

Faculty Development Grant Awards: 2009-2010

Awards to Faculty in Arts & Humanities

Faculty Name: Sandra A. Howard
Project Title: Research Presentation at 2010 American Choral Directors Association Convention

Project Abstract:

The purpose of this project is to present recent research finding about the effect of nonmusical factors (i.e. performance attire and stage deportment) on the evaluation of solo singers. I have been invited to present my dissertation research, "The Effect of Performance Attire and Stage Department on Evaluation of High School Singers' Performances" at the 2010 Eastern Division of the American Choral Directors Association (ACDA) Convention in February 2010. ACDA is the leading professional organization for choral music educators worldwide. As a teacher of future choral music educators, it is imperative that I sustain active membership to professional organizations, but I also promote the choral music profession through current research practices and convention presentations.

Faculty Name: Ann J. Atkinson
Project Title: Rhetorical Critique of *The Reminiscences of Frances Perkins*, a part of the Columbia University Oral History Collection

Project Abstract:

During my sabbatical leave (Spring 2010), I will work to complete two essays about *The Reminiscences of Frances Perkins* (a part of the Oral History Collection, Columbia University). Frances Perkins served as Secretary of Labor during the Roosevelt Administrations, 1933-1945. She was the first woman to be appointed to a cabinet position and also had a distinguished career as New York State's Industrial Commissioner, the first woman in that post. One of the essays I will complete will focus on her work as Secretary of Labor during World War II and one will be about the insights her reminiscences provide for women seeking or serving in positions of leadership. I have catalogued the more than 5500 pages of the transcriptions of the interviews. With the Faculty Development Grant, I will visit Columbia University to access the materials about Frances Perkins that are located in the Rare Book and Manuscript Library (71 feet).

Faculty Name: José Manuel Lezcano
Project Title: Tango-Overture by José Lezcano: recording and CD release by North-South Consonance

Project Abstract:

To record José Lezcano's composition, Tango-Overture for String Orchestra, a nine-minute work which received its New York premiere in May, 2008, by the North-South Consonance Chamber Orchestra conducted by Max Lifchitz. It would appear on the next North-South CD with international distribution.

Faculty Name: Craig Sylvern
Project Title: Performance with the New Sousa Band and Publication of Composer Interview

Project Abstract:

Saxophone performance has always been a part of my professional identity – as a college student, in graduate students, and as a professional musician. As a professional, it is a rare opportunity to receive an invitation to perform with world-class musicians. I have been fortunate to have received such an invitation from Keith Brion, one of the world’s foremost experts on the music of John Philip Sousa, and conductor of The New Sousa Band. He has invited me to perform with The New Sousa Band at the prestigious Chicago Midwest Clinic, an international conference for instrumental music education.

In my role as a saxophone performer and instructor, I have become familiar with a great deal of repertoire for the instrument. There are few composers who have made significant contributions to this repertoire, one of them being Lawson Lunde. While preparing to perform one of Mr. Lunde’s compositions, I discovered that very little has been written about the composer and his works. He lives in the Chicago area and has agreed to my interview during the time I will be there with The New Sousa Band. In addition, the North American Saxophone Alliance has agreed to publish my interview in their quarterly Update or annual Symposium. This is a rare opportunity to learn about a composer’s creative process, and will provide valuable insight into the interpretation of his compositions for me as performer and teacher.

Faculty Name: Joseph Darby
Project Title: Dissemination of Original Research: Eighteenth-Century Music
Project Abstract:

The purpose of this project is to disseminate original research on the history of eighteenth-century music by presenting scholarly papers in Spring 2010 at conferences sponsored by leading academic societies in music and the performing arts.

I have received and accepted invitations to present scholarly work at the following regional, national and international conferences: “The Early Marketing of Handel’s Twelve Grand Concertos”, at The College Music Society 31st Northeast Regional Conference, Burlington, VT, march 19-20, 2010; “Revisiting the Early Performance History of Handel’s Twelve Grand Concertos” at The Society for Eighteenth-Century Music 4th Biennial Conference, Brooklyn Heights, NY, April 8-11, 2010; and “Social Trends and the Demographics of Subscription Concertos in Eighteenth-Century Britain” at the Athens Institute for Education and Research 1st Annual International Conference on Fine and Performing Arts, Athens, Greece, June 7-10, 2010.

