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### Faculty Achievements, March 2013

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## Report of Faculty Achievements to the Board of Trustees, March 2013

### DEPARTMENT OF ART

**DONALD T. AUSTIN**, Professor

#### *Artistic Exhibits and Performances*

Furniture Design and Fabrication. "Art Display Wall Unit". Client: Robert and Beth Adamson, Columbus, Ohio

Furniture Design and Fabrication. "Wine Cellar". Client: Wallace and Robin Adamson, Delaware, Ohio

Furniture Design and Fabrication. "Vanity Case". Client: Marie Banks, Columbus, Ohio

Sabbatical Exhibition. "Lifting Off The Grid"- A unique passive home designed to be at least 90% efficient and visually representing a personal identity. Miller Gallery, Otterbein University, Westerville, Ohio

**NICHOLAS A. HILL**, Professor

#### *Artistic Exhibits and Performances*

Co-curator " MULTIPLE ENCOUNTERS Second Edition " Lalit Kala Akademie, New Delhi, India, and Lucknow, India. The exhibition included prints by 60 American and Indian artists.

"La Estaciones," group exhibition, Espace Altura, Paris, France.

One of two US artists invited by Künstlerbund Dresden to participate in Künstlerbund Dresden, an international art exposition in Dresden, Germany.

"Time and Place" Exhibition curator, 36 German and American artists exhibiting at Standehaus Galerie in Dresden, Germany and the Urban Arts Space, Ohio State University, Columbus, Ohio.

"Las Estaciones" group exhibition, Museo Andino, Santiago, Chile.

2012 Harnett Biennial of American prints, Harnett Museum of Art, University of Richmond, Virginia, national juried exhibition.

Great Lakes Small Works 2-D 3-D Juried Exhibition, Riverside Art Center, Ypsilanti, Michigan.

56th Mid-States Art Exhibition, Evansville Museum, Evansville, Indiana, group juried exhibition.

"Two Printmakers," a two-person exhibition of 20 cyanotypes and lithographs, Zanesville Art Museum, Zanesville, Ohio

#### *Community Outreach/ Service Learning*

Member of the Board of Trustees, Greater Columbus Arts Council, Columbus, Ohio.

Juror for the VSA/Ohio exhibition, the state organization on arts and disability.

Advisory board member, The Works Center for Science, History and Art, Newark, Ohio

Presentation to the Westerville Otterbein Women's Club, Art Department, Otterbein University

#### *Presentations and Posters*

Studio Printmaking Workshop for the students of the New Delhi Art College, New Delhi, India

Two gallery presentations at Lalit Kala Akademie in conjunction with the exhibition, "Multiple Encounters Second Edition," New Delhi, India.

Gallery Talk, "Time and Place" exhibition, The Ohio State University's Urban Arts Space.

Panelist, 2012 Ohio State University Lawrence and Isabel Barnett Symposium, topic: Artists' Exchanges.

#### *Publications and Essays (non-peer reviewed)*

Curator's statement published in the catalogue for "Multiple Encounters Second Edition," Lalit Kala Akademie, New Delhi, India.

**JONATHAN D. JOHNSON**, Assistant Professor

#### *Artistic Exhibits and Performances*

Rathmines Library (Dublin, Ireland): "Sound Devices", curated by Susanna La Cosa Preziosa  
Riffe Gallery (Columbus, OH): "Ohio Art League Curated Exhibition", curated by Dennis Harrington, Weston Gallery

Carnegie Center for the Arts (Cincinnati, OH): "FOTOFOCUS", juried by Catherine Evans, curator of photography at the Columbus Museum of Art

Holmfirth Arts Festival (Holmfirth, UK) curated by Alice Bradshaw and Vanessa Haley

ExiS Experimental Film Festival (Seoul, South Korea)

International Short Film Festival-Armenian Center for Contemporary and Experimental Art (Yerevan, Armenia)

Kunsthaus Dresden (Germany): film screening

Geh8 Niemandland (Germany): film screening

Center for Quantum Technologies (Singapore): film screening

### DEPARTMENT OF BIOLOGY AND EARTH SCIENCE

**JENNIFER A. BENNETT**, Assistant Professor

#### *Books, Book Chapters, and Journal Articles (peer reviewed)*

A Journal Article describing research completed in my laboratory at Otterbein University in

collaboration with the University of Wyoming and my former laboratory at Juniata College was published in the Journal of Bacteriology this September. I published as the corresponding author with Otterbein undergraduate student co-author, Robert Geiger.

Hull, T.D., Min-Hyung Ryu, M. J. Sullivan, N.T. Klena, R.C. Johnson, R.M. Geiger, M. Gomelsky and J.A. Bennett. 2012. C-di-GMP Phosphodiesterases RmdA and RmdB are Involved in Regulating Colony Morphology and Development in *Streptomyces coelicolor*. J. Bacteriology. 194:4642-51.

#### *Service/Leadership in the Profession*

Selected by the American Society for Microbiology to serve as a mentor in their national teaching fellows program funded by Burroughs Wellcome Fund for 2012-2013. Also selected to lead a webinar on undergraduate research for the fifty-six teaching fellows in this program in March 2013.

**SARAH S. BOUCHARD**, Associate Professor  
*External Grants and Fellowships - Primary Investigator*

IT Catalyst - Equity through Inquiry: ADVANCE at Otterbein University, National Science Foundation (Co-PI with Michele Acker, Carrigan Hayes, Paul Eisenstein, and Victoria McGillin), October 2012, \$159,794.

#### *Presentations and Posters*

Wargelin, L.J., Massey, K., Bowling, M., Young, R.S. and S.S. Bouchard. January 2013. Carryover effects of larval density on body composition, growth, and feeding in Gray Treefrogs, *Hyla versicolor*, post-metamorphosis. Annual Meeting of the Society of Integrative and Comparative Biology, San Francisco, California.

**KEVIN D. SVITANA**, Assistant Professor  
*Books, Book Chapters, and Journal Articles (peer reviewed)*

Svitana, K, 2012, Assessing a Groundwater Monitoring Network at a Dense Non-Aqueous Phase Liquids Remediation Site using Groundwater Temperature, Level and Analytical Data, *The Professional Geologist*, Vol. 49, No.1.

#### *Presentations and Posters*

Work was published in *The Professional Geologist*, the Journal of the American Institute of Professional Geologists, was a compilation of

over five years of data looking at the relation between groundwater quality, water level fluctuations and temperature variations at a dense non-aqueous phase liquid (DNAPL) remediation site. Dr. Svitana presented the preliminary findings of his sabbatical research at the Geological Society of America's annual meeting in Charlotte North Carolina on November 7, 2012 (Abstract citation: USING TEMPERATURE DATA AS AN ALTERNATIVE METHOD FOR DETERMINING THE PLACEMENT OF PASSIVE DIFFUSION BAGS IN FRACTURED BEDROCK AQUIFERS, Geological Society of America Abstracts with Programs. Vol. 44, No. 7, p.496). Dr. Svitana also chaired the Environmental Geology section at the meeting.

Otterbein student and faculty research presentation at the December 12, 2012 meeting of the Ohio American Water Works Association. Invited speaker at the AWWA's fall meeting. "Real Estate Development and the Effects of Deicing Compounds on the Water Quality of Alum Creek" with contributions by Otterbein students Rodney Boester ('11), Lauren Kopas ('12), Mary Evert ('12), and Patrick Conley ('13). Developed a series of student research projects to identify potential sources and the magnitude of taste in the Westerville water. Students Evert and Kopas while working on a Merck scholarship completed water quality analysis of Alum Creek.

### **DEPARTMENT OF BUSINESS, ACCOUNTING AND ECONOMICS**

**KYRIACOS C. ARISTOTELOUS**, Professor  
*Books, Book Chapters, and Journal Articles (peer reviewed)*

"What is the Impact of Currency Unions on FDI Flows? Evidence from Eurozone Countries," South Eastern Europe Journal of Economics, Vol. 10, No. 2, Fall 2012, 87-98 (with Stylianos Fountas)

**MICHAEL A. LEVIN**, Assistant Professor  
*Books, Book Chapters, and Journal Articles (peer reviewed)*

Levin, Michael A., Jared M. Hansen, and Debra Laverie (2012), "Toward Understanding New Sales Employees' Participation in Marketing-Related Technology: Motivation, Voluntariness, and Past Performance," Journal of Personal Selling and Sales Management, 32 (3), 379-393.

Levin, Michael A., and Bruce C. Bailey (2012), "Competitive Balance as a Predictor of Season Attendance Among North American Non-Major Sports League," *Journal of Global Scholars of Marketing Science*, 22 (2), 117-130.

*Community Outreach/ Service Learning*

Tim Hortons served as a client for the location analysis project as part of the MKTG 4100 (Retail Management) course.

*Presentations and Posters*

Participated on a panel that discussed use of social media technology by sales representatives at the 2012 American Marketing Association Summer Educators' Conference.

Bailey, Bruce C. and Levin, Michael A. (2012), "Emporium Luggage: Opening a New Store," North American Case Research Association, Boston, MA.

Stawarz, Brian, Michael A. Levin, and Bruce C. Bailey (2012), "Advantage Food and Beverage (B)," Society for Case Research, Chicago, IL.

*Service/Leadership in the Profession*

Member of the editorial review board, *Journal of Marketing Theory and Practice*

**SHIRINE L. MAFI**, Professor

*Presentations and Posters*

Mafi, S. L. and Huber, M. Practical Learning through philanthropy-based education. Presentation for the 32nd Lilly International Conference on College Teaching, Oxford, Miami. November 2012.

**DEPARTMENT OF CHEMISTRY**

**JOAN M. ESSON**, Associate Professor  
*External Grants and Fellowships - Primary Investigator*

Primary Investigator, Cardinal Science Scholars: Enhancing Student Opportunities and Retention in Biochemistry, Chemistry, and Physics, National Science Foundation, \$482,992 (NSF S-STEM DUE 0850144)

*Presentations and Posters*

Joan M. Esson, Strategies to Enhance Student Retention in Chemistry, 22nd Biennial Conference on Chemical Education, The Pennsylvania State University, PA, July 2012.

Katelin Aisenbrey, Joan M. Esson, Development of a high throughput, colorimetric gold nanoparticle-based assay for heparin, American Chemical Society 243rd National Meeting, San Diego, CA, March 2012.

Joan M. Esson, Cardinal Science Scholar Program at Otterbein University: A program to increase student retention, American Chemical Society 243rd National Meeting, San Diego, CA, March 2012.

**DEAN H. JOHNSTON**, Professor

*Books, Book Chapters, and Journal Articles (peer reviewed)*

Johnston, D. H.; Miller, N. A.; Tackett, C. B. (2012). cis-Diamminedichloridoplatinum(II) N,N-dimethyl-formamide monosolvate. *Acta Cryst.*, E68, m863-m864.

*Presentations and Posters*

"Experimental structure determination in the undergraduate curriculum", Fall 2012 Philadelphia ACS National Meeting (NSF Catalyzed Innovations in the Undergraduate Curriculum), August 22, 2012.

**DEPARTMENT OF COMMUNICATION**

**ERIC K. JONES**, Associate Professor

*Sabbatical Outcomes*

Created a radio documentary entitled "Frustration, Fun and Fulfillment: The Dimensions of Mentoring Children," for his fall 2012 sabbatical project. The full documentary can be downloaded online at <http://frustrationfunfulfillment.wordpress.com> The documentary explores the relationships between mentors and mentees in an after-school mentoring program for 5th and 6th graders.

**SUSAN P. MILLSAP**, Interim Assistant Dean for Academic Affairs

*Presentations and Posters*

Millsap, S. Redesigning relationships after change. Paper presented at the National Communication Association National Convention, November 15-18, 2012, Orlando, FL.

Millsap, S. Seeking to become comprehensive: Reflecting on other associations' experiments and why Pi Kappa Delta has succeeded. Paper presented at the National Communication Association National Convention, November 15-18, 2012, Orlando, FL.



