

**ASSOCIATION OF LUTHERAN COLLEGE FACULTIES**  
**84<sup>th</sup> ANNUAL MEETING**  
**October 3, 2020**

**Conference Program and Schedule**

*Welcome!* And, thank you for joining us for the 2020 virtual annual conference of the ALCF!

We are pleased that you're able to join us today. Though we wish we could meet in person, the current disruptions caused by the COVID-19 global pandemic make that impossible this year. We hope that you, your families, and communities are safe and well.

We hope that you'll find a measure of intellectual rejuvenation during this conference. The pandemic has affected us all, in many different ways. For some, it has meant an increase in childcare and homeschooling; for others, it has meant increased isolation and separation from our human family. When the demands of daily life are overwhelming, it's hard to take the time for personal intellectual growth and connection with others. We hope this conference will provide you some food for thought to help sustain you in these strange times.

We're also hopeful that next year we will be able to return to live, in-person conferences. We hope to welcome you next October for the 85<sup>th</sup> Annual Meeting of the ALCF at Concordia University Texas in beautiful Austin, Texas. Join us in the "live music capital of the world" for Texas barbeque, two-stepping, and even a trip to Concordia's own Friesenhahn Cave, a world-famous site of Ice Age fossil deposits. Mark your calendars now for October 1-2, 2021! Hope to see you next year!

So glad to have y'all with us,

The 2020 ALCF Officers

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## ALCF 2020: Using the Past to Inform our Future

We are living in unprecedented times. This year, the United States has faced pandemic, racial unrest and economic insecurity — all of which have affected our communities, social and political structures, and outlook for the future.

As educators, we have witnessed massive upheavals in higher education while responding to the global pandemic. Traditional, face-to-face courses were thrust into the realm of online learning. Dorms were closed, and campuses shut. Faculty mentored students whose lives were upended while at the same time wondering about the future for small, liberal arts colleges.

All these facts can leave us feeling unmoored and further isolated from one another. During these times, it is particularly important to seek out and pursue opportunities to foster connection with our peers. It is in this spirit that we are happy to present the 2020 VIRTUAL meeting of the Association of Lutheran College Faculties.

This year, we take a keen eye toward the long arc of history and our place in it. As we move into an uncertain future, the sage within us whispers to heed the warnings of the past to help guide our future. What lessons should we take from those that came before, and what warnings should we heed? Which voices have been silenced, and which have been amplified? How can this information help us as we move into the future?

As members in the family of the human race, we have wept alongside our brothers and sisters at the events of the summer and the racial injustice that still persists. We've witnessed marches and protests invoking the same language used 50 years ago, and we remember the struggles of the civil rights movement as we work to complete the work left undone.

As American citizens, we watch as the social and political landscape of our nation continues to experience its own series of upheavals and tensions. During an election year, these tensions are exacerbated, and “us versus them” rhetoric has proliferated. Where is the spirit of unity, fraternity, and cooperation? Whither to be found *E Pluribus Unum*?

The conference is designed for faculty at Lutheran institutions of higher education to meet and reflect on a variety of topics, ranging from intellectual scholarship to our shared experiences in higher education and our faculty fraternity.

Open to all faculty who teach at a Lutheran institution of higher education, no matter your background, we seek to foster the crucial communication, support and camaraderie that unites us in uncertain times.

## CONFERENCE SCHEDULE AT-A-GLANCE

### Welcome

9:00 AM Welcome, Greetings, and Conversation over Coffee

### Oral Session 1

9:20 AM **Medieval Virtue for the Modern Student**

Brian Harries (Concordia University, Wisconsin) and Susan Mobley (Concordia University, Wisconsin)

9:40 AM **Dreams and the Unspoken World of Desire in Alice Munro's *The Love of a Good Woman***

Camelia Raghinaru (Concordia University, Irvine)

10:00 AM **Musicians in the Face of Adversity: How Musicians Have Adapted and Can Continue to Adapt**

Alexa Doebele (Concordia University, Wisconsin)

10:20 AM **Finding Jesus at the Border: A Lutheran Theological Approach to Guiding Students to an Understanding Anti-Immigrant Rhetoric and Latinx Fiction in the George Floyd Era**

Brian Gunderson (Concordia University, Wisconsin)

10:40 AM **Witnessing and Ministering to the Abraham Lincolns of Today**

James Pingel (Concordia University, Wisconsin)

11:00 AM **Putting (past) paradigms in their place: Social science method and the Preeminence of Christ**

