Empathy for the 21st Century

Scientists, scholars, and artists will work together to establish a comprehensive understanding of the arc of empathy development, from first triggers to full cultivation, to work toward a more compassionate and inclusive society.

**Point of contact:**
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Bloomington, IN 47405

Empathy, an anthropological capacity, stands at the heart of family life, community, and global citizenship. Empathy invigorates humanity to achieve its potential and encourages passion to tackle the demands of the age. However, it requires cultural stimulation to emerge and flourish. Evidence shows empathy use is declining in younger generations. Recent events reveal a striking need to nurture empathy. Sexual assaults on college campuses, including Indiana University, are horrific evidence of a lack of empathy in situations that demand it, as are other current events such as Ferguson. IU is a strong leader in the field of empathy and in a position to respond. Scientists, scholars, and artists will work together to establish a comprehensive understanding of the arc of empathy development, from first triggers to full cultivation. Our group will systematically study stimulants that lead to the emergence and growth of empathy by providing people with opportunities to practice empathy in real and fictional settings. We will pay special attention to the arts and aesthetic experience, and will establish a collaborative Experience Center. Our approaches will bridge quantitative and qualitative work while including data science and evolutionary perspectives to identify factors influencing diverse peoples, including incarcerated juvenile offenders. We will make specific suggestions for cultural transformations in many areas including education, media, law, business, medicine, international conflict, crime, research, and the arts. Finally, we will implement our findings in the curriculum at Indiana University to create an empathetic environment for peoples of the 21st century.

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Empathy, an anthropological capacity, stands at the heart of family life, community, and global citizenship. Empathy invigorates humanity to achieve its potential and encourages passion to tackle the demands of the age. However, it requires cultural stimulation to emerge and flourish. Evidence shows empathy use is declining in younger generations. Recent events reveal a striking need to nurture empathy. Sexual assaults on college campuses, including Indiana University, are horrific evidence of a lack of empathy in situations that demand it, as are other current events such as Ferguson. IU is already a strong leader in the field of empathy and in a position to respond. Scientists, scholars, and artists will work together to establish a comprehensive understanding of the arc of empathy development, from first triggers to full cultivation. Our group will systematically study stimulants that lead to the emergence and growth of empathy by providing people with opportunities to practice empathy in real and fictional settings. We will pay special attention to the arts and aesthetic experience, and will establish a collaborative Experience Center. Our approaches will bridge quantitative and qualitative work while including data science and evolutionary perspectives to identify factors influencing diverse peoples, including incarcerated juvenile offenders. We will make specific suggestions for cultural transformations in many areas including education, media, law, business, medicine, international conflict, crime, research, and the arts. Finally, we will implement our findings in the curriculum at Indiana University to create an empathetic environment for peoples of the 21st century.

Goals:

- Invigorate empathy as a sustainable practice
- Cultivate adequate research tools and validated scales to examine empathy development
- Map the entire arc of empathy emergence and development
- Work toward a new and more inclusive societal model for the 21st century
- Create strategies to reduce and prevent crime, including sexual harassment and hate crimes
- Establish and demonstrate ethical cooperative and empathetic research practices
- Make policy suggestions for education, based on empathy, that include emotional intelligence and emotional leadership
- Create an “Experience Center” for interactive arts, educational outreach, and research
- Improve IU curriculum and college experience on the basis of empathy research
Proposed research and impact

Scientists, scholars, and artists will conduct and apply trans-disciplinary work to establish a comprehensive understanding of the entire arc of empathy development from its first triggers to its training and growth. We will pay special attention to the opportunities people have to develop, perfect, and practice empathy skills during their lives, over a wide range of times, places, and cultures. While the capacity for empathy is characteristic to our species, it needs stimulants to emerge, cultivation to grow, and habits to prosper. We will be especially attentive to the fact that understanding others (i.e., theory of mind) is not a virtue when detached from emotional care and action in relevant situations. Practicing empathy can potentially take many forms, ranging from compassion to perspective-taking and from social engagement to the experience of nature. The goal is to develop a comprehensive understanding of empathy, mapping its trajectory and providing opportunities for educating and promoting a civil society. This would be a wide-ranging and unmatched research effort that would place IU at the very forefront of empathy research.

