

FACULTY NOTES

CALENDAR OF EVENTS

SPRING 2020 CLASSES BEGIN

January 13, 2020

CELEBRATION OF SCHOLARSHIP

Poster abstracts due:

February 28, 2020

Event week:

March 30-April 2, 2020

DISTINGUISHED FACULTY AWARD

Deadline for submission of the nomination dossiers:

February 14, 2020

(Provost & AVP's Office/AD 133)

SCHOLARLY LUNCHESES

February 4, 2020

Leslie Curtis, Ph.D. (Art History)

Maria Marsilli, Ph.D. (History)

March 10, 2020

Jeffrey Johansen, Ph.D. (Biology)

Feng Zhan, Ph.D. (Economics & Finance)

April 21, 2020

Erin Johnson, Ph.D. (Biology)

Marcus Gallo, Ph.D. (History)

FACULTY NOTES

Deadline to submit: **April 15, 2020**

Issue print: **May 2020**



THE GIFT OF TIME

by Edward Hahnenberg, Ph.D.

(The following remarks were made by Dr. Hahnenberg at the reception on May 2, 2019, honoring him as the recipient of the 2019 Distinguished Faculty Award, the highest honor that the University can bestow on a member of the faculty.)

Let me begin by thanking the members of the selection committee for this incredible recognition. But let me thank above all, and in a special way, Paul Lauritzen, who nominated me for this award. It was—as those of you who have done it know—a real act of generosity.

At the time he approached me about the nomination, Paul was trying to figure out how to retire (mostly unsuccessfully). He was facing up to the long walk of life without Lisa. He had every reason in the world to be focused on himself. Instead, he put his time toward the thankless task of compiling a nomination dossier. That was a gift to me—a gift, honestly, that was more meaningful than actually winning the award. Thank you, Paul.

In my appreciation for the nomination, I do not mean to minimize the genuine honor it is to receive the award itself, especially when I think about the many great scholars and teachers here at John Carroll. In fact, the best part of winning the Distinguished Faculty Award was coming back to my office on the day Jim Krukones sent out the announcement to find my inbox crowded

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

BIOLOGY

Jeffrey Johansen, Ph.D., gave an invited address titled "Cyanobacterial Taxonomy: The Modern Approach and Progress" at the 21st Genomic Standards Consortium held in Vienna, Austria, on May 20-24, 2019.

Dr. Johansen also gave an address titled "A Bridge Too Far in Naming Species: A Total Evidence Approach Does Not Support Recognition in Four Species of *Desertifilum* (Cyanobacteria)" at the 38th International Conference of the Polish Phycological Society.

Kal Tuominen, Ph.D., presented the results of recent research in the Drenovsky Lab at the Botany 2019 Conference in Tucson, AZ, and at the Ecological Society of America Conference in Louisville, KY, in July and August 2019. Six undergraduates contributed to plant and soil chemical analyses as part of this research, supported by JCU's Collieran-Weaver SURF program, the Native Plant Society of New Mexico, and the American Philosophical Society.

CHEMISTRY

Katie Doud, M.S., presented a poster titled "Design, Synthesis, and Evaluation of N-phosphonacetyl-L-aspartate Derivatives as Putative Human ATCase Inhibitors" at the High-Throughput Chemistry and Chemical Biology Gordon Research Conference, which was held June 2-7, 2019, at Colby-Sawyer College in New London, NH.

CLASSICAL & MODERN LANGUAGES AND CULTURES

Martha Pereszlenyi-Pinter, Ph.D., presented a paper titled "'Ölelem a Térded!' I Hug Your Knees (Not Kiss Your Hand!): Béla Zerkovitz, Dezső Kosztolányi, and Joséphine Baker" at the 44th Annual Conference of the American Hungarian Educators Association (AHEA). It took place from April 4-6, 2019, at the University of Pittsburgh. At the same conference she chaired a session titled "Hungarian Literature in Global Perspective," and served on the Program Committee for the Education division.

Dr. Pereszlenyi-Pinter also presented "'If It Weren't for France, Jazz Would Be Dead': Trans-Atlantic Musical Crossings," at the 8th Crossing Over Symposium "Cultural Crossings" at Cleveland State University, October 4-5, 2019.

COUNSELING

Martina Moore, Ph.D., has been elected President of The Ohio Counseling Association. Her term began on July 1, 2019, and runs through June 30, 2020.

EDUCATION & SCHOOL PSYCHOLOGY

Greg DiLisi, Ph.D., presented "The Apollo 1 Fire: A Case Study in the Flammability of Fabrics," at the 2019 national conference of the American Association of Physics Teachers (AAPT) in Provo, UT, on July 22, 2019. He also was chosen for the AAPT's spotlight in July 2019 for his publications in *The Physics Teacher* journal this year (<https://www.aapt.org/Membership/spotlight.July2019.cfm>).

Anna Shakarian Iacovetta, Ph.D., is a regular contributor to *The Children's Book Review Blog* as a reviewer and researcher. The blog is a professional online journal and information website that highlights the very best books for young readers, including children's picture books, American Sign Language publications, and books for reluctant readers.

