

2024 SUSTAINABLE DEVELOPMENT RESEARCH SUMMIT

March 8, 2024
8:00am to 1:00pm

LITE CENTER
UNIVERSITY OF LOUISIANA at LAFAYETTE

Coffee & Snacks	8:00-8:30am
Opening Remarks	8:30-9:00am
Research Presentations	9:00am-12:15pm
Lunch, Closing Remarks & Awards	12:15-1:00pm

SUSTAINABLE DEVELOPMENT GOALS



UNIVERSITY of
LOUISIANA
L A F A Y E T T E

**2024 FACULTY SUSTAINABLE DEVELOPMENT RESEARCH SUMMIT
PROGRAM OF PRESENTATIONS & EVENTS**

MARCH 8, 2024

- 8:00-8:30** Coffee & Snacks in the Atrium
- 8:30-9:00** Welcome & Opening Remarks
Ramesh Kolluru, Dianne Olivier & Brian Bolton
- 9:00-9:30** Ambassadors Presentations (4)
- 9:30-10:00** Fellows Presentations (4) – Introduced by Gretchen Vanicor
Focus on Environmental Protection
- 10:00-10:30** Coffee Break & Breakout Sessions
- 10:30-11:05** Fellows Presentations (5) – Introduced by Kiwana McClung
Focus on Social Inclusion
- 11:05-11:45** Fellows Presentations (6) – Introduced by Mary Farmer-Kaiser
Focus on Health, Wellness & the Human Element
- 11:45-12:15** Breakout Sessions
- 12:15** Boxed Lunch Provided
- 12:30-1:00** Mary Farmer-Kaiser, Philip de Mahy & Brian Bolton introduce Graduate Student Research awards + Announcement of New Award Opportunities

DETAILED SCHEDULE OF EVENTS

8:00-8:30am Coffee & Snacks

8:30-9:00am Welcome & Opening Remarks

Dr. Ramesh Kolluru, Vice President for Research, Innovation & Economic Development
Dr. Dianne Olivier, Associate Vice President for Academic Affairs
Dr. Brian Bolton, Professor & Endowed Chair in Finance

9:00 – 9:30am

Ambassadors Presentations

- 9:00-9:07 **Heather Stone, Associate Professor, Education & Human Development**
“Isle of Memories: Stories of the Jean Charles Choctaw Nation”
Sustainable Development Goals Addressed: 4, 10, 16
- 9:07-9:15 **James Albert, Professor, Biology (College of the Sciences)**
“Documenting Body-Shape in Riverine Fishes”
Sustainable Development Goals Addressed: 6, 15
- 9:15-9:22 **Emad Habib, Professor & Endowed Chair, Civil Engineering**
“Fostering Flood-Resilient Communities: Integrating Hydrodynamic Modeling, Socio-Economic Risk Assessment, and Inclusive Communication”
Sustainable Development Goals Addressed: 6, 9, 10, 11, 13, 16
- 9:22-9:30 **Liz Skilton, Associate Director of Research (Kathleen Blanco Public Policy Center) and Associate Professor, History (College of the Liberal Arts)**
“The Sustainability of Coastal Restoration: Tracking Community Understandings of Restoration Projects at 5 or More Years”
Sustainable Development Goals Addressed: 8, 11, 13, 14, 15

9:30 – 10:00am

Fellows Presentations

FOCUS ON ENVIRONMENTAL PROTECTION

- 9:30-9:35 **Overview & Introductions by Gretchen Vanicor**
Director, UL Lafayette Office of Sustainability
- 9:35-9:41 **Emily Kane, Assistant Professor, Biology (College of the Sciences)**
“You’ll Never Look at a Roadside Ditch the Same After This! Small, Boring Fish Make a Big Impact on Pest Control”
Sustainable Development Goals Addressed: 3, 5, 6, 11
- 9:41-9:47 **Do Kyun David Kim, Endowed Professor, Communication (College of the Liberal Arts)**
“Duration of Flood Risk Perception and Recommendations for Sustainable Development: Climate Change, Natural Disaster, and Community Education for Preparation”
Sustainable Development Goals Addressed: 4, 10, 11, 13
- 9:47-9:53 **Ling Fei, Assistant Professor, Chemical Engineering**
“Electrochemical Energy Technologies for Carbon Neutrality / Negativity”
Sustainable Development Goals Addressed: 7, 11
- 9:53-10:00 **Yu Wang, Associate Professor, Chemistry (College of the Sciences)**
“Development of Novel Water Purification Materials for the Removal of Perfluoroalkyl Substances (PFASs)”
Sustainable Development Goals Addressed: 6, 11

10:00 – 10:30am
Coffee Break & Breakout Sessions

10:30am to 11:10pm **Fellows Presentations**
FOCUS ON SOCIAL INCLUSION

- 10:30-10:35** **Overview & Introductions by Kiwana McClung**
Chief Diversity Officer, UL Lafayette Office for Campus Diversity
- 10:35-10:41** **Tori Flint, Associate Professor, Education & Human Development**
“Literacies Beyond Bars: (Re)claiming and (Re)imagining Identities Through Multimodal Family Literacy Practices”
Sustainable Development Goals Addressed: 4, 16
- 10:41-10:47** **Liane Hancock, Associate Professor, Architecture (College of the Arts)**
“Serving the Under-served: Building Resiliency for Manufactured Homes across the Coastal South”
Sustainable Development Goals Addressed: 1, 8, 9, 10, 11, 12, 17
- 10:47-10:53** **Yung-Hsing Wu, Professor, English (College of the Liberal Arts)**
“Reading Race with Oprah – and Our Students”
Sustainable Development Goals Addressed: 4, 5, 8, 16
- 10:53-10:59** **Manyu Li, Associate Professor, Psychology (College of the Liberal Arts)**
Presented by Ayodeji Solomon Adegoke, Psychology Graduate Student
“Cultivating a Sense of Belonging for Inclusive and Equitable Education: From Research to Application”
Sustainable Development Goals Addressed: 4, 10, 16
- 10:59-11:05** **David Squires, Associate Professor, English (College of the Liberal Arts)**
“‘Proof That We Ever Was’: Exhibiting the Ernest J. Gaines Center Collection”
Sustainable Development Goals Addressed: 4, 10, 16

