

Fall 2017

## Faculty Notes

John Carroll University

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# FACULTY NOTES

## CALENDAR OF EVENTS

### SPRING CLASSES BEGIN

JANUARY 16, 2018

### CELEBRATION OF SCHOLARSHIP

Poster abstracts due: March 2, 2018

Event week: April 9-12, 2018

### DISTINGUISHED FACULTY AWARD

Deadline for submission of nomination dossiers:

Thursday, February 15, 2018

(Provost & Academic Vice President's Office / AD 133)

### SCHOLARLY LUNCHES

FEBRUARY 7, 2018

Gwen Compton-Engle  
(Classics)

and

John McBratney  
(English)

MARCH 14, 2018

Edward Hahnenberg  
(Theology and Religious Studies)

and

Jerry Weinstein  
(Accountancy)

APRIL 11, 2018

Nathan Gehlert  
(Counseling)

and

Paul Lauritzen  
(Theology and Religious Studies)



*Dr. Palmer with his wife Diane and daughters Emily (left) and Katrina (right) at the 2017 Distinguished Faculty Award reception.*

## Life Is Wonder

by Daniel W. Palmer

(Dr. Palmer, Professor of Computer Science in the Department of Mathematics and Computer Science, made the following remarks at a reception on May 5, 2017, honoring him as the 2017 Distinguished Faculty Awardee.)

My colleague Bob Kolesar likes to say that he has never been bored in his life. If you apply that to me, it has to be in an aspirational sense, but I know exactly what he means. Interesting and fascinating things are everywhere, and the more open to them you are, the more interesting your day, your career, your life is going to be. Life is Wonder.

I have two teenage daughters, so, as any other father here knows, I am not allowed to publicly acknowledge that fact, so let's just say that what I am about to tell you involves "someone" whose childhood I "happen" to know a lot about.

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## Life Is Wonder

(contd)

I “knew” of a three-year-old girl who was fascinated by mushrooms. She’d point them out on the tree lawns, her father would find a nice clutch while riding his bike and bring her over to see them later. Right around this time, a mushroom the size of a soccer ball grew near the entrance to Grasselli Library and, upon seeing it, this three-year-old’s eyes went as wide as the puffball was large. So her father became fascinated with mushrooms, too. One day in the University Heights library, this three-year-old wandered off looking at books on the bottom shelves. A little later she exclaimed in a voice 3-year-old’s use for greeting Mommy after a long absence or learning about seconds on dessert, “Daddy, they have books on fungus here!”

The staff snickered, some parents wondered “What goes on in their home?”, but I, er, “the father,” loved hearing it – and I love that feeling. That childlike excitement that comes with cool discoveries, unexpected opportunities, and just a rush of how many truly amazing things there are out there. I have had the great fortune of encountering many of these wondrous things – the secret is as simple as a three-letter-word.

The opposite of YES isn’t NO, it’s MISSED OPPORTUNITY. The opposite of YES isn’t NO, it’s BORING. The opposite of NO isn’t YES, it’s POSSIBILITY! Sure, we’re all busy, everyone is busy, there’s lots to do, but “yes” can be the beginning of some very interesting things. It is important to get comfortable outside your comfort zone – it is the only way your comfort zone can get larger. We have joked with Jerry Moreno about adding punctuation to his last name. M – O – R – E ? - N – O! Jerry laughs with us, but keeps saying YES, keeps making great contributions, and keeps setting an example of excellence that I look up to.

I want to share with you some of the things that have grown from YES.

Several years ago, I met with a prospective student who clearly was applying to John Carroll, let’s just say “under mild coercion,” perhaps from a relative who was a John Carroll alum. When this student and his parents came to my office, two things became quite clear, quite quickly. He was already a very talented and mature student, and he really wanted to do undergraduate research. (This was why (I think) that he was reluctant to apply to John Carroll – he wanted to go to a big-name research school.) He asked me the question point blank: If he came here, when could he start doing undergraduate research? Based

on his clear skill and interest, I said, as soon as you get here. He didn’t believe me. He talked about how, during his campus visits to big research schools, he was told that if he proved to be an outstanding student, he *might* be allowed to start doing research as a junior, but most students would have to wait until they were seniors. I spent the rest of our conversation convincing him that, YES, I was serious about letting him do undergraduate research as soon as he got here. I like to imagine that as he left my office, he said, “Mom, they’re going to let me do research as a freshman here!”

I love this story, because it is even better than that. Turns out, he did not start his research as a freshman at John Carroll. He was so excited by the prospect that he contacted me later via email and he actually started a project over the summer and arrived here in September with some partial results that eventually led to a research paper. This student went on to have an amazing four-year undergraduate research career here, presenting papers at the Middle States Undergraduate Research Conference and at an actual conference – not for undergraduates. That was a great YES.