**CHRISTINA L. REYNOLDS**, Professor

*Presentations and Posters*

Reynolds, Christina. If you can't dazzle them with brilliance . . . Semester Conversion and its impact on the faculty-student advising relationship. Paper presented at the National Communication Association Annual Convention, November 15-18, 2012, Orlando, FL.

**DEPARTMENT OF EDUCATION**

**MARLENE K. DERINGER**, Associate Professor

*Community Outreach/Service Learning*

EDUC 3630 (Adolescent Literature), hosted local 5th graders for a tour of the Otterbein campus and an in-depth dialogue about graphic novels that both classes had been reading.

EDUC 5400 (Responsive Schools and MAT Internship), hosted local 7th graders for a tour of the Otterbein campus and a simulation of collaborative curriculum planning with students, based on students' questions and concerns about themselves and their world.

EDUC 3800 (Literacies in Content Areas), assisted teachers in ESL (English as a Second Language) classrooms and worked with ESL students at Heritage Middle School, Walnut Springs Middle School, and Westerville South High School, while learning how literacy skills support learning in all of the content areas.

*Honors and Awards*

Received Pi Lambda Theta (National Honor and Professional Association in Education) award on May 7, 2012, "In Recognition of Exceptional Contributions in Middle Level Teacher Education."

*Sabbatical Outcomes*

Presented findings of Fall 2011 Sabbatical, "Teachers' Perceptions of Readiness to Teach Young Adolescents, With or Without Middle Childhood Teacher Preparation," at the Annual Conference of the Association for Middle Level Education, November 8, 2012, Portland, OR. This qualitative study compared the status of teacher licensure and middle level teacher preparation in Ohio and California, based on interviews with California middle school teachers, administrators, and higher education faculty.

*Service/Leadership in the Profession*

As past Co-Advisor for CMLA National Officers, chaired the Collegiate Middle Level Association

Advisors' Board meeting at the Annual Conference of the Association for Middle Level Education, November 9, 2012, Portland, OR.

**CLARE R. KILBANE CLEARY**, Associate Professor  
*Books, Book Chapters, and Journal Articles (peer reviewed)*

Kilbane, C.R., and Milman, N.B. (2013). *Teaching models: Designing instruction for 21st century learners*. Boston: Allyn and Bacon.

*Presentations and Posters*

Keynote speaker at the Diocese of Columbus Summer Learning Academy held at the Jessing Center, Pontifical Theological Seminary, Worthington, OH in June 2012.

**KATHRYN M. PLANK**, Director, Center for Teaching and Learning

*Books, Book Chapters, and Journal Articles (peer reviewed)*

Rohdieck, S., Plank, K.M., and Kalish, A. (2012). Assessing consultations. In K. Brinko, ed. *Practically speaking: A sourcebook for instructional consultants in higher education*. Second Edition. Stillwater, OK: New Forums Press.

*Presentations and Posters*

Collins-Brown, E., and Plank, K. M. (2013). Teaching centers and the evolving role of technology in higher education. Session at AAC&U Annual Meeting, Atlanta, GA, January 23-26.

Plank, K. M. (2012). The paths people take through the services we offer. Session at 37th Annual POD Network Conference, Seattle, October 24-28.

Rohdieck, S., Plank, K., and Robinson, S. (2012). What students appreciate about teachers: Findings from a "Thank-a-prof" program. Session at 37th Annual POD Network Conference, Seattle, October 24-28.

Plank, K. M., and Maynell, L. (2012). Aligning student learning to course, department, and institutional goals. Keynote address and follow-up workshop at the International Symposium on the Advancement of University Teaching Quality. Chinese Culture University, Taipei, Taiwan, December 11-12.

Plank, K. M., and Maynell, L. (2012). Multiple methods for assessing teaching and learning. Keynote address at the International Symposium on the Advancement of University Teaching Quality. Chinese Culture University, Taipei, Taiwan, December 11-12.

Maynell, L., and Plank, K. M. (2012). Documenting teaching effectiveness. Keynote address and follow-up workshop at the International Symposium on the Advancement of University Teaching Quality. Chinese Culture University, Taipei, Taiwan, December 11-12.

Kalish, A., Plank, K. M., Johnson, T., Rohdieck, S., and Nelms, J. (2012). Course design institute. Pre-conference workshop at the 32nd Lilly International Conference on College Teaching. Oxford, OH, November 15-18.

Kalish, A., Plank, K. M., Johnson, T. (2012). Creating powerful course design institutes. Session at the 32nd Lilly International Conference on College Teaching. Oxford, OH, November 15-18.

*Service/Leadership in the Profession*  
President-Elect, The Professional and Organizational Development Network (POD).

**SUNWHA JUNG**, Assistant Professor

*Books, Book Chapters, and Journal Articles (peer reviewed)*

Jung, S., and Sainato, D. M. (in press). Teaching play skills to young children with autism. *Journal of Intellectual and Developmental Disability*.

Jung, S. (2012). Examination of intervention strategies to address the challenging behavior of young children with disabilities in the home. *The Korean Journal of Early Childhood Special Education*, 12 (3), 81-103.

**DIANE A. ROSS**, Associate Professor

*Books, Book Chapters, and Journal Articles (peer reviewed)*

Dever, R., Jones, K., Miller, J., Ross, D. and White, P. (in press) Ohio middle childhood licensure study. Research in at the Middle Level Online.

*Honors and Awards*

Martin Luther King Peace and Social Justice Award 2013.

*Service/Leadership in the Profession*

Visiting professor at the World Peace Academy, Basel, Switzerland, 2012-2013.

Visiting professor for Hacettepe University, Istanbul, Turkey, November 2012.

Folio reviewer for the Middle Level Teacher Preparation NCATE/NMSA Folio process, 2012-2013.

Member of NCATE Board of Examiner Review Team, 2012-2013.

**WENDY R. SHERMAN HECKLER**, Associate Vice President for Academic Affairs and Dean of University Programs

*External Grants and Fellowships - Primary Investigator*

OP2: *Operation Physics for Central Ohio Middle School Teachers, 2013-2014*. Funded as part of the Ohio Board of Regents' Improving Teacher Quality grants program for \$105,888. Wendy Sherman Heckler, P.I., 2013-2014.

**PAUL J. WENDEL**, Visiting Assistant Professor  
*Presentations and Posters*

Wendel, P. J. (2013, February 7-8). *Bring your own device: Using on-line tools for student collaboration in the science classroom*.

Presentation at the Science Education Council of Ohio Annual Conference, Dayton, OH.

Wendel, P. J., Hayes, P., McCormick, A., Raymond, M. (2013, February 7-8). *STEM teacher leadership: Preparing teachers for a new pedagogical model*. Panel presentation at the Science Education Council of Ohio Annual Conference, Dayton, OH.

## DEPARTMENT OF ENGLISH

**BETH RIGEL DAUGHERTY**, Professor

*Community Outreach/ Service Learning*

"Three Waves? Or a Tsunami? Feminism: Past, Present, and Future," Teens for Tolerance Festival, Columbus Alternative High School. March 7, 2012.

*Honors and Awards*

HAC Summer Writing Award.

*Presentations and Posters*

"Learning from Virginia Woolf: What Teachers Say," 22nd Annual Conference on Virginia Woolf, University of Saskatchewan, Saskatoon, Saskatchewan. June 8, 2012.

*Presentations and Posters*

"Educating Virginia Woolf: The Bounty of Libraries," Faculty Scholars presentation, Otterbein University. April 25, 2012.

*Published Reviews, Teaching Applications, and Essays*

Review of Elizabeth Samet's *Soldier's Heart: Reading Literature through Peace and War at West Point*. *Virginia Woolf Miscellany* 81 (Spring 2012): 27-28.

*Service/Leadership in the Profession*

Wrote back cover commentary for a new edition of Virginia Woolf's *Mrs. Dalloway*, edited by Jo-

Ann Wallace and published by Broadview Press in Canada.

**PAUL S. EISENSTEIN**, School Dean, Arts and Sciences  
*Books, Book Chapters, and Journal Articles (peer reviewed)*

(and Todd McGowan) *Rupture: On the Emergence of the Political*. Evanston: Northwestern University Press, 2013.

**JEREMY H. SMITH**, Professor  
*Published Reviews, Teaching Applications, and Essays*

"The Self, Its Ideal, and God: The Implications of Nonobjective Self-Experience. Review Essay on James G. Hart's *Who One Is*." *The New Yearbook of Phenomenology and Phenomenological Philosophy* 12 (forthcoming 2013).

#### **DEPARTMENT OF EQUINE SCIENCE**

**SHERI BIRMINGHAM**, Assistant Professor  
*Books, Book Chapters, and Journal Articles (peer reviewed)*

Drinkhouse, M., Birmingham, S.S.W., Fillman, R. and Jedlicka, H. (2012) Correlation of Human and Horse Heart Rates During Equine-Assisted Therapy Sessions with At-Risk Youth: A Pilot Study. *Journal of Student Research*, 3, 22-25.

#### **DEPARTMENT OF HEALTH AND SPORT SCIENCES**

**PAUL D. LONGENECKER**, Senior Instructor  
*Presentations and Posters*

Longenecker, P.D. and Nims, L. "Advance Care Planning Practices of Health Care Professionals," Midwest Care Alliance Conference, Healthcare Under Construction: Tools for the Future, Columbus, OH, October 30, 2012.

Longenecker, P.D. "Ethics for Hospice Managers: A Foundational Module of NHPCO's Hospice Manager Development Program," National Hospice and Palliative Care Organization 13th Clinical Conference, Scientific Symposium and Pediatric Intensive, It's About How We Care, Orlando, FL, November 4, 2012.

**SHELLEY S. PAYNE**, Assistant Professor  
*Presentations and Posters*

Platform presentation for the 2013 Self-Directed Learning Symposium: "Self-Directed Learning

Readiness for Selected Rehabilitation Professional Students: The Impact of Clinical Education," February 2013.

Platform presentation, "The impact of team-based learning on the development of critical thinking and self-directed learning readiness on students enrolled in a course within an accredited athletic training education program," For the 2013 Higher Education Teaching and Learning (HETL) Conference, Orlando, FL, January 2013.

*Service/Leadership in the Profession*  
Sub-Chair, OATA Research and Grants Subcommittee

**ANN-CATHERINE SULLIVAN**, Associate Professor  
*Community Outreach/ Service Learning*  
Sullivan, A.C. Head Start Body Start Physical Activity Workshop, Baltimore, OH, February 10, 2012.  
Sullivan, A.C. Special Olympics Young Athletes Program Workshop, Westerville, OH, September 1, 2012.

#### *Presentations and Posters*

Sullivan, A.C., Berkowitz, R. and Hitlan, C. Best of Both Worlds Workout Buddy Program, presented at the Ohio Association for Health, Physical Education, Recreation and Dance Annual Conference, Columbus, OH, December 5-7, 2012.

Sullivan, A.C., Hitlan, C., Montoya, J. and Slone, J. AcroSport Sequence Challenges, presented at the Ohio Association for Health, Physical Education, Recreation and Dance Annual Conference, Columbus, OH, December 5-7, 2012.

Sullivan, A.C., Maeda, J. and Randall, L. Unforeseen Expectations of a PETE Faculty Member, presented at the NASPE Conference on Physical Education Teacher Education, Planet Hollywood Hotel in Las Vegas, NV, October 3-6, 2012.

Sullivan, A.C., Maeda, J., Randall, L., Gorla, I, and Calegari, D. The Future of Adapted Physical Education and Adapted Sports in the USA, Canada and Brazil, presented at the International Forum of Physical Activities for Special Groups 6th International Congress of Physical Therapy, Natal, Brazil, September 14, 2012.

Sullivan, A.C. Infusing APE into PETE Programs: Using the K-12 Consultation Model, presented at the International Forum of Physical Activities for Special Groups 6th International Congress

of Physical Therapy, Natal, Brazil, September 14, 2012.

Sullivan, A.C., Maeda, J., and Randall, L. Inclusive Activities: Practices, presented at the International Forum of Physical Activities for Special Groups 6th International Congress of Physical Therapy, Natal, Brazil, September 15, 2012.

