

Faculty Development Grant Awards: 2014 – 2015

Awards to Faculty in Arts & Humanities

Faculty Name: Chitra Akkoor

Project Title: The Afghan Hindu Diaspora in India: Community, Family, and Cultural Identity

Project Abstract:

The objective of the proposed study is to conduct research among Hindus from Afghanistan settled in India, as part of the recent Afghan Hindu diaspora. This project builds on my prior research on migration, identity, family and community of Afghan Hindus in Germany. Hindus were a small minority in Afghanistan who fled beginning the 1990s to Germany, India, U.K. and U.S.A. This study will focus on Afghan Hindus in India. The questions that guide the present study are: a) Do Afghan Hindus in India experience the fragmentation that their German brethren experience, or do they feel a sense of belonging because of cultural similarity, b) Do they find Indian society conducive to retaining their culture, traditions, and identity, c) What are some challenges of living in India, and how are they similar to or different from those faced by Afghan Hindus in Germany, and, d) How have Indian refugee policies shaped their adaptation experiences? Methodology for this project will include ethnographic methods of participation in the community, observations, and in-depth interviews. The short-term outcome of this research will include conference presentations and applying for external funding; in the long-term I plan to write a book on this, as yet, understudied diaspora, which has potential to advance our knowledge of intercultural communication in post-colonial diasporas.

Faculty Name: Nicholas Germana

Project Title: Comparing versions of G.W.F. Hegel's lecture manuscripts

Project Abstract:

The German philosopher G.W.F. Hegel (1770-1831) gave a series of important lectures on the history of philosophy, philosophy of history, philosophy of religion, and fine art in the decade before his death. In these lectures, Hegel was working out the details of his formidable philosophical system. He traced the unfolding and self-realization of Spirit (essentially God) in human history – both chronologically and geographically – from East to West. Hegel's philosophy of history gave expression to his views on the hierarchy of human cultures.

There are, however, important discrepancies between the lectures, particularly regarding the chronological order of early civilizations, and hence their relative world historical importance in

Hegel's system. With the exception of the lectures on the philosophy of religion, no printed editions of Hegel's lectures contain multiple manuscripts for comparison. The purpose of my trip to the Hegel Archive in Bochum, Germany, is to compare manuscripts and take digital photographs of them for careful examination after my return.

I am on sabbatical during the spring 2015 semester, working on my second book. I am examining the place of 'oriental' cultures in German moral and political philosophy of the late 18th and early 19th centuries. I have published an article and two essays in collected volumes on Hegel's orientalism since 2011 and remain an active scholar in the fields of German orientalism and Hegel studies. The opportunity to examine and compare Hegel's manuscripts will be an enormous benefit to my book project and future scholarship in these fields.

Faculty Name: Heather Gilligan

Project Title: Recording Project: *Living in Light* for soprano and cello

Project Abstract:

As a composer, my scholarship focuses mainly on writing, performing, and recording new works. Composition and performance take place on a weekly or monthly basis, but the recording of a new composition requires particular resources, including performers, a recording engineer, and a recording studio, which are external to Keene State. In this recording project, I will work with a soprano and a cellist to produce a professional recording of my new duet for soprano and cello, *Living in Light*, which I wrote in August 2014. The recording will be used in the short term for purposes of marketing and self-promotion. In the scope of the longer term, this recording project marks the first stage in a two-year undertaking that will result in a CD of my compositions, with an anticipated release in summer, 2016.

Faculty Name: Sara Hottinger

Project Title: A

Project Abstract:

I am applying for a faculty development grant to help fund the State University of New York Press's production costs for the publication of my manuscript, *Deconstructing Mathematical Subjectivity: Race, Gender, and the Cultural Construction of Mathematical Knowledge*.

Mathematics is central to our cultural self-conception; this becomes clear in the various ways we talk about mathematics, in the stories we tell about the field. This interdisciplinary book addresses the question of where and how we get our ideas about mathematics and about who

can engage with mathematical knowledge. I use a cultural studies approach to consider how our ideas about mathematics shape our individual and cultural relationship to the field. Specifically, I am interested in the ways stories about mathematics contribute to the construction of mathematical subjectivity and the role mathematical subjectivity has played in the development of the West.

