



2012 Faculty Scholarship and Innovation Grant Vignettes Table of Contents

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PROJECT VIGNETTE

Name(s):

Rebecca Achtman

Grant title:

Learning and unlearning

The purpose of my project was to...

To accomplish this, I (we)...

Thus far, I (we) have...

With the following interesting results...

In the future, I (we) hope to build on this project by...

PROJECT VIGNETTE

Name(s):

Brian Bailey and Meg Callahan

Grant title:

Rochester Participatory Educational Research Collaborative (RPERC)

The purpose of my project was to...

Form a research group consisting of college faculty, high school teachers, and high school students in order to:

- Decide on research topics collectively, conduct ethnographic qualitative research collaboratively and present our findings inclusively in a variety of mediums and venues.
- Engage urban high school students in the act of conducting original research so that they acquire the cultural and academic capital to be ready for college.
- Engage Nazareth College undergraduate students in conducting original research so that they are more prepared to teach in urban schools, go to graduate school, and make a difference in their community through teaching and research.

To accomplish this, I (we)...

started meeting to determine how this collaboration could address issues in schools for the mutual benefit of our group members, the Rochester community, Rochester schools, and the field of education. We started by asking the high school students and teachers in the group what questions they had about their classroom experience and what they would like to change about their school. Next we started collecting and analyzing our data

Thus far, I (we) have...

the group presented our preliminary findings as the keynote address at the Diversity in Research and Practice Conference at Columbia University in March 2012.

With the following interesting results...

1. college readiness is a conflicted and complex term
2. that segregated schools in Rochester appear to have a profound effect on school achievement and college readiness

In the future, I (we) hope to build on this project by...

Creating a documentary film about segregated schools in Monro County/United States

PROJECT VIGNETTE

Name(s):

Rachel Bailey Jones

Grant title:

Effect of Legal Gay Marriage on New York State Schools

The purpose of my project was to...

The purpose of the project was to start a two part research agenda that will involve a content analysis of New York State Standards dealing with gender, marriage, and relationships across disciplines and age levels. I aim to compare the standards and practices of NYS with those of North Carolina, a state which recently approved a constitutional amendment banning same sex marriage.

To accomplish this, I (we)...

Began to research the legal policies and stated curriculum standards in New York and North Carolina, comparing and contrasting the various policies.

Thus far, I (we) have...

Began to research the legal policies and stated curriculum standards in New York and North Carolina, comparing and contrasting the various policies. Additionally, I examined local district policies as they vary from the state's mandated curriculum.

With the following interesting results...

North Carolina health standards includes language about the dangers of sexual activity outside of heterosexual marriage (with specific and repeated reference to heterosexual marriage as the only safe space for sexual activity). New York state curriculum for health and sexuality education is limited and the official state documents avoid any mention of marriage relating to health or sexuality. The state requires one semester of health education in high school, with mandated HIV/AIDS content, but no mandated sexuality content. New York City curriculum goes quite a bit farther in mandating comprehensive sex education in middle and high school. While neither the state nor city curriculums mention same sex marriage directly, there is no focus on marriage as the site of sexual activity and especially no mention of heterosexuality as the desired norm.

In the future, I (we) hope to build on this project by...

I plan to build on this foundation of policy and curricular analysis to work on observation and narrative research with teachers in New York state schools to determine the effect on real classrooms and discussions about same sex marriage that may not be included in the mandated state curriculum.

PROJECT VIGNETTE

Name(s):

Andrew Bartlett

Grant title:

An Internet-Based Diabetes Self Management Program (IDSMP) and Exercise for Individuals with Type 2 Diabetes

The purpose of my project was to...

To determine the effectiveness of a six-week IDSMP in combination with an exercise program on physical therapy outcomes, self-reported measures and modifiable cardiovascular risk factors for individuals with type 2 diabetes.

To accomplish this, I (we)...

Participants were randomized to either IDSMP with exercise or IDSMP only groups. All participants were provided access to the internet-based diabetes self-management program (IDSMP), which consisted of six weekly sessions on the following topics: exercise; use of cognitive symptom management techniques; nutrition; fatigue and sleep management; use of community resources; use of medications; dealing with emotions of fear, anger, and depression; communication with others; problem-solving; and decision making. Each week participants were asked to respond to a question and to make a specific action plan. Each program is run by two peer facilitators who are trained as self-management small group leaders.

Participants in the experimental group were also provided a video on aerobic and resistive exercises. Participants were instructed to perform 30 minutes of aerobic exercise at a perceived rate of exertion (RPE) no higher than 13 on the Borg scale. Resistive exercises started at 60% of the one repetition maximum (1-RM). These participants were initially trained on how to complete the exercises correctly and when to progress in intensity and weight. Dependent variables were tested at baseline and reassessed at six weeks and three months. Dependent variables include: body mass index; waist circumference; heart rate, systolic and diastolic blood pressure, total cholesterol, triglycerides, high-density lipoproteins, low-density lipoproteins, cholesterol/HDL ratio, and hemoglobin A1c (cardiovascular measures); 30-second sit-to-stand; 30-second arm curl test; two-minute step test; timed up and go (physical therapy outcome measures); diabetes self-efficacy, self-management of exercise, and health status (self-reported measures).

Thus far, I (we) have...

Baseline data has been collected on six participants, which includes both bloodwork and self-reported measures. Additionally, we have collected six week data on one individual who has completed the on-line program. One individual had to withdraw from the study due to medical reasons not related to the study.

With the following interesting results...

Data has not been formally analyzed at this time since most of the participants are still taking the six-week on-line program and have not been reassessed. However, the one subject who has completed the on-line program, reported improved confidence in his ability to self manage his diabetes.

In the future, I (we) hope to build on this project by...

Recruitment of subjects has been the most challenging part of this research study. We have sent letters and have met personally with physicians and Diabetic Educators, however, only six subjects were referred. I also met with researchers at the University of Rochester Medical Center who stated they were interested in collaborating in this study but needed more time to go through their Internal Review Board. In the future, additional funding for recruitment and collaboration with a medical facility would be beneficial to increase the number of subjects for this study.

PROJECT VIGNETTE

Name(s):

Doot Bokelman

Grant title:

Research, writing & art creation for a new book

The purpose of my project was to...

Get materials and spend time making new art to inspire a new story

To accomplish this, I (we)...

used the grant to purchase art materials and books, and created 20 new sculpture for a book

Thus far, I (we) have...

gone to an artist's residency in Wyoming and created new sculpture (Knotties - characters for the story) and begun to think about the text

With the following interesting results...

Currently I am working with Ganondagan and Matilda Gage House with students in my Methods in Art class gathering information on Native American Life and Suffragettes and Feminist issues, which will inform the book. During this process, the content of the book changed from Knotties on a New Mexican Pueblo to Knotties throughout the world.