Here’s another great YES:

So, Marc Kirschenbaum and I embarked on this research idea of human swarms. As far as we could tell, it had not been done before, and we had no idea if we’d be welcomed into the somewhat established swarm research community. Most research in those days was either with physical robots or with simulations. Back in 2000, we did our first human swarm experiment in the JCU gym and wrote a paper on it and submitted it to the Swarm Intelligence Symposium. We were thrilled to learn that the paper was accepted. After that idea settled in, I began to wonder if we could actually demonstrate our ideas at the conference. We contacted the organizers – one of whom was Russell Eberhart, one of the founders of the field – not knowing what to expect. We asked if we could have a time slot during the conference for a demo. After a few back-and-forths, Russ said YES. I turned to Marc and said, “We get to do a human swarm at an IEEE-sponsored conference!”

This was a particularly good YES:

Roseann Spitznagel (a John Carroll computer science alum) called me up and said that her boss, Dr. Thomas Masaryk of the Imaging Institute at the Cleveland Clinic, wanted to



do some community outreach, perhaps build a program in which college students could benefit from the knowledge and experience in their group. Roseann asked if John Carroll would be interested and I said YES. I met Tom Masaryk, had many meetings with Roseann and Jim Wetzel (also a John Carroll CS alum), figuring out how the two institutions could work together. We hashed out the ideas of internship programs and classes in the yet-to-be-developed Healthcare IT major, but eventually, I was able to walk into the office of the Dean of Arts and Science and say, “Jeanne, we get to be partners with the Cleveland Clinic!” Just last week, I was at the Clinic’s downtown campus as our sixth year of Clinic interns presented their project to Dr. Masaryk and the administration at the Imaging Institute. This partnership produces fantastic projects every year and they always impress. The success of this project is squarely due to the amazing contributions of Roseann and Jim and recently Mike Ciancibello (also a JCU CS alum) and the hard work of the interns who have gone through the program. But none of it would exist without YES.

Whatever I have accomplished in my John Carroll career, it has everything to do with the team that I have been so fortunate to work with. It seemed like the chairs of the department were the perfect ones for me at each stage of my career.

When I first set foot on this campus during my job interview, Carl Spitznagel was chair and the ideal person to be interviewed by. He was soft-spoken, knowledgeable about John Carroll, and seemed both fatherly and grandfatherly at the same time. Although, when I think about it, he was probably younger than I am now, so – perception.

When I came back to John Carroll that fall, Dwight Olson was the new chair, and again, for a Ph.D. candidate, a tenure-track instructor chomping at the bit to get in front of students and needing to launch a research career, he was the perfect chair. Confident, sure, with lots of wise advice, and, in many ways, the founder of the research collaboration between Marc and me. He guided me well during my initial time at Carroll.

Then Doug Norris became chair. Doug was the ideal leader to mentor a freshly-minted tenured faculty member into a full-fledged, contributing member of the faculty. I cherish the fascinating conversations that we started

having back then and relish them to this day. He is the godfather of the health IT program. He always has a willing ear and good counsel, no matter the subject.

Paul Shick is now my chair, and I am a full professor. When I interact with Paul, it is more of a colleague-to-colleague conversation where I value his knowledge and perspective. I try to keep him informed of whatever off-the-wall idea has entered my head, and he always has some insight that I hadn’t considered. I am grateful for that insight because I have avoided many pitfalls as a result. Paul has been a great advocate for me and for our department. He has been the ideal chair for this stage of my career.

Any recounting of growing throughout my career at John Carroll requires a nod to Barb D’Ambrosia. She started at John Carroll the year before I did and early on played the role of the big sister looking out for her younger siblings. Nancy Campbell and I always knew how to navigate every turn as young faculty because Barb had been the note-taking Guinea Pig the year before. She was always willing to share and to anticipate potential issues before they occurred. She is a colleague extraordinaire.

I am part of a wonderful computer science faculty. It has been a pleasure team-teaching introduction to programming with our newest member of the CS department and watching Elena Manilich both blossom as an instructor in the introductory classes and wow our upper-level students with her expertise in healthcare IT. I look forward to seeing where she takes us.

You would be hard pressed to find two computer science professors who take as different approaches to teaching our subject as Linda Seiter and me. I think of her as an Internet Information Retrieval Superhero; she thinks of me as a computational Game Show Host – but in a good way! But this diversity of perspective is great for our students and extremely useful when bouncing ideas about classes, curriculum, and content. I look forward to team teaching with her in the fall. Just knowing that someone with her organizational skills exists makes me a better instructor.