Faculty Name: Jeff Halford
Project Title: Charting a (Capstone) Course: Balancing Practice and Scholarship in the 21st Century
Project Abstract:

Senior capstone courses have recently become a staple requirement of many liberal arts colleges and universities across the country. As is evident in both corporate and academic settings, the ability to consume information from multiple sources critically and draw valid conclusions on the basis of such information have become more crucial than ever. Not surprisingly, communication curricula have responded with the development of courses aimed at ensuring their graduates possess, and can demonstrate, a set of skills indicative of such competence in information processing and expression. However, it seems that faculty across the country have yet to coordinate their efforts in the

conceptualization and development of such courses. Professors continue to struggle to strike a balance between academic research, and practical application of learned skills.

Drawing from different capstone approaches, this short course is designed to inspire and assist faculty in developing and executing a capstone course in communication. Consistent with this year's Eastern Communication Association conference theme, we will explore ways to chart a course for the ever-changing horizon of the senior capstone experience. The challenge of balancing practice and scholarship will be addressed, paying particular attention to both our students' academic and career goals with regard to each. Likewise, the advantages and disadvantages of different capstone models will be discussed, especially as these courses manifest in liberal arts curricula. Materials will be provided by the leaders of the course, and will include sample syllabi, sample assignment ideas for both individual and group projects, and other capstone course resources.

Faculty Name: José Manuel Lezcano
Project Title: Travel to South Carolina and Ecuador to perform and teach masterclasses in two music festivals: the Rosario Guitar Festival and the III International Luciano Carrera Festival

Project Abstract:

I have been invited to perform solo guitar concerts, collaborative chamber music, concerti, and teach masterclasses, at two events:

The Rosario Guitar Festival (May 13-16, 2010), sponsored by the University of South Carolina. The event's website reads: "This four-day event will feature workshops master classes, a competition, and outstanding performances by some the world's finest guitarists. The festival includes an adult and youth competition with cash prizes totaling more than \$2,600. Learn more about this exciting event at www.orpheusonfire.com/uscguitar."

The Luciano Carrera International Festival (May 31-June 5, Quito Ecuador), organized by Maestro Luciano Carrera and private organizations in Quito Ecuador in conjunction with the International Flute Festival and the Carrera Orquesta de Camera.

At both events, I plan to premiere solo works and concerti that I have composed for the occasions. For example, at the Rosario festival, I would perform a solo program including the world premiere of my *Suite in Popular Cuban Style*, as well as music of Latin America and Spain. In Quito, I have been asked to perform a concerto with the Chamber Orchestra, which will be my Double Concerto (subtitled "Jornadas," or journeys) for Guitar, Bassoon, and String Orchestra. I have also been asked to perform a chamber music program and teach masterclasses.

Faculty Name: Jonathan Schwartz
Project Title: *Bridge over the Bosphorus: A portrait on the edge of Europe and Asia*
Project Abstract:

I am applying for funds to assist in the making of my new 16mm short film, being photographed in Istanbul, Turkey. Taking inspiration from Henri Cartier-Bresson's photographs of Istanbul from the 1960's, this film is a continuation of my work that has been investigating visual dividing lines (both, defined by maps and from within cultures). This project has been in pre-production for many months and is soon to begin the first stage of production via a short trip to Istanbul in mid-March 2010. *Bridge over the Bosphorus* will be in conversation with both early cinema 'city-symphony' films as well as the series

of film that I have been making over the past 7 years that investigate place, time, and separations. Notable examples are *Den of Tigers* made in Kolkata, India and *Nothing is Over Nothing* from Jerusalem. *Bridge over the Bosphorus* will explore landscape and movement within Istanbul in order to speak on both the divide and collage of European and Asian culture. Time is an important factor in all city symphonies and plays into the immediacy of this work via Turkey being chosen as European Cultural capital for 2010. There are two perspectives on this title, one towards progression and assimilation, the other as a backlash against certain Asian traditions embedded into the fabric and psyche of the region.

Faculty Name: Katherine Tirabassi
Project Title: Teaching ELL (English Language Learner) Writers: Writing Center Strategies for Pull-Out Classrooms

Project Abstract:

In a panel presentation for the 2010 International Teachers of English as a Second Language (TESOL) Conference, Dr. Katherine Tirabassi (English), with second language writing specialist Dr. Christina Ortmeier-Hooper, will argue that writing center strategies can offer ELL teachers new insights into meeting their students' writing needs. In 2003, the National Commission on Writing documented the increasing importance of writing in the educational, community, and workplace contexts. As the demand for writing expertise rises, ELL teachers have tried to use the limited time they have outside of the classroom setting to teach writing to their students. However, because ELL students often require tutorial assistance with work for their mainstream classes, little time remains for these teachers to add their own curriculum. Consequently, recent calls for increased writing instruction in ELL instruction do not always resonate with the reality of these teachers' situations.