Sullivan, A.C., Berkowitz, R.J. and Dillon, S.M. Kindergarten: A Moving Experience, presented at the American Alliance for Health, Physical Education, Recreation and Dance Annual Meeting, Boston, MA, March 16, 2012.

Sullivan, A.C. and Berkowitz, R.J. Wheeling Through an Invasion Game Unit: Middle School Student's Attitudes, presented at the American Alliance for Health, Physical Education, Recreation and Dance Annual Meeting, Boston, MA, March 17, 2012.

*Publications and Essays (non-peer reviewed)*

Sullivan, A.C. Book review for Graber, K. and Woods, A. Physical Education for the Elementary Classroom, 2013.

Teacher, McGraw-Hill Higher Education, St. Louis, MO.

*Service/Leadership in the Profession*

Editorial Review Board The Physical Educator, 2011-present.

Head Start Body Start Physical Activity Consultant position, 2011-present.

NCATE Board of Program Reviewers (BoPR), 2009-present.

NCATE/NASPE Program Lead Reviewer, 2006-present.

NCATE/NASPE Program Reviewer initial level, 2000-present.

NCATE/NASPE Program Reviewer advanced level, 2009-present.

Adapted PE Central Expert ([www.pecentral.org](http://www.pecentral.org)), 2001-present.

**PATRICIA S. WILSON**, Senior Instructor  
*Community Outreach/ Service Learning*  
 Otterbein liaison for ShareBacAPac Childhood Hunger initiative; weekly program that provides meals over the weekends for 67 Westerville school children; help coordinate Otterbein University student volunteers.  
 American Heart Association HeartChase event.  
 Mark Twain Health and Fitness Night; oversee student project team to plan, implement and evaluate a local activity night for students and parents.

Best of Both Worlds, Otterbein University liaison;  
 Community partnership program with Westerville City Schools transition program for students with disabilities.

*External Grants and Fellowships - Primary Investigator*

State Farm Community Engagement Grant - \$1,200.

*Honors and Awards*

Selected as a presenter for the Otterbein University Donor Recognition Night.

Spotlighted in an article in the Westerville Magazine.

*Presentations and Posters*

AAEEBL (Association for Authentic, Experiential and Evidence-Based Learning) presentation: "Using ePortfolios to Bring Assignments Alive in Teacher Education," Southeastern US regional conference, Clemson, SC.

*Service/Leadership in the Profession*

American Heart Association - HeartChase coordinator FYS 1025 students (and three classes from HSS department) in the first ever HeartChase event held on a university campus and raised \$1,200 for the American Heart Association.

Presented two in-service workshops for Westerville City Schools Physical Education professionals.

**DEPARTMENT OF HISTORY AND POLITICAL SCIENCE**

**ANTHONY R. DeSTEFANIS**, Assistant Professor  
*Books, Book Chapters, and Journal Articles (peer reviewed)*

"The Road to Ludlow: Breaking the 1913-14 Southern Colorado Coal Strike," *Journal of the Historical Society*, 12 no. 2 (September 2012): pp. 341-390.

*NEH Faculty Project Grants*

Humanities Advisory Committee, Faculty Project Grant, Otterbein University: Used these funds to conduct research in Denver, Boulder, and Trinidad, CO, June 2012.

Humanities Advisory Committee, Faculty Project Grant, Otterbein University: Used these funds to conduct research in Denver, CO, July 2011.

*Presentations and Posters*

"Creating a Killer: The Colorado National Guard, the Legacy of Western Conquest, and the Ludlow Massacre," *American Studies Association Annual Conference*, San Juan, Puerto Rico, November 18, 2012.

"Creating a Killer: The Colorado National Guard, U.S. Empire, and the Ludlow Massacre," *Our Daily Work/Our Daily Lives* Brown Bag Visiting

- Scholar Series*, Michigan State University, Lansing, MI, November 9, 2012.
- "The Battle at Ludlow: Hour by Hour," *North American Labor History Conference*, Detroit, MI, October 20, 2012.
- "Strikebreaking Strategies in the 1913-14 Southern Colorado Coal Strike," *Pennsylvania Labor History Workshop*, John Harris-Simon Cameron Mansion, Harrisburg, PA, February 25, 2012.
- "The Road to Ludlow: Breaking the 1913-14 Southern Colorado Coal Strike," *Working-Class Studies Association Annual Conference*, University of Illinois-Chicago, June 22-25, 2011.

## **LIBRARY**

- RARES G. PILOIU**, Information Literacy Librarian, Assistant Professor  
*Presentations and Posters*  
"The narrative of decay in Eastern-European post-1989 Literature: the case of the Bulgarian novel "Decay" by Vladimir Zarev,"  
Collapse/Catastrophe/Change - American Comparative Literature Association Annual Conference, Brown University, April 2012.
- ALLEN REICHERT**, Electronic Access Librarian, Associate Professor  
*Service/Leadership in the Profession*  
Reviewer for LSTA (Library Services and Technology Act) Grants.
- ELIZABETH A. SALT**, Catalog Librarian, Professor  
*Community Outreach/ Service Learning*  
Professional librarian liaison to the Inniswood Library Committee, Inniswood Metrogardens, Westerville, OH, 2012-2013; Committee Chair, 2013.
- Honors and Awards*  
OPAL Service Award (given for outstanding service to the OPAL [Ohio Private Academic Libraries] consortium), August 3, 2012.
- Presentations and Posters*  
OPAL (Ohio Private Academic Libraries) Annual Conference, Franciscan University, Steubenville, OH, August 2-3, 2012. "Far Across the Ocean: An Otterbein Librarian, Shanghai Jiao Tong University."
- OPAL (Ohio Private Academic Libraries) Annual Conference, Franciscan University, Steubenville, OH, August 2-3, 2012. "Dive Into RDA: The New Cataloging Code," (with co-presenters David Powell [Methodist Theological

- School in Ohio] and Jack Wu [Franciscan University]).
- Published Reviews, Teaching Applications, and Essays*  
Salt, E.A., Flannery, K., and Marcus, J. *The Creation of Inequality: How Our Prehistoric Ancestors Set the Stage for Monarchy*, Harvard University Press, *Library Journal* 137:10, June 1, 2012, p. 108.
- Salt, E.A. and Diamond, J. *The World Until Yesterday: What Can We Learn from Traditional Societies?*, Viking, *Library Journal* 137:19, October 15, 2012, p. 82.
- Salt, E.A. and Ballerini, L. *A Feast of Weeds: A Literary Guide to Foraging and Cooking Wild Edible Plants*, University of California Press, *Library Journal* 137:19, November 15, 2012, p. 94.
- Salt, E.A., Coe, M.D., and Brukoff, B. *Royal Cities of the Ancient Maya*, Vendome, *Library Journal* 137:19, November 15, 2012, p. 90.
- LOIS F. SZUDY**, Library Director, Associate Professor  
*Community Outreach/ Service Learning*  
President and Board Member, PBJ Connections, Inc. (provides mental and behavioral therapy for children and their families using horses).  
*Service/Leadership in the Profession*  
Re-elected as Treasurer of the Friends of the Otterbein University Courtright Memorial Library; served as editor of the newsletter.  
Member of the Ohio Private Academic Libraries (OPAL) Directors Council.  
Member of the OhioLINK Independent College Directors Council.  
Elected to the OHIONET Board of Trustees for a three (3) year term.  
Co-Advisor to the Otterbein University Chapter of Alpha Lambda Delta/Phi Eta Sigma Honorary Society.  
Secretary/Treasurer of the Otterbein University Chapter of Torch and Key Honorary Society.  
Campus Coordinator for the United Way Campaign for Otterbein University.
- JANE H. WU**, Systems Librarian, Associate Professor  
*Presentations and Posters*  
"Bridging the Gap, Qualitative and Quantitative Collection Analysis Study in Response to Changing Curricula for an Interdisciplinary Program," American Library Association Ohio Chapter (ALAO) Annual Conference presentation, October 26, 2012.

"Globalization and Libraries, What Are Academic Librarians Role in Response to Their Institution's Internationalization Efforts," American Library Association Ohio Chapter (ALAO) Annual Conference presentation, October 26, 2012.

"Participatory Librarianship: Academic Librarians Role in the Changing Campus Internationalization Environment," Association of College and Research Libraries' Annual Conference Poster Session, April 10-13, 2013.

#### **DEPARTMENT OF MATHEMATICAL SCIENCES**

**DUANE G. BUCK**, Professor

*Presentations and Posters*

Presentation "First Do No Harm: Deferred Checked Exception Handling Promotes Reliability" delivered on October 2 at the Hilton San Francisco, as part of JavaOne 2012, sponsored by Oracle. The presentation slides and recording are available for download at <http://www.oracle.com/javaone>.

**WILLIAM V. HARPER**, Professor

*Books, Book Chapters, and Journal Articles (peer reviewed)*

Harper, William V., Eschenbach, Ted G., "Modeling Arctic Oil Spill Rates: A Case Study of Average vs. Fixed/Variable Risk Models", Engineering Management Journal, March 2013.

Harper, William V., Maier, Clifford J., Pamela J. Moreno, David J. Stucki, Steven J. Polasik, Thomas A. Bubenik, David A.R. Shanks, and Neil A. Bates, "Application and Validation of Statistically Based Corrosion Growth Rates", Proceedings of the 2012 International Pipeline Conference, IPC2012-90424, September 24-28, 2012, Calgary, Alberta, Canada, pp 1-7.

Harper, William V., David J. Stucki, Clifford J. Maier, Thomas A. Bubenik, David A.R. Shanks, and Neil A. Bates, "Improved Comparison of ILI Data and Field Excavations", Proceedings of the 2012 International Pipeline Conference, IPC2012-90440, September 24-28, 2012, Calgary, Alberta, Canada, pp 1-4.

Harper, William V., Moreno, Pamela J., Neil A. Bates, David A.R. Shanks, David J. Stucki, Clifford J. Maier, and Thomas A. Bubenik, "Development and Application of Local Corrosion Growth Rates for Pipeline Integrity Assessments", NACE Corrosion 2012, Salt Lake City, Utah, March 11-15, 2012.

Harper, William V., Payne, Shelley, Peter Rundquist, Julie Gahimer, "Learner profile development for selected rehabilitation professional students: the impact of clinical education" submitted to the Journal of Physical Therapy Education, February 2012.

Harper, William V., Review of Guangli Zhang, Jinheng Luo, Xinwei Zhao, Hua Zhang, Liang Zhang, Yi Zhang", Research on probabilistic assessment method based on the corroded pipeline assessment criteria", International Journal of Pressure Vessels and Piping 95, 2012, pp 1-6, Elsevier.

**THOMAS R. JAMES**, Professor

*Published Reviews, Teaching Applications, and Essays*

A mobile phone version of MyOtterNet, called MyOtterNet Mobile, published online May 17, 2012 at

<http://ww2.otterbein.edu:8080/m/myOtterNet.jsp> along with its supporting reference

<http://ww2.otterbein.edu:8080/m/tryMobileMyOtterNet.html>

**MATTHEW J. McMULLEN**, Senior Instructor

*Presentations and Posters*

"Designing Better Medical Tests - Choosing Sensitivity and Specificity to Minimize Total Social Cost", Ohio Mathematical Association of America Fall Conference, October 20, 2012.

*Service/Leadership in the Profession*

Member, Ohio Mathematical Association of America Committee on Student Membership.

Member, American Invitational Mathematics Examination Problems Review Board.

**ADRIANA NENCIU**, Assistant Professor

*Service/Leadership in the Profession*

Organizer of "Special Session on Groups, Representations, and Characters" at the Fall Central Sectional Meeting of the American Mathematical Society. University of Akron, Akron, OH on October 20-21, 2012.

**PETE SANDERSON**, Professor

*Books, Book Chapters, and Journal Articles (peer reviewed)*

"Some Worked Better Than Others: Experience with a Variety of Service-Learning Projects", Ken Vollmar and Pete Sanderson, *Service-Learning in Information Sciences*, Brian Nejme (Editor), Wiley and Sons, 2012.

