Inside the Bipolar Brain

PAGE 8
New Faculty at Emporia State

QUEST magazine highlights the research taking place at Emporia State University. The first two issues of QUEST focused on established and long-standing faculty/researchers on campus. The third issue of QUEST takes a new turn and spotlights the research and passions of the newly hired faculty at Emporia State University. It is amazing to see the depth and breadth of the research in which the new faculty are involved at Emporia State. The best word to describe this issue is ECLECTIC. In it, you will find research topics on:

- Purity balls and female virginity
- Music Educators and Singing Identity
- Art as a Self-Portrait
- IT and Innovation
- Lithium Tracking and the Bipolar Brain
- Attitudes of Superintendents related to Common Core Standards
- Intimate Partner Violence
- Libraries and the Public Good
- Literary Anarchism
- Mystery of Exorcism
- Civil War and Latin American Literature

I want to thank all the new faculty members showcased in this issue for your current and future work at Emporia State University. I am sure that other faculty on campus will enjoy reading about your work and hope that connections can be developed between and among those faculty who have similar interests. I hope you all enjoy this new issue.

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Dean, ESU Graduate School and Distance Education
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EXPLORATIONS

Assistant Professor Dr. Jeremy Starr, Director of Orchestras and Head of the Strings area in the music department, has a unique connection to ESU. The nameplate on his office may have stayed the same but it has a new owner. Starr succeeds his father, Dr. James Starr who retired in May 2009 after 34 years. However, the family connection is not the only one that Starr is hoping to make at ESU.

In his classes, Starr believes that all students should understand why and how they should accomplish a task. He explains, “Being able to simply repeat or do something because I ask them to is not enough. They must understand the fundamental principles that comprise what I am teaching them.” For example, he explains that many violin and viola teachers teach their students to play a certain way because “that is simply how you do it,” rather than addressing the corporal and musical consequences. He further notes, “I believe all string players should play as physically natural and relaxed as possible, as the lack of tension will then allow for more vibration and resonance.” He elaborates that this type of approach does not always bring about immediate results but does over a semester, year, or even several years. Starr’s students have asked him to put together a reference guide denoting these important principles and concepts, and he believes parts of the reference guide will easily translate into article format and may be submitted for publication to professional journals.

Another major connection he has been working on is helping the University become more visible and play a more active role in the community and surrounding region. He explains, “What better way is there to teach your students about the importance and impact of music then to see it positively influencing the community in which they currently live.” Immediately upon arriving in August 2009, Starr reformed Emporia’s community orchestra and renamed it the Emporia Symphony Orchestra (ESO). The 65-member ESO has averaged over 300 attendees per concert and is bridging the gap between the varied musical interests in the community by offering thematic concerts (e.g., a Halloween-themed concert in November 2012), more accessible concerts (e.g., a movie music concert in fall 2013), and even a children’s concert in the near future. The Symphony has also benefited young artists in the surrounding area by offering a biennial Concerto/Aria Competition for ages 30 and younger and all ESU students.

Starr and his ESU string instrument students actively work with the Emporia school district music teachers, their students, and the district’s orchestras. They encourage school district teacher and student attendance at Symphony and ESU Chamber Orchestra concerts by giving them free and discounted tickets and providing assistance in any and all ways possible for the development of strings and the orchestra program in the schools.

He also directs the Topeka Symphony Youth Orchestra, which is comprised of youth ages 13–20 from Topeka and other surrounding communities, and the orchestra has nearly doubled in size in the two years he has been their director. Starr also serves as Music Director for the “Joyful Noise: A Music and Prairie Family Camp,” a one-day camp held each year in Elmdale, Kansas. This camp is designed to give expert music instruction in all areas of music to families and individuals of all ages and abilities from the surrounding region. In only two years, the one-day camp’s attendance has soared to 200+ participants and both years the Emporia Symphony Orchestra has been the featured ensemble with guest artist, Eugene Friesen. Starr explains that it is not enough for students to gain an understanding of the importance and greatness of what they are learning through intensive research, they must also experience its functionality and importance through putting it into practice in the lives and the community around them.

BY DORICKA MENEFEE

Bringing Music to the Students and the Community
Dr. Carol Krueger, instructor and Director of Choral Activities at Emporia State University’s Department of Music, believes research for her is different than for professors in most other areas of teaching. As opposed to the way other departments conduct research, the prize for music research or credibility is not distinguished by a plaque or award. Rather, in music, invitations to workshops and conferences are considered a great feat.

“To present at conventions says that your work is so respected that you’re asked to do things,” said Krueger. “I’ve been very, very fortunate in the number of things that I’ve been invited to do.” The list of places that Krueger has been is also tremendous with gigs including a guest clinician for festivals and honors choirs in New York, Louisiana, Mississippi, New Hampshire, Tennessee, Alabama, Florida, Washington, Georgia, South Carolina, Kansas, North Dakota and North Carolina. She has been a guest conductor at Carnegie Hall, in the Epcot Candlelight Processional, and the Masses Choir Program at Disney World.

“I’ve conducted at Carnegie Hall, and that was by invitation only,” she said. “I’ve conducted for Disney and did eight days of two shows per night. And they had never invited anyone before to conduct for that long of a term at Disney. I was also the first female that they ever invited to conduct.”