11:05 to 11:45 **Fellows Presentations**
FOCUS ON HEALTH, WELLNESS & the HUMAN ELEMENT

- 11:05-11:09** **Overview & Introductions by Mary Farmer-Kaiser**
Dean of the UL Lafayette Graduate School
- 11:09-11:15** **Christine Weill, Associate Professor, Communicative Disorders**
(College of the Liberal Arts) ...Ryan Nelson & Holly Damico
“Investigating Our Legacy: Twenty Years of Language and Literacy Projects in Southwest Louisiana”
Sustainable Development Goals Addressed: 1, 4, 10

- 11:15-11:21 Nathan Roberts, Professor, Education & Human Development**
...with Marietta Adams, Aimee Barber & Amanda Mayeaux
“Lactation Policies and the K-12 Teacher Workforce: A Law and Policy Analysis to Determine a Model Policy to Encourage and Support the Recruitment and Retention of Female Teachers”
Sustainable Development Goals Addressed: 3, 4, 5, 8
- 11:21-11:27 Stephanie Arceneaux, Sr. Instructor, College of Nursing & Health Sciences**
“Education of Nursing Students on Human Trafficking Improves Knowledge”
Sustainable Development Goals Addressed: 5, 11
- 11:27-11:33 Emily Sandoz, Professor, Psychology (College of the Liberal Arts)**
“Promoting Appetitive Learning of Consensual, Empowered Vulnerability: A Contextual Behavioral Conceptualization of Intimacy”
Sustainable Development Goals Addressed: 3, 4, 5, 10, 11, 16, 17
- 11:33-11:39 Randy Gonzales, Associate Professor, English (College of the Liberal Arts)**
“Filipino Food, Louisiana Ingredients”
Sustainable Development Goals Addressed: 2, 12
- 11:39-11:45 Emily Blosser, Assistant Professor, Sociology (College of the Liberal Arts)**
“Food for Thought – Teaching the UN Sustainability Goals in Sociology 494: The Sociology of Food and Eating”
Sustainable Development Goals Addressed: 2, 3, 5, 10, 12, 13, 15

11:45am – 12:15pm
Breakout Sessions

12:15pm
Boxed Lunch Available

12:20-1:00pm
Closing Remarks
Announcements of New Research Awards &
Introduction of Graduate Student Research Awards

Josh Bendickson, Endowed Chair of Entrepreneurship & Innovation
Mary Farmer-Kaiser, Dean of the Graduate School
Philip de Mahy, Assistant Dean of the Graduate School
Brian Bolton, Endowed Chair of Finance

UNIVERSITY OF LOUISIANA at LAFAYETTE

OVERVIEW OF: SUSTAINABLE DEVELOPMENT FACULTY RESEARCH GRANTS PROGRAM

In Spring 2023, we launched a faculty research program, seeking faculty research proposals related to the sustainable development themes of economic growth, social inclusion and environmental protection and to any of the 17 United Nations' Sustainable Development Goals.

THE GRANTS: In this this initial phase, we awarded 19 grants worth \$40,400 to 23 UL Lafayette faculty researchers.

- Round 2 focused on graduate student research. In early March, 2024, we announced \$2,000 each would be awarded to 22 graduate student research projects – \$44,000 total. More information on these students and their projects is provided near the end of this program.
- Round 3 will be launched in Spring 2024 and will be open to any and all UL Lafayette researchers, including faculty, graduate students undergraduate students and professional staff. Round 4 will be similar; to be launched in Spring 2025.

THE PURPOSE: To showcase UL Lafayette faculty research.
To make sustainable development a priority in Louisiana.
To show how interconnected economic growth, social inclusion and environmental protection are – in Louisiana and in general.
To provide seed-money for faculty projects and institutional mission.

THE PROJECT: We will sponsor a year-long research seminar series showcasing your work through 2023-2024. All selected research will be presented in this series. Longer-term, we hope to aggregate your work into a book, conference, website or other medium to further enhance the impact. The hope is that your proposals will be seed capital for a multi-year project that will continue to show the importance of your research.

THE TIMELINE: April 19, 2023 – Call for Proposals announced
June 1, 2023 – Proposal applications due
July 1, 2023 – Faculty awards announced & grants awarded
December 1, 2023 – Graduate student proposals announced
January 31, 2024 – Graduate student applications due
March 1, 2024 – Graduate student awards announced
March 8, 2024 – Faculty Sustainable Development Research Summit
April 12, 2024 – Graduate Student Sustainable Development Research Summit

In the spirit of Sustainable Development Goal #17, this program – its design, implementation and funding – is a cross-campus collaboration between Mary Farmer-Kaiser & Philip de Mahy (The Graduate School), Dianne Olivier (Faculty Affairs), Kiwana McClung (Office for Campus Diversity), Gretchen Vanicor (Office of Sustainability) and Brian Bolton, Dwight W. Andrus, Jr. / BORSF Eminent Scholar Endowed Chair in Finance.