**SUSAN E. THOMPSON**, Professor

*Presentations and Posters*

"Flexible Options to Prepare Students for University-Level Mathematics." Presentation at the Joint Mathematics Meetings, San Diego, CA, January 2013.

**DEPARTMENT OF MUSIC**

**AMY D. CHIVINGTON**, Professor

*Artistic Exhibits and Performances*

November 14-17, 2012: The Teacher Performance Assessment, Benchmarking Conference, Performing Arts, San Antonio, TX.

September - November 2012: A Music Education Partnership with Jazz Arts Group, Columbus, OH.

April 24, 2013, Urbana University, High School Choral Festival, Clinician/Conductor.

Marietta College, Ohio Music Education Association, High School Solo and Ensemble Contest, Judge.

Fairfield Junior High School, Fairfield, Ohio, Ohio Music Education Association, Junior High School Solo and Ensemble Contest, Judge.

Archibold High School, Archibold, Ohio, Ohio Music Education Association Association, Large Group Contest, Judge.

**MICHAEL S. YONCHAK**, Assistant Professor

*Artistic Exhibits and Performances*

Otterbein Faculty Jazz Combo concert; August 30, 2012

Solo Percussion performance, Music Faculty Showcase Recital; September 16, 2012

Otterbein Faculty Jazz Combo concert; January 30, 2013

Whiskey Mile (local Irish band) performs at Columbus Young Professionals' "Date to Remember" charity event at the LC Pavilion; February 23, 2013

*Grant Participant*

"America's Music" Film Series; January 6 - February 10, 2013. Initial grant of \$2500 from the National Endowment for the Humanities, and supplemental support and /or funding from the Office of Academic Affairs, Common Book Committee, Humanities Advisory Committee, Music Department, Office of Sponsored Programs, and the Westerville Public Library. Otterbein and the Westerville Public Library were one of 50 partnerships selected nationally for the opportunity to present this film series.

**DEPARTMENT OF NURSING**

**KAY A. BALL**, Associate Professor

*Books, Book Chapters, and Journal Articles (peer reviewed)*

Ball, K. (2012). Transition from the Operating Room to the PACU. In J. Odom-Forren (Ed.). *Drain's Perianesthesia Nursing: A Critical Approach* (6th ed.). Philadelphia: Saunders/Elsevier.

Ball, K. (2012). Care and the Laser/Laparoscopic Surgical Patient. In J. Odom-Forren (Ed.). *Drain's Perianesthesia Nursing: A Critical Approach* (6th ed.). Philadelphia: Saunders/Elsevier.

*Community Outreach/Service Learning*

Delaware County Smoke-Free Task Force: Member  
Congressman Pat Tiberi Political Campaign: Team Member

State Representative Andrew Brenner Political Campaign: Team Member

*Presentations and Posters*

May 11, 2012 Leadership Workshop. Panel discussion on importance of membership in nursing organizations. Otterbein University.

May 18, 2012 Presentations on Energies Used in Surgery (Advanced Bipolar and Ultrasonics) along with Hazards of Surgical Smoke at OR Champs seminar hosted by Ethicon Endosurgical Inc. in Chicago, IL.

May 24, 2012 Lecture on hazards of surgical smoke and evacuation practices. Australian College of Operating Room Nurses (ACORN), Darwin, Australia. (peer reviewed - abstract submitted)

May 29, 2012 Lecture on hazards of surgical smoke and evacuation practices. Operating Room Nurses of New Zealand, Wellington, NZ. (peer reviewed - abstract submitted)

June 23, 2012 Lecture on surgical smoke hazards and practices. Florida Council of Perioperative Nurses, Orlando, FL. (peer reviewed - abstract submitted)

September 7, 2012 Presentations on Energies Used in Surgery (Advanced Bipolar and Ultrasonics) along with Hazards of Surgical Smoke at OR Champs seminar hosted by Ethicon Endosurgical Inc. in Indianapolis, IN.

September 28, 2012 Presentations on Energies Used in Surgery (Advanced Bipolar and Ultrasonics) along with Hazards of Surgical Smoke at OR Champs seminar hosted by Ethicon Endosurgical Inc. in Denver, CO.

October 27, 2012 Presentation on the Hazards of Surgical Smoke in Red Deer, Alberta, Canada at the Alberta Perioperative Nurses Conference.

November 3, 2012 One day presentation on Lasers in Healthcare in St. Catharine, Ontario, Canada.

January 12, 2013 Closing speaker at AORN/ASPAN Collaborative Conference, Perioperative Patient Safety: A Collaborative Endeavor. Lecture title, Would You Recommend Your Lifestyle to Your Patients? in Columbus, OH.

January 14, 2013 Presentation on Would You Recommend Your Lifestyle to Your Patients? at the Central Ohio Health Educators meeting in Columbus, OH.

January 17, 2013 Presentation on the Hazards of Surgical Smoke at the ConMed National Sales meeting in Phoenix, AZ.

*Publications and Essays (non-peer reviewed)*

Ball, K. August 2012. It's time to go smoke-free (interview with Kay Ball - edited by Daniel Cook). *Outpatient Surgery*, 13(8): pp.22-26.

Ball, K. (2012). Video. *Interview: In Behind the Mask: Facial Protection*. Chicago: Cardinal Health.

*Study Guides:*

Ball, K. (2012). *Stray Electrosurgical Burns from Insulation Failure: Preventable Accidents*. Bellefontaine, OH: Mobile Instrument Service and Repair, Inc.

Ball, K. (2012). *The Challenge of Small Diameter Flexible Endoscopes*. Bellefontaine, OH: Mobile Instrument Service and Repair, Inc.

Ball, K. (2012). *Powered Surgical Instruments and Equipment: The Challenge of Reprocessing*. Bellefontaine, OH: Mobile Instrument Service and Repair, Inc.

Ball, K. (2012). *Safe Handling and Reprocessing of Rigid Endoscopes*. Bellefontaine, OH: Mobile Instrument Service and Repair, Inc.

Ball, K. (2012). *The Care and Maintenance of Video Cameras*. Bellefontaine, OH: Mobile Instrument Service and Repair, Inc.

Ball, K. (2012). *Surgical Smoke Self Study Guide*. Mansfield, MA: Covidien.

*Service/Leadership in the Profession*

Association of periOperative Registered Nurses (AORN): Past President, International Relations Committee, Scholarship Committee.

AORN Foundation: Silent Auction Task Force

AORN of Central Ohio: Official representative to the Ohio Council for Perioperative Nurses, Delegate to AORN Congress.

Ohio Nurses Association (ONA): Delegate to American Nurses Association convention, Health Policy Council member.

MidOhio District Nurses Association (MODNA): Legislative Committee Chair, Moderator at Candidates Night.

Central Ohio Health Educators (COHE): Program Committee. Liaison to ONA/COHE DNP poster invitational event.

American Society for Laser Medicine and Surgery (ASLMS): Member

American Society for PeriAnesthesia Nurses (ASPAN): Member

Association of Infection Control Practitioners and Epidemiology (APIC): Member

Sigma Theta Tau, Kappa Lambda Chapter: Member

Ohio Medical Reserve Corps: Volunteer

**SUSAN A. BUTZ**, Instructor

*Books, Book Chapters, and Journal Articles (peer reviewed)*

Health Policy Institute of Ohio publication, October 2012, "Guide to State Health Rankings and Scorecards"- co-authored.

*Presentations and Posters*

Poster presentation at the American Association of Colleges of Nursing National Clinical Nurse Leader conference, January 2012, "The Impact of Reflective Journaling on Learning and Satisfaction of Graduate CNL Nursing Students".

Poster presentation with Dr. Patricia Keane at the International Osteoporosis Symposium, April 4, 2012, "Evaluation of the Osteoporosis Self Screening Tool for Osteoporosis in American Women".

*Service/Leadership in the Profession*

American Association of Colleges of Nursing (AACN) - participated as an external reviewer for selection of candidates for full scholarships to the annual AACN Nurse In Washington Internship program - reviewed for candidates for the March 2013 conference.

**JOHN D. CHOVAN**, Assistant Professor

*Books, Book Chapters, and Journal Articles (peer reviewed)*

Chovan, J. D., Warren, B. J., Menke, E., and Barker, E. (in press). Structure and process evaluation of an in-patient palliative care consultation service. Accepted for publication in *Journal of Hospice and Palliative Nursing*, 15(2).



### *Presentations and Posters*

Chovan, J. D., and Vogt, M. (November 2012). The lived experience of the dually-doctorally-prepared nurse. [poster] 2012 International Nursing Conference, Guangxi Medical University College of Nursing, Nanning, Guangxi Province, China.

**ALICIA K. RIBAR**, Assistant Professor

### *Completion of Doctoral Degrees*

Doctor of Philosophy. Duquesne University, Pittsburgh, PA School of Nursing, 2012, PhD in Nursing. Dissertation: The Meaning and Experiences of Healthy Eating in Mexican American Children: A Focused Ethnography.

### *Presentations and Posters*

Ribar, A. What does "Healthy Eating" mean to the Mexican-American Child?, 2013 Midwest Nursing Research Conference, Chicago, IL. Paper.

Ribar, A. Understanding the Meaning of Healthy Eating for Mexican American Children and the Nurses' Role: The First Step to Culturally Congruent Care. 2012 State of the Science Congress on Nursing Research, The Council for the Advancement of Nursing Science's, Washington, D.C., September 2012.

**BARBARA H. SCHAFFNER**, School Dean, Professional Studies and Dean of The Graduate School  
*Books, Book Chapters, and Journal Articles (peer reviewed)*

Vogt, M., Schaffner, B. and Chavez, R.  
"Bronchospasms: A Case Study in Clinical Decision Making", American Journal for Nurse Practitioners, accepted for publication November 12, 2012.

Vogt, M., and Schaffner, B., 2012, "Using Audience Response Systems for Classroom Post-Test Reviews", Quick Hits: Teaching with Technology, R.K. Morgan and K.T. Olivares (Eds.), Indiana University Press, 94-95.

**JOY R. SHOEMAKER**, Instructor

### *Community Outreach/Service Learning*

LEADS Community Action Agency Head Start Services Advisory Committee, Newark, Ohio.

### *Presentations and Posters*

Poster presentation: "The Navajo Nation: the Baccalaureate Nursing Student's Cultural Immersion". Presented at the 2012 Lilly Conference on College and University Teaching in Oxford, Ohio on November 15 -18, 2012.

Research Project Proposal with LEADS Early Start Program, Newark, Ohio and Ohio Reformatory for Women (ORW), Marysville, Ohio to study the effects of Early Intervention on the Incarcerated Mother and her child. The project proposal abstract was presented to the National Association of Pediatric Nurse Practitioners (NAPNAP) National Conference October 2011.

### *Service/Leadership in the Profession*

Implemented Health Fairs at two local Senior Housing Centers with students enrolled in Nursing 2600.

Conducted a Head Start Parent Socialization workshop "Stress Reduction and Coping for Parents of Young Children" for parents and community members at the Delaware and Marysville centers in Fall 2012.

## **DEPARTMENT OF PHYSICS**

**AARON W. REINHARD**, Assistant Professor

### *Books, Book Chapters, and Journal Articles (peer reviewed)*

"Spontaneous-emission-induced transition rates between atomic states in optical lattices," with Jean-Félix Riou, Laura A. Zundel, and David S. Weiss, Physical Review A 86, 033412, 2012.

"Self-Trapping in an Array of Coupled 1D Bose Gases," with Jean-Félix Riou, Laura A. Zundel, David S. Weiss, Shuming Li, Ana Maria Rey, and Rafael Hipolito, Physical Review Letters 110, 033001, 2013.

**NATHANIEL J. TAGG**, Assistant Professor

### *Books, Book Chapters, and Journal Articles (peer reviewed)*

"Measurements of atmospheric neutrinos and antineutrinos in the MINOS Far Detector By MINOS Collaboration," P. Adamson et al, Phys. Rev. D86, 052007, 2012.

"Demonstration of Communication using Neutrinos," D.D. Stancil, P. Adamson, M. Alania, L. Aliaga, M. Andrews, C. Araujo Del Castillo, L. Bagby, J.L. Bazo Alba et al, Mod. Phys. Lett. A27 1250077, 2012.

