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# **The Theory-to-Practice Grant Program: Global Engagement for Student Success**

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## Table of Contents

<b>The Theory-to-Practice Grant Program: A Project Summary</b> .....	1
Program overview .....	1
TPG grants awarded and expenditures.....	2
Additional information.....	2
Table 1. Theory-to-Practice Grant program data (FA2009-SP2013).....	3
Table 2. Principal academic divisions and the distribution of Theory-to-Practice Grants (FA2009-SP2013).....	4
<b>TPG Domestic and International Destinations Report</b> .....	6
Summary.....	6
Methodology .....	6
Global TPG trends .....	6
Table 1. Total number of TPG grants per world region (FA2009-SP2013).....	7
International destinations .....	7
Table 2. International destinations for grant-supported research (FA2009-SP2013).....	8
Domestic destinations and on-campus research.....	9
Concluding remarks.....	9
Table 3. Domestic and campus-based destinations (FA2009-SP2013) .....	10
<b>Theory-to-Practice Grant Recipient Project Summaries (FA2009-SP2013)</b> .....	12
<b>Biographical Profiles: The Story of 17 Recent Grant Recipients in Their Own Words</b> .....	36
<b>Notes</b> .....	53

## The Theory-to-Practice Grant Program: A Project Summary

### SUMMARY

1. The following report provides comprehensive information on the Theory-to-Practice Grant (TPG) program for the FA2009–SP2013 academic terms.
2. The report contains four sections:
  - Program overview for FA2009–SP2013
  - Updated travel destinations report
  - Project summaries for 135 grants awarded from FA2009–SP2013
  - Biographical profiles for 17 TPG grant recipients
3. The *TPG Domestic and International Destinations* report provides updated information on the global patterns of TPG grant recipients' projects from FA2009–SP2013.
4. The *project summaries* provide one-paragraph reviews of the 135 TPG grant-supported projects that OWU faculty, staff, and students have developed. The summaries are organized by grant cycle for greater ease of use.
5. The *biographical profiles* of recent TPG recipients provide in-depth examples of the TPG program and its intellectual effect on OWU students.

### Program Overview

- The Theory-to-Practice Grant (TPG) program offers competitively funded research grants to students, faculty, and staff for short-term projects that enhance the theories and concepts learned in the classroom with practical on-campus, domestic, and international experiences. The Theory-to-Practice Grant program accepts funding proposals each semester. A University committee selects final grant recipients through a formal review process to identify the proposals that most effectively demonstrate a well-conceived, student-centered project grounded in the Ohio Wesleyan University 'theory-to-practice' curricular plan. The entire OWU community benefits from the Theory-to-Practice Grant program as recipients complete their grant requirements with campus programming to share their research experiences with the broader campus population.
- The Theory-to-Practice Grant program operates through the generous support of the President's Circle, a select group of alumni, parents, and friends who share a particular interest in Ohio Wesleyan University and who focus on strategic initiatives selected by the president. President's Circle members generously commit to investing \$10,000 a year above and beyond their gifts to the Ohio Wesleyan Fund and other initiatives.

- The Theory-to-Practice Grant program first awarded grants on December 14, 2009. The TPG program just celebrated its third anniversary. During the FA2009–SP2013 terms, TPG has awarded \$894,759 to faculty and student recipients through nine grant cycles. The following report provides detailed information on the distribution of TPG grant funds.

### **TPG Grants Awarded and Expenditures**

- We awarded 135 TPG grants awarded from FA2009–SP2013. An estimated 533 faculty, staff, and students have participated directly in the TPG program during the period.<sup>1</sup>
- We awarded an average 15 grants per cycle from FA2009–SP2013. The number of grants per cycle is generally consistent. From a minimum six grants awarded in the fall 2009 term, the program has awarded between 10 and 20 grants in nearly 70 percent of the grant cycles. We awarded a maximum 21 grants in both the spring 2011 and spring 2012 terms.
- The average grant award is for \$6,627. The maximum grant award has been \$26,720 and the minimum grant award has been \$567. Approximately 70 percent of grants awarded between \$1,354 and \$11,902.
- TPG grants have supported both faculty-guided / faculty-initiated projects (57 grants) and student-initiated projects (78 grants). TPG grants affiliated with formal courses and independent studies comprise 24 grants.
- The TPG Domestic and International Destinations report included in this briefing book provides detailed information on international and domestic TPG projects. TPG grants have supported 83 international projects and 52 domestic projects. These totals include one combined international/domestic project that involved research at both OWU and in Cameroon.

### **Additional Information**

- Table 1 - Theory-to-Practice Grant Program – Awards, Expenditures, and Terms of Use (FA2009–SP2013) is a comprehensive review of TPG program data for the past three years. Table 1 is located on page 4 of this briefing book.
- Table 2 - Principal Academic Divisions and the Distribution of Theory-to-Practice Grants FA2009–SP2013 is a comprehensive table that demonstrates the TPG grants awarded within the four major academic divisions at OWU. These four academic divisions include a) Natural Sciences, Math and Computer Science, b) Social Sciences, c) Humanities and Literature, and d) Arts. Table 2 is located on page 5 of this briefing book.

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<sup>1</sup> The 135 total grants awarded references only those grants for which recipients have accepted and used the award. The university has awarded additional grants for which recipients ultimately returned the funds unused due to various external conditions that interfered with initiation of the grant-supported program.

**Table 1. Theory-to-Practice Grant program data (FA2009–SP2013)**

	<b><u>Round 1</u></b>	<b><u>Round 2</u></b>	<b><u>Round 3</u></b>	<b><u>Round 4</u></b>	<b><u>Round 5</u></b>	<b><u>Round 6</u></b>	<b><u>Round 7</u></b>	<b><u>Round 8</u></b>	<b><u>Round 9</u></b>	<b><u>Total</u></b>
<b>Academic Term</b>	SP2010	SP2010	FA2010	FA2010	SP2011	FA2011	SP2012	FA2012	SP2013	--
<b>Total No. of Grant</b>	<b>6</b>	17	13	9	21	15	21	16	17	<b>135</b>
<b>Total Funds</b>	\$41,384	\$111,558	\$81,194	\$72,827	\$148,174	\$85,308	\$135,175	\$99,911	\$119,228	<b>\$894,759</b>
<b>Destinations:</b>										
<b>Domestic<sup>1</sup></b>	4	7	4	2	9	5	10	5	6	<b>52 domestic</b>
<b>International</b>	2	10	9	7	12	10	11	11	11	<b>83 international</b>
<b>Faculty/Mixed vs. Student Composition<sup>2</sup></b>	all 6 mixed projects	12 student projects	7 student projects	4 student projects	11 student projects	9 student projects	12 student projects	12 student projects	11 student projects	<b>78 student-initiated projects</b>
<b>Individual vs. Course-Related Grants</b>	1 course-related grants	3 course-related grants	2 course-related grants	4 course-related grants	6 course-related grants	4 course-related grants	1 course-related grant	0 course-related grants	3 course-related grants	<b>24 course-related grants</b>

*Notes:*

<sup>1</sup>Some TPG projects involved a combination of international and domestic work, as noted in the Destinations Report included in this briefing book. Such cases are counted as international destinations in this table.

<sup>2</sup>Student-initiated TPG projects are those in which only students are involved. Faculty/Mixed TPG projects are those in which only faculty or a combination of faculty and students are involved. The data are unclear on which TPG grants actually do involve mixed faculty/student involvement vs. only faculty involvement, which is why this category includes both types.

**Table 2. Principal Academic Divisions and the Distribution of Theory-to-Practice Grants (FA2009–SP2013)<sup>1</sup>**

	<b><u>Round 1</u></b>	<b><u>Round 2</u></b>	<b><u>Round 3</u></b>	<b><u>Round 4</u></b>	<b><u>Round 5</u></b>	<b><u>Round 6</u></b>	<b><u>Round 7</u></b>	<b><u>Round 8</u></b>	<b><u>Round 9</u></b>	<b><u>Total<sup>2</sup></u></b>
<b>Academic Term</b>	SP2010	SP2010	FA2010	FA2010	SP2011	FA2011	SP2012	FA2012	SP2013	--
<b><u>Natural Sciences, Math and Computer Science Departments</u></b>										
	3 grants	5 grants	5 grants	2 grants	5 grants	5 grants	3 grants	3 grants	3 grants	<b>34 grants (25%)</b>
<b><u>Social Sciences Departments</u></b>										
	3 grants	6 grants	5 grants	5 grants	8 grants	8 grants	12 grants	6 grants	7 grants	<b>60 grants (45%)</b>
<b><u>Humanities and Literature Departments</u></b>										
	0 grants	3 grants	0 grants	3 grant	6 grants	1 grant	4 grants	5 grants	5 grants	<b>27 grants (20%)</b>
<b><u>Arts Departments</u></b>										
	0 grants	3 grants	2 grants	0 grants	2 grants	1 grant	2 grants	2 grant	2 grants	<b>14 grants (10%)</b>

**Notes:**

<sup>1</sup>The principal academic divisions and the departmental majors within each division are adopted directly from the OWU Catalog.

<sup>2</sup>Grant projects with multiple investigators bridged the principal academic divisions 11 times. The Natural Sciences, Math and Computer Science category was a secondary emphasis in 3 cases. The Social Sciences category was a secondary emphasis in 2 cases. The Humanities and Literature category was a secondary emphasis in 6 cases. These secondary grant emphases are not included in the tabulated totals.

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# **TPG Domestic and International Destinations Report**

Revised May 14, 2013

## **I. Summary**

The Theory-to-Practice Grant (TPG) program has completed eight grant cycles from the FA2009–SP2013 academic terms. The program awarded 135 grants to students, faculty, and staff through this period. The following report provides information on domestic and international destinations achieved through the program. Among the key findings: The program has favored international research over domestic research modestly, with 60 percent of the grants awarded for international destinations. Grant recipients have carried out research in 12 world regions, 54 countries (including the United States), and 21 U.S. states (including Ohio). However, North America and Europe continue to be the most popular granted-supported research destinations. Of the 135 grants awarded, 66 percent have conducted research in the United States, Canada, and Europe, with a generally equitable distribution of remaining grants throughout the rest of the world.

## **II. Methodology**

Providing clear information on grant-supported travel destinations is a surprisingly difficult task. While the university awarded 135 grants during the FA2009–SP2013 period, many grants included multiple travel destinations within a single grant-funded project. That is, we do not have a one-to-one correspondence between a Theory-to-Practice Grant and a single campus-based, state, domestic, or international destination. To ensure clarity in the data, this report provides information on all localities, states, countries, and regions to which our grant recipients have traveled in pursuit of their research. The resulting information presented below frequently has totals in excess of the 135 Theory-to-Practice Grants awarded. This is a reflection of the multiple destinations involved in research.

## **III. Global TPG Trends**

The first section examines the global distribution of grant-supported research among the major world regions. While most world regions may be self-evident, readers should be aware of certain arbitrary designations that affect the data. East Asia includes mainland eastern, peninsular Southeast Asia, and Taiwan. The Asia-Pacific Rim includes all maritime countries from Australia and New Zealand to Indonesia, The Philippines, and Japan. The Middle East/North Africa includes the core region north of the African Sahara, the Levant, the Arabian Peninsula, and eastward to Iran, as well as Turkey. South Asia includes the entire sub-continent and surrounding countries, including Afghanistan, Pakistan, India, and Bangladesh. North America includes only Canada and the United States, with Mexico placed in the Central America category in line with recent geographic conventions. The remaining regional divisions should be clear to the reader.

Table 1 provides a summary of the total grant-supported research projects realized in each world region. The grant program has supported research throughout 12 world regions on every continent except Antarctica. Grant-supported research based in North America and Europe comprises a modest majority (66%) of all research destinations. Within North America, only one research grant included work in Canada, with the remainder being confined to the United States.



**Table 1. Total Number of TPG Grants per World Region (FA2009–SP2013)<sup>1</sup>**

World Region	Total Grant-Supported Projects
North America	55
Europe	27
South Asia	11
Central America	7
Asia-Pacific Rim	8
South America	6
Southern Africa	4
East Asia	7
Caribbean Basin	4
East Africa	4
Middle East /North Africa	2
West Africa	3

<sup>1</sup> *Note:* The total projects per world region (n=138) as shown above will exceed the total number of grants awarded (n=135). Three grants included research in two distinct world regions, which accounts for the discrepancy.

#### **IV. International Destinations**

Within the broad global coverage that the program achieved during the FA2009–SP2013 period, it is useful to examine the country-specific distribution of research projects in North America, Europe and other world regions. From the outset, the program has achieved remarkable global reach, with research in 54 countries across five continents. The 83 grants that supported principally international research projects have provided unparalleled opportunities for OWU students, faculty, and staff to travel the world and cultivate core curricular goals of global citizenship, social responsibility, and multicultural awareness.

Table 2 provides a summary of the total grant-supported research projects realized in the different countries of the world. The program provides mostly grant-supported research for single-country destinations (e.g., a grant to study religious traditions in Cuba). However, eight grants provided support for research to multiple international destinations. These multiple-destination projects highlight the unique opportunity that the Theory-to-Practice Grant program offers for comparative, cross-cultural studies and collaborative research efforts on a truly global scale. The eight multiple-destination program grants include:

- 1) Travel to Italy, France, Germany, and the United Kingdom; 2) Travel to Kenya and Tanzania; 3) travel to Poland, Germany, and the Czech Republic; 4) Travel to Turkey, Dubai, and Singapore; 5) Travel to Sweden and Spain; 6) Travel to Japan, South Korea, Taiwan, Vanuatu, and Vietnam; and 7) Travel to Germany and France; and 8) Travel to Ireland and the United Kingdom.

At the same time, most multiple-destination, grant-supported research projects continued to be limited to a single world region (i.e., Europe, eastern Africa). The future opportunities for cross-cultural comparative research that spans world regions offer Ohio Wesleyan students, faculty, and staff relatively unlimited possibilities for the continued professional, intellectual, and interpersonal development that is a hallmark of our university vision.

**Table 2. Total International Destinations for Grant-Supported Research (FA2009–SP2013)<sup>1</sup>**

<b>NORTH AMERICA</b>	<b>Total: 2 states</b>	<b>ASIA-PACIFIC RIM</b>	<b>Total: 5 states</b>
United States	54 (projects)	Japan	4
Canada	1	Malaysia	2
		Vanuatu	1
		Micronesia, F.S. of	1
		Australia	1
<b>EUROPE</b>	<b>Total: 16 states</b>	<b>ASIA</b>	<b>Total: 9 states</b>
UK	6	<b>South Asia</b>	
France	4	India	8
Germany	5	Bangladesh	1
Austria	3	Pakistan	1
Romania	2	Nepal	1
Greece	2		
Ireland	3	<b>East Asia</b>	
Bosnia-Herzegovina	1	China	2
Iceland	1	Singapore	2
Italy	1	South Korea	1
Poland	1	Taiwan (ROC)	1
Sweden	1	Vietnam	2
Czech Republic	2		
Spain	2	<b>THE MIDDLE EAST</b>	<b>Total: 3 states</b>
Finland	1	Dubai (UAE)	1
Portugal	2	Israel	1
		Turkey	1
<b>WESTERN HEMISPHERE</b>	<b>Total: 11 states</b>	<b>AFRICA</b>	<b>Total: 8 states</b>
<b>Central America</b>		<b>East Africa</b>	
Costa Rica	3	Kenya	2
Belize	1	Tanzania	1
Guatemala	1	Uganda	1
Nicaragua	1	Zimbabwe	1
Panama	1	<b>Southern Africa</b>	
<b>Caribbean Basin</b>		Republic of South Africa	4
Haiti	2	<b>West Africa</b>	
Cuba	2	Cameroon	1
<b>South America</b>		Ghana	1
Brazil	2	Namibia	1
Chile	1		
Ecuador	2		
Bolivia	1		

<sup>1</sup> Note: The total projects per country shown above will exceed the total number of grants awarded (n=135 for 54 total countries). There were 15 multiple-destination grants that recipients used to fund research in multiple domestic and international destinations. The total per country presented above reflects the total number of research teams that conducted research in a given country.

## V. Domestic Destinations and On-Campus Research

The program has awarded 54 grants for domestic-based research that includes projects throughout the United States, within the State of Ohio, the City of Delaware, and on the OWU campus. These domestic-based grants reflect all academic divisions and departments with a combination of student, faculty, and staff participants involved in both field and lab-based research. Grants supporting research within the *natural sciences, math, and computer sciences* academic division is mostly domestic, due in large part to the laboratory-based nature of such research.