In addition, Krueger has presented interest sessions at the American Choral Directors Association (ACDA) National Convention in New York, the Organization of American Kodály Educators National Convention in Charlotte, the ACDA Southern Division Conventions in Nashville and Louisville, the Music Educators National Conference (MENC) Southern Division Convention in Charleston, and MENC and ACDA state conventions throughout the United States.

At Emporia State University, she teaches conducting and choral methods, while serving as the conductor for the A Capella Choir, the Chamber Singers, the Madrigals, the Community Choir, and the Emporia Camerata. “The Community Choir is divided into three groups. I also started an Emporia Camerata, which is an auditioned women’s group made up of women from the community. I teach Choral Conducting, both at the undergraduate and graduate level; Choral Methods, both at the undergraduate and graduate level as well, and I observe student teachers,” Krueger said.

She is also widely recognized for her work with music literacy. Oxford University Press publishes her book, *Progressive Sight Singing*. “I’m in the beginning stages of writing the third edition of *Progressive Sight Singing*,” said Krueger. “Recently, we sent out a survey to all of those using the book across the country in different colleges to find out what they really liked about the book and what they would like changed.”

Krueger believes music serves as a way for her to connect with students, though at times she notes it may seem like she is too hard on them. She explained it this way to her Honors Choir, “When someone is hard on them or tells them that they are capable of more, it is the greatest compliment in the world because it means that the person believes in them.”

Krueger knew exactly what she wanted from the students and pieces, and precisely how to achieve her desired phrasing and styling. “When you’re enjoying what you do, and you see students growing and you’re making music, it’s a labor of love,” she said.
EXPLORATIONS

**Singers - Age Identity Formed**

<table>
<thead>
<tr>
<th>Age 1-5</th>
<th>Age 6-10</th>
<th>Age 11-15</th>
<th>Age 16-18</th>
<th>Don't Remember</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Participants</td>
<td>10</td>
<td>20</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>

**At what age did you decide you could sing?**

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**Non-Singers - Age Identity Formed**

<table>
<thead>
<tr>
<th>Age 1-5</th>
<th>Age 6-10</th>
<th>Age 11-15</th>
<th>Age 16-18</th>
<th>Don't Remember</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Participants</td>
<td>5</td>
<td>20</td>
<td>15</td>
<td>10</td>
</tr>
</tbody>
</table>

**At what age did you decide you could not sing?**

---

**Reasons Given for Singing Identity Choice**

<table>
<thead>
<tr>
<th>Category</th>
<th>Non-Singers (n = 75)</th>
<th>Singers (n = 20)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition of Singer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singer is professional performer</td>
<td>2</td>
<td>Singer is professional performer</td>
</tr>
<tr>
<td>I only sing for fun</td>
<td>18</td>
<td>Singing key to my identity</td>
</tr>
<tr>
<td><strong>Efficacy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not good enough singer</td>
<td>53</td>
<td>Good at singing</td>
</tr>
<tr>
<td>I cannot sing</td>
<td>24</td>
<td>Others say I have talent</td>
</tr>
<tr>
<td>Lack talent</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Lack confidence</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Singing Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Still sing but not a “singer”</td>
<td>35</td>
<td>Mentioned singing experience</td>
</tr>
<tr>
<td>Only sing when alone never sing in front of others</td>
<td>16</td>
<td>Participated in singing at school</td>
</tr>
<tr>
<td>Lack of experience</td>
<td>14</td>
<td>Participated in choir</td>
</tr>
<tr>
<td>Stopped singing at some point</td>
<td>7</td>
<td>Sing often</td>
</tr>
<tr>
<td>Participated in singing at school</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Prefer other musical experience</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of training</td>
<td>14</td>
<td>Have specialized music knowledge</td>
</tr>
<tr>
<td>Like to get training</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not like singing</td>
<td>4</td>
<td>Love/enjoy singing</td>
</tr>
<tr>
<td>No interest in singing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Singing not priority</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't like labels</td>
<td>1</td>
<td>Coincides with song writing interest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Important to expression of religious beliefs</td>
</tr>
</tbody>
</table>

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**Participant Singing Attitudes**

- Negative
- Somewhat
- Positive
- Somewhat Positive
- Very Positive

---

**Singing Ability Confidence**

<table>
<thead>
<tr>
<th>Confidence Level</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>10</td>
</tr>
<tr>
<td>Moderate</td>
<td>20</td>
</tr>
<tr>
<td>Medium</td>
<td>30</td>
</tr>
<tr>
<td>High</td>
<td>40</td>
</tr>
</tbody>
</table>

**Singing Self-Efficacy Confidence Groups**
Dr. Elizabeth Gaile Stephens may be new to Emporia State University but she is already working on two important research projects. Stephens is an Assistant Professor in Music Education and is using her background as a music teacher to fuel her research.

The first project is a nationwide study titled “The Attitudes and Expectations of Rural Music Educators.” Stephens is working with Dr. Jennifer Doyle, a visiting professor from the University of Maryland. The study focuses on over 900 music educators from all regions of the United States. In the fall of 2013, the duo will continue the study, switching their focus to suburban music educators.

In their research they have found that “when urban and rural teachers and students are mismatched (have different backgrounds in terms of socio-economic status, race, and/or ethnicity), teachers have different attitudes and expectations of their students, which research shows also affects student achievement. The majority of these attitude and expectation differences are unrecognized by teachers who are extremely hard-working and have the best interest of their students in mind.”

Both researchers are excited to see what shifts occur within the suburban medium. They also presented their findings in April 2013 at the 8th International Research in Music Education Conference at the University of Exeter in England.