Dr. Iacovetta interviewed local television journalist-turned-author Denise Dufala about her recent anti-bullying book titled *Bomba the Brave* (<https://www.thechildrensbookreview.com/weblog/2018/09/an-interview-with-denise-dufala-journalist-turned-author.html>). She also invited Ms. Dufala to address her class on children's literature.

ENGLISH

Brian Macaskill, Ph.D., has been confirmed as a member of the International Association of University Professors of English, a position that requires nomination. He also has been appointed to the unremunerated position of Consulting Specialist for the National Research Foundation of the Government of South Africa.

Dr. Macaskill went on a self-funded research trip to Kenya to meet the last two surviving Northern White Rhinoceri on the planet (Najin and Fatu). The expedition was part of an ongoing research project on the Shoah and extermination.

Dr. Macaskill served as plenary speaker at the triennial IAUPE Conference, held at Adam Mickiewicz University in Poznań, Poland, in July 2019. His topic was "J. M. Coetzee: the Word and the World," and he was joined by Bernardine Evaristo, co-winner of the 2019 Booker Prize. He also served as plenary speaker for "Music & Text: A Symposium on the Relationship between Musical & Narrative Forms," which took place at the J. M. Coetzee Centre for Creative Practice, at the University of Adelaide in Australia in September 2018. While in Adelaide, he delivered a public lecture titled "William Kentridge: More Sweetly Play the Dance" at Flinders University.

Dr. Macaskill also offered a public lecture and graduate master class on "Lapidary Practice: The Twentieth Century's First Death Camp, William Kentridge, and the World's Last Northern White Rhinoceros Male" at Carleton University in Ottawa, Canada, in April 2019.

Peter Kvidera, Ph.D., presented a paper titled "Linking Japanese Literature and Japanese History Courses: Incorporating Japanese Studies in the University's Core Curriculum," at the ASIANetwork Annual Conference in San Diego, CA., April 14, 2019.

GRASSELLI LIBRARY

Amy Wainwright, M.L.S., joined Sabine Dantus, Eduardo Martinez-Flores, Rosan Mitola, and Kimberly Schotick for a panel titled "Stay on Target!: Stellar Practices for Strategic Outreach through Collaborations, Marketing, and Peer Leaders," at the annual conference of the American Library Association in Washington, D.C., on June 23, 2019.

Ms. Wainwright and Rosan Mitola presented "Creating an Outreach Story: Assessment Results, Strategic Planning, and Reflection," at the 2019 ACRL Conference in Cleveland on April 13, 2019.

MANAGEMENT, MARKETING & SUPPLY CHAIN

Doan Winkel, Ph.D., has been elected president of the United States Association for Small Business and Entrepreneurship (USASBE), beginning January 2020. USASBE is the national association dedicated to advancing entrepreneurship education through bold teaching, scholarship, and practice. Dr. Winkel holds the John J. Kahl, Sr., Chair in Entrepreneurship and is the Director of the Muldoon Center for Entrepreneurship.

PHILOSOPHY

Sharon Kaye, Ph.D., presented a paper, "Aesthetics for Gifted Teens," at the annual convention of the National Association for Gifted Children in Albuquerque, NM, on November 9, 2019.

POLITICAL SCIENCE

Mindy Peden, Ph.D., presented "Accounting for Justice: Puerto Rico and the Citizen Debt Audit," co-authored with **Wendy Wiedenhof-Murphy, Ph.D. (SC)**, at the annual meeting of the Ohio Association of Economics and Political Science at John Carroll University on September 21, 2019.

PSYCHOLOGY

Eman Tadros, Ph.D., presented "Trajectories of Co-Parenting during Incarceration" at the annual conference of the American Association for Marriage and Family Therapy in Austin, TX, in August 2019.

THEOLOGY & RELIGIOUS STUDIES

Fr. James Bretzke, S.J., S.T.D., presented a paper titled "Ite Inflammate Omnia: A Re-appraisal of Jesuit East Asian Missiology in Light of Shusaku Endo's *Silence*," at the 2019 Sixteenth Century Society and Conference held in St. Louis, October 18, 2019.

Sheila McGinn, Ph.D., has been elected to the Finance and Investments Committee of the Catholic Biblical Association Executive Board for a three-year term that runs from 2019 until 2021.

Paul Nietupski, Ph.D., presented "Epistemology in Gunaprabha's Vinayasūtra" in a "Workshop on the Karmabhedavastu of the Vinayasūtra," at the 四川大学中国藏学研究所 Center for Tibetan Studies of Sichuan University in Chengdu, China, in September 2018.

THE GIFT OF TIME

(contd.)

with emails full of kind words and notes of congratulation. It was a reminder of all the great colleagues I have. It was so encouraging. And I needed that because, frankly, friends, there is a lot to get discouraged about.

This place is crazy. In truth, a lot of places are crazy. Over the past decade or so, I feel like the ground beneath the whole project of higher education in this country has shifted, and I am not quite sure I've found my footing.

