



FACULTY NOTES

December 2011 Vol. 4, Issue 4

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CALENDAR OF EVENTS

Thursday, Jan. 19

New Faculty Seminar and Untenured Faculty

“Tenure Guidelines and Procedures”

Facilitated by John Day, Provost and AVP; Jeanne Colleran, Dean of the College of Arts and Sciences, and Karen Schuele, Dean of the Boler School of Business

Tuesday, Jan. 24

Scholarly Lunch Series

Helene Sanko, Department of Classical and Modern Languages and Cultures, presents “China through the Eyes of the French”

Simon Fitzpatrick, Department of Philosophy, presents “Simplicity and Truth-Finding Efficiency”

Monday, Feb. 6

Summer Teaching, Technology, and Course Development Fellowship applications are due.

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Come together

Faculty collaborate, advance curriculum through learning communities



By Susan Curphey

Learning communities continue to impact the University, influencing faculty, its teachings, and ultimately students. The benefit of the interdisciplinary collaboration that occurs in these communities is evidenced in the new programs and curriculum that have emerged across disciplines from teaching ideas to new courses, even major and minor degrees. This issue of Faculty Notes reports on three learning communities that have evolved throughout the past year: Globalization, Participatory Culture and New Media, and Intercultural Competence.

Globalization: Engaging the world

What began last year as a learning community about globalization has grown into a larger, multifaceted program because of funding from the McGregor Foundation Grant, Engaging the World: Educating for Contemporary Global Citizenship (see sidebar on page 5). This is the second such grant the University has received – the first McGregor grant was awarded in 2006 to support the initiatives of the Poverty and Solidarity learning community.

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NOTES

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

BIOLOGY

J.J. James, **Rebecca Drenovsky**, M.J. Rinella, and T.A. Monaco published "Managing soil Nitrogen to Restore Annual Grass Infested Plant Communities: An Effective Strategy or Incomplete Framework?" in *Ecological Applications* 21 (2011) 490-502.

C. Kueffer, Ü. Niinemets, Professor Drenovsky, J. Kattge, P. Milberg, H. Poorter, P.B. Reich, C. Werner, M. Westoby, and I.J. Wright published "Fame, Glory and Neglect in Meta-analyses" in *Trends in Ecology and Evolution* 26:10 (2011) 493-494.

Professor Drenovsky, A.M. Martin, M.R. Falasco, J.H. Richards published "Comparative Ecology of *Sarcobatus baileyi* and *S. vermiculatus* in Eastern California" in *Western North American Naturalist* 71 (2011) 234-239.

CENTER FOR SERVICE AND SOCIAL ACTION

Lauren Bowen, Peggy Finucane, John Jackson '13, Miriam McGinn-Moorer '10, '12G, and Jimmy Rudyk '10 presented "(Re)Mapping Democracy through Service-Learning: Engaging Urban Students in We, the People" at the annual meeting of the International Association for Research on Service Learning and Civic Engagement in Chicago, November 3, 2011.

CLASSICAL AND MODERN LANGUAGES AND CULTURES

Megan Thornton presented "Listening to the Aural Borderlands: Musical Representations of Mexican Immigrant Experiences" at Cleveland State University's 4th Crossing Over Symposium, October 7-9, 2011.

Professor Thornton also presented "Orality as Play in Mario Bencastro's *Odisea del Norte*" at the 53rd Annual Convention of the Midwest Modern Language Association, St. Louis, November 3-6, 2011.

TIM RUSSERT DEPARTMENT OF COMMUNICATION AND THEATRE ARTS

Bob Noll's play "Famous" (his 31st produced play) premiered at the North Park Vaudeville Theater in San Diego, California on October 28, 2011.

Professor Noll also gave a talk on October 14 about the history of producing and directing live Broadway musicals during the Golden Age of Television for 40 members of the Musical Theater Project, a non-profit organization celebrating the American Musical and the Great American Songbook.

Jackie Schmidt and Yemi Akande published "Faculty Perceptions of the First-Generation Student Experience and Programs at Tribal Colleges" in *New Directions for Teaching And Learning*, eds. Vicki L. Harvey and Teresa Heinz Housel 127 (Fall 2011) 41-54.

Professor Schmidt, **Jack Soper** (EC/FN), and Judith Staley Brenneke published "One Size Does Not Fit All: An Alternative Approach to Cross Campus Interdisciplinary Entrepreneurship" in the *Journal of Business and Economics* 2:6 (2011) 417-424.

