

2010
2011

**Faculty
Development
Programs**

NORTHERN KENTUCKY UNIVERSITY

TABLE
OF
CONTENTS

INTRODUCTION..... 3

CHARLES ACOSTA, SABBATICAL LEAVE, PROJECT GRANT
Department of Biological Sciences..... 4

JOHN ALBERTI, SABBATICAL LEAVE
Department of English 5

MICHAEL BARANOWSKI, SABBATICAL LEAVE
Department of Political Science and Criminal Justice 5

MARK BARDGETT, PROJECT GRANT
Department of Psychological Science 6

JANEL BLOCH, SUMMER FELLOWSHIP
Department of English 7

BETHANY BOWLING, PROJECT GRANT
Department of Biological Sciences..... 7

TOBIAS BRAUER, SABBATICAL LEAVE
Department of Visual Arts..... 8

CARYN C. CONNELLY, SUMMER FELLOWSHIP
Department of World Languages and Literatures 9

CAROL ANNE COSTABILE-HEMING, PROJECT GRANT
Department of World Languages and Literatures 9

CHRISTINE PERDAN CURRAN, SUMMER FELLOWSHIP
Department of Biological Sciences..... 10

EMILY DETMER-GOEBEL, SABBATICAL LEAVE
Department of English 10

RODNEY R. D’SOUZA, SUMMER FELLOWSHIP
Department of Management 11

LINDA DYNAN, SABBATICAL LEAVE
Department of Marketing, Economics and Sports Business 12

SHAMANTHI FERNANDO, SABBATICAL LEAVE
Department of Physics and Geology..... 13

BARCLAY GREEN, SABBATICAL LEAVE
Department of English 13

SANDRA GRINNELL AND CATHERINE TAGHER, SUMMER FELLOWSHIP
Department of Nursing 14

NANCY HANCOCK, SABBATICAL LEAVE
Department of Sociology, Anthropology and Philosophy..... 14

YI HU, SUMMER FELLOWSHIP
Department of Computer Science 15

JOHN A. HUSS, SABBATICAL LEAVE
Department of Teacher Education..... 16

**TABLE
OF
CONTENTS**
(CONTINUED)

LENORE KINNE, SABBATICAL LEAVE Department of Teacher Education.....	17
TONYA KROUSE, SABBATICAL LEAVE Department of English	18
DOUGLAS S. KRULL, SABBATICAL LEAVE Department of Psychological Science	19
WILLIAM LONDON, PROJECT GRANT Department of History and Geography	19
ALAR LIPPING, SUMMER FELLOWSHIP Department of Kinesiology and Health	20
DENISE J. LUETHGE, SUMMER FELLOWSHIP Department of Management	21
GAIL MACKIN, SABBATICAL LEAVE Department of Mathematics and Statistics	21
CECILE A. MARCZINSK, PROJECT GRANT Department of Psychological Science	22
CAROL MEDLICOTT, SUMMER FELLOWSHIP Department of History and Geography	23
KEVIN MUENTE, SUMMER FELLOWSHIP Department of Visual Arts	24
STEFAN PAULA, SABBATICAL LEAVE Department of Chemistry	25
WILLARD PEVELER, PROJECT GRANT Department of Kinesiology and Health	26
KURT SANDER, PROJECT GRANT Department of Music	27
DORIS M. SHAW, SABBATICAL LEAVE Department of Marketing, Economics and Sports Business	28
CHENLIANG SHENG, SUMMER FELLOWSHIP Department of English	28
JAMEY STRAWN, SUMMER FELLOWSHIP Department of Theatre and Dance	29
QING SU, SUMMER FELLOWSHIP Department of Marketing, Economics and Sports Business	29
LINDSEY WALTERS, SUMMER FELLOWSHIP Department of Biological Sciences.....	30
GARY WALTON, SABBATICAL LEAVE Department of English	30
KRISTINE YOHE, SUMMER FELLOWSHIP Department of English	31

INTRODUCTION

This publication summarizes the activities and work of Northern Kentucky University faculty members who were supported by the university's faculty development programs during the academic year of 2010-11 and the summer of 2011. Three faculty development programs are currently in place at Northern: sabbatical leaves, summer fellowships, and faculty project grants.

Sabbatical Leaves are granted by the university to promote the professional growth and effectiveness of the faculty. Sabbatical leaves are granted to enable recipients, based on merit, to devote additional time to scholarly activity and research, advanced study, or artistic performance – all in pursuit of academic objectives. Tenured, full-time faculty and department chairs are eligible to apply for sabbatical leave. In 2010-11, 18 faculty members were approved for sabbatical leave.

Summer Fellowships provide funds to support professional development during the summer months. Examples of types of activities that may be applicable include: improving teaching skills; research; scholarly writing; creative or artistic projects; preliminary studies and literature searches; and attending seminars or courses related to one's field or professional work. Full-time tenure-track or tenured faculty may apply for a faculty summer fellowship. Each of the 15 faculty members awarded a fellowship for summer 2011 received an award of \$6,000, for a total of \$90,000.

Project Grants provide funds to pay expenses, purchase equipment, and to cover other financial needs for sabbatical leaves, faculty summer fellowships, and for other instructional, scholarly, and creative activities where financial support is not available through department budgets. Full-time tenure-track or tenured faculty may apply for a faculty project grant not to exceed \$6,000. In 2010-11, 11 faculty members received a project grant, for a total of \$56,000.

As illustrated in this publication, Northern's faculty development programs have enabled our faculty members to undertake important work and accomplish great things!

FACULTY DEVELOPMENT PROGRAMS AT NORTHERN KENTUCKY UNIVERSITY

**SABBATICAL
LEAVE
2010-11**

**PROJECT
GRANT
2010-11**

**Charles Acosta
Department of
Biological Sciences**

**Sabbatical Leave: Scholarly Enhancement Opportunities in
Population Ecology Research - Teaching Enhancement for
Invertebrate Biology Course**

**Project Grant: Study of Crayfish Population Dynamics for
Predictive Modeling**



Effective management of natural resources, conservation of endangered species, and control of invasive species are all dependent on our understanding of biological population and community dynamics. Modern approaches to studying these complex dynamics involve both field experimentation and computational simulations. Over the past decade, we have used this approach to study conservation strategies to protect commercially important coral reef species while simultaneously allowing for sustainable harvesting. Undergraduate research students have conducted experiments to quantify dispersal patterns, habitat use, mortality rates, and other

factors that impact populations of high-value lobsters, conchs, and fish species in the Caribbean. Working with my colleagues Gail Mackin (Department of Mathematics and Statistics) and Kevin Kirby (Department of Computer Science) and their students, we have developed sophisticated computational models to simulate population responses to various real-world problems. For example, our models predicted species responses to habitat protection in parks and various regulations of harvesting (fishing) effort with considerable precision. During the sabbatical leave, I completed the first of several manuscripts and submitted it to the high-impact journal *Ecological Modelling*; three undergraduate students are co-authors.

The sabbatical leave also provided the opportunity to complete other scholarly writing on projects that have been in the making for several years. I completed a manuscript on another research project on community composition of fish and corals across a spatial underwater gradient in the Caribbean. This work, in review at the *Bulletin of Marine Science*, contributes to our understanding of the ecological structure of coral reefs which are the marine equivalent to the diverse and productive tropical rain forests. I continued work on a related manuscript on marine communities in habitats of the Chesapeake Bay. My BIO460 Marine Science classes have collected data over the past 10 years that show increasing diversity and productivity in the most vulnerable parts of the Bay. Two undergraduate students are co-authors on both of these papers. I also completed work on a Laboratory Manual for the BIO301 Invertebrate Zoology course. This will greatly reduce course costs to our students and meet the need for a focused textbook for the study of Ohio Valley invertebrate fauna.

The Project Grant was used to initiate a local study on population dynamics of rusty crayfish *Orconectes rusticus*. This species is native to the Ohio River valley, but is considered a destructive invasive species from Minnesota to New York and into southern Canada. No studies have been done on rusty crayfish here since 1944. Four undergraduate researchers have been surveying species composition and abundance in Boone, Kenton, and Campbell county streams, as well as conducting experiments on dispersal and productivity. They have presented their preliminary findings at meetings of the Kentucky Academy of Science and the Kentucky Fly Fishers Association (which awarded a grant to one student). We are completing data analysis and are writing a manuscript on this project.

Gender as Genre: The Crisis of Masculinity in Contemporary Popular Cinema

I received a sabbatical award for the fall 2010 semester to work on a proposed book-length project in the field of Cinema Studies entitled *Gender as Genre: The Crisis of Masculinity in Contemporary Popular Cinema*. Thanks to the award, I was able to make substantial progress on the project. I have written the first three chapters introducing the project, describing the theoretical approach I am using, and applying that approach to the study of the romantic comedy. These chapters form part of a book proposal that is currently under review at Routledge.

In addition, I was able to develop work on gender roles in romantic comedies that had formed the basis of a conference presentation in 2009 into a scholarly article, "I Love You, Man!: Bromances, the Construction of Masculinity, and the Evolution of Post-Patriarchal Romantic Comedy," that has been accepted for publication in *The Quarterly Review of Film and Video*. This article will form the basis of chapter three in the longer study. A second article based on chapter two of the study, "Gender and/as Genre: Performance, Playfulness, and the Evolution of Cinematic Gender," is currently under review at the journal *Jump Cut*.

My sabbatical award also facilitated the writing and presentation of another conference paper on the subject, "The Love That Just Can't Define Its Name: Bromances and the Meaning of Straightness," at the Film and History Conference, Milwaukee, November 2010.

My sabbatical work has also informed my classroom practice, as the graduate seminar I taught during the spring 2011 semester focused specifically on the genre of the romantic comedy and built directly on my fall 2010 research.

In terms of sharing my work with the larger campus community, articles featuring my sabbatical work have appeared in the summer 2011 issue of *Northern* magazine, put out by the NKU Office of Alumni Programs, and the fourth edition of *Discover*, a publication of the Office of Graduate Programs and Research.

I feel pleased with the work I was able to complete during the fall 2010 semester as the result of the sabbatical award. I am grateful to the university for this opportunity to focus extensively on my research.

SABBATICAL LEAVE 2010-11



John Alberti
Department of English

Political Media Literacy Manual

I spent my Fall 2010 Semester sabbatical working on a book project dealing with political media literacy. After teaching political science for many years, I had come to realize that most students have very little understanding of political media. As truly understanding politics (as opposed to being able to spout partisan sound bytes) is very difficult without a good understanding of political media, I felt it important to cover this in my classes – especially introductory classes, where students are being exposed to political science for the first time. But after a great deal of searching, I realized that there was no book on the market that truly met this need – a problem I hoped to remedy.

Over the course of my sabbatical I researched and wrote what eventually became *Navigating the News: A Political Media User's Guide*. In it, I review how news media works, incentives driving the news industry, the important differences between TV, radio, and print news, and how the Internet may actually be hampering understanding of politics. There are also sections on spotting bad political arguments, the use and misuse of statistical data in politics, and how to spot and minimize one's own biases. The book concludes with a number of practical recommendations for becoming a smarter consumer of political media and a more fully informed citizen.