Our research will tackle the entire span of empathy emergence and development from early childhood to adulthood, and will address and consider various possible stimulants. The overall directive is to identify which stimulants and opportunities for empathy use lead to notably different attitudes and behavior, both short-term and long-term. There will be particular emphasis on the study of artistic forms of empathy stimulation.

Our starting point is a project that tracks actual uses of empathy (in all its forms—see Batson 2009) in everyday life. We will develop a tracking device that will allow participants to self-assess use of empathy during the day (Larson & Csikszentmihalyi 1983). We will run controls to ascertain what exactly people characterize as the use of empathy, including fMRI studies with these participants. The goal is to create a map of actual opportunities that nurture empathy in everyday life.

We will also test a variety of potential predictors in personal empathetic growth for the competence and use of empathy later in life. On the basis of existing work on empathy and the exceptionally high level of expertise of our faculty in this area, we are well prepared to define these factors. These factors will include socio-demographic information (e.g., race, gender), family information (e.g., number of siblings, family income), exposure to other cultures and countries, artistic experiences, and religion. We will improve the standard empathy tests by distinguishing more variants. On the basis of linear regressions, we should be able to identify variables that are predictive of empathy. This is pioneering work, as no established data exists.

With the help of these data, the following specific subgroups will identify factors influencing empathy and make suggestions for empathy growth. Subgroups will work with and inform each other across disciplines, including weekly discussions modeled on our previous Empathy Seminar. More subgroups will be added.
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<tr>
<th>Phase of Life</th>
<th>Area of investigation</th>
<th>Key IU personnel</th>
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<td>John Bates</td>
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<td>Jody Madeira, Jamie Prenkert</td>
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<td>Love, gender, and sexuality</td>
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<td>12 Prehistoric, primates and animals</td>
<td>Competition versus empathy, group cohesion</td>
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<td>14 Intercultural</td>
<td>Empathy literacy in global context</td>
<td>Carolyn Calloway-Thomas</td>
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<td><strong>Methodological</strong></td>
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<td>15 fMRI</td>
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<td>Sharlene Newman, IU Imaging Research Facility</td>
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<td>16 Experimental design, statistical analysis, assessment</td>
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<td>Cassidy Sugimoto</td>
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<td>17 Visualization of data</td>
<td></td>
<td>Katy Börner</td>
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</tbody>
</table>

(1). A developmental psychology group will study social traits in children, including self-regulation, callousness, and (un)emotionality. Special attention will be paid to the development of self-regulation and behavior problems versus social adjustment in longitudinal studies at various stages of life.
(2) A group on comparative education will focus on societal factors that affect the capacity of children and adolescents to empathize with people who are part of social groups that differ from their own, and how such empathy can be promoted through educational programs. This work will include comparative studies in several other countries.

(4) Education specialists and psychologists will collaborate to stem the school-to-prison pipeline through development of empathy-rich instructional approaches in teacher preparation courses. By addressing both sides of the pipeline, the group will employ a two-pronged intervention approach equally targeted at increasing prevention efforts and decreasing recidivism rates among juvenile offenders. This includes working with pre-service secondary teachers and educators with knowledge of Positive Behavioral Interventions and Supports (PBIS).

