

10-2012

Faculty Notes - John Carroll University

John Carroll University

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FACULTY NOTES

October 2012 Vol. 6, Issue 3

CALENDAR OF EVENTS

Tuesday, Nov. 6

Scholarly Lunch Series

Erin Johnson, Department of Biology
"Teaching and Research through Immersions"

Friday, Nov. 9

Teaching Technology Lunch

Jen Ziemke, Department of Political Science
"Blackboard Afternotes: Google Apps"

Tuesday, Nov. 13

Scholarly Lunch Series

Peifang Tian, Department of Physics
"Spatial Gradient of Vasodilation Kinetics
in the Mouse Somatosensory Cortex"

Tom Nevin, Department of Classical and Modern
Languages and Cultures "Christ's Three Questions
for Protestants"

Thursday, Nov. 15

Submissions for Faculty Notes are due.

Friday, Nov. 16

New Faculty Seminar

"Jesuit Education: Introduction to Mission
and Identity" facilitated by Paul Murphy,
Vice President for Mission and Identity



Wirkus

Covenantal promises

Dr. Brenda Wirkus advises the class of 2016

The following is an excerpt from the convocation address to the Class of 2016 by Dr. Brenda Wirkus, professor in the Department of Philosophy and winner of the 2012 Distinguished Faculty Award. After beginning with giving practical advice to the Class of 2016, Dr. Wirkus focused her subsequent remarks on her understanding of the nature of the classroom experience.

I would like to propose a model and a vision of the academic experience that fits the Jesuit and Catholic nature of John Carroll University, as well as fosters the kinds of long-term relationships we hope to have with our alumni.

I shall begin with a question: Why is the academic experience upon which you are embarking worth the investment of four years of your life and thousands of dollars? Surely there are shorter and cheaper ways to provide you with vocational training and help you find a job.

What happens in the classroom is not simply about conveying information and skills necessary for vocational success. It is a place in which we learn to challenge the status quo, to cultivate the imagination, to open new possibilities for understanding and transforming the world. And it is also a place that models for us ways of forging our future relationships with self, with others, with the community, and with the world.

— continued on page 6

NOTES

Listed are self-reported faculty accomplishments in research, teaching, and scholarly achievement, along with other professional activities.

ACCOUNTANCY

Robert Bloom and **Mariah Webinger** published “Contextualizing the Intermediate Financial Accounting Courses in the Global Financial Crisis” and “Rejoinder to Commentaries” about this paper in *Accounting Education: An International Journal* 20:5 (2011) 469-494, 529-537.

ART HISTORY AND HUMANITIES

Gerald B. Guest published “Space,” *Studies in Iconography, Special Issue: Medieval Art History Today – Critical Terms* 33 (2012).

Professor Guest also reviewed *Les vitraux du chœur de la cathédrale de Troyes (XIIe siècle)* by Elizabeth C. Pastan and Sylvie Balcon in *Speculum* 87:2 (2012) 594-595.

BIOLOGY

Rebecca Drenovsky, with B. J. Grewell, C. M. D’Antonio, J. L. Funk, J. J. James, N. Molinari, I. M. Parker, and C. L. Richards, published “A Functional Trait Perspective on Plant Invasions,” *Annals of Botany* 110 (2012) 141-153.

Professor Drenovsky, with A. Khasanova and J. J. James, published “Trait Convergence and Plasticity among Native and Invasive Species in Resource Poor Environments,” *American Journal of Botany* 99 (2012) 629-639.

Professor Drenovsky’s article, “Geologic Composition Influences Distribution of Microbiotic Crusts in the Mojave and Colorado Deserts at the Regional Scale,” coauthored by Jeffrey R. Johansen and Nicole Pietrasiak, appeared in *Soil Biology & Biochemistry* 43:5 (2011) 967-974.

Ralph Saporito, with R.H. Hegna and M.A. Donnelly, published “Not All Colors are Equal: Predation and Color Polytypism in the Aposematic Poison frog *Oophaga Pumilio*, in *Evolutionary Ecology* (online September, print October, 2012) 1-15.