"An improved measurement of muon antineutrino disappearance in MINOS By MINOS Collaboration," with P. Adamson et al., Phys. Rev. Lett. 108,191801, 2012.

"Search for Lorentz invariance and CPT violation with muon antineutrinos in the MINOS Near Detector by MINOS Collaboration," with P. Adamson et al, Phys. Rev. D85, 031101, 2012.

"Arachne - A web-based event viewer for MINERvA." N.Tagg et al, Nucl. Instrum. Meth. 676.44-49, 2012.

#### *Presentations and Posters*

International Conference on Neutrino Physics and Astrophysics for the MINERvA experiment.

"Long Term Performance of the MINOS Calibration Procedure," 25th International Conference on Neutrino Physics and Astrophysics, with Sarah Phan-Budd (Argonne National Lab ), with Jeide Jong, Sarah Phan-Budd, Luke Corwin, Mark Mathis, and Richa Sharma for the MINOS collaboration.

### **DEPARTMENT OF PSYCHOLOGY**

**MEREDITH C. FREY**, Assistant Professor  
*External Grants and Fellowships - Primary Investigator*

U.S. Army Research Institute, "Predicting success from elementary cognitive tasks," Arlington, VA, Laurie-Rose, C., September 2012. [Award: \$225,700].

**VICTORIA A. MCGILLIN**, Provost and Vice President for Academic Affairs

*Books, Book Chapters, and Journal Articles (peer reviewed)*

McGillin, V. and Lehman, K. (in press) Choosing a Model and Mode of Delivery. In Heidi Koring and Dana Zahorik (Eds.). Peer Advising Monograph. National Academic Advising Association Monograph Series.

#### *Honors and Awards*

Recognized by the National Academic Advising Association for Contributions to Faculty Advising: Theory, Practice and Delivery of Advising Cluster

#### *Presentations and Posters*

McGillin, V and Kolander, J. Restructuring Academic Affairs. 2012 Council of Independent Colleges Chief Academic Officers Institute, San Antonio, TX, November 4, 2012.

McGillin, V. Workshop for New Chief Academic Officers: Case Studies. Council of Independent Colleges Chief Academic Officers Institute, San Antonio, TX, November 3, 2012.

### **DEPARTMENT OF RELIGION AND PHILOSOPHY**

**GLENNA S. JACKSON**, Professor

*Books, Book Chapters, and Journal Articles (peer reviewed)*

"Another Look at the Canaanite Woman," The Fourth R 25/5, pp. 10-14, September-October 2012.

#### *Honors and Awards*

Visiting Scholar, Presbyterian Theological Seminary of Cameroon, Kumba, Cameroon, February 2012.

Visiting Scholar, University of Helsinki, University of Eastern Finland, and Diocese of Kuopio, September 2012.

#### *Presentations and Posters*

"More Parables Contexts in Africa," International Society of Biblical Literature Annual Meeting, Amsterdam, July 2012.

"Jesus in Zimbabwe: Poverty Is Not Blessed, But The Poor are to be Congratulated," with Samuel Dzobo, Society of Biblical Literature Annual Meeting, Chicago, IL, November 2012.

#### *Service/Leadership in the Profession*

Examiner, The University of Sydney, Australia, Ph.D. Studies in Religion.

Chair and Presider, Synoptic Gospels Section of the International Society of Biblical Literature.

Co-Chair, Poverty in the Biblical World Section of the Society of Biblical Literature.

Bible of the Poor Project with scholars from Finland. Editorial Board, The Fourth R: An Advocate for Religious Literacy.

Reviewer, Hervormde Teologiese Studies, University of Pretoria, South Africa.

**STEPHANIE L. PATRIDGE**, Associate Professor

*Books, Book Chapters, and Journal Articles (peer reviewed)*

"Pornography, Ethics, and the Gamer's Dilemma," Ethics and Information Technology. Available on-line  
<http://link.springer.com/article/10.1007/s10676-012-9310-1>, print forthcoming, 2013.

#### *Presentations and Posters*

"Moral and Aesthetic Contextualism," co-authored with Andrew Jordan, American Society of Aesthetics: Pacific Division Meeting, Pacific Grove, CA.

**DEPARTMENT OF SOCIOLOGY AND  
ANTHROPOLOGY**

**MIRANDA C. HALLETT**, Assistant Professor

*Books, Book Chapters, and Journal Articles (peer reviewed)*

"Better Than White Trash: Work Ethic, Latinidad and Whiteness in Rural Arkansas," *Latino Studies*, vol. 10 (1-2), 81-106, 2012.

*Honors and Awards*

Citizen Teacher Award from Otterbein's Center for Community Engagement.

*Presentations and Posters*

"Rooted /Uprooted: Place, Policy, and Salvadoran Transnational Identities in Rural Arkansas," at annual meeting of the Latin American Studies Association, San Francisco, California: May 25-27, 2012.

"Borders of the Public: Framing the Inclusion and Exclusion of Undocumented Migrants," with M. Jones-Correa, at annual meeting of the Law and Society Association, Honolulu, Hawaii, June 6-10, 2012.

**LEESA J. KERN**, Assistant Professor

*Artistic Exhibits and Performances*

Kern, L.J. and Lundman, R.J. "Women In Police Blue: An Organizational Demography of the Gender Composition of Urban Police Patrol Work Groups," *Sociological Focus* 45:221-233, 2012.

*Books, Book Chapters, and Journal Articles (peer reviewed)*

"Women In Blue: An Organizational Demography of the Gender Composition of Urban Police Patrol Work Groups," with Richard J. Lundman, *Sociological Focus* 45:221-233., 2012.

**DEPARTMENT OF THEATRE AND DANCE**

**ROBERT W. JOHNSON**, Professor

*Artistic Exhibits and Performances*

Scenic Designer for the show "Chicago," produced by Shadowbox Live Productions, Columbus, OH, October 2012.

Lighting Designer for the show "The Fairy Queen," produced by Ohio Wesleyan University, Delaware, OH, November 2012.

*Sabbatical Outcomes*

Composer and Recording Artist for "Pulse," the major culminating piece for the Dance Concert

2012, produced by Otterbein University  
Department of Theatre and Dance, Westerville,  
OH, November 2012.

**CHRISTINA M. KIRK**, Professor

*Artistic Exhibits and Performances*

Directed William Shakespeare's "Richard III," for Otterbein University's Department of Theatre and Dance, March 2012.

Directed Neil Simon's "Barefoot in the Park," for Otterbein Summer Theatre, June 2012.

*Sabbatical Outcomes*

Adapted Shakespeare's "Antony and Cleopatra" for a mixed media production entitled "Cleopatra" presented by Columbus Dance Theatre at the Lincoln Theatre, January 2013. (Sabbatical was Fall Semester 2012 and also included preparation and rehearsal to perform the role of Cleopatra in January 2013.)

**MELISSA J. LUSHER**, Associate Professor

*Artistic Exhibits and Performances*

Directed "Spring Awakening" for Otterbein Theatre (named one of the 10 Best Productions of 2012 by the Columbus Dispatch), 2012.

Coached Spanish and New York dialects for Otterbein Summer Theatre's production of "Barefoot in the Park," 2012.

Coached High British and Cockney dialects for Otterbein Summer Theatre's production of "Something's Afoot," 2012.

Coached German dialect and speech for Otterbein Theatre's production of "After the Fall," 2012.

**WILLIAM E. VAUGHAN**, Professor

*Artistic Exhibits and Performances*

Screenplay "slammin' doors."

**DANA L. WHITE**, Professor

*Artistic Exhibits and Performances*

Lighting Design, Nomination for Best Lighting Design, Michigan Professional Critics Association, "A Stonecarver," Purple Rose Theatre Co., Chelsea, MI.

Lighting Design, "Superior Donuts," Regional Premier, Purple Rose Theatre Co., Chelsea, MI.

## EXTERNAL GRANT AWARDS (reported by the Office of Sponsored Programs)

**JOHN KENGLA**, Senior Instructor, School of Arts and Sciences  
Columbus City Schools (\$8,000). This award will support the seventh year of the Ubuntu Mentoring and Leadership for College, a program for urban youth that educates through group mentoring. Guided by University and high school faculty and a carefully constructed curriculum, Otterbein students meet each week with students at two Columbus City Schools (CCS), Linden-McKinley STEM Academy and Mifflin High School. Together the students form a community of practice and learn to: 1) apply their own signature strengths in new ways; 2) increase their engagement in learning; 3) grow their college aspirations and understanding of college access; 4) employ resilience skills; 5) advance their active levels of self-control and self-discipline; and 6) practice civic responsibility—all of which are the foundations for strong character, life-long learning and, in the short term, are skills students can use to improve their chances for college access and success.

**MARJORIE VOGT**, Professor, Nursing and **JULIE SAKER**, Director, Student Conduct and Wellness, Student Affairs  
Cardinal Health (\$10,000). The Department of Nursing and Student Affairs Office at Otterbein University plans to expand current programs related to Prescription Medication Misuse. The Prescription Education Program (PEP) was initiated through meetings with the Department of Nursing, Student Affairs Office, the Otterbein University Student Nurses Association (OUSNA) and the Ohio State University Generation Rx. Otterbein plans to expand our educational activities to the university community and initiate educational activities into the senior citizens' community, the school health community and advance practice nurses using established service learning collaborations. By targeting these community populations, we will be meeting the grant program goals of increasing awareness of the prescription drug abuse issue - increasing knowledge of how to reduce access to

prescription drugs and willingness to openly discuss the issue of prescription drug abuse.

**ELIZABETH SIEBERT**, Nursing  
Health Resources and Services Administration (\$15,775). The purpose of this project is to increase the numbers of certified registered nurse anesthetists (CRNAs) in central Ohio and rural Ohio Appalachia. Before this program began at Otterbein in 2010, there had not been a nurse anesthesia program in Central Ohio since 1987. This award will be used to 1) fund graduate nurse anesthesia students past their first 12 months of study, and 2) financially support minority and underprivileged nurse anesthesia students past their first 12 months of study.

**SUE CONSTABLE**, Associate Professor, Education  
United States Department of Education (\$373,537), renewable for an additional four years. The Central Ohio English Learner Education Collaborative (COELEC) unites key central Ohio community organizations, k-12 schools and Otterbein University to provide effective programs to enrich the lives of English Learners through education. COELEC has three major goals: To better prepare 90 current classroom teachers, especially those who teach grades 6 through 12, to provide quality instructional support to English Language Learners; to better prepare all Otterbein teacher education students to support English Language Learners in k-12 classrooms; and 3) to provide opportunities through financial support for 30 local English Language Learners to earn a paraprofessional or teaching license.

**MICHAEL YONCHAK**, Assistant Professor, Music  
National Endowment for the Humanities (\$2,500).  
"America's Music" is a six-week public program featuring six documentary film screenings and scholar-led discussions of twentieth-century American popular music. The six sessions focus on these uniquely American musical genres: blues and gospel; Broadway; jazz; bluegrass and country; rock 'n' roll; and mambo and hip-hop. The project will provide DVD's of compelling documentary films, discussion guidelines, original essays by eminent scholars,

extensive resource guides, and web support. A partnership with the Westerville Public Library is intended to open up multiple opportunities for outreach and community engagement.

**MEREDITH FREY**, Assistant Professor *and*  
**CYNTHIA LAURIE-ROSE**, Professor, Psychology  
United States Army Research Institute (\$225,700).

The research study "Predicting Success with Elementary Cognitive Tasks" is concerned with identifying and measuring the aptitudes and skills that are unique to the human performance requirements of Army personnel and the psychological factors that could influence recruitment, retention, and Army performance.