In order to make my argument, I consider four locations in which representations of mathematics contribute to our cultural understanding of the field—mathematics textbooks, the history of mathematics, portraits of mathematicians, and the field of ethnomathematics. My analysis of these four areas reveals the limited and problematic nature of the normative construction of mathematical subjectivity. I demonstrate the key role mathematical subjectivity plays in the construction of Western subjectivity and in the construction of the West itself. My argument serves to explain why mathematical subjectivity is only available to those who benefit from the dominant discursive regimes at the heart of Western culture.

Faculty Name: Sandra Howard

Project Title: 2015 Eastern Division National Association for Music Education Conference

Project Abstract:

Choral music educators continue to develop diverse concert programs based on a variety of considerations (i.e. genre, language, time period, tempo, etc.) to promote a well-balanced choral program and curriculum for ensemble singers. However, at the elementary level, as in all stages of vocal development, it is also important for choral music educators to consider how repertoire can also provide opportunities to develop various vocal techniques. This session will focus on selecting elementary school choral repertoire that can foster development of vocal techniques as outlined in James Jordan's *Evoking Sound: The Choral Warm Up: Method, Procedures, and Core Vocal Exercises*. Participants will sing vocalizes and learn varied vocal techniques, analyze melodic and harmonic vocal lines, and determine challenges in vocal production and discuss possible warm up exercises that can be extracted from the repertoire. Attendees will also receive a reading session packet provided by J.W. Pepper & Sons, Inc.

Faculty Name: Jose Lezcano

Project Title: Performance as Guitarist and Composer-in-Residence at Barcelona Festival of Song; Composition of a new song-cycle to be premiered at the Festival

Project Abstract:

My proposed project is to participate as guitarist and composer-in-residence at the 11th annual Barcelona Festival of Song, taking place June 25th through July 5, 2015. My activities there will include various responsibilities and events:

- (a) Coaching and performing guitar accompaniments with the faculty and student singers, at various venues in Barcelona.
- (b) Rehearsing and performing a song-cycle of my own composition, with Festival founder and faculty artist Dr. Patricia Caicedo. We also plan to record the cycle during my stay in Barcelona.
- (c) Performing a solo guitar recital, of works from Catalonia and Spain, during the Festival.

The challenges of writing and performing music continue to afford me opportunities for professional growth. Through these challenges, I become a better and more skillful guitarist and composer, with competencies that include (a) learning and rehearsing music quickly and efficiently to present at a professional level, and (b) writing music tailored to the demands of singers, the text, and the performance context.

Working with singers has taught me to write (a) music that reflects appropriate tempi for declamation and comprehension of texts, (b) music in which the accompaniment serves to support the singer and provide aural cues, (c) song-cycles that explore a variety of keys, textures, moods, and other ways to sustain interest, for audiences and performers.

Faculty Name: Lynn Richardson

Project Title: The Planted Pavilion

Project Abstract:

Two events in which I will attend are simultaneously planned to happen in Italy this summer, La Biennale di Venezia – The 56th International Art Exhibition, which is titled *All the World's Future*, represents contemporary artists from 53 countries and the Expo Milano 2015 centered on the theme *Feeding the Planet, Energy for Life*. This event will have 145 countries represented, including the United States, which had formally withdrawn from the BIE (Bureau International des Expositions) in 1998. The initial information and images I gather at these events will lay the groundwork for a new sculptural installation, to be exhibited at the Thorne –Sagendorph Gallery.

The preliminary research I will gather in Milan will focus on issues relating to food security, sustainable energy, loss of biodiversity, and climate change. While attending these events I will collect digital images along with video footage of events surrounding the *Exposition* making both an archive of the temporal architectural structures along with the content displayed within, this database of still and moving images will be used to draw future projects from. I will

then construct a large scale sculptural installation including a mix of motion activated components cast with plastic, alongside fabric clad sculptural forms.

Faculty Name: Jonathan Schwartz

Project Title: Postcards to Posterity

Project Abstract:

The project that I am proposing transforms visual descriptions from the ten poems in Galway Kinnell's *The Book of Nightmares* into observational gestures of children and adolescents moving freely through the present into an imagined future. My film, *Postcards to Posterity*, will contribute to materials and dialogues around self-sustaining communities, home-schooling situations, and a return to nature as it highlights both a sincerity and performativity of the children involved. It will primarily mix home movie style observations and fragmented interviews where children speak about their lives and perspectives. Each film will function as an autonomous study of the eloquent simplicities, domestic lives, and daily occurrences of select families and kids. The project will expand into a longer format work via the compilation of sequencing interconnected short films.