(5-8). A group of artists and humanists will examine and bring about empathy through multifaceted artistic media. (5) This will include an analysis of how music “touches” people and brings out vulnerability, thereby making empathy possible. (6) Another group will create a virtual environment and aesthetic experience involving the dynamics of empathy. The environment will be computer generated and will allow the visitor to interact within a virtual space, which will include visual cues, auditory cues, and physical sensations such as wind, heat, and smells that enhance the experience. As the visitor is immersed in the experience, a scenario will unfold that explores the level of empathy that one might choose to enact on a given path. (7) Narratives promote the emotional understanding of others in both fictional settings and real world encounters. The group working on narrative empathy will examine the degree to which narratives promote all-inclusive empathy or favor exclusive empathy. (8) A group comprised of academics working in the IU Center for Documentary Research and Practice will analyze the strategies by which documentary movies provoke empathy and ask whether the making of documentary films requires authors to imbed empathy in its sinews.

(9). One group will address environmental ethics in all its dimensions from sustainability to global justice. It is not “humans” collectively who create climate change, as an exclusive focus on the “global” suggests, but wealthy humans in the global north who tend to suffer the least from the impacts of climate change and its associated environmental injustices. Empathy, properly construed, can play an important role to cultivate respect for otherness, difference, and particularity and thereby increase responsibility for our collective global future. We will study strategies to motivate empathy in the “Anthropocene” epoch.

(10). A group of legal and media scholars will examine the role of empathizing with perpetrators in media and legal settings. It seems that fewer opportunities exist today to encounter perpetrators in ways that make empathetic encounters possible. To date, there have been no empirical investigations assessing the effects of such practices upon survivors and victims’ family members.
(11-12). One group will study the **evolutionary history of empathy** to identify what social and environmental influences affect levels of empathy over time. This will involve studying human ancestors and non-human animals to reveal the degree to which modern humans have been able to reduce interpersonal competition to allow for the reciprocity that lies at the core of our civilization and its division of labor. The group will study the strategies through which competition can be avoided by different species, as well as the aspects of empathy that are activated in this process. Computer simulations of the evolution of social dynamics (at both the long-term biological scale and shorter cultural evolutionary scales) will help identify what factors are relevant to levels of empathy. One of the groups will focus on love, gender, and sexuality, the other on competition.

(13). An interdisciplinary group will study the **histories of emotions** to trace the complex emergence of shared emotions with a special focus on empathy. Researchers from IU Complex Systems groups have pioneered the analysis of massive datasets from both historical archives and contemporary online systems such as Twitter, Wikipedia, and Instagram. Deep-time historical data will enable us to study how modern democracies developed characteristic patterns of empathy towards, for example, the less fortunate, the physically or materially disadvantaged, or citizens in other countries. Data from contemporary online systems will allow us to study the dynamics of emotions minute by minute to discover emergent patterns in how large groups think and feel.

(14). A pressing issue is the understanding of **global empathy** in its interactive, intercultural, and rhetorical dimensions. A group will study techniques to promote empathetic literacy and information-based skills that help global citizens respond to and manage intercultural encounters caringly and competently. The group will examine which arguments, techniques, characteristic patterns of language, appeals, narratives, skills, and aspects of our common humanity are especially useful in practicing empathy.

The **Experience Center**, a physical entity connecting the groups, will have long-term impact on empathy research. The EC will be a space for symbiosis between the empathy model and the interactive arts, comprehensive design, and societal outreach. The EC will emphasize architectural design, virtual environments, and interactive arts to situate visitors in compelling engagement with empathy, compassion, and emotional intelligence. A combination of static and interactive displays will offer virtual environments, augmented realities, and free downloadable apps that enhance experience and acknowledge personal maturation through compassion. The EC will be a place of gathering and refuge that offers creativity, safety, serenity, and immersion in order to acknowledge a larger sense of the world as well as an individual responsibility towards establishing a personal place within it. Our research groups will use the space to test design and to engage the public. We also will cooperate with IDAH, Advanced Visualization Lab, and UCSD. The long-term intent is to develop transportable modular units that empathize empathy for everyone.

Overall, the **impact** of our work includes:
As just one example of an impact factor, we wish to establish empathy as a core value of college education at Indiana University and to take national leadership in reforming liberal arts education and its role in developing citizenship in the 21st century (3). This goal has three core components: 1) to research the conditions for developing empathy (and the opportunities for using empathetic skills) and 2) to implement this knowledge to restructure the curriculum and college experience, while 3) being aware that people may “learn” empathy, but fail to use it in critical situations.