I have been at John Carroll for eight years. By the time I start my ninth year, I will have seen (if you count the interims): three presidents, four academic vice presidents, four CAS deans, and three TRS chairs. When I arrived, I was the 11th full-time, tenure-track faculty member in Theology & Religious Studies. Today, there are five of us.

So there is a lot to get me discouraged.

But then...I'll hear Jim Lissemore's booming voice from the back of Donahue Auditorium. And I'm encouraged.

I'll see Angie Canda unfurl another great idea. And I'm encouraged.

I'll share an exasperated laugh with Anne Kugler. I'll pass Andy Welki on the quad, or in the hall, or at the gym, or the parking lot, the volleyball game, the chapel, the dining hall, the mail room, the reading room, the men's room—just about anywhere! And I'm encouraged.

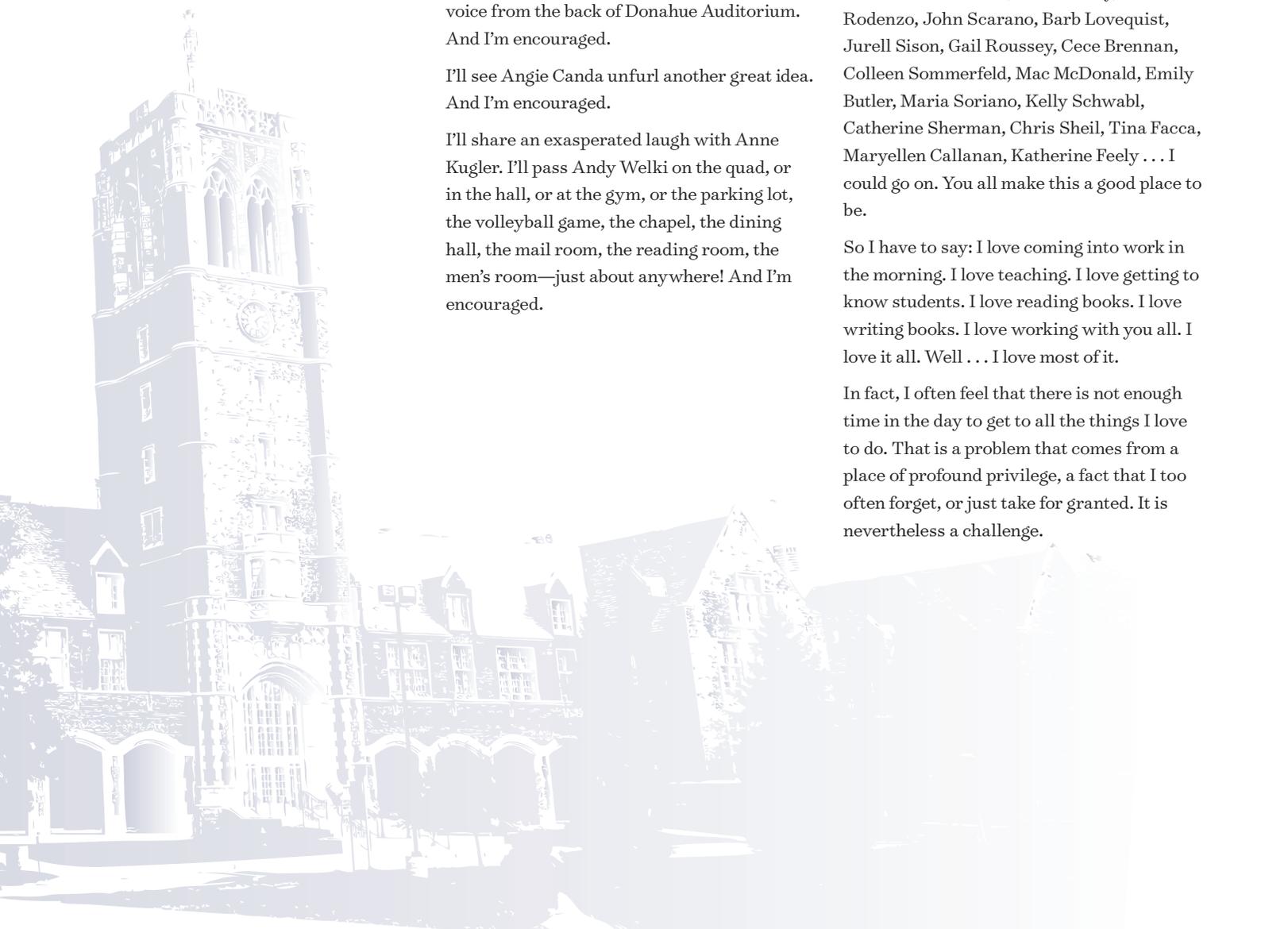
I'll gossip with Paul Murphy about the latest Vatican intrigue. I'll listen to Eddie Carreon ask his carefully crafted question, with such conviction and such charity. I'll watch Peggy Finucane just getting' (expletive) done. And I'm encouraged.