UNITED NATIONS SUSTAINABLE DEVELOPMENT FRAMEWORK

The United Nations and other supra-national organizations have been working for years to prioritize Sustainable Development. The United Nations describes Sustainable Development as:

...development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development calls for concerted efforts towards building an inclusive, sustainable and resilient future for people and planet. For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion, and environmental protection. These elements are interconnected and are all crucial for the well-being of individuals and societies. To this end, there must be promotion of sustainable, inclusive, and equitable economic growth creating greater opportunities for all, reducing inequalities, raising basic standards of living, fostering equitable social development and inclusion, and promoting integrated and sustainable management of natural resources and ecosystems.¹

The UN's focus on Sustainable Development can be directly applied through the 17 Sustainable Development Goals (SDGs), providing communities, nations, regions and businesses a road-map to working towards a more sustainable society. These SDGs were developed based on years of scholarly research, public-private partnerships and the vision to see the role that we all have on creating the future world we will all inhabit.²

Residents of Louisiana – and faculty at UL Lafayette – know as well as anyone how inextricably linked economic growth, social inclusion and environmental protection are to one another. We know that the future economic and social wellbeing of the state depends on having a strategy that respects how interconnected economic growth, social inclusion and environmental protection are. Economic growth will happen *because of* social inclusion and environmental protection, not in spite of it. We could say the same about any other U.S. state or any other region of the world. But Louisiana is our home.

The goal of this project is to explore how the 17 SDGs impact the wellbeing of Louisiana, the USA and the world – both positively and negatively. By looking at the SDGs from a Louisiana and Southern US perspective, we hope to connect our daily lives with our future world. The changes that we wish to see in the world will be made locally – in our families and in our communities. If we are unable to make progress towards the SDGs in our own lives, then we have no chance of making progress towards the SDGs globally. The converse is true, of course: making progress towards the SDGs in our own lives and communities *is the only* way we will make progress towards the SDGs globally.

This research will drive the changes we in the future and the progress we collectively make towards the SDGs in Louisiana. This project will showcase your research so we can all begin having critical conversations about how we create the future we all want Louisiana to have.

¹ “The Sustainable Development Agenda: Frequent Asked Questions; What is Sustainable Development”:

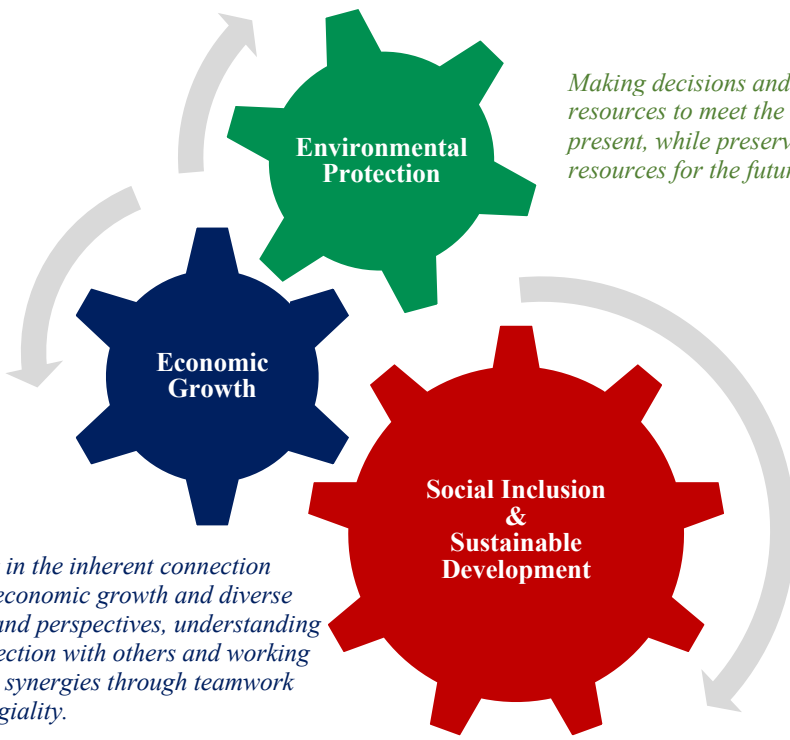
<https://www.un.org/sustainabledevelopment/development-agenda/>

² It is not a coincidence that The University's stated value of “sustainability” perfectly aligns with the United Nations' definition of “sustainable development.”

SUSTAINABLE DEVELOPMENT GOALS

- Goal 1:** End poverty in all its forms everywhere.
- Goal 2:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
- Goal 3:** Ensure healthy lives and promote well-being for all at all ages.
- Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Goal 5:** Achieve gender equality and empower all women and girls.
- Goal 6:** Ensure availability and sustainable management of water and sanitation for all.
- Goal 7:** Ensure access to affordable, reliable, sustainable and modern energy for all.
- Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
- Goal 9:** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

- Goal 10:** Reduce inequality within and among countries.
- Goal 11:** Make cities and human settlements inclusive, safe, resilient and sustainable.
- Goal 12:** Ensure sustainable consumption and production patterns.
- Goal 13:** Take urgent action to combat climate change and its impacts.
- Goal 14:** Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
- Goal 15:** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
- Goal 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
- Goal 17:** Strengthen the means of implementation and revitalize the global partnership for sustainable development.



Making decisions and allocating resources to meet the needs of the present, while preserving resources for the future.

Believing in the inherent connection between economic growth and diverse cultures and perspectives, understanding our connection with others and working to realize synergies through teamwork and collegiality.

Advancing the principles of sustainable development through scholarly research, practical application and interdisciplinary relationships within the University and Louisiana communities to better understand the interconnected nexus of economic development, social inclusion and environmental protection and to find ways to implement impactful policies, perspectives and solutions for a more prosperous future for all.

