

12-2009

Faculty Notes- John Carroll University

John Carroll University

Follow this and additional works at: https://collected.jcu.edu/faculty_notes

Recommended Citation

John Carroll University, "Faculty Notes- John Carroll University" (2009). *Faculty Notes - John Carroll University*. 32.

https://collected.jcu.edu/faculty_notes/32

This Book is brought to you for free and open access by the University at Carroll Collected. It has been accepted for inclusion in Faculty Notes - John Carroll University by an authorized administrator of Carroll Collected. For more information, please contact mchercourt@jcu.edu.



FACULTY NOTES

December 2009 Vol. 2, Issue 2

WELCOME

In this issue of *Faculty Notes*, we show examples of the dynamism and energy within the faculty ranks. That dynamism and energy is evident in new ventures like the international crisis-mapping conference held on campus in October, John Carroll's participation in the upcoming national information-fluency workshop, and Carroll's 2010 Summer Research Fellowships – all three ventures are described in these pages.

But dynamism need not be synonymous with innovation. Teaching can and should be a dynamic enterprise, and it is perhaps the most significant work that we do. The lead article, "Learn to Teach," is an appropriate centerpiece for this issue. It profiles three of our award-winning faculty, who talk about teaching innovation and renewal.

Planning continues for the ninth annual 2010 *A Celebration of Scholarship!* taking place on campus next spring, during the week of March 22. We encourage your involvement in this four-day annual event, which highlights the scholarly activity undertaken by the Carroll community.

Our next issue of *Faculty Notes* will be distributed in March. We wish for all of you a happy, safe, restful, and restorative holiday season and winter break.

Table of Contents

Learn to Teach	1
Notes	4
Calendar of Events	5
Showcase for Crisis Mapping	7
Summer Research Fellowships.....	8
Information Fluency Workshop	8

Learn to Teach



Teaching insights: Veteran Carroll faculty members (from left) Scott Moore, Maryclaire Moroney, and Mark Waner presented at the New Faculty Seminar last month.

"I try to relax more and reveal a little bit more of myself to my students than I did when I started teaching. I take more risks with classes and students and methods – but also deal with the consequences more often when things don't work out as planned." – Prof. Scott Moore

At last month's New Faculty Seminar, three veteran John Carroll University professors – all of whom have been honored for outstanding teaching skills – presented insights, methods, and adaptations in their continuing efforts to instruct their students effectively. Maryclaire Moroney, Scott Moore, and Mark Waner provided a lively, passionate discussion of different pedagogies, offering various perspectives and approaches, as well as common challenges and solutions. Here's a synopsis of ideas shared.

Support Them Where They Are

Maryclaire Moroney, associate professor of English and 2009 recipient of the Lucrezia Culicchia Excellence in Teaching Award, incorporates a strategy

—continued on page 2

Learn to Teach —continued from page 1

of offering options in her writing assignments and exams. Her prepared questions or “prompts” vary in range of difficulty to meet the academic needs of the greatest number of students in the class without compromising rigor. In designing the choices for students, Prof. Moroney keeps their background and abilities in mind.

“It’s best to keep some assignment options at the top of the weaker students’ game, so they stretch,” she says, “while also supplying the stronger students with more demanding alternatives, so they stretch as well.”

For example, the harder essay question on an exam requires more abstract and analytical thinking that not all students are ready to do, she explains. “It’s a fair way of not denying the stronger students the opportunity to demonstrate their strengths without blowing the weaker ones out of the water.

*“I’m essentially saying,
‘I know you can do this
much. Now I’m asking
you to go further.’”*

—Prof. Maryclaire Moroney

“It’s about supporting them where they are,” Prof. Moroney continues. “I’m essentially saying, ‘I know you can do this much. Now I’m asking you to go further.’” She also uses frequent informal assessments – ungraded writing assignments – to find out what students are processing and where they need help, while not overburdening her grading load. The incentive for students is that they receive 10 percent course credit for the assignments and valuable feedback.