If I had been able to sit down for a year with modeling software, a team of artificial intelligence experts, and a CRISPR gene-splicing machine, I could not have come up with a better mentor/research partner than

Marc Kirschenbaum. We instinctually work extremely well together, we encourage each other’s “out there” ideas, and we both love seeing cool things happen. We brainstorm by walking around the JCU campus and occasionally coming up with something interesting. There is one big difference between us: While I am pretty good at coming up with an unusual idea to get us started, Marc is great at making sure we finish. We’ve made a great team, and we’ve made a lot of interesting things happen over the years. How fortunate I am to be a part of this collaboration. I cannot even picture what my career would look like without Marc.

Overall, the Mathematics and Computer Science Department has been a wonderful place to be. My past, present, and hopefully future colleagues are great. We have a family-like atmosphere – a little dysfunctional to be sure – but it’s great to be a part of. I am glad to be a part of the larger JCU community, we are a very cool place to be, and I am very proud to be a scientist in the Dolan Center for Science and Technology.

Which brings me to the final, and the most important, topic I wish to mention: students.

When I took my undergraduate introductory programming class, I was one of over 200 students. We met in a room larger than the Dolan Auditorium, and I don’t think I ever had a single conversation with the professor. I had had no other experience, so it didn’t seem strange. In fact, I wondered what possible attraction a small college could have. Sure, we had recitation sections, but there was a seemingly unbridgeable gap between the students and the professors. Now, looking back, I am amazed that model even works. I know my students and treasure the individual interactions that I have with them. I have dozens of great conversations with my students every day! I now know what my intro programming professor was missing! Whether it is talking about their job prospects, hearing about some crazy scheme involving Wikipedia, or just chatting about CS concepts, or logic problems, or games, or movies, or life, I cherish these interactions. I think of my students as collaborators. When I go into the classroom, there are tons of possibilities. What happens there is a collaboration. Every class takes on a personality, every interaction shapes that personality. Recently, I am very happy to say, those

## Life Is Wonder

*(contd)*

personalities have been more strongly influenced by the growing number of women in our technology classes. I am glad that 50% of the CS faculty in our department are female, and I look forward to the day when we can return to that percentage for our students. Yes, I said return. The very first year John Carroll had computer science graduates, there were more women than men.

I truly enjoy the interactions with my students, but sometimes, over the summer, I admit that I can get used to the freedom and flexibility that come with setting your own agenda. Getting immersed in a research project, learning a new language, reading a great book, spending quality time with my family. Sometimes, as August rolls around, I admit that a little dread of the upcoming semester creeps in. Sometimes I might hear of a department meeting scheduled for the first week back, and my in-denial circuits are in full swing, even though classes start in a few days. Sometimes I can get to a place where I worry about the long hours, the stacks of grading, and the craziness that accompanies a head-long rush that we call a semester. I walk into the first class, and all of that vanishes; it simply dematerializes. It's replaced with the

fact that it is always great to see my students again, or for the first time. It's replaced with a rush of ideas, what can we do today in class that would be cool? It's replaced with the interactions with my student-colleagues that can lead to who-knows-where. It's replaced by figuring out the new personalities of the classes and seeing what, together, we can accomplish in the next three months.

There is more to the unique dynamic between teacher and student than can be captured in a syllabus or a set of learning goals. Every pairing of teacher and student is different, every student has different gifts and different needs, and every instructor has different skills and different styles. Every one of those pairs can lead to very interesting and unexpected places. I have shared only a small fraction of those places with you; there are lots more.

One of those places is right here, right now. Somehow, by working with interesting people, finding really cool problems to tackle, meeting new people all over the Cleveland area, and interacting with some of the most amazing student-collaborators, I have ended up on this podium getting this honor.

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## A PASSIONATE PROFESSION

by Yuh-Cherng Chai



(Dr. Chai, associate professor in the Department of Chemistry, made the following remarks at the CAS Faculty Meeting on October 4, at which he was presented with the 2017 Lucrezia Culicchia Award for Teaching Excellence.)

It is truly humbling to be accepting this award. Nothing in my previous experience could prepare me for an honor like this - especially to be recognized for doing something that I so love to do.

Thanks to my family and friends for their understanding and support that teaching is my passion over all the years.

Thanks to my colleagues, both past and present, for all the things they have done in and outside the classroom to show the immeasurable value of being a teacher. I also want to thank you all for creating

and fostering a supportive and engaging environment. It is a privilege to work at this University with you all.

And thanks to John Carroll University, for taking countless risks with me, for its constant support, and for its incredible student body.

People sometimes ask me to talk about my teaching style. They want to know -- what's the secret? They ask me: How do you do it? What techniques do you use? Do you use clickers? Group assignments? Online quizzes? What works for you? And, to be honest, I usually don't know what to say. For me there is no secret formula for teaching. I just do what I do.