**MICHELE ACKER**, Professor, Psychology  
**SARAH BOUCHARD**, Associate Professor, Biology and Earth Science

**CARRIGAN HAYES**, Assistant Professor, Chemistry  
**PAUL EISENSTEIN**, Dean, School of Arts and Sciences  
**VICTORIA MCGILLIN**, Provost, Academic Affairs  
National Science Foundation (\$79,898), renewable for an additional year. Otterbein University will conduct a self-assessment that will identify barriers to equitable employment policies and practices for women faculty in STEM disciplines. In conducting the assessment, we will raise the profile of these issues on campus and develop recommendations and policies that serve as a model for other small liberal arts and comprehensive institutions. Our assessment will focus on four main categories: (1) Bias and Climate, (2) Service Obligations, (3) Work-Life Balance, and (4) Invisible Women and Dual-Career Couples. To conduct our investigation, we will (1) compile data from pre-existing sources on campus; (2) conduct surveys and interviews and convene focus groups and professional learning communities; and (3) visit ADVANCE-funded institutions.

**MICHAEL HOGGARTH**, Professor, Biology and Earth Science  
Ohio Department of Natural Resources (\$6,500). Dr. Hoggarth, assisted by Matt Thomas of The Ohio State University, will survey freshwater mussels in Middle Harbor on Lake Erie to determine the species present, relative densities and mussel bed location.  
Friends of Big Walnut Creek (\$6,000). Professor Hoggarth will perform a mussel survey of the

lower Big Walnut Creek and selected tributaries from Hoover Reservoir to its mouth with the Scioto River in Franklin and Pickaway counties.

**ROBERT BRAUN**, Assistant Professor, Health and Sports Science

Ohio Commission on Minority Health (\$3,000). The CAR (Columbus Area Rescue) on Obesity, 2013 project is designed for approximately 300 elementary school youth, primarily of African American and Somali decent who reside in the Columbus area. These students will learn the importance of physical activity and will be given resources to motivate them to exercise. Similarly, they will learn to live healthier lives through better nutrition. The program will address many topics, including the myths and realities of food addictions and the need for physical activity.

**MELISSA KESLER GILBERT**, Associate Dean, Experiential Learning and Community Engagement

Illinois Campus Compact (\$1,200). The 2013 Martin Luther King, Jr. Day-ON event consisted of participation in the Westerville Martin Luther King, Jr. day breakfast and the Martin Luther King, Jr. Community Day comprised of six service projects designed to address the critical issues that students see in the community.

The Women's Fund of Central Ohio (\$13,000). Through the Otterbein Women's Leadership Network (The NET) girls, students, and community leaders will cultivate a collaborative system of support to increase women's upward social and economic mobility while participating in educational, networking, and transformational leadership opportunities.

**PAUL EISENSTEIN**, Dean, School of Arts and Sciences  
Owens Corning Science and Technology, LLC (\$1,300). The Martin W. Essex School for the Gifted and Talented™ is an experiential educational program that provides gifted and talented rising high school seniors from throughout Ohio opportunities for creative and intellectual discovery and career exploration. Otterbein was chosen to host the one-week residential camp by the School Study Council of Ohio, which owns the trademark. Students participate in academic sessions led by Otterbein professors and designed to challenge their capacity for creative expression and their ability to confront salient scientific and ethical

questions. Social time is set aside each day to learn from their peers and to create friendships. The Owens Corning gift will provide two scholarships.

**WENDY SHERMAN HECKLER**, Associate Vice-President for Academic Affairs  
Ohio Board of Regents (\$105,888). The goal of Operation Physics is to develop an understanding of basic physics among teachers of students in grades 4-9. Teachers will enroll in 9 quarter credit hours (5 semester hours) of graduate coursework through Otterbein University that will provide them with

sequences of inquiry activities, demonstrations, readings, and outside projects to be completed with their students. Teachers will learn to recognize and challenge some naive ideas in order to inspire student interest in physics concepts, encourage problem-solving, and improve student learning in areas of physical science specified in Ohio's Academic Content Standards. Teacher participants will receive approximately 90-100 hours of instruction between the summer of 2013 and spring of 2014.

## **CENTER FOR TEACHING AND LEARNING**

### **2013 January Blended Learning Course Transformation Mini Grants**

**JENNIFER BENNETT**, Assistant Professor, Biology and Earth Science  
**KIMBERLEE GOODMAN**, Adjunct Professor, Music  
**DEE KNOBLAUCH**, Associate Professor, Education  
**JOAN ROCKS**, Associate Professor, Health and Sport Sciences

**CARRIE SCHECKELHOFF**, Associate Professor, Education  
**JEFF SMITH**, Associate Professor, Mathematical Sciences  
**KERRY STRAYER**, Associate Professor, Communication

### ***New Faculty Professional Learning Communities***

**ROB BRAUN**, Assistant Professor, Health and Sport Sciences  
**JESSICA CROSSFIELD**, Reference Coordinator and Assistant Professor, Library  
**ROBIN GROTE**, Assistant Professor, Chemistry  
**PAUL LONGENECKER**, Instructor, Health and Sport Sciences  
**ANDREW MILLS** (co-facilitator), CTL Faculty Associate, Professor, Religion and Philosophy  
**SHELLEY PAYNE** (co-facilitator), Assistant Professor, Health and Sport Sciences

**AARON REINHARD**, Assistant Professor, Physics  
**NICK ROSS**, Department of Music  
**CANDY SIKES**, Instructor, Business, Accounting and Economics  
**JEFF VASILOFF**, Assistant Professor, Biology and Earth Sciences  
**PAUL WENDEL**, Assistant Professor, Education  
**ALICE WIEMERS**, Instructor, History and Political Science  
**ANNA YOUNG**, Assistant Professor, Biology and Earth Sciences

### ***IPad2 Professional Learning Community***

**JOHN CHOVAN**, Assistant Professor, Nursing  
**MATT D'OYLY**, Student Affairs  
**KIMBERLEE GOODMAN**, *Adjunct Professor, Music*  
**MARGARET KOEHLER**, Associate Professor, English  
**KATHRYN PLANK** (co-facilitator) Assistant Professor, Director, Center for Teaching and Learning  
**MELISSA LUSHER**, Associate Professor, Theatre and Dance  
**KERA MANLEY**, Academic Support Center, Office of Disability Services

**ALLEN REICHERT**, Electronic Access Librarian, Associate Professor, Library  
**BRADLEY SHEARROW**, Information Technology Services  
**HENRY SMITH**, Associate Professor, Business, Accounting and Economics  
**ANN TESKE**, Associate Professor, Nursing  
**TOM WILCOX** (co-facilitator), Center for Teaching and Learning

**Otterbein University**  
**Board of Trustees**  
**Academic Affairs Report – March 2013**

**Executive Summary**

Since the last report to the Board of Trustees in May 2012, we have welcomed a dozen new faculty to Otterbein, launched two new Masters programs (Masters in Educational Mathematics and Masters in Allied Health), one new adult completion program (Liberal Studies-Accounting) and one new undergraduate program (Zoo and Conservation Science). We have also welcomed our new Associate Vice President for Academic Affairs, Dr. Wendy Sherman-Heckler; the new Dean of the Graduate School and Dean of Professional Studies, Dr. Barb Schaffner; Dr. Susan Millsap as Interim Assistant Dean for Academic Affairs; as well as the Dr. Kathryn Plank in her role as the new Director of the Center for Teaching and Learning.

Academic Affairs contributed most significantly to two of the Strategic Initiatives (Expand Graduate and Adult programs and Develop a Strategic Enrollment Plan). In addition to the new programs that were launched this fall (mentioned above), several graduate programs are under development and we have completed half a dozen pathways for specific majors so that students can more effortlessly transfer from community colleges (2+2 agreements). With more adult students on campus, we have also begun more programming in the evening to ensure that the “Evening Campus” is a more vibrant and welcoming environment. Additional transfer agreements are under development with universities in China, bringing qualified students to Otterbein to complete their degrees and pursue graduate study. A comprehensive review of academic advising at Otterbein is underway; it is anticipated that the policies and professional development initiatives that will emerge shall improve advising and, with that, student retention and completion at Otterbein. Most critically, faculty and administrators across campus contributed to the development of the academic plan, proposing specific curricular and programmatic initiatives which shall be presented to the Board of Trustees at the March meeting.

In addition to the Strategic Initiatives addressed above, we have also made significant progress in areas identified as Key Performance Indicators, including expanded use of technology and alternative curricular delivery platforms as well as efforts to expand inclusiveness and diversity among the faculty. The Teaching/Learning/Technology Committee is at work both on a set of institutional definitions of Blended, Online and Face-to-Face classes and expectations at Otterbein as well as baseline classroom technology standards. We created one flexible classroom and have approved the design of a “sandbox” classroom in which faculty can experiment with technology in teaching and learning. Finally, the CTL launched a Course Transformation Institute in blended learning which they will repeat in June. To address inclusiveness, curricular programs are under review and faculty search procedures were revised to ensure a more inclusive search process.

Finally, all academic departments “mapped” their major program learning outcomes to the University learning goals (Knowledgeable, Multi-literate, Engaged, Responsible, and Inquisitive) and have submitted their first assessment plans. Programs also identified how students could fulfill the Five Cardinal Experiences in each major. Having redesigned program review as a process of Program Development, with annual reports building to a seven year cycle of evidence-based renewal, our four pilot departments will complete an accelerated cycle this year and all programs will submit their first reports on student learning outcomes and strategic indicators in June 2013.

**Academic Affairs - 2012-2013**  
**Mid-Year Strategic Goals and Outcomes Report**

Goal/Strategic Initiative	Strategy	Outcome As of 1/13
<b>Expand Graduate Programs</b>	Launch MAEM/MSAH degree programs	Both launched summer/fall 2012; strong enrollments in MAEM; MSAH building enrollments
	Secure approval for Masters in Special Education	Special Education masters recommended for approval by Academic Planning Committee, endorsed by the Graduate Committee and is scheduled for a Second Reading in the Senate in Feb 2013
	Explore/develop new graduate programs as part of Academic Planning process	Potential graduate programs preliminarily reviewed by Graduate Committee and incorporated in Academic Planning Committee recommendations
	Improve BAE/MBA programs	Departmental review in progress; Moving on recommendation to hire new Director of MBA program
	Develop enrollment database for graduate school reporting for enhanced application/enrollment tracking/analytics	Completed December 2012
	Expand collaborative UG/GR international dual degree programs	Proposals under review with USST and FAFU (China) Completing review of models for international online course sharing with GMU (China)
<b>Expand adult programs</b>	Assess capacity for adult programs	Launched new Liberal Studies Accounting degree program - 9/12  Transfer & Continuing Studies Committee identified potential adult programs
	Assess current recruitment /services for adults	In conjunction with Enrollment Management, completed review and recommendations for marketing to adult students  Expanded presence of adult academic programs on the web – complete  Co-developed One-Stop services for adults during first week of each semester/targeted dates during semester – Implemented Spring 2013  Joined tutoring collaborative; offering online tutoring to all students
	Expand 2+2 transfer programs	Finalized five 2+2 agreements with Columbus State – complete Four additional 2+2 agreements with Columbus State in progress
	Develop transfer guides	Web presence enhanced and program-specific roadmaps completed for five programs Fall 2012



Goal/Strategic Initiative	Strategy	Outcome As of 1/13
<b>Develop &amp; implement new academic plan as part of the Strategic Enrollment Plan</b>	Solicit Capacity, Enrollment Projection and New Program plans from all academic departments for review by Academic Planning Committee Contribute to Retention Council submission to Enrollment Planning	Submission – Completed 1/13 Dean’s Review – Completed 1/13 Academic Planning Review – Complete 1/13  Retention proposal submitted 1/13  Plan to be submitted as part of Board of Trustee presentation Feb 2013
	Expand non-degree opportunities	Otterbein Semester program expanded for 2012-13 :  Representatives of Otterbein completed trip to China FAFU/USST in December 2012, producing one new proposed agreement  Representatives of Otterbein traveled to Nanning China to present at an international Nursing Conference and continue to develop our first graduate exchange proposal with Guanxci Medical University  Three new international agreements for Otterbein Semester under review  Formalized arrangements for Otterbein Collegiate Institute with Westerville City Schools – completed and promotional materials produced  Exploring expansion of OCI – underway
<b>As part of retention and successful completion enrollment initiatives, improve advising at Otterbein</b>	Three Subcommittees charged to develop: -Proposal for enhanced advising delivery system at Otterbein -Proposal for integrative professional development/ recognition/reward for faculty advising -Proposal for faculty and student advising programs /guides /orientations	Committee proposals due 3/13 for governance action by 5/13  Approved Mission and developed learning outcomes to guide all three project – completed 1/13
	Reorganize services for at-risk students through Academic Affairs stressing direct support by faculty advisors	Reorganization completed 9/12 Advising materials and training completed 9/12 Advising guides for students completed 9/12 Assessment underway
	Expanded tutor support to at risk students	Joined the Ohio tutoring collaborative Established online tutor sign-up process to ease access Completed 9/12