Stephens is also continuing work on a second project that deals with singing identity. The study is about the formation and current singing identity of college students. Of 174 college-aged participants surveyed in 2012, 80% identified themselves as non-singers. Her research results indicated that persons who have not formed their singing identity before adolescence, age 12 to 14, will almost always default to identifying themselves as non-singers; while individuals who identified themselves as singers formed their singing identity at age seven years and below.

She also found that the number of singing experiences was the best predictor of singing identity. Stephens knows that further research is needed, but her findings so far indicate that “providing singing experiences at age 7 or below is crucial in allowing students the best opportunity to develop their singing identity potential.”

Stephens received a faculty research grant from ESU and was invited to present this research in October 2012 at the National Symposium on Multicultural Music. Stephens hopes that she can do a follow-up with students next year to see their progress. She hopes to expand the study within the Emporia area in the upcoming year. She will be working with Pre-K teachers in Emporia to provide resources, which will help ensure young children in the area have multiple positive singing experiences.

Stephens plans to involve her students in both research projects in the upcoming academic year. She is hoping to broaden her collaborations in the following academic year. “I am hoping to work this next year with the English department and other music faculty on a possible qualitative study regarding the benefits of participating in a music ensemble.” She is excited about her work at ESU because of “the great history and the emphasis on developing great teachers and teaching excellence.” She is definitely continuing the tradition.
Bipolar illness is a major psychiatric disorder defined by the National Institute of Mental Health as “a brain disorder that causes unusual shifts in mood, energy, activity levels, and the inability to carry out day-to-day tasks.” It affects 1 to 3% of the world population or 5.7 million adults in the United States alone. Of course, those percentages discount the millions more affected as grandparents, parents, siblings, extended family, friends, and even strangers who must deal with the ripple effect of this dreadful disease.

Assistant Professor of Chemistry, Dr. Diane Nutbrown, wants to help. But when tackling a gigantic problem such as bipolar disorder, it has to be broken down into small slices. Teams of researchers working all over the world address specific components of the problem and the tiny bits are fitted together like pieces of a puzzle to make a major impact on the research project.

This summer, Dr. Nutbrown and three students worked on their slice: developing fluorescent sensors to discover an answer to where lithium goes in human brain cells. Lithium salts have been prescribed as the gold standard treatment for bipolar disorder for fifty years, continuing to outperform newer, alternative mood stabilizers by stabilizing the extreme high and low moods of the illness formerly known as manic depression, as well as preventing suicide among patients with the disease. Despite this longevity, the pharmacological mode of action for lithium ions (Li+) in treating bipolar disorder is still speculative. A common theme among most theories is competition between lithium and magnesium ions for binding sites in enzymes. Probing this dynamic has been difficult as researchers lack a sensitive and specific tool for tracking Li+ in cells. Therefore, the overall goal of the project is to develop a Li+-specific fluorescent probe for use in cells to investigate the biochemical role of lithium salts in the treatment of bipolar disorder.

Nutbrown explains, “Essentially, our research group is working to synthesize a molecule that will change its fluorescence – ideally, the color emitted, rather than just the intensity of light given off – when lithium ion is bound. This molecule can then be used by neurobiologists to tag where Li+ localizes in a cell by following it with fluorescence microscopy. For instance, the molecule might look green by itself, but red when binding to a lithium ion.” She compares it to the use of Luminol in TV crime shows; Luminol fluoresces in the presence of blood. “My group is not the CSI team solving the crime – i.e. we’re not actually going to figure out how lithium works ourselves – we’re making the chemical that can be employed for that purpose.”

Emporia State students Sean Claridge, Jenni Wells, and Liz High are part of the research team that worked over the summer and continue to conduct research in Nutbrown’s lab. Claridge is doing computer modeling, High is synthesizing potential fluorescent probes, and Wells will be running experiments to test whether those molecules selectively bind Li+ and exhibit a change in fluorescence. Wells and High accompanied Dr. Nutbrown to the University of Wisconsin-Madison, a top research school, for eight weeks this summer to access high-end research equipment and tap the expertise available in the department.

In addition to her research, Nutbrown also enjoys getting to know her Chemistry students. “I have been really pleased with the quality of students at Emporia State. We’re building a cadre of solid chemistry majors and a good pipeline to STEM (science, technology, engineering, and math) programs.”

She is demanding of her students but likes to go outside the box to get the most out of them. One method to get Chem 1 or 2 students to build strengths in research skills is to teach good team-building skills in class. She was somewhat surprised that students in class together every day did not appear to know each other well enough to know names when working together on their problem-solving skills. So she started using simple questions — like, “what was your favorite Halloween costume?” — designed to draw out personalities and get students talking. She has certainly made an impression on her students. Jenni Wells, who is also a part of the research team, says Nutbrown wants the students to think critically. “In lab, she is always encouraging us to answer our own questions and to draw upon our experiences to enhance our own scientific reasoning. She not only teaches chemistry; Dr. Nutbrown teaches life skills.”
Bipolar Brain
Leon Czolgosz shoots President William McKinley at the Pan-American Exposition in 1901. Immediately after the assassination, newspapers across the country reported Czolgosz saying ‘I am an Anarchist—a disciple of Emma Goldman.’ The quote likely was fabricated, but contained some truth: an anarchist had killed the U.S. President. Suddenly, American citizens thought all anarchists were violent—an image that lingers to this day.
Studying trial manuscripts, analyzing novels, and examining plays occupies Dr. Dan Colson’s time when he is not in the classroom. New to Emporia State’s faculty in fall 2012, Colson is an Assistant Professor in the English, Modern Languages and Journalism department. The job at ESU was an opportunity to continue the work that he had been doing in research and teaching.