Professor Saporito published a series of articles in *Chemoecology* 22 (2012) 138-178 as contributions in memory of John W. Daly, including the dedication with A. H. Savitzky; “Sequestered Defensive Toxins in Tetrapod Vertebrates: Principles, Patterns and Prospects for Future Studies,” with A.H. Savitzky, D. A. Hutchinson, G. M. Burghardt, H. B. Lilywhite, and J. Meinwald; “A Review of Chemical Ecology in Poison Frogs,” with M.A. Donnelly, T. F. Spande and H.M. Garroffo; and “The Occurrence of Defensive Alkaloids in Non-integumentary Tissue of the Brazilian Red-belly Toad *Melanophryniscus simplex* (Bufonidae),” with T. Grant, P. Colombo, and L. Verrastro.

Professor Saporito also presented a paper coauthored with undergraduate Yaritbel Torres-Mendoza and others titled “Ontogeny of Alkaloid-based Chemical Defenses in the Dendrobatid Frog, *Oophaga pumilio*,” at the Seventh World Congress of Herpetology in Vancouver, British Columbia, Canada, August 8-14, 2012. Another undergraduate student, Daniel Paluh, presented a poster of their research titled, “A Test of Aposematism in the Dendrobatid Frog, *Oophaga pumilio*: The importance of movement in clay model experiments.”

CLASSICAL AND MODERN LANGUAGES AND CULTURES

Katherine Gatto published “The ‘European Union’ of the Sixteenth Century: A Case Study of Humanist Cosmopolitanism in Spain and Hungary” in the *Festschrift Hungary through the Centuries, Studies in Honor of Steven Bela Vardy and Agnes Huszar Vardy*, eds. Richard Mulcahy, Janos Angi, and Tibor Glant (New York: Columbia University Press, East European Monographs, 2012).

Martha Pereszlenyi-Pinter presented “A Hungarian ‘Madwoman in the Attic’: Rehabilitating Elizabeth Báthory, a Seventeenth Century ‘Serial Killer,’ a.k.a. ‘The Blood Countess Dracula,’” and chaired a session titled “Educational Initiatives in Hungary” at the American Hungarian Educators Association’s Thirty-Seventh Annual Conference, Long Island University, Brooklyn Campus, April 2012.

Professor Pereszlenyi-Pinter's translation of "Contributions to the 18th Century History of Balkány, Hungary" by Zoltán Molnár, was published in the *Festschrift Hungary Through the Centuries: Studies in Honor of Professors Steven Béla Várdy and Agnes Huszár Várdy*, eds. Richard Mulcahy, Janos Angi, and Tibor Glant (New York: Columbia University Press, East European Monographs, 2012).

Professor Pereszlenyi-Pinter published "Ki volt az 'igazi' Báthory Erzsébet?" ["Who Was the 'Real' Elizabeth Báthory?"] in *Joint Proceedings of the 49th and 50th Hungarian Congress*, ed., Lél F. Somogyi (Cleveland: Arpád Publishing Company, 2011).

Megan Thornton presented "Child's Play: The Game of Violence in Nellie Campobello's *Cartucho*" at the Thirtieth International Congress of the Latin American Studies Association, San Francisco, May 23-26, 2012.

COLLEGE OF ARTS AND SCIENCES

Jeanne Collieran published *Theater and War: Theatrical responses since 1991* (New York: Palgrave and MacMillan, 2012).

Dean Collieran also was invited by Cuyahoga County Executive Edward Fitzgerald to be part of the Cleveland Delegation to Ireland in mid-September. The delegation attended receptions by the Taoiseach, the Lord Mayor of Dublin, and the American Ambassador to Ireland, Dan Rooney. While there, they also visited Cleveland's sister city in County Mayo.

COMMUNICATION AND THEATRE ARTS

Bob Noll's play "Famous" was published by Original Works Publishing. "Famous" has been produced twice off-off Broadway recently. This is his ninth published play.

Jackie Schmidt, Jack Soper, and Tina Facca published "Creativity in the Entrepreneurship Curriculum" in the *Journal of Entrepreneurship Education* 15 (2012) 123-31.

Professor Schmidt presented a paper coauthored with Jack Soper and Tina Facca titled "International Variations in Divergent Creativity and the Impact on Teaching Entrepreneurship" at the International Council of Small Business in Wellington, New Zealand, June 2012.

Professor Schmidt also attended the workshop "Entrepreneurship in the Liberal Arts" at Hiram College in May and the National Communication Association Institute for Faculty Development at Hope College in Holland, Michigan, in July 2012.

ECONOMICS AND FINANCE

Walter O. Simmons and Rosemarie Emanuele coauthored "Giving In A Time of Terrorism" in the *Journal of Business & Economics Research* 10:3 (March 2012) 143-147.