1 NO POVERTY



4 QUALITY EDUCATION



7 AFFORDABLE AND CLEAN ENERGY



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



15 LIFE ON LAND



2 ZERO HUNGER



5 GENDER EQUALITY



10 REDUCED INEQUALITIES



13 CLIMATE ACTION



16 PEACE, JUSTICE AND STRONG INSTITUTIONS




3 GOOD HEALTH AND WELL-BEING



6 CLEAN WATER AND SANITATION



8 DECENT WORK AND ECONOMIC GROWTH



11 SUSTAINABLE CITIES AND COMMUNITIES



14 LIFE BELOW WATER



17 PARTNERSHIPS FOR THE GOALS



Profiles of Faculty Research Projects

(In the order in which they present on March 8)

Dr. Heather Stone

Associate Professor

Department of Curriculum and Instruction, College of Education and Human Development
Education Research Fellow for National Academies of Science Engineering and Medicine
heather.stone@louisiana.edu

“Isle of Memories: Stories of the Jean Charles Choctaw Nation”

The traditional homeland on Isle de Jean Charles is one of the fastest disappearing sites in America due to climate change, subsidence, and exploitative practices. The day-to-day reality for the Tribe is of continual crisis that sees their way of life and identity left behind as they are forced to migrate en masse off the island. A move of last resort, they now must survey their elaborate, orally-based culture and set of traditions and decide what to carry forward to define themselves as a people. The ongoing collaborative intent of this repository has developed over eight years of intensive work between Dr. Stone and Tribal leaders as trust, understanding, and even ways of communicating and recording the core components of this centuries-old Native American culture were built.

The film shows the intersectionality between the Tribe and Heather Stone, an oral historian and educator. Dr. Stone's ongoing work with the Tribe is a cooperative venture that will leave them with collected oral histories, photographs, videos, and virtual reality experiences they can share with future generations. The collected resources capture their existence's landscape, environment, and practices. The collaborative process required to archive these histories, as well as the relationship between Dr. Stone's academic work and the ways the Tribe works, serve as models moving forward. Through their work together, the relationship between Dr. Stone and the Tribe has created an understanding of the profound value of collaboratively creating and organizing preservation materials for future generations.

Other resources:

- Link to the full documentary: <https://vimeo.com/710351916>



Dr. James Albert
Professor
Biology, College of the Sciences
james.albert@louisiana.edu

“Documenting Body-Shape in Riverine Fishes”

Research in my lab focuses on the diversity and conservation of tropical fishes. Student projects directly address two central sustainable development goals, related to the quality and sustainability of freshwater resources (Goal 6), and the sustainable use and management of ecosystems and biodiversity (Goal 15). Biodiversity is characterized by multiple distinct facets, including species richness (number of species), species endemism (range-restricted species), functional diversity (e.g., habitat, diet, life history traits), phylogenetic diversity (evolutionary distinctiveness), and phenotypic diversity (e.g. body size and shape). This presentation will share results of a novel method called photogrammetry that captures quantitative data on body size and shape. Photogrammetry is appealing because the method is intuitive, rapid, and inexpensive, and is therefore readily available to capture data on large numbers of specimens and species. These data on body size and shape will be combined with those of the other biodiversity metrics mentioned above to obtain a multidimensional assessment of fish diversity from different regions and habitats. These data will aid aquatic ecologists, fisheries managers and other agency officials in making conservation decisions about land and water use plans, stock assessment, and environmental impact statements. Published aspects of this research have included several undergraduate and graduate students at UL Lafayette.

Other Resources:

- <https://biology.louisiana.edu/james-albert>
- Science Panel for the Amazon <https://www.theamazonwewant.org/>



Dr. Emad Habib

Professor & Endowed Chair
Civil Engineering
Flood Center, Institute for Coastal and Water Research
emad.habib@louisiana.edu

“Fostering Flood-Resilient Communities: Integrating Hydrodynamic Modeling, Socio-Economic Risk Assessment, and Inclusive Communication”

The following organizations are civic partners on our project (note - I am not part of these organizations):

- Acadiana Planning Commission
(point of contact: Kelia Bingham -- kbingham@planacadiana.org)
- Lafayette Consolidated Government
(point of contact: Rachel Godeaux -- rachel.godeaux@LafayetteLA.gov)

For more information, see:

- <https://www.ourfloodrisk.org/>
- <https://floodcenter.louisiana.edu/>
- <https://sccvo.org/projects/enhancing-community-engagement-flood-mitigation-using-integrated-hydrodynamic-modeling-and>



Dr. Liz Skilton

Associate Director of Research,
Kathleen Babineaux Blanco Public Policy Center
Associate Professor of History, College of the Liberal Arts
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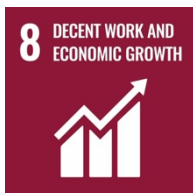
“The Sustainability of Coastal Restoration: Tracking Community Understandings of Restoration Projects at 5 or More Years”

As part of a Public History and Sustainability Minor-eligible class entitled, The Coast in Crisis, run in the Spring 2023 semester, I supervised and collected interviews on community perceptions of mature coastal restoration projects with 24 undergraduate and graduate students, 41 community members, 8 CWPPRA site experts, and researchers from the Blanco Center. This fieldwork was funded by the Restore the Mississippi River Delta Coalition (MRD) for the purpose of coming up with a way to gage how communities understood and were connected to restoration projects in their areas, whether this engagement is dulled or obscured over time after the site is constructed, and how coastal protection advocacy organizations like MRD can promote inclusion of coastal communities in the planning and long-term maintenance and support of restoration projects that are meant to protect their economic and social livelihoods. In essence, we tracked the sustainability of community interest, support, and understanding of restoration projects that had been in existence for 5 or more years, a benchmark not previously measured by state agencies when constructing Coastal Master Plans, with the hope that our results could notably impact future planning efforts.

This presentation will review the results of this research and how the Sustainable Development Grant funding was used to work with the graduate students from this class (4 total) and my co-PI Dr. Anna Osland and other researchers from the Blanco Center to produce a journal article based on the results over the summer 2023.

Other Resources:

- https://soundcloud.com/ulhistory/communities-and-the-coastal-crisis/s-tT1CVjp9B2u?si=8fdcc72852224d678b297820ef6895f5&utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing
- Restore the Mississippi River Delta Coalition <https://mississippiriverdelta.org>



Dr. Emily Kane

Assistant Professor
Biology, College of the Sciences
emily.kane@louisiana.edu

“You’ll Never Look at a Roadside Ditch the Same After This! Small, Boring Fish Make a Big Impact on Pest Control”

I am a female, first generation PhD student and academic and was raised near Washington, DC and the Chesapeake Bay, where my interest in fish and aquatic life began. My research lab asks questions about fish form and function, often in response to environmental challenges. My lab has supported several female and non-binary trainees over the years, including 2 on the current project.