His current research started out as his dissertation topic and he has continued that work for nearly four years. “I’m currently working on a book project, called Violent Liberty: Literary Anarchism and the Politics of Negation. It’s an analysis of literature emerging around the questions that people were asking about government from 1880 to roughly World War II.” During that time, anarchism was at its peak as a political movement, yet many now write it off as a failed political ideology that had few meaningful effects. Colson explains, “I’ve been looking at the moments where literal and figurative explosions of anarchism occurred, such as in 1901 when President McKinley died.” He’s been busy analyzing murder trials, novels, poetry, and more to understand the paradox of anarchism and the logic of representation. “Basically, American democracy is a form of representational government. Anarchists said they didn’t like that form of government, because they didn’t like any form of government. They were very much against this representational democracy. It becomes a paradox because anarchists are challenging representation, yet relying on it at the same time (by producing literature).”

Colson analyzes forms of literature that manifest this paradox. “I am interested in the literature from this specific period, but I also am intrigued by the ways in which people tried to imagine something better than democracy. If you look at this historical moment, there are some reprehensible political movements. Obviously, many people believed American democracy was better than these, but anarchists also believed there might be something better than representational government.”
Although he has only been at ESU since fall 2012, Dr. Chris Blankenship did not hesitate to dive right into the Emporia State University atmosphere. "When I saw the job advertisement and found out more about ESU, I learned it is very similar to the school where I received my Bachelor's and Master's degrees. I liked the environment and the emphasis on teaching and student learning." Blankenship is currently an Assistant Professor in the department of English, Modern Languages and Journalism and teaches various English courses, focusing more on rhetoric and language rather than literature.

In addition to teaching, he has been involved in research. His most recent project is a book chapter for a collection focused on helping contingent faculty members get more involved in research and scholarship projects. "Examples of contingent faculty are graduate assistants and part-time faculty members," Blankenship clarified. "Many of these teachers are paid very little and provided no health care or retirement benefits, despite the fact that 70% of the courses in American colleges and universities are taught by these contingent faculty." Specifically, Blankenship's article focuses on providing practical advice for contingent faculty who want to conduct research on writing assessment. "I want to show them how to take something they may already be doing as part of their teaching work and turn it into a research agenda to help them land a more stable, long-term position. By emphasizing writing assessment, programs can be enhanced and improved, providing better instruction for the students while also helping contingent faculty to become more marketable."

When asked about possible collaborations for the future, he responded, "I haven't gotten a chance to collaborate with any faculty yet because I am still fairly new. However, if possible, I would love to collaborate with a few graduate assistants in the English department. We're working on a new writing assessment system in the composition program, and they will be at the forefront of its implementation." Even though he is new to the university, Blankenship has already made himself known. His success with his current research proves his dedication to helping faculty members while also maintaining his commitment to students.
We spend a major portion of our lives communicating with others. However, we usually do not pay much attention to how we communicate with others. For Dr. Tennley Vik, Assistant Professor of Communication, the process of communication is paramount in our everyday lives.

Vik has been at ESU for two years and just recently finished her doctoral dissertation. Her dissertation focused on communication patterns within families, specifically as it relates to sex. “I created a structural equation model that focuses on how families communicate over time, and how families communicate about sex. Together, these two concepts predicted sexual behaviors (high-risk sex, safe sex, or avoiding sex) in college students. From this research I concluded that it is very important for families to talk about sex, but not just a ‘birds and the bees talk.’ Instead, families should approach these topics as an ongoing dialogue.”

Her current project with colleague, Josie DeGroot focuses on two very public figures, Jon and Kate Gosselin. The couple was the focus of a reality television show about the raising of their large family, Jon and Kate Plus 8. When they separated they talked a lot about what this meant for their family and how they were processing the divorce. Vik’s work focuses on interviews the couple did with Larry King and how they talked about the divorce. How did they manage their privacy? How did they decide what to keep private and what to make public? She explains, "Interestingly, what I found was that overwhelmingly Kate was much more private even though she continued with the show. Jon was much more open about what was going on with the children, thus calling Kate into the public to talk about these things.”

Vik is also working on two different pieces that deal with female virginity as a commodity. The first piece looks at purity balls—a gala that a father takes his daughter to where she pledges her virginity to her father to remain pure. Vik studied some of the messages that are sent at these balls and how they are symbolic of weddings—they walk through an arch, they wear ball gowns and tiaras, there is a tiered white cake, and all of the linens are white. After they walk through the arch, they kneel before a cross and take a vow of chastity; the dad places a bracelet or a ring on them to symbolize their purity. Then they leave through a gauntlet of men who are holding up swords. One of the leaders in this movement is a preacher and his three daughters all took this pledge. Vik has been researching the women, “The daughters have written a book which is like a guide on how to remain pure. I problematize a lot of the messages with it and how it takes ownership away from women of their sexuality and their bodies. It places virginity as a commodified thing to be passed from father to husband rather than the female having control over her sexuality.” When she finishes the piece she plans to send it to the father and the daughters. They currently operate a website that publishes negative and positive media about the purity balls.