But when I press further, when it comes to being a teacher (and a human being, for that matter), what's ultimately my one thing? And here's what I came up with: It's not about me, and yet it's *all* about me.

I know - you're thinking: What??? What does that even *mean*??? I may be old, but I'm not crazy. So let me try to explain.

It's not about me. This should be obvious: it's about *them*. Duh. About the students. Why else would we teach? But it's more than that. For me, "It's not about me" means learning is the first priority. Putting learning first, for me, means doing whatever it takes to make learning happen for the students. It means putting my ego aside - being more invested in making learning happen than in looking good or being right. Putting learning first even means being willing to look like a fool, to sometimes be wrong, and to make mistakes. My job is to do everything in my capacity to set the stage and then to get out of the way. It is not my stage. It's theirs. It's not about me.

But it's also *all* about me.

By this, I mean that I have learned during my time as a teacher that I have far more influence than I realize, and it is my responsibility to use that influence wisely. Whether we realize it or not, our students are always learning from us.

So, despite the fact that it is *not* about me, it is also the truth that I matter quite a bit in the learning equation, and that is a responsibility I do not take lightly.

In addition, I have learned that (despite all my training as a scientist) the way that I matter really has nothing to do with intelligence, talent or hard work - although all of these are certainly important things. Instead, I matter most by my willingness to *care* about the teaching subject and about the students.

First, yes, we do have to care about the subject matter that we teach. Who here has ever experienced a boring lecture? Did it seem like the teacher didn't care? Compare that with a lecture by a passionate teacher? When a teacher is passionate, does it really matter what the topic is?

So - I mean that we must in fact be *passionate* about our content! I mean, really, really LOVE it. For heaven's sake - I teach a class about moles! And yet I am passionate about it. And it works. (Really!) This happens in my other classes, too.

Ok - now - caring about content is all well and good, but that's actually the easy part, really (we are after all academics! We love our content! This is our career!). Harder, and yet far more important than my passion about a topic, is my willingness to care about my students. To truly, deeply, honestly, care. To give myself to them, to believe in their ability to learn, even if they do not. To genuinely set their interests above mine.

My students are *caring, creative, and engaged*. And I would be doing them a serious disservice if I believed otherwise.

How do I know this? Partly because I make an effort to get to know them as people, and I give them the opportunity to show me how brilliant and creative they are. Whether it is office hours or speaking with them out of class, I have an open policy for all my students and encourage them to engage in conversation.

But, more importantly, I know this because I firmly *believe* that they are all of these things. This matters. Think about a time when someone you respected or looked up to cared about you and believed in you. How did that make you feel? Did you feel capable? Confident? Ready to take on anything?

Every student - every person - has within them a masterpiece waiting to be brought out. Some of them are closer to its realization than others, and some are rougher around the edges than others. But everyone is a gift in their own way. And I have learned that, when I believe in the masterpiece within them, something good happens. Every time.

Let me take this opportunity to share some personal testimonies for our students and what they are capable of. When they presented their research work at local meetings, their presentations were not inferior to those from other schools such as Case Western Reserve University or Oberlin College. In fact, many times our students won first place in their groups. These

students worked hard, put the time in, and demonstrated their masterpiece. Success is great, but that isn't everything. What ultimately matters and what makes me proud is seeing these students reach their potential while pursuing their interests.

When Sean Steenberge, my former research student, graduated in 2011, he knocked on my door and told me that he was accepted into the CCF Lerner College of Medicine. I was speechless and simply hugged him for a while. Sean has stayed at CCF for residency and continued his fellowship in cardiac surgery.

Students, you are ultimately the reason why I am here today (even though sometimes I almost make a right turn at E 90th on Carnegie to the Lerner Research Institute), and you are the driving force to make me become a better teacher. I thank all of my students for having this privilege to work with all of you over the years.

In conclusion, I would like to recite a few Bible verses.

### 1 Corinthians

<sup>13</sup> Though I speak with the tongues of men and of angels, but have not love, I have become sounding brass or a clanging cymbal.

<sup>2</sup> And though I have *the gift of* prophecy, and understand all mysteries and all knowledge, and though I have all faith, so that I could remove mountains, but have not love, I am nothing.

<sup>3</sup> And though I bestow all my goods to feed *the poor*, and though I give my body to be burned, but have not love, it profits me nothing.

<sup>4</sup> Love suffers long *and* is kind; love does not envy; love does not parade itself, is not puffed up;

<sup>5</sup> does not behave rudely, does not seek its own, is not provoked, thinks no evil;

<sup>6</sup> does not rejoice in iniquity, but rejoices in the truth;

<sup>7</sup> bears all things, believes all things, hopes all things, endures all things.