Table 3 (on the following page) provides a summary of the total grant-supported research projects directed towards domestic U.S., state, local, and on-campus destinations. The data may be disaggregated into three distinct patterns:

### 1. Non-Ohio domestic projects:

The program awarded 28 grants for research conducted in 20 U.S. states outside of Ohio. In parallel with the international research trends, most domestic research remained confined to a single U.S. state. Grant recipients conducted research in multiple U.S. destinations in only six cases: 1) OWU and New York; 2) OWU and California; 3) Massachusetts, Oregon, Washington, and Ohio; 4) Georgia, New York, and Washington, D.C.; 5) California and New Mexico; and 6) Alabama, Illinois, and West Virginia.

### 2. Ohio-based projects:

The program awarded nine grants for research projects conducted off-campus, but principally within the State of Ohio. Two of these non-campus research projects were based in the City of Delaware and surrounding areas. The remaining seven Ohio-based projects were distributed throughout the state.

### 3. OWU-based projects:

The program awarded twenty grants for research conducted predominantly on the Ohio Wesleyan University campus. Five University-based grants involved research that combined campus-based research with work in either the City of Delaware (n=1), the State of Ohio (n=1), other U.S. states (n=2, NY and CA), or another country (n=1, Cameroon).

## VI. Concluding Remarks

The Domestic and International Destinations report data provide several tentative conclusions to guide the future growth of the TPG program and to further strengthen its role in advancing the OWU Connection curricular initiative.

Students, faculty, and staff have benefited considerably from the Theory-to-Practice Grant program during the past three years. The OWU community has pursued practical research and life-shaping experiences in a host of international and domestic settings, applying their multiple disciplinary backgrounds to countless hands-on experiences on a truly global scale. Moreover, the continued overrepresentation of North American and European destinations suggests that the program – as we look to the future – has considerable room for continued growth into new academic disciplines and new intellectual arenas that can continue to encourage student, faculty, and staff engagement with less well-studied regions, countries, and communities.

In conclusion, the Theory-to-Practice Grant program has given the OWU community an unparalleled opportunity for global reach and the cultivation of global citizenship goals through the varied research projects that have characterized the program since 2009. Looking forward, the program is expected to continue providing the high-quality opportunities to transform theory into practice among the varied domestic and international destinations that constitute our integrated world. This potential fertile ground for growth in the program may be key for further advancement of the university’s OWU Connection curricular plan and our commitment to life-long experiential learning.

**Table 3. Domestic and Campus-Based Destinations (FA2009–SP2013)<sup>1</sup>**

<b>U.S. State/District</b>	<b>Number of grants awarded</b>
OWU-based research	20
Ohio (exc. City of Delaware)	7
City of Delaware	2
U.S. (at large)	2
Alabama	2
California	2
District of Columbia	1
Florida	2
Georgia	1
Hawaii	2
Illinois	2
Iowa	1
Kentucky	1
Massachussetts	2
Michigan	2
New Mexico	3
New York	3
North Carolina	1
Oregon	3
Pennsylvania	1
Texas	1
Virginia	1
Washington	1
West Virginia	1
No. of TPG grants with 2+ domestic destinations	4
No. of TPG grants combining OWU and domestic destinations	5

<sup>1</sup>*Note:* The state-by-state totals (n=35) will exceed the total domestic grants awarded (n=28). Totals per state include grants in which research involved only a single state and in which research involved two or more states, accounting for the higher totals.

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## **THEORY-TO-PRACTICE GRANT RECIPIENT PROJECT SUMMARIES (FA2009–SP2013)**

The following data provide brief summaries for the 135 Theory-to-Practice Grant projects funded during the eight grant cycles from the FA2009–SP2013 academic terms.

### **Round One Grants (FA2009 – 6 grants)**

- 1. Effects of monosodium glutamate on amphetamine-induced psychosis in the rat: Integration of the dopamine and glutamate hypotheses of schizophrenia.** Assistant Professor of Psychology Jen Yates and psychology and neuroscience student Tayler O’Connell (Austinburg, OH) developed a semester-long research project to explore the effect of monosodium glutamate in controlling psychotic behavior in rats. This research supports broader scientific efforts to treat schizophrenia through development of better understandings of the factors that generate psychotic behavior and refined techniques for controlling such potentially dangerous conditions.
- 2. Bolivia: Ecology, poverty, and people.** Professors Emeriti of Zoology Dennis Radabaugh and Sally Waterhouse joined Professor of Sociology-Anthropology Mary Howard to develop an interdisciplinary summer course on the interactions of ecological disturbance and social problems in the Bolivian highlands. Eight OWU students accompanied the three faculty members to Bolivia during the summer of 2010 to examine the connections between the fragile Bolivian ecosystem and the country’s political and economic history through five centuries of colonial and post-colonial rule. The trip included exploration in major urban and rural regions including La Paz, Santa Cruz, and Buena Vista.
- 3. Bringing molecular systematic to OWU through the investigation of evolution in *Xylopi*.** Professor of Botany-Microbiology David Johnson and botany student Gregory Stull (Gainesville, FL) developed a research project during the 2009 Winter Break to examine the evolutionary history of the tropical plant genus *Xylopi*. The team learned at the New York Botanical Garden a new “molecular systematics” methodology that supports new insights into pan-tropical plant evolution. Johnson and Stull have applied the molecular systematic methodology to subsequent classroom pedagogy and classroom experiment design.
- 4. High-resolution Conodont biostratigraphy.** Professor of Geology-Geography Keith Mann and accounting and geology-geography student Jen Schmitt (Spring, TX) developed a project to document the fossil record of *conodont* fauna (an extinct, primitive bony eel-like fish) in the Columbus Limestone and Delaware Limestone rock formations. The project has allowed the researchers to more accurately and precisely determine the age of these limestone formations and their geologic connection to regions in North America, Africa, Europe, and Australia.
- 5. Sex differences in environmental-dependent tolerance to ethanol and diazepam in mice.** Assistant Professor of Psychology Jen Yates and psychology and philosophy student Robert Pence (Ellettsville, IN) developed a project to examine the relationship between gender and chemical sensitivity in the physiological reaction to two commonly used chemicals administered to patients suffering from a class of medical conditions such as anxiety, panic attacks, insomnia, and seizures. The research involved the administration of both ethanol and diazepam injections into mice to evaluate the physiological response based on sleep levels induced in the subjects.

- 6. Natural history of the New River, Lamanai, and Chan Chich, Belize.** Professor of Zoology Jed Burt and zoology students Jack Stenger (Charleston, IL) and Sean Williams (East Weymouth, MA) developed a project to expose the students to the tropical rainforest ecology, historic Mayan ruins, scientific seminars, and multiple field trips throughout the country of Belize. The research allowed Dr. Burt and his students to catalog the flora and fauna of Belize, with an emphasis on the local bird species as well as native mammalian, reptilian, and amphibian species previously discussed in classroom settings.

### Round Two Grants (SP2010 – 17 grants)

- 7. Applied conservation in Borneo: Habitat restoration and developing alternative sources of income of indigenous people.** Zoology student Meredith Palmer (Cleveland, OH) developed a project that combined biological and social science to study conservation biology and environmental sustainability in the Batu Puteh district of northeastern Borneo (Sabah state, Malaysia). Meredith conducted research with the MESCOT initiative, a local community tourism cooperative organization that seeks to combine wildlife research, habitat restoration, and sustainable eco-tourism economies in the Kinabatangan River valley, where logging and palm-oil production severely threaten endangered orangutan and several other primate habitats.
- 8. Species preference in bat-house design: Implications for bat conservation and ecosystem services.** Zoology student and Fulbright Scholar Kristen Lear (Cincinnati, OH) developed a project to study the behavioral ecology of multiple bat species in order to better sustain native bat populations. Working in San Saba, Texas, Kristen used in-depth biological knowledge of bat ecology to design multiple bat-house structures and then assess species-specific preferences. This research provided new scientific knowledge for conserving and promoting the ecological and economic role of bats.
- 9. French culture.** English, journalism, and French student Diane Bizzarro (Newtown Square, PA) developed a project to experience French culture, history, and social life through study and volunteerism at several theatrical sites in France. The research granted Diane experiential learning about the development and continuing influence of both ancient and modern theatre forms in France. The project also rapidly developed her French language skills in an immersive environment.
- 10. The American belief: Faith and the meaning of life.** Mathematics and physics student Chen “Chris” Gong (Tianjin, People’s Republic of China) developed a project that combined an interest in U.S. religion and faith with a desire to develop qualitative research methodology skills. The project involved the selection of multiple Chicago, Illinois, citizens and the development of open-ended ethnographic interviews to explore their views and faith traditions.
- 11. Understanding the egg-laying behaviors and conservation of the Green Turtle in Costa Rica.** Zoology student Cailee Smith (Pawtucket, RI) developed a project to work with the Caribbean Conservation Corporation to learn the scientific techniques for assessing the health and nesting sites of endangered green sea turtles (*Chelonia mydas*). The research helped Cailee develop direct experience with identifying, observing, and protecting female egg-laying turtles and their nest sites. The skills learned relate to broader conservation biology requirements that may be applied to a range of species protection efforts.

- 12. Building a bridge between Ohio Wesleyan and the Penland School of Crafts.** Fine arts and English student Martha Park (Memphis, TN) developed a project to attend a two-week workshop at the Penland School of Crafts in the Blue Ridge Mountains of North Carolina. The project granted Martha the opportunity for hands-on experience alongside master artisans focused on a range of material arts, including books and paper, clay, drawing, glass, iron, metals, photography, printing, textiles, and wood.
- 13. Glare as a selection pressure on bill color in temperate and neo-tropical birds.** Zoology student Sean Williams (East Weymouth, MA) developed a project to conduct ornithological research in the Costa Rican cloud forests and rainforests. The research examined the theorized relationship between sun glare, bill color and foraging behavior for multiple neo-tropical bird species. The final research results contributed to our understanding of the evolution of bird coloration and behavioral ecology of both bird and other animal species. Sean currently is a National Science Foundation Graduate Research Fellow at Michigan State University.
- 14. OWU opera workshop at the Salzburg Music Festival (Austria).** Assistant Professor of Music Jason Heister developed a project that introduced eight *Music 011 Opera Workshop* course students to the Salzburg Music Festival in Austria for ten days. The hosting University of Miami program gave OWU faculty and students an opportunity to experience the rich European opera tradition and stay with a local family in Salzburg – the birthplace of Mozart and a cradle of the European performing arts.
- 15. Exploration of the welfare of ‘street children’ in Kolkata, India.** Psychology and black world studies student Danielle Bonner (Monrovia, CA), sociology-anthropology student Perrie Bonner (Monrovia, CA), and psychology, neuroscience, and pre-med student Adeline Hemmen (Seaford, DE) developed a project to partner with Good News Christian Educational Mission on a philanthropic trip to Kolkata, India. The students volunteered at an orphanage and helped teach homeless children English language skills. The students supplemented their month-long experience with multiple historical and environmental tours of Kolkata.
- 16. Bosnia and Herzegovina and the post-conflict transition: Theoretical research and its practical application.** International studies and economics students Alina Ruzmetova (Pataskala, OH) and Melissa Tan (Singapore), and international studies and French student Megan Weaver (Buffalo, NY) developed a project to volunteer with the Global Youth Connect Summer 2010 Human Rights Delegation, to forge connections with NATO professionals, and to conduct independent research for six weeks on the ethnic minority experience of the post-conflict transformation of political, economic, and social conditions in Bosnia-Herzegovina.
- 17. Researching Pakistani perspectives on U.S. intervention in Afghanistan.<sup>2</sup>** Economics and politics-government student Anthony Harper (Westerville, OH), international studies and politics-government student Kyle Herman (Stow, OH), and politics-government student Sean-Paul Mauro (Canonsburg, PA) developed a project with the guidance of OWU alumnus Usman Javaid (‘10) to conduct political opinion research in Lahore, Pakistan. The students interviewed multiple Pakistani citizens of diverse

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<sup>2</sup> Mr. Herman’s story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.



demographic backgrounds and conducted personalized tours of several government and religious institutions over a two-week period in May 2010.

- 18. Exploring the business and economic environment in Nicaragua.** Professor of Economics Barbara MacLeod developed a project that led a class to Managua, other Nicaraguan cities, and rural northern regions for ten days to explore political, economic, and business practices. The research trip introduced students to recent OWU alumni, U.S. Peace Corps volunteers, Nicaraguan business leaders and government officials, and a private briefing seminar provided by U.S. Embassy officers.
- 19. The ShakePoverty Foundation.** Economics-management students Hung Nguyen (Hanoi, Vietnam) and Farooq Busari (Columbus, OH) developed a project to establish their own non-profit organization called The ShakePoverty Foundation. The Foundation set a mission of raising public awareness about and raising funds to support the Millennium Challenge goals of extreme poverty eradication in sub-Saharan Africa by 2025. Both Stanford University and Columbia University have established ShakePoverty chapters in recent years.
- 20. Global issues of safe drinking water.** Associate Professor of Fine Arts Kristina Bogdanov and Professor of Botany-Microbiology Laura Tuhela-Reuning developed a cross-disciplinary course titled “Safe drinking water for the world: The intersection of ceramics and microbiology” that explored how new ceramics innovations could facilitate water purification science and benefit the global need for reliable potable water. The course project emerged from a shared focus on “Potters for Peace,” a nonprofit movement to promote point-of-use water treatment options to the global poor using ceramic water filters that purify the water.
- 21. Social justice training for students.** Professor of Education Paula White and Director of Multicultural Student Affairs Terree Stevenson developed a project that sent them and two students to the Social Justice Training Institute (SJC). Involvement with this San Francisco-based organization gave the project members an intensive space for exploring the complicated patterns of social discrimination and oppression in contemporary society. The faculty, staff, and student participants gained valuable real-world skills for fostering positive social conditions both on their campus and in their communities.
- 22. Chadian refugee book drive.** Spanish and French student Kathryn “Katie” Schlaudt (Holland, MI) developed this project that spanned the divide between central Ohio and central Africa. Katie spearheaded fundraising efforts to raise both monetary support and book donations in Delaware to provide a reading library for Cameroon-based refugees from the African state of Chad. Following acquisition of the reading materials, Katie traveled to Cameroon to volunteer alongside Chadian refugees in order to establish the reading library.
- 23. Immigrantification: Global immigration and landscape changes among Somali and Latino immigrants and the revitalization of Columbus neighborhoods.** Assistant Professor of Geology-Geography David Walker and geography student Jack Schemenauer (Luckey, OH) developed a project to conduct qualitative field research on the urban patterns of North American political-economic change. The Northland business/residential district in Columbus, Ohio, has been revitalized through an \$18 million urban renewal grant and intensive grassroots social and economic development efforts among the

Somali and Latino communities. Field research granted David and Jack hands-on research interaction with local immigrant residents in the area.

### **Round Three Grants (FA2010 – 13 grants)**

- 24. A comparative education study tour: A glimpse into European pedagogies.**<sup>3</sup> Education students Sarah Chizmar (Lewis Center, OH) and Jennifer Federer (Evanston, IL) developed a project to compare the educational structure and pedagogical philosophies among multiple European educational systems. The students traveled to Italy, France, Germany, and the United Kingdom to meet with school officials and observe educational practices in each country. Through the grant, Sarah and Jennifer enhanced their capacity to better evaluate U.S. educational conditions and place our practices in a global context.
- 25. Exploration of the South African public health system and health care delivery to the underserved communities of Durban, South Africa.**<sup>4</sup> Chemistry and pre-med student Rejoice Ngongoni (Harare, Zimbabwe) developed a project with the Child Family Health International nonprofit organization to deliver health care to underserved communities in Durban, South Africa. The project provided direct clinical experience with HIV/AIDS patients and established a critical understanding of the South African health care system in a dynamic, challenging environment.
- 26. Plight of the Roma: Roma life, culture, and socioeconomic status in Romania.** History and sociology-anthropology student Sydney Parms (New Albany, OH) and psychology student Maria del Toro (Bronx, NY) developed a project to volunteer with non-profit organization Global Aware and Romanian partner organization FAST in Braşov (/brash-ōfe/), Romania. Sydney and Maria participated in multiple philanthropic initiatives, including construction of a social and educational center, a childhood hygiene education program, and an environmental awareness campaign in the local community.
- 27. Salzburg summer voice program.** Music student Jessica Spafford (Chicora, PA) developed a project to participate in the summer study program for voice major students at the University of Miami Frost School of Music at Salzburg program in Austria. Salzburg is a leading cultural center for performing arts in Europe and the birthplace of Wolfgang Amadeus Mozart, providing Jessica with a powerful practical experience in performance arts training
- 28. Connecting to a culture through conversation.** Zoology student Britannia Wanstrath (Delaware, OH) and sociology-anthropology student Margaret Naylor (Lewes, DE) developed a project to volunteer at a wildlife rescue and rehabilitation center in the Amazon rainforest region in Ecuador. Both Britannia and Margaret used this rewarding experience also to deepen their Spanish language proficiency.
- 29. From Hawaii to Ohio: Bringing the knowledge of the island to our backyard.** Assistant Professor of Chemistry Katherine (Katie) Hervert and chemistry student Jessica Wright (Lancaster, OH) developed

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<sup>3</sup> Ms. Chizmar's story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

<sup>4</sup> Ms. Ngongoni's story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

a project to collaborate with University of Hawaii-Manoa Associate Professor of Chemistry Dr. Thomas Hemscheidt to acquire new research techniques. Katie and Jessica conducted on-site research on scientific techniques that can isolate certain natural chemicals from plants and fungi. These skills are integral to contemporary chemistry practices in both academic and private-sector research.