Preston Cosgrove (Concordia University, Wisconsin)

### Workshop Session 1

11:30 AM **Women in Lutheran Higher Education: Calling, Connection, and Creative Leadership**

Katie Fischer (Concordia University, St. Paul) and Sara Kellogg (Concordia University, St. Paul)

### Oral Session 2

12:30 PM **Computer Animation: Learning from the Past**

Robert Wahl (Concordia University, Wisconsin)

- 12:50 PM **Conducting Scientific Research with Undergraduates – a new paradigm for the pandemic**  
Kerry Cheesman (Capital University)
- 1:10 PM **Conservation Lessons From the Ice Age: Using Friesenhahn Cave to Learn About the Past and to Inform on the Present and Future**  
Jennifer Hofmann (Concordia University, Texas)
- 1:30 PM **Can our understanding of antibiotics limit the spread of bacterial resistance?**  
Daniel Marous (Wittenberg University) and Rachel Boyette (Wittenberg University)

### **Workshop Session 2**

- 2:00 PM **The Role of Tradition and Prejudice in Understanding**  
Mariah Cushing (Fresno Pacific University)

### **Oral Session 3**

- 3:00 PM **Transitioning to e-Learning during COVID-19: A study with implications to online learning**  
Kathryn Wozniak (Concordia University, Chicago), Samuel Kwon (Concordia University, Chicago), and Ardelle Pate (Concordia University, Chicago)
- 3:20 PM **The Effect of the Coronavirus Pandemic on Graduate Education at Concordia University, St. Paul**  
Jean Rock (Concordia University, St. Paul) and Michael Walcheski (Concordia University, St. Paul)
- 3:40 PM **Anti-Bias Education, Cultural Awareness, and Advancing Equity in Education Systems**  
Kelly Sadlovsky (Concordia University, St. Paul)
- 4:00 PM **Compassion Fatigue, Resilience, and Intent to Stay: A Quantitative Study among Nurse Educators**  
Brenda Ulmen (Concordia University, Wisconsin)
- 4:20 PM **English Language Arts Curriculum and Student Learning in Dual Language Gifted and Talented Classrooms**  
Jenna Nelson (Concordia University, Chicago)

## CONFERENCE SCHEDULE

**9:00 am Central Time - Welcome, Greetings, and Conversation over coffee**

**9:20 am Central Time – Oral Session 1**

**(9:20-9:40) Medieval Virtue for the Modern Student**

Brian Harries (Concordia University, Wisconsin) and Susan Mobley (Concordia University, Wisconsin)

Overview: This presentation will consider how medieval concepts of virtue still have an (often unacknowledged) impact on students' modern perception of the world.

Abstract: Conventional wisdom about the foundations of our modern Western culture posits that it began with the learning of the Ancient Greeks and Romans, which was in turn repackaged by Christian Europe in the Renaissance, and eventually refined through the Enlightenment into our present moment. This is a narrative our students have largely accepted, but it is one that overlooks the European Middle Ages as a largely irrelevant hiatus on the trip from Ancient Athens to 21st-century America. During the last several years, we have team-taught numerous classes on the medieval worldview in an effort to help students see how the Middle Ages are an important part of our cultural fabric. This time period is not only relevant for our students, but actually functions as a defining cultural pivot, especially regarding the idea of virtue. The texts we have from the Classical world were preserved and organized according to the ideas of the Middle Ages. Moreover, these modes of thought continued to shape subsequent movements in Western culture in fundamental, though largely unacknowledged, ways. We will give some thoughts on helping students recognize how the medieval world shaped the modern world, and their own perceptions virtue in the current moment.

**(9:40-10:00) Dreams and the Unspoken World of Desire in Alice Munro's *The Love of a Good Woman***

Camelia Raghinaru (Concordia University, Irvine)

Overview: Gothic structures that emerged in the 18th century novel continue to shape contemporary fiction and illuminate in new ways the liminal dimension of the domestic space.

Abstract: Dreams, nightmares, and altered states of consciousness permeate the stories of Alice Munro's *The Love of a Good Woman*. The collection bears the traits of the Southern Ontario Gothic and the female Gothic familiar in Munro's fiction, particularly in regards to the way it employs two distinctive Gothic devices: disturbing sexual dreams that turn into nightmares and the house and domestic space as an outward embodiment of these dreams. As inner and outer expressions of the heroines' mental states of shock and horror, the symbols operating in the dreams and the house work toward heightening these states to the point of pushing the terror into the realm of the sublime.

