



25TH ANNUAL

**FACULTY
RESEARCH
SYMPOSIUM**

FEBRUARY 6, 2020

ADAMS HALL

3:30 - 5:00 P.M.

3:30 - 3:50 P.M.

NOTES



Heleana Theixos
Visiting Assistant Professor of Ethics
with Em Swain, Heidelberg Philosophy Major
ADAMS 101



Empathy Engaged Pedagogy in the Ethics Classroom

Empathy is the act of imagining another's emotional experience, the "I feel your pain" moment where something in me understands something in you. Critical pedagogy has been interested in the ways in which teaching and learning can incorporate empathy strategies, or the pedagogy of empathy, in various ways. In my Fall 2019 'Berg ethics course, I taught fundamental ethical and philosophical concepts by using documentaries, films, interviews, and fictional depictions to convey some central aspects of concepts, and also central debates. I aimed for multiple learning goals: memory, comprehension, synthesis, critical analysis, but also an attitude of understanding by the student for the "central moral stakeholder" in these various ethical situations, that is to say, empathy from the student for the subject. I am assisted in this presentation by Em Swain. She is a philosophy major and has experienced many of these class concepts in a variety of classes, and she will speak to how she experienced learning with the inclusion of a pedagogy of empathy approach in our classroom.



Carol Dusdieker
Associate Professor of Voice
ADAMS 104

The Belle Beckons! Emily Dickinson: A Life in Song

With over 2,300 settings of her poetry, Emily Dickinson surpasses William Shakespeare as the poet most often set to music. What is it within this reclusive female voice that entrances composers of all musical genres and generations? How did her poetic voice evolve throughout her life, and how

NOTES



has that evolution attracted different musical styles and composers? Through performance and discussion, we will explore three contrasting musical settings by American composers: Aaron Copland, John Duke and Jake Heggie.



DoHee Kim-Appel
Associate Professor of Graduate Counseling

ADAMS 204

The Leader as a Transcendent "Global Citizen"

In today's world, many professions require greater as cultural diversity and globalization are profoundly affecting clients, employees, educators, supervisors, as well as the leadership. One goal of leadership development is to build a more comprehensive, robust, and diverse leadership pipeline that can support sustainable growth in across professions. It is essential to shift our focus from merely tactical managing to a focus on operational results infused with vision, inspiration, and authenticity. We live in an increasingly interconnected world. One of the critical tasks of leadership and organization development is to foster, promote, and enhance cultural/diversity literacy within a universal ethics framework. We need to strengthen skills, competencies, and a guiding vision necessary for success in the twenty-first century. The leader's impact should also be based on cultural proficiency and a strong sense of identity with a transdisciplinary and global citizenship viewpoint. This global and transdisciplinary vision will enable professions to move forward with a more ethical and effective leadership stance. This talk will explore a conceptual framework focused on this emerging transcendent view of leadership.



Stacy Pistorova & Lindsey Haubert
Assistant Professors of Education

ADAMS 404

They Can't Touch What They Haven't Experienced: Empowering Elementary Teachers for Pedagogical Shifts and Conceptual Change Through STEAM Driven Professional Development

Preparing students for the global, 21st century world calls on educators to transform existing didactic educational systems into innovative pedagogical approaches that develop 21st century skills and create the conditions for students to be competitive on a global scale (Land, 2013; National Education Association, 2010). STEAM (Science, Technology, Engineering, Arts and Math) is an interdisciplinary, curricular approach that transforms classrooms into spaces of innovation, engagement and 21st century learning, but proves daunting to K-12 educators who continue to work within an educational system reliant on standardized curriculum, siloed content and high-stakes testing. This raises the question, "How do we create pedagogical spaces for K-12 educators to construct their own meaning and personal understanding of STEAM as the catalyst for conceptual change within our educational system?" This research presents a pilot case study of a professional development model and framework seeking to provide the context for a group of K-5 educators conceptual understanding of STEAM to initiate the shift in mindset needed to challenge current educational paradigms and embrace 21st century learning.



Laura Johnson
Director, National Center for Water Quality Research

ADAMS 201

The Heidelberg Tributary Loading Program: Perspectives from Between the Land and the Lake

The National Center for Water Quality Research has been monitoring major tributaries to Lake Erie for over 40 years as a part of its Heidelberg Tributary Loading Program (HTLP). A minimum of one sample and, during storm runoff,



Symposium Coordinators

Josh Bowman

Josh Bowman is an Assistant Professor of Political Science at Heidelberg University and teaches courses in American politics, law and political philosophy. From 2016-2018, Josh was a Post-Doctoral Fellow at the Eric Voegelin Institute of Louisiana State University in Baton Rouge. He completed his MA/PhD in Politics at the Catholic University of America (2016) in Washington, DC and a Bachelor of Arts in Political Science at Lee University (2008) in Cleveland, TN. Josh's academic research focuses on the history of political thought and the intersection of religion and imagination with politics and thought, especially as it pertains to environmental politics. His first book, *Imagination and Environmental Politics: the Aftermath of Thoreau*, was published by Lexington Books. In addition to teaching and writing, Josh serves as the Communications Director for Christians in Political Science and as an Associate Editor for the VoegelinView online journal.