Goal/Strategic Initiative	Strategy	Outcome As of 1/13
<b>Increase use of technology and alternative course delivery systems</b>	Develop campus-wide classroom technology standard	Teaching/Learning/Technology subcommittee is reviewing “technology tools” standards; recommendation due March 2013
	Develop an experimental “sandbox” classroom	Classroom survey completed  Final design to be approved 2/13 for implementation in Spring 2013
	Expand experimentation in blended and flipped curricular offerings	Nine grants were awarded for a Course Transformation Institute in January 2013  Faculty to present their work to the faculty as a whole as part of spring faculty development program  Second round of Mini-grants/Online & Blended CTI to be offered June '13
	Join the National Institute on Technology and Liberal Education and expand professional development in technology-enhanced teaching/learning for faculty	Completed; seven webinars offered in Fall 2012 Two phone consultations on Sandbox/Video-conferencing completed
	Expand use of ePortfolio	Sent teams of faculty to national and regional ePortfolio conferences  Supported successful expansion and workshops for use of ePortfolios in promotion/tenure reviews  Established ePortfolio assessment team for INST assessment  Development of ePortfolio for second transcript/5Cards – to be completed 4/13
<b>Successfully support HLC reaccreditation process and program review/development initiative with commitment to culture of evidence</b>	Successfully complete Higher Learning Commission Quality Initiative project with the Degree Qualifications Profile	Preliminary report to HLC completed  Last phase of project will involve a review of four degree programs using our interpretive guide for the DQP.  Final report – due summer 2013
	Restore academic program review and measurement of learning outcomes	Program review cycle established  Annual and seven year report format established

<b>Goal/Strategic Initiative</b>	<b>Strategy</b>	<b>Outcome As of 1/13</b>
<b>Successfully support HLC reaccreditation process and program review/development initiative with commitment to culture of evidence (cont)</b>		<p>ePortfolios for program development data management and reporting established</p> <p>All program learning outcomes updated</p> <p>All learning outcome maps submitted</p> <p>Created governance pathways for program review/development</p>
<b>Build New Academic Affairs Team</b>	Implement Leadership team development & strategic planning retreats each semester	Completed July 2012/ January 2013
	Complete Search for Assistant Dean for Academic Affairs	Search underway/Anticipated March completion
	Provide professional/leadership development opportunities	Supported professional development/leadership development conference/workshop attendance for all four deans in Academic Affairs
	Build collaborative teams among deans	Created six smaller working groups to develop/bring forward strategies/proposals to address pressing Academic Affairs issues; Three projects completed by January 2013
	Build collaboration among school/program staffs	Administrative Assistants in the schools/programs meet twice/month to enhance collaboration /communication
	Expand responsibilities/support	Moved responsibility/budget for adjuncts/overloads to deans - completed Assigned administrative search leadership role to each dean
<b>Advance diversity &amp; inclusiveness in Academic Affairs</b>	Reorganize faculty search procedures to promote active, affirmative and inclusive search policies; provide professional development for search committee chairs	<p>Faculty search procedure reorganization completed 8/12</p> <p>Search chair workshop completed September 2012</p> <p>Assessment of effectiveness underway (preliminary feedback on three completed searches is that the interview pools were significantly more diverse)</p>
	Assess curricular inclusiveness	Re-evaluation of inclusiveness in student learning outcomes for university underway – To be completed 3/13
	Evaluate viability of Deaf Studies/Black Studies programs	Review underway – recommendation expected 3/13

# Otterbein University

## Academic Plan

### 2013-2018

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In an era when post-secondary components can be assembled from diverse sources to “count” as the equivalent of a college education, Otterbein University remains committed to the core educational opportunities that privilege mentored, active and reflective integration across disciplines and experiences with real-world challenges as the best education for life in the 21<sup>st</sup> century. In an era when online learning has grown faster in implementation than in that approach’s ability to document effective outcomes with traditional populations, Otterbein University will combine innovative and classical pedagogies into a model that best help us achieve our goals of graduating students who are knowledgeable, multi-literate, engaged, responsible and inquisitive.

**Phase One** of the development of the Otterbein University Academic Plan has involved the collection of themes that flowed from the campus wide discussions of mission and vision, university learning goals, the requirements for a 21<sup>st</sup> century transformative curriculum and emerging disruptive influences in higher education, innovations in teaching and learning, innovative learning spaces and master planning, traditional and adult student development, and a reaffirmation of the distinctive Otterbein model for the integrative and experiential learning. These discussions culminated in departmental and programmatic recommendations regarding current disciplinary areas with potential for growth, national and regional trends, and opportunities for curricular expansion.

**Phase Two** of this plan will involve the development of formal proposals and the accompanying business plans (proformas) through campus-wide conversations across departments, programs, governance committees and stakeholders, as these emergent themes produce final, actionable strategies.

The themes identified in this plan both affirm our values and embrace our future. Crossing every discussion, the campus community identified our commitment to integrative and to experiential learning as core to the Otterbein experience. While this is learning that transcends time and space, it is learning that uniquely privileges the power of coming together in a distinctive community of learners. As we move forward, Otterbein University will absorb and transform innovative pedagogies that deepen these distinctive learning approaches. Finally, we will thoughtfully and strategically manage the development of our programs through evidence-informed decisions that honor the richness of our heritage while enabling us to provide an innovative curriculum for the future.

The outcomes are anticipated to:

- ❖ enhance matriculations, retention and completion in the academic programs of the university
- ❖ expand opportunities for all students to participate in all areas of experiential learning
- ❖ deepen student engagement and post-graduate outcomes
- ❖ expand blended and flexible teaching/learning opportunities
- ❖ increase faculty and student scholarly and creative publications/presentations/exhibitions
- ❖ enhance Otterbein’s national scorecard on key indicators such as the National Survey of Student Engagement and USNews and World Report rankings
- ❖ improve evidence-informed decision making
- ❖ improve our documentation of student learning outcomes
- ❖ improve operational efficiency
- ❖ increase teaching/learning/service and scholarly innovations

## Executive Summary

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### **I. Deepen and expand the vision of Otterbein University's core undergraduate and graduate academic programs that promote deep engagement through our intentional delivery of integrative and experiential learning.**

**A. Invest in integrative learning** through the introduction of selected new graduate, undergraduate and post-graduate programs that cross disciplinary boundaries, through the documentation and dissemination of the effectiveness of our outcomes, through support for innovative pedagogies and clarification of commitments to the integrative curriculum.

**B. Invest in experiential learning** through the creation of a workload model that recognizes the increase in mentored learning experiences called for in the curriculum, through documenting and disseminating the outcomes of our work and through investments that will ensure access and affordability for all Otterbein students in each area of experience and practices.

**C. Deepen both integrative and experiential learning** through the development of an integrative advising process that prepares students and advisors to reflect upon the learning, through the creation of intentional communities for integrative learning outside of class and through expansion of opportunities for immersive learning.

### **II. Enrich faculty and staff development opportunities as well as the physical and technological infrastructure necessary to ensure the delivery of the distinctive Otterbein experience to each student.**

**A. Invest in our faculty and staff** through increased support for scholarship and creative work, expanded professional development in teaching and in the incorporation of innovative pedagogies, and through professional development in the use of data analytics to scaffold programmatic decision-making.

**B. Invest in 21<sup>st</sup> Century teaching/learning spaces** through creation of a classroom and equipment renewal cycle, through the development of experimental classrooms and digital laboratories to test new technologies and through the development of the Library as a Learning and Scholarship Commons.

**C. Invest in areas of excellence and growth** through supporting and developing our centers of excellence and through supporting the significant growth that has taken place in the Graduate School, the School for Professional Studies and our health studies related disciplines.

### **III. Implement a robust cycle of strategic academic program development, review and renewal to ensure vibrant, relevant academic offerings consistent with our mission, building upon our strengths.**

**A. Implement strategic academic program development** through investing in a comprehensive, evidence-informed cycle of meaningful assessment of student learning and program outcomes.

**B. Implement strategic academic planning** through implementing the recommendations for new programs, and for strategic recruitment and retention initiatives in targeted disciplines. Building upon the strengths of this, Otterbein should continue strategic program development through creating funds that can be invested to seed, expand or support academic programs.

**I. Deepen and expand the vision of Otterbein University's core undergraduate and graduate academic programs that promote deep engagement through our intentional delivery of integrative and experiential learning.**

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*Outcomes:*

*Increase completion of all Five Cards by all Otterbein students*

*Increase FY-SO retention*

*Increase Graduation rate*

*Increase number of student/faculty collaborative publication/presentations of scholarly/creative work*

*Improve scores on national measures of engagement (e.g., NSEE)*

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**A. Invest in Integrative Learning - Deepen Otterbein University's commitment to excellence in our integrative learning curriculum**

- ❖ **New Programs** - Prioritize support for the development of cutting-edge graduate, post-graduate, adult and undergraduate curricular programs that cross and connect disciplinary fields, preparing graduates for the complex, changing problem-solving careers demanded of the 21<sup>st</sup> century.
- ❖ **Documentation and Dissemination** - Document and disseminate the long-term effectiveness of integrative learning in the lives of our graduates.
- ❖ **University-Wide Clarity of Commitment** - Determine clear expectations for departmental contributions to the university integrative studies curriculum.
- ❖ **Innovative Integration** - Expand support for innovative, integrative learning in the Otterbein curriculum through formal recognition and rewards for such pedagogic innovations (e.g., to support competitive, rotating Integrative Learning endowed professorships, faculty development, student portfolios).

**B. Invest in Experiential Learning - Deepen curricular and programmatic support for experiential learning across all schools, departments and programs, at the undergraduate and graduate levels**

- ❖ **Mentored Experiences** - Develop a workload model to accommodate expanded one-on-one, mentored experiences at both the graduate and undergraduate levels.
- ❖ **Documentation and Dissemination** - Deepen documentation and dissemination of the work in all five areas of experiential emphasis, both at the level of individual portfolios and university-wide outcomes.
- ❖ **Excellence in Experiential Learning** - Deepen support for all centers of experiential excellence at both the undergraduate and graduate levels, including:
  - **Scholarly and Creative Work** – Expand opportunities so that any qualified Otterbein undergraduate or graduate student will be able to engage in independent or collaborative scholarly/creative work ( e.g., Increase direct support for undergraduate and graduate students' scholarly and creative work, create opportunities for collaborative faculty-student scholarship programs and deepen administrative support for, etc.).

**I. Deepen and expand the vision of Otterbein University's core undergraduate and graduate academic programs that promote deep engagement through our intentional delivery of integrative and experiential learning.**

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*Outcomes:*

*Increase number of Otterbein students who complete a global learning experience*

*Increase Otterbein student participation in significant internships and community service opportunities*

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- **Leadership/Citizenship** –Expand both the curricular and co-curricular learning opportunities under Leadership/Citizenship (e.g., development of adult and Masters programs, leadership institutes, expanded opportunities for global citizenship /leadership development, etc.).

- **Global and Intercultural Engagement** – Support expansion of opportunities so that any qualified Otterbein graduate or undergraduate student can participate in meaningful global learning opportunities (e.g., endowed awards to cover travel for any qualified Otterbein student, expanded consortial student/service agreements, expanded use of technology to bring the world to Otterbein classrooms, expanded global partnerships that bring international students and scholars to Otterbein and support Otterbein student and faculty teaching, learning, scholarship, leadership and service initiatives abroad, as well as expanded local partnerships that enable faculty, staff and students to collaborate with local corporations and agencies around the innovations emerging from their advances in global learning, etc.).