- 30. OWU theatre students at the Stratford (Ontario) Shakespeare Festival.** Associate Professor of Theatre & Dance Edward Kahn developed a project to lead 27 theatre major/minor students to the famed Stratford, Ontario, Shakespeare Festival in 2010. The festival provided theatre students the opportunity to critically observe multiple classical and contemporary performance styles, direction styles, and stage configurations for performing the works of Shakespeare. The students gained a host of new techniques and creative concepts that they brought back to OWU and onward in their careers.
- 31. Affecting the uninfected: HIV/AIDS orphans in East Africa.** Associate Professor of Black World Studies Ali Skandor, black world studies academic secretary Paula Travis, sociology-anthropology and black world studies students Heather Werling (Tiffin, OH) and Ben Andrews (Delaware, OH), and botany-microbiology and pre-med student Ahlam Awad (Addis Abbaba, Ethiopia) developed a video project in Kenya and Tanzania to document in English and Kiswahili the care and treatment of institutionalized HIV/AIDS orphans and individuals receiving family-based care. The project developed participants' capacity to assess the complicated cultural and gender-specific challenges to successful HIV/AIDS intervention strategies.
- 32. Ohio Wesleyan community garden.** Environmental studies and international studies student Matthew Jordan (Washington, D.C.) and five additional students from Pittsburgh, Pennsylvania; Delaware, Ohio; Cincinnati, Ohio; and Westerville, Ohio, developed an OWU community garden project. The OWU community garden is a student-led project to establish a permanent and sustainable campus-based community garden to provide reliable access to fresh, nutritious foods for the OWU community, Chartwells Food Services, and low-income Delaware, Ohio, populations. Since 2010, the community garden has flourished thanks to the initial students' efforts and continuing volunteer efforts by the OWU students, faculty, and staff.
- 33. Literacy internship and counselor with 'Getting Ready for Kindergarten' camp.** Early Childhood Center Head Teacher Charity Romero-Rose developed a project to formalize the OWU education department connection with the Maynard Avenue United Methodist Church *Getting Ready for Kindergarten* camp in Columbus, Ohio. The grant allowed education student Kim Turner (Worthington, OH) to work with the camp as a literacy internship counselor. Recently renamed *A Good Start*, the camp since 2008 has provided intensive literacy-rich experiences to 120 children from low-income families in central Ohio with the active participation of OWU early childhood education students.
- 34. Entrepreneurial product development and research in Japan.** Economics and politics-government student Yavor Danailov (Sevlieko, Bulgaria) and accounting student Henri Nika (Tirana, Albania) developed a project with OWU alumnus Maxim Razmakhin ('10 - Voronezh, Russian Federation) to participate in multiple health food trade shows, tour tea plantations, and examine marketing practices in Japan. The project was part of the students' Woltemade Center-supported entrepreneurial efforts to establish Brain Shake, an organic, natural-ingredients energy drink.

- 35. Native bacteria of birds and soil and their worldwide distribution.** Professor of Botany-Microbiology Jerry Goldstein and Professor of Botany-Microbiology Laura Tuhela-Reuning developed a project centered on a microbiology annual convention, a semester course, and student-centered comparative microbiological research of soil-dwelling bacteria in both Delaware, Ohio, and from other national and global soil sample locations. Students enjoyed professional development and practical application of theoretical concepts first learned within the academic classroom setting.
- 36. Does the MHC Complex influence female mating preferences in live-bearing fish, *Poecilia latipinna* (sail-fin mollies)?** Assistant Professor of Zoology Shala J. Hankison and Assistant Professor of Zoology Tami Panhuis developed a project to conduct research with zoology student Cailee Smith (Pawtucket, RI) on the role of MHC compounds in influencing animal species' mate attraction. MHC chemical compounds have been implicated in the development of strong immune systems in multiple species, including humans. The current project explores how different MHC complex combinations may drive mate choice as potential mates are instinctively attracted to potential mates with compatible MHC compounds that are most likely to produce offspring with strong immune systems.

#### Round Four Grants (FA2010 – 9 grants)

- 37. Brazil consumer credit: The *Consortio* system and commodities markets.** Mathematics and economics-management student Dias Ayubayev (Almaty, Kazakhstan) and four additional economics-management and accounting students developed a project that explored the Brazilian *Consortio* system, an innovative microfinance credit regime being pioneered in Brazil. The students engaged the São Paulo University international affairs office, the Bank of Brazil, several commercial banks, and credit recipients in São Paulo and Rio de Janeiro to learn Brazilian consumer credit practices. Students included Pratyush Agarwal (economics-management - Kathmandu, Nepal); Muhammad Murtaza Hussain (accounting - Karachi, Pakistan); and Bibhav Chapagain (accounting – Kathmandu, Nepal).
- 38. Adulthood and aging collaborative exchange: Connections between OWU and Delaware Senior Citizens, Inc.** Assistant Professor of Psychology Melinda Baker, and Delaware Senior Citizens, Inc. Arts and Education Director Joan Hatcher developed a collaborative project between the OWU Psychology 348: Maturity and Age course and Delaware Senior Center members. The project directors connected 6 psychology course students with older adults to share perspectives on life issues, adulthood, and the aging process.
- 39. Exploration of subtropical invertebrate diversity: Genetics and parasitology in the laboratory and the field.**<sup>5</sup> Professor of Zoology Danielle Hamill, Associate Professor of Zoology Ramon Carreno, and zoology students David Ordosch (Cleveland, OH), Josephine Koltek (Louisville, OH), Lauren Leister (Marshallville, OH), and Alan Massouh (Montana City, MT) developed a biological sample collection field trip to the Florida Keys. The participants collected insect and parasitic nematode samples for

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<sup>5</sup> Mr. Massouh's story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

further taxonomic identification, DNA sequencing, phenotypic analysis, and molecular characterization. The experience gave students field collection and lab experience in microscopy, DNA manipulation, and computerized bioinformatics management.

40. **HaitiOWU impact initiative.** International and Off-Campus Programs Assistant Director Dorota Kendrick, and OWU-VISTA alumna Mery Kanashiro developed a mission trip program with 10 students to volunteer at the Espwa children's orphanage in Les Cayes, Haiti. The relationship between OWU and Espwa has continued to develop in subsequent years with annual mission trips to assist the orphanage and its children.
41. **Japanese language as a tool to connect to the real world.** Instructor of Modern Foreign Languages Jun Kawabe developed a project with sociology-anthropology student Beth Robb (Hinckley, OH), international studies and politics-government student Kevin Crabb-Nishimoto (San Antonio, TX), and psychology student Yan Dong (Beijing, People's Republic of China) to explore Western and Eastern cultural traditions in Japan. Jun and her students interviewed psychology professors at Japanese universities and local families to study the mental and social differences between U.S. and Japanese culture while developing social science research methods.
42. **Assessment of China as a model for addressing an impending global water crisis.** Neuroscience student Sharif Kronemer (Silver Spring, MD), mathematics and economics student Yang Guanyi (Huangshi, People's Republic of China), and international studies and politics-government student Kyle Herman (Stow, OH) developed a project to examine the severe water shortages in northern China during the past few years. The students traveled to northern China for three weeks in June 2011 to observe the economic, political, and physical effects of the water shortage as a potential indicator of future water shortage conditions elsewhere in the world.
43. **Horizontal gene transfer in *Vibrio cholerae*.** Botany-microbiology student Maisha Rashid (Dhaka, Bangladesh) developed a project to conduct research for one month at the School of Life Sciences at North-South University in Bangladesh. Maisha conducted research on the role of bacteriophages (viruses that infect and reproduce within bacteria) in horizontal gene transfer processes responsible for the onset and termination of *V. cholerae* (cholera) outbreaks, as well as the evolution of new pathogenic strains. The project advanced both molecular biology research techniques and knowledge on cholera epidemiology.
44. **Asha: Microfinance in urban India.**<sup>6</sup> Economics and international studies student Rebekah Smith developed a summer internship project in Bangalore, India, with Sanghamithra Rural Financial Services (SRFS) to study women's microfinance development. Rebekah (and Theory-to-Practice Grant recipient Yavor Danailov, below) worked with SRFS offices in a poor Bangalore district to analyze microcredit lending practices and interviewed loan recipients in rural villages. The experience provided a visceral introduction to the poverty, microfinance practices, and grassroots development challenges in India.
45. **Experience China.** Assistant Professor of Modern Foreign Languages Wu Ching-Hsuan developed a project that concluded a series of Chinese language courses and a semester-long course on Chinese

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<sup>6</sup> Ms. Smith's story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

culture with a trip to China for seven students. During the travels, Dr. Wu and the students explored local Chinese history while completing assigned tasks including mailing a certified letter, asking for directions, bargaining with street vendors, ordering food for the group, and conducting a five-minute conversation with a local resident. Students completed post-trip video portfolios of their experiences.

#### **Round Five Grants (SP2011 – 21 grants)**

- 46. Ghana cultural immersion and internship.** Assistant Professor and Director of Black World Studies Randolph Quaye, French and humanities-classics student Ayana Colvin (Galloway, OH), economics-management and international business student Meghan Finneran (Wooster, OH), and sociology-anthropology and black world studies student Artiase Brown (Washington, D.C.) developed a project to spend six weeks in Accra, Ghana, to volunteer at the HOPE orphanage and further support the Ghana Student Education Fund founded by OWU alumni Nick Oteng ('09) and Stan Osei-Bonsu ('09) while exploring the legacy of the European encounter with western Africa. Randolph and the students explored cultural sites and helped provide uniforms, supplies, and funds for orphanage students.
- 47. Examination and analysis of the Holocaust.** English student Danielle Kanclerz (Ypsilanti, MI), psychology student Matthew Wasserman (Weston, CT), and undeclared students Ben Veaner (Lansing, NY) and Madeline Miguel (Shawnee, KS) developed a project to visit Nazi concentration camps and trace Holocaust victim Anne Frank's footsteps through Amsterdam, the Netherlands. The students traveled via youth hostel as they peregrinated through Europe to explore the landscapes of violence, death, and hope that characterized the Holocaust and its tragic consequences.
- 48. Dance practicum outside OWU<sup>7</sup>.** Dance student Kathleen Dalton (Litchfield, OH) designed a project to attend the 2011 Inlet Dance Theatre Summer Intensive in Cleveland, Ohio. Kathleen spent two weeks at the Inlet Dance Theatre studying with the region's leading choreographers and dancers to expand her own choreographic and dance techniques. Returning to OWU, Kathleen choreographed and performed her dance piece on human trafficking at the 2012 American College Dance Festival regional conference after being selected to represent OWU by the dance faculty.
- 49. A neuroscience model of music learning.** Assistant Professor of Music Rich Edwards and zoology student Megan McConnell (Mentor, OH) developed a project that presented research results at the Neuroscience and Music IV: Learning and Memory conference in Edinburgh, Scotland. Rich and Megan have been researching the neuroscience of how people acquire musical ability as part of a larger set of studies on music and the human brain.
- 50. Burrow mapping: Using GIS to predict the location of pocket gopher burrows and associated insects.** Professor of Geology-Geography Keith Mann and Professor of Geology-Geography John Krygier developed a project with geography and geology student Ethan Perry to conduct fieldwork on pocket gopher ecology and insect food collection behaviors in Iowa. The project employed Geographic Information Systems (GIS) to predict pocket gopher habitat and to guide the researchers in their field

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<sup>7</sup> Ms. Dalton's story is provided in an extended biographical profile that follows the theory-to-practice grant summaries.

efforts to locate burrow-dwelling insect species. The research has additional relevance for agricultural crop management and soil science.

- 51. Exploring Christian monasticism today.** Assistant Professor of History Ellen Arnold and former Associate Chaplain Kelly Adamson developed a project that included four students on a two-week summer trip to explore Christian monastic history through stays at several U.S. monasteries. Students participated in monastic life while investigating separate discipline-specific issues during their experience. Faculty, staff, and students shared the results of the monastic experience at the OWU-hosted Radical Gospel Living: Monasticism Today conference on November 4-5, 2011. Students included Katrina Hansen (zoology - Glenview, IL), Andrew Hennessy (religion and philosophy - Chesapeake, OH), Colleen Waickman (sociology-anthropology, zoology, and women's and gender studies - Akron, OH), and Meghan Finneran (economics-management and international business - Wooster, OH).
- 52. Central Ohio LeaderShape Institution.** Dean of Students Kimberlie Goldsberry and Assistant Director of Student Involvement for Leadership Nancy Rutkowski developed a project to place 25 students in the Central Ohio LeaderShape Institute, part of a nationwide organization to cultivate transformative leadership skills in young adults. This core set of students participated in a six-day intensive leadership development program that emphasized the connections between leadership, community, global citizenship and personal integrity—leadership skills that will serve the entire campus.
- 53. Summer project in the Boston University Cultural-Emotional Intelligence Laboratory.** Psychology, economics-management, and accounting student Wang Lijun (Dalian, People's Republic of China) developed a project to participate in the Boston University Cultural-Emotional Intelligence Laboratory for two months in the summer of 2011. Lijun worked with social psychology scholars to integrate emotional, socio-cultural, and development perspectives as explanatory frameworks for understanding the development of self-regulatory abilities and emotional understanding among children. The research supports broader efforts to develop behavioral disorder treatments.
- 54. New York City Winter Jazzfest 2012.** Professor of Music Nancy Gamso and Assistant Professor of Humanities-Classics Anne Solkolsky developed a project to enhance the spring semester 'History of Jazz' course by accompanying 16 students on a four-day jazz tour of New York, NY. Students explored the musical, cultural, and socio-political history and geography of the jazz art form with travel-learning experiences through Harlem, Tin Pan Alley, and other iconic musical landscapes. The trip concluded with attendance at the famed New York City Winter Jazzfest 2012.
- 55. Mapping carbon credit eligibility.<sup>8</sup>** Economics student Sriharsha Masabathula (New Delhi, India), Professor of Geology-Geography Jon Krygier, Assistant Professor of Economics Andrew Meyer, and OWU alumna Amy Work ('04, Syracuse, NY) developed a project in India to develop an innovative GIS-based method for assessing carbon-credit eligibility among low-income Indian farmers. Harsha blended his extensive private-sector and recent academic experiences to introduce the new land-use assessment methods to rural farmers and to build a coalition of Indian government officials, NGOs, social entrepreneurs, and rural Indian farmers working together to reduce carbon emissions in India.