<sup>8</sup> Love never fails.

Thank you all for coming and listening.



LISTED ARE SELF-REPORTED FACULTY ACCOMPLISHMENTS IN TEACHING, SCHOLARSHIP, AND OTHER PROFESSIONAL ACTIVITIES. BEGINNING WITH THIS ISSUE, FACULTY PUBLICATIONS ARE RECORDED EXCLUSIVELY IN THE FACULTY BIBLIOGRAPHY; ALL PUBLICATIONS SHOULD BE SENT TO MINA CHERCOURT IN GRASSELLI LIBRARY (MCHERCOURT@JCU.EDU).

## ACCOUNTANCY

**Gerald Weinstein** was recognized with the president's award for exceptional service at the annual meeting of the Accounting Program Leadership Group in February 2017.

**Dr. Weinstein** was appointed by Governor John Kasich to the Accountancy Board of Ohio, which is the licensing agency for certified public accountants in the state. His term runs from 2017 until 2013.

**Dr. Weinstein** appeared on a panel at the annual meeting of the American Accounting Association in San Diego in August 2017. The topic was "Motivating Senior Faculty to Stay Engaged."

**Mark Sheldon** made a presentation entitled "Monitoring the Accounting Profession under the AICPA Code of Professional Conduct: An Analysis of State Board of Accountancy Participation" at the American Accounting Association's Ethics Research Symposium in San Diego in August 2017. He spoke on the same topic a few days later at the annual meeting of the American Accounting Association.

## ART HISTORY

**Gerald Guest** delivered the opening keynote address, "Confronting Evil in Some Late Medieval Prayer Books," at the annual conference of the International Medieval Society in Paris in June 2017.

## BIOLOGY

**Jeffrey Johansen** was inducted as an Honorary Fellow into the Learned Society of the Czech Republic in recognition of his published research with colleagues at the University of South Bohemia and Palacky University as well as his lifetime contributions to biological research. The Learned Society of the Czech Republic is an association of distinguished scholars of the Czech Republic from all scientific disciplines and was established in 1994 as a successor to the Royal Bohemian Society of Learning and the Czech Academy of Sciences and Arts.

**Dr. Johansen** presented "Nunduva, a New Marine Genus of Rivulariaceae (Nostocales, Cyanobacteria) from Marine Rocky Shores" at the 11<sup>th</sup> International Phycological Congress, in Szczecin, Poland, in August 2017.

**Dr. Johansen** co-organized the 24<sup>th</sup> North American Diatom Symposium at Stone Laboratory, Put-In-Bay, Ohio. The symposium ran from September 27 to October 1, 2017.

## CLASSICAL & MODERN LANGUAGES AND CULTURES

**Katherine M. Gatto** presented "Mexican-Hungarian Photojournalist Kati Horna's Oeuvre in Light of Barthes' Theory of the Photographic Image in *La Chambre Claire: Note Sur la Photographie*," at the 7<sup>th</sup> Crossing Over Symposium held at Cleveland State University in October 2017.

**James Pavlish** presented "Twixt Light and Shadow: Shakespeare's and Calderón's Plays about Henry VIII" at the "Bridges across Cultures" conference, which was held in Vasto, Italy, at the Centro Europeo di Studi Rossettiani in June 2017 in collaboration with Washington & Jefferson College, the Centro Europeo di Studi Rossettiani, and Degust Abruzzo.

## COMMUNICATION & THEATRE

**Mary Beadle** presented a paper titled "Vietnam: Transnational Journalism, Economic Development, and Bloggers" at the Transnational Journalism History Conference at Dublin City University, in Dublin, Ireland, in June 2017. The paper was based on interviews conducted in Vietnam as part of the faculty exchange program with the University of Social Sciences and Humanities, Vietnam National University, in Ho Chi Minh City.

**Carrie Buchanan** presented at three conferences in summer 2017. In June, Buchanan's paper generated some excitement and was featured in an online news story prior to the conference, "Is No Local News Bad News?" at Ryerson University in Toronto, Canada. She presented findings from a Grauel research project, a content analysis on hyperlocal news, which discovered (among other findings) that some hyperlocal publications mention more non-local places than local ones. (See <http://localnews.journalism.ryerson.ca/sneak-peak-hyperlocal-news-outlets-failing-to-maintain-focus-on-communities-they-cover/>.) Another story from the same conference focused on a question Buchanan

asked of the people behind the Internet Archive, a key research tool, portions of which she has discovered are being taken down. (See <http://localnews.journalism.ryerson.ca/online-access-to-archived-pages-on-the-internet-archive-uncertain-for-researchers-2/>.)

