, supra-state, and trans-state levels. The Article concludes by highlighting some explanatory virtues of my account and an agenda of issues for future investigations.

Mary Kamela (University Libraries):

“Building Campus Partnerships Through Literacy: Great Stories Club Grant”

This presentation centers on the application process for the American Library Association's Great Stories Club Grant. The presentation will outline the award, which supports book club partnerships between libraries and organizations serving underrepresented students, and how the New Faculty Academy's Scholarship track aided in the writing and submission of the application. Finally, this award's potential impact at the University at Buffalo will be discussed, with special focus on the new partnership between the University Libraries and the Arthur O. Eve Educational Opportunity Program.

Kate Nelischer (Urban & Regional Planning, SAP):

“The Impacts of Sidewalk Toronto's Public-Private Partnership on Participatory Planning”

Emerging in response to criticism of the privatized, top-down approach to planning taken by early smart cities, the second wave of smart cities promises a ‘citizen-centric’ approach that prioritizes collaborative decision-making. However, there is little empirical research interrogating participatory planning processes within the citizen-centric era of smart cities. This paper addresses this gap by providing a case study of Sidewalk Toronto/Quayside, one of the most prominent recent smart city projects in North America.

Loren Pilcher (Global Gender and Sexuality Studies, CAS):

“How NFA Helped Me to Think About & Plan My First Book Project”

In the presentation, I will discuss how the NFA on scholarship helped me to conceptualize my current book project more strategically. The project is a culmination of several years of archival and secondary research on images of gender and race in government films made in the mid-

Project Presentations

twentieth century American South. I will discuss how NFA helped me to understand my project from several vantage points that will strengthen its development, including its role in my early academic career, its collection of data, its disciplinary context and potential audience, and its publication and accessibility.

Diana Ramirez-Rios (Industrial & Systems Engineering, SEAS):

“Funding Grant Opportunity on Critical Supply Chain Delivery Operations for the National Cooperative Highway Research Program”

This semester I had the opportunity to apply for funding of my research work related to freight transportation and supply chains. My work was submitted to a Request for Proposals at the Transportation Research Board under the National Cooperative Highway Research Program. My proposal responds to a specific need *“to develop a guide for effective practices and implementation strategies to integrate resilience and emergency response planning and operations related to truck rest and service areas (TRSAs) for supply chain delivery.”* During a disruption or an emergency, TRSAs play a major role in the road transportation of freight, which represents nearly 90% of all freight transported in the U.S. Not only do TRSAs ensure the uninterrupted flow of goods through U.S. interstates and highways but also used as temporary cross-docking facilities and road emergency response points during a major disruption or an emergency. This project aims at developing a framework that is able to identify the strategic location and uses of these TRSAs and integrate them in support of critical supply chain delivery operations.

Jocelyn Swick-Jemison (University Libraries):

“Autoethnography: ADHD and the early career teaching librarian”

What draws the ADHD brain to a job like librarianship? I was diagnosed with ADHD at the age of 42, five years into my career as a teaching librarian at a large public university. As I talked to colleagues and interacted with fellow librarians online, I noticed a trend of librarians being open and honest about their neurodivergence. As a result, this autoethnography explores my personal experience as a teaching librarian with ADHD. I will outline how ADHD affects my role in the following areas: being part of a team, leading a classroom, collaborating with faculty, and managing planning, grading and communications. These themes are explored through six common ADHD traits: idealism, being an empath, rejection sensitivity dysphoria, being “scatter brained”, imposter syndrome, and hyperfocus. I will explore how these traits affect me daily, as well as how they have affected my career trajectory.

Lourdes Vera (Sociology, and Environment & Sustainability, CAS):

“Developing a Public-Facing Lab Infrastructure for Interdisciplinary Research”

I have funds, a lab space, and students who are interested in working with me this summer. Now what? I have started creating a blueprint and outlining a manual for my lab that includes what we have learned from the New Faculty Academy sessions on collaborative writing, public scholarship, grant writing, and data management. Given the importance of public-facing work and online presence, I will incorporate this work into a lab website hosted through UB with 1) A branding guide, including lab name and logo; 2) Project descriptions; 3) Informational pages such as “contact,” “about,” “works published,” and “datasets” ; 4) A rough draft or outline of our lab manual. This will be a central place for potential funders and community members to understand the mission and values of my research and follow the lab's work. Moving through this process will also require me to clearly outline the aims and preliminary findings from projects for which I will pursue further funding. My presentation will reflect on this process of establishing a lab as I provide a tour of the website.