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<sup>8</sup> Mr. Masabathula's story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

- 56. Summer research in Crete.** Ancient studies and religion student Evelin Avila (Los Angeles, CA) developed a project to conduct archaeological fieldwork in Rethymnon, Crete (Greece). The project involved field excavation and archaeological methods training alongside a combined U.S. and Greek team of scholars. Evelin learned multiple hands-on techniques for digging, measuring, and cataloging artifacts associated with the Roman ruins and human remains discovered at the site. Evelin also attended village cultural festivals and intensively engaged the local population to broaden her Greek cultural knowledge.
- 57. The effect of Lacosamide, an anti-epileptic drug, on memory and brain structure in rats.** Psychology, neuroscience, and pre-med student Adeline Hemmen (Seaford, DE) developed a project to conduct research on the neurological effects of the anti-epileptic drug Lacosamide. The project studied the effects of administration of Lacosamide on memory formation in rats, questioning whether the drug caused structural changes in the pattern of neural networks formed in the brain. The research is part of a broader research program to understand how the brain organizes knowledge and functions. [Note: The researcher was unable to initiate this program due to unforeseen complications and returned the awarded funds].
- 58. A deeper connection and expression of the women of rural Panama through camera.** Associate Professor of Fine Arts Jeff Nilan, Department of Black World Studies Academic Secretary Paula Travis, and four students developed a project with the non-governmental organization Sustainable Harvest International to produce a photo documentary titled 'In Sight and Mind: A Photographic Collaboration with Women of Rural Panama.' Participants interviewed rural Panamanian women, collected the women's self-selected portrait photos, and produced their own portraits of the women. The resulting photo documentary and Ross Art Museum show highlighted the challenge of representation and bias when depicting the human experience in photographic art. Additional participants included fine arts student Mary Heidamos (Cleveland, OH), fine arts and Spanish student Gisselle Miller (Galena, OH), fine arts and sociology-anthropology student Nyssa Berman (Evanston, IL), and undeclared student Tyler Travis (Delaware, OH).
- 59. A cross-cultural study on social conformity.** Psychology and English student Frank Lin (Hsin Chu, Taiwan) and business-management and accounting student Wai Ho "Casey" Chan (Kwai Chung, Hong Kong, People's Republic of China) developed a project to update and replicate an iconic psychology experiment on social conformity in a controlled classroom setting. Frank and Casey worked with universities in Dubai (UAE), Singapore, and Turkey to conduct interviews and covert observation of conformity behaviors among university students. The research confirmed prior research that found behavioral distinctions among people in individualist vs. conformist societies.
- 60. The effects of microfinance on slum poverty.** Economics and politics-government student Yavor Danailov developed a summer internship project in Bangalore, India, with Sanghamithra Rural Financial Services (SRFS) to study women's microfinance development. Yavor (and Theory-to-Practice Grant recipient Rebekah Smith, above) worked with SFRS offices in a poor Bangalore district to analyze microcredit lending practices and interviewed loan recipients in rural villages. The experience provided a visceral introduction to the poverty, microfinance practices, and grassroots development challenges in India.



- 61. Rehabilitation and release of South Africa’s endemic species: Conservation education**  
 Zoology and pre-law student Blair Connelly (Rural Valley, PA) developed a project to provide veterinary services and general care for orphaned/abandoned animals at the Khulula animal rehabilitation facility in South Africa for two weeks. The project included a broad mix of professional lectures, practical training, and direct experience in nutrition, veterinary care, infant animal handling, and other techniques necessary to prepare animals for release back into the Kruger National Park nature reserve.
- 62. Language, education, and community in Guatemala.** Modern foreign languages and Latin American studies student Ellen Platt (Cincinnati, OH) developed a project to spend five weeks in Quetzaltenango, Guatemala, as a full-time volunteer at the *El Nabual* Community Center. Ellen participated in the *Manos de Colores* (Hands of Colors) educational program to help teach Spanish language and grammar to Guatemalan children.
- 63. Exploring primate behavior: How does a Java macaque say ‘Theory-to-Practice’?**<sup>9</sup> Zoology student Sarah Johnston (Delaware, OH) developed a project to volunteer with the Oregon Primate Research Coastal Primate Center in Washington to study housing conditions and aid the rehabilitation of rescued Macaques, chimpanzees, and assorted monkey species. Sarah independently developed a remarkable research study to evaluate the potential health benefits from the possible introduction of a gradual lighting system within the rehabilitation enclosures to more adequately simulate natural primate habitat. Sarah’s research with OPC staff is undergoing peer review for academic journal publication.
- 64. Literature, tourism, and national identity in contemporary Great Britain.** Assistant Professor of English Nancy Comorau and Beeghly Library Coordinator of User Services Dee Peterson developed a project to examine the cultural tourism industries in London, Liverpool, and Manchester, United Kingdom. The project explored how British communities represented their heritage to visitors and tourists. The research experience helped Nancy and Dee focus their plans for a 2012 Sagan Travel-Learning Course to study the connections between literature, museum theory, tourism, and daily life.
- 65. Promoting education globally: Establishing an educational facility in Mombasa, Kenya.** Associate Professor of Black World Studies Ali Skandor, politics-government student Megan Bachelder (Edison, OH) and international studies student DeLaine Mayer (Chicago, IL) developed a project to construct a library facility in Mombasa, Kenya, to serve the children of the Changmwe Orphanage. Ali, the students and their families raised an additional \$4,000 to supplement the project, which brought books, study supplies, furniture, and food to the needy children. The students also conducted independent research on the socio-cultural, economic, historical and geographic conditions of the community as part of a subsequent independent study course.
- 66. Servant Leader intern position training for a Children’s Defense Fund Freedom School (pre-kindergarten-second grade).** Education student Kimberley Turner (Worthington, OH) developed a project to support her training as a Servant Leader Intern at a university-district Children’s Defense Fund Freedom School. The Freedom Schools Program provides summer and after-school literacy programs to at-risk children through an integrated curriculum that combines learning, family involvement, civic involvement, and personal health. Kimberley traveled to Knoxville, Tennessee, for a week of intensive pedagogical and curriculum training to support her Freedom School work in Columbus, Ohio.

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<sup>9</sup> Ms. Johnston’s story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

## Round Six Grants (FA2011 – 15 grants)

- 67. Music study intensive at the Salzburg Music Festival (Austria).** Assistant Professor of Music Jason Hiester and Assistant Professor of Music Mariko Kaneda-Niwa developed a project with music students Joshua Boggs (Lima, OH), Hilary Fowler (Canfield, OH), Rachel Parfenchuk (Powell, OH), Angel Spencer (Delaware, OH), and guest David Niwa to attend the Salzburg Music Festival in Austria. Students experienced operas, chamber ensemble concerts, solo recitals, and other musical experiences. The students also had the opportunity to receive personal instruction as part of a Master Class offered by the Mozarteum Salzburg University of Music and Dramatic Arts.
- 68. Comparative health care systems in the United States and the United Kingdom.** Microbiology student Christina Trusty (Dublin, OH) developed a project to intensively study the United Kingdom's National Health Service and compare its policy dimensions with the U.S. private insurance system. Christina met in London, United Kingdom, with multiple senior National Health Service officials, grassroots health care advocates, and expatriate U.S. citizens to understand the policy dimensions of state-provided, universal health care. Christina currently is pursuing a graduate degree in public health.
- 69. Cultural immersion in McLeod Ganj: A study in cultural and political change.** Politics and government student Lisa Taylor (Cincinnati, OH) and philosophy and women's and gender studies student Kamila Goldin (Fairfax, VA) developed a cultural immersion project via travel to McLeod Ganj, India, the home of large Tibetan and Kashmiri refugee communities. Working partly with the Lha Charitable Trust, Lisa and Kamila offered English-language tutoring while sharing meals, listening to refugees' political experiences, and forging relationships through their daily experiences in the Himalayan town.
- 70. Phylogenetic elucidation of sect. *Stenoxylonia* within *Xylopi* (*Annonaceae*) through molecular systematics.** Botany and chemistry student Jenna Reeger (Shelton, PA) developed a project with Professor of Botany-Microbiology David Johnson and University of Florida Department of Biology doctoral candidate Greg Stull ('10) to examine the molecular evolutionary history of the sub-genus *Stenoxylonia*, a group of plant species that botanists historically have grouped together based on their shared morphology (structure and appearance). Performing molecular analysis on ten plant species, the researchers found that several species' relationships to one another based on their molecular structure challenged our current understanding of the species' evolutionary relationships based on morphological structure. The research is part of a broader paradigm shift in the life sciences that reconsiders how we classify biological species.
- 71. The spaces of *Santería* in Cuban society.** Sociology-anthropology and fine arts student Nyssa Berman (Evanston, IL), sociology-anthropology and black world studies student Margaret Argiro (Hilliard, OH), and sociology-anthropology student Yarima Valenzuela (El Paso, TX) developed a project to examine the creative, spiritual, and medical aspects of *Santería* during a week-long trip to Havana, Cuba. The students explored the connection between religious sacred space, private residential space, and the individual body within *Santería* doctrine through interaction with religious leaders and practitioners. The students held a photo exhibit for 70 OWU attendees on their return.
- 72. Preventing post-traumatic stress disorder (PTSD): A pharmacological approach.** Assistant Professor of Psychology Jen Yates and psychology and neuroscience student Kellie Gross developed a project to research the efficacy of the pharmacological use of Neuropeptide Y (NPY) in preventing the onset of PTSD-like symptoms in rats. Neuropeptide Y is a brain-based molecule that aids neural

communication and is known to reduce stress and anxiety levels. The ongoing research contributes to current theories on both the causes and possible prevention of PTSD in humans.

- 73. Habitat for Humanity joint project with OWU and Aoyama Gakuin (Aoyama University).** Professor of Economics Barbara MacLeod, Associate Professor of Humanities-Classics Anne Sokolsky, Associate Professor of Sociology-Anthropology John Durst, Director of International and Off-Campus Programs Darrell Albon, Chaplain Jon Powers, Board of Trustees member Alan Sipple and 20 OWU students developed a project to host approximately 12 Aoyama Gakuin (University) students from Tokyo, Japan, in a joint Habitat for Humanity service-learning project over Spring Break. The students formed multicultural home construction teams and shared diverse cultural perspectives on poverty, social needs, and everyday life in Japan, the United States, and other international locations.
- 74. OWU and the Juneau ice field research program.** Assistant Professor of Mathematics and Computer Science Craig Jackson and physics student Charles “Zeke” Brechtel (Arvada, CO) developed a project to fund a small team of faculty and students to participate in the Juneau Ice Field Research Program (JIRP). The JIRP provides an eight-week summer research experience to study climate modeling and geomorphology research on the massive Juneau, Alaska, ice field. The grant project is designed to support two OWU students with an interest in gaining direct research experience through the summer JIRP program.
- 75. The rehabilitation and release of Chacma baboon troops in South Africa.** Zoology students Tessa Cannon (Trumansburg, NY) and Ariel Hively (Galloway, OH) developed a project to volunteer with the Centre for Animal Rehabilitation and Education in South Africa for one month in the summer of 2012. Tessa and Ariel assisted general rehabilitation efforts for Chacma baboons and other South African wildlife while conducting additional research on baboon sensory bias and sexual selection pressures as part of their OWU senior honors thesis projects.
- 76. Islam in France.** Assistant Professor of Religion Susan Gunasti, undeclared student Ashley Madera (Phoenix, AZ), and international studies and politics-government student Stephanie VanVliet (Dublin, OH) developed a project to examine Muslim immigrant social conditions in Paris, France. The group explored Arab and Turkish Muslim suburban Paris neighborhoods, including Saint-Denis and Aubervilliers, as well as Jewish neighborhoods, the *Institut de Monde Arabe* and the state-built *Grande Mosquée de Paris* to contrast immigrant experiences with their prior independent study research conducted at OWU.
- 77. Can 26+1=1? How the six counties of Northern Ireland are educating the next generation.** English and history student Kathleen Buckingham (Bloomdale, OH) developed a project to examine the integrated education system in post-peace accord Northern Ireland and its effects on producing substantial social integration among the Catholic and Protestant communities. Educational institutions have a powerful political role in fostering or inhibiting social integration – a question that Kathleen is exploring as part of her broader commitment to promoting meaningful peace.
- 78. The effect of age on type of search from semantic memory.** Professor of Psychology Lynda Hall and psychology student Emily Kiourtsis (Pickerington, OH) developed a project with Professor Emeritus of Psychology Harry Bahrack and external researcher Melinda Baker to examine how to stabilize humans’ ability to access past information stored in the brain. The long-term project is designed to test younger and older adults’ ability to recall names of famous people in order to establish a baseline from which to conduct further research on how the way we access stored information may change with age. [Note: Researchers partially completed this project using alternate funds. The grant award was returned unused].

- 79. A comparative study of public health systems and policies in Sweden and Spain.** History and pre-med student Kassel Galaty (Portland, OR) and economics student Katharine Johnson (Ashville, NY) developed a project to examine the Swedish and Spanish public health systems with a focus on professional perceptions of state-managed health care and women's reproductive health. Kassel and Katharine toured multiple medical facilities and interviewed health professionals, scholars, and public health officials in Sweden and Spain to gain greater insight into both the public/private Swedish system and the region-based public Spanish system.
- 80. Nonsense-mediated mRNA decay: A global investigation.**<sup>10</sup> Zoology and chemistry student Bradley Turnwald (Fort Jennings, OH) developed a project to conduct research at the European Molecular Biology Laboratories (EMBL) in Heidelberg, Germany, for three months in the summer of 2012. Bradley conducted research on the evolved mechanisms that eukaryotic cells have for rapidly removing mitochondrial RNA that has errors in its genetic code (i.e., 'nonsense mutations'). Such genetic coding errors are responsible for the development of cellular mutations such as cancer. Better knowledge on the cellular mechanisms for reducing replication of such genetic errors may support genetic therapies for a range of human diseases.
- 81. A greener Tree House.** Zoology and environmental studies student Melissa Guziak (Essex Junction, VT) developed a project to transform the OWU Tree House small living unit (SLU) into a model sustainable home for the campus and surrounding community. Working with OWU Energy, Conservation, and Sustainability Coordinator Sean Kinghorn, Columbia Gas, Delaware Paint Company, and other organizations, the Tree House added recycled-material insulation, VOC-free paint, thermal curtains, conservation-oriented bathroom fixtures, grey-water systems, and composting facilities to showcase their sustainable living model.

#### Round Seven Grants (SP2012 – 21 grants)

- 82. Graeco-Canadian archaeology summer field school at Argilos, Greece.**<sup>11</sup> Sociology-anthropology and ancient studies student Danielle Bernert (New Albany, OH) developed a project to attend the six-week archaeology field school program sponsored by the University of Montreal. The project placed Danielle with a team of U.S., Canadian, and Greek archaeologists involved in the excavation of Argilos, a Roman village on the shores of the Aegean Sea. Danielle gained intensive experience digging, cataloging, and preserving archaeological artifacts while embedded within the Greek village of Asprovalta.
- 83. Child development in Romanian institutions.** Assistant Professor of Psychology Sarah Bunnell, Assistant Professor of Psychology Andrew Brandt, psychology student Nicole Kaeser (Weston, CT), and psychology student Riane Ramsey (Delaware, OH) developed a project to work with developmentally delayed 'failure-to-thrive' children in Bucharest, Romania, followed by participation in an international conference on the latest advances for the treatment of afflicted children. The faculty and student team produced a report on the conference findings that the team shared with the Romanian hospital to inform their future medical practices.
- 84. Examining AIDS policy in South Africa and Tanzania.** International studies and politics-government student Kimberley Eckart (Chelsea, MI) developed a project to visit multiple non-governmental organizations in both South Africa and Tanzania to examine their contentious role in the

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<sup>10</sup> Mr. Turnwald's story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

<sup>11</sup> Ms. Bernert's story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

development and implementation of HIV/AIDS policy. The three weeks Kimberley spent discussing HIV/AIDS policy in Johannesburg and Dar es Salaam has formed a foundation for her postgraduate work exploring political aspects of the Ryan White CARE Act, the premier national HIV/AIDS legislation enacted in the United States.