On the opposite side of that coin, she is also working with her friend Jennifer Dunn on a piece about a woman who auctioned off her virginity on the Bunny Ranch website. The woman, Natalie Dylan, auctioned her virginity off on a website for a legal brothel in Nevada. She had her pictures on the website and she was auctioning off her virginity—not to the highest bidder but rather to whom she formed a relationship with and the one she picked. Vik explains further, “She talks about how she has a bachelor’s degree in women's studies and wanted to get her master's degree. She is, in her mind, flipping the equation by commodifying how we see her body and profiting from something that society holds valuable. What ended up happening was that a man from Australia ended up bidding about $4.8 million. His wife came out and told him that he couldn't do this. So the brothel had his 10% down payment, half of which went to Natalie. She took the money and got her master's degree and still has her virginity.”

Vik hopes that some of research will find its way into parenting magazines and other media outside of academia. The message about the importance of communication is very important to her. "I will always argue for the process of communication rather than just having ‘the sex talk.’ This is a continued dialogue within families. A pretty consistent message through all of my research is the importance of the process of communication.”
Derek Wilkinson is definitely a professor who practices what he preaches. Not only is he an Assistant Professor of Painting and Drawing but he is also a very active artist who always has something in the works. “A lot of people ask me when I started making art. I think I have always had some kind of project in the works since the age of 3 or 4 when I was beginning to color with crayons.”

In addition to his own work and teaching classes, Wilkinson also takes time to work directly with students. He is the faculty advisor for Active Artist Society, a student art group at ESU. In the last few years, he has arranged a number of open life drawing sessions with a model. Wilkinson draws the model with the students so they can see him working and he can show them different techniques.

Wilkinson has also taken the students on several field trips to see important art exhibitions in the region. “We went to the Modern Art Museum in Ft. Worth last October to see a major exhibition of Lucian Freud, one of the most important figurative painters from the 20th century. It was a major retrospective of his work. I got a lot out of it and it was a great experience for the students who joined me.” He also took students to see the exhibit Caravaggio and His Followers at the Kimball [Museum] in Ft. Worth and to see a retrospective of Kent Bellows’ work in Omaha.

Since coming to ESU in Fall 2009, Wilkinson has come to see the difference between art in the Midwest and art in other places where he has been. “I see why the search committee picked me because I think the work that I do fits in well here. In the Midwest, and Kansas specifically, the work being produced is very detail-oriented. Artists are very concerned with craft and the tradition of the medium in which they are working. There are still innovative and ambitious artists in Kansas but there is that attention to detail and commitment to time that is not as common in other places.”

As for his own work, he is currently doing some unique work with portraits. “I have recently been doing lots of self-portraits from direct observation so that means I’m looking in the mirror as opposed to working from photographs of myself. There is a performance element to it because I am acting out different poses that don’t really show me making the image. So it’s kind of this artificial image that I create in the end. Usually I am doing some type of dramatic expression that demonstrates tension.” Wilkinson has also been working on portraits of some of his fellow artists. He surrounds the subject with their tools of the trade. It is a way to give clues about the relationship between each sitter and the artwork he or she produces. Occasionally, he includes his/her actual work in the portrait.

While he works on the portraits, he has begun to work on his next body of work, which will be a departure for him. “Since 2003 I have been primarily working with direct observation and now I am embracing the idea of using photographic references as a way to get a broader range of imagery and subject matter. He explains further, “This new body of work that I am developing will involve a lot of landscape imagery from various settings. In addition, I will add an additional layer of still-life objects painted directly over the landscape imagery. So my current body of work is dealing with how humans interact with each other and my new body of work will deal more with how humans interact with nature.”

Self-Portrait with a Yellow Balloon
30” x 22”
pastel and charcoal on paper
2012

Self-Portrait Bending a Skinny Stick
41 1/4” x 28 1/4”
charcoal, and pastel pencil on paper
2011

BY LIZ MCLAIN
What has your library done for you lately? Assistant Professor of Library & Information Management, Dr. Cameron Tuai, believes that for public libraries the answer should hopefully be “nothing.”

Tuai has been investigating the influence of the capitalist paradigm on the valuation of public libraries by its community. As a tax-based institute, the goal of the library is to meet the needs of its community. Unfortunately, this goal presents a problem for librarians in that a capitalist conception of value is commonly associated with individual not community based consumption. He states, “What is good for the community may not always be good for the individual, and vice versa. Given that public institutions, such as libraries or public universities are increasingly being asked to demonstrate their value in terms of private sector measures, it should come as no surprise that public sector organizations, such as libraries or public universities. In particular, I’m trying to understand how the role of a library as a public good informs its organizational structures.

Tuai’s use of organizational theory to compare how a capitalist paradigm versus a progressive paradigm shapes a library’s structure, builds upon his dissertation theoretical framework of structural contingency theory. In particular, Tuai is interested in determining how the coordination of workflow interdependent services differs under the capitalist assumption of maximizing individual consumption for personal benefit versus maximizing community consumption for a societal benefit.

He currently speculates that a library’s focus on individual consumption leads to structures designed around internal efficiencies, as libraries have largely been relegated to that of an imitator when competing against for-profit information providers such as Google or Amazon. On the other hand, a community based focus could lead to structures that support external coordination of services targeted at specific communities, especially those that have become socially or economically marginalized. These marginalized communities, by definition offer little in terms of individual consumption and profit, but in terms of community consumption of ideals such as civic discourse and democracy, these communities present lucrative targets for libraries as both advocates and a voting constituency.