In the future, I (we) hope to build on this project by...

completing the text and publishing the book.

PROJECT VIGNETTE

Name(s):

Beverly Brown

Grant title:

Creation & integration of new horticultural therapy garden with horticultural science, horticultural therapy & other plant-related courses

The purpose of my project was to...

To accomplish this, I (we)...

Thus far, I (we) have...

With the following interesting results...

In the future, I (we) hope to build on this project by...

PROJECT VIGNETTE

Name(s):

Paula Brown and Laura Riddle

Grant title:

Reading Comprehension Strategies of third Graders

The purpose of my project was to...

begin analyzing data collected during fall and spring semesters . We collected data from 25 students. The test results needed to be analyzed and the reading responses and think aloud protocols needed to be transcribed.

To accomplish this, I (we)...

scored the tests and transcribed the recorded samples

Thus far, I (we) have...

transcribed the samples and scored the tests

With the following interesting results...

It's interesting how the students do the think aloud protocol. We modeled nine different ways to comment on reading for a think-aloud protocol. However, most students picked one statement type for commenting on text and used that for all their recall. We also noticed that engaging in think aloud activities seemed to improve reading comprehension. We have not scored the comprehension questions yet so cannot verify that observation. We also found that the Comprehensive Assessment of Spoken Language (CASL) did not identify some children as language-impaired who had been suspected by their teachers to have such impairments. Consequently, we ended up with fewer children who satisfied our experimental criteria than we had hoped.

In the future, I (we) hope to build on this project by...

Collecting more data, particularly from language disordered children who meet our criteria. When we have a sufficient number of typical language and language disordered children we will analyze the data and based on the results write a paper for publication.

PROJECT VIGNETTE

Name(s):

Scott M. Campbell

Grant title:

The Science, Politics, and Ontology of Life-Philosophy (Continuum, 2013)

The purpose of my project was to...

The purpose of my project was to edit a book on life-philosophy and prepare it for publication. We restricted the scope of the book to three themes: science, politics, and ontology. Scientific and technological advances have brought about significant changes in our daily lives, but there is a need to think more deeply about how these advances are changing our understanding of life itself, at both a biological level and, more particularly, at a human level. Every political ideology presupposes certain ideas about human life, and they harbor ideas and strategies about how to manage and structure people's lives. Understanding the idea of human life contained within political ideologies and challenging those very assumptions can significantly enhance our approach to politics as well as our understanding of the changes to our lives that politics can bring about. In philosophy since Plato, ontology has meant metaphysics, whose sense of eternity stands in contrast to the moving flow of life. As we show in this book, however, the study of life is the study of who we are and of what makes all life to be what it is. Essays in this volume develop philosophies of life, thus addressing the subtle and nuanced relations among life, ontology, and metaphysics.

To accomplish this, I (we)...

Over the summer, my co-editor and I worked with all of our authors to review, edit, and help them to revise their essays. We also wrote an Editors' Introduction to the volume. Our goal was not only to retrieve the tradition of life-philosophy (as we see, for example, in Dilthey, Bergson, and Nietzsche), but also to extend it, showing how innovative and original interpretations of philosophers from the ancient to the contemporary reveal new ways of thinking about life. Although every essay is written by a philosopher, there is, nonetheless, an interdisciplinary quality to the volume. While focusing on the broad themes of science, politics, and ontology, it includes essays with topics as diverse as biology, technology, Ancient philosophy, phenomenology, post-structuralism, deconstruction, history, liberalism, the environment, emotions, Greek tragedy, and the philosophy of history. In spite of this wide array of topics and themes, there is a single, unifying focus to the book, and that is the concept of life, at least insofar as life can be contained by a concept. Each essay takes up the concept or, perhaps, the notion of life from a different perspective and from within the context of a different thinker or variety of thinkers.

Thus far, I (we) have...

I have completed this project. Here is the table of contents to the volume:

Introduction Scott M. Campbell and Paul Bruno \ Part I: Life-Contexts in Dilthey, Nietzsche, and Bergson \ 1. Dilthey and the Contextual Givenness of Life Rudolf A. Makkreel \ 2. Biological and Historical Life in Dilthey and Heidegger Eric Nelson \ 3. Your Money or Your Life Ronnie Hawkins \ 4. History in the Service of Life: Nietzsche's Genealogy Allison Merrick \ 5. Bergson tbc \ Part II: Converging Technologies \ 6. A Quantum Magical Realism Writ Small: Astrobiology, Philosophy, and the Origin of Life H. Peter Steeves \ 7. The Artificialization of Life Jean-Pierre Dupuy \ 8. Philosophical Anthropology 2.0 Jos de Mul \ 9. Life in the Age of Information Charles Bonner \ Part

III: Life, Power, Politics \ 10. “Without Inside or Outside”: Nietzsche, Pluralism, and the Problem of the Unity of Experience Michael J. O’Neill \ 11. Anachronism, and Powerlessness: An Essay on Postmodernism Leonard Lawlor \ 12. Liberal Eugenics, Autonomy, and Biopolitics Serena Parekh \ Part IV: Philosophies of Life \ 13. Thanks for Nothing: On Existential Gratitude Anne O’Byrne \ 14. The Gift of Death and the Care of the Self: Derrida and Foucault on Learning How to Live Edward McGushin \ 15. Dilthey, Destruction, and the Early Heidegger’s Philosophy of Life Scott M. Campbell \ 16. Skepticism as a Way of Life Stephen Clark \ 17. From ‘World’ to ‘Life’: Wittgensteinian Vitalism and the Therapeutic Significance of Philosophy Neil Turnbull \ 18. Life, Desire, and the Reality of the Object Paul Bruno \ 19. The Wisdom of Emotions Jason Howard \ Index

It can be found at this website:

<http://www.continuumbooks.com/books/detail.aspx?BookId=169302&SubjectId=1020&Subject2Id=1388>

With the following interesting results...

In the future, I (we) hope to build on this project by...

Currently, I am building on this work by teaching an upper level seminar in the Philosophy Department on The Philosophy of Life and employing many of the ideas that can be found in this volume. Our book will be published in the spring of 2013. The next time that I teach a course on life-philosophy, I plan to use this book in the class.

PROJECT VIGNETTE

Name(s):

Leanne Charlesworth

Grant title:

PhotoVoice as a Strategy for Homelessness Awareness

The purpose of my project was to...

enter the next phase of the ongoing research project "Exposed: Rochester's Hidden Victims of Homelessness" by completing qualitative data analysis and preparing a manuscript for publication.

To accomplish this, I (we)...

worked with three undergraduate research students (as part of the Undergraduate Research Pilot) to synthesize relevant research literature and complete a preliminary analysis of the project's photographs and written pieces.

Thus far, I (we) have...

identified preliminary themes found through qualitative analysis and developed a draft manuscript; delivered two presentations highlighting this work.