EDUCATION AND ALLIED STUDIES

Paula Britton coauthored two publications with D. C. Greene, the first titled "Stages of Sexual Minority Identity Formation: The Impact of Shame, Internalized Homophobia over Emotional Ambivalence, and Personal Mastery" in the *Journal of Gay and Lesbian Mental Health* 16 (2012) 188-214 and the second titled "Lesbian, Gay, Bisexual, and Transgender Smokers: Correlations with External Health Control, Health Expectations and Shame-Focused Coping Strategies," in the *Journal of LGBT Issues in Counseling* 6:3 (2012) 202-228.

Kathleen Roskos with Karen Burnstein and Byeong-Keun You published "A Typology for Observing Children's Engagement with eBooks at Preschool," *Journal of Interactive Online Learning* 11:2 (Summer 2012) 47-66.

PROMOTIONS

Congratulations to the following faculty on their promotions to full professor:

James Krukones, Department of History and Office of the Provost and Academic Vice President

James Lissemore, Department of Biology

Philip Metres, Department of English



KRUKONES



LISSEMORE



METRES

NOTES—continued—

Listed are self-reported faculty accomplishments in research, teaching, and scholarly achievement, along with other professional activities.

Sally H. Wertheim (retired), with Alan D. Bennett, published *Remembering Cleveland's Jewish Voices* (Kent: Kent State University Press, 2011).

ENGLISH

George Bilgere published “Darkly Shifting Flux” in *River Styx* (May 2012), and it also was featured on the website *Poetry Daily* on August 15, 2012. Four of his poems, “Desire,” “Robert Frost,” “Tamed,” and “Horses,” were broadcast on the Garrison Keillor’s National Public Radio program, *The Writer’s Almanac*, between April and September 2012.

Professor Bilgere was chosen by a consortium of colleges and universities to do a series of poetry readings for the Great Plains Writers Tour. In a week, he read at colleges and bookstores in Colorado, Nebraska, Iowa, South Dakota, and Missouri.

HISTORY

Maria Marsilli-Cardozo coordinated the symposium “The Past is Nobody’s Land: Uses of Historical Memory in Processes of Identity Formation,” and presented her paper “La Bruja (Pérfidamente) Conveniente: Los usos de “La Quintrala” en La Creación de la Identidad Chilena, Siglo XIX,” at the Fifty-Fourth International Conference of Americanists in Vienna, Austria July 15-20.

MANAGEMENT, MARKETING AND LOGISTICS

Scott Allen and **Rosanna Miguel’s** paper “Leader Development: Would You Please Tell Me, Please, Which Way I Ought to Go From Here?” was selected to receive the Southern Management Associations, Management History/Education Track’s Best Paper Award. They will be recognized in the program, at the conference, and receive a \$350 prize.

Professor Allen and **Beth Martin** coauthored a chapter “Developing Leaders for a Complex World: Mapping ILA’s Guiding Questions to an Undergraduate Interdisciplinary Minor in Leadership,” in *Leading in Complex Worlds*, ed. JoAnn Danelo Barbour (San Francisco: Jossey-Bass/Wiley, 2012).

Tina Facca presented a paper she coauthored with **Jackie Schmidt** and **Jack Soper**, “Assessing Entrepreneurship Curriculum in Jesuit Higher Education: Step One in Developing a Brand Identity,” at the International Association of Jesuit Business Schools in Barcelona, Spain in July.

Bradley Hull published “The Chicago-East Coast Corridor: Changing Intermodal Patterns,” in *Transportation Journal* 51:2 (Spring 2012) 220-237.

MATHEMATICS AND COMPUTER SCIENCE

Barbara D’Ambrosia and **Carl Spitznagel** published “Exploring Symmetry with Geogebra,” in *Proceedings of the Twenty-Third Annual International Conference on Technology in Collegiate Mathematics*, Denver, Colorado, March 17-20, 2011 (Boston: Pearson Education, 2012) 60-69.

PHILOSOPHY

Earl Spurgin published “Hey, How did I become a Role Model? Privacy and the Extent of Role-Model Obligations,” in the *Journal of Applied Philosophy* 29:2 (2012) 118-132.

Professor Spurgin presented “Do Business Leaders Have Role-Model Obligations to be Good Political Actors?” at the Fifth World Congress of the International Society of Business, Economics, and Ethics, Warsaw, Poland, July 14, 2012.