Research on writing center practices holds some possibilities for meeting these challenges and offers a rich understanding of ways to work with student writers. In this presentation, Tirabassi and Ortmeier-Hooper will draw educational parallels between writing center consultations and ELL pull-out models, parallels not often drawn, in part, because the fields of composition and second language teaching are not always in conversation with one another. Tirabassi and Ortmeier-Hooper will illustrate how writing center principles might be applied to a pull-out ELL setting through a demonstration and discussion with participants about how teachers might use such consultations to help ELL writers become independent writers as they move through the grades.

Faculty Name: Nick Germana
Project Title: The German Burke? The Political Semiotics of Novalis' "Poetic State"

Project Abstract:

In this proposal, I request funding to allow me to travel to Oakland to present the following paper at the 34th annual German Studies Association conference this October:

In his collection of fragments published under the title *Pollen*(1796), Friedrich von Hardenberg (a.k.a. Novalis) makes a solitary reference to Edmund Burke's *Reflections on the Revolution in France*. In fact, this is the lone reference to Burge in Novalis' entire *oeuvre*. While Novalis' homage to the Irish arch-conservative has been interpreted relatively narrowly as a critical comment on the French Revolution itself, the deeper affinities between the aesthetic and semiotic projects of the two thinkers have been entirely overlooked, even by some of the most astute Novalis scholars of the past two decades.

This paper, will argue that Novalis saw something more than a critique of the Revolution, even an extraordinarily insightful one, in the *Reflections*; what he saw was a reflection of his own concerns about the nature of language and visual/linguistic representation. What he saw in Burke’s insistence on the power of “beautiful illusions” was a echo of his own idea of the “poetic state,” in which the power of the feminine “other” is eroticized to cement the bonds of communal life.

Awards to Faculty in Professional & Graduate Studies

Faculty Name: Prudence Cuper
Project Title: Moving Granite: Infusing the RTI Model into a New Hampshire Teacher Education Program

Project Abstract:

Three members of the Keene State College Education faculty are currently participating in a New Hampshire Department of Education grant entitled *New Hampshire Responds*. The intent of the grant is to prepare current and future educators to use the Response to Intervention (RTI) model when working with elementary school students who are displaying early learning challenges. RTI, which currently focuses on literacy learning and behavioral issues, is committed to developing and disseminating inclusive teaching strategies that allow students with literacy and behavioral issues to receive appropriate and effective instruction within the regular classroom setting. The KSC faculty team involved in this grant submitted a proposal to the American Association of Colleges of Teacher Education (AACTE) 62nd annual conference in order to disseminate their RTI work to a larger audience and to simultaneously hear what other teacher education programs from across the country are doing in the area. The conference is dedicated to “Preparing Educators for the New World” with one of the conference strands being “Inclusivity in Education.” This strand focuses on “the RTI model and its implications for teacher education” and is therefore closely aligned with what we, the Keene State faculty team, have been doing through the NH Responds grant. Moving such vital work forward in an era marked by data-driven decision making and standardization (at all educational levels) is particularly challenging – hence the title of our presentation.

Faculty Name: Shirley Wade McLoughlin
Project Title: Teaching with the Blues: Transcending Oppression

Project Abstract:

I am presenting a paper that builds upon my work of my dissertation and recent book, *A Pedagogy of the Blues*. This will be my first time presenting this topic internationally, allowing a wider audience to discuss my work on the blues metaphor, a conceptualization that has universal commonalities. I trace the roots of the blues from pre-slavery Africa and identify themes which emerge in the music of slaves and continue to evolve throughout popular music in the United States, from jazz, rock and roll, and country, through hip hop and rap. I identify common themes that are universal to humankind, and develop the blues metaphor into a curricular approach that allows educators to transcend the oppressive environment of schooling. Noting that the blues are truthful, painful, critical, hopeful, autobiographical and playful, I describe this pedagogical approach and add autobiographical components, including how it was utilized in my work as a junior faculty member teaching predominantly white undergraduates about race and oppression, while simultaneously working with faculty who often had little personal experience with issues of race and oppression. Using anecdotal and narrative examples, I demonstrate how the use a pedagogy of the blues helped transcend painful, difficult situations, and began to effect change. I will also be meeting with colleagues from other countries working with diversity issues, and share

approaches to this work, comparing and contrasting our unique situation and collaborating on future work together.