Faculty Name: Marin Sullivan

Project Title: *Sculptural Materiality in the Age of Conceptualism* – Image Permission and Reproduction Costs

Project Abstract:

Sculptural Materiality in the Age of Conceptualism is a book structured around four distinct but interrelated projects initially realized in Italy between 1966 and 1972: Yayoi Kusama's *Narcissus Garden*, Michelangelo Pistoletto's *Newspaper Sphere* (*Sfera di giornali*), Robert Smithson's *Asphalt Rundown*, and Joseph Beuys's *Arena*.

These works all utilized non-traditional materials, collaborative patronage models, and alternative modes of display to create a spatially and temporally dispersed arena of matter and action, with photography serving as a connective, material thread within the sculpture it reflects. While created by major artists of the postwar period, these particular projects have yet to receive any substantive art historical analysis, especially from a sculptural perspective. Here, they anchor a transnational narrative in which sculpture emerged, as a node, a center of transaction comprised of multiple material phenomena, including objects, images, and actors. When seen as entangled, polymorphous entities, these works suggest that the charge of sculpture in the late postwar period came from its concurrent existence as both three-

dimensional phenomena and photographic image, in the interchanges among the materials that continue to activate and alter the constitution of sculpture within the contemporary sphere.

This Faculty Development Grant will cover the costs associated with reproducing approximately fifty images of these and related artworks, which involve securing high resolution scans, artists' rights, and owner permissions. These illustrations are crucial to my analyses of these works, and directly support the arguments and ideas presented in my book.

Awards to Faculty in Mason Library

Faculty Names: Jennifer Ditkoff and Irene McGarrity

Project Title: LOEX 2015 Conference "Perfect Your Craft" presentation: Mixing, Mashing, and Memeing: Engaging students with participatory classroom culture

Project Abstract:

This proposal requests funding to present at the 43rd Annual LOEX conference titled, "Perfect Your Craft". LOEX is well-known library instruction and information literacy information conference with a competitive presentation acceptance rate. We will be co-presenting an interactive workshop titled, "Mixing, Mashing, and Memeing : Engaging students with participatory classroom culture." Presenting at this conference will allow us to engage with scholars in our field, contribute to teaching innovation in academic libraries across the country, and gain valuable feedback that we can apply to future iterations of our Information Studies course Digital Identity and Participatory Culture.

Faculty Name: Rodney Obien

Project Title: Robert Watson Munford: Retrospective Exhibition & Catalogue - Support for Archival Research

Project Abstract:

The grant funded archival research in support of a planned retrospective exhibition (and accompanying catalogue) for the American artist Robert Watson Munford (1925-1991). Munford was a noted painter, printmaker, and educator. He was the co-founder of the influential Spanish artist collective *Grupo Ibiza 59*. He is considered a pop art pioneer whose works have been categorized with those of pop artists Larry Rivers and R.J. Kitaj. The exhibition is planned for

late 2015 or early 2016 at the new performing arts center at Worcester Academy, Worcester, Massachusetts. The catalogue is due to be published in early 2016.

The grant provided travel funds to conduct archival research in Europe. The research included oral history interviews with individuals who worked with Robert Munford or who were familiar with his European work; and examination of private and public archives in Paris, Berlin, London, and Soria, Spain that document Munford's work.

Awards to Faculty in Professional & Graduate Studies

Faculty Name: Melanie Adams

Project Title: Effects of Fitbit® on Sedentary Behavior and Physical Activity in Office Workers

Project Abstract:

The purpose of this study is to examine the effect of wearing the Fitbit® physical activity tracker on workplace sedentary behavior, physical activity and self-efficacy in adults who do not exercise. There is substantial research supporting a negative relationship between one's level of physical activity and their risk of chronic disease. Recently, sedentary behavior or the act of sitting has been linked to a higher risk of cardiovascular disease and type 2 diabetes and that this risk is independent of physical activity. This means that someone could meet the health standards for physical activity (150 minutes/week), but still be highly sedentary (8 or more hours/day). The greatest health benefit would come from increasing any type of physical activity (exercise, work-related and lifestyle) and reducing sedentary behavior (Hamilton et al, 2008; Owen et al, 2010). The Fitbit® physical activity tracker and online Dashboard provide multiple strategies for behavior change based on the Social Cognitive Theory. Only a few interventions have used this commercially available device and none have tested the effect of wearing the tracker and access to the online feedback. This study will examine both the initial effects and compare continued use of the Fitbit to no-use. If successful, the study will provide evidence for the use of physical activity trackers for workplace health promotion.