1) While important and informative, the focus of current research on empathy has been more on neural networks and less on the role of opportunities that shape and maintain empathetic response. Like other innate skills, empathy requires a fertile environment (i.e., triggers) to emerge, and practice to develop and be sustained. We propose to expand the classical experimental lab research model by adding in aesthetic, historic, and interpretative experiences along with social encounters of many kinds. This work will also include examinations of the various blocking and overriding mechanisms of empathy, as in the case of psychopaths, who display a lack of empathy.

2) On the basis of outcomes in research from Item 1, we will make specific suggestions regarding how to reach students today and encourage them to realize and increase their empathetic potential in everyday situations. We will consider a wide range of the entire college experience, from the classroom to social media interaction and lifeworlds.

3) This also includes a critical component that accounts for the mechanisms of selected callousness (people with empathy skills who do not use them in specific situations). We need to recognize and formulate a response to the fact that empathy is often lacking in situations when ethical actions are most needed.

To the best of our knowledge, there is no collaboration researching empathy on this scale anywhere else. Only a few centers with a more limited research focus exist, such as at UCSD or at Wisconsin. In addition, some outstanding individuals focus on empathy, including the ones we list as potential partners. We have a unique opportunity to lead.
Indiana University is uniquely well positioned for this project due to the large interdisciplinary network of scholars working on empathy and the past successful collaborations of the Templeton-founded Empathy Seminar that organized, among many other things, a large symposium in 2012. It is reasonable to assume that no other university has as many academics who have published books on empathy. IU is also uniquely prepared for this work thanks to the already strong collaboration between the arts and humanities programs, the cognitive science community, and the School of Informatics and Computing. Our collaboration includes at least two team leaders from each of five schools (Arts & Sciences, School of Education, School of Informatics and Computing, Jacobs School of Music, and Maurer School of Law), as well as members from Kelley School of Business, SPEA, and other campuses. If selected, there is an even larger pool of interested colleagues across the IU campuses that may join our effort.

We will work together with a large range of centers and groups at IU, including:

- Center for Documentary Research and Practice
- Consortium for the Study of Religion, Ethics, and Society
- Department for Intelligence Systems Engineering
- Imaging Research Facility
- Institute for Digital Arts and Humanities (IDAH)
- IUPUI School of Philanthropy
- IU Title IX Coordinators (Dean of Students Office)
- Kinsey Institute
- Poynter Center for the Study of Ethics and American Institutions
- UITS Advanced Visualization Laboratory
- Vice Provost for Undergraduate Education

In order to conduct the proposed work, we request the following:

A substantial investment in an architecturally creative and effective Experience Center for the creation of virtual environments (see above). The EC will require personnel to connect arts and sciences for both the research and the aesthetic experiences of visitors, the appropriate architecture, and technology. This will require a director and two permanent professional staff members for programming and design, as well as a post-doc and a R.A. and ongoing funding for programming.

Furthermore, we request hiring in the following areas:

- Joint appointment cognitive science and arts/arts education
- School of Informatics (Social Studies of Computing): Empathy & Computing
- Primatology
- Intercultural environments (humanities)

We will need a professional staff position for the coordination of developing apps and for data needs and for data analysis work. Post-docs & grad students are necessary for: Arts (virtual reality), cognitive science; humanities; information science; the complex systems team. Research support will also be needed for conferences & symposia; topics include: history of emotions; shared emotions; empathy measures and tests.
## Team leaders

Point of contact: Fritz Breithaupt, Dept of Germanic Studies, [fbreith@indiana.edu](mailto:fbreith@indiana.edu)

Team leaders by research focus (for overview and task see above)