With the following interesting results...

Analysis of photos and writing support the presence of positive themes of hopefulness and resilience as well as depiction of challenging emotions such as loss and fear.

Dissemination strategies have included keynote lunch presentation at Rochester's Homeless Symposium (September 2012) and evening reception presentation at New York State Social Work Education Association Annual Conference (October 2012).

In the future, I (we) hope to build on this project by...

Further development of qualitative analysis (confirmation of findings, synthesis of conclusions from both writing and photograph analyses); manuscript submission to peer-reviewed journal. The Exposed project more generally may also be replicated or expanded in the Rochester community.

PROJECT VIGNETTE

Name(s):

Jennifer Collins

Grant title:

Needs Assessment for An International and Inter-professional Elective: An Exploration of Health Care in India

The purpose of my project was to...

To design and pilot an inter-professional elective that includes both preliminary didactic preparation and 7-9 days in India. To design the course, three recent graduates and I would travel to India to engage in further exploration of possible topics with Physiotherapy and Ayurvedic faculty in Kerala, India. By exposing the recent graduates to the potential variety of experiences (rural health care; Ayurvedic approaches; health care financing; unique neurological diagnoses and interventions, etc.), as well as the characteristics of travel in India, they could be instrumental in the course design, and potentially be well-prepared and oriented as teaching assistants when the elective course is launched in Spring, 2013.

To accomplish this, I (we)...

Will travel to India October 28-November 9, 2012. During the trip, we will be attending classes and practical laboratories at the Ayurvedic Medical College, visiting physical therapy clinical settings, and engaging with Indian faculty in professional development activities.

Thus far, I (we) have...

Met and organized the travel itinerary. Additionally, on October 15, we engaged in a pilot videoconference with our colleagues in India so that all participants could be introduced to one another, and so that the travelling faculty from Nazareth gained an initial exposure to the foundations of Ayurvedic medicine.

With the following interesting results...

Thus far, the result is a plan for a very full agenda of academic exchange and clinical work while in India in a few short days from now!

In the future, I (we) hope to build on this project by...

Completing travel and designing the elective course for March, 2013

PROJECT VIGNETTE

Name(s):

Isabel Cordova

Grant title:

Remapping the Classroom: Field Experience and Research Based Preparation for Social Studies Teachers

The purpose of my project was to...

move my 457 course, Curriculum and Methodology for Social Studies Teachers (his 457) from the traditional college classroom to an actual school site. By doing this, the course would become a laboratory for teachers where they can research, explore, and test run their ideas about curriculum design, lesson planning, and teaching in an authentic setting. This would also be a way to collaborate with and support a City school.

To accomplish this, I (we)...

met with the principal of the, Young Women's College Prep, Dr. Gkourlias, to determine the ways in which we could collaborate and work out the logistics of the semester. We also ran through the Social Studies curriculum goals for YWCP for the coming academic year in order to determine the direction of my own course projects for students.

Thus far, I (we) have...

decided that because it is the first year of this project, as well as the first year of YWCP, that we would not yet fully integrate the His 457 course into the YWCP school building. I would start our semester here at Nazareth with my students and push them in to YWCP for the latter half of the semester. My syllabus, though, will reflect many of the needs expressed to me by Dr. Gkourlias.

With the following interesting results...

N/A this will be implemented in the Spring semester.....

In the future, I (we) hope to build on this project by...

PROJECT VIGNETTE

Name(s):

Stephen Demanchick

Grant title:

Play is Therapy: A Podcast about the Therapeutic Uses of Play

The purpose of my project was to...

Create a semi-monthly audio podcast entitled, Play is Therapy, dedicated to discussions about play therapy and the therapeutic uses of play. Play is Therapy was designed to be informative, entertaining, and encourage discussions about play therapy beyond scholarly books and journals.

To accomplish this, I (we)...

I purchased an 8-channel Mackie mixer, a microphone, and related audio gear that is compatible with Garage Band. I spent the the late spring and early summer learning how to use the equipment. In order to utilize Nazareth College talent, I sent out a campus wide email asking for volunteers with voice over experience to record intros and outros for me. I was thrilled to get more than 20 responses and I selected three individuals from our community to work on this project. Considerable time was spent developing production elements and in the late summer, I was able to record my first podcast. In August and September, I revamped the play therapy section of the Creative Arts Department webpage so that podcasts are easily accessible for the local and national community.

Thus far, I (we) have...

I have recorded two podcasts. My first is with Dr. Rick Gaskill, Clinical Director and Deputy Director of Sumner Mental Health Center in Wellington, KS about the neurobiological impact of social and emotional trauma. Dr. Gaskill is a Licensed Clinical Psychotherapist, Licensed Clinical Professional Counselor, Registered Play Therapist Supervisor, educator, and presenter. I also interviewed Bill Burns, CEO and President of the Association of Play Therapy. This podcast is available at <http://www.naz.edu/health-and-human-services/creative-arts-therapy/play-therapy/Play%20is%20Therapy%20Podcast>

Earlier this month, I recorded a new podcast with Dr. Jeff and Nancy Cochran, authors of the new book Child-Centered Play Therapy. This episode is still in production.

With the following interesting results...

I have been contacted by play therapy practitioners around the country who have heard my first podcast. Pam Dyson from the St. Louis Play Therapy Training Center asked to meet with me to discuss this work at the latest play therapy conference. I think the results so far have demonstrated a new option for educating clinicians and marketing the work that we are doing at Nazareth College.

In the future, I (we) hope to build on this project by...

I hope to record three new podcasts this year and work with our technology department so that I can post Play is Therapy on iTunes.

PROJECT VIGNETTE

Name(s):

Stephen Demanchick

Grant title:

Nazareth College Play Therapy Center Webinar Series

The purpose of my project was to...

The purpose of this project was to create 2-4 web-based play therapy trainings over the course of the 2012-2013 academic year. The plan is that each web-based training will last from 1-3 hours and cover a wide range of clinical topics.

To accomplish this, I (we)...

I spent time with Kate Collier, Sue Atkins, and Paul Monachino discussing webinars and the technological demands of this project. With their help, I was able to learn more about our webinar software, Adobe Connect. I participated in a play therapy webinar over the summer sponsored by a training center in Colorado in order to obtain a better sense of instructional methods. I read some books on webinars and also plan to participate in an upcoming workshop on creating effective webinars. Because the Colorado webinar seemed like it was a taped production that was shown while the presenter answered online questions, I decided to follow the same format. Therefore, I decided to videotape a workshop sponsored by the Nazareth College Play Therapy Center that was held in September with Dr. Robert Rice in order to see if we could turn it into a webinar since I had much interest in this workshop from many people who were unable to attend.

Thus far, I (we) have...