I have been using the book in my introductory political science classes since coming back from the sabbatical, with good results. The book will be revised and expanded on over the next year as I prepare it for publication with Praeger Publishers. The expected publication date is spring of 2013.

SABBATICAL LEAVE 2010-11

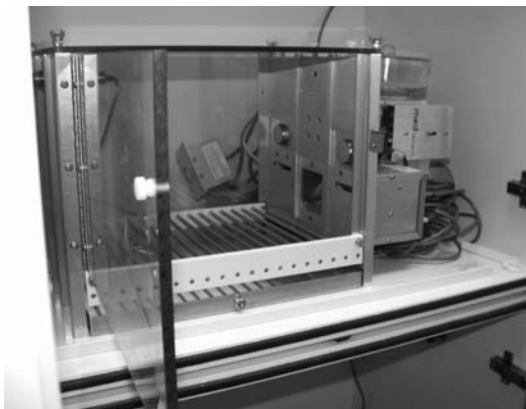


Michael Baranowski
**Department of
Political Science and
Criminal Justice**

**PROJECT
GRANT
2010-11**

**Mark Bardgett
Department of
Psychological Science**

**Improving Memory in an Animal Model of Schizophrenia through
Histamine Receptors**



One of the two operant chambers purchased with Faculty Project Grant funds.

The purpose of this project was to determine if alterations in brain histamine systems might serve as a therapeutic strategy in the treatment of schizophrenia. To address this issue, we studied behavioral changes in laboratory rats induced by drugs that can cause schizophrenia-like symptoms in people. Rats that receive such psychosis-inducing drugs exhibit poor impulse control and memory function. For this project, we determined whether changes in the activity of the neurotransmitter, histamine, rescued animals from the detrimental effects of the psychosis-inducing drugs.

To accomplish this goal, a student in my lab, Patrick Brandes, established a new task for our lab that assesses impulse control and optimal decision-making in rats. The task, called delayed discounting, basically allows hungry rats to choose between two

alternatives to obtain food: a lever press that provides a small, immediate reward, or a lever press that provides a larger yet delayed reward. Impulsive rats tend to select small immediate rewards. Patrick developed a version of this test that involved multiple trials. The delay to large reward changed on each trial based on the animal's choice from the previous trial. If the rat chose the delayed reward, the delay time on the following trial was extended. If the rat chose the immediate reward, the delay time on the following trial was reduced.

Several accomplishments of this faculty project grant are noteworthy. First, using equipment that was purchased by funds provided by the faculty fellowship, Patrick was able to establish this newer version of the delay-discounting task in our lab. This involved testing several iterations of the task and adjusting multiple parameters in order to increase task reliability and validity. Second, Patrick tested the effects of drugs that increase brain levels of histamine on the task. In a poster that he presented at the 2011 NKU Celebration for Undergraduate Research and Creativity, Patrick reported that these drugs did not alter a rat's preference for immediate rewards over delayed ones. Third, he began studies assessing the effects of pro-histamine drugs in animals treated with psychosis-producing drugs. Patrick graduated before these studies could be completed but further studies along these lines are planned. Fourth, based on the pilot data generated with these funds, I was able to secure a large grant from the NIH (\$300,000 over three years) that allows me to extend my research on impulsivity.

With the support of Faculty Project Grant funds, we are confident that we have established new tasks in our lab that will enable my students and me to make meaningful contributions to the treatment of schizophrenia in the near future.

Learning from Interns: A Longitudinal Study of the Detailed Internship Reports of Technical Communication Students

During my summer fellowship, I expanded on research also partially funded during the 2010–11 academic year by a grant from the Council for Programs in Technical and Scientific Communication (CPTSC). The data come from the detailed internship reports of the 16-week workplace experiences of graduate students in a master's program in technical communication. These reports represent a wide range of industries, employers, and subject matters (e.g., environmental, scientific, computer-related, and medical). As technical communication is a relatively young field that is still evolving and struggling to define itself both as an area of study and as a profession, few longitudinal studies of the work of technical communicators have been done. To help fill this gap, my research uses detailed firsthand reports to trace the evolution of the role of technical communicators in the workplace.

The summer fellowship enabled me to spend significant time formulating a systematic method for studying the internship reports. Of the over 200 reports, I selected 100 reports to thoroughly analyze and thematically code using qualitative research software.

During the summer, I completed a research article that has been accepted for publication in the peer-reviewed journal *Technical Communication* in a special issue focusing on the professionalization of the technical communication field. This article is entitled, “Glorified Grammarian or Versatile Value Adder? What Internship Reports Reveal about the Professionalization of Technical Communication” and is scheduled to appear in either the November 2011 or February 2012 issue.

In order to examine the paths that the careers of the technical communicators took after their internships, I also developed a plan for interviewing some of the authors of the internship reports. After discovering that many have profiles on LinkedIn, I devised an email for contacting potential participants and have designed survey questions. In August 2011, I submitted my research plan for this next phase of my study for review by NKU's Institutional Review Board, and I plan to move forward with this project during the coming academic year.

The time I was able to devote to research during my summer fellowship also enabled me to enhance the graduate-level research methods course I am teaching this fall, ENG 544, “Research and Methods in Professional Writing.”

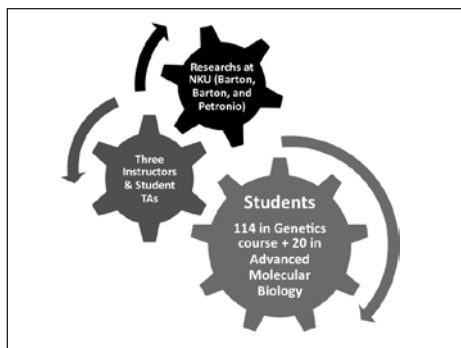
Additionally, my work during this summer fellowship stimulated me to embark on a related research project involving surveying and interviewing business professionals in order to gain insights to improve instruction in technical and business writing. Therefore, over the summer, I wrote a proposal for an external grant from a corporate foundation, and I submitted that proposal early this fall.

SUMMER FELLOWSHIP 2011



Janel Bloch
Department of English

Pedagogical Research into Effectively Incorporating Genomics and Bioinformatics into BIO352/BIO352L: Genetics Lecture and Laboratory



Schematic used to show the cooperation necessary to conduct the project.

The project grant supported my attendance at the American Society for Microbiology/Joint Genome Institute Bioinformatics Institute: Incorporating Bioinformatics Research in Undergraduate Education in Washington, D.C. March 10-13, 2010. The workshop provided me with the training and resources to incorporate bioinformatics and genomics into a revised BIO349: Genetics course for NKU biology and biochemistry majors. In the fall of 2010 and the spring of 2011 an observational study was conducted to test the feasibility of effectively incorporating authentic research using bioinformatics tools into our large, multi-section genetics course with multiple instructors. The learning module was conducted in collaboration with researchers at NKU to examine genomic adaptation

PROJECT GRANT 2010-11

Bethany Bowling
Department of Biological Sciences



Bowling at the workshop with other participants from across the country.

to a cave environment using *Pseudomonas fluorescens* R124, an isolate from an orthoquartzite cave on Mt. Roraima, Venezuela. A region of the genome was suspected to have participated in horizontal gene transfer (HGT) based on variance in tetranucleotide usage compared to the rest of the genome. Using the Joint Genome Institutes' Integrated Microbial Genome Annotation Collaboration Toolkit (IMG-ACT), students were each assigned one predicted gene from within the putative HGT region. While each student had a unique gene, the genes were located close together in the genome facilitating group interaction. During the four week annotation process students were exposed to contemporary comparative genomics methodologies including: multiple sequence alignment, conserved domain identification, phylogenetic analysis, ortholog neighborhood comparison, and operon identification. Student learning was assessed via a mid-project quiz, data and written analysis included in a wiki notebook, and a final presentation. Preliminary results suggest that students performing well in more traditional aspects of the lab also performed well on the gene annotation project and were energized by the authentic aspect of the work. However, students that struggled with the traditional course material were not only inhibited by their weak knowledge base, but were also overwhelmed by the independent nature of the project and the requirement to analyze diverse types of data. This work was presented at the American Society of Microbiology – Conference for Undergraduate Educators Conference in Baltimore in June 2011. To this date over 130 students have had the opportunity to participate in authentic research through this course module and another 120 students will have the opportunity to participate this year.

SABBATICAL LEAVE 2010-11



Tobias Brauer
Department of
Visual Arts

Typeface Design: Glyph Development and Digitization

The work I completed for my 2011 sabbatical project included the design and drawing of all characters, punctuation, and diacritical marks (glyphs) within an original and internationally competitive, self-conceived of typeface design. This sabbatical work, in addition to remarkably extensive research, included designing, hand drawing, and digitizing all typographic forms to be used within this unique typeface design.

The creation process of an academically rigorous typeface design exists within two different camps of thought; the first being: mathematics, measurement and proportions; and the second being: aesthetics, art and design. This work includes every step from original conception of an idea, and its unique distinctions and nuances, up to and through the creation of a working digital font file.

I first began this project over a year ago by furthering my personal research about typeface design, and also with an analysis of what currently exists within the current typeface design market. Successes, popularity, opportunities, needs, and all pertinent categories were explored and analyzed as a part of my research, which also included time spent on a 2010 Faculty Summer Fellowship. Once a market niche was discovered, I next went about actually drawing the uppercase, lowercase, punctuation, and diacritical glyphs all by hand. I then converted those hand (pencil) drawings into vector digital files to be used later in the creation of an installable, cross-platform, Open-Type font file.

My future plans include an exhibition of this work in the Northern Kentucky University Department of Visual Arts Galleries during the 2012 Annual Faculty Exhibition, as well as an ongoing effort to prepare this work for international competitions and distribution.

“Melodrama sin límites: Gender and Genre in the Collaborations of Ripstein and Garcíadiego.”

During my 2011 Summer Fellowship, I researched and wrote a draft of a scholarly article on three recent films done by Mexican filmmakers Arturo Ripstein, director, and Paz Alicia Garcíadiego, scriptwriter. This project was not my original plan for the fellowship, however, in Spring 2011 I received an invitation from two professors at Rice University to contribute to a volume they are organizing on Ripstein in honor of his 70th birthday and his nearly five decades of work as a filmmaker. This was a great honor, not only because it recognizes the work I have done on his films, but also because I was suggested as a possible contributor by the director himself!