My presentation will highlight recent work examining the impact of residential sewage effluent on mosquito biocontrol by mosquitofish. This is a common problem in Louisiana due to constraints on septic system construction. Malfunctioning septic systems result in untreated wastewater overflowing directly into drainage ditches. Since typical fish predators can't survive, these habitats become breeding grounds for air-breathing mosquito larvae and the chance of transmitting vector-borne pathogens increases. Our tests examining the toxicity of effluent water on mosquitofish inform where and how managers can introduce fish at these locations, as well as highlight the ecological impact of sanitation practices. Mosquitos and the pathogens they transmit have been responsible for outbreaks of deadly diseases around the world, especially in countries that tend to have less robust sanitation infrastructure. Therefore, the insights and solutions that we develop in Louisiana can potentially have an impact around the world.

This project was initiated based on a brief conversation with a (now) colleague at a water quality workshop that I almost didn't attend! Now it is the basis of 2 graduate student research projects.

Other Resources:

- <https://www.thekanelab.com/>
- <https://youtu.be/2LxYqI4wNb8>
- Institute for Coastal & Water Research <https://coastalresearch.louisiana.edu>



Dr. Do Kyun David Kim

Professor

Richard D'Aquin/BORSF Endowed Professor
Communication, College of the Liberal Arts

do.kim@louisiana.edu

“Duration of flood risk perception and recommendations for sustainable development: Climate change, natural disaster, and community education for preparation”

Dr. Kim's extensive expertise and interdisciplinary approach are closely related to addressing the complex issues surrounding sustainable development research. His focus on the diffusion of information and innovations aligns well with the challenges of promoting sustainability initiatives and practices within diverse communities and organizations.

In his research and praxis, Dr. Kim tackles critical aspects of sustainable development, such as information dissemination, implementation strategies, and decision-making processes. By collaborating with scholars, professionals, and governmental agencies, he contributes to developing effective communication strategies to foster sustainable behaviors and social change. His involvement in various projects spanning public health promotion, risk and crisis prevention, organizational and social change, and political communication demonstrates the breadth of his contributions to sustainable development research. Through his publications, presentations, and collaborations, Dr. Kim not only shares insights and findings but also actively engages in shaping the discourse and practice of sustainability.

Furthermore, his commitment to advancing communication and information diffusion strategies underscores the importance of adaptability and relevance in addressing evolving social and technological landscapes. This approach is crucial in ensuring sustainable development efforts are responsive to emerging challenges and opportunities. Dr. Kim's work exemplifies the intersection of communication research and sustainable development, emphasizing the importance of effective communication strategies in fostering positive social change and guiding toward a more sustainable future.

Other resources:

- <https://diffusionexpert.com>



Dr. Ling Fei

Assistant Professor
Chemical Engineering
ling.fei@louisiana.edu

“Electrochemical Energy Technologies for Carbon Neutrality/Negativity”

We are a dynamic research group specializing in materials and chemical engineering within the Department of Chemical Engineering at UL Lafayette. Our primary focus lies in the innovative design, synthesis, and engineering of nanostructured materials and composites. These materials find versatile applications in energy storage and conversion, surface coating, catalysis, and water purification technologies. Our endeavors encompass both fundamental investigations and practical applications, reflecting our commitment to advancing knowledge while addressing real-world challenges.

Other Resources:

- <https://sites.google.com/view/fei-lab-ull/home>



Dr. Yu Wang

Associate Professor
Chemistry, College of the Sciences
yu.wang@louisiana.edu

“Development of Novel Water Purification Materials for the Removal of Perfluoroalkyl Substances (PFAS)”



Dr. Tori Flint

Associate Professor of Literacy & Early Childhood Education
Co-Director of the Louisiana Center for Research and Education on Languages and Literacies (LA CREoLL)
Department of Educational Curriculum and Instruction (EDCI)
College of Education & Human Development
Tori.flint@louisiana.edu

“Literacies Beyond Bars: (Re)Claiming and (Re)Imagining Identities through Multimodal Family Literacy Practices”

This article poses important questions and advances critical conversations about the equitable, peaceful, and inclusive future we hope to see, not only in Louisiana, but on a global scale, in relation to the inextricable links between incarceration, education, institutions, equity, inclusion, and social justice. Correspondingly, this article also advances conversations about the importance of incarceration in relation to human rights and educational policies at local, state, national, and global levels.

By addressing issues of equity and literacy education in relation to special/vulnerable populations in Louisiana, this published article also advances the University of Louisiana at Lafayette’s mission of drawing from diverse worldviews and conducting “research for a reason”-to improve the human condition for ALL Louisiana residents, including those who are impacted by incarceration.

Other resources:

- <https://curriculum.louisiana.edu/node/309>



Dr. Liane Hancock

Associate Professor
School of Architecture
College of the Arts
liane.hancock@louisiana.edu

“Serving the Under-served: Building Resiliency for Manufactured Homes across the Coastal South”

Liane Hancock is associate professor of architecture at University of Louisiana Lafayette and holds the Contractors Educational Trust Fund/BORSF Professorship in Art & Architecture.

Her research is divided between innovative pedagogy and scholarship on building materials and construction methods. She writes extensively on the implementation of innovative foundation level teaching methods for national and regional academic conferences with a recent focus on inquiry into federal accommodation within studio and laboratory environments. She recently co-hosted the National Conference on the Beginning Design Student with Louisiana Tech University, bringing 120 faculty from 46 universities to Acadiana.

Her scholarship on materials includes co-authorship of the book *The Green Building Materials Manual - A Reference to Environmentally Sustainable Initiatives and Evaluation Methods*, published by Springer Nature (2021); and conference papers on the reinforced concrete of the Pulitzer Arts Foundation designed by Tadao Ando. She was faculty advisor to a student team who won the JumpintoSTEM. The students participated in summer internships at national laboratories, and the team has filed a provisional patent application for their winning design.