I have held a play therapy workshop with Dr. Rob Rice and asked media services to record it using Adobe Connect so that it could be turned into a webinar. Unfortunately, the recording seems somewhat unusable for a webinar because it recorded at a very wide angle due to technological limitations and the process would benefit from a more intimate setting. Since this workshop I have reached out to other practitioners who have an interest in presenting in a webinar format and have two more play therapy workshops scheduled so that I can continue to work on the technical issues. I have also begun work on two web-friendly presentations on child-centered play therapy that I plan to record in that late fall/early spring semester.

With the following interesting results...

I have learned a great deal about the webinar process, webinar technology, and instructional web based methods.

In the future, I (we) hope to build on this project by...

I hope to create a seamless connection between the growing face to face workshops that I am conducting in the play therapy center and the webinar world; however the next major step is to record a webinar using the library media room rather than try to broadcast a face to face workshop.

PROJECT VIGNETTE

Name(s):

Corinne Dempsey

Grant title:

Ethnographic Study of Spiritualism in Northern Iceland

The purpose of my project was to...

follow up on a 3-month research stint, conducted in 2009, of Spiritualist practices and perceptions in the town of Akureyri, Iceland's "northern capital." Icelandic Spiritualism is worthy of exploration in part due to its anomalous character. Unlike in Britain and the United States where Spiritualism exploded in the mid- to late-nineteenth century and all but disappeared by the early 1900s, Icelandic Spiritualism never truly waned after its late start in 1903. Its initial strength is often attributed to its ties to the Icelandic Independence struggle, to eloquent and well-positioned spokesmen who gave it respectability, and to the wonder boy Indriði Indriðason whose mediumistic feats captured the hopes and fears of the country. The continued vibrancy of Spiritualist practices in Iceland is due largely to the support it received, until the middle of the last century, from the Icelandic Lutheran Church. Picking up where the Church left off, New Age inclinations that resonate with and influence Spiritualist practices have successfully ushered Icelandic Spiritualism into the new millennium. (So much so that the term "Spiritualism," as I've discovered, is no longer the most accurate term for describing the range of practices today.) The excellent work done so far on Spiritualist traditions is written almost entirely in the past tense, focusing on the social and political conditions that provoked the British and American movements in the late nineteenth century. The most immediate purpose of this project is fill a gap in the study of the history of religions by learning, firsthand, how Spiritualist practices are perceived, received, and transformed in a contemporary European setting.

To accomplish this, I (we)...

resided in Akureyri from mid-May to mid-August, conducting initial and follow-up interviews with healers and trance mediums to learn more about the challenges, rewards, and responsibilities of working with skyggniáfa, an Icelandic term referring to an in-born openness to the spirit world. I also formally interviewed adherents and skeptics in the medical and mental health fields, religious leaders with varying perspectives, and general townspeople with a range of opinions. I was also invited to attend numerous trance and healing sessions to help me better understand the process and experiences of spirit work in Iceland.

Thus far, I (we) have...

conducted 28 formal interviews and attended 12 healing and trance sessions. The transcriptions of these recorded events as well as fieldnotes recording general observations and informal interviews amount to roughly 1,000 pages of documentation. Compared to my 2009 trip to Iceland, the totally number of formal interviews conducted this summer were slightly fewer but, happily for all concerned, were considerably longer and steered conversations in new directions.

With the following interesting results...

Unfortunately/fortunately, this summer has been so filled with interesting findings I would not know where to begin describing them in a short vignette. What I can say, as a general overview, is that my

recent conversations and experiences have led me to consider how Icelandic spirit traditions bridge multiple worlds. Most immediately, the tradition and its practices aim at providing a conduit of help and healing between earthly and spirit realms. The tradition also bridges mystical and scientific worldviews when it strives to offer tangible proof of spirit activity and when practitioners with skyggningáfa struggle with outside criticism as well as their own doubts about credibility or fears of mental instability. Spirit practices in Iceland also connect old traditions such as spirit prophesy found in the Sagas such to the early twentieth-century Spiritualist Movement and, in turn, to New Age conceptions and healing practices such as reiki, reflexology, and cranial sacral therapy. This particular bridgework has convinced me that "andlegmál," or "spirit work," is a more suitable term than Spiritualism to cover the breadth and depth of practices and beliefs in Iceland today. People I spoke with agree that andlegmál -- used regularly, albeit informally -- best classifies the various ways people put their skyggningáfa to use. Finally, I found that andlegmál traditions bridge North American and Icelandic cultures in a variety of ways. Most basically, Spiritualism, established in the U.S., continued (and still continues) to flourish in Iceland long after its waning across the Atlantic. Emblematic of this cross-cultural connection is the figure of the Native American, one of the most prominent and revered spirit types in the andlegmál tradition. Finally, my own adventures in Iceland have challenged numerous cultural predilections and perceptions, making inroads into a slightly altered worldview that -- in the final analysis -- is not so altered after all.

In the future, I (we) hope to build on this project by...

Most immediately I plan to enliven my fall 2012 course, "Mysticism East and West," by including stories of and reflections on my Icelandic summer. I have invited a local Spiritualist to speak to the class at the end of the semester and look forward to thinking, with students, about similarities and differences between Icelandic and American traditions and possible rationales for these similarities and differences. My long-range plan is to spend the next few years writing a book about the Icelandic andlegmál tradition as conceptually framed by the challenges, dangers, necessities, and joys of building and using bridges. As useful and world-expanding as bridges may be, they can be tricky to construct and sometimes dangerous to cross. By elaborating on andlegmál's multiple bridge-building properties, described above, I hope to fill a breach in scholarship while questioning commonly held perceptions about mediumistic traditions and practices. In the process, I also aim to explore Icelandic trance phenomena in light of possible affinities with trance and possession practices in other cultures, especially those associated with Hindu practices with which I am familiar. I also hope to offer a modest contribution to recent burgeoning interest in mystical experiences and mind-brain studies within the field of religious studies. Cynthia Read, religion editor at Oxford University Press, has been encouraging me to write a book on Icelandic spirit traditions since 2008, prior to my 2009 fieldwork experience. It wasn't until I started interviewing Icelanders in 2009 (for a much smaller comparative project) that I felt convinced that book-length study would be viable, interesting, and could contribute to the field. Since my 2009 stay in Akureyri I have been hoping to return. I am grateful to the Center for Teaching Excellence for their part in making this 2012 trip possible.

PROJECT VIGNETTE

Name(s):

Nevan Fisher

Grant title:

Chinese Christianity monograph research/writing

The purpose of my project was to...