“They can take some risks on these papers, try some things out,” she says. “I can then point out where they’re off base. Students use these as the core for their formal papers and to study for exams. Students are constantly telling me how useful these papers are.”

Prof. Moroney admits to having been overly concerned with content and has learned over the years to focus more on developing her students’ writing and analytical skills. One way she does this is to model the analytical process in class discussion. For example, the class will read a poem and identify its contents, discuss different interpretations, and then argue the interpretations.

“When I model analysis,” she says, “I label each process for them so they know what’s happening. It’s useful when you tell people what you’re doing.”

Fine-tuning Reception

Scott Moore, assistant professor of finance, has long studied pedagogies and has published papers on teaching by case method versus lecture. Prof. Moore, the 2007 recipient of the Wasmer Outstanding Teaching Award in the Boler School of Business, explains the value of lectures versus active learning methods as it relates to “ratio of signal to noise.”

The lecture is a very efficient one-way communication, but the lecturer doesn’t control reception. Communication can get lost from distractions, such as cell phones, he says. Prof. Moore suggests using frequent low/no-value assessments as a way to improve attention. Active learning methods, on the other hand, such as case methods and cooperative learning techniques, can improve reception because students are more engaged, but the *volume of signal* and *signal to noise ratio* decline.

“While students may enjoy active learning methods more, it’s unclear whether they actually learn more, and such methods often require more time in preparation and evaluation of the students’ work. But if I don’t use some kind of active learning methods in class, I know I’m going to lose them,” he concludes.

Prof. Moore says he has gained invaluable lessons on teaching from attending seminars and conferences and reading books and other materials. He shared how a guest lecturer at John Carroll read a paragraph to the audience that seemed to be nonsense, containing no time or personal references. After the speaker explained that the actors in the passage were King Ferdinand and Queen Isabella, the point of the story was completely clear. It was a powerful example of how important context is to understanding, he says.

*“Explore what works
and what doesn’t.
There is not one right
way to teach. I must
ask, what are my
strengths and how do
they match up with
my students’ learning
styles?”*

—Prof. Mark Waner

He notes he has also learned much from the late author and lecturer C. Roland Christensen (*Teaching and the Case Method* and *Education for Judgment: The Artistry of Discussion Leadership*), who taught at a workshop he attended at Harvard University on case method teachings. From Dr. Christensen, he realized he needed to be more reflective as a teacher, says Prof. Moore.

“If I make sure to make time to reflect on what I want to accomplish before I go about it,” he says, “the results are usually better.”

A Little Help from Your Friends

Mark Waner, associate professor of chemistry and director of the Center for Faculty Development, encourages faculty to receive input from departmental colleagues, as well as those from other disciplines. Identifying similar problems and exchanging ideas on approaches has been helpful to him, says Prof. Waner, who received the Culicchia Award in 2006.

“I learned not only from my own mistakes, but, from talking to my colleagues, I learned from their mistakes, too.” He also recommends getting input from outside sources and cited *The Teaching Professor* newsletter (now available to JCU faculty electronically).

“Explore what works and what doesn’t,” he says. “There is not one right way to teach. I’ve had to identify what works best for me. I must ask, what are my strengths and how do they match up with my students’ learning styles? I may have a great pedagogical approach, but my students may not be ready for it, so I may have to stick with a more traditional method.”

To convey greater relevance, Prof. Waner says, it’s helpful to find ways to make connections to other classes students are taking. In his physical chemistry class, for example, he’ll point out characteristics that link to biology.

The instructor uses pre-lab assignments as a way for students to get immediate feedback before a lab and to address areas where they may be confused. In addition, this encourages them to reflect on the written report early on, he says, and allows him to assess if they are grasping the material and if they need more direction on what’s expected.

Prof. Waner has also observed through experience that students will often respond to high expectations. “If I challenge them and hold them to it, they usually do quite well.”