Sharon Kaye had her article, “Dress Rehearsal for Life: Using Drama to Teach Philosophy to Inner-City High School Students,” in *Analytic Teaching* 26 (2006) reprinted in a Slovenian journal.

Professor Kaye's book with Paul Thomson, *Philosophy for Teens, Questioning Life's Big Ideas* (Waco, Texas: Prufrock Press, 2006) was published in Japanese.

PHYSICAL EDUCATION

Fiona Connor-Kuntz wrote the Adapted Physical Education Support Document for the Ohio Department of Education to assist with administering the new statewide required physical education assessments for K-12 student with disabilities: <http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=131453>.

PROVOST AND ACADEMIC VICE PRESIDENT'S OFFICE

John Day reviewed *Fraternity* by Diane Brady in *Conversations on Jesuit Higher Education* 42 (Fall 2012) 56-57.

PSYCHOLOGY

Elizabeth V. Swenson published "Translating Ethical Dilemmas from the Traditional to the Online Classroom," in *The Ohio Psychologist* (2012).

SOCIOLOGY AND CRIMINOLOGY

Penny Harris published "Maintaining Friendships in Early Stage Dementia: Factors to Consider," *Dementia* 11:3 (May 2012) 305-314.

Susan Long published two articles - the "Bodies, Technologies and Aging in Japan: Thinking about Old People and their Silver Products," in the *Journal of Cross Cultural Gerontology* 27:119 (2012) and "Ruminations on Studying Late Life in Japan," in *Anthropology and Aging Quarterly* 33:2 (2012).

Professor Long also authored a grant proposal to subsidize the Japan study tour for students. The project, "Popular Culture in Times of Crisis: Japan 2012," received \$21,600 from the Center for Global Partnerships.

THEOLOGY AND RELIGIOUS STUDIES

Ed Hahnenberg published "Serving in the Name of the Church: The Call to Lay Ecclesial Ministry," in *In the Name of the Church: Vocation and Authorization of Lay Ecclesial Ministry*, William J. Cahoy, ed. (Collegeville, MN: Liturgical Press, 2012) 35-55, and "The Meaning of Calling in a Culture of Choice," in *Reflections* 99 (2012).

Professor Hahnenberg also addressed the First Friday Club of Cleveland, JCU reunion weekend, the Sisters of Charity Health System administrators' retreat, and the Annual Clergy Conference of the Diocese of Nottingham, U.K.

Sheila McGinn published "Ocean of Grace, Way of Truth: Jesus the Beacon Who Leads Us to God," *CA News* (June 2011).

Professor McGinn also published with Jane Webster, Erin Runions, Eugene Gallagher, Davina Lopez, Todd Penner and David Howell "Student Learning Outcomes for Biblical Studies in the Liberal Arts," *Teaching Theology & Religion* 15:3 (July 2012) 262-283.

Zeki Saritoprak participated in the CrossCurrents Research Colloquium as a Coolidge Scholar in July 2012. Dr. Saritoprak's proposal based on the Colloquiums' theme "The Role of Religion in Social Movements" was one of only twenty accepted out of the hundred plus proposals for the four week event at Columbia University and Union Theological Seminary's campuses in Manhattan.

ON THE RADIO

Linda Gojak (Department of Education and Allied Studies) - Director of the Center for Mathematics and Science Education, Teaching and Technology and President of the National Council of Teachers of Mathematics - spoke about reasoning and making sense in mathematics on WCPN's "Sound of Ideas" on Oct. 2.

Jen Ziemke (Department of Political Science) was featured in a story about crisis mapping for WKSU's Exploradio series on Sept. 17.



GOJAK



ZIEMKE

Some people use the concept of contract to characterize the academic experience. According to this characterization, the teacher in the classroom provides a checklist of requirements. The student meets some number of the items on that list. Then the teacher gives a grade corresponding to how many items have been checked off.

This contractual model has certain advantages. It is clear and simple. But it is a model that can reduce the teacher-student relationship to an instrumental one. As teacher, I set up a list of items for you to do. You do some or all of them. I reward you. Everything is mapped out neatly. There's no room for flexibility, nor for individual development. Ideally, at the end of the day, everyone has done everything the same way. Individual differences are overcome rather than celebrated. Conformity is rewarded. Our roles are prescribed and there's no varying from them. It's a model of *quid pro quo*: I do this, you do that. The contractual model reduces us to an instrumental relationship that impoverishes us.