The students are great. I love the students. They are the hope for the future, the promise of tomorrow, the reason we are here, and so on and so forth. They hear that all the time. And it is true. Today, however, I wanted my colleagues on the faculty and on the staff to hear from one of their colleagues that I find so much encouragement in the good people doing good work around here.

I have a great department—Zeki Saritoprak, Paul Nietupski, Sheila McGinn, Kristen Tobey, Ed Mish, Noah Bickart, Krista Stevens. I've gotten to work closely with great people outside the department: Don Cozzens, Barbara D'Ambrosia, J. P. Gaulty, Salomon Rodenzo, John Scarano, Barb Lovequist, Jurell Sison, Gail Rousey, Cece Brennan, Colleen Sommerfeld, Mac McDonald, Emily Butler, Maria Soriano, Kelly Schwabl, Catherine Sherman, Chris Sheil, Tina Facca, Maryellen Callanan, Katherine Feely . . . I could go on. You all make this a good place to be.

So I have to say: I love coming into work in the morning. I love teaching. I love getting to know students. I love reading books. I love writing books. I love working with you all. I love it all. Well . . . I love most of it.

In fact, I often feel that there is not enough time in the day to get to all the things I love to do. That is a problem that comes from a place of profound privilege, a fact that I too often forget, or just take for granted. It is nevertheless a challenge.



I heard a priest once share a story about a week that he spent with his extended family. They were all piled together into a couple of beach houses—several siblings, in-laws, and dozens of nieces and nephews of varying ages. He noticed that, after a few days, they started to get on one another's nerves. He was interested in watching how different people reacted.

The little ones, he observed, soon got very jealous of, very possessive and protective of, their stuff.

The teenagers were jealous of their space.

The adults were jealous of their time.

That is my challenge. I get jealous of my time. I get so wrapped up in all the things I love doing that I forget to stop for others. I fail to pause for people. I guard my time as if it were something I earned, and not a gift that has been given.

After all, time is what allows us to enter into the lives of others. Time opens up moments of connection that my faith tells me extend out into eternity. I am grateful for the gift of my time here at John Carroll, so far. I am grateful to so many of you for the time that you have shared with me. I am grateful, in particular, for my family.

I said that I love coming to work in the morning. I also love going home at the end of the day. That is thanks to our girls, Kate, Meg, and Abby, and especially Julie, who has had to spend more time with me than any one person should have to endure. Thank you, Julie.

Thank you all. Thank you for your time.

FOR THE LOVE OF TEACHING

by Tracy Masterson, Ph.D.

(The following remarks were made by Dr. Masterson at the fall meeting of the College of Arts & Sciences, where she was honored as the recipient of the 2019 Lucrezia Culicchia Award for Teaching Excellence.)

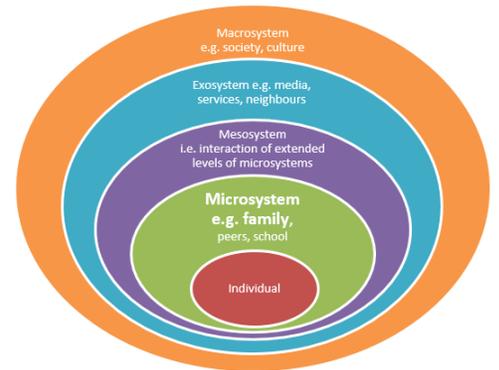
‘What teachers really teach is themselves — their contagious passion for their subjects and students. It reminds us that children learn from people they love, and that love in this context means willing the good of another, and offering active care for the whole person.’

-David Brooks, *New York Times*, 2019

In an op-ed piece that appeared in the *New York Times* entitled “Students Learn from People They Love: Putting Relationship Quality at the Center of Education,” David Brooks highlights the importance of the relationship between student and professor. As the 2019 recipient of the Lucrezia Culicchia Award for Teaching Excellence in the College of Arts and Sciences, I have spent time over the past few months reflecting on what matters to me as a teacher and what has enabled me to build community and maximize learning outcomes in the classroom. For me, it is as simple as love. Taking Brooks’ quote a step further, I believe that students learn from teachers who “love” them and love the subject they teach. I may be biased, but psychology as a discipline is easy to fall in love with. College students are typically social creatures who can relate to human interactions, emotions, and their unique developmental path. As a psychology

professor, academic advisor, and clinical child psychologist, I have the privilege of weaving so much of what I love—educating, empathizing, inspiring, and challenging others—into so many facets of my professional life. I love my job, I love my field, and I love (in the most non-creepy way possible) my students.

Communicating “love” towards my students in psychology begins with respect and seeing them in their complex authenticity. My approach to teaching, advising, and clinical practice is rooted in Urie Bronfenbrenner’s Ecological Systems Theory, which suggests that individual development is an interactional combination of one’s unique genetic dispositions in the context of their broader environmental influences: the microsystem, mesosystem, exosystem, and macrosystem.