— Article by Susan Curphey

NOTES

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

OFFICE OF THE ACADEMIC VICE PRESIDENT

Nicholas R. Santilli reviewed conference proposals for the upcoming SCUP-45 International Conference to be held in Minneapolis. Prof. Santilli has been appointed Plenary and Invited Sessions Coordinator for SCUP-46, the International Conference for the Society for College and University Planning, to be held July 2011 in Washington, D.C., and the International Conference Chair for SCUP-47, to be held July 2012 in Chicago.

BIOLOGY

Rebecca Drenovsky, M.A. Christman, and J.J. James published "Environmental Stress and Genetics Influence Nighttime Leaf Conductance in the C4 Grass *Distichlis Spicata*." *Functional Plant Biology*, 36:50-55.

Prof. Drenovsky, Z.T. Aanderud, M.I. Shuldman, and J.H. Richards published "Shrub-interspace Dynamics Alter Relationships Between Microbial Community Composition and Belowground Ecosystem Characteristics." *Soil Biology & Biochemistry*, 40:2206-2216, 2008.

Prof. Drenovsky was invited to speak at a symposium titled "The Power of Movement in Plants," at the annual conference of the Botanical Society of America.

CENTER FOR SERVICE AND SOCIAL ACTION

The following faculty will be leading immersions over the January break: **Jill Bernaciak**, Management, Marketing, and Logistics, to Nicaragua; **Lauren Bowen**, Office of the Academic Vice President and Political Science, to New Orleans; and **Jen Ziemke**, Political Science, to Mexico.

CLASSICAL AND MODERN LANGUAGES AND CULTURES

Santa Casciani, also director of the Bishop Pilla Italian/American Studies and Vatican City Study Abroad Programs, and **Luigi Ferri** presented a paper at the ICERI 2009 International Conference of Education, Research, and Innovation in Madrid, Spain, Nov. 16-18, 2009, titled "A New Approach to International Education: Foreign Languages and Business."

Keiko Nakano published "Language, Identity and Home: Transnational Writers in Japan and America." *Beyond Binaries*, ed. Eduardo F. Coutinho. Rio de Janeiro: Aeroplano, 2009. 53-60.

RUSSET DEPARTMENT OF COMMUNICATION AND THEATRE ARTS

Barbara Bisantz-Raymond published *The Baby Thief: The Story of Georgia Tann, the Baby Seller Who Corrupted Adoption*, spring 2009 in the United Kingdom by Blake Publishing. It was previously published in 2007 in the United States by Carroll & Graf, and in Australia and New Zealand by Random House. *The Baby Thief* was selected as a Summer Pick, in May 2009, by Karen Long, the Cleveland Plain Dealer's book editor. *Publisher's Weekly* named it a Best Book of 2007.

Prof. Bisantz-Raymond did a reading at Nighttown Restaurant as part of The Nighttown Academy of Poetry and Letters fundraiser for the Friends of the Cleveland Heights-University Heights Library, Oct. 4, 2009, at the request of Regina Brett of *The Plain Dealer*.

Carrie Buchanan co-authored an entry on Canada with historian David Spencer (University of Western Ontario) in the new SAGE *Encyclopedia of Journalism*, released fall 2009. Prof. Buchanan wrote on recent developments and the current state of the media in Canada, and David Spencer wrote about Canada's media history.

Prof. Buchanan is completing her doctorate at Carleton University's School of Journalism and Communication in Ottawa, Canada. Her research has focused on how two of Canada's metropolitan daily newspapers create a sense of place about the locality they serve, and how that construct changed over the 20th century; the oral defense is scheduled in December 2009.

Jacqueline J. Schmidt; Roland L. Madison, Accountancy; and Brian Patrick Green published "Accounting Department Chairs' Perceptions of the Importance of Communication Skills." *Advances in Accounting Education: Teaching and Curriculum Innovations*, eds. Bill N. Schwartz and Anthony H. Catanach Jr. Wagon Lane, Bingley BD16, UK: Emerald Group Publishing Limited, 2009, 151-168.

EDUCATION AND ALLIED STUDIES

Amy Hoffman presented "21st Century Skills: Understanding Implications for Teachers and Teacher Education" at the Association of Literacy Educators and Researchers Conference, Charlotte, NC, November 2009.