- 85. Using re-photography to assess the effects of mass transit on urban development.** Professor of Geology-Geography John Krygier, Assistant Professor of Geology-Geography David Walker, and geography student Christopher Henchey (Melrose, MA) developed a project to assess urban land development via the re-photography of historic mass-transit locations. The researchers applied theoretical frameworks to interpret urban transformation through re-photography in Columbus, Ohio; Boston, Massachusetts; Seattle, Washington; and Portland, Oregon. The project helped establish the methodology for historical, geographic, and planning research.
- 86. Climate change and community building: The Japanese quest for sustainable development.** Environmental studies and economics-management student Lydia Hoefel (Akron, OH), history and economics student Anuk Yingrotetarakul (Samutprakarn, Thailand), and economics student Sriharsha Masabathula (New Delhi, India) developed a project to attend the 2012 International Forum for Sustainable Asia and the Pacific (ISAP) in Yokohama, Japan, as part of a multi-city effort to meet leading sustainable-environment policy officials, researchers, and advocates across Japan. The team volunteered to serve people affected by the March 2011 earthquake and seismic sea wave, met Waseda University and United Nations University scholars, and extensively toured commercial facilities in Japan to learn about their sustainability initiatives.
- 87. Elevate dance intensive.<sup>12</sup>** Dance and politics-government student Lauren Holler (Valley View, OH) developed a project to attend the *Elevate* summer dance intensive in Detroit, Michigan, in order to gain advanced techniques in a combination of competition-style and modern artistic dance forms. Lauren attended multiple master dance classes and mentoring sessions with leading dance professionals and her peers to better conceptualize the historical development of modern dance forms. Lauren provided a series of master dance classes for the OWU community on her return to the University.
- 88. Tim Miller residency at OWU.** Associate Professor of Theatre & Dance Edward Kahn developed a project to bring internationally acclaimed performance artist Tim Miller to the OWU campus from February-May 2012, including a one-week intensive workshop with the THEA381 Theories of Performance class and additional students. The OWU students worked closely with Mr. Miller in a series of workshops and mentoring sessions culminating in a public performance of both the students' works and a premier performance by Mr. Miller for the OWU and Delaware communities. Mr. Miller is known worldwide for his provocative works on gender, politics, and social justice in contemporary culture.
- 89. The effects of genetics and exercise on the incidence and progression of colorectal cancers.** Associate Professor of Zoology David Markwardt and Assistant Professor of Zoology Scott Kelly developed a three-year project to research the complex connections between genetic factors, physical exercise, and the incidence and progression of colorectal cancer. The researchers have begun a highly collaborative global project that has given multiple OWU students the opportunity to gain advanced biomedical research experience that connects classroom learning and practical application.
- 90. Appalachia: The intersection of faith, service, and health care.<sup>13</sup>** Botany-microbiology and religion student Amber Kimberling (Galloway, OH) developed a project to serve with the Christian Appalachian

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<sup>12</sup> Ms. Holler's story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

<sup>13</sup> Ms. Kimberling's story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

Project (CAP), a Kentucky-based organization that serves the needs of women and children victims of domestic violence. Amber spent three weeks among impoverished domestic violence victims, learning firsthand the complex emotional, economic, and political challenges that these victims must address as they seek to construct a better life. Amber intends to pursue a medical degree in order to continue her valuable work.

91. **HaitiOWU impact initiative (II).** OWU Energy, Conservation, and Sustainability Coordinator Sean Kinghorn developed a project with six competitively selected students to travel to Les Cayes, Haiti, to serve the Pwoje Espwa (Espwa) children's orphanage. A prior HaitiOWU team visited the orphanage in May 2011 to provide facilities renovation, English tutoring, and to build a long-term relationship with Espwa. Sean and the students will travel in May 2013 with additional funds raised on campus to support more intensive assistance to Espwa and to deepen the OWU-Espwa academic connections.
92. **Differentiated and multi-age instruction in an Indian orphanage.** Education and psychology student Sophia Lewis (Worthington, OH) developed a project to provide English-language tutor services at the Pumpkin House orphanage in Ahmednagar, India, for two months. Drawing from early-childhood education theories learned at OWU, Sophia conducted on-site research to assess the effectiveness of the single multi-age classroom shared by students under age 7 for dining, sleep, play, and academic studies. Sophia recently presented her research on campus and donated her report to the Education Library.
93. **Dubai: Globalization and geography.** Undeclared student Addison Miller (Ashville, OH), chemistry and botany-microbiology student Iftekhar Showpnil (Dhaka, Bangladesh), and history student John Bieniek (Martinsburg, WV) developed a project to travel to the United Arab Emirates for ten days to experience Dubai (UAE) as a case study of globalization. The students intensively explored Dubai – often dubbed the most technologically advanced city on Earth – to apply their academic training in political, economic, and social globalization to the recent development of the emirate into a world-class destination.
94. **Exploring the nuance of African globalization through the study of Afro-Brazilian culture in Salvador da Bahía.**<sup>14</sup> Assistant Professor of Geology-Geography David Walker and zoology student Samuel Monebi (Sabo Yaba, Nigeria) developed a project that studies the complex patterns of cultural globalization that have shaped our world for the past 500 years. Samuel traveled to Salvador Bahía, Brazil, for an immersive three-week study of the cultural connections between Brazil and Nigeria that came with the grassroots globalization of the African diaspora during the trans-Atlantic slave trade. The Salvador Bahía experience has enhanced Samuel's theoretical view on globalization first acquired in the classroom.
95. **Virginia Quarterly Review: Internship.** English and theatre student Megan Pinto (Raleigh, NC) and fine arts student Danielle Muzina (Willoughby Hills, OH) developed a project for a two-month creative writing internship at the *Virginia Quarterly Review* literary journal. The students gained intensive experience of the editorial and publication process, methods for conducting archival research, and the business/financial aspects of producing a literary journal through direct work alongside professionals on the *Review*. Megan and Danielle brought their enhanced knowledge back to the Ohio Wesleyan literary magazine, the *OWL*.
96. **Learning and leading through diversity and history.**<sup>15</sup> Director of Multicultural Student Affairs Terree Stevenson and psychology and politics-government student Felicia Rose (Windsor, CT) developed

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<sup>14</sup> Mr. Monebi's story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

<sup>15</sup> Ms. Rose's story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

a powerful project that invited all OWU students to participate in historical reenactments of both the Underground Railroad runaway slave experience and the Cherokee Trail of Tears. The Department of History 150<sup>th</sup> anniversary commemoration of the Emancipation Proclamation framed Felicia's successful Underground Railroad nighttime reenactment for approximately 16 students at a camp in Clarksville, Ohio, during the fall 2012 term. The Trail of Tears event will be held in the fall 2013 term.

**97. The scientific process from start to finish: Characterization of the *Poeciliopsis* placental gene**

**A2M.** Assistant Professor of Zoology Tami Panhuis and zoology and pre-med student Kristen Schwacha (East Windsor, NJ) developed a year-long project to research the fish placental gene A2M in order to determine how the placenta regulates the nutrient transfer between mother and fetus (the maternal-fetal conflict model of evolution). The researchers worked with OWU and Ohio State University facilities to conduct multiple DNA and genetic tests designed to reveal the role gene A2M plays in this regulation process. Tami and Kristen are seeking to publish a co-authored scientific publication on the collected results.

**98. Investigation of interaction between fluoxetine and environmental enrichment on hippocampal neuroplasticity and functional memory.**

Zoology and neuroscience student Victoria Sellers (Aurora, MO) developed a one-year project to assess how the combination of a popular anti-depressant drug (fluoxetine) and increased social interaction (i.e., environmental enrichment) may affect memory functions and new neuron growth in the brain. The research project builds on the core neurobiology principles learned in the classroom. Victoria is pursuing departmental honors in neuroscience for the independent research she is developing throughout the academic year.

**99. Post-colonialism in Zimbabwe.**

University Chaplain Jon Powers, Residential Life Coordinator Tracey Walterbusch, religion student Gene Sludge (Montgomery, AL) and women's and gender studies student Magdalena Jacobo (Ciudad Juarez, Mexico) developed a project to explore the British colonial legacy and daily life in post-colonial Zimbabwe. The project, which has an extension as of April 2013, will involve travel for two weeks in Zimbabwe exploring the connections between British colonial rule, the A.M.E. church, and the social patterns of adult literacy, poverty, class, and post-colonial cultural hybridization that developed in the effort to forge an independent country.

**100. Dentists all around the world.<sup>16</sup>**

Zoology and pre-med student Eri Takeuchi (Osaka, Japan) developed a project that took her to Taiwan, Japan, South Korea, Vanuatu, and Vietnam to compare dental care practices throughout the Asia-Pacific Rim region. Eri met with dentists, patients, and researchers in each country to develop her insights into how dental care systems respond to the medical needs of their respective countries. The project highlights included a volunteer mission/outreach trip to Vanuatu with a team of dentists and participation in several oral surgery procedures in Japan and Korea.

**101. Presentation of culture in Oahu: Influences of Americanization and tourism on Hawaiian culture and the challenges faced by local professionals when representing its history.<sup>17</sup>**

History and theatre student Rachel Vinciguerra (Reading, MA) developed a project to examine the historical representations of culture in Hawaii. Rachel worked with a varied set of Oahu-based cultural museum centers, performance theatres, and hula dance instructors as she examined the differences between cultural practices that exist for the benefit of mainland U.S. tourists vs. the traditional cultural practices that exist for native communities (e.g., traditional hula rituals and native Hawaiian theatre).

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<sup>16</sup> Ms. Takeuchi's story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

<sup>17</sup> Ms. Vinciguerra's story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

**102. Cultural and volunteer experience in Tel Aviv, Israel.** Zoology and pre-med student Tamara Winkler (Mason, OH) developed a project that combines cultural immersion and volunteer service with the Save a Child's Heart foundation in Tel Aviv, Israel. Tamara participated in a cultural immersion program called *Oranim* that blends cultural experiences with leadership and service values. Additionally, Tamara enhanced her pre-medical course training as a volunteer with the Save a Child's Heart project, an international humanitarian organization dedicated to improving the quality of child cardiac care throughout the world.

#### **Round Eight Grants (FA2012 – 16 grants)**

**103. Medieval building techniques in Europe.** Assistant Professor of History Ellen Arnold developed a project to visit two sites in Germany and France that are developing an historic castle and a church using only medieval construction methods. First-hand observation of the historic building techniques will deepen the scholarly interest that Ellen has for medieval environmental transformation and will allow her to assess the future use of the site for student research.

**104. Exploring the literary politics of Ireland.** Assistant Professor of English Nancy Comorau, undeclared student Paul Priddy (Greenwich, OH), and English students Katalyn Kuivila (Mentor, OH) and Jake Miller (Cornwall, VT) developed a project to pursue a semester-long independent study course reading contemporary Irish political literature with a summer trip to Dublin, Belfast, and the Listowel Writers' Festival. The travelers will meet with cultural advocacy group representatives, tour historical museums, see Irish theatre, and attend lectures by prominent Irish writers.

**105. Environmentalism and Hindu philosophy.** Zoology student Alexander D'Amore-Braver (Troy, MI) developed a project to join with multiple students to study Hindu religious views on environmentalism through intensive touring of environmentally based sacred sites in India. Alexander and his travel companions intend to spend three weeks in the summer of 2013 immersed in the local cultures of India to acquire a better understanding of how local residents blend perspectives on the environment and sacred space within the Hindu cosmology.

**106. Effects of voluntary exercise on neuroplasticity following traumatic brain injury.** Psychology and neuroscience student Clare Edwards (Loveland, OH) developed a four-month research project that is assessing the role of voluntary exercise in stimulating renewed neuron growth in the brain following traumatic brain injury. Clare will be studying the behavior of 32 rats to interpret neuro-behavioral developmental differences between those rats with access to a running wheel vs. those rats without such access.

**107. Cuba: A nation in transition.** Joseph A. Meek Professor of Economics Bob Gitter and 12 OWU faculty members from a wide array of natural and social sciences, humanities, and arts disciplines will travel for two weeks to Cuba in the summer of 2013 to explore the multifaceted transformation that Cuba is undergoing with the transition of power from Fidel Castro to his brother, Raul, and the uncertain future of the Cuban society within the epochal societal transformations of the early 21<sup>st</sup> century.

**108. Reading the museum: Institutional determinants of cultural identity in Liverpool.** English student Matthew Hill (Prior Lake, MN) developed a project to examine the construction of cultural identity through museum curation and the political choices over which – and whose – history to put on display. Matthew will spend one week critically assessing multiple Liverpool, United Kingdom, museums to better understand how the choices a museum makes reflect and generate certain assumptions about the cultural identities and practices that exist on the ground.



- 109. Student-organized exhibition.** Director of the Ohio Wesleyan University Ross Art Museum and Professor of Art Justin Kronewetter developed a project that will provide six students the opportunity to travel in May 2013 to three well-known New Mexico artist colonies and explore the cultural artwork created by Hispanic, Native American, and African American artists-in-residence. The students will be asked to organize a multicultural art exhibition on campus upon their return.
- 110. Conservation of green sea turtles in Tortuguero, Costa Rica.** Psychology and zoology student Lee Jung Hyun (Seoul, South Korea) and undeclared student Samantha West (East Aurora, NY) developed a project to volunteer at the Sea Turtle Conservancy in Costa Rica for two weeks in order to promote conservation efforts for the endangered green sea turtle (*Chelonia mydas*). The students will gain practical experience in marine biology, conservation, and research methodologies applicable to their careers in the sciences.
- 111. OWU dance student participation at American College Dance Festival (ACDF).** Assistant Professor of Theatre & Dance Marin Leggat and a group of 12+ students will travel in February 2013 to the American College Dance Festival at Oakland University, Michigan. The students will gain valuable training and development through the intensive personal interactions and observations they will encounter during their week-long experience.
- 112. Why do Finnish students finish first?** Education student Kelly Maier (Cincinnati, OH) and undeclared student Emma Goetz (Houston, TX) developed a project to evaluate the major contributing factors to the Finnish record of educational success. Kelly and Emma will use action research to gain direct experience on the blend of positive views on special education, a community-based approach to educational success, the social structure of the state, and superior teacher training that is hypothesized to provide the foundations for success in the Finnish educational system.
- 113. Expatriation and inspiration in Lisbon.** Undeclared student Spencer McGlade (Nashport, OH) and seven additional students developed a project that will take them to Lisbon, Portugal, to apprentice with prominent multicultural writers from around the world. The mentoring program will help these aspiring writers to find their own narrative style and technique for crafting successful prose.
- 114. A door into time.** Undeclared student Shelli Reeves (Shaker Heights, OH) developed a fascinating project that examines the history of the Black Girl Scouts (BGS) movement in U.S. 20<sup>th</sup> century history. Shelli intends to travel to Savannah, Georgia; New York City; and Washington, D.C. for four months of intensive research involving informant interviews, archival research, and a range of historic artifacts from the BGS movement. The project will culminate with a publication that will inform the OWU community of this forgotten piece of U.S. history.
- 115. Environment, permaculture, and sustainability in Ecuador.** Zoology and environmental studies student Ashley Taylor (Grafton, OH) and sociology-anthropology and environmental studies student Erika Kazi (Wilton, CT) developed a project to serve at the Third Millennium Alliance program in Ecuador, a non-governmental organization dedicated to sustainable tropical agriculture. The students will spend the spring and summer of 2013 learning about sustainable agricultural practices and techniques for helping threatened natural environments.
- 116. Memory for Spanish.** Psychology student Eric Tiffit (Huntsville, AL) developed a seven-month research project to study how the aging process affects decreased memory recall (i.e., cognitive deficit, or tip-of-the-tongue syndrome). The project combines Spanish reading comprehension skills with a study that examines the differential capacity to immediately recall reading content vs. the need for *cued* recall as a product of increasing biological age.

- 117. How to jump: An evaluation of the limb musculature of saltorial mammals.**<sup>18</sup> Zoology student Brittania Wanstrath (Delaware, OH) developed a project that began in December 2012-January 2013 with biomechanical research on the nature of animal locomotion and jumping ability among Australian mammal species. Brittania will continue to develop her intellectual perspectives through this research and longer-term opportunities to hone her illustrative anatomy, muscular, and bone-drawing skills through the practical training that independent research has given to her.
- 118. Understanding Vietnam through volunteer work and cultural immersion.** Undeclared student Charlotte Zalenski (Canton, OH) has developed a project to intern with the East Meets West Foundation in Ho Chi Minh City, Vietnam, during the summer of 2013. Charlotte will stay with a host family while working on a range of fundraising, administration, and sanitation projects as she develops a stronger rapport with Vietnamese culture and its peoples through this service learning project.

### Round Nine Grants (SP2013 – 17 grants)

- 119. Public health internship in Alabama.** Psychology student Nora Gumanow (Portland, OR) has developed a project to convene focus groups and conduct individual interviews with adolescent girls in the Birmingham, Alabama, region to investigate high-risk social behaviors (e.g., lack of birth control usage). Nora is utilizing Theory-to-Practice Grant funds as part of a larger psychology research project into adolescents and risk behavior.
- 120. A unique model for land conservation and preservation in Karukinka, Chile.** Associate Chaplain and Director of Wilderness Ministry William Hayes, zoology and environmental studies student Melissa Guziak (Essex Junction, VT), undeclared student Owen Kelling (Morrow, OH), and undeclared student Samuel Sonnega (Plymouth, MI) developed a project to travel to Tierra Del Fuego, Chile, on a nine-day trip. The group is examining the Karukinka Natural Park and interviewing members of the Wildlife Conservation Society to learn about their unique model for land conservation and preservation.
- 121. Equine veterinary medicine: A close-up experience with horses.** Undeclared student Mary Helfrich (Marysville, OH) developed a project to gain practical experience working with both healthy and ill horses. Mary will spend one month learning firsthand skills on the administration of vaccines and methods for the assessment, diagnosis, and treatment of ill horses.
- 122. Transatlantic food practices: A comparative analysis between Barcelona, Spain, and Columbus, Ohio.** Assistant Professor of Geology-Geography David Walker, economics-management and environmental studies student Sarah Jilbert (Valley City, OH), and international studies and psychology student Hayden Barnes (Charlottesville, VA) developed a project that conducts a comparative analysis of food cultures and practices in Barcelona, Spain, and Columbus, Ohio. The team uses the cultural aspects of food and diet to evaluate the social health and environmental aspects of food as an integral part of a society's cultural traditions.
- 123. From Jane Rose to Savita Halappanaver: Examining reproductive rights policy in the United States and Ireland.** Politics and government student Kate Lewis-Lakin (Royal Oak, MI) and English student Katalyn Kuivila (Mentor, OH) developed a project that studies the public policies and social debates surrounding reproductive rights in the United States and Ireland. Through travel to Ireland, the

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<sup>18</sup> Ms. Wanstrath's story is provided in an extended biographical profile that follows the Theory-to-Practice Grant summaries.

comparative policy analysis framework designed for the study allows Kate and Katalyn to broaden their understanding of the complex arguments and social divisions that shape the debates on women's reproductive health in a time when these social issues are at the forefront of U.S. political discourse.