Professor Schmidt, Professor Soper, and Jill Bernaciak published "Assessing Creativity In The Entrepreneurship Classroom" in *Small Business Institute National Conference Proceedings*, 35:1 (2011) 349-353.

EDUCATION AND ALLIED STUDIES

Cecile Brennan published "The Role of Research in Art Therapy Master's Degree Programs" in *Art Therapy: Journal of the American Art Therapy Association* 28:3 (2011) 140-144.

Professor Brennan, **Christopher M. Faiver**, and **Paula J. Britton** published "Field Placement: 'Where the Rubber Hits the Road.'" *The Counselor Educator's Survival Guide*, eds. Dilani M Perera-Diltz and Kathryn C. MacCluskie (New York: Routledge, 2011) 283-297.

Greg DiLisi, Keith McMillin, and Margaret Virostek published "Project WISE: Building STEM-Focused Youth-Programs that Serve the Community" in *Journal of STEM Education* 12:5-6 (2011) 38-45.

ENGLISH

Philip Metres published "Home/Front" and "Air Aria" in the current issue of *Massachusetts Review* 52:3 (Fall 2011) and "Interlude: Vodka Proverbs" and "Catacombs of the Eye" in *Field: A Journal of Poetry and Poetics* 85 (Fall 2011).

GRADUATE STUDIES

Mark Storz, along with three colleagues from the Cleveland Heights-University Heights City School District, presented at the First Annual Ohio Race to the Top Conference in Columbus, Ohio, on November 1, 2011. Their presentation, titled "Scaling up Teacher Leadership to Build Transformational Capacity," focused on the first cohort of the Teacher Leader Endorsement Program as an exemplar of school-university collaboration in program development and leadership training.

GRASSELLI LIBRARY

Nevin Mayer published “The Evocation of Perspective Diagrams in Wallace Stevens’s ‘To an Old Philosopher in Rome’” in the *Journal of Modern Literature* 34:4 (Summer 2011) 160-171.

HISTORY

Dan Kilbride and Lisa Tendrich Frank edited *Southern Character: Essays in Honor of Bertram Wyatt-Brown* (Gainesville: University Press of Florida, 2011), and Professor Kilbride contributed an essay titled “The South and the Revolutions of 1848.”

Bob Kolesar moderated a discussion about “The State of the European Union” for the Association for Continuing Education at Case Western Reserve University’s Grazella Shepherd Lecture Day on October 24. He also attended the fall board meeting of Via International in San Diego, November 4 and 5, and, as president of JCU’s American Association of University Professors chapter, the AAUP conference on governance in Washington, D.C., November 11-13.

Professor Kolesar was interviewed about his recently published book, *People of Good Will: Service Development, and Education in the Work of Los Niños*, with a broadcast date of November 12 on WPCR, Port Clinton, Ohio.

MANAGEMENT, MARKETING AND LOGISTICS

Scott Allen and Dennis C. Roberts published “Our Response to the Question: Next Steps in Clarifying the Language of Leadership Learning” in *Journal of Leadership Studies* 5 (2011) 65-70.

PHILOSOPHY

Harry Gensler reviewed *Ethics and Experience: Life Beyond Moral Theory*, by Timothy Chappell in *The Philosophical Quarterly* 61 (October 2011) 878-80.

Professor Gensler published “Faith, Reason, and Alternatives to Genesis 1:1” in *Proceedings of the Jesuit Philosophical Association* (2011) 29-47. He also led a discussion about this article at the October 28 meeting of the association, at which time he also assumed the association’s presidency.

Mariana Ortega was an invited speaker at a panel about “Beyond the Black and White Binary” held at the 2011 meeting of the Society for Phenomenology and Existential Philosophy in Philadelphia, October 19-22.

POLITICAL SCIENCE

Elizabeth Stiles and **Larry Schwab** published “Metropolitan-Rural Voting Patterns in U.S. Legislative Elections” in *Journal of Economics and Politics* 19:1 (2011) 35-48.

THEOLOGY AND RELIGIOUS STUDIES

Joe Kelly published “Traditio Patrum in Early Christian Ireland,” in *Tradition and the Rule of Faith in the Early Church: Essays in Honor of Joseph T. Lienhard, S.J.*, eds. Ronnie Rombs and Alexander Hwang (Washington: Catholic University of America Press, 2010).