I would argue life is richer and far more complicated than a contractual relationship wherein every dimension can be articulated. I would also argue the professional life for which we are preparing you is not like that. A professional needs to be creative and innovative, able to respond appropriately to the varying demands of varying situations, to be flexible. No one is going to provide a professional with a checklist.

A covenant is, like a contract, an agreement or commitment. But, unlike a contract, the details of the covenantal agreement are not always so clearly spelled out. Just think about the archetypal example of a covenant, that between Yahweh and the Chosen People. The terms of that covenant were often confusing. The Chosen People often misunderstood what was going on. But, at its base, that covenant and every covenant is a commitment to a common project, the terms of which are always needing to be worked through together. A covenant establishes ongoing, permanent, and intimate relationships based on far more than the simple performance of a set of discrete actions. A covenant connects one to others and to entire traditions. And every covenant entails a set of promises that each member makes to every other. That was true of the Hebrew covenant and even truer of the "new" covenant articulated by Jesus at the Last Supper.

And so, here are the covenantal promises that we, as faculty, make to you, our students:

- We promise our classroom will be a space wherein we embark on a common project that engages every member of the class.
- We promise the classroom is a safe space, a haven, a place where we encourage the exploration of new and sometimes apparently outrageous ideas.
- We promise you are free – within obvious constraints of civility and morality – to try out or try on those new ideas. We can consider the classroom a sort of dressing or fitting room, as in department stores. In the classroom, we try on new ideas to see whether they fit, whether they make us look like a kind of person we want to be.
- We also promise to challenge the beliefs you already hold when you first walk into the classroom. We are not trying to change your beliefs. But we do want you to make them your own, not your parents', not your society's, not your religion's, but yours. To do so, we have to challenge them and argue against them and offer alternatives to them. You, in turn, will need to grapple with those arguments and consider those alternatives.
- And in that process, we promise to assist you in developing methods of careful and critical reasoning that will allow you to evaluate your ideas and those of others.
- In short, we promise to provide a space wherein you can learn not only the skills required to make a living but, more importantly and in the Jesuit tradition of education, to learn how to make a life. A life that is meaningful, good, and productive. A life that transcends whatever series of jobs you might hold throughout your remaining years. A life that is worthy of the investment placed in you by those who have entrusted you to us.
- And so all of us faculty, regardless of what we teach, aspire to introduce you to and connect you with our shared human past. Only in so doing can we aid you in constructing your future.

SELECTED WORKS: GRASSELLI LIBRARY'S NEW PROJECT TO PUBLICIZE AND PERMANENTLY ARCHIVE FACULTY WORK

A brief background:

Grasselli Library bought a program last spring that enables the collection, preservation, and display of digital content – software that was desperately needed for all of the material being digitized during JCU's 125th anniversary and beyond. And so was born the Digit Team (Digital Grasselli), headed by Ruth Connell, with expertise contributed by Mina Chercourt, George Leggiero, Laurene DiCillo, Charles Zarobila, and Tia Pearson. The team selected Digital Commons, a hosted software platform offered by bepress. The library was also able to hire a part-time director for the project, Samantha Schneider, who has been busy developing JCU's site, now called "Carroll Collected."

What is Selected Works?

Selected Works is a separate, but related, piece of software created by bepress. It is a research announcement tool that maximizes the readership and impact of faculty work. This tool makes possible individual faculty bibliographies with university branding while providing a high level of web-publishing technology. It was designed and optimized to help research be discovered and shared. JCU's Selected Works pages will not only be available on the open web, but will be distributed through bepress's international network of scholarship. All Selected Works content is automatically available via the Open Archives Initiative (OAI) to a broad array of scholarship distribution services. All sites are optimized for Google and Google Scholar and can be changed to view the presented material by subject or by type of work.

Many JCU faculty members have web pages already. Typically these pages allow a faculty member to upload papers, a photograph and a biography, and perhaps link to multimedia. Selected Works will do all these things and provide an RSS feed and readership reports and statistics. Additionally, space is provided for listings of courses taught, awards won, service activities, or whatever a faculty member believes is important to note.



Why the library?