Faculty Name: Cynthia Cahoon

Project Title: Nursing Workforce Demands: Will nursing students fill the need?

Project Abstract:

The demand for Registered Nurses (RNs) is growing with the aging of the population and the new roles for nurses within the Affordable Care Act. The supply of new nursing graduates is growing, as well. There are differences of opinion about the extent of a nursing shortage, but even those who project no shortage acknowledge a problem with the distribution of nurses, both geographically and among nursing specialties.

For the past three years, I have been surveying our Keene State College nursing students regarding their eventual practice preferences. I have questioned them before they begin their clinical courses and again during their last semester. The findings have been consistent, showing that the students have the least interest in geriatrics, behavioral health and community health: three areas of nursing which are projected to have increasing needs. My study thus far indicates that students tend to begin their nursing program with preferences already established. This has implications for nursing programs and for public awareness of the roles of the RN.

This is a request for funding to present at the Academic Technologies Institute Nurse Educator Summit. I gave a poster presentation on this topic at the World Acadian Congress in Canada last summer and now would like the opportunity to present my study to colleagues from throughout this country. I plan to develop this study into a regional or national electronic survey to see if there are regional patterns of practice preference and I would welcome feedback and participation from other nurse educators.

Faculty Name: Carolynn Ernst

Project Title: Openness to Diversity: Student Nurses and Patients Tell Their Stories

Project Abstract:

With the United States patient population becoming more diverse, nursing faculty are challenged to educate culturally sensitive nurses. The purpose of this study was to evaluate a strategic design to measure student nurses' openness to diversity. After interviewing a culturally diverse patient, student nurses were asked to reflect and identify connections between their culture and their patient's culture. The students met together to share their stories, using storyboards as illustrations. A mixed quantitative and qualitative design was utilized with the Openness to Diversity and Challenge Scale (ODCS, Pascarella 1996) and content analysis of transcribed focus groups was performed. On the ODCS posttest, students demonstrated a positive shift of scores towards openness to diversity. Family and cultural connections, celebrations, approaches to healthcare and lifelong learning were the identified themes. Further research is indicated to test the effect of combined storytelling and storyboarding.

Faculty Name: Deborah Merchant

Project Title: Transition Planning for Students with Disabilities from Secondary to Postsecondary Settings: a Comparison of US and Greek Practices

Project Abstract:

The purpose of this project is to engage in a cross-cultural comparison of secondary special educators from New Hampshire and Greece. This work focuses on the level of knowledge and skills special educators possess in relation to transition planning for students with disabilities, who are moving from secondary to postsecondary settings. Additionally, the extent to which transition planning is being implemented in schools will be investigated.

This comparison between the US and Greece provides us with an opportunity to reflect on our own practices and lend insight as to how we think about and implement transition planning. Additionally, giving teacher education candidates at Keene State College the opportunity to compare transition practices in the US with Greece is extremely valuable as it provides students with a fresh perspective on how the structure of special education services, and the law impacts supports for all children with disabilities, how children's needs are met in an educational setting, and how to prepare children for the transition to postsecondary settings.

Faculty Name: Peter Temple

Project Title: Sustainable Architecture for Rwanda

Project Abstract:

Keene State College has a history of partnering with the Rwandan NGO Never Again Rwanda. This relationship has generated a request from the non-profit Rwandan Health Development Initiative (HDI) to assist them in creating a hospital for the socially marginalized groups that have trouble accessing health care, including the Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) communities. I am working with a team of four Architecture majors to design this new sustainable, safe-haven facility. We are conducting research for the project during the fall of 2014, and plan to complete our major design work during the spring semester of 2015.

This proposal is for support of travel to Rwanda during the January break to gather the information and understanding necessary to complete the design work in the spring. During our time in Rwanda, we will be learning about current construction practices, locally available materials and skills, and climate responsive designs. We will interview experienced construction managers and explore innovative designs, and we will visit existing hospitals and interview healthcare practitioners to optimize the design program. In addition, we will gain

essential knowledge about the building site, the surroundings, and cultural factors and customs that impact the design.