The microsystem includes the most intimate interpersonal influences, such as family members, close friends, and school/work colleagues. In reflecting on my own ecological system and what has supported my professional endeavors, I recognize the importance of my parental and broader family influences, the role of my supportive spouse, my children, my dear friends, and my work colleagues. My microsystem enabled me to thrive in pursuit of a career that was meaningful and well-suited to my strengths. Similarly, in the courses that I teach (e.g., Adolescent Development, Child and Adolescent Psychopathology), the microsystems of my students are relevant



in the classroom. It is not uncommon that students will deliberately or inadvertently compare and contrast the theoretical concepts learned in class to their own upbringing. As students discuss and process elements of their microsystems, we all respectfully learn about one another and establish a safe community in the classroom. From that point on, it is impossible for me to see them as anything but an individual, in a family, in a community, in a broader culture. Unfortunately, not all of my students, advisees or clients have as supportive a microsystem as they deserve. Even in the absence of a supportive microsystem, however, I seek to be a positive source of support, acceptance, and “love” for my students and clients. Feeling respected and safe allows individuals to optimize their growth and development in a course, in their major, in their pursuit of career development, and/or in their self-actualization.

As an alumna of John Carroll University, I found (and still find) the Blue Streak community to be among my most important exosystems. Because of an amazing group of confidants, inspirational teachers, and opportunities that broadened my worldview, I flourished during my time as an undergraduate. The genuine privilege of being a tenured professor at JCU is never lost on me. I have the privilege of giving back

to an institution that has given so much to me. I feel that a John Carroll education is transformative; I have the honor of watching cohorts of students transform themselves in seemingly magical ways.

Few pedagogical approaches in higher education are more robust or transformative than service learning. Without my colleagues in the Center for Service and Social Action and the mission that is woven throughout Jesuit institutions like John Carroll, I would never be able to accomplish the learning goals I seek to achieve in a given semester. In keeping with the Bronfenbrenner analogy, the city of Cleveland and the service my students do as a part of my courses bring the macrosystem of Northeast Ohio into my classroom. Students come to class armed with meaningful life experiences, encounters in the community pertinent to course material, and a living text to accompany that material. When students can apply what they have learned to actual people and circumstances, they fall in love with the discipline and the learning process more genuinely. I have also been able to expand my macrosystem by travelling to Vietnam to teach, train, and learn about the field of mental health. I am thrilled to say that I will be embarking on my third visit to Vietnam in May 2020 and plan to bring students interested in psychology on an immersive course exploring

multiculturalism and counseling/clinical psychology in Ho Chi Minh City. I have fallen in love with the culture of Vietnam and the way that it has informed my professional and world view; I seek to share this love and passion with my students.

As a clinical psychologist and professor of psychology, I am tasked with teaching my students about the disorders of childhood (e.g., attention deficit hyperactivity disorder, autism spectrum disorders, and anxiety). While it is important to understand the specific diagnostic criteria for these disorders, it is equally important that my students take the time to understand that disorders are simply a small part of a complex person, in a family, in a community, and in a cultural framework. Much as I strive to see my students and advisees well beyond their Banner I.D.s and scores on quizzes, exams, and service learning journals, it is essential that my students approach their future clients, patients, and community members from an idiographic, person-centered perspective. The fundamentals of the therapeutic relationship, according to Carl Rogers, rest on the presumption that the therapist is non-judgmental, empathic and displays unconditional positive regard (i.e., acceptance and respect) towards the client. I would argue that a necessary component of quality higher education also rests in unconditional positive regard for one’s students. In the classroom I strive to get to know my students and take a genuine interest in their hopes, dreams, talents, and challenges; I model the approach that I hope they will take with them into the field of psychology and mental health.

In closing, I am extremely fortunate to have the microsystem, exosystem and macrosystem that I do. I am most honored, humbled, and grateful to receive the Lucrezia Culicchia Award for Teaching Excellence. As a JCU alumna, I feel blessed to share this honor with so many inspirational educators, many of whom I was fortunate enough to have as instructors.

Special thanks go to my talented colleague and the 2018 recipient of the Distinguished Faculty Award, Dr. Denise Ben-Porath, for recommending me for this honor and for being such an amazing addition to my microsystem.

CROSS-INSTITUTIONAL COLLABORATION SUPPORTS STUDENT SUCCESS

by *Rebecca Drenovsky, Ph.D.*

In February 2018, a cross-divisional group of faculty and staff were awarded a National Science Foundation Scholarships in STEM (S-STEM) grant to support students who have proven high potential for success in STEM as well as significant financial need. This institutional capacity-building grant is centered around the Ignatian ideal of reflection, a metacognitive activity that is critical for academic success, social well-being, and vocational self-efficacy. Nicknamed “MIRRORS” (Molding Identity and Raising Retention through Opportunities for Reflection in STEM), the program combines a suite of curricular and co-curricular supports to scaffold the entire student experience, with the goal of improving retention and persistence, particularly for underrepresented minorities. In total, the program will support four student cohorts—two cohorts matriculating as first-year students and two cohorts of transfer students, totaling 32 students. Currently, two MIRRORS cohorts are part of the John Carroll community.