Librarians are embedded in the process of scholarly communication in many ways, most specifically in issues of open access and copyright. Since copyright can be trumped by a contract and teaching faculty often do not have the time needed to thoroughly check their rights on their material, Grasselli Library's role in Selected Works is to mediate the sites and provide value-added services. The library will set up the sites and subsequently can continue to provide maintenance for the site or turn it over to the faculty member, according to individual preference. The services the library will provide for each site include:

- finding and gathering articles and other scholarly materials;
- performing the rights checking against publishers' policies;
- scanning, retypesetting and other file preparation;
- metadata preparation; and
- uploading.

The process of bringing up all the sites will take time. Already liaison librarians have been talking with faculty members about the program. The first phase will be to catch all the articles for which publishers will allow a PDF upload. These will provide the initial content for the creation of the sites, which will happen later this month. Next, the librarians will distribute lists of articles for which a preprint or postprint is allowed. The liaison librarians will be asking for books published to create links to publisher's sites and for copies of presentations and papers to go on Selected Works.

What does the library need from faculty?

1. The first thing the library needs to move forward is for faculty members who does not want a Selected Works page to notify their library liaison about that immediately.
2. Faculty could help by sending a current CV to their library liaison to expedite the gathering process and ensure its accuracy.
3. Faculty will be receiving letters from liaison librarians listing materials identified for inclusion on Selected Works. All faculty should respond to these promptly if there is something listed that, for whatever reason, they do not want uploaded.

JCU faculty member Paul Lauritzen created a Selected Works page several years ago. This is what the Selected Works pages will look like (see image at left), with the exception that the John Carroll logo will appear where the Selected Works logo is: http://works.bepress.com/paul_lauritzen/.

For more information about Selected Works, visit <http://works.bepress.com/>.

NEW FACULTY

We welcome the following new faculty:

Dr. David Baker (Visiting Assistant Professor, Management, Marketing and Logistics)

Dr. Chrystal Bruce (Associate Professor, Chemistry)

Dr. Emily Butler (Assistant Professor, English)

Ms. Julianne Cabusas (Instructor, Management, Marketing and Logistics)

Dr. Jennifer Allen Catellier (Assistant Professor, Communication and Theatre Arts)

Dr. Jenna Drenten (Assistant Professor, Management, Marketing and Logistics)

Dr. Lei Gao (Visiting Assistant Professor, Chemistry)

Dr. Nathan Gehlert (Assistant Professor, Education and Allied Studies)

Ms. Eun-Jeong Han (Visiting Instructor, Communication and Theatre Arts)

Dr. Victor Lee (Visiting Assistant Professor, Mathematics and Computer Science)

Dr. X. Gloria Lee (Assistant Professor, Accountancy)

Dr. Rosanna Miguel (Assistant Professor, Management, Marketing and Logistics)

Dr. Michelle Millet (Director, Grasselli Library)

Dr. Namrata Mitra (Visiting Assistant Professor, Philosophy)

Dr. Justin Pruneski (Visiting Assistant Professor, Biology)

Dr. Colin Swearingen (Assistant Professor, Political Science)

Ms. Tongxia Zhang (Confucius Classroom Instructor, Classical and Modern Languages and Cultures/East Asian Studies)



BAKER



BRUCE



BUTLER



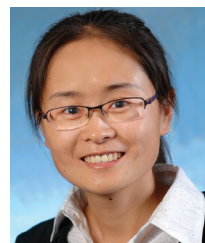
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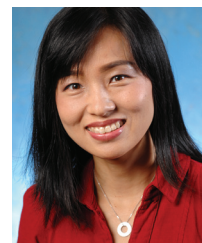
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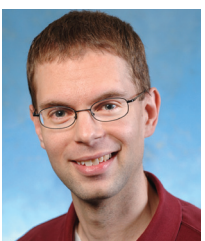
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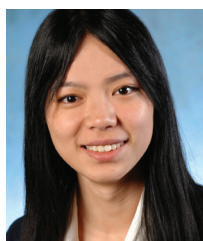
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MITRA

FACULTY NOTES October 2012 Vol. 6, Issue 3

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Submissions can be sent to facultynotes@jcu.edu. The deadline for the next issue is November 15.

Items of interest regarding faculty activity, including new publications, conference presentations, collaborations with students, community and professional service activities, teaching innovations, etc., will be published. Please include relevant details such as date and place of presentation.

Questions and comments should be directed to:

Anne Kugler, Professor of History and Director of the Center for Faculty Development
akugler@jcu.edu

Issues are archived at <http://sites.jcu.edu/facultynotes>

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