Mexico is noteworthy within the Latin American context in that it has the most long-standing and well-developed commercial film industry cinema of the region, a designation that was cemented during the “Golden Age” of Mexican cinema in the 1930s-1950s. This project further develops my scholarly work on Mexican film, in which I have tended to focus on cases that reveal that despite highly nationalistic tendencies and easily recognizable references to Mexican culture and identity, there is a whole tradition of films that work against dominant notions of what it is to be Mexican. This project is in direct dialogue with the scholarship on Mexican cinema, particularly with respect to the ways that this body of film has served to project a particular vision of Mexican identity and Mexico as a nation. The article I worked on during the Summer Fellowship was a further expansion of my scholarship on this important filmmaking duo that increases my stature as a specialist on their work. I am one of the few scholars out there who has done extensive work on their films.

The research and writing of this article has only served to increase my expertise in my field of specialization. I have the opportunity to teach courses in this area on a regular basis at NKU in the World Languages and Literatures Department and in the Cinema Studies program. This project will inform future course offerings that might include course on Mexican film in either Spanish or Cinema Studies (I in fact offered a course in Mexican cinema at NKU in Fall 2008). Since Fall 2010 I have been offering a Latin American film series directed towards the university and local community, and in this context have occasion to share and discuss such films with not only my own students, but also other students at NKU, faculty and members of the community.

SUMMER FELLOWSHIP 2011



Caryn C. Connelly
Department of World Languages and Literatures

The Portrayal of Women in Friedrich Christian Delius’s Recent Works

In summer 2010, I traveled to Germany to conduct research at the Deutsches Literaturarchiv in Marbach, and at several libraries and archives in Berlin for my proposed project “The Portrayal of Women in Friedrich Christian Delius’ Recent Works.” The premise of my project was to examine the ways that Delius portrays historical women in his texts, incorporating aspects of history into his fictional texts. I was able to gather archival materials on four specific texts: *Der Königsmacher* [The King Maker] (2001), *Mein Jahr als Mörder* [My Year as Murderer] (2004), *Bildnis der Mutter als junge Frau* [Picture of Mother as Young Woman] (2006), and *Die Frau, für die ich den Computer erfand* [The Woman for whom I invented the Computer] (2009). Each of these texts has received considerable attention from the media. Only *Bildnis der Mutter als junge Frau* has garnered much scholarly attention.

In October 2010 I presented some of the results of my research at the German Studies Association Conference, held in Oakland, California. This international and interdisciplinary conference attracts scholars interested in all aspects of German Studies. My paper, “Behind Every Great Man... Konrad Zuse and His Muse,” focused specifically on the 2009 novel, *Die Frau, für die ich den Computer erfand*. In this novel, Delius relates the life of the inventor Konrad Zuse. Presented as a recorded conversation between Zuse and an unnamed journalist, the entire novel is narrated solely from Zuse’s point of view. Though he is the main character, Zuse reveals that he derived his inspiration for his invention from his secret love for Ada Lovelace (1815-1852), daughter of Lord Byron, gifted mathematician, and widely touted as the first programmer. Without Lovelace’s programs, Zuse believes the computer could not have been invented. Through this improbable love story, Delius reveals the power of inspiration and presents Lovelace as a woman ahead of her time. I plan to revise and expand this conference presentation for publication.

PROJECT GRANT 2010-11

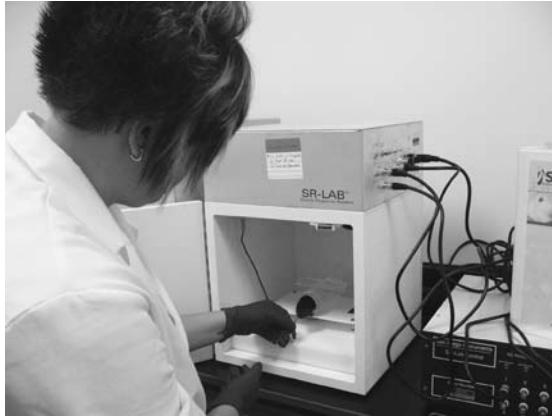


Carol Anne Costabile-Heming
Department of World Languages and Literatures

SUMMER FELLOWSHIP 2011

Christine Perdan Curran
Department of
Biological Sciences

Video Analysis and Production to Improve Research and Teaching in Biological Sciences



Digital video and multimedia media editing equipment were purchased and installed in the Department of Biological Sciences Behavior and Environmental Research and Teaching Laboratory (Founders 103) during the 2009-10 academic year. With the assistance of several NKU undergraduate researchers and Interactive Multimedia capstone students from UC Clermont College, multiple videos were recorded of neurobehavioral studies, lab safety procedures, animal care, and physical therapy sessions. The goal of the fellowship was to provide sufficient time to edit the videos so they could be used in research, teaching and training.

The videos of mouse behavior are being used to understand genetic susceptibility to developmental neurotoxicants. Dr. Sheila Fleming of the University of Cincinnati was videotaped as she trained students in the Curran lab on a comprehensive battery of motor tests. Students who learned the tests presented their research findings at the Ohio Valley Society of Toxicology, the Kentucky Academy of Science, and the International Neurotoxicology Conference in Fall 2011. Other videos will be used to train undergraduates in the proper care of lab animals. Videos of physical therapy sessions will be used in Human Anatomy and Physiology to help engage students as they see the real-life applications of what they're learning in lecture and lab. In addition to the original proposal, Dr. Curran received a competitive fellowship from the National Human Genome Research Institute to attend a weeklong workshop on genomics education in July 2011. Eleven additional videos were produced as a result of that project which will be shared with NKU faculty teaching majors and non-majors genetics and with college faculty nationwide through an NHGRI web site. Two of the videos have already been used in the trans-disciplinary Principles of Informatics INF128 course to teach non-majors about Next Generation DNA Sequencing and the ethical issues surrounding the Human Genome Project.

SABBATICAL LEAVE 2010-11



Emily Detmer-Goebel
Department of English

The Bond Cracked: Parent-Child Bonds in Shakespeare's Plays

I am deeply grateful for receiving a sabbatical in the spring of 2011, which allowed me to begin work on a new project in my field of Shakespeare studies. While many scholars have attended to the politics of the family and the representation of children in the plays, these discussions have often focused on the dynamics between husband and wives, and their young children. My study seeks to explore the parent-child bond when the child is an adult in the plays of Shakespeare. My sabbatical leave gave me the time to generate two essays, each discussing family bonds in Shakespeare's plays, and it will provide the groundwork for years of future work on the subject.

In an essay that examines *Titus Andronicus*, I argue that the play vividly displays the anger that parents can feel toward and for their adult children and the vulnerability that exists on both ends of the parent-child dyad. The play opens with the sacrifice of Tamora's first born adult son as a way to appease the spirits of the sons of Titus who were recently killed in battle. While this execution starts the cycle of violence that drives the play, many more dead children will be featured in the plot, some killed by their own parent. My essay explores more fully the function of filicide (i.e. when a parent kills a child) and the moral fabric of the play.

While *Titus* deals with the actual death of children, *The Tragedy of Richard III* dramatizes a clearly dysfunctional parent-child bond between Richard and his mother in order to reveal a weakness in Richard's knowledge of what makes people think and act the way they do. For most of the play,

Richard's strength is his knowledge of people's weaknesses, but it is his own lack of a relationship with his mother that allows him to make a crucial mistake in his strategy to save his crown. Richard fails to understand—is blind really—to the depths of bereavement that the former Queen Elizabeth feels for the loss of her young sons, the princes that Richard has killed. Shakespeare not only shocks his audience with Richard's callousness by his grotesque image to “bury” the dead children in their sister's womb, but this scene also signals Richard's inability to conceive the kind of love that often exists between a parent and a child. Significantly, Richard's isolation from any love will prove the source of his tragedy.

I presented the *Titus* essay at a public lecture at the University of Akron, where I was the invited speaker at a day-long celebration of Shakespeare in April. I presented the *Richard III* paper at the Ohio Valley Shakespeare conference in November. I hope to publish both of these essays in a collection focused on the topic of generational conflict in Shakespeare.

An Examination of Situational Awareness and its Effect on Opportunity Identification

This study represents a substantial contribution to the field of entrepreneurship. This research project was undertaken in an attempt to empirically support the premise that *situational awareness*, the perception of a dynamic and complex environment with a comprehension of meaning necessary to project future wants and needs (Endsley, 1995), is a key component in the identification of entrepreneurial opportunities. Specifically, irrespective of the information search process used, I proposed that individuals possessing higher levels of situational awareness will identify innovative opportunities to a greater extent than individuals who possess lower levels of situational awareness.

Entrepreneurs operate in dynamic environments and therefore need to possess and process a large amount of information, from a variety of different sources, at any given time. Successful entrepreneurs observe, integrate, and take note of events either by way of direct signals or by inferring information from other signals within the environment (Miller, 1984). Shane and Venkataraman (2000) suggest two broad categories affect an individuals' propensity to discover entrepreneurial opportunities—*access to information* and *cognitive properties* essential in processing acquired information. Information represents specific knowledge, or the means of obtaining specific knowledge, that a person possesses which is necessary for the identification of entrepreneurial opportunities. Cognitive properties (cognitive abilities) are the mental capacity necessary to identify a change in one's environment and determine a means of converting this knowledge into an entrepreneurial opportunity. According to Shane (2003), it is the intersection of these two concepts that is the point at which opportunity identification takes place.

Entrepreneurship researchers have spent considerable time on the first part of the equation – access to information. Research on the cognitive aspect however has been wanting, partly due to the lack of an overarching framework that could help explain how these factors possibly work together or influence each other (Baron, 2006) in the process of opportunity identification. Using cognitive models of human behavior within dynamic and complex environments, researchers have found that prior knowledge, in conjunction with an acute understanding of the environment at all times has a direct effect on an individual's ability to be identify opportunities (Shane & Venkataraman, 2000). Additionally, the ability to identify radical opportunities requires entrepreneurs consider potential opportunities from a multifaceted, interactive and evolutionary fashion. In sum, the unique nature of an individual's knowledge, within an environment, at a unique point in time, culminates in entrepreneurial opportunities that are diverse and highly dependent upon the *situational awareness* (SA) of the entrepreneur. SA can be defined as “the *perception* of elements in the environment within a volume and space, the *comprehension* of their meaning, and the *projection* of their status in the near future” (Endsley, 1995). The concept of situational awareness can be traced back to Oswald Boelke who during WWI stated that SA was “the importance of gaining an awareness of the enemy before the enemy gained a similar awareness and devised methods for accomplishing this...” (Stanton,

SUMMER FELLOWSHIP 2011



Rodney R. D'Souza
*Department of
Management*

Chambers, & Piggott, 2001). In other words, it is the knowledge of what is going on around oneself in a dynamic and complex environment so that one can be better informed about making near future predictions.

Data was to be collected from a population of potential and current entrepreneurs in Chicago that have been associated with an entrepreneurship center located at Governors State University, (sample population is 2,431). A unique questionnaire was prepared and psychometrically tested. As the research project did not work out at GSU, I am currently working with colleagues at Belmont University to gather data for the project. The study was accepted for presentation to the BABSON conference on entrepreneurship – considered as the premier entrepreneurship research conference in the world.