Tuai’s research poses interesting questions, as he tries to explore the implication of a capitalistic paradigm on libraries as public institutions and how an alternative paradigm of progressivism would change our understanding of libraries. The end game of Tuai’s research is perhaps a future where the value of public libraries is not measured in terms of “What has your library done for you lately?” but rather, “What has your library done for your community lately.” In which case, the answer would simply be “everything.”
Results indicated that females witness physical and emotional abuse as well as monitoring and controlling behaviors in their friend's relationships more so than males do. Females also reported agreeing with the idea that teens who are in a relationship have rights over their partners.

Figure 1. Factor Score Means Plot by Sex

Results indicated the development of the belief that a person has rights over their romantic partner begins to become salient during 7th grade and increases at 9th grade. Witnessing of physical and emotional abuse in the romantic relationships of friends as well as monitoring and controlling behaviors in these relationships increases with age. Witnessing these types of behaviors in friend's romantic relationships were not reported to have occurred before 7th grade.

Figure 3. Factor Score Means by Grade
Dr. Rochelle Rowley, Assistant Professor in the Department of Sociology, Anthropology, and Crime and Delinquency Studies at Emporia State University, is involved in research that delves into matters some would rather keep in the dark.

"My research is in intimate partner violence, especially with adolescents and young adults, and so I teach about intimate violence and intimate relationships," explains Dr. Rowley.

Through her research, Rowley has not only put the spotlight on these issues, but is investigating ways to correct these wrongs and teach prevention. Rowley began this research by working with a group of individuals in Wichita under a DELTA grant from the Centers for Disease Control. The focus at that time was to bring together key community members who had a vested interest in preventing future domestic violence. They conducted a needs assessment of the community and worked with the DELTA group to determine the best ways in which to tackle such a large social problem.

Their findings led them to work with middle school and high school students on preventing violence in relationships and building healthy intimate relationships. With the support of a $1 million grant from Robert Woods Johnson, she helped to implement ideas of intensive school support through student groups aimed at promoting healthy relationships and recognizing unhealthy relationship behaviors. These groups were called Choose Respect. Their intensive support included building a drama troupe called The Outrage at Wichita Southeast High School with the intent of teaching teens about positive healthy relationships. The group members received significant training and education on problems of sexual assault and adolescent intimate partner violence.

A Fourth R (Respect) Curriculum was implemented in 7th Grade Classrooms in four middle schools in Wichita. This curriculum is an interactive program that teaches students about dating violence and has since been adopted by the district for use by all 7th grade students. The most encouraging aspect of this longitudinal project was the development of the bystander empowerment concept called Start Strong: Building Healthy Teen Relationships. This piece encouraged students, teachers, and parents to be UPSTANDERS instead of bystanders. Everyone was taught that speaking out against violence was the only way to make change happen. Start Strong sponsored Rock RESPECT, which featured musical acts, fun games, live videography, photography, food, drinks, and dance. All entries were required to provide performances and art that showed respect towards others. Also, in recognition of Teen Dating Violence Awareness Month each February during Final Friday art crawl, Connecting the Dots art show featured student art work and performances that depicted what intimate partner violence and healthy relationships meant to them.

"Currently I am writing about what dating is," she says, "and that (includes) the difference between what it is now and what it used to be. Even when I was growing up, the expectation was that a boy who was interested in me would call me on my landline phone because cell phones were not invented yet. My parents could listen in to the whole conversation when he asked me out on a date."

Rowley explains that current structures of dating have become more ambiguous than in days past and teens themselves don’t necessarily know how to characterize it. Furthermore, she says that in the near future she hopes to begin even larger research opportunities and possibly collaborate with more students.

Rowley would also like to pursue another area of research related to Higher Education. “I'm actually starting to research academic entitlement,” Dr. Rowley says. “I'm interested in how that impacts higher education. Also, I want to do a study on the academic success and retention differences in students who take high stakes exams versus doing projects in the classroom.”
Dr. John Morton, Associate Professor in School Leadership, is using his extensive background as an educator to guide two research projects. Morton has been in education for more than 40 years and much of that time was spent in administration. He is using that experience to inform his current research.

Currently, Morton is involved with two research projects, one focusing on student learning and the other on the work of superintendents. The first involves a school with which Morton is already familiar because he helped write the grant that funded the school. The Walton 21st Century Rural Life Center Charter School is based in Walton, KS and is a unique elementary school. The school’s curriculum is project-based and incorporates agriculture. Morton would like to understand how project-based learning helps students. He is focusing on the way the school will be implementing common core standards.

The second project with which Morton is involved is a group effort among ESU professors Dr. Stuart Ervay, Dr. Kirsten Limpert, and Dr. Jerry D. Will. The group is focusing on the attitudes of superintendents within a 21st Century organizational structure as they transition to the use of the Common Core Standards. They are surveying different superintendents and compiling all of their data and to see if there is a consensus. Eventually this research will assist superintendents on ways to lead and organize their districts to get the best teaching and learning. Morton himself was a superintendent for a number of years and much of his research has focused on the work of superintendents.