**Dr. Buchanan's** second presentation of the summer, at the annual conference of the Association for Education in Journalism and Mass Communication in Chicago, focused on how she used experiential learning to teach journalism in several courses during the 2016 presidential election year. One was a linked course with **Colin Swearingen** (Political Science) about the Republican National Convention in Cleveland. Buchanan's presentation was part of a well-attended half-day workshop at AEJMC on August 8 about experiential learning.

**Dr. Buchanan's** third conference paper, "Social Justice Begins at Home," was co-authored with **Richard Clark** (Sociology & Criminology), and Christina Rawls, former adjunct professor of Philosophy, now at Roger Williams University. They presented it in August 2017 at the Jesuit Justice Conference in Seattle. The paper focused on the increasing use of part-time faculty at U.S. universities, including Jesuit colleges, and whether their treatment is at odds with Jesuit social teachings and ideals of educational excellence.

## ECONOMICS & FINANCE

A paper co-authored by **Sokchea Lim** and **Walter O. Simmons**--"Do Remittances Promote Economic Growth in the Caribbean Community and Common Market?" which appeared in the *Journal of Economics and Business* in 2015—is one of the most cited articles published in the journal since 2012.

**Dr. Lim** served as advisor to John Tarchick on his capstone paper, "Re-Estimating the Taylor Rules for the Swiss Central Bank," presented at the Undergraduate Economics Paper Contest at Bowling Green State University in April 2017. The paper received an "Honorable Mention" citation.

## EDUCATION AND SCHOOL PSYCHOLOGY

**Greg DiLisi** presented "Remembering the S.S. Edmund Fitzgerald" at the 2017 American Association of Physics Teachers summer meeting in Cincinnati in July 2017.

## ENGLISH

**Tom Pace** presented a paper—"Early Modern English Rhetorical Education and Jesuit Training at Saint-Omer"—at the International Society for the History of Rhetoric at Queen Mary University in London in July 2017.

**Dr. Pace** also served as a presenter at the Inaugural Meeting of the International Society for the Study of Jesuit Rhetoric at Queen Mary University in London in July 2017.

## ENTREPRENEURSHIP

**Jacqueline Schmidt** conducted a program on non-verbal communication for the Egyptian delegation to the International Visitor Leadership Program, which was sponsored by the Cleveland Council of World Affairs in September 2017. The program was part of the Rule of Law and Judicial Reform program.

**Dr. Schmidt**, along with Kimble Bryd (Rowan University), presented "Developing Learning Communities of Practice for Innovation: Creativity and Entrepreneurship on University Campuses," at the International Council of Small Businesses conference in June 2017 in Buenos Aires.

In August 2017 **Dr. Schmidt** and **Tom Bondia** (Management, Marketing, and Supply Chain) accompanied the JCU Entrepreneurship Team to the Entrepreneurship Education Immersion contest, where it placed 3<sup>rd</sup> and won \$1000. The team consisted of Entrepreneurship minors John Sosnowski (MN/CH), Adam Bozsваи (FN), Ainsley Gialamas (MK/SCM), Matthew Wilson (COMM/MK), and Antonia Piazza (BS).

## HISTORY

**Matthew Berg** presented a paper—"Victims of Terror in Vienna: Legally Mandated Assistance and Social Democratic Patronage, 1945-48"—as part of a panel entitled "Austrian War Victims? Victimhood Discourses and Practices in the Age of World Wars" at the 41<sup>st</sup> Annual German Studies Association Conference in Atlanta in October 2017.

## PHILOSOPHY

**Sharon Kaye** presented a paper about the JCU Philosophy for Kids Internship program she is directing and the curriculum she is writing for it at the Secular Academic Homeschoolers' Conference in Shepherdstown, West Virginia, in June 2017 and at a meeting of the Ohio Association for Gifted Children in Columbus, Ohio, in October 2017.

## SOCIOLOGY & CRIMINOLOGY

**Dr. Long** attended the biennial Death, Dying and Disposal Conference of the Association for the Study of Death and Society, which took place in September 2017 at the University of Central Lancashire. She also presented a paper there on mortuary ritual and interfaith families.

**Dr. Long** reviewed manuscripts for the *Journal of Cross-Cultural Gerontology* and *Asian Anthropology*, and chaired the prize committee of the Death and Bereavement Interest Group of the American Anthropological Association.

## THEOLOGY & RELIGIOUS STUDIES

**Paul Nietupski** presented "Studying Buddhist Beliefs and Practices through Vinaya Commentaries" at the XVII<sup>th</sup> Congress of the International Association of Buddhist Studies, which was held at the University of Toronto in August 2017.