**(10:00-10:20) Musicians in the Face of Adversity: How Musicians Have Adapted and Can Continue to Adapt**

Alexa Doebele (Concordia University, Wisconsin)

Overview: In this session we will explore some of the ways in which musicians have demonstrated resourcefulness in the face of adversity, and we will consider the lessons that can be learned from them as we face an uncertain future in the coronavirus era.

Abstract: Since the beginning of the COVID-19 pandemic, musicians have faced seemingly insurmountable obstacles: we cannot gather in large groups for rehearsals; we cannot perform for live audiences; singers and many instrumentalists expel aerosols while performing that could prove harmful and have led to “super spreader” events. This is not the first time, however, that musicians have faced an uphill battle. For instance, during times of war, musicians had to find ways around limited resources in order to continue performing. In this session we will explore some of the ways in which musicians have demonstrated resourcefulness in the face of adversity, and we will consider the lessons that can be learned from them as we face an uncertain future in the coronavirus era.

**(10:20-10:40) Finding Jesus at the Border: A Lutheran Theological Approach to Guiding Students to an Understanding Anti-Immigrant Rhetoric and Latinx Fiction in the George Floyd Era**

Brian Gunderson (Concordia University, Wisconsin)

Overview: This paper focuses on helping our students to see undocumented immigrants as neighbors through curriculum change and how we teach Latinx fiction at Lutheran and Christian universities.

Abstract: Anti-immigrant rhetoric has been at the forefront of the political divide since the 2016 election, when it was made a major policy issue of the right. Currently, we face the danger of dehumanizing a large portion of our population, as well as our neighbors. Lutheran doctrine implores its congregants to serve and love our neighbors as ourselves. It becomes a bit easier for Lutherans to see Latinx individuals as neighbors when they read scripture in light of Jesus as a migrant, forced from his home to avoid persecution. Lutheran and Christian universities hold a distinct and vital position in our society and have the opportunity to engage young people in dialogue about what it means to be undocumented right now in the United States. One of the ways that this paper proposes we make distinct changes is through our curriculum and the inclusion of Latinx fiction and how we teach it. This paper seeks to map a path forward of greater inclusion, from a Biblical perspective, for our Lutheran and Christian universities through how we teach about race, ethnicity and otherness.

**(10:40-11:00) Witnessing and Ministering to the Abraham Lincolns of Today**

James Pingel (Concordia University, Wisconsin)

Overview: This presentation will demonstrate how the life of Abraham Lincoln provides an excellent blueprint for the contemporary Christian church to use in its evangelism efforts in meeting and serving the needs of the “Lincolns” in our world today.

Abstract: Historians and biographers have frequently wondered if the Lincoln theme has been exhausted. Yet the works about the nation’s sixteenth president keep coming. The quintessential American icon, Lincoln remains the most written about American by a significant margin. The only “person,” however, written more about than Lincoln is Jesus Christ. Thus, by examining Lincoln’s life through a biblical lens and applying the lessons learned to one’s own personal life, this project provides a biographical platform and innovative reflection tool to aid individuals in their spiritual walk and evangelism efforts. Does Lincoln’s life provide insight on how to effectively witness to the Abraham Lincolns of the present day? This was the key research question in the study. By conducting biographical re-search and probing God’s Word on the various topics, issues, and experiences Lincoln confronted in his day, the evidence suggests that the challenges and ministry opportunities which made an impact on Lincoln’s faith life so long ago are very similar to what so many people confront and experience today. By knowing the lessons learned from the life of Lincoln, today’s Christian will be better equipped to help others know Christ.

**(11:00-11:20) Putting (past) paradigms in their place: Social science method and the Preeminence of Christ**

Preston Cosgrove (Concordia University, Wisconsin)

Overview: The social sciences offer a vision of the future informed by distinct historic paradigms, the Enlightenment or Post-modernity. Instead I argue that human reason and agency are properly oriented by the Preeminence of Christ as the transcendent truth.

Abstract: This presentation offers a theological reorientation of social science method. Through their textbooks, students are introduced to the fundamental paradigms, but not a consideration of the moral weight of the embedded ontological and epistemological commitments. But the values that undergird knowledge production are not neutral, and students are often unable to navigate the implications of such complex epistemological terrain. That landscape is divided between the misleading heuristic of “quantitative” and “qualitative” research, labels that mask the paradigmatic worldviews of the Enlightenment and Post-modernity. Each represent a deeper past that fosters a certain posture and conviction toward the future: the primacy of human reason or agency, respectively. What they share, however, is that without God, humans are the central actor in the world. But God is not absent, and as Christians, faculty and students are not bound by such paradigmatic constraints. Building from the book of Colossians, this presentation offers the Preeminence of Christ as the foundational truth and transcendent authority over all paradigms, which does not eliminate, but reorients, the role of reason and agency in our teaching, research, and future endeavors.