As is true of many institutions across the U.S., more JCU students leave STEM than graduate in STEM, with students of color, first-generation students, and transfer students at greater risk of leaving STEM than other demographic groups. Based on institutional data, the faculty/staff collaborative identified the first year following admission as a key attrition point for STEM students. In response, they developed a suite of curricular and co-curricular activities that would begin before students typically start their first year. Prior to matriculation, student scholars participate in a two-week summer bridge program (SBP), led by Dr. James Watling and facilitated by upper-class STEM students who act as peer mentors. Each year, there is a significant science component (local water quality in 2018 and an engineering design challenge in 2019) through which students work on academic skills such as information literacy and critical thinking, as well as critical interpersonal skills such as teamwork and active listening. The SBP culminates in a poster session open to families and the University community. Based on our assessment data, participation in the SBP increased student research efficacy significantly in 2018 (+14.8%), with a similar trend in 2019 (+15.3%). In both years, the experience increased student confidence in participating in group work, seeking help during office hours, discussing ideas with peers, and talking to instructors. In interviews with our external evaluation team, the SBP was the most frequently mentioned activity by students, particularly their participation in the research project and presentation. Students felt that the close interaction with the MIRRORS team eased

their transition to college, and that the early introduction and move-in helped them feel as though they knew the campus well before the semester started. Additionally, the intensive program promoted group cohesion, building a strong support network among the students. Written reflections by participants repeatedly emphasized the importance of building relationships with peers and faculty during the SBP. Together, these data emphasize the importance of the SBP in setting a positive trajectory for students at the beginning of their first year in college.

Once matriculated, students participate in intensive cohort advising, as well as courses that help introduce them to the “big ideas” in STEM (Entering Science, taught by Drs. Graciela Lacueva and Rebecca Drenovsky) and STEM research pathways (Entering Research, taught by Drs. James Watling and Ralph Saporito). Students participate in cohort advising throughout their time at JCU, with support from faculty (Drs. Mike Martin and Yuh-Cherng Chai), staff (Donna Byrnes and Toya Fulbright), and peer mentors (Kyle Blasinsky, Madi Edge, Morgan Hatlovic, Neal Kumar, Katie Peake, Epiphany Perkins, and Olivia Talamo). In their first year, students meet weekly to help them in their transition to college and to learn about opportunities at JCU. In their second year, they meet bimonthly, providing them with support to combat sophomore slump. In their junior and senior years, they meet monthly, with topics focusing on taking stock, preparing to launch, and giving back to the campus community. Throughout these meetings, students work on academic, personal, and professional growth through activities focused on topics such as identifying their core values, learning better study techniques from the academic coaches, and successfully approaching interviewing from the Center for Career Services. Throughout the process, students regularly participate in reflective activities that help them consider where they are in their academic and personal trajectory and where they want to go. These meetings create strong bonds between students and mentors, so that students come to see faculty mentors as fundamental to academic planning, staff advisers as conduits to campus resources, and peer mentors as confidantes.

During their first year, students participate in the STEM Living Learning Community (LLC) in Champion Hall. Living learning communities facilitate student learning, growth, and development by merging academic and social dimensions of college life. However, there are few studies examining the impact of LLC on STEM-intended student persistence and retention. Therefore, MIRRORS will address the research question: Does participation in a STEM LLC influence STEM retention and persistence at JCU? For our STEM LLC, the resident assistants (RAs) are upper-division STEM students, who help facilitate formal and informal STEM-related programming for residents. For example, some of last year’s activities included a STEM Faculty Meet and Greet, a session on how to pursue study abroad opportunities as a STEM major, and a Young STEM Alumni panel. This year, a series of “STEMversations” related to navigating social identities in STEM are taking place (e.g., LGBTQ+ in STEM, Women in STEM, International Students in STEM). Feedback from STEM LLC residents indicate that the experience has been a key component of their development, reinforcing academics, promoting group cohesion, and increasing engagement with faculty.

The grant also provides funds to support summer research fellowships on a competitive basis for the students. Last year, two scholars participated in the summer research program at JCU, pursuing projects in biochemistry and computer science. Both participated in weekly professional development activities and presented their research to the JCU summer research community at the end of their experience. They will also present posters at Celebration of Scholarship in the spring.

Throughout their time at JCU, student scholars also participate in focused, reflective activities. Despite the important role that reflection can play in student development, an evaluation of its role in STEM retention and persistence is absent in the literature. MIRRORS will address the research question: Do guided reflection activities, focused on vocational

discernment, influence retention and persistence in STEM? Reflection will be evaluated by surveys for reflective thinking and assessment of the written reflection using a published rubric. This activity supports the University’s learning goal to help students cultivate a habit of reflection while at JCU.

Based on feedback from our external evaluation team, strong relationships among scholars, peer mentors, staff, and faculty constituted one of the most important outcomes from the first year of funding. These relationships strengthened student sociability, eased the transition to college, and helped develop students’ identities as scientists. For faculty and staff, MIRRORS has helped bring multiple campus units together, breaking down silos to work towards a common goal.