Lucia Palmer

Lucia Palmer is an Assistant Professor of Communication at Heidelberg University and teaches courses in media and culture, and women's and gender studies. Lucia earned her PhD in Media Studies, with a portfolio in Women's and Gender Studies, from the University of Texas at Austin, and her MA in Journalism from the University of Colorado at Boulder. She has published articles in journals such as *International Journal of Communication*, *Studies in Popular Culture*, *Postmodern Culture*, and *Studies in Spanish and Latin American Cinemas*. Her interests primarily revolve around the intersections between media, culture, and constructions of nationality, gender, race and sexuality. Currently, her research focuses on how cultural and political movements utilize media, in particular alternative and independent formats, to struggle over meaning production.

the methods we employed, and highlight the results of our SoTL study. This work was funded by an Aigler faculty summer research grant.



up to three samples a day are analyzed for all major nutrients and suspended sediments from five major tributaries to Lake Erie (Maumee, Sandusky, Portage, Raisin, and Cuyahoga). Long-term trends in loads and concentrations indicate that total phosphorus (TP) has decreased since the mid-1970s in the agricultural watersheds, whereas dissolved reactive P (DRP) has been increasing drastically since the mid-1990s corresponding to the recurrence of harmful algal blooms (HABs) in Lake Erie. Increased DRP and HABs appear to be associated with increased discharge in the past decade as well as recent patterns in agriculture, specifically the build-up of P at the soil surface combined with preferential flow of water to tile drainage. This high-frequency water quality monitoring has allowed us to detect dominant sources and dynamics of nutrient runoff from watersheds throughout Ohio and in Michigan. The HTLP has been immensely useful in detecting causes for reeutrophication of Lake Erie, setting new Lake Erie phosphorus target loads, and determining seasonal forecasts for western Lake Erie HABs. By continuing to monitor tributaries to Lake Erie, inland lakes, and the Ohio River, we should be able to adaptively manage our watersheds to ensure future conservation efforts and those already underway are successful.

4:00 - 4:20 P.M.



Stephen Svoboda
Assistant Professor of Theatre

ADAMS 101

Writing in Process: Autobiographical Narrative versus Dramatic Form

Playwright and Director Stephen Svoboda is creating a narrative autobiographical account chronicling the complicated and fractured relationship between an abusive father and his gay son and the healing and understanding that develops between them after the father's death. The story, set during the year after the father's death, explores how the son must come to terms with the father's deathbed confession that he too is gay. When the son travels to Africa and attempts to adopt an HIV positive orphan, he begins to understand the complications of being a father and the lengths a father will go to protect his child from what he perceives are the dangers of this world. The story, told through flashbacks and flights of imagination, ultimately leads the son to a place where he understands his father for the first time. As an author I am working to adapt the dramatic structure of the stage to a more traditional narrative structure while still maintaining the imaginative word of stage metaphor. In this presentation I will share selections of the novel, discuss the process and complications of writing in a new form, and highlight the overall structure of the book and where it is going. There will be time for discussion and feedback from the audience.



Amy Berger
Professor of Environmental Science

ADAMS 104

In Search of the Ultimate Grading Hack: Reframing Student Goals for Geology 308

Blum (*I Love Learning; I Hate School*) and Sackstein (*Hacking Assessment*) explain a concept that has long frustrated educators: that students frame their course goals in terms of earning a particular grade rather than in terms of what they will learn during the semester. For the fall semester course "Surface Water Systems", I designed an alternative assessment plan based on conversations with Blum about her experiences with her Anthropology courses at Notre Dame. This presentation will include an overview of the changes implemented, student reaction to the process and revisions to the process I am implementing in two additional courses this semester.



Justin Pruneski
Associate Professor of Biology

ADAMS 204

Using a Scholarship of Teaching and Learning (SoTL) Approach to Test the Effectiveness of New Curricular Materials

Working with two Heidelberg students (now alumni), Enya Granados and Kaylee Wilburn, we developed a case study to help biology students navigate the complexities and misconceptions surrounding many modern food labels such as Antibiotic Free, Cage-Free/Free-Range, Gluten-Free, No Added Hormones, No MSG, Non-GMO, Organic, and Probiotic. This case study, along with teaching notes and an answer key, has been published in National Center for Case Study Teaching in Science (NCCSTS). In a second part of the project, during our field testing with students in BIO110, we completed a SoTL project to collect data about how effective the new approach was at meeting our objectives. In this presentation, I will give an overview of the case, describe

4:30 - 4:50 P.M.