Prof. Hoffman published "Co-Teaching While Student Teaching: A Promising and Practical Practice." *Ohio Middle Level Journal*, 33(1) (2009): 7-10.

John L. Rausch, Mary Bridget Mathews, and Danielle A. Goldstein presented a paper titled "University Attrition and Retention: Factors from Students, Universities, and High Schools" at the Midwestern Educational Research Association, St. Louis, MO, October 2009.

Prof. Rausch, Danielle A. Goldstein, and Tara L.R. Beziat presented a paper titled "Academic Motivation: The Influence of Emotion, Self-Efficacy, and Identification with Academics" at the Midwestern Educational Research Association, St. Louis, MO, October 2009.

Prof. Rausch, Alicia Pascoe, and Danielle A. Goldstein presented a paper titled "Mothers' Advocacy for Students with Asperger's and Other Exceptionalities: A Collaborative Approach" at the Midwestern Educational Research Association, St. Louis, MO, October 2009.

ENGLISH

Thomas Pace published "I Can Take a Stance." *Engaging Audience: Writing in an Age of New Literacies*, (eds.) M. Elizabeth Weiser, Brian M. Fehler, and Angela M. Gonzalez. Urbana, IL: NCTE, 2009, 147-164.

GRASSELLI LIBRARY

Ruth R. Connell and Catherine Anson, Office of the Academic Vice President, published *E-Book Collections*, Washington, D.C.: Association of Research Libraries, 2009.

Cynthia Lenox published "Business and Economic Database Access in Libraries Serving Mid-Sized Accredited Business Schools." *Journal of Business Finance Librarianship* (JBFL), Vol. 15, No. 1, January 2010.

HISTORY

Matthew Berg and **James Krukones**, also Office of the Academic Vice President, and Marvin Perry published *Sources of European History: Since 1900*, Boston: Wadsworth, 2009.

Bob Kolesar attended the Los Niños/ Via International Global Dialogue held at the University of San Diego, Oct. 6-9, 2009. He also presented "Service, Development, and Education in the Work of Los Niños, 1974-2009," at the VI International Congress: Migration and Social Institutions, held at Universidad Iberoamericana, Mexico City, Nov. 5-6, 2009.

Maria N. Marsilli reviewed the following publications: *People of the Volcano: Andean Counterpoint in the Colca Valley of Peru*, by Noble David Cook, with Alexandra Parma Cook (Duke University Press, 2007), in *Social History*, Vol. 33, No. 4, November 2008; and "Ana Vian Herrero, *El Indio dividido: Fracturas de conciencia en el Perú Colonial; Edición crítica y estudio de los Coloquios de la Verdad de Pedro de Quiroga*," in *Renaissance Quarterly* (Winter 2009).

Prof. Marsilli presented the following papers: "Representing She-Devil: The Many Faces of 'La Quintrala' in Rural Colonial Chile," at the 2009 International Conference on the Arts in Society, in Venice, Italy, July 28-31, 2009; "A punto de Explotar: La visión Jesuita sobre idolatrías indígenas en Arequipa, S. XVII-XVIII," at 53 International Conference of Americanists, in Mexico City, July 19-24, 2009; "The Beauty of the Devil: The Myth of 'La Quintrala' in Rural Colonial Chile," at the Women and Spirituality Symposium, Cleveland State University, March 12-14, 2009; and "The Beauty of the Devil: 'La Quintrala' and the Reconstruction of Chile's Colonial Past," at the 8th Ohio Latin Americanists Conference, Feb. 27-28, 2009, at Ohio University, in Athens, OH.

Prof. Marsilli was the discussion moderator in the book review of *Myths of Harmony: Race and Republicanism During the Age of Revolution, Colombia, 1795-1831*, by Marixa Lasso (University of Pittsburgh Press, 2007), at the Ohio Academy of History 2009 meeting held at the University of Akron, April 3-4, 2009.