SABBATICAL LEAVE 2010-11



Linda Dynan
Department of
Marketing, Economics
and Sports Business

Comparative Effectiveness Research (CER) in Health Delivery Systems and Health Disparities

I have an appointment as Adjunct Research Associate Professor, Department of Pediatrics, University of Cincinnati School of Medicine. This appointment allows me to engage in research activities at the Anderson Center for Health System Excellence, Cincinnati Children's Hospital Medical Center (CCHMC). I chose to take a full year sabbatical working within the Anderson Center developing a research portfolio that addresses: impact of withholding Medicaid payment to incentivize quality and reduce cost; underlying causes of relative efficiency of hospitalist models of care delivery, and exploring information and price signaling at point of purchase for healthy foods and how this is related to obesity and other health outcomes. I provide a brief summary of the largest project below.

Medicaid, Hospital Financial Distress, and the Incidence of Adverse Medical Events for Children. Three papers associated with this broad theme have been developed. The findings of which were presented at AcademyHealth (3,000 plus participants) in Seattle, Washington and the International Health Economics Association in Toronto, Canada. Paper presentations were also made within Cincinnati Children's Hospital Medical Center in the Health Services Research Matrix Series.

The papers assess the frequency and excess costs of adverse medical events, that is injuries or illness that are the result of medical care provided, in all pediatric discharged children (age 0 to 17 years) who were at risk for such an event; the difference in quality of care between Medicaid and privately-insured discharges within hospitals; and differences in quality of care across hospitals based on the hospital's Medicaid burden using data from the 2008 Nationwide Inpatient Sample from the Healthcare Cost and Utilization Project sponsored by the Agency for Healthcare Research and Quality. The data contained complete discharge information for approximately 20% of all US community hospitals weighted to national level.

Children insured by Medicaid experience medical care induced adverse event rates ranging from 12% to nearly 200% higher than privately-insured children for all but one study-related events. Children cared for in the most Medicaid-reliant hospitals are at higher risk of an adverse event than are children in least Medicaid-reliant hospitals. Excess costs associated with the adverse events studied are approximately \$633 million a year (severity adjusted). The bulk of these excess costs (72%) are concentrated in high-Medicaid hospitals, even though these hospitals treat only 56% of the pediatric discharges at risk for the SSE studied.

A third paper conducts a multi-level analysis (individual, hospital and state levels) to assess the impact of whether children whose health care is paid for by Medicaid are more likely than privately-insured children to suffer adverse health events while hospitalized. We find that Medicaid pediatric patients are more likely (odds ratio = 1.11) than privately-insured pediatric patients to experience an adverse event. Children in hospitals with high Medicaid burden (third quartile in terms of Medicaid proportion of discharges) are more likely (odds ratio = 1.44) to experience an adverse event than children in other hospitals. Associated adverse events differ between Medicaid patients and high-discharge Medicaid hospitals. The level of Medical burden at the hospital level is a more important factor than the level of Medicaid reimbursement at the state level.

Our findings suggest that policies that intend to improve quality by refusing payment for adverse events may not achieve their objective.

Black Holes in String Theory

One of the most important questions in theoretical physics is to find a unified theory of all fundamental forces in nature. Among several models that are being studied in the current literature, one of the most popular and studied extensively is the string theory model. Black holes, which are formed by gravitational collapse of massive stars, are excellent theoretical labs to test new theoretical models describing the fundamental forces of the Universe. This project was to study black holes in string theory. As I stated in the application, I had my goals in two parts: (1) to study orbits of test particles around black holes in string theory and (2) to write a grant proposal to the National Science Foundation to work on black holes in string theory.

Most of my time was spent on doing calculations on the first part. I completed the study of massless particles around the black holes and completed writing a research paper. I submitted the paper to the journal "Physical Review D" which is one of the leading journals in physics for gravitation, particle physics and field theory. It is published by the American Physical Society. I have also made the paper public at the Los Alamos Pre-Print archive where all papers in gravitational physics are made available to researchers all over the world.

I also spent some time preparing the grant proposal for the National Science Foundation. The plan is to apply for funding for three years to work on black holes in string theory. The project will involve students and will be applied under the "RUI" category. The proposal is almost complete with few details to be finalized. It will be submitted to NSF next year.

In November 2011, I attended the Midwest gravity meeting at the University of Illinois at Urbana-Champaign to give a presentation on black holes and its stability. I will be giving a lunch seminar at NKU on my work in Spring of 2012. The title for that is "Black holes: What are they?" I will also give seminars in nearby schools on this work. I am planning to attend the "Marcel Grossman Meeting" on gravitation in July 2012 to be held in Stockholm, Sweden to present my work. This is one of the highly attended international meetings on gravitational physics held every two years.

SABBATICAL LEAVE 2010-11



Shamanthi Fernando
Department of
Physics and Geology

Crossing the Borders of Time and Space: Renaissance Exploration Literature and Twentieth-Century Travel Writing

During my sabbatical, I made substantial progress on the research for and writing of *Crossing the Borders of Time and Space: Renaissance Exploration Literature and Twentieth-Century Travel Writing*, a book-length project on the ways in which late sixteenth- and early seventeenth-century English Renaissance (c.1500-c.1650) texts about the exploration of North America and Asia influenced twentieth-century American and British travel writers.

I completed a draft of the book's first chapter, a discussion of how Redmond O'Hanlon's *Into the Heart of Borneo* (1984) and *In Trouble Again* (1988) use conventions found in Renaissance literature of exploration, particularly in Richard Hakluyt's famous collection of narratives, *The Principal Navigations, Voyages, Traffiques, and Discoveries of the English Nation* (1589). This was an especially important chapter to draft because the examination of these conventions forms the foundation for the book's subsequent chapters.

I also completed the second chapter, which discusses the ways in which twentieth-century travel writers both consciously and unconsciously adapt the sense of wonder and the idea of the marvelous that they inherit from their Renaissance counterparts. Authors re-work these concepts as they convey contemporary attitudes about multiculturalism, internationalization, globalization, and identity. I discuss, in particular, how Paul Theroux's *The Great Railway Bazaar* and *The Old Patagonia Express* use Renaissance tropes of wonder and the marvelous, even though the works express these ideas through a dyspeptic and, at times, misanthropic narrator as he travels by train across Asia and South America, respectively.

SABBATICAL LEAVE 2010-11



Barclay Green
Department of English

SUMMER FELLOWSHIP 2011



Sandra Grinnell
Department of Nursing



Catherine Tagher
Department of Nursing

Making the Connection: Using Concept Maps to Engage Students in Meaningful Learning

The fellowship and grant was entitled “Making the Connection: Using Concept Maps to Engage Students in Meaningful Learning.” The project was to develop and present a workshop highlighting the use of concept maps in the didactic and clinical nursing areas. In addition, the purpose included providing steps on how to create a concept map and how to teach students to create a concept map. All clinical and full time faculties in the Department of Nursing were invited to attend the workshop and were presented with a concept-mapping book. The book was intended to help them as they transitioned to concept mapping in the didactic courses as well as the clinical arena.

The workshop, presented by both Catherine Tagher and Sandra Grinnell on August 16, 2011 also welcomed an additional guest speaker, Nicholas Herrick. Nicholas is a part-time clinical faculty member who has students create and use concept maps during the pediatric clinical rotation. The interactive workshop allowed faculty the opportunity to work in pairs and groups developing concept maps that were fun in nature to clinical based scenario maps. They also received CEU’s for attendance.

One of the long-term outcomes of the workshop was to see the transition of concept maps into the clinical replacing the linear patient care plan. We already know by talking with the first 8-week clinical instructors that some of the clinical areas are using only concept maps. The clinical faculty are also reporting that the nursing students are “pulling the content together better on the concept-maps when talking about their patients.” With the assistance of a project grant for 2011-12, we look forward to achieving this goal by 100% by the end of spring 2012. With didactic more faculties are reporting using concept maps in the classroom. As for dissemination, we are continuing to look for an opportunity to present at a conference, workshop or perhaps do a poster presentation

SABBATICAL LEAVE 2010-11



Nancy Hancock
*Department of
Sociology,
Anthropology and
Philosophy*

Manuscript Preparation in Analysis and Evaluation of Positions and Arguments in the Network Neutrality Controversy

Prior to my sabbatical leave, I had been teaching Philosophy 210: Ethics of Information Technology for about seven years. A unit on ethical issues related to Internet governance was a standard component of the course. In 2004, I became increasingly aware of the growing controversy surrounding “net neutrality” and began incorporating some discussion of it into this course. Over time, it became clear that the question of whether the Internet should be regulated in such a way as to guarantee some degree or type of neutrality was of central significance for a number of other ethical issues related to online communication. Unfortunately, philosophers did not seem to be picking up on this topic even though they could provide valuable perspective through conceptual analysis (e.g. of “neutral” and “fairness”), and both argument analysis and argument evaluation.

The plan for this sabbatical leave was to learn in more detail about the current state of Internet architecture, governance and regulation, specifically with respect to network neutrality. I had three main goals: (1) identify and distinguish among various conceptions of network neutrality; (2) identify and differentiate among the positions taken by various stakeholders on the question of legislating net neutrality; and (3) identify, analyze and critically evaluate the moral arguments for and against those various positions.

During the first part of my sabbatical it became clear that different participants in the dialogue about net neutrality had very different sorts of things in mind when they argued either that the “neutrality” of the Internet must be maintained or that there never has been a “neutral” Internet so maintaining one is impossible. It was possible, however, to identify key principles and then use those principles to define the particular version of “net neutrality” a given individual argued for or against. We can generally classify positions on net neutrality as either strong, weak, or anti- net neutrality. The Strong

Net-Neutrality proponent generally opposes any sort of tampering by Internet service providers (ISPs) or telecommunications companies, whereas the Anti Net-Neutrality position is to defend the ISPs' and telecommunications companies' rights to interfere with Internet traffic in whatever way they choose. The most interesting arguments come in the middle, where Weak Net-Neutrality proponents accept the ISPs' need to regulate Internet traffic but vary in respect to what principle(s) they accept as appropriate for determining how an ISP may legitimately regulate Internet traffic.

The sabbatical opportunity afforded me by Northern Kentucky University has helped me rediscover an interest in the law and has led me to enter the part-time evening program at Chase Law School. My research on the arguments for and against the various positions on net neutrality continues, especially at the intersection of ethics and communications law. The first semester Legal Research course required of all first-year law students has provided me with invaluable knowledge about researching the law, and I look forward to the time when I am able to take elective courses in communications and First Amendment law, and to participate in the activities of the new Law and Informatics Institute.

Using Data Mining to Analyze Database Vulnerabilities

The main goal of this research is to construct a model for analyzing database vulnerabilities. Because data are the crown jewels of today's organizations, the security of database system is critical to the normal operations of every organization. Creating a model for finding the structural and temporal vulnerabilities in the database is essential for protecting database before attacks happen. During the summer, I developed a data mining model that generates concise data dependencies and temporal accessing rules that are employed to find out which set of data items in databases are vulnerable to cyber attacks. Our model is also able to generate the projected damage propagation trend over a certain period if data are corrupted by attackers.