Previous to University of Louisiana Lafayette, Liane taught at Louisiana Tech University, and Washington University in St. Louis. She holds degrees from MIT and Columbia University.



Dr. Yung-Hsing Wu

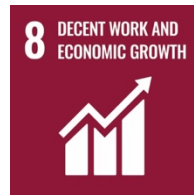
Professor,
English, College of the Liberal Arts

“Reading Race with Oprah -- and Our Students”

How to know that reading matters, and to whom, and in what ways? How even to know that reading has happened? I am drawn to these questions because it's a personal matter to me: I identify as a reader. At the same time, I know I'm hardly alone: the social and cultural value attributed to reading has been a constant in U.S. history. With Winfrey its iconic center, Oprah's Book Club has led scholars like me to think about the club's rendering of reading in the televisual and social media moment. In my work on the OBC, I've focused in particular on the relations the club constructs between Winfrey, her readers, and the authors selected, using the term "romance" to describe the emotional weighting of these relations. These relations took center stage in a course I on Black Print Culture. During that semester students found the club to represent a political crossroads: while the OBC's recent history demonstrated a new investment in writing by people of color, its framing of selections like these seemed to sidestep, circumvent, sugarcoat, and even evade racialized concerns.

Other resources:

- Reception Study Society ([reception study.org](http://receptionstudy.org))



Dr. Manyu Li

Associate Professor
Psychology, College of the Liberal Arts

“Cultivating a sense of belonging for inclusive and equitable education: From research to application”

Manyu Li received her PhD in psychology from the University of Pittsburgh and is now an Associate Professor at UL Lafayette. Li has conducted 10+ years of research on applying sense of belonging in educational and community settings. Li’s belonging research has been supported by several American Psychological Association (APA) small grants, two Board of Regent grants, and one National Science Foundation (NSF) grant under the Directorate for STEM Education. In addition to serving as principal investigator, Li also serves as a program evaluator for grant projects relating to education and belonging. She was recognized as the National Study of the Learning Mindset Early Career Fellow by the Population Research Center at the University of Texas at Austin and Student Experience Research Network and Research Fellow of the Open Education Group. Using belonging research findings, Li founded the Rapport-building, Equitable, Learner-centered, Authentic Computational Social Science (RELACSS) beginner program to provide non-STEM students in Louisiana with interactive tools and supportive peer settings to learn computer programming and research skills.

Other resources:

- <https://manyu26.github.io/daisolab/>



Dr. David Squires

Associate Professor
English, College of the Liberal Arts
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“Proof That We Ever Was: Exhibiting the Ernest J. Gaines Collection”

David Squires teaches American literature and writes about the cultural legacy shared by information science and modern media. His current research project offers the first account of how the early information sciences developed a critical, yet complicit, relationship with neoimperialist institutions between 1880 and 1950. He has published on poetry, pulp fiction, library science, neurodiversity, and racial violence. His interest in archives and twentieth-century literature drew him to the Ernest J. Gaines Center collections and continues to motivate his work on Gaines's literary legacy.

Other resources:

- https://davidsquires.org/scalar/?sq=&view_all=1



Dr. Christine Weill

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Dr. Holly Damico
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“Investigating Our Legacy: Twenty Years of Language and Literacy Projects in Southwest Louisiana”

Christine P. Weill, Ph.D., CCC-SLP, assistant professor at the University of Louisiana at Lafayette, has worked as a speech-language pathologist for over 26 years specializing in language and literacy development and autism spectrum disorders. Dr. Weill has published and presented nationally and internationally on the topics of autism spectrum disorders, language, literacy, and social interaction throughout the lifespan. Her ongoing work in the Language and Literacy Project has influenced her view of both reading and writing as a higher manifestation of social interaction. Her specific research interests include authentic social interaction and communication, qualitative research methods, and aspects of neurodiversity.



Dr. Nathan Roberts

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Dr. Amanda Mayeaux

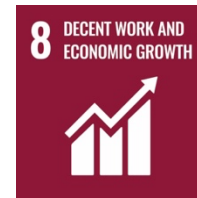
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“Lactation Policies and the K-12 Teacher Workforce: A Law and Policy Analysis to Determine a Model Policy to Encourage and Support the Recruitment and Retention of Female Teachers”

Drs. Nathan Roberts, Amanda Mayeaux, Aimee Barber, and Marietta Adams, from the College of Education and Human Development work together as a research team, using and combining their areas of expertise in curriculum and instruction, educational leadership, and law to investigate issues and share work around teacher leadership. One research study the group conducted used surveys and interviews to better understand teacher retention--reasons educators originally choose the teaching profession, what keeps them connected to that purpose, issues that contribute to their consideration in leaving the profession, and ideas for change.

This presentation shares how the story of a South Carolina teacher’s struggle for accessible, on-the-job resources to pump breastmilk for her infant inspired Dr. Roberts to look into lactation policies in schools. With a national and local teacher shortage, and awareness that females comprise 81% of the teaching workforce in Louisiana, this sample case illuminates how stories of practicing professionals can lead to policy exploration. We will also share results from the broader study showing the factors teachers cite as reasons they consider leaving the profession and implications for further research moving toward improved retention.



Dr. Stephanie Arceneaux

Senior Instructor
College of Nursing & Health Sciences
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“Education of Nursing Students on Human Trafficking Improves Knowledge”

Dr. Stephanie Arceneaux is an Adult Nurse Practitioner and Nurse Educator who teaches in the undergraduate and graduate Nursing programs at the University of Louisiana at Lafayette. She has been teaching at the University since 2015. Dr. Arceneaux currently teaches an undergraduate Nursing clinical course, Advanced Pathophysiology for Nurse Practitioner students, and serves as a mentor for Doctor of Nursing Practice (DNP) students. She is board-certified by the American Association of Nurse Practitioners (AANP) and continues to practice part-time as a Hospitalist Nurse Practitioner at Ochsner Lafayette General Medical Center.