**11:30 am Central Time – Workshop Session 1**

**(11:30-12:15) Women in Lutheran Higher Education: Calling, Connection, and Creative Leadership**

Katie Fischer (Concordia University, St. Paul) and Sara Kellogg (Concordia University, St. Paul)

Overview: Women in Lutheran higher education can benefit from exploring one’s calling, creating meaningful connections, and utilizing creative leadership principles to support personal and professional leadership during these unprecedented times.

Abstract: “The world needs what women bring” (Longman, 2019). Women in Lutheran higher education are facing immense challenges: Work-life balance issues, emotional strain associated with concern for family and students, and ongoing disruption within higher education (e.g., decreasing enrollments). Given the many disruptions occurring in higher education and the world today, an emphasis upon one’s calling, connection, and creative leadership is needed more than ever. This workshop will integrate personal reflection upon one’s strengths, values, and calling with theories associated with female leadership in Lutheran higher ed. Throughout the workshop, key aspects of creative leadership will be explored: Engaging one’s calling, creating meaningful connections, and resilience. Creative leadership is needed for faculty members leading courses, administrators leading programs, and leading in one’s personal life. Ultimately, creative leadership, and particularly leadership which integrates female voices, is essential for leading higher education institutions into the next decade. Reference: Karen A. Longman: The world needs what women bring. (2019, May 28). Retrieved from <https://faithandleadership.com/karen-longman-world-needs-what-women-bring>

## 12:30 pm Central Time – Oral Session 2

### **(12:30-12:50) Computer Animation: Learning from the Past**

Robert Wahl (Concordia University, Wisconsin)

Overview: Computer animation has its roots in hand-drawn animation. This paper details why it is vital for today's students of computer animation to learn from the historical masters of animation and to include many of their techniques into modern animation.

Abstract: Rather than developing animation skills through experiential techniques, today's computer animators can learn from the past, as many of the techniques developed by traditional (hand-drawn) animators have shown to be of value in computer animations. Traditional, hand-drawn animation and computer animation are vastly different yet share common techniques and principles in achieving their goals. While few animators that used traditional techniques were able to change to computer animation (Lasseter, 1987), the core principles and techniques of traditional animation directly apply to computer animation. At the most basic level, the twelve principles of animation developed by Disney artists in golden era of hand-drawn animation directly apply to today's animators. In addition to the twelve principles, students learning computer animation can benefit from the vast library of traditional animation which features poses, styling, expressions, movement, and visual appeal. This paper describes the advantages of learning from past animation masters and how developing a team approach to learning computer animation may be beneficial.

### **(12:50-1:10) Conducting Scientific Research with Undergraduates – a new paradigm for the pandemic**

Kerry Cheesman (Capital University)

Overview: Undergraduate scientific research plays an important role for students and faculty. Most traditional research cannot be done during the pandemic, so faculty need to expand their horizons and find ways to accommodate this important experience.

Abstract: At many liberal arts institutions it has become increasingly important for faculty to engage in mentoring students through research projects, individually or in small groups. Engaging in research has also become increasingly important for graduate school applicants, including those in various fields of medical practice. Scientific research most often relies upon access to laboratories, equipment, and chemicals, and usually engages students in a team-driven process. Research is not done alone, or at home. But with the COVID-19 pandemic access to most laboratories and teams became impossible; isolation became the norm. So how do we continue creating opportunities for students to engage in and learn the lessons of research during this time? Faculty need to think outside the box and be willing to expand their own horizons to accommodate this new (hopefully temporary) norm. Projects can be designed around large scale existing databases, creating new insights into prior projects, or doing background research for new projects in the future. If faculty are willing to do so, we can still engage our students in meaningful, authentic research and give them the opportunity to learn the valuable lessons that participation in research instills.

**(1:10-1:30) Conservation Lessons From the Ice Age: Using Friesenhahn Cave to Learn About the Past and to Inform on the Present and Future**

Jennifer Hofmann (Concordia University, Texas)

Overview: Stewardship of a natural resource, such as Concordia University Texas' Friesenhahn Cave, can provide a valuable community resource for learning about the past, present, and future of a region while teaching participants about conservation behaviors.