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<tr>
<th></th>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>1</td>
<td>John Bates</td>
<td>Psychological and Brain Sciences</td>
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<td>2</td>
<td>Keith Barton</td>
<td>School of Education</td>
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<td>4</td>
<td>Theresa Ochoa</td>
<td>School of Education</td>
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<td>5</td>
<td>Marianne Kielian-Gilbert, Daphne Tan, Roman Ivanovitch</td>
<td>Jacobs School of Music Jacobs School of Music Jacobs School of Music</td>
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<td>6</td>
<td>Margaret Dolinsky, Edward Castronova</td>
<td>School of Fine Arts Media School</td>
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<tr>
<td>7</td>
<td>Claudia Breger, Fritz Breithaupt</td>
<td>Germanic Studies, Germanic Studies</td>
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<td>8</td>
<td>Christiana Ochoa, Joshua Malitsky, Jeffrey Gould</td>
<td>Maurer School of Law Media School History</td>
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<td>9</td>
<td>Lisa Sideris</td>
<td>Religious Studies</td>
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<td>Sue Carter, Justin Garcia</td>
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<td>12</td>
<td>Tom Schoenemann, Justin Garcia</td>
<td>Anthropology Gender Studies</td>
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<tr>
<td>13</td>
<td>Simon DeDeo, Johannes Türk</td>
<td>Informatics and Computing Germanic Studies</td>
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<tr>
<td>14</td>
<td>Carolyn Calloway-Thomas</td>
<td>African American and African Diaspora Studies (AAADS) and Media School</td>
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<tr>
<td>15</td>
<td>Sharlene Newman</td>
<td>Psychological and Brain Sciences</td>
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<td>16</td>
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<td>17</td>
<td>Katy Börner</td>
<td>Informatics and Computing</td>
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Sustainability

Our research topic is *exceptionally well suited for philanthropic support*. We will work closely with the IU Foundation and will reach out to the School of Philanthropy.

The IU Empathy Seminar received funding from the Templeton Foundation to support a 15 faculty member research group over two years with a post-doc and graduate student.

Along with the John Templeton Foundation, obvious addresses include also Alfred P. Sloan Foundation and Andrew W. Mellon Foundation.

The NSF and NIH currently support research on “empathy” in a variety of projects nationally (5 for NSF, 2 for NIH). Groups 2 and 3: NSF EHR; groups 1, 11, 12, 13, 15: NSF SBE; group 17: NSF CISE.

Given the strong arts and humanities component of this project, funding by the NEH and NEA is also feasible. Groups: 5, 6, 7, 8, 9, 13.


Possible partnerships also include the Department of Education. Groups 2, 3, 4.

The “Experience Center” provides an excellent naming opportunity for a donor.
Partners and consultants

Our project will seek the collaboration and input of a range of leaders in specific fields, but the success of the initiative is not dependent on any of these collaborations. We already have established contact with the following individuals. Most of these individuals have already visited the IUB campus, and many of them have participated in the IU Empathy Seminar.

Greg Dawe, University of California San Diego, (Virtual environments and engineering systems) & CALIT2 – California Institute for Telecommunications and Information Technology

Jean Decety, University of Chicago (Neuroscience and Empathy)

Frans De Waal, Emory, (Empathy in Primates)

Julia Fischer, Göttingen (Primates)

Ute Frevert, Max Planck Institute for Human Development, Berlin (History of Emotions)

Suzanne Keen, Washington & Lee (Narrative Empathy)

Kent Kiehl, University of New Mexico (Psychopathy)

Richard Miller, University of Chicago, formerly IU (Ethics)

Tania Singer, Max Planck Institute for Human Cognitive and Brain Sciences, Leipzig (Neuroscience)

Rob Shumaker, Simon Skjodt International Orangutan Center, Indianapolis Zoo (affiliated with IU)

Transforming Pain Research Group, Simon Frasier University
Metrics

This expansive project will have broad impact across diverse stakeholders. We will briefly discuss the types of impact by a) research, b) education, and c) quality of life and how metrics of success within these areas will be operationalized.