- **Community Engagement**-Deepen our support at both the graduate and undergraduate levels for the work of our faculty, staff and students in the community, particularly addressing issues of access and affordability, so that any Otterbein student can incorporate work in the larger community as part of their experience (e.g., transportation, competitive stipends to support summer experiences in non-profits, graduate level support - including work in clinical/field placements and through recognized partnerships with area health care, educational and corporate entities, etc. ).

- **Internships and Professional Experiences** – Deepen support for professional development opportunities at the undergraduate and graduate levels with particular attention to issue of access and affordability (e.g., transportation, competitive stipends to support summer internships in not-for-profit organizations, graduate level support, etc.)

**I. Deepen and expand the vision of Otterbein University's core undergraduate and graduate academic programs that promote deep engagement with through our intentional delivery of integrative and experiential learning.**

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*Outcomes:*

*Increased retention and completion*

*Increased student-initiated learning communities*

*Improved scores on national measures of engagement (e.g., NSSE)*

*Increased enrollment in integrative learning semester courses*

**C. Deepen Integrative and Experiential Learning**

❖ **Integrative Advising** - Recognizing that advisors are the core relationship through which students come to understand, review and select among the powerful academic and co-curricular experiences available to them and with whom they can continuously reflect upon the integration of their curricular and practice-based learning at both the graduate and undergraduate levels, Otterbein must create a program of advising and advisor AND advisee development to meet these expectations. Enhanced advising is also the single most frequently cited program to effectively improve retention and graduation of students.

❖ **Integrative Learning Communities** - Otterbein University must do more to develop a campus community where active exploration of connections within and across disciplines and experiences happens outside the classroom. This would include support for the development of new student residential Learning Communities as models for integrating learning inside and outside the classroom. As students develop into this culture, we will also need to support ideas for new communities of engagement (both residential and non-residential) where students, faculty, staff and community members might come together to tackle important ideas and challenges.

❖ **Integrative Learning Semester** - Our two year experimentation with an immersive short semester has documented significant and transformative experiences for students. With the particular challenges of both STEM and professional education, such short-term immersive classes may provide important opportunities for global, community and intern experiences. Otterbein should expand support to cover faculty and curricular staffing to ensure that every Otterbein student has the opportunity for such an integrative /experiential semester.



## II. Enrich faculty and staff development opportunities as well as the physical and technological infrastructure necessary to ensure the delivery of the distinctive Otterbein experience to each student

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### *Outcomes:*

*Increased scholarly and creative presentations and publications in national refereed formats*

*Increased opportunities for students to collaborate with faculty*

*Increased numbers of blended and online courses and programs*

*Expanded use of 21<sup>st</sup> century technologies and media by students and faculty*

*Expanded efficiencies in decision-making at the programmatic, school and university level*

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## A. Invest in our Faculty and Staff

In the past five years, Otterbein has moved from its standing as a college to a university with commensurate expectations for scholarly and creative productivity by our talented faculty, while maintaining our high standards for innovative and effective teaching. Regional and national recognition for our faculty work in applied scholarship, in discovery of new knowledge, in the scholarship of teaching and learning and in integrative scholarship will attract stronger graduate and undergraduate students as well as outstanding candidates.. Support is needed to address these expanded standards in scholarship, teaching and service.

❖ **Scholarship Support** – To meet these expanded scholarly expectations, Otterbein must increase support for scholarly development, including the Dean’s Travel Fund, sabbatical support, start-up/matching funds and support for the Faculty Scholar Development Committee grants to better meet demands for faculty scholarly and creative work and provide opportunities to engage students in those efforts.

❖ **21<sup>st</sup> Century Teaching/Learning Support** – To ensure that Otterbein University remains an innovator in our achievement of student learning outcomes, we need expanded support for pedagogic and curricular development (e.g., course transformation grants to expand integrative and experiential learning (e.g., supporting faculty opportunities to cross disciplinary boundaries) and innovative pedagogies (e.g., innovations in approaches and delivery models) as well as mentored development opportunities for individual faculty. To provide our students with the tools to create meaningful lives and careers in tomorrow’s economy, we must invest in faculty and staff professional development in the use of innovative media and technologies, and student support both inside and outside the classroom.

❖ **21<sup>st</sup> Century Learning Analytics Support** – As we expand the collection and analysis of student learning outcomes and begin to explore the answers that more powerful analytic tools could provide us, Otterbein must invest in meaningful reporting tools and in the broad, professional development on the uses of data and data analytics to better support the teaching and learning priorities of the university. As we seek to meet data reporting and analysis requirements of both program development and accreditation, the addition of one support staff member in Academic Affairs with the responsibility to support departmental, school and university data reporting needs will also be needed.

**II. Enrich faculty and staff development opportunities as well as the physical and technological infrastructure necessary to ensure the delivery of the distinctive Otterbein experience to each student**

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*Outcomes:*

*Increased alumni satisfaction with their Otterbein experience and enhanced career and graduate outcomes resulting from state-of-the-art preparation*

*Increase number of blended / online courses making use of innovative teaching and learning spaces*

*Increased use of the Library as a gathering point for learning and scholarship and enhanced scholarly outcomes*

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**B. Invest in 21<sup>st</sup> Century Teaching and Learning Spaces (both physical and virtual)**

To prepare students for tomorrow's challenges, we need to invest in the innovative classroom, professional and laboratory technologies that they will face. To achieve this, Otterbein must embark on a cycle of renovation in our most critical teaching and learning spaces.

❖ **Classroom/Equipment Renewal Cycle** – The concept of a forward facing fixed space in which teachers lecture at students has finally given way to the body of research on cognitive and affective dimensions of learning and engagement. The traditional classrooms at Otterbein should be placed on a cycle for regular update and renewal of design, technology and furnishings to take advantage of the best current research on the most effective and engaged learning spaces. Similarly, the budget for scholarly equipment, developed during a period of modest change, needs renewed attention as analog gave way to digital and digital to cloud technologies.

❖ **Teaching/Learning Space Innovation** – Innovations in pedagogic technologies are marketed daily. Decisions about which technologies are best can have expensive consequences. Otterbein should support the development of “sandbox” classrooms (e.g., media/technology rich, flexible learning spaces) where faculty and staff can “play with” these new technologies while teaching our classes and subsequently advise the university on the most robust innovations to consider for further expansion across the university. Additionally, as more programs move to high technology labs for integrative media rich problem-solving, we will need to convert traditional several traditional spaces into digital labs (e.g., a Digital Humanities lab, digital film labs, etc.) to accommodate the needs of the disciplines and employers. In particular, the expansion in health science-related fields call for additional technology-rich teaching laboratory spaces. Finally, as students expand their learning, not only outside the classroom but outside the campus and the state, we need to expand innovations in the use of mobile teaching and learning platforms to transform experiential learning into more directly mentored experiences for our students.

❖ **Learning and Scholarship Commons** – Libraries as silent repositories of printed materials have given way to the demands of the digital age. While we will always hold valuable resources in fixed media in our Library for use by any scholar, the physical space has been and must continue to evolve into a 21<sup>st</sup> Century Scholarship and Learning Commons where students, faculty, staff and community members can access, share and collaborate in teaching, scholarship and learning. This must include the development of a digital repository which can provide digital archives of valued resources and provide a platform for publication of our work to the world.

**II. Enrich  
faculty and  
staff  
development  
opportunities  
as well as the  
physical and  
technological  
infrastructure  
necessary to  
ensure the  
delivery of the  
distinctive  
Otterbein  
experience to  
each student**

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*Outcomes:*

*Expand innovations  
at Otterbein*

*Expand institutional  
reach and  
reputation*

*Improved  
admissions process ,  
potentially  
increasing  
matriculations, in  
the Graduate School*

*Improved efficiency  
in the School for  
Professional Studies  
and potential  
expansion of  
programs and  
opportunities  
through health  
sciences*

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**C. Invest in Areas of Excellence and Growth**

❖ **Invest in Excellence** - As Otterbein University has grown and continues to grow, we must invest in the areas that have seen both significant growth and are potential centers of excellence and regional/national recognition, as such attention draws students, scholars and additional investment dollars to the university. This could enable Otterbein to host national or regional conferences, provide endowed support for innovation and serve as incubators of innovative curriculum, collaborative discoveries and critical service. Potential centers include our areas of experiential and integrative learning that are the focus of this plan.

❖ **Invest in Growth** - First, however, we need to invest in growth that has already taken place. Given the growth in graduate programs across the university, and in graduate as well as undergraduate programs and students in the School of Professional Studies, support staffing is needed in both Professional Studies and Graduate Admissions to meet the current needs

Finally, Otterbein has seen exceptional growth in health-related programs, both in the School of Professional Studies but also in the School of Arts & Sciences. The most significant trend beyond programs that cross disciplinary boundaries were the array of new program ideas connected to the fields of health and wellness. We will need to determine within the next two years the feasibility of creating a School of Health Sciences, drawing together the exceptional curricular, service and scholarly activities taking place in health-related fields across the Otterbein campus. Such an organizational structure could promote further innovations in the growing health fields and in health and wellness education. Such reorganization would also allow for a further consideration of the organizational structures in Professional Studies and Arts and Sciences.

### **III. Implement a robust cycle of strategic academic program development, review and renewal to ensure vibrant, relevant academic offerings consistent with our mission, building upon our strengths**

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#### *Outcomes:*

*Successful engagement with and completion of the present accreditation cycle*

*Improved programs based upon meaningful assessment evidence of student learning and strategic outcomes*

*Expanded graduate and targeted undergraduate admissions and retention*

*Evidence-based guidance and support for future program development*

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### **A. Implement Strategic Academic Program Development**

Emerging from the last Strategic Plan, Otterbein University just launched an ambitious new curriculum based upon national best practices in student learning. New semesters, new majors, new graduate programs, new concentrations and new integrative learning expectations were put in place, organized under a common set of learning goals: that every Otterbein University graduate would be knowledgeable, multi-literate, engaged, responsible and inquisitive.

During this transition, we stopped our cycles of program review and assessment for all but the externally accredited program. With both a renewed institutional need for and Higher Learning Commission attention to documenting evidence of student learning, we must establish a system that will enable us to best document and act upon the evidence of our work.

Otterbein University must support a cycle of program development. Such a cycle of development would call upon each program to annually share evidence of their progress on strategic, programmatic and university learning goals and to participate in a seven-year cycle of reflection and renewal. To ensure that programs employ best practices in both qualitative and quantitative assessment of learning, support for the advancement of assessment skills and targeted leadership development for academic leaders will be called for. Otterbein should also establish mechanisms to showcase and reward outstanding evidence-based initiatives.

### **B. Implement Strategic Academic Planning**

Otterbein University has just established an Academic Planning Committee to advise programs on the strategic strengths and weaknesses of proposed curricular changes. The curriculum itself is approved by the Curriculum (undergraduate) and Graduate (graduate) Committees. Once approved, the Academic Planning Committee will then advise the Provost and the President on recommended priorities for new institutional investments. The Academic Planning Committee also completed a comprehensive review of program capacity, retention, developments in the disciplines and new program proposals, submitted as part of the Strategic Enrollment Plan.

❖ **Strategic Enrolment Plan** - The Academic Planning Committee has recommended that Otterbein University strategically introduce selected new programs (Masters in Special Education, Medical Masters, Adapted Physical Education, Recreation and Management) with future attention to programs that draw upon our strengths and innovative, integrative approaches (e.g., BAE/CS Marketing analytics, Physics/Engineering, BMB/HSS Nutrition, expanded dual-degree opportunities or graduate programs in fields of health and wellness). They have also recommended that Otterbein implement strategies to support retention and completion in strong, competitive programs at capacity and strategic recruitment strategies for programs with potential for growth.

❖ **Strategic Academic Planning** - As Otterbein University moves forward, we need to ensure that we can respond to evidence from Program Development cycles and changing academic needs by establishing a strategic academic program fund. The Academic Planning Committee would recommend use of these funds to provide seed grants for new program development, infusion of resources for high demand programs at capacity and intervention funding for programs at risk.