CALENDAR OF EVENTS

Scholarly Lunch Series

Friday, January 29

Tracy Masterson, Psychology: "Adherence Behaviors in Individuals with Cystic Fibrosis: Related Factors and Future Directions"

Naveed Piracha, Physics: "Laser Spectroscopy of Rare Gases"

Wednesday, February 17

Phil Metres, English: "Along the Shrapnel Edge of Maps: Writing the War and Peace on the Israeli/Palestinian Conflict"

Peter Kvidera, English, and Associate Dean for Academic Affairs of CAS: "History and American Modernism: The Case of Ernest Hemingway"

Tuesday, March 23 (A Celebration of Scholarship!)

Dave Rainey, Psychology: "Trash Talk in Sport: A Normative Rule"

Katherine Gatto, Classical & Modern Languages & Cultures: "Gonzalo de Berceo, Medieval Spanish Poet of Miracles"

Wednesday, March 24 (A Celebration of Scholarship!)

Dianna Taylor, Philosophy: "Two Answers to the Question: What is Enlightenment?"

Fellowship Application Deadlines

Monday, February 1, 2010

Summer Course Development Fellowship
Summer Teaching Fellowship

Monday, March 8, 2010

Faculty Technology Fellowship

See www.jcu.edu/avp/fd/facedev/forms.htm

2010 A Celebration of Scholarship!

The ninth annual A Celebration of Scholarship! will take place on the John Carroll campus the week of March 22, 2010. Information and applications available at www.jcu.edu/celebration.

Monday, February 8, 2010

Panel, Paper, and Poster applications due

Monday, February 22, 2010

Submissions to participate in *The Arts at Lunch!* and the Art Exhibit due

NOTES

—continued—

MANAGEMENT, MARKETING, AND LOGISTICS

Scott J. Allen published "An Exploration of Theories of Action in Leadership Development: A Case Study." *Organization Development Journal* 27.2 (2009): 39-51.

Prof. Allen and Anthony Middlebrooks published "Editors' Introduction: The Education of Leadership." *The Journal of Leadership Education* 8.1 (2009): viii-xxii.

Jill Bernaciak completed training for the Global Career Development Facilitator certification from the National Career Development Association.

James H. Martin, also Boler School of Business Dean's Office; Beth Ann Martin, Psychology and College of Arts and Sciences Dean's Office; and Paul R. Minnillo, Psychology, wrote "Implementing a Market Orientation in Small Manufacturing Firms: From Cognitive Model to Action." *Journal of Small Business Management*, January 2009, 92-115.

Ed Tomlinson published "Teaching the Interactionist Model of Ethics: Two Brief Case Studies," *The Journal of Management Education* (in press), and "Reducing Employee Theft: Weighing the Effectiveness of Intervention Attempts," in C. Cooper & R. Burke (eds.), *Crime and Corruption in Organizations*, Edward Elgar (in press).

Prof. Tomlinson also published "The Role of Causal Attribution Dimensions in Trust Repair," with Mayer, R. C., in *Academy of Management Review*, 34 (2009), 85-104, and "The Role of Mentor Trust and Protégé Internal Locus of Control in Formal Mentoring Relationships," in *Journal of Applied Psychology*, with Wang, S., and Noe, R. A. (in press).

PHILOSOPHY

Harry J. Gensler, S.J., recently had two of his books, *Formal Ethics* and *Ethics: A Contemporary Introduction*, both with Routledge Press, translated into Persian. They will be published by Elmi Farhangi Publishers in Iran. In addition, the chapter "A Formalized Ethical Theory" in his *Introduction to Logic* (published by Routledge) will be published in Persian in the journal *Naqd o Nazar [Criticism and Opinion]* in Iran.

Mariana Ortega co-edited a volume titled *Constructing the Nation: A Race and Nationalism Reader*, SUNY Press 2009, with Linda Martin-Alcoff. She also co-wrote the introduction, "The Race of Nationalism." Mindy Peden, Political Science and College of Arts and Sciences Dean's Office, wrote chapter 6, "Situating Race and Nation in the U.S. Context: Methodology, Interdisciplinary, and the Unresolved Role of Comparative Inquiry," in that volume.