124. **Tin House workshop.** English composition student Alyssa Long (Delaware, OH) developed a project to attend the Tin House Summer Writer's Workshop at Reed College in Portland, Oregon. The seven-day workshop will provide Alyssa with creative writing seminars, peer critique sessions, panel discussions with leading authors, and readings offered by elite faculty and students enrolled in the program. The Tin House program is designed to provide practical experiences that hone authors' capacities to produce written texts that are more creative, well-crafted, and publishable.
125. **Mediterranean house gecko research with CSUN and Herpetology Conference in Albuquerque, New Mexico.** Zoology student Madeline Miguel (Shawnee, KS) developed a project to participate as a member of a research team studying the Mediterranean House Gecko. The research team is attempting to explain whether certain characteristics of the gecko are the result of either physiological and morphological adaptations, or are the result of genetic plasticity (natural variations within a set genetic code). Madeline intends to present her research findings at the July 2013 American Society of Ichthyologists and Herpetologists conference in Albuquerque, New Mexico.
126. **Pueblos and landscapes of the American Southwest: Reframing the views of 19th century photographers.** Associate Professor of Fine Arts Jeff Nilan, Rare Books Librarian Bernard Derr, and three students developed a project to examine historical social change through the research methodology known as 're-photography.' Using the "Photographs of the American Southwest (1870s-early 1900s) at Ohio Wesleyan University Special Collections" archive established in 2012 with the financial support of the NGL Mellon Grant, the team is traveling to New Mexico to photograph and record changes to the subjects and views first captured in the original photographs a century ago by traveling to select sites to capture new photographs of the locations. Jeff and Bernard intend for this practical research to be the basis for a future Travel-Learning Course.
127. **Christian perspectives and social identity.** English, philosophy, and religion student Thomas Owings (Edison, OH), psychology and sociology-anthropology student Hayley Cook (Gahanna, OH), philosophy student Joe Kirincic (University Heights, OH), and undeclared student Andrew Barnhardt (Dublin, OH) developed a project to study the mechanisms of religious narrative in so-called 'low-church' Protestant denominations in the United States. Traveling to Alabama, Illinois, and West Virginia, the team seeks to explore the mechanisms through which social and individual identities are constructed through the particular forms of low-church worship that define different religious denominations.
128. **Ethnographic research on Kosrae Island, Federated States of Micronesia.** Professor of Sociology-Anthropology and Director of East Asian Studies James Peoples, sociology-anthropology student Haley Beffel (San Francisco, CA), music theory and sociology-anthropology student Erika Nininger (Yorktown Heights, NY), and undeclared student Sam Sonnega (Plymouth, MI) developed a project that examines the changing cultural norms among youth culture on Kosrae Island in the Federated States of Micronesia accompanying globalization. The team will interview youth about their experience of communications media, attitudes toward future emigration, food preferences, farming and food processing practices, and the recent introduction of new Christian denominations on the island.
129. **Understanding the social business model by attending a three-day workshop in Singapore hosted by the Singapore International Foundation.** International business student Pham Dung (Ho Chi Minh City, Vietnam) developed a project to attend the 2013 Young Social Entrepreneurs

workshop in Singapore. The workshop will provide Dung with practical exposure to global entrepreneurship models and real-world examples for transforming a business into a socially responsible commercial enterprise.

- 130. The unending war: Exploring and addressing the relational remnants of war between Vietnam and the United States of America.** University chaplain Jon Powers, international business student Pham Hoa (Hanoi, Vietnam), and five additional students developed a project to examine Vietnam-U.S. relations at the grassroots level in the aftermath of a 2005 court ruling largely exonerating U.S. responsibility for victims of Agent Orange chemical defoliant used during the 1960s-1970s Vietnam conflict. The team intends to converse with Vietnamese citizens to listen to their underrepresented perspectives on the war, peace, and reconciliation.
- 131. Harnas wildlife.** Undeclared student Julie Stark (Amherst, OH) developed a project to volunteer for three weeks at the Harnas Wildlife Foundation sanctuary in Namibia. The Harnas wildlife sanctuary specializes in providing palliative care and rehabilitation for wild animals suffering from AIDS, epilepsy, Down Syndrome, and other severe physical ailments. Julie intends to spend time working with Harnas Wildlife Foundation sanctuary caregivers to gain direct experience in zoological diseases, animal treatment, and animal care protocols.
- 132. Theory-to-Practice Grant to Uganda to experience and document African Christianity: Participation in the celebrations of Ugandan martyrs and saints.** Professor of Religion Emmanuel Twesigye, history student Ryan Lenfest (Waltham, MA), and mathematics student Jennifer Sollmann (Dayton, OH) developed a project to examine the cultural role of Christianity as a vehicle for educational, social, economic, cultural, and political transformation in Uganda. The team will participate in the annual Anglican and Catholic holy pilgrimage to the Uganda Christian Martyrs' Shrines and Saints Basilica in Namugongo. The students intend to produce a video documentary of their practical experience upon return to the Ohio Wesleyan University campus.
- 133. Understanding the indigenous peoples of the mountainous Tamang region of Nepal.** History and theatre-dance student Rachel Vinciguerra (Reading, PA) and English student Eleanor Feely (Libertyville, IL) developed a project to study sustainable tourism practices through participant research with the Holiday Mountain Treks and Expedition Company based in Kathmandu, Nepal. Throughout their travel experience, the team will collect information and assess the connection between sustainable tourism discourse and actual practices on the ground. Concurrently, the team is pursuing a second project to assess how the urban Kathmandu and rural mountain Tamang cultures have received the publication of the first English-language novel in Nepal.
- 134. Carrying words across borders.** Undeclared student Caroline Williams (Hudson, OH) developed a project to attend a two-week writer's workshop in Portugal to develop her poetry, fiction, and nonfiction composition education during the Summer 2013 term. The workshop will provide Caroline with practical experiences in creative writing, peer critique, literary walks and excursions, and readings with a range of published North American and Portuguese writers.
- 135. Examining the relationship between environmental policy, geology and sustainability in Ipoh, Malaysia.** Geophysics student Elaine Young (Cortland, NY) developed a project to pursue geophysical research in Malaysia for four weeks during the 2013-2014 winter academic break. Elaine will be investigating the interactions between global environmental policy implementation, local sustainability practices, resource management, and the influence of the underlying geology of the region on these social-political conditions.

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## DANIELLE BERNERT (Class of 2013)

(Majors: Sociology/Anthropology, Ancient Studies; Minor: Humanities-Classics)

**Project Title:** “The Graeco-Canadian Summer Field School at Argilos, Greece”



Danielle Bernert has been fascinated with Graeco-Roman and Egyptian archaeology since 5<sup>th</sup> grade. Danielle came to Ohio Wesleyan University to study Zoology, but quickly gravitated towards Anthropology, Classics and Ancient Studies to develop a future career in archaeology. Danielle is active in the OWU community (Sociology/Anthropology Student Board, *Pitch Black* a capella choir, *TerpsiCorps* dance troupe, theatre productions). In 2012, Danielle combined a Theory-to-Practice Grant and the Department of Humanities-Classics *Herbst Award* to enroll in the *Graeco-Canadian Summer Field School* in Argilos, Greece. As Danielle notes, **“I like going out there, doing something with my hands.”**

Danielle spent six intense weeks with an archaeology team and 10 to 40 fellow students on the steamy shores of the Aegean Sea to learn more about Greek history, archaeological field methods, and daily life in a foreign environment. The days were filled with digging deep trenches and examining artifacts from pottery shards to scorched dirt indicative of ancient kitchens and fire pits. **“They teach you a lot in six weeks – what to do, the techniques, what to dig,”** Danielle explained. For much of the experience, Danielle worked in small teams of 4 to 5 archaeologists who provided practical instruction that significantly complemented the intellectual development Danielle receives at OWU.

For Danielle, theory-to-practice afforded unparalleled professional and personal growth. Her first trip outside the United States brought her face to face with people from diverse international backgrounds and opened her eyes to the world in a new way. **“I loved that we lived in a Greek town,”** Danielle stated. **“You felt isolated at first...but after awhile you feel accepted. It astounded me how quickly I learned to live in a foreign culture.... It made me realize that I am a pretty adaptable person.”** Through theory-to-practice, Danielle has forged connections with people worldwide in the shared experience of working and living in the Greek countryside. As Danielle commented, **“I had never befriended people outside this country. It doesn’t matter where you are from; you can still work together and get along.”**

Danielle’s experience reveals the transformative benefits that may be achieved through the Theory-to-Practice Grant program as students gain experiences that help them develop their professional and personal identities and their place in the world. As Danielle concluded, **“I learned how tough I can be both mentally and physically. I discovered an aspect of myself that I never knew existed, and I have the Theory-to-Practice Grant to truly thank for that.”**

*Photo caption:* Danielle participates in excavation trench digging in Argilos, Greece.

*Photo source:* Danielle Bernert

## **SARAH CHIZMAR (Class of 2012)**

(Major: Early Childhood Education; Minor: Women and Gender Studies)

**Project Title:** “A Comparative Education Study Tour: A Glimpse into European Pedagogies”



Sarah Chizmar knew that she wanted to study early childhood education when she first came to Ohio Wesleyan from neighboring Lewis Center, Ohio. Through four years, Sarah remained impressed with the intellectual development that the University had to offer. **“My idea of what education was and can achieve grew to be much greater at OWU. I am a better teacher because of it,”** Lauren reflected. In her junior year, Lauren embarked on the pinnacle of that education when President Rock Jones during a luncheon inspired her to chase her dreams through a Theory-to-Practice Grant. **“As an education major, there really is no opportunity to go abroad otherwise,”** Lauren noted.

Sarah and fellow Ohio Wesleyan student Jennifer Federer (’12) developed a Theory-to-Practice Grant to explore the educational systems and pedagogical philosophies among public and private schools in France, Germany, Italy, and the United Kingdom. The student pair spent nearly four weeks meeting with school officials and conducting direct classroom observation in multiple schools. Focused on presenting a professional and diplomatic image, Sarah and Jennifer developed professional attire complete with Ohio Wesleyan name badges to better identify themselves as educational researchers.

Sarah immediately that her Theory-to-Practice Grant experience had given her considerable insight into varied educational systems and teaching styles. **“The experience really relativized my views on the U.S. system,”** Sarah noted. **“It helped me to branch out from my U.S. focus, to realize that there are so many ideas out there. The connectness, the sharing of ideas – it opened my eyes to all that is out there.”** Sarah brought vast materials back to the Phillips Hall Curriculum Center and shared her grant experiences extensively with campus-wide programs, guest lectures in the Introduction to Early Childhood Education course, and as a volunteer with the Admissions office to present the grant experience to prospective students on several occasions.

The greater benefit for Sarah came when she began her professional career at Evening Street Elementary School in Worthington, Ohio. **“I realized that I could blend these varied pedagogies into my classroom,”** Sarah commented. Sarah credits her Theory-to-Practice Grant experience and her solid Ohio Wesleyan education for giving her the intellectual and professional skills to make her new classroom a nurturing and fascinating space for children to flourish and become better citizens of the world.

*Photo caption:* OWU student Sarah Chizmar conducted a Theory-to-Practice Grant that examined comparative educational systems and pedagogical styles in multiple public and private schools throughout Europe.

*Photo source:* <http://www.dispatch.com/content/stories/travel/2011/11/27/1-hello-columbus.html>

## KATHLEEN DALTON (Class of 2013)

(Major: Journalism; Minor: Performing Arts - Dance)

### Project Title: “Inlet Dance Theatre 2011 Summer Intensive Workshop”



Kathleen Dalton has a dream to be a writer for *Dance Magazine* when she graduates from Ohio Wesleyan University. Yet Kathleen had never danced before coming to OWU. **“I took a dance class and completely loved it,”** Kathleen commented. Despite her recent discovery of dance, Kathleen has become a premier dancer in the OWU community and beyond. Her 2011 Theory-to-Practice Grant experience at the Inlet Dance Theatre Summer Intensive Workshop in Cleveland, Ohio, has been a critical component of her professional and personal development.

Kathleen studied for seven weeks at the Inlet Dance Theatre in an intensive summer program designed to advance choreographic, technical, and creative skills among its participants. The Summer Intensive Workshop brought Kathleen together with fellow dance students from multiple backgrounds, nationalities, genders, and ages for what Kathleen would describe as a comprehensive experience that was about far more than dance with a focus on cultivating technique, creativity, and confidence. **“We were asked to really share ourselves,”** Kathleen commented. **“Outside of school, I had never had any formal training. My experience gave me motivation and the security to deepen my creative process and create more dance.”**

Kathleen used her Theory-to-Practice experience to choreograph her own dance performance that represents the struggle against trafficking in persons and the sex trade. Her performance combined social justice and artistic expression to create a powerful dance piece that she hopes will resonate with her audiences. **“Dance isn’t just about the movement. It’s about what it inspires,”** Kathleen commented. **“Dance is a gift you’re giving the audience, a sharing of your powerful ideas – it is a sacred space.”**

Kathleen wholeheartedly credits her Inlet Dance Theatre experience as a transformative professional and personal moment in her OWU education. Kathleen has a new view of dance as a shared group space for creation between the audience, the dancer, and the choreographer. **“It opened me up – it was extremely challenging,”** Kathleen noted. Returning to campus, Kathleen organized a 2011 Earthdance Festival dance/choreography workshop for the OWU community. Most recently, the OWU faculty selected Kathleen’s choreographed work to represent OWU at the 2012 American College Dance Festival regional conference.

*Photo caption:* The Inlet Dance Theatre hosts intensive workshops to train choreographers and dancers.

*Photo source:* <http://inletdance.wordpress.com/page/3/>



## KYLE HERMAN (Class of 2011)

(Major: Politics and Government /International Studies)

**Project Title:** “Researching Pakistani Perspectives on US Intervention in Afghanistan”



Kyle Herman has never been afraid to push boundaries and explore the world. The Stow, Ohio, native came to Ohio Wesleyan to study international affairs. In high school, Kyle had participated in a people-to-people student ambassador program to the European Union. At Ohio Wesleyan, he had continued to push for street-level cultural connections through a Theory-to-Practice Grant to China and a mission trip to Washington, D.C. The OWU international affairs courses developed for Kyle a keen interest in U.S.-Pakistani relations.

Kyle developed this Theory-to-Practice Grant project with two fellow Ohio Wesleyan students and OWU Pakistani alumnus Usman Javaid (’10) to interview Pakistani citizens from diverse economic backgrounds and to secure personal tours of several government and religious institutions. For Kyle, this distinct grant project to a potentially volatile world region was just another extension of his longstanding passion to connect with people below the radar of interstate relations and government rhetoric. **“There is such a huge difference between information presented in a classroom and actually experiencing it,”** Kyle noted. **“It makes you want to work towards something in a way you wouldn’t have done before.”**

For Kyle, the Theory-to-Practice Grant demonstrated the complexity of the political issues between the U.S., Pakistan, and neighboring Afghanistan in a way impossible to fully grasp from the confines of a classroom. **“I realized how many factors were at play with the U.S. history of abandoning and using Pakistan. There is such a deep distrust even among economic elites,”** Kyle indicated. **“It also helped me to realize how important the Israel-Palestine crisis resolution is to the entire region.”** Kyle recognizes the potential risk from such a research project, but feels the importance for cultural connections outweighs the potential risk. **“Not once did we ever feel threatened. Not once was anyone hostile to us, not even verbally. They wanted us there to go back and explain their culture,”** Kyle affirmed.