Research. The immediate outcomes in research are to construct updated scales for the measurement of empathy; to map the arc of empathy emergence and development; to devise itemized lists of variables that contribute to empathy; to identify salient predictors of empathy; and to evaluate proposed curricular and social changes that will contribute to enhanced experiences of empathy. This involves triangulation of unobtrusive and obtrusive data sources, including, but not limited to, experimentation, secondary analysis, survey research, ethnography, and network science. The methodological as well as empirical outcomes of this will be of use to a large number of disciplinary communities. Metrics of the success of the research will involve bibliometric measures such as productivity and citation counts, as well as more novel metrics that take into account the public reception of science (e.g., altmetrics). Success will also be measured in the number of faculty members, post-doctoral students, graduate students, and undergraduates who are engaged in the research enterprise.

Education. The outcomes of the research will have immediate and direct impact upon the educational environment at IUB and can be transferred to other institutions of higher education. Specific outcomes will include recommendations for revisions to the curricula and the provision of extramural college experiences. Furthermore, national policy level recommendations will be constructed to encourage the integration of empathy across colleges and universities. Assessments of these interventions will be conducted using both survey research as well as unobtrusive indicators (such as attrition rates for vulnerable populations, participation in philanthropy, levels of volunteerism, sexual harassment rates on campus, etc.). Metrics of success will include increases in self-reported rates of empathy, measures of empathy on the validated scale, and increase in activities associated with empathy among the study body. Success will also be measured in terms of the number of students participating in the research and practice of empathy through the research and teaching associated with this program.

Quality of life. One paramount objective of the project is to improve the quality of life on our campuses and to enable our students to engage in empathy as they continue on as citizens of the world. Our research will investigate the role of empathy in the community: that is, how empathy might be used to achieve a more inclusive societal model that is less prone to various types of crime. In identifying salient predictors of empathy and means by which empathy can be taught in the higher education environment, we will provide a direct avenue towards enhancing the quality of life in Indiana and beyond. This will be measured by state-level indicators of those variables identified as salient (e.g., volunteerism, philanthropy, criminal activity). The project will engage in several large-scale dissemination activities, including outreach to local schools and community groups as well as presentations on campus. Wide dissemination of interactive aesthetic arts and other educational and scientific activities will be seen as a critical metric of success.
Appendix 2

Collaborators: Empathy for the 21st Century

Colin Allen, Provost Professor, Cognitive Science & History & Philosophy of Science; artificially intelligent moral agents, evolution of mind and cognition.

Shahzeen Attari, Assistant Professor, School of Public and Environmental Affairs; human behavior and resource use, climate change, conservation.

Keith C. Barton, Associate Dean of Teacher Education, Professor of Curriculum & Instruction (School of Education), and Adjunct Professor of History; history and human rights education.

John E. Bates, Professor, Psychological and Brain Sciences; developmental and clinical psychology.

Bennett Bertenthal, Rudy Professor, Psychological and Brain Sciences; developmental cognitive neuropsychology.

Katy Börner, Victor H. Yngve Professor, School of Informatics and Computing; data visualization.

Gardner Bovington, Associate Professor, Central Euroasian Studies; nationalism and ethnic conflict.

Claudia Breger, Professor, Germanic Studies; narrative theory and media, gender, identification, co-editor of Empathy and Narrative.

Fritz Breithaupt, Professor, Germanic Studies, IUB and affiliated in Cognitive Science; narrative empathy, dark sides of empathy, author of Culturas de la Empatía (2012).

Joshua W Brown, Associate Professor, Psychological & Brain sciences; fMRI and computational neural models of higher cognitive function, cognitive control, cognition and emotion interactions, especially medial prefrontal cortex.

Carolyn Calloway-Thomas, Professor, African American and African Diaspora Studies (AAADS), Adjunct Professor in Media School, President of the World Communication Association; empathy literacy, intercultural communication, author of Empathy in the Global World (2010).