I was given permission to use the Summer Research and Development Grant to help underwrite the international airfare costs associated with my spring 2013 sabbatical. My ultimate goal on this sabbatical is to publish my manuscript on the indigenization of Chinese Christianity. I will spend two months in China in mid spring, returning to the region in Anhui Province where I conducted extensive research a decade ago. Important changes have occurred there in the last ten years that mirror larger developments in society. Chronicling these changes through first-hand observation, extensive interviews, and archival research completes the finishing touches required for publication, and I am grateful to the Committee for allowing me the flexibility to use these funds out of sequence to their original time frame.

To accomplish this, I (we)...

Thus far, I (we) have...

With the following interesting results...

In the future, I (we) hope to build on this project by...

PROJECT VIGNETTE

Name(s):

Sara Gombatto

Grant title:

Lumbar Spine Movement Characteristics

The purpose of my project was to...

To accomplish this, I (we)...

Thus far, I (we) have...

With the following interesting results...

In the future, I (we) hope to build on this project by...

PROJECT VIGNETTE

Name(s):

Zbigniew Granat

Grant title:

Music since 1900: A Creative Approach to Teaching the Difficult and the Unlistenable

The purpose of my project was to...

designing a set of special projects that would make the music of the twentieth- and twenty-first-centuries more appealing and meaningful to students. The larger goal was to develop a teaching method that will allow teachers to engage their students in active learning activities and experiences facilitating a better understanding of avant-garde music .

To accomplish this, I (we)...

developed 10 specific hands-on assignments to be tested in my class on twentieth-century music, MUS 317: Music Since 1900.

Thus far, I (we) have...

selected and purchased materials that are required for the successful completion of the project. They include a number of books, recordings, and DVDs that will be tied directly to the major units or areas to be covered in the course.

With the following interesting results...

I have begun piloting some of these projects in the classroom this semester with the help of the acquired materials. Two assignments have already proven quite successful as the students responded enthusiastically and were inspired to produce rather creative responses of their own. I plan to utilize the remaining resources in the second half of the semester. This approach is to be fully integrated into the syllabus for next's edition of the course.

In the future, I (we) hope to build on this project by...

sharing my project with the music history pedagogy group of the American Musicological Society.

PROJECT VIGNETTE

Name(s):

Zbigniew Granat

Grant title:

Preparation of Book Proposal for Monograph entitled "The Open Work in Twentieth-Century Music"

The purpose of my project was to...

travel to the Paul Sacher Foundation in Basel, Switzerland, in order to conduct research for my book and then incorporate these findings into a book proposal.

To accomplish this, I (we)...

I have traveled to the Paul Sacher Foundation in Basel, Switzerland, and studied manuscripts of several twentieth-century composers and other sources required for the completion of my project. Coming to Basel, I was primarily interested in examining the sketches of Witold Lutoslawski and Pierre Boulez, and I was able to accomplish my goal during the time allotted for this project.

Thus far, I (we) have...

been organizing the results of my research in Basel and began incorporating these findings into my book proposal. I have selected the chapters that need to be revised and drafted a new table of contents.

With the following interesting results...

I will continue working on the draft of my book proposal, which I hope to complete by the end of the year. I hope that my book will become a significant contribution to the field of musical aesthetics as it will offer an innovative analysis of the concept of an open work in twentieth-century music. At the same time, the project is interdisciplinary in nature as it addresses a broader context of "openness" in twentieth-century culture, which was first articulated by Umberto Eco in his *Opera aperta* of 1962.

In the future, I (we) hope to build on this project by...

incorporating my findings in some of the courses I teach, mainly upper division courses for music majors (MUS 317: Music Since 1900; special topics courses such as Musical Borrowing, Style and Expression, and other future topics courses), as well as graduate courses (MUS 630: Masterpieces of Western Music; MUS 635: Jazz Music). In addition to the planned publication of my book, I intend to present my research on the open work at scholarly conferences in the U.S. and abroad. This project will thus significantly enhance my scholarly profile as well as improve the visibility of our Music Department in the musicological circles both in the US and abroad.

PROJECT VIGNETTE

Name(s):

Carlita P. Greene

Grant title:

The Food Revolution & Class

The purpose of my project was to...

Revise drafts of chapters for a proposed manuscript on the food revolution's relationship to class and to submit a book proposal to potential publishers.

To accomplish this, I (we)...

Revised and drafted chapters during the summer and submitted a book proposal to Peter Lang Publishing.

Thus far, I (we) have...

In the process of revising my chapters and writing the proposal, the book's format and structure changed, such that it ended up becoming an entirely new project with a new focus.

With the following interesting results...

I have secured a book contract with Peter Lang Publishing for a work tentatively entitled *Grand Gourmand: The Rhetoric of Food and Excess* which will be published in the fall of 2013.

In the future, I (we) hope to build on this project by...

After publishing *Grand Gourmand*, I hope to revisit the earlier drafts of *The Food Revolution and Class* book to rework them into the development of another book and/or to revise and submit them as journal articles.

PROJECT VIGNETTE

Name(s):

Richard Hartmann

Grant title:

Tin II Halides as Lewis Acid Catalysts for the Methylation of Oleic Acid

The purpose of my project was to...

Investigate the ability of the Tin II Halides (SnF₂, SnCl₂, SnBr₂, SnI₂) as catalysts for the methylation of oleic acid

To accomplish this, I (we)...

Ran multiple experiments involving 4 groups of undergraduate students - each with a different halide. Collected and analyzed the data via ¹H NMR.

Thus far, I (we) have...

We have also had the opportunity to perform multiple experiments to reproduce our results. In the course of our experimentation we were also able to detect and eliminate experimental errors that in the past had prevented us from obtaining reproducible results.

With the following interesting results...

Shown an unusual trend in reaction rates and activation energies (I > Br > Cl > F). Typically for species such as these (i.e. halides) the reaction order is the opposite of what we found. Our work is part of a small body of evidence that sometimes other factors (such as molecular size) are more important than electronic (electronegativity) effects.

In the future, I (we) hope to build on this project by...

Examining other species where we make very small changes in either the oxidation state of the metal or the size of the ligands to systematically identify the influence of each. We also hope to expand the investigation employing isotopic substitution, which will allow us to more effectively identify potential mechanistic pathways.

PROJECT VIGNETTE

Name(s):

Kelly Hutchinson-Anderson

Grant title:

Dissemination of Research Projects

The purpose of my project was to...

write up two different publications. The first publication was to be based upon research here at Nazareth looking at the influence of students' Regents scores and high school class averages in various courses on their success in general chemistry. The other publication was to come from my dissertation.

To accomplish this, I (we)...

first worked on writing a draft of my dissertation for publication in a journal. I additionally continued to analyze data gathered in the spring semester to determine the influence of Regents scores and high school class scores on students success in their first year of general chemistry.