Prof. Ortega wrote "Othering the Other: The Spectacle of Katrina for Our Racial Entertainment Pleasure." *Contemporary Aesthetics*, July 29, 2009. www.contempaesthetics.org/newvolume/pages/article.php?articleID=531.

Brenda Wirkus presented a paper titled "If I Know I Can Be Wrong: Epistemologies of Ignorance and a Response to Holland" at the annual meeting of the Society for Phenomenology and Existential Philosophy (SPEP) on Oct. 30, 2009, in Washington, D.C.

POLITICAL SCIENCE

Mindy Peden, also College of Arts and Sciences Dean's Office; Mariana Ortega, Philosophy; and Linda Martin published "Situating Race and Nation in the U.S. Context." *Constructing the Nation*, (ed.) Alcoff. New York: SUNY, 2009, 131-152.

PSYCHOLOGY

Abdulrazaq Imam published "The Shaping of a Saint-President: Latent Clues from Nelson Mandela's Autobiography." *Behavior and Social Issues* 18 (2009).

Janet D. Larsen received the Award for Academic Innovation from the Small College Roundtable at the annual meeting of the Ohio Psychological Association on Oct. 23, 2009. This award was in recognition of her "commitment to the value of psychological science and undergraduate students' active participation in it." It recognized her organizing the first Ohio Undergraduate Psychology Research Conference at John Carroll, in 1987, and her continued work with the Consortium for Undergraduate Psychology Research Conferences. The 24th conference will be held in April at Ohio Dominican University.

Elizabeth Swenson, along with other members of the Ethics Committee at the annual convention of the Ohio Psychological Association, hosted the workshop "Ethical Issues in Colleague Assistance."

Prof. Swenson's published "Protecting Human Participants in Research: What You Need to Know about the IRB." *The Ohio Psychologist*, Volume 56.

Prof. Swenson is the new chair of the Ohio Psychological Association (OPA) Ethics Committee and a member of the OPA Board of Directors.

Prof. Swenson was selected to be among the Charter Fellows of the Midwestern Psychological Association.

RELIGIOUS STUDIES

Joseph Kelly published "Mission in Early Christianity." *Liturgy & Mission* 18 (2009): 153-160.

Paul Nietupski published "The Fourth Belmang: Bodhisattva, Estate Lord, Tibetan Militia Leader, and Chinese Government Official." *Asian Highlands Perspectives* 1 (2009): 187-211.

SOCIOLOGY AND CRIMINOLOGY

Susan Long published "Does It Matter Who Cares? A Comparison of Daughters versus Daughters-in-Law in Japanese Elder Care" with Ruth Campbell (University of Michigan) and Chie Nishimura (Tokyo Metropolitan Institute of Gerontology). *Social Science Japan Journal*. The article appeared online through Oxford University Press and in hard copy Summer 2009, Vol. 12, Issue 1.

Prof. Long was named chair of the Research Committee of the American Advisory Committee of the Japan Foundation, which recommends proposals in Japanese studies for funding in all humanities and social sciences disciplines. This appointment is a result of nomination by colleagues on the AAC, recommendation by the NY Japan Foundation staff, and approval from Tokyo.

Prof. Long also served as an external reviewer for a tenure application at Princeton University, and reviewed manuscripts for the University of Hawaii Press and for the journal *Dementia*.

Prof. Long presented "On Choosing Our Death Panel: Quality and Choice in End-of-Life Care," in a panel titled "Japanese Health Care: A System that Works." The panel was sponsored by the University of Michigan Center for Japanese Studies, Nov. 5, 2009, Ann Arbor. Other participants were international journalist TR Reid, author of *The Healing of America*, and John Campbell, professor emeritus of political science at the University of Michigan.

Prof. Long reviewed a manuscript on end-of-life decisions in Japan for *Social Science and Medicine* in September 2009.