**Dr. Nietupski** presented a paper entitled "The Interface of Religion, Politics, and Economics in Buddhist Amdo: Variable Definitions of Value, Exchange, & Materiality" at the BBB Copenhagen Conference, which was held at the University of Copenhagen in October 2016. The conference theme was "Buddhism, Business and Economic Relations - in Asia and Beyond."



## A WEALTH OF NEW FULL-TIME FACULTY

(The following biographies of our new full-time faculty draw on material prepared by Tonya Strong-Charles, Executive Director of Media Relations, who graciously permitted its use here.)



**Stacy Astrove, Ph.D.**

*Assistant Professor, Department of Management, Marketing, & Supply Chain*

Dr. Astrove’s primary research interests include developmental work relationships, misfit, and counterproductive work behavior. Her Ph.D. is from the University of Iowa.



**Andrea Bianchini, S.J., Ph.D.**

*Visiting Jesuit Scholar, Department of Physics*

Dr. Bianchini, whose hometown is Mantova, Italy, entered the Society of Jesus in 2012. He has a Ph.D. in Applied Physics from the University of Michigan. His research field is experimental condensed matter; he is also interested in mathematics, both abstract and applied, and education.



**Sebastian Brockhaus, Ph.D.**

*Assistant Professor, Department of Management, Marketing, & Supply Chain*

Dr. Brockhaus, who comes from Hamburg, Germany, has a doctorate from the Hamburg University of Technology (TUHH). His primary research interests include sustainability in supply chain management.



**Tahani Dari, Ph.D.**

*Assistant Professor, Department of Counseling*

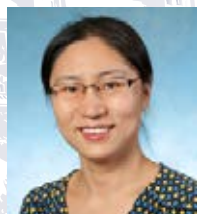
Dr. Dari received her Ph.D. from the University of Toledo. Her scholarly interests are focused on advancing topics in school counseling, conducting community-based participatory research, and working with and advocating for diverse client populations.



**Christina DeVoss**

*Instructor, The Tim Russert Department of Communication & Theatre*

Ms. DeVoss is completing a Ph.D. in Communication at the University of Connecticut. She brings a blend of industry and academic experience to the classroom. Her research explores how features of new media technology affect users.



**Rebecca Fang, Ph.D.**

*Assistant Professor, Department of Mathematics & Computer Science*

Dr. Fang began as a visiting faculty member at John Carroll last year and now has moved into a tenure-track position. Her Ph.D. in Mathematical Sciences is from Michigan Technological University. Her teaching areas include mathematics, statistics, and probability. Her primary research is in applied statistics, such as statistical genetics and engineering statistics.



**Joanna Garcia, Ph.D.**

*Assistant Professor, Department of Accountancy*

Dr. Garcia, who grew up in Shaker Heights, received her Ph.D. from Virginia Tech. She is interested in archival and experimental research in taxation related to corporate social responsibility, corporate lobbying, tax policy, and the political process. She is also a Certified Public Accountant (North Carolina).



**Robert Giacalone, Ph.D.**

*Professor, Department of Management, Marketing & Supply Chain*

Dr. Giacalone is the inaugural Raymond and Eleanor Smiley Chair in Business Ethics. He also serves as the Director of The Ginn Institute for Corporate Social Responsibility. He received his Ph.D. from the State University of New York at Albany. Dr. Giacalone has edited/authored 10 books and more than 160 articles on ethics and values, impression management, and exit interviewing.



**Ms. Lingyan Ke**

*Confucius Classroom Instructor, Department of Classical & Modern Languages and Cultures*

Ms. Ke, our newest Confucius Classroom Instructor, comes from Beijing, where she graduated from Beijing Normal University. She will teach at John Carroll for the next two years. Her interests include poetry recitation, Chinese culture, and the comparative literature of America and China.



**Alina Marculetiu, ABD**

*Visiting Instructor, Department of Management, Marketing & Supply Chain*

Ms. Marculetiu comes from Transylvania in Romania. She expects to receive her doctorate in Business Administration from Cleveland State University in May 2018. Her research interests include barriers of sustainable operations and supply chains.



**Sejung Park, Ph.D.**

*Assistant Professor, The Tim Russert Department of Communication & Theatre*

Dr. Park has a Ph.D. from Georgia State University. She specializes in Integrated Marketing Communication. Her research focuses on the strategic use of information technology from agency, corporate, and non-profit perspectives.



**Arthur (Tripp) Petzel, Ph.D.**

*Assistant Professor, Department of Accountancy*

Dr. Petzel received his Ph.D. from Virginia Polytechnic Institute and State University. His research interests include taxes on financial statements, tax policy changes, and capital markets.