This research is fundamental to providing nonstop operations of systems that rely on trusted data stored in databases. As we are increasingly threatened by cyber attacks, development of survivable database systems becomes a primary need and this project is a major step in that direction. I am currently working on getting the result of the research published. I am polishing the paper and planning to submit it to 2012 IEEE International Conference on Systems, Man, and Cybernetics.

SUMMER FELLOWSHIP 2011



Yi Hu
*Department of
Computer Science*

**SABBATICAL
LEAVE
2010-11**

John A. Huss
Department of
Teacher Education

Creation of an Action Research Technical Manual/Mini-Textbook to Serve as the Basis of Guidance and Instruction for EDG 605 and the Teacher as Leader Master in Arts of Education Program

The purpose for my sabbatical leave in the fall of 2010 was to author an action research technical manual/handbook for the College of Education's Teacher as Leader Program. This action research guide addressed two specific needs: 1) to provide a comprehensive program outline, laying out the steps of the collaborative action research requirement in clear and precise terms; (2) to serve as the "textbook" for EDG 605 *Introduction to Educational Research for School Leaders* as it likewise covers topics that apply directly to the department's expectations for student mastery of basic educational research fundamentals. The state of Kentucky mandated that all graduate programs in Education adopt the "Teacher as Leader" model, which calls for universities to graduate teachers who are committed to serving as leaders in the educational community to ensure that all students receive a high-quality public or private education. The College of Education and Human Services launched the Teacher as Leader Master of Arts program in spring 2009. The Teacher as Leader program (TLP) is designed to foster an educational culture in which instruction and learning are informed by research and continuous data collection and analysis, while embracing the NKU themes of diversity, technology, and civic engagement. The capstone project for the Teacher as Leader masters program consists of a single action research study, carried out in close collaboration with a faculty advisor, and presented as a formal APA-style research paper. This research project and the resulting paper represent a candidate's mastery of the research literature relevant to a topic within P-12 education, as well as their knowledge of the social science research process. The field-based action research study also requires candidates to demonstrate effective communication skills on a professional level; reflect on the effectiveness of their instructional practice; implement and evaluate promising practice through research and program evaluation; and recognize their roles as change agents and program designers.

The creation of a well organized manual that outlines not only the role of action research in the Teacher as Leader MA program, but the overall utility of action research, especially for issues like organizational renewal; organizational change and development; and continuous improvements will bring a measure of understanding to a paradigm that has only recently challenged for position in academia. The anticipated long term value of the project will be the improvement of teaching and the increased emphasis on student success that will result from the practitioner-based research for which this manual is designed. To this end, I am currently piloting excerpts from the manual in my EDG 605 courses and plan to have the manual in a completed state, based on continuous feedback from students, so that it ultimately becomes the primary text for my course. This ambitious project would not have been possible without the sabbatical leave and the support of Faculty Senate, my administrators, and my colleagues.

Parents' Views on Parental Involvement in School – An International Perspective



My sabbatical enabled me go to Ethiopia, one of the world's poorest countries, to study cultural and socio-economic differences in parents' involvement at two schools in Addis Ababa. The international school served 153 expatriate families from more than 30 countries, with an average class size of 15 in grades Pre-K through 12, and annual tuition rates averaging \$4,560. The Ethiopian school served 485 families, with an average class size of 60 in grades K-9, and annual tuition rates averaging \$75.

Although these two schools were very different, results indicated many similarities. At both schools, parents' greatest concerns were their children's academic accomplishments and spiritual growth; but they expressed strong satisfaction with the school and appreciation for the school's influence in both academic and spiritual domains. Parents at both schools expressed a desire for more, earlier and more frequent communication. Parents at both schools expressed willingness to volunteer at school, but were hesitant to interfere with the teacher's role, wanting more direction from teachers about how to be effectively involved at school.

There were also some differences between the schools. International school parents expressed more concerns about their children's social/emotional development; whereas Ethiopian school parents expressed more concerns about the cleanliness of the school and teachers' behavior management practices. Several parents at the Ethiopian school also expressed appreciation for the opportunity to share their opinions.

In addition to my research I was able to visit three other schools, two of them in rural areas. Here, as in the city, education is highly valued, but resources are few.

I presented this research at the American Middle Level Association conference in fall 2011 and will be presenting at the American Educational Research Association conference in spring 2012. Both the research results and the overall experience will continue to enrich my teaching.



**SABBATICAL
LEAVE
2010-11**

***Lenore Kinne
Department of
Teacher Education***

SABBATICAL LEAVE 2010-11



Tonya Krouse
Department of English

Research and Manuscript Preparation for a Monograph, *Women's Fiction and the Domestication of Shame: Home, Brutality, and Sex in the Twentieth Century*

In Fall 2010, I was the grateful beneficiary of one semester of sabbatical leave, which allowed me to embark on my second book project, *Writing Women, Writing Home: Deviant Domesticities and Female Creativity in Virginia Woolf, Doris Lessing, and Zadie Smith*. The project took shape during the months when I was relieved from teaching and service duties, and during that time, I completed initial research, read deeply and widely, and begin drafting my manuscript.

My book focuses on the ways in which domestic spaces and identities shape female creativity in novels written by women authors. Both literary and feminist theory and criticism have historically discounted the significance of domestic life from 1900 onward, presuming that the concerns of the twentieth and twenty-first centuries with technological advancement, globalization, militarization, public life, and the rise of late capitalism displace domestic concerns to the margins of everyday life. Whereas scholars of nineteenth-century literature have insisted on the centrality of domestic settings both to a general canon of literary texts as well as to a more specific canon of women's literature, feminist and literary scholars interested in the twentieth and twenty-first centuries have tended to see "domestic" literature as "chick lit" that lacks seriousness or significance, or, alternatively, they see the representation of domesticity in itself as anti-woman and anti-feminist. My project offers a critical reexamination of domesticity, particularly as it is rendered in the fiction of Virginia Woolf, Doris Lessing, and Zadie Smith.

While these authors' novels regularly appear together on course syllabi in women's literature and in British literature after 1900, current scholarship does not reflect the links between them. My book would be the first full-length literary critical study that traces a line of influence from Virginia Woolf through Doris Lessing to Zadie Smith, connecting women's writing of the first half of the twentieth century with contemporary women's writing by tracing the evolution of domestic representations. By taking this approach, I demonstrate the ways in which shifting social, political, and technological conditions across a century shape women writers' depictions both of home and of what women's creative lives might look like. My project will interest a broad spectrum of readers: those interested in the writing of these individual authors, those interested in women's fiction, those interested in British fiction across the entirety of the twentieth century, and those interested in the novel and narrative theory.

As a result of my work during my sabbatical leave, I positioned myself to move forward in the writing of my manuscript, as well as to pursue opportunities related to it. In the Spring 2011, I gave an invited talk on Doris Lessing's *The Good Terrorist*, one novel that I analyze, at the University of Louisville. In Summer 2011, I was accepted as one of fourteen international scholars to participate in a National Humanities Center Summer Institute in Literary Studies, led by renowned literary theorist and critic Toril Moi, James B. Duke Professor of Literature and Romance Studies, and Professor of English, and Theater Studies at Duke University, on Doris Lessing's novel *The Golden Notebook*, another novel that I examine in a chapter of my book. Finally, this fall I have been selected as one of two faculty from NKU to apply for a National Endowment for the Humanities Summer Stipend, and if I receive that award, it would provide the support to complete the manuscript and to compose a polished book proposal to circulate to academic presses.

I also spent substantial time during my sabbatical reflecting on my teaching and developing new courses. I returned from sabbatical energized and enthusiastic, excited not only about my research but also about how that research allows me to do a better job in the classroom.

Unlocking Psychology: Keys to Understanding

I was awarded a sabbatical for the Spring, 2011 semester. The sabbatical was to be used to continue work on an introductory psychology textbook. My goal was to write two chapters of approximately 55 pages each. Although not entirely during the sabbatical period, I completed a development chapter (65 pages) and a chapter on the psychology of religion (61 pages). The sabbatical was very helpful and I appreciate it.

All in all, writing has been a valuable experience. I've learned a great deal and have been using the new material in class. My deadline to finish is July of 2012 and the text is due out in Spring of 2013.

SABBATICAL LEAVE 2010-11



Douglas S. Krull
*Department of
Psychological Science*

Transcribing Lorenzo di Filippo Strozzi's Vita di Filippo Strozzi il Vecchio (The Life of Filippo Strozzi the Elder) and Photo-Documenting the Strozzi Family Palace: July 1-28, 2010

During the summer 2010, I spent five weeks in Florence, Italy, funded by a Northern Kentucky University Summer Fellowship and a Project Grant. In Florence, I worked in two archives, the Biblioteca Nazionale Centrale and the Archivio di Stato, on three important Renaissance biographies. One of those biographies on the life of Lorenzo di Filippo Strozzi (written by his childhood tutor, Francesco Zeffi), I am very happy to report, will be published in 2012 as a part of my recently completed monograph titled: *Lorenzo di Filippo Strozzi and Niccolò Machiavelli: Patron, Client and the Pistola fatta per la peste*. That book will be published by The University of Toronto Press's Italian Studies Series, one of the most highly respected Italian-centered series in academe.

Presently, my grant-related work continues on a related project. I am currently editing and translating the other two biographies that I examined while I studied in Florence. Those biographies, though very famous, have not been edited since the 19th century; and they continue to be influential and frequently quoted. However, upon close inspection, I found that both of those editions contain dozens of passages that vary significantly from the original manuscripts. These unnoted variations obscure the original author's, Lorenzo di Filippo Strozzi's, meaning. With this in mind, I am producing modern Italian editions of Strozzi's biographies which adhere to contemporary "genetic" editing practices. As a result, my new work will make a small, though important contribution to the field of Renaissance Studies. I hope to publish these new editions at Toronto as well. Without the funding provided to me by Northern Kentucky University, my forthcoming book would not have been possible, and neither would my ongoing editing and translation project. I continue to be very grateful for NKU's support of my research.

PROJECT GRANT 2010-11



William Landon
*Department of History
and Geography*

SUMMER FELLOWSHIP 2011



Alar Lipping
Department of
Kinesiology and Health

Theodore Roosevelt, Walter Camp, and the Muckrakers: Pragmatism, Progressivism and the Popularization of Intercollegiate Football



Theodore Roosevelt
student at Harvard
(1879)

The topic of my research deals with the growth of intercollegiate athletics, specifically college football, during the period of 1880 to 1905. Intercollegiate athletics during the latter half of the 19th century moved from a model of student centered activities common to British institutions of higher education to a model of high profile collegiate athletic programs, prevalent in contemporary American college campuses. The purpose of my research is to review the national debate over intercollegiate athletics that eventually culminated in the establishment of the institutionalization of college athletics when on October 9, 1905, President Theodore Roosevelt convened a White House meeting to establish a national rules committee to regulate the conduct of intercollegiate athletics; this committee eventually became the National Collegiate Athletic Association.