This project builds upon my prior work in sustainable design of buildings in developing countries in Asia, the Caribbean, and Africa. The Boston chapter of Architecture for Humanity (AfHB) will provide periodic review of our work, adding the wealth of their experience working in developing countries. Near the end of the spring 2015 semester our design team will present the results of our work at a major event open to the public. We will also present our final work to the Boston Society of Architects (BSA) with the AfHB.

Awards to Faculty in Sciences/Social Sciences

Faculty Names: Karen Cangialosi and Scott Strong

Project Title: Reef Monitoring and Youth Education as a Pathway towards Sustainability in the Turks and Caicos Islands

Project Abstract:

In this joint application, we propose to greatly expand our existing coral reef monitoring and local youth education program that acknowledges the critical relationship between the empowerment of local people and environmental impacts. As a global community, we face considerable challenges when it comes to the conservation of coral reef ecosystems. We propose a broadly integrative and collaborative program that emphasizes local youth education as a primary avenue towards successful conservation, recognizing that the youth of today will become the decision makers of the future. Working in collaboration with a team of TCI residents and government officials, we will highlight hands-on learning and respect for cultural diversity. We plan to offer multiple workshops that will build upon our early success in conducting a coral reef monitoring and youth education program. We envision a future where young people become citizens, educators, scientists, and legislators who are advocates and leaders in marine conservation. The combination of external funding and the ability to divide our sabbatical time between Fall 2015 (Strong) and Spring 2016 (Cangialosi) semesters provides a unique opportunity to enter a new phase of this project which will bring us closer to addressing critically important conservation issues in the Turks and Caicos Islands.

Faculty Name: Marie Duggan

Project Title: Mexico-California-Asia: Globalizing Economic History

Project Abstract:

\$2,200.06 to fund one week research trip to Mexico in February 2015 to bring Mexico-Asia connection into recipient's research into California's economic history. The first three days involve a trip to Morelia to meet Dr. Trejo; where recipient's work connects California to Mexico City and the Philippines, Dr. Trejo connects Mexico to Baja California, the Philippines and Spain. We hope to co-author an article this summer, but have never met in person. Secondly, recipient will go to Mexico's National Archive in Mexico City to obtain two documents which prove the existence of trade between California, Mexico and Asia in the 18th century. Trip is timed to coincide with the annual meeting of the Association of Mexican Economic Historians, where recipient can present papers written on sabbatical last year, and buy books in Spanish which it has proved difficult to acquire.

Faculty Name: Beverly Ferrucci

Project Title: International Perspectives on the Preparation of Preservice Mathematics Teachers

Project Abstract:

This project entails collaborative research with colleagues from the Southeast Asian Ministers of Education Organization-Regional Centre for Education in Science and Mathematics. As a result of my previous work and publications, the Centre has invited me to coordinate research projects with colleagues from the Southeast Asian countries that are members of the Centre as well as to develop and research mathematics curriculum and materials for mathematics teachers in the countries served by the Centre and its affiliated programs.

Faculty Name: W. James Stemp

Project Title: Quantifying Lithic Microwear with Load Variation on Experimental Basalt Flakes Using LSCM and Area-scale Fractal Complexity (Asfc)

Project Abstract:

Working load is one factor that affects wear on stone tools. Although much has been written about the importance of the relationship between working load and the development of microwear on stone tools, there have been few attempts to quantify differences in wear due to changes in load. In a controlled experiment, we used 30 basalt flakes knapped from raw materials collected in Olduvai Gorge, Tanzania, to cut oak branches for the same number of strokes. For each flake, a different loading level was applied starting at 150g and increasing by increments of 150g to a maximum load of 4.5kg. A laser scanning confocal microscope (LSCM) was used to mathematically document the surface texture of the flakes. The worn surface data

were compared using area-scale fractal complexity (Asfc) to determine the degree to which variation in loading significantly affected the amount of wear on the flake surfaces. Our results indicate that working load does play a role in the development of lithic microwear on these flakes and that discrimination of flakes based on variable load is consistently possible with certain load differences between two flakes. However, discrimination of microwear on flake surfaces was not consistent for all load level differences and varied with scale. Flakes used with load differences of roughly 100g or more could be discriminated reliably using Asfc.