Aaron Sell
Assistant Professor of Psychology & Criminology
with Anthony C. Lopez, Washington State University

ADAMS 101

The Emotional Underpinnings of War: An Evolutionary Analysis of Anger and Hatred

This presentation explores two kinds of animal aggression and how they can be used to understand the cognitive structures of anger and hatred and their relationship to human warfare. Natural selection has designed most animals to use aggression in at least two different ways: 1) predatory aggression in which the animal attempts to efficiently kill a target, and 2) bargaining aggression in which the animal bluffs, threatens, and attempts to prompt a retreat or submission in the other animal.

Analyses of human aggression - both interpersonal and coalitional - show both of these styles, seemingly governed by the emotions of hatred (for predatory aggression) and anger (for bargaining aggression). An evolutionary analysis of why these forms of aggression evolved can give a deeper understanding of these human emotions. For example, in bargaining aggression animals adopt postures and facial displays that highlight their fighting ability (e.g. baring fangs, piloerections) in order to trigger submission; similarly, humans deploy an anger face that exaggerates the high-testosterone features of their face thus appearing physically stronger. Predatory aggression, on the other hand, is usually unsignalled and quiet; consistent with the absence of a hatred face in humans.

Finally, these same dual patterns of aggression are present in human wars, with hatred-based predatory aggression on display in slaughters, genocides, certain acts of terrorism, while bargaining aggression is seen in conditional surrenders, marching displays, combat restrictions and so on.



Salil Khetani
Assistant Professor of Marketing
ADAMS 104

Crowd Control! The Need to Pay Attention to Crowd Size and Crowd Participation for Sourcing New Product Innovation Ideas from the Crowd

With the proliferation of the Internet and popularity of social networking, the dynamics for generating innovative ideas are changing. Companies are increasingly relying on user feedback not only for their own products but to create new offerings for customers. This research explores the dynamics of such crowdsourcing for subjective ideas by analyzing data scraped from an innovation enabling website whose users can generate new innovative ideas and build on each other's ideas. The author finds that contrary to the popular, "more is better" belief of crowdsourcing, more the people are attracted towards participating in the conceptualization of a product, the more detrimental it is for the commercial success of the product. This phenomenon is stronger for radical rather than incremental innovations. Further, the findings of these research also point out to a quadratic effect of crowd size on innovation which means that an increasing crowd size is beneficial for the commercial success of a product only up to a certain point after which it is harmful. The second contribution of this research points to the benefits of leaving major decisions to the crowd rather than the original idea generating individual by showing that innovations in which the crowd as a whole had a bigger say than an individual are commercially more successful which also echoes previous research on the successes of group innovations versus individual innovations.



Marc J. O'Reilly
 Professor of Political Science
 ADAMS 204

Donald Trump's "America First" Foreign Policy

On Inauguration Day 2017, President Donald J. Trump spoke of domestic “carnage” and “America First.” Promising to “Make America Great Again,” Trump’s rise reflected the U.S. electorate’s continued weariness with the costly and unpopular wars in Iraq and Afghanistan following 9/11, as well as the fervent belief that the United States should focus more on domestic issues, such as job creation and infrastructure, as opposed to perpetual efforts at remaking the Middle East. With his populist message, Trump vowed to remake American foreign policy in a way that prioritized U.S. national interests. Less focused on the global repercussions of his policies and actions, the new president sought to satisfy his Republican base while pragmatically employing his business-honed instincts to negotiate trade deals and security arrangements that prioritized America. Trump’s policies exemplified his “transactional” methods of relating to allies and adversaries alike, with the president’s particular admiration for authoritarian leaders on full display via his relationships with various strongmen worldwide.



Paul Stark
 Director of Religious Life & Civic Education
 ADAMS 404

Spirituality, Religious Life, and Religious Literacy in Higher Education

In the summer of 2019 Chaplain Paul Sittason Stark took a study leave to explore some of the theory and practices surrounding spirituality and student development. With readings from Arthur Chickering, Jon Dalton, Lisa Stamm, Scotty McClennan, Jennifer Lindholm, Melissa Millora, Leslie Schwartz, and Hanna Song Spinosa Paul will share some of the current understandings and practices from universities in the United States. He will also consider some of

the implications for the religious literacy needed by faculty, staff, and students for life in higher education and in the workforce.



Faculty Learning Community
 Courtney DeMayo Pugno, Barry Devine, Jena Suffel,
 Carol Dusdieker, Morgan Kocher, Lauren McGraw,
 Andrew Aebly, Nate Beres, Amy Berger
 ADAMS 201

Faculty Learning Community on "Gateway Courses"

In the summer of 2019, eight Heidelberg faculty members representing two academic schools participated in a Faculty Learning Community. FLC participants spent the summer revising an introductory level or gateway course to incorporate evidence based best practices. This presentation will give an overview of the 2019 Faculty Learning Community, in which each faculty participant made changes to one course taught for first year students or as the gateway course in the major. Each participant made changes to the course structure, class sessions, or teaching strategies to better engage students and improve student learning. In this session, FLC participants will share a brief overview of the course revisions, the impact of those results on the course and students, and each faculty member's next steps.