Dr. Arceneaux is an EMS Advisory Board member for the Lafayette Consolidated Government and has served as an officer (Secretary) since 2022. In addition, she is a board member of Sigma Theta Tau International, Delta Eta Chapter, and serves her organization as Secretary of the Acadiana Chapter.

Dr. Arceneaux and her husband are the proud parents of four adult children and three grandchildren. During her off-campus hours, Dr. Arceneaux enjoys spending time with her family and fishing at their Toledo Bend camp.

Other resources:

- "Education Improves Emergency Department Providers' Knowledge of Human Trafficking." <https://doi.org/10.1097/TME.0000000000000455>
- "Impact of the PREP Framework on the Clinical Reasoning of Pre-licensure Nursing Students: A Pilot Study" <https://doi.org/10.3928/01484834-20230612-06>
- "Clinical Challenge: Acute Onset of Chest Pain and Dyspnea. The Journal for Nurse Practitioners." <https://doi.org/10.1016/j.nurpra.2024.104945>



Dr. Emily Sandoz

Professor

Graduate Coordinator of Psychology MS Program

Psychology, College of the Liberal Arts

Louisiana Contextual Science Research Group

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“Promoting appetitive learning of consensual, empowered vulnerability: A contextual behavioral conceptualization of intimacy”

Over the past few years, my labbies and I have enthusiastically incorporated conceptual analysis into our work. We collect plenty of data, but our biggest impact currently is taking big, hard ideas from out in the world and using contextual behavioral concepts to crack them wide open - to make them actionable. When we explore the context that pulls for a behavior, we come to understand that behavior functionally, such that we can shift the context to shift behavior. This paper was an extension of previous work to the phenomenon of intimacy.

Other resources:

- <https://sites.google.com/view/lcsrcgthelab/lcsrcg>



Dr. Randy Gonzales

Associate Professor
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randy.gonzales@louisiana.edu

“Filipino Food, Louisiana Ingredients”

A native New Orleanian of Filipino descent, I am a poet, writer, and community historian invested in researching and telling the stories of Filipino Louisiana. My book *Settling St. Malo* (UL Press, 2023) explores the history of Louisiana’s nineteenth- and early twentieth-century Filipino communities and my family’s story of migration and assimilation through a blend of documentary and lyrical poetry. I am active in sharing the story of Filipino Louisiana with a broad audience. I maintain a website and community archive (www.filipinola.com), give regular community talks, and create public-facing media. I have been interviewed by national and international media including the Huff Post, BBC, CNN, Now This News, Take Out by Lisa Ling, Matter of Fact with Soledad O’Brien, and ABS-CBN News in the Philippines.

The stories told in “Filipino Food, Louisiana Ingredients” were selected from a thread on indigeneity and adaptation that is woven through *From St. Malo to the Southern Garden: The History and Foodways of Filipinos in Louisiana*. The larger book project investigates and reveals 1) the history and foodways of Filipinos in Louisiana from the nineteenth to the twenty-first century; 2) the impact of indigenous Filipino and colonial perspectives on Filipino Louisiana foodways; 3) the adoption of Louisiana flora and fauna in Filipino Louisiana recipes; 4) the impact of Creole, Cajun, and New Orleans Italian foodways on Filipino Louisiana foodways; and 5) the roles Filipino foods play in Filipino American community organizations.

Other resources:

- www.randygonzales.com
- www.FilipinoLa.com



Dr. Emily Blosser

Assistant Professor
Sociology, College of the Liberal Arts

*“Food for Thought – Teaching the UN Sustainability Goals
in Sociology 494: The Sociology of Food and Eating”*



14. Atif Khan Engineering: Civil (M.S.)
Utilization of Sugarcane Bagasse ash and Rice Husk ash in sustainable construction bricks
SDGs 7, 8, 9, 11, 12 Faculty Reference: Md. Jamal Khattak
15. Farooq Azam Khanzada Systems Engineering (Ph.D.)
Does Automated Enforcement at Signalized Intersections Truly Enhance Safety?
SDGs 11 Faculty Reference: Xiaoduan Sun
16. Deepak Jain Veerendra Kumar Systems Engineering (Ph.D.)
Advancing Soiling Loss Predictions in PV Systems with Enhanced Models
SDGs 7, 13 Faculty Reference: Terry Chambers
17. Tyrell Lassair Earth and Energy Science (Ph.D.)
Urban Agriculture as a Strategy to Increase Food Access and Alleviate Food Insecurity
SDGs 2, 3, 4 Faculty Reference: Anna Paltseva
18. Lillian Mambiri Systems Engineering (Ph.D.)
Bio-fabrication via Stereolithography of 4D Polycaprolactone-based Scaffolds for Osteogenesis, Angiogenesis and Tumor Mechanobiology
SDGs 1, 3, 10, 12 Faculty Reference: Dilip Depan
19. Mahpara Mashiyat Earth and Energy Science (Ph.D.)
Observations of structural and functional changes in mineral and organic soil wetlands caused by saltwater intrusion events in Louisiana
SDGs 13, 14, 15 Faculty Reference: Jorge Villa
20. Tasnima Supty Biology (M.S.)
Impact of Childhood Adversity on Neuroinflammation: Exploring the Connections & Implications
SDGs 3, 4, 8, 11, 16 Faculty Reference: Karen Smith
21. Jon-Patric Veal Psychology (M.S.)
How Variations in Perspective Taking Can Mediate the Effects of Empathy on Implicit Racial Bias
SDGs 10, 16 Faculty Reference: Emily Sandoz
22. Renee Vincent English (Ph.D.)
When DNR Means 'Do Not Rescue': Hurricane Katrina and Medical Inequity within Disaster
SDGs 9, 11, 13, 15, 16, 17 Faculty Reference: David Squires

**SUSTAINABLE DEVELOPMENT
RESEARCH GRANTS
OPEN TO ALL UL LAFAYETTE RESEARCHERS
CALL FOR PROPOSALS
ROUND #3 – APRIL 2024**

THE CALL: We are seeking faculty research proposals related to the sustainable development themes of economic growth, social inclusion and environmental protection and to any of the 17 United Nations' Sustainable Development Goals.