Faculty Name: Margaret A. Smith & John Finneran
Project Title: A Study to Investigate the Drinking Patterns of Undergraduate Students (at KSC)

Project Abstract:

The purpose of this study is to examine the drinking patters of undergraduate students at Keene State College. Using qualitative research methods, two faculty members and one graduate intern will enlist a sample of 45 volunteers. Utilizing semi-structured interviews, data will be collected to be analyzed through the grounded theory approach. The investigators plan to report the results in scholarly peer review journals and at conference presentations.

Awards to Faculty in Sciences & Social Sciences

Faculty Name: Dick Jardine
Project Title: Contributed Papers Session on Assessment of Undergraduate Mathematics and Quantitative Literacy

Project Abstract:

In addition to being active in assessment activities on our campus, I am on the Committee on Assessment of the Mathematical Association of America. I am the lead organizer of a Contributed Papers Session sponsored by that committee, and will make a presentation on the assessment of KSC's QL program, at the Joint Meetings of the American Mathematical Society and the Mathematical Association of America in San Francisco in January of 2010. I require additional funds to meet this professional obligation, as I exhausted my professional enhancement funds in the travel associated with my presentation at the annual MathFest in Portland, OR in August. The scholarship associated with the assessment of undergraduate mathematics and quantitative literacy programs comprises a significant portion of my scholarly activity in recent years. At this particular session, I will be engaged with other college faculty from around the nation addressing assessment practices that have improved undergraduate learning. I will be able to bring back to our campus those methodologies for application here.

Faculty Name: W. James Stemp
Project Title: Further Development of a Method to Quantitatively Document Microwear on Stone Tools: UBM Laser Profilometry, Relative Length-scale, and Fractal Geometry

Project Abstract:

Increasingly, archaeologists are relying on state-of-the-art technology to learn more from the artifacts recovered from archaeological excavations. In particular, the application of micro- and nano-technology, adopted from the materials sciences, is proving extremely successful in determining artifact chemical composition, design, and use. With research teams from Canada, Switzerland, and the United States, I have spent the last twelve years developing a method to quantitatively document the use-wear on stone tool surfaces using laser profilometry and fractal analysis. This method allows archaeologists to identify

the types of activities for which stone tools were used based on wear patterns associated with different contact materials. This proposal seeks funding to attend the 1st International Conference on Surface Metrology at Worcester Polytechnic Institute in Worcester, MA to be held on October 26-28, 2009 to: 1) present our most recent results of this experimental method, and 2) participate in a tutorial to learn about a new technology to measure used stone tool surfaces on a microscale.

Faculty Name: Kathleen R. Johnson & Karen A. Couture
Project Title: Presentation of Research paper Entitled *Performance Reviews and the Disadvantages for Working Mothers* at the 2010 International Business Conference for the Society for Advancement of Management in Arlington, VA

Project Abstract:

During the fall of 2008, Professor Couture and I developed a research instrument to examine the effects of gender and parental status on perceptions of worker competence and future job-related behaviors. We administered a version of this instrument to a sample of 180 KSC students in an effort to investigate potential biases in their evaluations of working mothers. The Society for the Advancement of Management (SAM) has accepted the paper for presentation at their annual international conference to be held in Arlington, VA, April 8-11, 2010. The cost of the trip, including conference fees, exceeds our allocated professional development fund expenditures, and we seek assistance from the FDG to make this trip possible.

Faculty Name: Jo Beth Mullens
Project Title: Trends in Faculty-Led Field Courses within Departments of Geography: What Are We Doing Now? Where Are We Going Next?