Thus far, I (we) have...

written a draft article from my dissertation and am in contact with my graduate advisor. We are currently working on revisions and hope to submit for publication within the next few months. I have also investigated the influence of Regents scores on success in general chemistry and we are working towards developing another chemistry course that may assist students to better succeed in general chemistry if they did not have a strong background in high school. This has not yet been developed into a paper as I feel that more data needs to be collected and I would like to see the influence of a new course and if that helps students to succeed before writing a paper as I feel that will be a more cohesive project.

With the following interesting results...

I am working with several others in the department to develop another general chemistry course at a lower level which will help students to then take the traditional general chemistry course that we are currently offering. We hope that this will help students to succeed in their coursework and develop a better understanding of chemistry concepts, rather than just memorizing material.

In the future, I (we) hope to build on this project by...

having my dissertation article(s) accepted for publication and furthering the development of our general chemistry curriculum to help all students succeed in our courses.

PROJECT VIGNETTE

Name(s):

Shanna Jamanis and Dawn Vogler-Elias

Grant title:

Examining an Interdisciplinary Approach to Preparing Professionals for Supporting Individuals with Autism Across the Lifespan

The purpose of my project was to...

Our goals for this project included:

1. Conducting a comprehensive literature review of existing publications and evidence-base for interdisciplinary preparation experiences in the area of autism spectrum disorders.
2. Researching existing certificate/specialization programs at other institutions in the area of autism spectrum disorders .
3. Assessing local interest and need for a graduate certificate/specialization in Autism Spectrum Disorders.
4. Identifying grant funding to support an interdisciplinary graduate Autism Spectrum Disorders specialization program at Nazareth College.

To accomplish this, I (we)...

First, we conducted a comprehensive review of the literature and existing graduate programs, including analysis of evidence quality. Next, we developed two online surveys, one for professionals and one for parents, to assess current practices, experiences, and interest for a professional preparation program.

Thus far, I (we) have...

Literature review information was used to develop survey questions for the assessment of local needs and interests. The online surveys were approved by the Human Subjects Review Board at Nazareth College. Surveys were distributed to several local networks of parents and professionals and we are in the process of analyzing the results. We are currently in the process of determining possible grant funders, but will likely submit a grant through the Department of Education for interdisciplinary professional preparation specialization in Autism Spectrum Disorders in the 2013 grant cycle.

With the following interesting results...

Analysis of the surveys from families and professionals is in process. The results will be used to inform our design of our interdisciplinary program proposal.

In the future, I (we) hope to build on this project by...

We will present preliminary results of the online surveys at the New York State Council for Exceptional Children in November 2012. It is anticipated that we will produce a manuscript of the survey project. The long-term goal of the project is to develop an interdisciplinary professional preparation program in the area of autism spectrum disorders.

PROJECT VIGNETTE

Name(s):

Timothy Kneeland

Grant title:

Blizzard that Buried Buffalo

The purpose of my project was to...

My goals included conducting research to prepare a paper for presentation at a conference panel featuring the history of natural disasters. The work will also form part of a longer project on the addition of snow storms as natural disasters after 1977.

To accomplish this, I (we)...

Traveled to archives in Washington D.C., Albany and Buffalo, and (will) travel to Carter Presidential Library in Atlanta, GA and conduct an oral history in NYC.

Thus far, I (we) have...

Delivered a paper at the Policy History Conference in Richmond, VA in June 2012.

With the following interesting results...

Several requests for copies of my paper, and some new leads to follow on the politics of the Blizzard of '77.

In the future, I (we) hope to build on this project by...

Furthering the research and publishing the findings; Furthermore I plan on incorporating this into my course on Natural Disasters.

PROJECT VIGNETTE

Name(s):

Deborah LaBelle

Grant title:

Gender & Information Seeking Behavior

The purpose of my project was to...

Develop a research agenda to study gender and information seeking behavior, especially as it pertains to "casual" information seeking using mobile device applications. Ultimately this research will focus on gender and technology to study the gender gap in enrollment in technology courses in higher education.

To accomplish this, I (we)...

study the current literature and develop an instrument to gather exploratory data on the use of information seeking apps, interest and perception of mobile technology to retrieve information and frequency of information seeking. Demographics will be collected to ascertain the nature of information seeking behavior with respect to gender. I will analyze the exploratory data to inform the development of other instruments to continue this research.

Thus far, I (we) have...

Reviewed the current literature on the use of mobile technology and information seeking behavior and developed a survey instrument to gather exploratory data.

With the following interesting results...

The study of gender and information seeking behavior with mobile technology is underresearched. Some studies have focused on web information seeking behavior but due to the advance in mobile technology, information seeking has changed and access to information has dramatically increased for everyone with access to an internet enabled mobile device.

In the future, I (we) hope to build on this project by...

Submit an article for publication in a peer-reviewed journal and present the results at the Research in Information Technology conference next fall.

PROJECT VIGNETTE

Name(s):

Deb LaBelle and Leanne Charlesworth

Grant title:

Rochester's Homeless: Photovoice Website Design

The purpose of my project was to...

Expose IT students to a "real life" user-centered participatory web design project and facilitate exposure to an under-served population. Expand the scope of the "Exposed: Rochester's Hidden Victims of Homelessness" audience by creating a project website.

To accomplish this, I (we)...

Researched effective web-based methods and discussed the idea of bringing the Photovoice to the Internet with the Homeless Services Network Steering Committee. It was decided that the best venue for such an online exhibit would be a blog.

Thus far, I (we) have...

Identified interested PhotoVoice participants and interested students enrolled in the Systems Analysis and Design course (CIS366) The students in this course are better prepared to work on this project as they are senior IT majors. Three IT majors are currently analyzing the "paper" version of the PhotoVoice project and designing an "online" version using the blogging software called WordPress. They will create a prototype and discuss their design with the key stakeholders involved in the PhotoVoice project such as representatives from the Homeless Services Network and participants of the PhotoVoice exhibit.

With the following interesting results...

The IT students are participating in a project that enables them to learn more about how to use blogging software to "sell" a product, service, or idea. In this case, the students are learning about homelessness in Rochester and the "PhotoVoice" project along with learning to work for others in the design of an online "system".

In the future, I (we) hope to build on this project by...

Giving the IT students an opportunity to participate in the spring 2013 CARS presentation here on campus.

PROJECT VIGNETTE

Name(s):

Thomas J. Lappas

Grant title:

Gender and Haudenosaunee Leadership in American Temperance Movements

The purpose of my project was to...

...conduct research into two lines of inquiry: the first is about the Haudenosaunee leadership and participation in the Woman's Christian Temperance Union (WCTU). The second deals with Indian leadership in the Independent Order of Grand Templars (IOGT).

To accomplish this, I (we)...

...went to the Frances Willard Memorial Library and Archives in Evanston, IL and spent six days in the archives.

Thus far, I (we) have...

...had great success in tracking down documents related to the WCTU in Indian Country, presented a paper at the Conference on Iroquois Research, and am on a panel at the American Society for Ethnohistory conference in November.