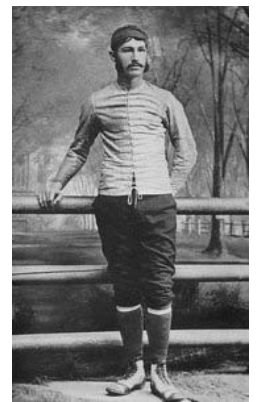
By the 1890's intercollegiate athletics had burgeoned to levels where commercialism, fanaticism, and professionalism consumed the landscape of higher education. As a reaction to this proliferation of athletics, national debate surfaced on whether the conduct of college commercialized athletics was in line with the mission of higher education. College presidents, alumni, journalistic muckrakers, and national leaders joined in the discussion regarding the philosophical nature of college athletics.

Among the significant individuals in the national debate were Charles W. Eliot, president of Harvard from 1869-1909; Theodore Roosevelt, graduate of Harvard in 1880; Walter Camp, "father of American football" and innovator of college football. In addition, journalistic muckrakers such as Edward Godkin of the *Nation* and Henry Beech Needham of *McClure's Magazine* elevated the national attention to the question of brutality and mayhem of intercollegiate football.

In my fellowship application I presented two major goals that I wanted to accomplish: (1) research activities that involved reviewing primary sources on my topic; and, (2) dissemination of research findings in the form of a conference paper presentation and submission of a manuscript for publication.

The first goal was achieved, during the spring and summer I conducted the following research activities: reviewed the Roosevelt Papers located at the Library of Congress in Washington, D.C.; reviewed the Walter Camp Papers located at the Yale University Library, New Haven, Connecticut; reviewed articles published by popular muckrakers pertaining to intercollegiate athletics. This was conducted at The Ohio State University Library which has a collection of the *Nation* and *McClure's Magazine*.

The second goal was achieved, preliminary findings of my research topic was presented in a paper entitled *Theodore Roosevelt: Pragmatism and the Popularization of Intercollegiate Sport* at the 41st annual national conference of the Popular Culture Association and the American Culture Association, April 20-23, 2011, San Antonio, Texas. I have been requested to submit a manuscript of my research for review to James Vlasich who is editing a book on sport for McFarland Press. I have submitted a manuscript, and it is currently being reviewed for publication.



Walter Camp student
at Yale (1879)

Fostering Creativity in Organizations: The Case for Openness and Flexibility

The central thesis of our research project is that knowledge domains positively impact organizational creativity facilitators. We examine different types of creativity within an organization. Once organizations determine the types of knowledge which foster creative ideas, it may be possible for those firms to stimulate various types of creativity by providing specific types of knowledge. Consequently, we hypothesize that different knowledge domains have varying impact on organizational creativity facilitators. We further hypothesize that gender, age, seniority, job category and centralization differences exist in the nature of the relationship between knowledge domains and organizational creativity facilitators.

The results of our research indicate that for those managers that are most concerned with the agility aspect of creativity, the most important knowledge seems to be those big-picture strategic precursors that enable firms to innovate, followed by the technical know-how and experience working in the product/market. This varies dramatically from the type of knowledge seen as most important with regard to the organizational climate of openness to creativity. In this case, the most important knowledge factors would appear to be basic knowledge factors such as conceptual abilities and technical skills, as well as experience in the product/market and innovative knowledge. Finally, versatility requires individuals comfortable with the big-picture as well as technical and emotional knowledge. In fact, versatility seems to require the most variation in knowledge content, with significant impact of five different types of knowledge. In addition, individual differences, gender and age, act as moderators for the relationship between knowledge domains and organizational agility and openness. Seniority moderates the relationship between knowledge domains and both the agility and openness factors in organizational creativity.

The results of our research clearly have direct implications for the “real” organizational world. Managers identify certain preferences regarding avenues of creativity enhancement based upon the knowledge they deem important. Organizations ought to consider these relationships and attempt to match the pathways of creativity to the knowledge of the managers. The results show that when it comes to speed and quickness innovative knowledge is the driver. There is no time for emotional knowledge to be involved. However, the pathway to creativity is different when openness and versatility are addressed. In this situation, experiential and emotional knowledge are at the forefront of improving creativity.

SUMMER FELLOWSHIP 2011



Denise J. Luethge
Department of Management

Alternative Mixing Models for Sediment Transport along Alluvial Waterways



The complex processes involved in the erosion, transport, and deposition of sediment ultimately result in a deposit that represents a mixture of material derived from multiple source areas within a watershed. Assuming the physical and geochemical properties of the source area sediments are conserved during the transportation and deposit process, then the relative contributions that each source contributed to the resulting mixture can be determined, see Figure 1.

As part of a geological research team of geomorphologic and geochemical scientists from Western Carolina University (WCU) and the Nevada Bureau of Mines and Geology (NBMG), I develop and apply these various mixing models to evaluate the relative contributions of sedimentation from different land-use categories upland to points below. Over the past 12 years, we have conducted our research on Fairfield Lake in North Carolina, Rio Pilcomayo Basin in Bolivia, and the Mkabela catchment in South Africa.

During my Sabbatical Leave this spring I examined and evaluated alternative mixing models as well as modified existing models for evaluating the processes of sediment storage and remobilization of sediments along river “links,” segments of waterways between tributary confluences. The latter models will benefit the research team as we analyze geochemical data from the Little Tennessee River in south western North Carolina.

SABBATICAL LEAVE 2010-11

Gail Mackin
Department of Mathematics and Statistics

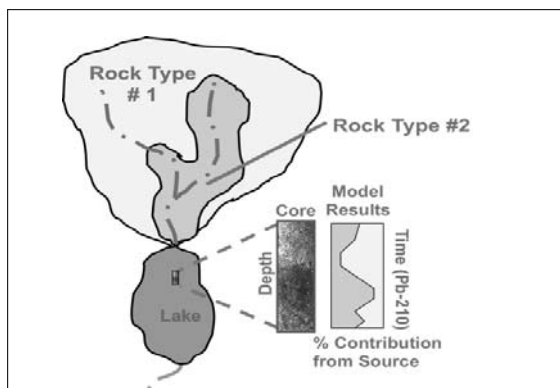


Figure 1: Some physical & chemical properties of upland source area sediments are conserved during erosion, transport, and deposition. The goal, then, is to determine relative contributions of each source area in the resulting depositional mixture.

During this time, we finalized our submission of the final report to the Water Resource Commission of South Africa, "Process Zone Structure and Connectivity on Sediment Sources, Transport, and Storage; Mkabela Catchment QuaZulu Natal, South Africa." We also submitted two abstracts for presentation at the 7th Annual Symposium on Environment in Athens Greece in May, 2012. Both abstracts have been accepted: I will present "Modelling Geochemical Changes of Sediment within Alluvial Systems;" my colleague, Jerry Miller (WCU), will present "Influence of Process Zone Structure and Connectivity on the Transport and Fate of Non-Point Source Pollutants, Mkabela Basin, South Africa."

PROJECT GRANT 2010-11



Cecile A. Marczynski
Department of
Psychological Science

Implications of Mixing Energy Drinks and Alcohol on Information Processing and Subjective Reports of Intoxication

Energy drinks are beverages marketed with claims of providing users with increased alertness. There has been an exponential rise in sales in the U.S. and worldwide energy drink market. While energy drinks are often consumed alone, college students have become enamored with using energy drinks as mixers for alcohol (e.g., Red Bull and vodka). These mixed alcoholic drinks have been implicated in numerous problems, including traffic accidents and accidental extreme intoxication. However, the paucity of knowledge about the effects of these beverages is problematic for adequately informing the general public about the risks of these drinks. Therefore, to determine if these mixed alcoholic drinks are indeed more risky than consuming alcohol alone, I designed an experiment to address this question. In my research, participants received a beverage (alcohol, energy drink, alcohol+energy drink, or placebo). After consuming the assigned beverage, participants were asked to perform a computer task that measured speed of information processing. Participants were also asked to perform a motor coordination task and to complete questionnaires that assessed subjective level of intoxication. The goal was to determine if alcohol+energy drink consumption differed on these measures compared to the consumption of alcohol alone. The results indicated that participants were equally impaired on information processing and motor coordination, regardless of whether the participant received alcohol+energy drink or alcohol alone. However, coadministration of the energy drink with alcohol increased self-reported ratings of stimulation and reduced ratings of mental fatigue. Thus, it appears that mixing an energy drink with alcohol increases the risks of drinking alcohol beyond those typically seen with alcohol alone. The mix of behavioral impairment with reduced fatigue and enhanced stimulation may lead alcohol+energy drink consumers to erroneously perceive themselves as better able to function than is actually the case.

The manuscript containing the findings from this research was accepted for publication in the journal, *Experimental and Clinical Psychopharmacology*, and will officially be published in early 2012. In addition, while the activities of this project grant research were unfolding, I received external grant funding related to this research. By using the pilot data obtained from this faculty project grant, I secured grants from the Kentucky Biomedical Research Infrastructure Network (KBRIN) and from the National Institute of Alcohol Abuse and Alcoholism at the National Institute of Health. As such, I am grateful for this faculty project grant as it provided me with the critical funds that allowed me to initiate this exciting line of research. Moreover, the resulting substantial external awards will allow me to continue this line of work for several more years into the future.

I'm Journeying with those I Love in the Flesh: "Issachar Bates" Preparation for Shaker Life



My present project is a biography of a leading early figure in the United Society of Believers in Christ's Second Appearing, or the "Shakers." It may seem unusual for a geography professor to be researching a biography of a figure from American history. But I am both a historical geographer and a scholar of the Shakers. And the kinds of questions that guide my study of the Shakers - place, territory, region, and spatial interaction - all reflect my training in geography. In the past several years I have become increasingly recognized both regionally and nationally as a Shaker scholar and, in particular, a scholar of the Shaker "west," namely, Shaker presence in Kentucky, Ohio, and Indiana.

The Shaker movement continues to fascinate contemporary Americans, seeming to represent an essential quality of American folk heritage. Yet vast areas of the Shaker historical experience remain virtually untouched. My work is focused on probing the little understood distinctions of the Shaker west, a specific geographical region within the broader Shaker movement, whose singular dynamics still remain elusive. One linchpin in understanding the territorial expansion of Shakerism westward, as well as the character of its growth in the Ohio Valley, is the dynamic Shaker missionary and preacher Issachar Bates. He was a Massachusetts native and Revolutionary War veteran who at the age of forty-three abruptly turned to the Shakers from his life as a Baptist choirmaster and preacher in the woods of upstate New York. As a Shaker he immediately became instrumental to the movement's expansion westward. His life story helps to enlighten the critical expansion phase of Shakers in the Ohio Valley. His life story also provides an interpretive framework through which to examine the cultural transformations of the Early Republic with its interrelated impulses of frontier expansion and religious revival.