ACADEMIC APPOINTMENTS



Rebecca Drenovsky, Ph.D. (Biology), was appointed Associate Dean for Graduate and Professional Studies starting in the 2019-20 academic year.



Steven Herbert, Ph.D., took up the reins as Provost and Academic Vice President in June 2019. He is also a tenured professor in the Department of Physics.



Peter Kvidera, Ph.D. (English), was appointed Interim Dean of the College of Arts and Sciences for the 2019-20 academic year.



Claire Luchette, M.F.A. (English) is spending a year as the inaugural Post-Graduate Hopkins Fellow in the Department of English and teaching several writing courses.



Maria Marsilli, Ph.D. (History), has been appointed Interim Associate Dean for Humanities and Social Sciences. She will begin serving a one-year term on January 1, 2020.



Paul Nietupski, Ph.D. (Theology and Religious Studies), has been appointed director of East Asian Studies, effective with the 2019-20 academic year.

NEW FACULTY 2019-2020



Robert Arias, Ph.D.

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

Dr. Arias received his Ph.D. from the University of Illinois at Urbana-Champaign and his B.S. from DePaul University. His main field of study is consumer behavior with a focus on individuals' social relationships within communities. This year he is offering courses on Multinational Marketing, Market Analysis, and Marketing Principles.



Jake Beiting, M.A.

*Visiting Instructor in Exercise Science
Exercise Science and Sports Studies*

Mr. Beiting received his M.A. from the University of South Florida-Tampa and his B.A. from John Carroll University. He has certification from the National Strength and Conditioning Association. He is also a Certified Strength and Conditioning Specialist (CSCS) and Registered Strength and Conditioning Coach (RSCC) and has years of experience as the Head Strength and Conditioning Coach of the Houston Astros and USA Baseball. This year he is offering courses on Kinesiology, Ethical Problems in Exercise Science and Sports Studies, Lifestyle Wellness, and Theoretical Principles of Strength and Conditioning.



James T. Bretzke, S.J., S.T.D.

*Professor
Theology and Religious Studies*

Fr. Bretzke received his S.T.D. from the Pontifical Gregorian University. He specializes in Catholic Social Ethics and comes to us most recently from Marquette University. In his first year at JCU, he is teaching the Globalization of Theology and Justice, Special Topics in Asian Religion, Catholic Moral Theology, and an Honors section of Moral Decision Making.



Kenneth Chaplin, Ph.D.

*Assistant Professor of Sociology
Sociology and Criminology*

Dr. Chaplin received his Ph.D. from Texas A&M University, and his M.Ed. and B.A. from Florida Atlantic University. He originally came to John Carroll in 2016 as a Postdoctoral Fellow, and his specialties include race and ethnicity, gender, and culture in sport and education. This year he is teaching Diversity in Sports, Foundations of Sociology, Sociology of Sports, and the African American Experience in the U.S.



Ficawoyi (Charles) Donou-Adonsou, Ph.D.

*Visiting Assistant Professor of Economics
Economics and Finance*

Dr. Donou-Adonsou received his Ph.D. from Southern Illinois University, his M.B.A. and M.A. from Western Illinois University, his M.A. from the University of Ouagadougou in Burkina Faso, and his B.A. from the University of Lomé in Togo. Dr. Donou-Adonsou joined John Carroll in 2016 as a Postdoctoral Fellow, and he specializes in economics and business with a background in quantitative analysis. This year he is offering Principles of Economics I and II, Fundamentals of Economics, Money & Banking, and Economic Development.



Maurice N. Emelu, Ph.D.

*Visiting Professor of Communication
Communication*

Fr. Emelu received his Ph.D. from Liverpool Hope University, his M.A. from John Carroll University, and bachelor's degrees from Imo State University and Pontifical Urban University. His expertise includes social network sites, content communities such as YouTube, the blogosphere, and website development and management. This year he is offering courses on Communication, Technology & Society, and Introduction to Digital Media.



Thomas Frazier, Ph.D.

*Professor of Psychology
Psychology*

Dr. Frazier received his Ph.D. from Case Western Reserve University and his B.S. from John Carroll. His research is in psychopathology with a primary focus on autism and related conditions, and a secondary focus on developmental psychopathology, ADHD, and pediatric bipolar disorder. His service to his alma mater begins in spring 2020, when he will be teaching Introduction to Psychology, Research Experience in Psychology, Experimental Design and Analysis in Psychology, and a Practicum in Research Methods.

NEW FACULTY 2019-2020

(contd.)



Jonathan Gurary, Ph.D.

*Assistant Professor in Computer Science
Mathematics and Computer Science*

Dr. Gurary received his Ph.D., M.S., and bachelor's degree from Cleveland State University. He came to John Carroll as a visitor in 2018 and has since moved to the tenure track. His expertise is cybersecurity, with a focus on designing new methods of mobile authentication. This year he is offering Introduction to Software Development, Object-Oriented Programming, Advanced Programming, and an independent study on Mobile App Development.



Staci Hayes, Ph.D.