Abstract: One of the most prevalent threats to conservation is the impact of global climate change. Without intervention and mitigation, damage to the planet will magnify and have catastrophic effects upon all forms of life. As the steward of Friesenhahn Cave, a Pleistocene (Ice Age) fossil-rich solution chamber within the karst topography of central Texas, Concordia University Texas is in a unique position to facilitate evidence-based learning strategies and behavior among a large group of stakeholders, including students and faculty from a variety of fields, museums, paleontologists, geologists, cavers, religious leaders, and local communities. Discoveries of more than 30 genera of ice age mammals, reptiles, and birds within the cave have provided an important glimpse into an ancient ecosystem. To advance these efforts, the recently established Friesenhahn Cave & Preserve Council's goals are to promote education, preservation, and conservation of the cave. By studying the biotic and abiotic features of the cave, important engagement can occur between stakeholders in order to further the understanding of the past, present, and future of the central Texas, with an increase in conservation knowledge and behavior expected among participants.

**(1:30-1:50) Can our understanding of antibiotics limit the spread of bacterial resistance?**

Daniel Marous (Wittenberg University) and Rachel Boyette (Wittenberg University)

Overview: The development of antibiotics and the subsequent issue of bacterial resistance will be discussed. Can we use our 90-year history with antibiotics to halt further development of resistance? A germane undergrad research project will also be presented.

Abstract: The development of antibiotics in the early 20th century revolutionized the practice of medicine, providing a treatment option for otherwise fatal infections. Yet, since clinical implementation, bacteria have adapted and now some strains are even able to resist the most advanced antibiotics. Bacterial resistance threatens society and could result in a return to the "pre-antibiotic" era. In this presentation, we will trace the development of antibiotics and delineate why wide-spread resistance has occurred. Using what scientists have learned from the study of antibiotics and microorganisms, we will examine various strategies for halting further spread of resistance. One strategy involves increasing public understanding of bacterial resistance. To this end, we have been developing a model system that demonstrates bacterial resistance as part of an undergraduate research project. The results of this study will also be described. It is our desire to include the undergrad who completed the research in this presentation.

**2pm Central Time —Workshop Session 2**

**(2:00-2:45) The Role of Tradition and Prejudice in Understanding**

Mariah Cushing (Fresno Pacific University)

Overview: The presentation will explore the philosophical concepts of prejudice and tradition as determined by Hans-Georg Gadamer for reflection in the 21st century setting.

Abstract: Hans-Georg Gadamer develops the hermeneutical concept of prejudice by confronting the Enlightenment idea that accomplishing objectivity is possible by putting aside all prejudices. This presentation explores how the Gadamerian philosophy of prejudice differs from modern understandings of prejudice influenced by the Enlightenment period, and how the term is expressed in modern social scientific definitions. This presentation surveys Gadamer's philosophy in contemporary theology and asks how hermeneutics can be enhanced with Gadamer's understanding of prejudice and tradition.

### **3pm Central Time – Oral Session 3**

#### **(3:00-3:20) Transitioning to e-Learning during COVID-19: A study with implications to online learning**

Kathryn Wozniak (Concordia University, Chicago), Samuel Kwon (Concordia University, Chicago), and Ardelle Pate (Concordia University, Chicago)

Overview: Just as COVID-19 broke, three Concordia colleagues decided to survey K-12 teachers to get an idea of what went right and what went wrong within the virtual classroom. The study's 34 questions gave a glimpse into the online virtual world of teachers.

Abstract: Following the theme "Using the Past to Inform Our Future," the presenters from Concordia University Chicago will share the results of a survey given to K-12 teachers in the Chicago area during the COVID-19 pandemic. Most of the participants in the study were enrolled in the educational technology Master's program at Concordia University Chicago, while some were not within this program. Questions elicited responses concerning practice, pedagogy, and policies. The qualitative and quantitative data from these responses also gave a glimpse into the online virtual world of teachers, examining questions about the changing dynamics of cognitive, teaching, and social presence within this online environment. The results of the survey have implications for all online teachers, including those Lutheran university educators who shifted from face-to-face to online teaching during COVID's shelter-in-place.

#### **(3:20-3:40) The Effect of the Coronavirus Pandemic on Graduate Education at Concordia University, St. Paul.**

Jean Rock (Concordia University, St. Paul) and Michael Walcheski (Concordia University, St. Paul)

Overview: Graduate students responded to questions regarding the effect of the Coronavirus on various aspects of their life and how it impacted their studies, both positively and negatively, at Concordia St. Paul. Action steps to aid students were suggested.