Sue Carter, Rudy Professor, Biology, director of Kinsey Institute; love, oxytocin, gender.
Edward Castronova, chair of Media Arts and Production in the Media School; games, technology, and society.

Simon DeDeo, Assistant Professor, School of Informatics and Computing; history of emotions, shared emotions, feelings.

Margaret Dolinsky, Associate Professor, School of Fine Arts; virtual environments, interactive arts, arts and technology.

Justin R. Garcia, Assistant Professor, Gender Studies, Assistant Research Scientist: The Kinsey Institute; romantic and sexual relationships, human evolutionary behavioral sciences, biology and gender.

Jeffrey Gould, Rudy Professor, History; ethnic conflict, central America, documentary film.

Kevin Hunt, Professor, Anthropology; human origins and primate development.

Roman Ivanovitch, Associate Professor, School of Music; empathetic engagement via music, verbalizing music, aesthetic of beauty.

Marianne Kielian-Gilbert, Professor, The Jacobs School of Music; music, philosophy, and feminist theory, music and analysis in different experiential, material, and ethical orientations.

John K. Kruschke, Professor, Psychological & Brain sciences; Bayesian analysis; moral perspectives.

Sandra Kuebler, Professor, Linguistics; semi automated sentiment detection.

Frederic W. Lieber, Ed. D., Adjunct Professor of Education (Department of Counseling and Educational Psychology); author of The Legacy of Empathy: History of a Psychological Concept.

Jody Madeira, Professor, Maurer School of Law; law and emotion, author of: Killing McVeigh: The Death Penalty and the Myth of Closure.

Joshua Malitsky, Associate Professor, Cinema and Media Studies, the Media School, Director-Center for Documentary Research and Production; film history and theory.

Lawrence Moss, Professor, Mathematics, Adjunct Professor in Cognitive Science, Computer Science, Informatics, Linguistics, Philosophy; language, semantics and information.

Sharlene D. Newman, Associate Professor, Director of the Imaging Research Facility, Department of Psychological and Brain Sciences; neuroimaging.
Christiana Ochoa, Professor of Law, Charles Whistler Faculty Fellow, Associate Vice Provost for Faculty and Academic Affairs, Associate Director of the IU Center for Documentary Research and Practice; law, human rights, development, documentary film.

Theresa A. Ochoa, Associate Professor, Curriculum & Instruction, School of Education; emotional and behavioral disorders, psychopathy.

Eyal Peretz, Professor, Comparative Literature; literary theory and psychoanalysis; philosophy and the arts.

Jamie Darin Prenkert, Arthur M. Weimer Faculty Fellow, Professor of Business Law Chair, Department of Business Law & Ethics; accommodation of religion in the workplace; judicial decision-making as an exercise of empathy; empathy’s role in business and human rights due diligence

Bret Rothstein, Associate Professor, History of Art; art and empathy; visual difficulty.

P. Thomas Schoenemann, Associate Professor, Department of Anthropology and the Cognitive Science Program; evolution of brain and behavior, bioanthropology, human evolution.

Lisa Sideris, Associate Professor, Religious Studies, Director of IU Consortium for the Study of Religion, Ethics, and Society; sustainability, ecospirituality.

Cassidy Sugimoto, Associate Professor, School of Informatics and Computing; scholarly communication, scientometrics.

Daphne Tan, Assistant Professor, Jacobs School of Music; music and embodiment; perception and cognition, music psychology.

Peter M. Todd, Provost Professor of Cognitive Science, Psychology, and Informatics; research on when, why, and how people copy the choices of others, including mate choices and food choices.

Johannes Türk, Associate Professor, Germanic Studies, Adjunct Professor of Comparative Literature; literature and thought and its relation to knowledge, history of affect.

Andrew Weaver, Associate Professor, Media School (Communication Science); moral psychology and empathy in virtual worlds, media violence and aggression, media and outgroup bias.