*Visiting Assistant Professor of Counselor Education
Counseling*

Dr. Hayes received her Ph.D. and M.Ed. from Kent State University and her B.A. from the University of Akron. Her particular interest is the ways in which social, economic, and political inequities directly impact students and their ability to integrate and experience learning. This year she is offering Orientation to Counseling, Human Growth & Development, Counseling Theories, Family Counseling, Clinical Intervention, Prevention and Ethics, Group Procedures, and a practicum in Clinical Mental Health Counseling.



Andrew Intagliata, Ph.D.

*Assistant Professor of Counseling
Counseling*

Dr. Intagliata received his Ph.D., M.A., and B.A. from The University of Toledo. His areas of research include sexual assault, bystander intervention, sexual consent, domestic violence, and the opioid crisis and its effects on families. This year he is teaching Addiction Knowledge, School Counseling Programming Design & Consultation, Clinical Treatment Methods, Foundations of School Counseling, Group Procedures, and an internship in School Counseling.



Danielle Kara, Ph.D.

*Assistant Professor of Physics
Physics*

Dr. Kara received her Ph.D. and M.S. from Case Western Reserve University and her B.S. from Loyola University Maryland. Originally a visitor, she moved to the tenure track in fall 2019. Her research and teaching are focused on applications of physics that have a direct and positive impact on our society. This year her courses include Numerical Physics, General Physics I and II, Thermal Physics, Physics Workshop, and Senior Research or Design Project.



Ms. Claire Luchette, M.F.A.
Hopkins Post-Graduate Fellow in Fiction English

Ms. Luchette holds the inaugural Hopkins Post-Graduate Fellowship in Fiction in the Department of English. She received her M.F.A. in Fiction from the University of Oregon and her A.B. in English from Brown University. She has authored many works of short fiction, non-fiction and critical writing, and her novel *Sister Agatha* is scheduled to appear in spring 2020. This year she is teaching Introduction to Fiction Writing, workshops on Creative Writing, Creative Non-Fiction, and Advanced Fiction Writing, and an independent study on Advanced Fiction Writing.



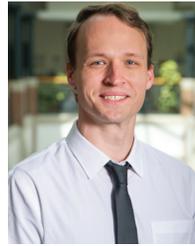
Fr. Donald Serva, S.J.
Biology Support Specialist/Advisor Biology

Fr. Serva comes to us from the former Wheeling Jesuit University. This year his service to John Carroll unfolds along two different paths. With his scientific expertise, he is lending a hand to the Department of Biology and participating in freshman-sophomore advising, with a cohort of a dozen students who intend to major in biology. In addition, he is offering a class for the Department of Theology & Religious Studies that deals with the relationship between Faith and Science.



Dinesh Shetty, Ph.D.
Visiting Assistant Professor of Physics Physics

Dr. Shetty received his Ph.D. from the University of Mumbai, India. Having recently completed a course in Evidence-based Undergraduate STEM teaching, he is interested in discovering various techniques that can improve undergraduate teaching, including student-centered teaching approaches and collaborative teaching methods. This year his teaching repertoire includes General Physics I and II, Physics Workshop, Modern Physics, From the Planets to the Cosmos, and Classical Mechanics.



Walter Stepanenko, Ph.D.
Visiting Assistant Professor of Philosophy Philosophy

Dr. Stepanenko received his Ph.D. from the University of Cincinnati, his M.A. from the University of Toledo, and his B.A. from Emmanuel College. His areas of research include Ethics and Political Pragmatism, Applied Ethics, and Environmental Ethics. His dissertation explored the problem of identifying, explaining and justifying the limits on moral requirements. This year he is teaching 19th Century European Philosophy, Major Moral Philosophers, Philosophy of Religion, Asian & Comparative Philosophy, and Applied Ethics.



Bingqing (Miranda) Yin, Ph.D.
Assistant Professor of Marketing Management, Marketing and Supply Chain

Dr. Yin received her Ph.D. from the University of Kansas, her M.S. from Washburn University, and her B.S. from Wuhan University of Science and Technology in China. Her research interests focus on prosocial behavior, relationship norms, positive prosocial emotion (moral elevation), and branding. Her teaching interests include Digital and Social Media Marketing, Integrated Marketing Communication, Marketing Analytics, and Global Marketing. In 2019-20 she is offering several sections of both Marketing Principles and Applied Consumer Insights.



Xianwu (Sean) Zhang, Ph.D.
Assistant Professor of Finance Economics and Finance

Dr. Zhang received his Ph.D. and M.S. from Texas Tech University, a second M.S. from the University of Duluth, and his B.S. from Ocean University in China. Originally a visitor, Dr. Zhang moved to the tenure track in fall 2019. His research interests are household/individual investor portfolio choice, behavioral finance, and mutual fund performance. This year he is offering Financial Markets & Institutions, Business Finance, and a seminar on Retirement Planning.

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.

FACULTYNOTES

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MISSION STATEMENT

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Questions and comments should be directed to:

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Issues are archived at sites.jcu.edu/facultynotes