THE AWARDS: In this Round #3 of this Program, we expect to award 10-15 grants of \$1,500 - \$3,000 each to recognize impactful and amazing research connected to the themes of sustainable development – by any UL Louisiana researchers (faculty post-docs, graduate students, undergraduate students, professional staff, anyone).

- Phase 1 in 2023 highlighted diverse faculty work, recognizing 19 projects, 24 faculty researchers, with a cumulative \$40,800. These faculty presented their work at the March 8, 2024 Faculty Sustainable Development Research Summit.
- Phase 2 in 2023-2024 highlighted graduate student work, recognizing 22 graduate student projects from 13 different graduate programs, with a cumulative \$44,000. These graduate students will present their work at the April 12, 2024 Graduate Student Sustainable Development Research Summit.

THE PURPOSE: To showcase UL Lafayette faculty research.
To make sustainable development a priority in Louisiana.
To show how interconnected economic growth, social inclusion and environmental protection are – in Louisiana and in general.
To provide seed-money for faculty projects and institutional mission.

REQUIREMENTS: Submit complete (or near-complete) project by September 15, 2024 and agree to present your work at the Sustainable Development Research Summit in Spring 2025.

THE TIMELINE: April 15, 2024 – Call for Proposals announced
June 1, 2024 – Proposal applications due
July 1, 2024 – Awards announced & grants awarded
September 15, 2024 – Complete or near-complete projects due
Spring 2025 – Sustainable Development Research Summit

We may merge some of this work into other campus-wide events, such as the Undergraduate Research Conference in Fall or Graduate Student Appreciation Week in Spring.

In the spirit of Sustainable Development Goal #17, this program – its design, implementation and funding – is a cross-campus collaboration between Mary Farmer-Kaiser & Philip de Mahy (The Graduate School), Dianne Olivier (Faculty Affairs), Kiwana McClung (Office for Campus Diversity), Gretchen Vanicor (Office of Sustainability) and Brian Bolton, Dwight W. Andrus, Jr. / BORSF Eminent Scholar Endowed Chair in Finance.

**CREATIVITY, INNOVATION, AND ENTREPRENEURSHIP
FACULTY & GRADUATE STUDENT RESEARCH GRANTS
CALL FOR PROPOSALS
MARCH 2024**

- THE CALL:** We are seeking faculty and/or graduate student research proposals related to creativity, innovation, and entrepreneurship.
- THE GRANTS:** We expect to award 15-20 grants of \$1,500 - \$3,000 each.
- THE PURPOSE:** To connect UL Lafayette creativity, innovation, and entrepreneurship researchers.
To showcase UL Lafayette faculty and graduate student research projects.
To provide seed-money for faculty and graduate student research projects.
- THE TIMELINE:** March 8, 2024 – Call for proposals announced
May 1, 2024 – Proposal applications due
May 24, 2024 – Awards announced
Summer 2024 – Awards granted
November 15, 2024 – Complete or near-complete projects due
Spring 2025 – Presentations
- REQUIREMENTS:** Submit complete (or near-complete) project by November 15, 2024 and agree to attend and present your work at an on-campus conference during the Spring of 2025.
- TOPICS IDEAS:** (Including but not limited to) Agriculture Entrepreneurship; Commercialization; Corporate Entrepreneurship & Innovation; Creative, Design, and Arts Entrepreneurship; Entrepreneurial Mindset; Entrepreneurship Ecosystems and Economic Geography; Family Business; Intellectual Property; International Entrepreneurship; Pedagogy Initiatives in Creativity, Innovation, and Entrepreneurship (e.g., K-12, university, community); Law and Entrepreneurship; Minority & Women Entrepreneurship; Rural Entrepreneurship; Social Entrepreneurship; Technology Transfer; Venture Financing.

This program – its design, implementation, and funding – is a cross-campus collaboration between Mary Farmer-Kaiser & Philip de Mahy (The Graduate School), Dianne Olivier (Faculty Affairs), Kiwana McClung (Office for Campus Diversity), Noah Bergeron (Office of Innovation Management) and Josh Bendickson, Brauns-Oudenhoven-Boustany Eminent Scholar Endowed Chair in Innovation & Entrepreneurship

PROPOSAL APPLICATION
PLEASE SUBMIT ALL INFORMATION IN THE MICROSOFT FORMS LINK

All UL Lafayette full-time faculty, instructors, and continuing graduate students are eligible to submit one proposal.

Name: _____

Academic Rank or Title: _____

Department or Affiliation: _____

Proposal Title: _____

Area of Creativity/Innovation/Entrepreneurship: _____

If graduate student, expected semester and year of graduation: _____

Please explain the nature or format of your project – paper, book chapter, video, anything.

Do you have an endowed chair or any professorships? If so, list and briefly explain.

Are you working with any undergraduate or graduate students on this project? If so, briefly explain.

Do you agree to submit your complete or near-complete project by November 15, 2024 and to attend and present at an on-campus conference during the Spring of 2025?

Files to upload in Microsoft Forms:

(1) Please upload a current resume or curriculum vitae.

(2) Please upload a project description of up to 1,000 words.

We encourage you to address any of the following issues:

- How this project (a) facilitates creativity/innovation/entrepreneurship collaboration across campus at UL Lafayette; (b) advances the entrepreneurship ecosystem at UL Lafayette.
- The impact your project would have on the UL Lafayette mission.
- The impact this grant would have on your work and your career.
- How this project fits into prior and future research.