Professor Kelly gave two lecture series this Fall, four presentations about “Turning Point in American History” for the Suenens Foundation at JCU and six presentations about “The High Middle Ages I” for the Senior Scholars Program at Case Western Reserve University.

Professor Kelly spoke about “The Origins of Halloween” on October 19 to the Carmelite Guild, Cleveland Heights and on November 17 to the monthly meeting of the Professional Men’s Club of Cleveland, Moreland Hills. On November 3, he spoke about “The Fall of Original Sin” at John F. Kennedy Catholic School in Warren.

Paul Nietupski delivered a paper titled “The Unity of Religion and Politics: Monastic and Nomadic governance in Amdo, the Detri Estate (sde khri nang chen) at Labrang Monastery” at the seminar “Unity and Diversity: Monastic and Non-monastic Traditions in Amdo” at St. Michael’s College, Cardiff, Wales, September 30-October 2, 2011.

Professor Nietupski published the entry “Labrang Monastery’s Corporate Estates (labrang)” in *The Tibetan and Himalayan Library* (April 2011) <http://places.thlib.org/geatures/15472/descriptions/80#ixzz1a6g5Oxxy>.

Zeki Saritoprak contributed the chapter “Reconciliation: An Islamic Theological Approach” for *Reconciliation in Interfaith Perspective: Jewish, Christian and Muslim Voices*, eds. R. Bieringer D. Bolton, (Leuven: Peeters Publishers, 2011).

CALENDAR OF EVENTS

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Wednesday, Feb. 8

Scholarly Lunch Series

Walter Simmons, Department of Economics and Finance, presents “Measuring the Effects of Money Laundering in Small Island States”

Medora Barnes, Department of Sociology, presents “Make Way for Max: Ultrasounds and Changes in the Experience of Pregnancy”

Monday, Feb. 13

Celebration of Scholarship paper, panel, and poster applications are due.

Wednesday, Feb. 22

Scholarly Lunch Series

Roger Purdy, Department of History, presents “Men, Martyrs and Myth: Kamikaze and Islamist Suicide Bombers”

Joe Kelly, Department of Theology and Religious Studies, presents “When History Becomes Heresy”

Friday, Feb. 24

New Faculty Seminar

“Teaching and Scholarship at John Carroll” facilitated by Gloria Vaquera, Department of Sociology, and Mike Martin, Department of Biology

Come together

— continued from page 1

Like poverty, globalization is implicated in a wide range of cultural, political, and social phenomena.

“Globalization affects everything from aesthetic evaluation to community organization to political boundary drawing,” says Jeanne Colleran, Dean of the College of Arts and Sciences and initiator of the grant. “You see it all over the news – migration ... the instability of the European markets ... terrorism. You see it in emancipatory actions such as the Arab Spring and Occupy Wall Street. These are all examples of globalized dynamics.”

Colleran believes globalization is the greatest intellectual challenge for JCU students, attributing the challenge to an information-based economy and changes in the economic landscape. Other complexities stem from a shift in the political realm where there are many more policy makers and participants.

“Our students live in a different world than 20 or 30 years ago; this world is simultaneously very connected and interrelated,” Colleran says. “The McGregor grant and learning community will help faculty inform each other about this complex, intellectual, and educational issue. Twenty-five faculty members will meet for a semester to arrive at syllabi every year for three years. This is significant for John Carroll – it’s not a common occurrence to globalize so much of your faculty.”

John Carroll’s history of learning communities has strengthened the curriculum in several ways. Interdisciplinary programs derived from learning communities include major and minor degrees in Peace, Justice and Human Rights and a minor in Entrepreneurship. Additionally, the Arrupe Scholarship was facilitated by

a collective faculty interest in creating opportunities for undergraduates to be attentive to social justice in their coursework and co-curricular activities.

Learning communities give faculty the opportunity to become more knowledgeable about a particular subject and provide the foundation to explore teaching more effectively.

“What is it about globalization – or any other topic – that brings the humanist, scientist and social scientist together?” says Lauren Bowen, Associate Academic Vice President for Academic Programs and Faculty Diversity. “It’s these kinds of questions and discussions from our learning communities that begin to create a more integrated and interdisciplinary curriculum that is more contemporary, more salient, and resonates better for our students. It’s this interactive process that creates change on campus.”

The additional support of funds for stipends from the grant and University is meaningful and helpful given how incredibly busy faculty members are, Bowen says.

Learning communities also serve to provide intellectual and professional development for faculty.