Morton sees this opportunity at ESU as an important one, “I felt like after the many years that I spent on the job in K-12 education that I might have something that I can share with students.” These two projects will certainly contribute to the knowledge base relating to student learning and administration attitudes. Even with these projects in the works, he is already thinking about another project idea. He wants to explore “creating a culture of hope in a school that is struggling.” With his current research, he is finding new ways to answer that question.
FINDING THE FASTER HORSE
Dr. Terence Saldanha’s research shows how IT can change innovation in the new business world

BY TONY HALL

Before Henry Ford began building gasoline-powered automobiles, he was often quoted as saying in reference to transportation innovation, “If I asked customers what they had wanted, they would have said a faster horse.”

Research indicates that Ford never made this direct statement and it seems to contrast with famous Apple computer guru Steve Jobs, who is claimed to have mentioned that those interested in innovation should never ask people what they want. “It’s really hard to design products by focus groups,” said Jobs. “A lot of times, people don’t know what they want until you show it to them.”

Both thoughts, attributed correctly or not, might seem opposed. Perhaps, though, they really say the same thing about innovation. You can ask someone what improvement they want in transportation and they might say a “faster horse” only because they are unable to imagine an alternative beyond their current experiences. Jobs pinpointed that, at least generally speaking, people have ideas like wanting a faster horse or better computer. They can state the need, but not what type of innovation is required to make it reality.

And so we turn to Emporia State University’s Dr. Terence Saldanha, an Assistant Professor and researcher involved in identifying the implications of the role played by IT in business and in business innovation. “The key question for information technology (IT) is not just helping the business do things faster or more efficiently,” he said. “That is a ‘faster horse’ which is good, but not enough, in today’s world. The important thing going forward is how IT helps business come up with new things.”

Saldanha recently received his doctoral degree from the University of Michigan in Ann Arbor. He is now teaching courses on management information systems concepts and business computer systems at Emporia State. The main focus of his current research at the school is the role of IT in business innovation.

“My research in this stream seeks to explore a fundamental question: How can IT resources facilitate business innovation? Second, the nature of innovation and value creation is moving to a collaborative paradigm. I am also interested in how IT facilitates collaborative value creation.

“In one of my studies in this stream,” added Saldanha, “I empirically examine how volatile demand conditions differentially impact the value of IT used for transacting and collaborating in the manufacturing supply chain. The third broad stream of my research covers the adoption and use of IT, such as adoption of Web 2.0 technologies.” It all boils down to how IT can help innovators like a Ford or Jobs find the next big thing in automobiles, computer systems, banking, insurance, and many other businesses. Saldanha’s research has looked at the way Chief Information Officers (CIO) can better work together with other less tech-savvy people in the organization. “That is related to one of the issues I looked at in my research,” he said. “I examined how the Chief Information Officer’s role outside of IT and relating to non-IT parts of the business improved IT-related innovation. It helps in bridging the gap between IT and the rest of the business.”

Saldanha has seen CIOs collaborating with business leaders to suggest new ideas for a business. He has experienced CIOs collaborating with the Research and Development (R&D) departments to drive new products. One such example has been through Avaya, Inc.

Avaya gives out Customer Innovation Awards each year, and a 2012 winner was the Parkview Regional Medical Center in Fort Wayne, Indiana. IT worked with the decision-makers of Parkview to develop high-level communications among its many mobile caregivers. Besides connecting its mobile devices, Parkview Director of Technology Services Paul Jones said “Parkview wanted to integrate data from monitoring devices such as drug pumps, heart monitors, and even smart hospital beds, providing medical staff access to real-time biometrics.”

Another Innovation Award winner was Comcast, a leading television and telecommunications provider. Comcast wanted to update and re-align its customer service for a better and efficient, as well as, lower cost experience. “This first phase alone allowed Comcast to reduce network costs by 40 percent and provided a consistent front end to all customer calls while leaving the agent experience unchanged,” reported the company.

These examples of collaboration with IT are expected to remain the trend, according to Saldanha.

“My research suggests that IT-driven innovation is going to take place in a more collaborative fashion in the future,” he said. “This includes collaboration with business partners, customers, and the rest of business.”

Yes, this is far from your grandfather’s IT. “IT’s role has evolved from a fix-it one to one that is a key driver of strategic value and innovation value. That is where much of IT can provide competitive advantage for businesses.”
Dr. Gregory Robinson — Assistant Professor of Latin American Studies in the department of English, Modern Languages, and Journalism at Emporia State University — was there when the United States invaded his native Panama in December of 1989. “I remember immediately after the invasion, two truck containers full with guns were left somewhere in my hometown,” he recalls. “Many people took the guns and rifles even when they didn’t know how to use them.”

It is likely few people in America recall much of anything about this invasion, brought on by civil unrest and differences over control of the Panama Canal. It is firmly planted in Robinson’s mind, though. “Living in Panama through the political upheaval in the mid-eighties was certainly a very difficult time for me and my family,” Robinson says. “I really believe that our entire country, almost 3 million people, was shaken by the political developments and ultimately the invasion.”

At the time of the conflict, Robinson worked for a government agency that supported the rural communities with basic educational training for homemakers. He worked closely with schools, the mayor’s office, and community leaders. “The guns,” he says, “created a very unsettling situation. Later, the U.S. Army troops collected all of them and rewarded local folks with some money. My immediate family was safe and able to stick together during this very hard time.”

And this experience left a strong impression, as well as serving as a catalyst for the research Robinson is engaged in at Emporia State. He is especially interested in how it relates to countries suffering through a civil war and its aftermath. “My current research varies from modern and contemporary Latin American literature and culture, Central American Studies, gender studies, identity and race studies, business Spanish and Spanish for the health professions, and Spanish for service learning.”