During the period of the Summer Fellowship, I completed the research and writing of a critical early chapter of my book, examining the early adulthood of Issachar Bates, his little-known first encounters with the Shakers, his spiritual struggles, and his early experiences as a preacher and choirmaster. The fellowship enabled me to present the chapter at one conference, the annual Shaker Studies Conference sponsored by Hancock Shaker Museum, as well as portions of an additional chapter at a second conference, the Communal Studies Association. I also conducted field research in Worcester County, Massachusetts, where I made an important discovery relative to my subject, Issachar Bates. In 1781, Bates had been present when a mob attacked Ann Lee, visionary founder of the Shakers, at a house in Petersham, Massachusetts, and he protected her from harm by blocking assailants' entrance through an interior doorway in the house. Through consultation with local historians, I verified the location of this house, knowledge of which had been lost to the Shaker studies community. I even stood in the same doorway where my subject protected Ann Lee, a very exciting moment!

SUMMER FELLOWSHIP 2011

***Carol Medicott
Department of History
and Geography***

SUMMER FELLOWSHIP 2011

Kevin Munte
*Department of
Visual Arts*

Landscapes Coast to Coast



the summer, and 4 sculptural frames. Several of these paintings were presented in a slide lecture October 29th at the Taft Museum of Art, in Cincinnati, Ohio in conjunction with their exhibition featuring the work of 19th century landscape painter entitled *George Inness in Italy*. In addition one painting was exhibited fresh off the easel in an exhibition *One New Painting* at Frame Designs gallery in Cincinnati, Ohio

This project has allowed me both to delve into new scholarly territory which is exhilarating, and unexpected. My intention was to break new artistic ground with these paintings, encasing them inside custom-built frames that incorporate found objects inside niches, carvings, and/or smaller paintings that relate to the central painting. My goal with this new mixed-media work is to further the concepts in the central painting, better communicating my experiences at specific places. I broaden my exploration of the possibilities of this new-found mode of expression using a Dremel tool for engraving text as well as drawing.

This was an extraordinary time of creativity in the studio. I made several paintings and some frames for an upcoming solo show at Gross McCleaf Gallery in Philadelphia in December. The original thrust of my research was to make paintings housed within hand-made custom frames that incorporate artifacts, carvings of text, symbols, and even additional paintings, as a way to suggest narrative and introduce deeper meaning to my landscapes. This narrative inclination began with the frames, but has further evolved into using the landscape as a backdrop for figurative narrative. I finished 11 paintings over the



Development of *In Vivo* Calcium Transport Assays for the Characterization of New Enzyme Inhibitors



The sarco/endoplasmic reticulum calcium-ATPase (SERCA) is a protein located in membranes that confine certain intracellular compartments. SERCA's main function is the transport of calcium ions into these intracellular storage compartments. The controlled release of calcium ions from these stores through protein channels triggers a number of physiologically important events, such as muscle contraction. Interference with SERCA's activity by small molecules – so-called enzyme inhibitors – can be lethal for cells, a fact that can be exploited for cancer chemotherapy. Here, the overall strategy

is to selectively target SERCA inside cancer cells with inhibitors, thereby killing them, while leaving healthy cells unharmed.

For several years now, my research group has been engaged in the design and development of novel SERCA inhibitors. During my one semester sabbatical leave, I learned how to use a sophisticated experimental technique – fluorescence imaging – that lets one observe the effects of SERCA inhibitors inside living cells. I started my experiments by culturing human skin cells in our laboratory and loaded them with a dye whose fluorescence is sensitive to the calcium ion concentration in the cell interior. The dye's fluorescence inside individual cells was monitored with an inverted microscope, which is part of a fluorescence imaging system owned by Dr. Patrick Schultheis in the Department of Biology. When exposed to a potent SERCA inhibitor, the calcium ion concentrations inside a cell rises dramatically within a few minutes because calcium is no longer transported by SERCA into the storage compartments. Using the imaging technique, I was able to observe the effects of several inhibitors that previously had been developed in my laboratory and that had been characterized in a cell-free environment. All of them were able to elevate intracellular calcium levels, implying that they were capable of inhibiting SERCA in its native environment. These results were very encouraging since inhibitors need to be able to act on SERCA in living cells in order to be useful for cancer chemotherapy.

From a scientific point of view, being able to conduct these *in vivo* measurements is a great asset to my ongoing research program since they ideally complement methods that we are already using. Further, since I have already trained some of my students in the use of the technique, they now have the opportunity to utilize modern imaging techniques in their projects. The results of the imaging studies will be incorporated into articles to be published and they will certainly increase the competitiveness of grant applications. Our future efforts will focus on additional SERCA inhibitors not yet tested in cells. Eventually, we will expand our imaging studies to include human cancer cells, the ultimate target of our inhibitors.

SABBATICAL
LEAVE
2010-11

Stefan Paula
Department of
Chemistry

**PROJECT
GRANT
2010-11**

**Willard Peveler
Department of
Kinesiology and Health**

**The Effect of Extrinsic Motivation and Time Trial Experience
On 20 km Time Trial Performance**



Funds awarded from the 2010-2011 Faculty Project Grant were used to purchase CompuTrainers for research projects conducted within the Human Performance Laboratory located within the Department of Kinesiology and Health. The CompuTrainer permits the researcher to simulate outdoor cycling time trials in a controlled laboratory setting. This system allows the cyclist to ride their personal bikes during laboratory testing.

The initial funded project examined the effect of chasing or leading during a simulated 20 km cycling time trial. A cycling time trial is a competition where cyclists race individually to achieve the fastest time among competitors. Time trials place the lowest ranked rider starting first and the highest starting last. Starting later offers the advantage of knowing what finish time is needed in order to win or maintain overall placement. Time trial format dictates that, with the exception of the first and last rider, every cyclist is chasing and being chased by other cyclists during the race. This could provide cyclists with extrinsic motivation which may influence their pacing and overall performance. Current research provides the premise that pacing strategy is set prior to the start of competition based on feedforward control, which is regulated from past experience racing a given distance. During the current study subjects completed the time trial alone, chasing a competitor and leading a competitor. There were no significant alterations to finish times between any trials in this study. Chasing or leading did not appear to provide extrinsic motivation to the cyclist. Results from this study are currently being analyzed and compiled within a manuscript for publication. A second manuscript from this study, A Kinematic Comparison of Alterations to Knee and Ankle Angles from Resting Measures to Active Pedaling during a Graded Exercise Protocol, has already been accepted upon revisions in the *Journal of Strength and Conditioning Research*.

The CompuTrainers have not only been instrumental in conducting this current research project, but will also be used in future studies performed within the Human Performance Laboratory. The CompuTrainers are currently being used to collect data on a third study examining the validity of conducting indoor cycling time trials utilizing the Computrainer. I would like to thank the grant committee for making this research line possible through Faculty Project Grants.

As Far as the East is from the West: A Recording of New Orthodox Choral Music by Gennady Lapaev and Kurt Sander

PROJECT
GRANT
2010-11

Kurt Sander
Department of Music



This project was proposed by music faculty composer Kurt Sander with the support of the URS Corporation. Inspired by the ecclesiastical events of 2007, when after 80 years of separation two parts of the one Russian Orthodox Church were reunited, Sander began searching for a way to reflect his spiritual joy in an artistic form. As part of the department's East of Northern International Arts Initiative, he

had proposed the idea to invite the renowned liturgical composer Gennady Lapaev of Tver, Russia to take part in a collaborative CD recording of new choral music. As an added benefit, this project afforded NKU music students the opportunity to collaborate with Russian vocalists from around the country to record a CD of new music appropriately titled *As Far as the East is from the West*. The project culminated in a four-day recording session that took place on August 1-4, 2010, on the NKU campus. There were 36 singers from all over North America who participated. Among them were Russian musicians from St. Petersburg, Moscow, New York, Chicago, Cleveland, San Francisco, Montreal, and Philadelphia. The conductor, Chicago native Peter Jermihov, was faced with one of the biggest challenges in his professional career in a matter of hours to achieve a blend of 36 different voices on works that none of them had sung or even heard before. The presence of both composers at the recording sessions filled the atmosphere with a sense that something quite special was taking place. Corrections and comments made by the authors allowed the director and the choir to unfold fully the nuances and articulate the meaning of each notation mark in the scores. Twelve-hour working days were physically challenging, but musically so uplifting that upon completion of the project, all participants shared the sense of accomplishing something monumental, something of historical significance for the ages to come.

The CD was released nationally in September, 2011 and the reviews so far have been very complimentary:

"The names of Kurt Sander and Gennady Lapaev may not yet be household words in connection with Orthodox choral music, but this recording stands to change that. There are many things to recommend this CD, starting with the creative concept of American Orthodox composer Kurt Sander--to mark the sacramental reunification, in 2007, of the Moscow Patriarchate of the Russian Orthodox Church and the Russian Orthodox Church Outside Russia--with a musical collaboration between two modern-day composers, one Russian, one American. Listening to the array of musical selections, one cannot help but be struck by the remarkable ways in which the creativity of these two composers--Sander and Lapaev--has been informed by the sacred aesthetic of the Orthodox Church. Indeed, as noted in the beautifully produced bi-lingual booklet, it is a mystery, how two composers from opposite sides of the globe, who had never spoken or met, can "be of the same mind on the most important issues of music and faith." The CD is filled with intensely beautiful spiritual choral music, all of which will be new and heretofore unheard by most listeners--both a challenge and a delight! What makes this musical feast come to light is the spirited singing of the 36-voice East/West Festival Chorale, artfully molded into a dynamic and expressive choral instrument by conductor Peter Jermihov, himself a Russian-American who is uniquely qualified to be the interpreter of this music. On the contemporary landscape of Orthodox music, this CD stands as a landmark event that will hopefully be a harbinger of further artistic and creative manifestations of the Orthodox Christian Faith throughout this world.

Review by Vladimir Morosan, Russian Choral Scholar and Editor of Musica Russica Publishing

SABBATICAL LEAVE 2010-11

Doris M. Shaw
Department of
Marketing, Economics
and Sports Business

Brand Strategy and Development in Small, Localized Nonprofits



The focus of my sabbatical was to accomplish the following: (1) complete a Marketing textbook targeted at the Millennial college student; (2) complete and submit two research manuscripts on social marketing to refereed publications; (3) complete and submit a manuscript focused on student learning to the education track of a marketing conference; and (4) complete and prepare for a June 1 special issue journal publication deadline a research manuscript focused on Marketing faculty teaching innovations.