“These communities feed our own creativity and vitality,” says Anne Kugler, Director of the Center for Faculty Development, who facilitated the formation of this year’s communities.

Kugler hopes faculty members take advantage of the opportunity learning communities offer them to formulate their ideas and interests.

English professor Phil Metres, facilitator of the expanded globalization program, joined the learning community last year because of his interest in large-scale global agreements, particularly economic,

and their effect on people. The 1990 World Trade Organization summit, also known as “The Battle in Seattle,” is an example.

“It’s important to have conversations about issues that are contemporary and impact us in ways we’re not always aware of,” he says. “What’s so exciting about being part of a learning community is the chance to be a student again and to learn, not only from our readings, but by fellow colleagues in various disciplines.”

Intercultural Competence: Knowing how, when, and why to say what to whom

Since the 1990s, the concept of intercultural competence has gained increasing attention in international and interdisciplinary programs as a skill that needs to be intentionally taught and assessed, according to the group’s facilitator, Julia Karolle-Berg, associate professor of German. It’s typically measured in terms of knowledge, abilities, and behaviors.

The first task of this learning community was to address what intercultural competence means for those at John Carroll and how that translates into learning objectives. The group hopes the objectives will enable students to understand cultural appropriateness, challenge their cultural assumptions, and adjust their behaviors where necessary.

In September, those in the learning community participated a one-day workshop about intercultural competence led by instructors from the SIT (School for International Training) Study Abroad in Brattleboro, Vt. Faculty examined different theories and methods to begin implementing concepts into projects. One project, identified by Andreas Sobisch, Director for the Center for Global Education and associate professor of political science, is to develop a rubric for assessing the effectiveness of the University’s study abroad programs.

The rubric would measure learning objectives, such as whether or not students gain a better understanding of the cultural perspectives, practices, and products of the country. Have they developed language skills? Are they better at negotiating ambiguous situations? Do they learn from experiences and alter how they interact with people?

The learning community also hopes to develop tools for international and American students at John Carroll that enable them to revise their differing perspectives. Additionally, the group is committed to find ways to recruit international students, particularly from China and South East Asia, more effectively.

“Intercultural competence encompasses so many different disciplines and facets of what we do at John Carroll,” Karolle-Berg says. “It affects our world outside the classroom as well. When we encounter people from other cultures, the cultivation of these skills can be helpful.”

In November, Karolle-Berg and Luigi Ferri, assistant professor of Italian, presented “Intercultural Competence: Approaching Theory and Practice through a Learning Community” at the American Council on the Teaching of Foreign Languages annual convention in Denver.

Participatory Culture and New Media: Taking Twitter to task

The Participatory and New Media learning community aims to build an educated community for faculty that deals with the shift from traditional reading and writing to new literacy skills associated with new media and technologies and to develop these skills in the classroom. For example, the group is examining teaching methods requiring less emphasis on memorization and greater focus on critical thinking, collaboration with co-students, and networking, says David Shutkin, associate professor of

education, who facilitates the learning community along with Linda Seiter, associate professor of computer science.

Members of the learning community have discussed ways to prevent students from plagiarizing.

“If you live in the old world of memorizing information, the role of the teacher quickly becomes one of a cop,” Shutkin says. “I’m an advocate of redesigning learning experiences so the issue becomes moot.”

Shutkin and Seiter have applied new teaching methods in their First-Year Seminar class about digital media and social justice by assigning students to follow a Chinese activist on Twitter. By doing so, students could learn about the reality of their lives better than they could from a lecture or by reading a flat article.

“We’re trying to better understand how students are communicating and learning about the world around them and collaborating through digital media to solve problems,” Seiter says. “We need to adapt our teaching and take advantage of new ways students can learn.”

The learning community also spends time examining the effects of new media and participatory culture outside the classroom. Shutkin says participatory culture – enabled by technology – has created an emergence of actions that may be unintentional or even unrelated. For example, the pursuit of social relationships on Facebook has resulted in the emergence of an enormous industry. Unrelated to that has been the creation of the possibility for people throughout the world to pursue democracy.

“We didn’t really envision this when we started using Facebook, did we?” he says.

Shutkin thinks it’s critical for John Carroll to position itself as it relates to new technologies in this new century.

“We need to figure it out,” he says. “There’s room for everyone around the table whether it’s the English department, communications, political science, computer science or sociology. We’re all implicated.”