“The idea of my research is based on the short story narrative that effectively analyzes creative and fictional environments that reflect upon the national identities of Guatemala, El Salvador, and Panama. My study recognizes the importance of the authors: Enrique Jaramillo Levi, Dante Liano, Horacio Castellanos Moya, Consuelo Tomás, Jacinta Escudos, and Ana María Rodas.

“My claim argues for the inclusion of their works in the canon of the 20th-century Latin American Literature. Also, I identify similar elements contributing to the construction of identity, race, and gender using the specific personal traits of the characters fashioned by the authors in their works. My investigation demonstrates the importance of culture in the works studied and shows how each country is able to develop and create its own national identity despite struggling with an extremely violent civil war.”

Robinson has written several articles about his research and his latest work in progress is titled *Central America Postwar Narrative: Approximations of Identity, Race, and Gender*. Using what he calls the “intertextuality” a theoretical strategy in his research, he has been able to guide and facilitate his ESU students a tangible way to study his topics.
“For example, in the spring of 2012, I taught a world literature class called Women Writers and Film Directors. The students read seven novels and watched five films based on the novels. We used the intertextuality approach to analyze novels, short stories, poems, and films to critically understand the national identity throughout themes such as: identity, race and gender in the Latin American narrative that includes Mexico, Central America, the Caribbean, South America, and Brazil.”

It is clear that the ruling factions and civil wars of Panama and its neighbors left a horrible scar of poverty and death on its people. The unsettling of the Panama Canal treaty began under U.S. President Jimmy Carter — who signed a 1977 treaty with Panama’s National Guard Commander Omar Torrijos that guaranteed Panama would gain control of the Panama Canal — and heated up under President George H.W. Bush.

About 27,000 U.S. Troops, along with more than 300 aircraft, rushed into Panama to face off against an estimated 16,000 in the Panamanian Defense Forces (PDF) led by military dictator Manuel Noriega. The operation was called “Just Cause” by the U.S. Military and “The Invasion” by the Panamanians. In the end, the PDF could not put up enough resistance, but the collateral damage was most painful for Panama’s citizens. Estimates claim as many as 20,000 people lost their homes and anywhere from 500 to 4,000 Panamanians were killed. The United States Military claimed to have 23 troops killed and another 325 wounded in action during the operation. The U.S. estimate of PDF deaths was 205.

This upheaval of civil war and invasion is the canvas upon which Dr. Robinson and his family have their lives painted and a common thread many authors of the Panamanian region have running through their literature.
The research of Dr. Russell Fulmer, Assistant Professor in the department of counselor education and director of the mental health program at Emporia State University, focuses on a topic that most of us only know from horror movies: exorcism.

Exorcism pre-dates the old and new testaments of the Christian Holy Bible. It is included in many other religions, including Islamic, Buddhist, and Hindu beliefs. Even Hippocrates, so-called father of modern medicine, wrote about it. But that was ages ago, and now in the far more enlightened 21st century, exorcism has been effectively renounced. As Dr. Edmund Buckley of the University of Chicago wrote, “Physics and chemistry banished magic, medicine displaced exorcism, and psychology and logic exposed divination.” Perhaps Buckley’s obituary of exorcism was premature, though, because 13 years into the new century it is still with us. Media stories tell us that its practice could even be on the rise and the Catholic Church, a main and lasting proponent of the ritual, is said to be recruiting and training more exorcists to meet demand.

Dr. Fulmer was able to watch an actual exorcism ritual performed by a Jewish rabbi, though it was nothing, like what has been portrayed in movies, typically by Catholic exorcists, with the demon-possessed patient writhing in pain, screaming out in tongues, vomiting, and even defying nature by swiveling his or her head 360 degrees.

“While observing, I did not, in the words of the exorcist, ‘see the fireworks’ he told me sometimes accompany the event. The ‘demon’ was said to be a succubus. Although, technically, from my research, since this was a female patient, it should be an incubus.”

Dr. Fulmer’s research interest is centered around the professional counselor’s perspective on exorcism. He is “critiquing the experience from a mental health counseling angle, including how the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) would diagnose possession.”

The DSM-IV, released in 1994, is a manual published by the American Psychiatric Association and cover all recognized mental health disorders of adults and children. The current version — the DSM-5 has been released — attributes the symptoms that the theological field would assign to demon-possession in need of religious remedies, to the category of Dissociative Disorder Not Otherwise Specified. Spirit possession is considered in a secular way to be a dissociative trance disorder. “Word is, this will not be in DSM-5,” says Dr. Fulmer. “A dissociative disorder, PTSD, and psychosis are other possibilities.”

The current DSM-IV and its 2000 update does, however, also mention culturally-based syndromes, such as Zar possession in North African and Middle Eastern countries, as well as Susto, or soul loss, in the Latino culture. And it is likely the debate between the world of religion, culture, and psychology will continue well beyond DSM-5.

Dr. Fulmer said his research grows out of a desire to know more, his love of writing, and some contrarian instincts. “I like to be creative with research and go against the grain. If the masses flow in one direction, it tells me there is opportunity and hidden truth in the opposite direction.”

He plans to continue his research and begin work on a major project. “I want to write a book,” offers Dr. Fulmer. “It’s obviously a larger project versus articles or presentations, but my long-term goal is to write at least one. I have a passion for writing.”