Kyle credits the Theory-to-Practice Grant program for providing an unprecedented set of opportunities that have guided his future professional and personal life. **“I had three once-in-a-lifetime experiences. It was transformative in setting me on the path I am on now,”** Kyle noted. For someone who had never been to a developing country prior to the Pakistan grant experience, Kyle has not stopped moving since his Pakistan trip. **“It gave me the courage to go off on my own to Lebanon after graduation,”** he noted. Following a two-year teaching assignment in a Beirut high school, Kyle intends to apply to join the U.S. Foreign Service.

*Photo caption:* Kyle Herman (fifth from the left, in the brown shirt) travelled to Lahore, Pakistan to interview Pakistani citizens on their perceptions of the U.S. war in Afghanistan.

*Photo source:* Kyle Herman

## LAUREN HOLLER (Class of 2015)

(Major: Politics and Government/Theatre and Dance; Minor: Accounting)

### Project Title: “Elevate: The Dance Experience”



Lauren Holler was eager to gain a small university experience when she received the dance scholarship that brought her from hometown Cleveland, Ohio, to Ohio Wesleyan. From the moment she arrived, Lauren embraced both her passion for politics and competitive dance as she began her studies in both the Department of Politics and Government and the Department of Theatre & Dance. Lauren has been active in the OWU community, including her efforts with the Poverty in America mission trip and plans to participate in the Wesleyan in Washington semester and the New York Arts Program.

Lauren developed a Theory-to-Practice Grant project that included a week-long intensive dance workshop in Detroit titled *Elevate: The Dance Experience*.” As a competition dancer, Lauren initially found the transition to the artistic dance pedagogy favored at Ohio Wesleyan to be quite challenging. With her strong course foundation at OWU, Lauren pursued a Theory-to-Practice Grant as a way to explore the relationship between the two dance forms in a peer-to-peer learning environment with fellow dancers from across the country. **“The experience allowed me to integrate my artistry more into my dance while staying true to the technical side,”** Lauren explained.

The *Elevate: The Dance Experience* workshop provided Lauren with a much greater appreciation for the diverse dance concepts and techniques that fellow dancers brought to a particular challenge. The opportunity to discuss performers’ artistic and technical decisions gave Lauren an holistic perspective that greatly enhanced her Ohio Wesleyan education. **“It taught me to appreciate both my artistry more and Ohio Wesleyan more,”** Lauren noted. **“The Theory-to-Practice Grant experience helped me to find myself and to improve myself more.”** Indeed, Lauren brought these complex connections back to her peers on campus, teaching several workshops, sharing what she learned in her classes, and choreographing new performances with both Orchesis and Terpsicorps.

Lauren credits the Theory-to-Practice Grant program for allowing her to grasp the connections between her politics and government studies and her theatre and dance studies in creative ways. Most recently, Lauren has choreographed a dance piece that explores the connections between democracy, cycles of governance, race, and anarchy through dance performance. **“Dance has helped me see the complexity of social issues,”** Lauren explained. While she plans on attending law school following graduation, Lauren most recently served as a 2013 summer internship trainee with the Seven Dance Company in Columbus, Ohio.

*Photo caption:* OWU student Lauren Holler (left) attended *Elevate: The Dance Experience* to gain practical experience with professional dancers from across the country.

*Photo source:* Lauren Holler

## SARAH JOHNSTON (Class of 2013)

(Major: Pre-Professional Zoology)

**Project Title:** “Exploring primate behavior: How does a Java macaque say theory-to-practice?”



Delaware, Ohio, native Sarah Johnston chose Ohio Wesleyan University to acquire the intimate research opportunities necessary to pursue her dream of becoming a research veterinarian. Sarah began OWU with a freshman honors tutorial that expanded into a 2010 research program to study the repopulation of the Ohio Bobcat and parasite conditions with Professor of Zoology Ramon Carreno and the Ohio Division of Wildlife. In 2011, Sarah attended the Tanzania School for Field Studies. With her prior research record, Sarah turned her eyes to the world of primate rehabilitation as a newfound calling in her life.

Sarah received a Theory-to-Practice Grant to study Macaque primate conservation at the *Oregon Primate Rescue Center* in Longview, Washington. The three months Sarah spent with the center director went far beyond general support for physically and emotionally abused monkeys. Sarah independently developed a research program to study the biological and behavioral effects of simulated natural daylight cycles on the stress levels and health of Macaque monkeys. Sarah explained: **“I wanted to do something that would actually improve the lives of the monkeys.”** The study results indicate that graduated lighting conditions (i.e., simulated sunrise and sunset) significantly reduce the cortisol stress hormone levels and improve social behavior among Macaque monkeys over the industry-standard “on-off” light cycles normally found in research and rehabilitation facilities.

This desire to connect her OWU education to the world of primate rehabilitation followed a five-hour phone conversation with the director of the *Oregon Primate Rescue Center*. Sarah credits that conversation as a key moment when she realized, **“OMG! You are who I want to be when I grow up.”** The impact of her experience has been profound for both the Macaques she loves and her own professional development. Sarah notes **“it has opened my eyes to sanctuary work and to look at other sanctuaries around the world,”** adding **“the Theory-to-Practice Grant has defined my veterinary goals.”**

Since her return to OWU, Sarah has continued to research and develop publications with the *Oregon Primate Rescue Center*, its director, and other private researchers she met on her TPG experience. Following a *pro bono* research trip in Summer 2012, the center director **“pretty much offered me a job and use of the center’s resources,”** Sarah added. The Theory-to-Practice Grant has given Sarah an unparalleled set of opportunities and a new vision for the future – a point she recognizes well when she states, **“I really liked the challenge; there are all these problems you cannot look up in a book!”** Sarah is preparing to submit her research for journal publication and as a Senior Honors Thesis.

*Photo caption:* Macaques and other primates enjoy rehabilitation at the Oregon Primate Rescue Sanctuary.

*Photo source:* Sarah Johnston

## AMBER KIMBERLING (Class of 2014)

(Major: Microbiology; Minor: Religion)

**Project Title:** “Appalachia: The Intersection of Faith, Service, and Health Care”



Amber Kimberling never thought that a three-week experience living in rural Mt. Vernon, Kentucky, would change her life—but it did. Amber received Theory-to-Practice Grant funds to participate in the *Christian Appalachian Project*, an intentional-living community that brings faith and social justice together to help abused women and children receive physical, mental, and emotional health care. As Amber commented, **“I wanted to go into areas that are underserved and serve there.”** Amber’s religious faith has grown since she arrived at Ohio Wesleyan and has become a central force in her desire to help underprivileged inner-city youth. She credits her spiritual and professional growth to her close interaction with OWU faculty and the Chaplain’s office on campus.

This same spiritual awakening compelled Amber to seek a Theory-to-Practice Grant in 2012 to participate in the *Christian Appalachian Project* as an ideal synthesis of social justice, Gandhi-inspired service to the poor, and development of her Christian faith within a nurturing community of peers attempting to put faith into practice. Her theory-to-practice experience brought Amber face to face with life in a domestic abuse shelter and with people whose emotional and physical scars weighed heavily on her soul. **“It was hard to work in a domestic abuse shelter and experience that,”** Amber stated, adding, **“living with the same people who share the same faith background as me and being able to talk about those experiences was really valuable.”**

The rural world that Amber encountered through her Theory-to-Practice Grant transported her far from the urban environment in which she was raised. The men and women Amber met revealed the extreme challenges that people face daily throughout the world, from lack of access to health care, poor transportation options, and insufficient food. As Amber described, **“I got to see the challenges that women go through to get legal aid, welfare, food help. There was such a lack of respect [towards the women].... I would get very upset at some people’s views, but I had to work through it.”**

The Theory-to-Practice Grant program provided Amber with a profoundly emotional experience that she continues to share with the OWU community. On her return, Amber has continued to provide information to the Chaplain’s office and to deliver presentations on poverty, faith, and social justice to the OWU Faith and Justice Club, the Interfaith House and Peace and Justice House small-living units, and beyond. As Amber quietly noted: **“I was a very different person when I went there. ... It was very hard. It was not a vacation. I had moments I felt like I was dying, but I pushed through. I made it and I learned a lot.”**

*Photo caption:* Amber displays artwork produced by children victims of domestic abuse during counseling.

*Photo source:* Amber Kimberling

## SRIHARSHA (HARSHA) MASABATHULA (Class of 2013)

(Major: Economics; Minor: Philosophy)

**Project Title:** “Mapping Carbon Credit Eligibility in India”



Sriharsha Masabathula is no ordinary Ohio Wesleyan University student. President of the family-owned *Veda Climate Change Solutions, LTD.* even before coming to OWU, Harsha has a single-minded determination to use his OWU economics major and a liberal arts education to bring together public policy, academia, and the private sector to benefit Indian farmers. Through opportunities like the Theory-to-Practice Grant program, Harsha has continued to apply his knowledge to the global challenge of climate change and social justice in his home country. As Harsha described his goals, **“I realized that there is a gap between theory and practice, between administration and academic learning.”**

The Theory-to-Practice Grant that Harsha received involved the creation of a multiple-stakeholder conference on carbon credit regimes in India and an extended consultation with rural Indian farmers to assess their own ‘best practice’ efforts and continuing needs. Through these professional consultations, Harsha has developed a more efficient method to quantify the total amount of new forest growth planted by Indian farmers that is eligible for participation in the international carbon-credit compliance board (based in Germany). The research Harsha initiated attracted the participation of OWU professors Dr. John Krygier (Geography), Dr. Andrew Meyer (Economics), and additional academic, private, governmental, and non-governmental stakeholders both in the United States and India.

The professional workshop and consultations that Harsha pursued in India were the result of intense persistence both at home (Harsha was initially refused a Grant for a project deemed to be unrealistic) and in India (two months of meetings with Indian government and private-sector officials to secure their participation). As Harsha noted, **“This is when I really saw an opportunity to bring these organizations together so that theory and practice are at the same place.”**

Harsha returned to OWU with new ideas and quickly began communicating his experiences to both the OWU community and in peer-reviewed academic journals. Harsha participated in the 2012 OWU Summer Science Research Symposium, has an article published in the *Journal of Environmental Statistics*, and presented his research at the 2012 International Conference on International Sustainability in Asia-Pacific with additional Theory-to-Practice Grant funds for travel to Japan. As Harsha recognized, **“Theory-to-Practice has influenced the path I took. It has broadened my horizons.”** Harsha embodies the incredible opportunity for innovation and global engagement that the Theory-to-Practice Grant program offers.

*Photo caption:* Harsha discusses GIS/remote sensing techniques for carbon-credit eligibility assessment.

*Photo source:* Harsha Masabathula.

## ALAN MASSOUH (Class of 2013)

(Major: Pre-Professional Zoology [Medicine]; Minor: Chemistry)

**Project Title:** “Exploration of subtropical invertebrate diversity: Genetics and parasitology in the laboratory and the field”



When Alan Massouh left Montana City, Montana, for Ohio Wesleyan, he never thought that he would be part of a research team that would rediscover a fabled animal species. Yet, his Theory-to-Practice Grant research through southern Florida provided a unique OWU experience that extended much further than the remarkable feat of finding a new species to influence his professional path to become a doctor. For Alan, the grant experience was the peak of a long-term research relationship with Professor of Zoology Danielle Hammill that included independent studies and research prior to the 2011 expedition.

The Theory-to-Practice Grant research trip led by zoology professors Ramon Carreno and Danielle Hammill to collect parasites among invertebrate species in southern Florida invited Alan to become part of the expedition. For Alan and other students, the research trip demanded the full use of the professional knowledge, methods, and techniques they had learned at Ohio Wesleyan. The long nights of hot, muddy field research turned up two species last described in 1932 and two additional species never before found in North America. Throughout this research, Alan gained a much deeper perspective on science as a challenging and difficult field experience. **“This was the first time I felt like I was doing *real* science,”** he noted.

The Theory-to-Practice Grant experience shaped for Alan both his professional goals and his personal identity as a scientific scholar. Professionally, the grant experience convinced Alan that he preferred medicine to primary research for his career. **“I realized that research is not my thing,”** Alan noted. **“I loved it and the opportunity. I even did further research in Houston, Texas. I really like the idea and the outcomes of primary research, but I want to be involved in practical medical research.”** Personally, the grant experience allowed Alan to more completely see Ohio Wesleyan as a vibrant community. **“The experience made me a lot more comfortable at the school. Being in a different environment with your professors and peers – it gives you a very different relationship with your professors than I see at most schools,”** Alan reflected.

Alan credits the Theory-to-Practice Grant program for the distinct experience that he hopes will strengthen his ongoing admissions application for medical school. **“The biggest credit to the program is that it is so open-ended – that you can do almost anything with it,”** he noted. Alan continued supervised research with Dr. Danielle Hamill through graduation, with professional presentations, independent studies, and research. Alan currently works with the Helena, Montana, Children’s Clinic hospital while he applies for a medical school position for the autumn 2014 term.

*Photo caption:* OWU student Alan Massouh (far right) participated in a six-person Theory-to-Practice Grant research expedition to southern Florida in 2011 to collect invertebrate parasites.

*Photo source:* Alan Massouh

## SAMUEL MONEBI (Class of 2013)

(Major: Pre-Professional Zoology [Medicine])

**Project Title:** “Exploring the Nuance of African Globalization Through the Study of Afro-Brazilian Culture in Salvador da Bahía”



Sam Monebi came to Ohio Wesleyan from Sabo Yaba, Nigeria, to study pre-professional zoology on his way to becoming a pediatric oncologist. Along the way, Sam explored geography and other social science courses and found himself fascinated with the cultural geography course offered by Assistant Professor of Geology-Geography David Walker. **“I am as social science as a physical scientist can get,”** Sam joked. Through the courses, Sam began to question the connections between his Native Yoruba culture and the Afro-Brazilian culture centered on Salvador da Bahía.

Sam developed a Theory-to-Practice Grant to examine the complex global connections between his Yoruba cultural traditions and the rich cultural patterns of the Afro-Brazilian community in Salvador da Bahía, Brazil. The project secured sponsorship from the Nigerian embassy in Brazil for both translation services and lodging in the Nigeria Cultural House. Sam conducted several weeks of research with key Afro-Brazilian informants, drawing upon the background readings and methodology that he developed with David Walker to analyze both religious and dietary practices among the Afro-Brazilian population.

The Theory-to-Practice Grant experience became a powerful opportunity for Sam to examine his own cultural heritage and identity. As Sam recounted, the experience totally changed how he saw his own Yoruba culture and that of the Afro-Brazilian community in Salvador da Bahía. The complex blend of cultural similarities and differences powerfully influenced Sam. **“I realized that neither culture was ‘pure’ – that we all were a blend of here and there,”** Sam explained. **“I learned to respect the Brazilian culture in its own right – that it was not just an extension of my Yoruba culture.”** Sam recognized that our cultural heritage is very much bound to our particular place in the world. **“I realized that Nigerians don’t have a right to ‘educate’ [Afro-Brazilian] others, because their cultural evolution is okay,”** sam added.

Sam credits the Theory-to-Practice Grant program for affording these important insights that will benefit his scientific research and future medical career. The better recognition of cultural complexity and social heterogeneity is a concept that Sam thinks will make him a better doctor who is more attuned to patients’ complex lives and the equally complicated challenges inherent to modern medicine. In the meantime, Sam has started to develop a scholarly article that examines the trans-Atlantic connection and its influence on Afro-Brazilian views on God, religion, and culture.

*Photo caption:* OWU student Sam Monebi examined the transnational connections between Brazilian Portuguese and Nigerian Yoruba cultures that exist in Salvador da Bahía, Brazil.

*Photo source:* <http://www.etraveltrips.com/blog/wp-content/uploads/2012/05/Salvador-Bahia-Brazil.jpg>

## REJOICE NGONGONI (Class of 2011)

(Major: Chemistry/Pre-Professional Zoology [Medicine])

**Project Title:** “Exploration of the South African public health system and health care delivery to the under-served communities of Durban, South Africa”



Rejoice Ngongoni had a commitment to become a medical doctor when she first came to Ohio Wesleyan. Her focus on pre-medicine and chemistry combined with a commitment to social justice questions throughout her time at the University. Rejoice participated in a 2008 mission trip to Pennsylvania that inspired her to look to South Africa, the African country most affected by HIV/AIDS, in order to see medicine and healthcare delivery in practice. **“I never thought I could get a grant...I was on the Academic Policy Committee, but I was struggling to come up with an idea,”** Rejoice noted.