**Daniel Reynolds, Ph.D.**

*Assistant Professor, Department of Education & School Psychology*

Dr. Reynolds recently completed his Ph.D. at Vanderbilt University. He specializes in Literacy Education. His research focuses on better understanding how instructional scaffolding can support high school students' comprehension of complex texts.



**Anthony Tarescavage, Ph.D.**

*Assistant Professor, Department of Psychology*

Dr. Tarescavage, a John Carroll alum, received his Ph.D. in Clinical Psychology from Kent State University. He is a licensed clinical psychologist. His research centers on psychological assessment in health and forensic settings.



**Kristen Tobey, Ph.D.**

*Assistant Professor, Department of Theology & Religious Studies*

Dr. Tobey is a sociologist of religion who researches the dynamics and mechanisms of religious identity, community, and boundaries in the pluralistic context of the contemporary U.S. She was a visitor at JCU from 2014 to 2017 before moving to the tenure track. Her Ph.D. is from the University of Chicago Divinity School.



**L. K. "Kal" Tuominen, Ph.D.**

*Postdoctoral Fellow, Department of Biology*

Dr. Tuominen, our newest Postdoctoral Fellow, has a Ph.D. from the University of Georgia. Kal's primary interest in plant metabolism has led to contributions to the development of plant growth hardware flown on the International Space Station.



**Brooke Turner, Ph.D.**

*Assistant Professor, Department of Exercise Science & Sports Studies*

Dr. Turner's expertise is in leadership and gender issues related to sports. Before coming to John Carroll, she coached college volleyball while teaching graduate courses. Her Ph.D. is from Robert Morris University.



**Doan Winkel, Ph.D.**

*Assistant Professor, Department of Management, Marketing & Supply Chain*

Dr. Winkel, the John J. Kahl, Sr., Chair in Entrepreneurship, received his Ph.D. from the University of Wisconsin-Milwaukee. His teaching interests include creativity, innovation, lean startup, and new venture creation. His research agenda focuses on entrepreneurship education. He also is interested in the work-life balance of entrepreneurs and business owners.





## MANDEL GRANTS

So far this year two Mandel grants have been awarded to members of the faculty to support curricular and co-curricular programming for inclusive excellence.

**Cynthia Caporella** and **Medora Barnes** received a grant to bring pianist and entrepreneur Jennifer Heemstra to campus for a series of public and classroom presentations in October about her work using music to empower social action in Kolkata, India.



Cynthia Caporella



Medora Barnes



Philip Metres

**Philip Metres** received a grant to bring author Reginald Dwayne Betts to campus in February 2018 to give a talk and book reading about his experience in prison, his journey toward finding his voice through poetry, and his vocation as an attorney.

The Mandel Grant Review committee continues to accept grant requests on a rolling deadline until all funds for the year are exhausted. Grants may be requested by any member of the faculty, staff or student

body, and are available for projects, programs or classroom activities designed to foster dialogue around issues of inclusion on campus. Grants are available in any amount up to \$4,000. More information can be accessed at: <http://sites.jcu.edu/diversity/pages/mandel-grants/>.

## ACADEMIC APPOINTMENTS



**Rodney Hessinger** (HS) was appointed director of the Center for Teaching and Learning starting in the 2017-18 academic year.



**Scott Moore** (EF) was appointed Associate Dean for Faculty and Students in the Boler School of Business starting in the 2017-18 academic year.

## CALENDAR OF EVENTS

*continued from front page*

### FACULTY DEVELOPMENT AWARDS AND INSTRUCTIONAL GRANTS

Information will be forthcoming from the Center for Teaching and Learning

### FACULTY NOTES

Deadline to submit: April 16, 2018  
Issue print: May 2018

## SUBMISSION PROCESS FOR *FACULTY NOTES*

Submitting items to Faculty Notes is easy. The online form is designed to capture all of the needed information, allow for preformatting, and acknowledge the submission automatically. The form is available on the *Faculty Notes* website: [sites.jcu.edu/facultynotes](http://sites.jcu.edu/facultynotes).

# FACULTYNOTES

FALL 2017 VOLUME 10, ISSUE 2

### MISSION STATEMENT

Published by the Office of the Provost and Academic Vice President, *Faculty Notes* is a University-wide and publicly accessible newsletter designed to recognize the academic achievements of its full- and part-time faculty across all disciplines. In accord with the vision, mission, and core values of John Carroll University, the newsletter proudly promotes the scholarship, leadership, and service of our faculty members locally, nationally, and internationally. It also seeks to foster communication and collaboration for research and teaching both on campus and externally.

### Questions and comments should be directed to:

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Associate Academic Vice President  
[jkrukones@jcu.edu](mailto:jkrukones@jcu.edu)

Issues are archived at [sites.jcu.edu/facultynotes](http://sites.jcu.edu/facultynotes)

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