The outcomes of my work plan were as follows:

- A completed and ready-to-launch co-authored textbook—*Marketing: Principles, Perspective and Practice* by Donna Crane, Matthew Shank and Doris Shaw
- The acceptance of two co-authored articles focused on social marketing to the following journals—“When is Going Green Good for Company Image?” forthcoming in *Management Research Review* and “Is Greening for Firms Fostering Greening of Consumers?” forthcoming in *Social Marketing Quarterly*
- The acceptance of a manuscript—“Facilitating Knowledge Transfer in Undergraduate Marketing Education,” to be presented at and in the proceedings of the *Society for Marketing Advances* annual conference; Memphis, Tennessee
- The acceptance of a co-authored article on a teaching innovation—“The Web-Driven Learning Ecosystem: Its Structure and Benefits,” forthcoming in the journal *Marketing Education Review*

The ability to accomplish what I did on the sabbatical facilitated my ability to step into the Associate Dean position in the College of Business on July 1, 2011. In the midst of fulfilling my new duties, I am working on the development of ancillary materials to accompany the new textbook in addition to follow-up marketing education and green marketing research projects.

SUMMER FELLOWSHIP 2011



Chenliang Sheng
Department of English

I spent the summer completing the first quarter of an e-learning program in the Chinese language for speakers of English under contract with the National Social Science Press.

As I was finishing the first quarter, I started to explore the feasibility of producing editions for speakers of other languages such as Spanish, French, and Arabic.

Entitled *Elementary Chinese: An Interactive Text*, the program covers four semesters of course work for college, high school, or independent study. It is characterized by a unique approach to the study of Chinese as one of the most challenging languages in the world. The uniqueness is to be found in the virtual learning environment it creates, an environment with instant access to the audio and visual instructional materials a student needs in order to overcome the difficulty caused by the total separation of the phonetic system and writing system in Chinese and to acquire proficiency in the spoken and written forms of the language.

The program also facilitates learners' acquisition of modern Chinese by combining the traditional printed text and the interactive functions of computer technology. It integrates audio-video files with written passages, it animates illustrations, and it provides exercises and tests both in the handwritten format as well as the computerized format with instant test results. All this serves the goal of effective teaching and learning in the four major areas of language acquisition: writing, listening, reading, and speaking.

A. Lincoln – A Pioneer Tale



This summer, I was pleased to compose music for the new outdoor theatrical musical based upon the boyhood years that Abraham Lincoln spent in Spencer County, Indiana. The focus of the work is to show how many of Lincoln's presidential decisions were based on values he learned during his years growing, as well as create a family-friendly musical that elevates this rich history. There is a beautiful, 1500 seat amphitheatre located in the Lincoln State Park in Indiana where the work will be produced. Upon researching the musical background for the region and time period, I developed several themes

that are manipulated and transformed throughout the musical to show progression of emotion and heighten the intensity of the play. Working with lyricist Christine Jones, I developed ten songs, depicting pivotal moments in Lincoln's formative years,. These songs highlight Lincoln's commitment to knowledge, family values, and truth. In addition, I composed incidental music and musical underscoring that will be used in the production to enhance the spectacle. I am currently still working under the project grant to orchestrate and record the music for the premiere production that will open in early June of 2012.



SUMMER FELLOWSHIP 2011



Jamey Strawn
*Department of
Theatre and Dance*

Induced Motor Vehicle Travel from Improved Fuel Efficiency and Road Expansion

Motor vehicle travel in the United States had been increasing consistently from 1980 to 2007 despite the fluctuation of fuel prices. It is interesting to note that although the annual average real gasoline prices were almost identical (\$3.33 per gallon in January 2011 dollars) in 2008 and 1980, vehicle miles traveled in 2008 was 95 percent higher than that in 1980, while the number of vehicles increased by 54 percent. With overall growing motor vehicle travel and energy consumption, the dependence on oil has become striking. For example, gasoline consumption made by the transportation sector alone was more than the total domestic production of petroleum in 2007. This country's reliance on imported fuels and their various environmental consequences has made understanding the determinants of motor vehicle travel an important issue.

In this research project, I investigate the impact of improved fuel efficiency and road network expansion on motor vehicle travel using a system dynamic panel data estimator and panel data at the state level for the 2001–2008 period. The model accounts for endogenous changes in fuel efficiency, congestion, fuel cost per mile, and vehicle stock. The estimated short run rebound effect is 0.0276 while the long run rebound effect is 0.11. The small rebound effect suggests that imposing tougher Corporate Average Fuel Economy standards may be a promising tool to reduce fuel consumption and its negative environmental externalities. As a result of this summer fellowship, a peer-reviewed paper entitled, "Induced motor vehicle travel from improved fuel efficiency and road expansion" has been published in *Energy Policy* in November 2011.

SUMMER FELLOWSHIP 2011



Qing Su
*Department of
Marketing, Economics
and Sports Business*

SUMMER FELLOWSHIP 2011

Lindsey Walters
*Department of
Biological Sciences*

Effects of Egg Color on Male Parental Care in Cavity Nesting Birds



My summer fellowship supported my research investigating parental care behavior in cavity nesting birds. As a first year faculty member, this support allowed me to establish a long term research program by setting up a research site with nest boxes for wild birds and recruiting a population of birds that will be used for future research and outreach. I erected 30 nest boxes on the grounds of St. Anne Convent in Melbourne, KY in April, 2011. Most of the birds that chose to nest in my boxes were Carolina Chickadees (*Poecile carolinensis*), so the project focused on factors affecting parental care in these birds. Few studies have examined the reproductive behavior of Carolina Chickadees, so the data collected this summer will provide important insight into their parental behavior and will form the basis for future work in my lab.

These awards allowed me to accomplish several important goals. First, I trapped and banded 22 birds with permanent ID bands so that I can follow the reproductive success of families across generations in future years. This will provide the beginning of a useful long term data set that is rarely available for researchers studying the fitness consequences of reproductive behaviors. My students and I also conducted over 50 hours of behavioral observations of parental provisioning of nestlings. The preliminary data collected during these observations will be extremely useful in planning future research and applying for grants. Perhaps the most important thing that I accomplished with this award was mentoring three student researchers. My students participated in every aspect of this project, including setting up nest boxes, monitoring boxes, trapping and banding birds, making behavioral observations, and analyzing data. In addition, they presented two posters on the results of our work at the 2011 meeting of the Kentucky Academy of Science.



SABBATICAL LEAVE 2010-11



Gary Walton
Department of English

An Introduction and Companion Guide to Reading the Modern and Postmodern Novel

My sabbatical leave (Fall 2010) allowed me the time to work on developing and writing a detailed proposal for an introductory textbook with the initial working title: *An Introduction and Companion Guide to Reading the Modern and Postmodern Novel*, as well as to make significant progress on researching and drafting the book itself. The original concept was that the textbook would be geared toward undergraduate and graduate students who wished to understand the development of the novel from its nineteenth century realist progenitors through the post-World War I modernist movement and into the post-World War II postmodern movement. My original vision for the proposal was that the guide would trace the development of the novel, as beginning in the nineteenth century with mimetic and character-driven narratives, and then examine its evolution into a narrative that abandons mimesis as a dominant *mode d'emploi* in favor of foregrounding literary technique and the “arranger” of the text.” I envisioned that such a guide would then explore the complicated topic of what John Barth has called “the next best thing” after modernism—that is, the struggle of the postmodern writer to move beyond his or her modernist precursors to produce authentic (albeit self-conscious) narratives in the shadows of such great early twentieth century writers such as James Joyce and Virginia Woolf. I am pleased to say that over the course of my leave I made great strides toward my stated goals.

In addition to my work on my primary sabbatical project, I also was able to complete two other projects that were in the later stages of production as of the fall of 2010. I am proud to say that I was able to complete the editing of special issue (#27) of *The Journal of Kentucky Studies* (a professional journal of criticism and creative writing, listed with the Modern Language Association and distributed both regionally and nationally) which was dedicated to the beloved Kentucky educator, writer and photographer James Baker Hall. This issue of *JKS* not only featured writings and photographs by Hall, but essays, poems, and memoirs by scholars and writers from all over the country whose lives were touched by him, including world renowned Kentucky author Wendell Berry and the U.S. Poet Laureate for 2010 (as well as National Book Award winner) W. S. Merwin. In addition, this issue highlighted the roundtable discussion (featuring Frank X. Walker, Richard Hague, Jeff Mann, and Marianne Worthington) entitled “The Future of Appalachian Literature” that was part of “Voices from the Hills: A Celebration of Appalachian Writers,” the celebration of Appalachian writing and culture (in honor of Danny Miller) that the English Department sponsored here at NKU.

During this time, I also designed and edited *The Winners Chapbook* for the Northern Kentucky High School Creative Writing Contest. This book was distributed to the students and teachers of Northern Kentucky high schools as well as archived by the school librarians. This contest is a special outreach program sponsored by the English Department of Northern Kentucky University.

Manuscript Preparation for book chapter, “Confronting Margaret Garner in Cincinnati: The Opera, the Toni Morrison Society, and Public Debate”

With the support of a generous 2011 summer fellowship award from NKU, I researched and wrote an essay about Toni Morrison’s *Margaret Garner* opera. The Cincinnati première of *Margaret Garner* coincided with the Toni Morrison Society Fourth Biennial Conference, for which I served as director, and which took place at NKU and in Greater Cincinnati in July 2005. My essay—“Confronting *Margaret Garner* in Cincinnati: The Opera, the Toni Morrison Society Conference, and Public Debate”—will be included as a chapter in a book that La Vinia Jennings, Lindsay Young Professor of English at the University of Tennessee-Knoxville, is editing about Morrison’s *Margaret Garner* opera libretto.

In this chapter, I explore the range of events that led up to the Cincinnati première of *Margaret Garner*, including local programming, the various kinds of media coverage that occurred, much of which I participated with directly, and some of the challenges and controversies involved with organizing the opera events and working as conference director for the Toni Morrison Society conference. As I describe in this chapter, this conference planning involved not only arranging for Professor Morrison herself to attend the events at NKU and in Cincinnati, and to join the approximately 300 conference attendees—as well as the NKU Provost and President—at the opening night première at Music Hall, but it also included dealing with sometimes contentious community members trying to control local history.

As my essay demonstrates, one person in particular made explosive allegations that generated extensive coverage in the *Cincinnati Enquirer*—claiming that Margaret Garner was engaged in adultery when most of us see her, like many enslaved women, as a victim of rape. This incident occurred as part of a wider community discussion of how the opera both interrogates and revises the history surrounding the enslaved Margaret Garner’s killing of her child over 150 years ago in Cincinnati. Because I witnessed and participated with these local conflicts firsthand, I have been able to investigate the controversies, analyze archival material, and engage with the text of the opera libretto.

My essay will uniquely contribute to this new branch of Toni Morrison studies, the *Margaret Garner* opera. As a result of my fortunate position being a Morrison scholar who lives and works in Northern Kentucky and Cincinnati, where the historical Margaret Garner was enslaved, my work will add a distinctive perspective to Jennings’s edited manuscript, which will be the first book-length discussion of the libretto. We expect the book to be published in 2012.

SUMMER FELLOWSHIP 2011



Kristine Yohe
Department of English

NKU
NORTHERN
KENTUCKY
UNIVERSITY