Abstract: Over 200 graduate students responded to questions regarding the effect of the Coronavirus on various aspects of their life and how it impacted their studies, both positively and negatively, at Concordia St. Paul. Topics ranged from personal life arenas such as changes in their children's education to professional implications of becoming laid off or furloughed. Candid responses included students feeling putting their graduate education on hold would be a necessity, to rapidly elevated stress levels including common terms used of overwhelmed, anxious, uncertain, isolated, and depressed. Others responded they now had more time to devote to their studies, and increased time with family was a positive. Participants reflected on how their graduate learning was being applied to issues related to the pandemic, such as leading and teaching in a distance format. Specific action steps were shared regarding what the faculty and the University could do to aid students during this time, with flexibility being the

top mentioned. Other common terms were understanding, empathy, and increased communication. A common theme overall was students were still committed to completing their degree, but uncertainty did exist as to the feasibility.

### **(3:40-4:00) Anti-Bias Education, Cultural Awareness, and Advancing Equity in Education Systems**

Kelly Sadlovsky (Concordia University, St. Paul)

Overview: Focus on continuous self-reflection for educators to be aware of personal biases and/or assumptions that impact interactions with others. Anti-Bias education requires awareness and accountability to reach shared goals to advance equity in education.

Abstract: This presentation focuses on anti-bias curriculum, cultural awareness, and advancing equity in education systems with supporting research. Key terminology is defined in order to create a shared context for clarity in discussions on this topic reducing miscommunication for educational professionals in diverse roles. Educators have an obligation to advance equity in education systems that can result in transformational learning for both students and faculty that impact generations to come (NAEYC, 2019). Research shows that continuous self-reflection for educators raises awareness to personal biases and/or assumptions which impact interactions with students, families, and professional peers. Cultural responsiveness to diverse needs of students guides differentiated instruction and inclusive practices for educators. Self-awareness is key for educators to foster anti-bias learning environments that reflect the lives of students and communities. Building continued cultural awareness allows educators to advocate for students and better understand the challenges students face daily which impacts learning and developmental growth (Kambutu & Nganga, 2008).

### **(4:00-4:20) Compassion Fatigue, Resilience, and Intent to Stay: A Quantitative Study among Nurse Educators**

Brenda Ulmen (Concordia University, Wisconsin)

Overview: Nurse educators have strong organizational commitment despite suffering from compassion fatigue. Nursing leaders have a responsibility to raise awareness and implement resilience training to support the professional well-being of nurse educators.

Abstract: Compassion fatigue is a problem commonly seen in helping professions and was recently identified in nurse educators. When already overwhelmed with the ramifications of the nurse educator shortage, feeling symptoms of compassion fatigue may be exacerbating the desire for nurse educators to leave the profession of academia. A quantitative regression study was used to describe and predict nurse educators' level of compassion fatigue and resilience on the intent-to-stay in academia. After surveying 146 nurse educators, results indicated nurse educators suffering from compassion fatigue predicted higher organizational commitment. The unrecognized and understudied issue of compassion fatigue in nurse educators obligates nursing leaders to raise awareness and implement resilience training for the purpose of strengthening and supporting the personal and professional well-being of nurse educators.

**(4:20-4:40) English Language Arts Curriculum and Student Learning in Dual Language Gifted and Talented Classrooms**

Jenna Nelson (Concordia University, Chicago)

Overview: The presenter will discuss the use of culturally and linguistically responsive teaching practices to improve the learning experiences and academic achievement of culturally and linguistically diverse students in gifted and talented education.

Abstract: In the United States (US) education system, there has historically been an underrepresentation of Black and Hispanic students participating in gifted and talented education (GATE) coursework (Ford, 2015; Ramos, 2010). The content found in GATE courses reflects this trend as its curriculum and perceptions of giftedness commonly leave out diverse learners (Ford, Moore, & Harmon, 2010; Lovett, 2011; Ford Grantham, & Whiting, 2008). During this presentation, the presenter will address this reality by discussing a study she conducted on the curricular experiences of fifth-grade and sixth-grade Latinx learners in their English Language Arts (ELA) dual language GATE classroom. The presentation will discuss curricular experiences of diverse students participating in dual language GATE and what educators can do to improve student literacy. The presenter proposes that educators ought to consider the impact that responsive literature has on improving student learning, educational attainment, literacy, and motivation within ELA coursework.