HIGHLIGHTS



SHOWCASE FOR CRISIS MAPPING

In the emerging field of crisis mapping, scholars and practitioners explore how advanced technologies and methodologies can be used in complex humanitarian emergencies – both to provide early warnings and coordinate effective and rapid responses.

In October, John Carroll hosted the first-annual International Conference on Crisis Mapping (ICCM 2009), bringing to Carroll crisis-mapping practitioners, scholars, and platform developers from around the world to advance the field. More than 60 organizations on the leading edge of the field participated, from the United Nations Secretary General's Office to the Department of Homeland Security.

John Carroll's Department of Political Science and the Harvard Humanitarian Initiative (HHI) co-hosted the event, which included a Tech Fair. ICCM co-founders Patrick Meier and Jen Ziemke, assistant professor of political science at Carroll, also launched the International Network of Crisis Mappers (CM*Net) during the conference. Both Mr. Meier and Prof. Ziemke are fellows at HHI.

The Open Society Institute, Humanity United, and the U.S. Institute of Peace sponsored the event. For more information, visit www.crisismapping.net/.

SUMMER RESEARCH FELLOWSHIPS 2010

Fellowships are available on a competitive basis to provide support for faculty research during the summer. The fellowships provide a stipend for a summer research project with the expectation of a submission to a high quality, refereed journal or an equivalent standard of intellectual contribution. Listed below are the recipients of Summer Research Fellowships from the College of Arts and Sciences. Wasmer Fellowships are available to Boler School of Business faculty and will be announced in a subsequent issue.

Matt Berg, History

Research the political and social context that factored into housing reconstruction and new housing starts in post-World War II Vienna.

Maria Marsilli Cardozo, History

Collect the archival and bibliographical information needed to launch a book project on the history of cruelty and inhumane treatment of the body in colonial Chile.

Jeffrey Dyck, Physics

Measure and analyze the thermoelectric performance, specifically electron transport, of novel nanostructured materials.

Erin Johnson, Biology

Elucidate the impact of human diseases of iron metabolism on the immune response to bacteria.

Daniel Kilbride, History

Write the second chapter, covering the early national period, on American travelers to Europe.

Malia McAndrew, History

Research American gender ideals in Japan during the U.S. occupation of that country following World War II.

Naveed Piracha, Physics

Study rare gas atoms in an electrical discharge.

Debby Rosenthal, English

Write an 8,000-word chapter titled "Temperance Novels and Moral Reform" for volume five of *The Oxford History of the Novel in English*.

Elizabeth Swenson, Psychology

Write a chapter for a book on legal issues in clinical and counseling testing and assessment.

Peifang Tian, Physics

Examine how light propagates in the brain tissue by computer simulation. The results will guide the design of better optical camera systems to image a living brain.

INFORMATION FLUENCY WORKSHOP

John Carroll University has been selected to participate in the 2010 Information Fluency in the Disciplines Workshop in Literature to take place March 4-6, 2010, in New Orleans. Jeanne Somers, director of Grasselli Library and Breen Learning Center, and Francis Ryan, S.J., chair of the English department, led the application process for this highly competitive new program, designed to enhance the connection between instruction and library resources across campus. The program takes a department-by-department approach, with the 2010 workshop focusing on literature and languages.

Campus teams of faculty members, librarians, and the chief academic officer will participate in the program, which is made possible by the support of the Andrew W. Mellon Foundation and is co-sponsored by the Association of College Research Libraries and the Council on Library and Information Resources. For more information, visit www.cic.edu/conferences_events/workshop/information_fluency.asp.

FACULTY NOTES December 2009 Vol. 2, Issue 2

Published by the Office of the Academic Vice President

Submissions can be sent to facultynotes@jcu.edu. The deadline for the next issue, March 2010, is February 26, 2010.

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

Questions and comments should be directed to:

Lauren Bowen, Associate Academic Vice President for Academic Programs and Faculty Diversity
bowen@jcu.edu

Issues are archived at www.jcu.edu/avp/fd