With the following interesting results...

..found that Lydia Pierce authored official documents to the WCTU/got great feedback at the conference.

In the future, I (we) hope to build on this project by...

...writing a book on Iroquois temperance societies.

PROJECT VIGNETTE

Name(s):

Mark Madigan

Grant title:

Research on Willa Cather at the University of Nebraska

The purpose of my project was to...

Examine a substantial and important body of documentary materials on Willa Cather, which were recently donated to the University of Nebraska-Lincoln by one of the author's nephews, Charles Cather. The outcome of this project will be an essay on the Italian and French translations of Cather's novel *Death Comes for the Archbishop* to be presented in a plenary session at the Fourteenth International Seminar on Willa Cather in June 2013.

To accomplish this, I (we)...

I traveled to Lincoln to examine the Charles Cather Collection in June 2012.

Thus far, I (we) have...

Completed a draft of my essay.

With the following interesting results...

Cather's letters to the translators have never been discussed before.

In the future, I (we) hope to build on this project by...

Revising the essay for publication.

PROJECT VIGNETTE

Name(s):

Ron Netsky

Grant title:

George Bellows – Further Study

The purpose of my project was to...

travel to Washington DC to see “George Bellows, 1882-1925” at the National Gallery of Art. Bellows was one of the greatest of early 20th-century painters in the United States and his social statements on lower class immigrants in New York are a topic often discussed in my Issues in Art class. His lithographs, some of the greatest ever done, are important with regard to my Lithography class.

To accomplish this, I (we)...

went to Washington and visited the show. Having the opportunity to see most of the major paintings by an artist like Bellows live is an experience that can't be duplicated by looking at reproductions in books or on line. Bellows was a “painterly” painter, meaning the works are full of energetic strokes that cannot be appreciated on a flat page. The paintings in the exhibition ranged over Bellows' entire career, from the time he arrived in Manhattan to study with Robert Henri to his final years of painting primarily in Woodstock. They covered all of his major themes: the beauty of New York City and the Hudson River, the darker side of the city including the masses of recent immigrants in Lower East Side Slums, his series on the atrocities of World War I, his sports-themed works, his often allegorical portraits, his seascapes and his landscapes. The exhibition's excellent catalog covers all of these aspects of Bellows' oeuvre.

Thus far, I (we) have...

seen the show and read the catalog. I will incorporate things I have learned on the trip into my classes and into talks I give on Bellows (see below). I was also able to visit several places in Washington that are important with regard to issues we discuss. I visited the relatively new National Museum of the American Indian for the first time; this collection brings up issues of repatriation of artifacts. Another topic we discuss in Issues in Art is the way art is used for major commemorative statements. Walking down the Mall, I stopped at the new World War II Memorial and the Vietnam Memorial, both of which have been controversial with regard to their manner of honoring our soldiers.

With the following interesting results...

In the future, I (we) hope to build on this project by...

hope to build on this project by enhancing my classes. And, visiting the exhibition will also have a great impact on my ability to discuss Bellows' work in talks I give as a Speaker In The Humanities for the New York State Council for the Humanities. I have been giving talks on Bellows since 2003 when I co-curated “Leaving for the Country: George Bellows at Woodstock,” an exhibition that originated at the Memorial Art Gallery in Rochester before traveling to the Terra Museum of American Art in Chicago and other museums. While my talks had concentrated on the Bellows' Woodstock period, I plan to expand the talk to include Bellows' entire career.

PROJECT VIGNETTE

Name(s):

Lisa Glebatis Perks

Grant title:

The Media Marathoning Paradigm

The purpose of my project was to...

conduct research for a book project, currently titled "The Media Marathoning Paradigm: Immersions in Morality."

To accomplish this, I (we)...

made excellent progress on a number of tasks: conducting interviews with media marathoners, transcribing interviews, taking detailed notes on commonly marathoned texts, creating a media marathoning blog (<http://mediamarathoning.com/>), and creating a special topics course titled "Media Marathoning" that will also use the blog as an educational tool.

Thus far, I (we) have...

completed all the tasks I set out to accomplish above. I also exceeded my goals and began drafting three separate chapters for the book.

With the following interesting results...

The book project is taking shape nicely and my class is excellent. The students and I have created a one-of-a-kind educational experience in which we're learning about a field of media studies that no other academics are exploring.

In the future, I (we) hope to build on this project by...

continuing to plug away at the book project. I aim to write at least 3 more chapters this academic year, submit 2 essays to the National Communication Association Conference in March 2013, and maintain an active and exciting blog that will help my co-author and I sell the book to a publisher in fall 2013.

PROJECT VIGNETTE

Name(s):

Carol Roote, Beverly Brown, Stephanie Zamule

Grant title:

Comparing Student Learning Outcomes In Onsite Versus Online Delivery Of A Clinical Microbiology Course

The purpose of my project was to...

The goal of this project was to collect, analyze, and integrate data to expand an existing project in preparation for publication. In spring 2011, we designed a study to assess achievement of learning outcomes in a clinical microbiology course, which was delivered in a traditional onsite format and an online format by the same instructor during the same semester. We hypothesized that achievement would differ between these formats. During onsite and online combined laboratory periods, students were asked to complete a brief survey asking their reason for choosing their format and assessing their knowledge of basic microbiology concepts before the material was introduced in the course. Students were then assessed again midway through the semester in a graded format in the form of an exam or quiz. Survey responses of the midterm data were analyzed using content analysis and show that achievement of learning outcomes for students in the online course do not differ significantly from those in the onsite course. Students were assessed once more in a formal format at the end of the semester and data from both studies were compared. We presented these data in the form of a poster at the American Society for Microbiology Conference for Undergraduate Educators in June 2011.

To accomplish this, I (we)...

We planned to collect the same data in spring 2012 and sought funding to analyze this year's data, integrate it with previously collected data, and prepare a manuscript for publication in summer 2012. We also planned to use these data to inform best pedagogical practices in teaching, not only in the microbiology courses listed above, but also in developing and implementing additional online courses across the curriculum.

Thus far, I (we) have...

We have collected and analyzed an additional semester's worth of data, drafted a manuscript of the project, and submitted it for publication to the Journal of Microbiology and Biology Education.

With the following interesting results...

The manuscript was reviewed and it was determined that revisions are required. We have assessed the feedback and feel the revisions are very manageable.

In the future, I (we) hope to build on this project by...

We plan to revise the manuscript and resubmit it to the Journal of Microbiology and Biology Education.

PROJECT VIGNETTE

Name(s):

Rochelle Ruffer

Grant title:

The Role of Reflection in Interactive Lecture Demonstrations: Reflections that enhance learning

The purpose of my project was to...

read the literature on metacognition and reflection in order to learn how to create a more systematic way of training students to reflect on their learning. We hope to “test” some of these things in the classroom for the Fall 2012 semester with the hopes of being able to create a recommended list of “good reflection prompts” for Economics and present these at the American Economic Association meeting in January 2013. In doing so, we will continue to examine this difference between weaker and stronger students and think about ways to increase normalized gains for all groups of students.