Project Abstract:

As focus on global connections and emphasis on global citizenship has increased in higher education, it is important to determine where geography education lies within these contexts. Historically, geography has played a key role in offering students learning opportunities which extend beyond the confines of their local campuses. Research indicates that over the past ten years, short-term programs (many of which are faculty-led), have increased in frequency and demand more than any other type of study-abroad programs and have brought new considerations and challenges for geography faculty. In the spring of 2009, I joined Westfield State College Geography Professor Dr. Robert Bristow in creating and conducting an online survey to assess the current role and value of faculty-led courses within geography departments across the country. The survey, which elicited a 20% response rate, offers information that can help determine ways to support and enhance this important form of teaching and learning. Highlights of survey findings include: 1) discussion of the role of service learning and research within faculty-led field courses; 2) issues involving faculty time and compensation; 3) challenges related to student costs, and; 4) inflexible degree requirements. I will be sharing these and other survey findings with fellow geography faculty at the Association of American Geographers (AAG) Annual Conference in Washington, DC in April, 2010.

Faculty Name: Marie Christine Duggan
Project Title: Present Two Papers at Eastern Economic Association
Project Abstract:

I propose to attend the Eastern Economic Association annual meeting Feb. 26-28, 2010. This trip has three goals: 1) Support the nine students from Econ 491: Economics Senior Research who will be presenting the research they conducted in Fall 2009 with me; 2) Present two papers of my own: **Freeing Trade to do Good: Keynes' Proposal for an ICU** and **Through a Mahalanobis Lens: Growth and Transformation in Colonial California**; 3) Thirdly, to coordinate and discuss sessions organized by the Union for Radical Political Economy, on whose steering committee I serve.

The students from my Fall 2009 Econ 491 that I plan to support are: Laura Demanche (Skier Demand), Evthozia Kyrousis (Pumpkin Festival), Luca D'Italia (Supply of Prostitution), Gino Frisella (Credit Cards and Late Fees), Jimmy Barone (Salary Inequality in Baseball), Casey McBrien (Peak Oil), Danielle MacConnell (Wind Energy), and John Garvey (Incentives and AIG).

My **Freeing Trade** paper dovetails with the ISECON 360: History of Economic Thought that I am currently teaching, The course builds up to Keynes' proposal at Bretton Woods, New Hampshire for conditions on international finance to stabilize global employment.

My **Mahalanobis California** paper uses the development model of an Indian economic planner to explore the different growth paths caused by the profit motive and the religious motive, using the California missions (177 – 1810) as a case study. This paper ties into the literature on eliminating global poverty which I cover in ECON 370: Economics of Developing Countries, a course I am teaching this semester.

Faculty Name: Patrick Dolenc
Project Title: Modeling Complex Systems
Project Abstract:

This proposal requests the financial support that is necessary for me to receive instruction in the formal modeling techniques that will be offered at a workshop, "Introduction to Dynamic Modeling with STELLA," April 7-9, 2010, in Orlando, Florida. Although I have worked extensively with *system dynamics* modeling since 1998, my modeling experience has been exclusively with the free academic version of the VENSIM software package. The April workshop provides the opportunity to develop modeling skills using STELLA, which is widely recognized as the pre-eminent software package for constructing and simulated models using a *system dynamics* approach. Because the workshop is being conducted by isee systems, the company that owns STELLA, my attendance also provides the opportunity to gain invaluable feedback from world-class modelers on my work.

Awards to Faculty in The Mason Library

Faculty Name: Rodney Gorme Obien
Project Title: Research – Graham Coughtry in Ibiza
Project Abstract:

In 1971, the Canadian filmmaker Don Owen directed a documentary entitled *Graham Coughtry in Ibiza*. The documentary remains somewhat of a mystery; it was completed for the Canadian Broadcasting Corporation (CBC) but never telecast. The artist Graham Coughtry, a major figure in the Canadian abstract art movement, was to be featured in *sitú* on his island residence in Ibiza, Spain, his home since 1960. Surprisingly, little is written about Coughtry's life on Ibiza, where from accounts he drew inspiration from the island's natural landscape and built environment. What did the film reveal about Graham Coughtry's intimate relationship with Ibiza? Why did the CBC not broadcast the documentary?

Planned is a long-term research project (1) to conduct a detailed examination of Coughtry's life on Ibiza, and (2) to document the contents of the Coughtry documentary. The project will involve research in Canada, Spain and the United States. The research will be published in journal form and presented at professional and scholarly conferences.

The investigator seeks funds to support travel to Ibiza, Spain (from Valencia, Spain) in order to conduct **archival research** on Graham Coughtry at the Arxiu Històric Municipal de la Ciutat d'Eivissa (Ibiza), the Biblioteca Municipal de Eivissa, and the Museu d'Art Contemporani d'Eivissa.