Rejoice turned to Professor of Zoology Danielle Hammill and Herbarium Curator Nancy Murray for guidance that helped her develop a Theory-to-Practice Grant project to work with South African non-governmental organization *Child Family Health International* to gain direct clinical experience with HIV/AIDS patients in Durban, South Africa. From what Rejoice described as her own homogenous background in Harare, Zimbabwe, she threw herself into this new experience with passion as she recorded the medical histories, observed clinical practices, and helped calm the anxieties of HIV/AIDS patients in the Durban clinic. **“These were real-world patients, not just random bacteria,”** Rejoice noted. **“I felt prepared more than I thought I would be.”**

Rejoice changed as a person through her Theory-to-Practice Grant experience. **“I met a patient in the clinic in Durban. One day, she started talking. I didn’t see her as a walking grave any longer,”** Rejoice reflected. **“I learned to get over my HIV/AIDS stigma.”** The experience that Rejoice had among the infected patients and through her firsthand experience with the South African healthcare system became the foundations for her career and life. **“The experience inspired me. It made me want to be a more global doctor,”** Rejoice noted. When she returned to Ohio Wesleyan, she shifted more towards a pre-medicine major and took up greater levels of volunteer work. **“I was more focused on helping people, not so focused on my career,”** Rejoice added. She credits her South African grant experience for affording a cultural experience that gave her a new empathy for the ill and a deep passion for the social aspects of medicine.

Rejoice is taking that passion to Yale University Medical School starting in 2013 after spending the past two years developing greater pharmaceutical knowledge with Roxanne Laboratories subsidiary Berenger-Engleheim. **Medicine is much more social than scientific for me,”** Rejoice happily notes.

*Photo caption:* OWU student Rejoice Ngongoni works with a young HIV/AIDS patient in the Child Family Health International clinic in Durban, South Africa.

*Photo source:* Rejoice Ngongoni



## FELICIA ROSE (Class of 2015)

(Majors: Politics and Government, Psychology)

**Project Title:** “Learning and leading through diversity and history: Historical reenactments of the Underground Railroad and the Trail of Tears”



Felicia Rose spent the summer after her freshman year at the Social Justice Training Institute, a competitively awarded program at the University of San Francisco, California. Upon her return, Felicia – who intends to become a lawyer – began discussing ideas for bringing greater awareness of social justice issues to the Ohio Wesleyan campus. As Felicia noted, **“I wanted to do something important and have an impact on the OWU community.”** Felicia and Office of Multicultural Student Affairs Director Terree Stephens brought this passion to life through their Theory-to-Practice Grant project.

The innovative theory-to-practice experience that Felicia has developed invites the OWU community to participate in the historical reenactment of two key moments in U.S. history – the antebellum Underground Railroad experience and the Trail of Tears removal of the Cherokee nation from the southeastern United States. Partnering with a local camp in Clarksville, Ohio, Felicia has organized a group of OWU students, faculty, and staff to recreate these historic experiences. The Underground Railroad reenactment occurred in October 2012. In this experience, Felicia and a camp director led 11 OWU participants through a nighttime exodus that traversed woods, streams, and muddy fields (at times crawling across the ground) led by a single lantern light. Felicia stated of the experience: **“It was eye-opening. I always felt that the civil rights movement and the Underground Railroad were drilled into me. But having the opportunity to experience a slice of what actually happened gives you a very different perspective.”**

Felicia will lead the Trail of Tears reenactment in March 2013. With robust participation from the OWU community, Felicia hopes that the Trail of Tears, like the Underground Railroad experience, will spotlight the deep history of struggle that continues today for social justice and equality in our society. She continues her efforts on the OWU campus to create a Social Justice Awareness Student Organization. Felicia anticipates that her new organization will **“create a space where everyone can learn from one another,”** adding that the organization will help people consider the conditions of privilege and justice and **“how we will apply it to our normal lives and...to our communities and peers.”** When asked to describe her Theory-to-Practice Grant experience, Felicia offers her vision in a single word: **“humbled.”**

*Photo caption:* Felicia Rose and 16 OWU community members reenacted the Underground Railroad experience at Camp Joy in Clarksville, Ohio.

*Photo source:* Felicia Rose

## REBEKAH SMITH (Class of 2012)

(Major: International Studies/Economics; Minor: Economics-Management)

### Project Title: “Asha: Microfinance in Urban India”



Rebekah Smith was a paramount Ohio Wesleyan University student. Her many achievements include being valedictorian of her class, Wesleyan Council on Student Affairs (WCSA) Academic Affairs chairperson, and the recipient of a Theory-to-Practice Grant for a professional internship and research experience with the non-governmental Sanghamithra Rural Financial Services (SRFS) microfinance institution in Bangalore, India. SRFS hosted Rebekah and fellow OWU student Yavor Danailov (Class of 2012) for a two-month professional internship with the organization involved in dispersing microfinance credit loans to poor, rural Indian women.

Rebekah focused her studies on international development economics and structural poverty in the Global South from the beginning of her academic career. Courses and independent studies with Assistant Professor of Economics Dr. Raif Rahman had prepared Rebekah for well to complete a Theory-to-Practice Grant on international development, microfinance, and poverty alleviation. The internship and interview research among rural, female microfinance recipients showed Rebekah the first-hand experiences of international economic development. That realistic, grounded vision of development economics as an embodied set of social practices drove Rebekah to totally reconceive her project while on the ground. **“I had this idealized vision of the development community – but when you see it firsthand, you learn a lot about how things actually get done,”** Rebekah commented. **“We had to scrap our entire questionnaire mid-research and rework our research plan based on what we were seeing,”** she added.

This unprecedented opportunity to experience the stark realities of microfinance and development economics compelled Rebekah to pursue a follow-up independent study when she returned to campus. **“My experience reconfirmed that I just don’t actually understand poverty . I have never experienced anything like that,”** she noted. Rebekah credits the Theory-to-Practice Grant program for the opportunity to interact with local Indian residents and to better grasp her position in the world. **“Meeting these people leaves you with an incredible sense of privilege. It makes you more critical, it makes you interpret things differently. [These practical experiences] teach you that when you are talking about ideas, it is not reality.”**

Since graduation, Rebekah has continued her development economics research as a current graduate student at the Harvard School of Management and a recent intern at the World Bank in Washington, D.C. Rebekah is clear about how she arrived at this career path, stating, **“What I actually saw on the ground drove me to pursue a career in program evaluation.”**

*Photo caption:* OWU student Rebekah Smith (not in photo) volunteered with Sanghamithra Rural Financial Services to intern and conduct research with microfinance credit recipients in rural Bangalore, India.

*Photo source:* [http://videos.videopress.com/Y2oWwpXI/accion-financial-literacy-training-5361\\_dvd.original.jpg](http://videos.videopress.com/Y2oWwpXI/accion-financial-literacy-training-5361_dvd.original.jpg)

## ERI TAKEUCHI (Class of 2013)

(Major: Pre-Professional Zoology/Pre-Dental Studies)

### Project Title: “Dentists Around the World”



Eri Takeuchi has aspired to become a dentist since early in her childhood. The Osaka, Japan, native came to Ohio Wesleyan University because she wanted a global education with international students. Eri never imagined that her global education would take her back to eastern Asia to explore comparative dental medicine practices in Taiwan, Japan, South Korea, Vanuatu, and Vietnam. **“Pre-dental students don’t have a lot of things to do here. I was looking for an internship or volunteer position,”** Eri noted. Then friends told her about the Theory-to-Practice Grant program.

Eri learned about Ohio Wesleyan University and its strong science program when Director of International Admissions Grace Poling and Director of International and Off-Campus Programs Darrell Albon visited her high school in India. Eri pursued a deliberate academic curriculum at the University, studying pre-professional zoology, chemistry, microbiology, and even psychology to better prepare for her future career in dentistry. Eri found inspiration from her mentor, Instructor of Modern Foreign Languages Kawabe Jun to construct her multinational study. The project took her throughout the Asia-Pacific region to meet and shadow dentists, oral surgeons, and patients as she gained insights into the distinct dentistry practices among the cultures of her youth. **“The experience was more than I ever expected. I did not expect that dental systems were so different across countries!”** Eri noted.

During her trip, Eri also joined a medical mission trip to provide dental services to school children in Vanuatu. Eri worked side by side with oral surgeons and dentists to provide free medical services to the country’s poor youth. The experience had a profound effect on Eri, who described her dental research in Vanuatu as **“incredible”** and **“eye-opening.”** The Vanuatu trip rounded out a rich practical experience that has reinforced Eri’s commitment to becoming a world-class dentist. **“The experience made me much more passionate about my career,”** Eri commented. **“I appreciate the luxury of the life we have here and the opportunity I have for education. I take my studies more seriously now.”**

That future career centers on providing dental services for populations in need throughout the world. Eri credits the grant experience with giving her a better vision for how dental health relates to overall human mental and physical health. In the future, she plans to share that vision with the world. **“Some people are very privileged and they do not appreciate that enough. I didn’t think [the grant] would change my life, but it did.”**

*Photo caption:* Eri Takeuchi travelled through Japan, South Korea, Taiwan, Vanuatu, and Vietnam to examine dental systems, medical procedures, and volunteer mission efforts in the region.

*Photo source:* Eri Takeuchi

## BRAD TURNWALD (Class of 2013)

(Major: Pre-Professional Zoology; Minor: Chemistry)

**Project Title:** “Nonsense-Mediated mRNA decay: a Global Investigation”



Brad Turnwald never imagined when he left Ottoville, Ohio, for Ohio Wesleyan University that he would spend a summer in a world-class gene-level biomedical research laboratory in Heidelberg, Germany. Brad had traveled to Europe before and had joined mission trips to orphanages in El Salvador, but completing high-level research in Europe was quite a different experience. **“This was the premier lab in the world,”** Brad noted. Working closely with Associate Professor of Zoology David Markwardt, Brad spent the 2012 summer with a team of post-doctoral researchers exploring the human genome.

Brad conducted research at the European Molecular Biology Laboratories (EMBL) with multiple post-doctoral researchers studying the evolved mechanisms of eukaryotic cells to rapidly prevent gene replication of mitochondrial RNA with potentially deadly genetic mutations. The research Brad conducted is leading the development of gene therapies to prevent and cure cancer and other genetic replication diseases. Brad gained invaluable access to new techniques and new medical equipment only affordable at premier research institutions. **“The resources of a big research center spoiled me,”** Brad quipped. Yet, the Ohio Wesleyan academic foundation was essential for his research success. **“I knew the core techniques already, so I could hit the ground running,”** Brad added.

Brad brought his knowledge back to Ohio Wesleyan and shared the latest frontiers of knowledge with his professors and student peers in the Department of Zoology and the Department of Chemistry during informal seminars and laboratory demonstrations. He continued his OWU-based research to synthesize genetic-level and molecular-level research into genetic mutation through his time at the University. Currently, Brad is enrolled in the Ph.D. Biology program at Stanford University. **“The Theory-to-Practice Grant opportunity gave me so much confidence,”** Brad noted. **“For graduate school, they want to know what actual research you have done. On grad school interviews, people were so astonished at the experience I had at Ohio Wesleyan.”**

In addition to professional research, Brad credits the grant for introducing him to a multinational research team in Heidelberg that opened his eyes to the complex character of the world and its peoples. **“The social interactions were unexpected and awesome,”** Brad noted. **“From a professional standpoint, nothing else compares to the Theory-to-Practice Grant program to help set yourself apart,”** he added.

*Photo caption:* Brad Turnwald joined the European Molecular Biology Laboratories to gain professional research experience from one of the best researchers in the world.

*Photo source:* Brad Turnwald

## RACHEL VINCIGUERRA (Class of 2014)

(Major: History)

**Project Title:** “Presentation of culture in Oahu: Influences of Americanization and tourism on Hawaiian culture, and the challenges faced by local professionals when representing its history”



Rachel Vinciguerra welcomed the opportunity to receive a Theory-to-Practice Grant for a summer 2012 research initiative in Hawaii. Rachel developed a program that combined three core interests – 20<sup>th</sup> century U.S. history, theatre and dance, and tourism – to examine how Hawaiians represented their cultural heritage to both tourists and among the native Hawaiian island population.

**“Hawaii is something I have never learned about,”** Rachel stated. **“The Theory-to-Practice Grant was a way to fill in the holes.”**

Rachel’s interest in the intersections of history, cultural representation, and tourism began even before she came to Ohio Wesleyan University. The entrenched poverty she frequently encountered on family cruise vacations had compelled her to more closely examine the meaning of cultural authenticity and social justice. When Rachel developed a love for history at Ohio Wesleyan University, she combined her academic training with a rich background in dance, theatre, and journalism to cast a spotlight on Hawaii.

Rachel reached into the heart of Hawaiian culture using the Theory-to-Practice Grant funds. Her work took her to the Hawaiian Cultural Center, multiple historical dance theatre events, the Iolani Palace, and to closed-door Hawaiian *bula* rituals with native Hawaiian residents. Through her travels, Rachel interviewed docents and curators, performers, and leaders to better understand the Hawaiian culture and the struggles Hawaiians face between cultural representation and economic necessity to maintain a tourist-friendly image for the world. **“Historical accuracy is important, but representing Hawaiian culture in a way that is interesting and theatrical is more important...the hope they have is that people will go beyond [those stereotypes] on their own,”** Rachel stated. **“The most authentic moments were the places I was not ‘supposed’ to be,”** she added.

Rachel brought her Theory-to-Practice knowledge back to the OWU community in the fall 2012 term, performing *bula* workshops and presentations to examine the historical cultural role of *bula* in Hawaiian society. After Rachel graduates in 2014, she hopes to develop a career in tourism management that will draw upon her Ohio Wesleyan University academic training and the diverse Theory-to-Practice, Travel-Learning, and Service-Learning experiences at OWU that have taken her to Hawaii, Haiti, Uganda, and multiple U.S. locations to put her education into practice.

*Photo caption:* Rachel participated in a traditional *bula* workshop where drums-only accompaniment mark its distinction from the entertainment-focused *bula* experience known to most tourists.

*Photo source:* Rachel Vinciguerra

## BRITANNIA WANSTRATH (Class of 2013)

(Major: Pre-Professional Zoology)

**Project Title:** “How to Jump: An Evaluation of the Limb Musculature of Saltorial Mammals”



Britannia Wanstrath had never left the United States nor taken an airplane flight when she received her first Theory-to-Practice Grant in 2010. That trip to Ecuador to volunteer at the Wildlife Rescue Center gave her a newfound confidence that she carried through the rest of her Ohio Wesleyan experience. **“The experience was liberating,”** Britannia stated. **“I realized that I could do anything, anywhere.”** In 2012, Britannia heeded the call when Professor of Zoology Jed Burtt mentioned that the Zoology Museum needed information on saltorial mammals.

Britannia had a strong Ohio Wesleyan education that prepared her well for her Theory-to-Practice Grant project titled “How to Jump: An Evaluation of the Limb Musculature of Saltorial Mammals.” Her zoology classes, co-curricular programs, and work as a Zoology Museum curator provided a strong foundation in vertebrate anatomy and taxidermy skills. Coupled with her long-standing interest in exploring the rich cultural traditions and biological distinctiveness in Australia, Britannia recognized the need for another Theory-to-Practice Grant.

Britannia partnered with an Australian zoo conducting a study on road accidents between automobiles and kangaroos to gain access to kangaroo post-mortem dissection rooms. Britannia spent late nights carefully dissecting kangaroo legs to explore the underlying complex musculature that permitted the animals to jump across the Australian landscape. After an initial introduction, Britannia operated completely unsupervised. **“That was daunting and difficult,”** she noted. **“Originally, I felt like I was tricking people – but once I realized that I *do* want to work with animals, it made me feel much closer to my field.”** Britannia donated her hand-drawn renderings of kangaroo leg musculature to the OWU Zoology Museum when she returned to campus.

Britannia has not stopped with her graduation from Ohio Wesleyan University. The grant experience convinced her to abandon her medical school plans to pursue either veterinary school or museum curation. **“I realized that I love animals more than people,”** Britannia joked. Britannia currently interns at the Cleveland Museum of Natural History to develop her curation and specimen preparation skills. In true liberal arts fashion, Britannia most recently has embarked on a project to produce a graphic novel of the Spanish novel *Don Quixote*.

*Photo caption:* Britannia Wanstrath travelling through Ecuador to volunteer at the Animal Rescue Center in 2011.

*Photo source:* Britannia Wanstrath

**Notes:**