To accomplish this, I (we)...

Read much of the metacognition literature. Mark and I virtually met often to plan our classroom research project for Fall 2012. In reading the literature, we decided to focus on contrasting cases. These are situations where students are given a contrast of the theory to help them see the nuances of the theory. It is proven (in physics) to help students reflect better on the concept. We wanted to test to see if that was true in principles of microeconomics.

Thus far, I (we) have...

Begun to test our theories in the Principles of Microeconomics classroom.

With the following interesting results...

Student presented with contrasting cases do better with the reflection questions given the next period, on average, than students who have not been presented the contrasting case.

In the future, I (we) hope to build on this project by...

We will present some of these findings at the AEA meetings in January, 2013 in San Diego. But, we hope to present the full research in a paper in Chicago in June 2013 at the National Teaching Economics conference.

PROJECT VIGNETTE

Name(s):

Stephen Tadj

Grant title:

Structural Analysis of HIV-1 Viral Entry Inhibitors

The purpose of my project was to...

This project was designed to educate undergraduate students in techniques of medicinal chemistry, small molecule binding, and solid surface chemistry using a small molecule drug that is known to inhibit HIV-1 from entering human cells.

To accomplish this, I (we)...

BMS-378806 (BMS-806), a small molecule drug candidate that binds to the HIV-1 envelope protein gp120, was used as the focal point for this project. Chemical modifications using synthetic organic chemistry were developed to enhance the functionality of this compound. Students were able to analyze new compounds using spectroscopic techniques.

Thus far, I (we) have...

We have successfully synthesized several BMS-806 derivatives, and identified potential areas of the compound to attach a linker for intended use as a tool for medical diagnostics. In addition, we have successfully attached a glycine based linker to resin with the intent to enhance the purity of our final compound and ease of binding to a solid support.

With the following interesting results...

We have found new synthetic pathways to synthesize BMS-806 and BMS-806 derivatives. In addition, we made considerable progress in developing means of linking these compounds to a solid support. These results were presented at the Northeast Regional Meeting of the American Chemical Society by myself in the form of an invited lecture. Furthermore, five of my summer research students presented posters at this meeting. This research was also presented at the University of Rochester Department of Biophysics retreat in the form of a poster.

In the future, I (we) hope to build on this project by...

We plan to continue our progress of attaching BMS-806 and BMS-806 derivatives to a solid support. We hope this methodology leads to a diagnostic device for recognizing gp120 of the exterior of HIV-1 virus, with the longterm goal of becoming an HIV rapid screening device.

PROJECT VIGNETTE

Name(s):

Ed Wiltse

Grant title:

Prison Education Project and Inside/Out Course Development

The purpose of my project was to...

Create an opportunity to teach an Inside/Out course, an educational model in which students from Nazareth and students from a correctional facility will pursue the same course curriculum together, meeting once per week in a correctional facility classroom. Develop an appropriate course for that venue.

To accomplish this, I (we)...

Worked on developing relationships both with staff from Medaille College who are conducting an existing prison education project at Albion Women's Correctional Facility, and with staff from that facility. Traveled several times each to Medaille and to Albion for meetings. Saw the project grow into a very exciting proposal for a combined Associate's degree program to be offered at Albion CF, staffed by faculty from Nazareth and Medaille (with the possibility for Inside/Out courses from either college).

Thus far, I (we) have...

Cultivated a relationship with a philanthropic foundation that is currently funding several prison education projects across the nation. Developed a proposal through which enough courses would be offered to a group of 50 women at the correctional facility to enable them to earn an Associate's degree in 27 months, effectively making them full-time students, at a cost equivalent to local community college tuition. Secured an initial commitment of funding from the foundation to cover tuition costs.

With the following interesting results...

If all goes well with the final step (see below), women at Albion CF could begin studying with Nazareth and Medaille College faculty as soon as January 2013, in pursuit of a degree achievable while they are incarcerated.

In the future, I (we) hope to build on this project by...

Securing the final piece of essential funding, for a staffperson to run the program, and then teaching in it myself, first a stand-alone class this coming spring semester, and then an Inside/Out class in spring 2014.

PROJECT VIGNETTE

Name(s):

Stephanie Zamule

Grant title:

Development of the Laboratory Component of a New Ecotoxicology Course

The purpose of my project was to...

The purpose of my project was to develop the unique laboratory component of a new ecotoxicology course, one of the cornerstone courses in the new toxicology major at Nazareth. Because there are so few undergraduate toxicology programs, textbooks, laboratory manuals, and other teaching resources suitable for the undergraduate level are essentially nonexistent. It was my hope that this project would result in the development of a novel, innovative, and exciting laboratory sequence that would engage students by giving them the opportunity to apply the toxicology concepts they learn in the classroom and helping them to develop technical competencies in state-of-the-art toxicological and biological methods using the facilities of the new Integrated Center for Math and Science. Further, I planned to design many of the experiments to serve as starting points from which individual student research projects may develop.

To accomplish this, I (we)...

To accomplish this goal I proposed to do the following:

- 1) Search the literature for potential lab ideas.
- 2) Adapt the labs where necessary to make them suitable for undergraduates.
- 3) Conduct trial runs of the labs.
- 4) Modify the labs where necessary to allow them to fit within the time constraints of the lab periods and to make them economically feasible.
- 5) Compile the labs into a manual which may potentially be publishable.

Thus far, I (we) have...

To date I have accomplished the following:

- 1) Developed a set of learning outcomes for the laboratory.
- 2) Performed extensive searches of the literature for experiments that could be adapted to undergraduate teaching laboratories.
- 3) Communicated with other toxicology instructors regarding lab ideas and challenges with particular labs.
- 4) Adapted selected labs where necessary to make them appropriate for undergraduates, allow them to fit within the time constraints of the laboratory period, and reduce costs.
- 5) Generated prep sheets listing the supplies needed for each lab.

With the following interesting results...

I have found seven labs that address core concepts studied in the course, use a variety of current toxicological methodologies, can be completed within the time constraints of the lab period with the equipment available, and offer minimal safety considerations. I have adapted the labs to make them

inquiry-based and to make them such that they introduce students to questions that they may choose to further pursue through individual research projects which they will design and conduct during the last month of the lab course.

In the future, I (we) hope to build on this project by...

After teaching this lab for the first time, I hope to build upon this project by fine-tuning the labs, incorporating student feedback, and sharing my experiences with other instructors through the Society of Toxicology's undergraduate teaching resources repository or publication of an ecotoxicology lab manual for undergraduates.