McGregor Foundation Grant

Engaging the World: Educating for Contemporary Global Citizenship

\$236,000, plus \$215,652 in matching support from the University

Three-year plan:

- 75 new or redesigned core curriculum courses
- Four or five new foundation courses in basic topics/themes in globalization studies, allowing revised and shared requirements among area studies and other programs
- Course sequence leading to a minor in humanitarian response/crisis mapping
- Three immersion/experiential learning projects in Africa, Latin or South America, and Cleveland/Northeast Ohio for students who are enrolled in humanitarian response/crisis mapping courses

2011 SUMMER RESEARCH FELLOWSHIP RECIPIENTS

This fellowship is available to support faculty research for one full semester at full salary or one full year at half-salary. Proposals should be primarily research oriented for possible publication or devoted to other types of faculty development, such as visits to research-oriented universities or libraries, service-oriented activities, textbook or curriculum development, coursework in one's field, or other professional activities.

Kathy Gatto, Department of Classical and Modern Languages and Cultures, will complete research for and write an article tentatively titled "Ecofeminism and the Films of Lucrecia Martel."

Bo Liu, Department of Art History, will complete an article-length manuscript that examines the changing mode of representation of women in 10th to 14th century Chinese paintings.

Tracy Masterson, Department of Psychology, will complete an article-length manuscript that analyzes data collected from participants in an Autism internship program offered in partnership with Cleveland Clinic.

Jennifer McWeeney, Department of Philosophy, will write an article titled "Merleau-Ponty, Embodied Intentionality, and the Operative View of Emotions."

Phil Metres, Department of English, will translate "The Book of Grass" into the first American edition of the selected poems of modern Russian poet Arseny Tarkovsky.

Alissa Nutting, Department of English, will work toward publishing an anthology of innovative creative writing pedagogy techniques, including her research article surveying the ways creative writing is taught outside the status quo historical workshop model.

Chris Roark, Department of English, will examine the influence of Thelonious Monk's music on the writings of John Edgar Wideman with goal of producing a journal-length article.

Yi Shang, Department of Education, will analyze the growth trajectories of math achievement in primary, middle and high-school levels using NAEP (National Assessment of Educational Progress) long-term trend data of past three decades.

Megan Thornton, Department of Classical and Modern Languages and Cultures, will research and write an article about the use of epigraphs in the poetry of exiled Cuban writer Zoe Valdes.

Peifang Tian, Department of Physics, will study local responses of cerebral blood vessels to neuronal activation under normal conditions, which may facilitate alleviation or treatment of neurological disorders such as stroke, vascular disease and dementia.

Carl Anthony, Department of Biology, will locate, collect and rear individuals that will be used to test whether amphibians are developing resistance to local strains of a fungus.

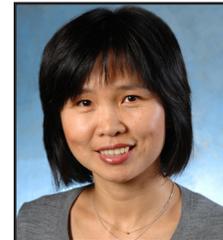
Paula Britton, Department of Education, will explore the psychological impact of sexual minority discrimination on functioning lesbian, gay and bisexual persons.



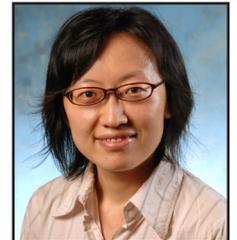
K. Gatto



C. Roark



B. Liu



Y. Shang



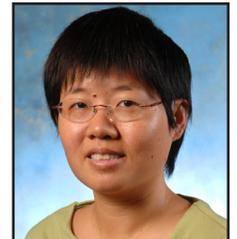
T. Masterson



M. Thornton



J. McWeeney



P. Tian



P. Metres



C. Anthony



A. Nutting



P. Britton

CONGRATULATIONS TO THE GRAUL FACULTY FELLOWSHIP RECIPIENTS FOR 2012-2013:

To provide support for faculty research during the summer, fellowships are available in two categories on a competitive basis to provide support for faculty research during the summer. The first category (A) provides a stipend for a summer research project on a full-time basis, with the expectation of a submission to high quality, refereed journal or an equivalent standard of intellectual contribution. The second category (B) allows the faculty member to teach only one course during the summer sessions.

Denise Ben-Porath, Department of Psychology (on leave, Fall 2012), will develop a program that adapts Dialectical Behavior Therapy (DBT) to assist parents who foster emotionally disturbed children. The goal is to develop an 18-hour program/curriculum with a corresponding workbook for foster parents who would participate in Bellefaire Jewish Children's Bureau Foster Care Program.

Jeffrey Dyck, Department of Physics (on leave, Fall 2012), will investigate the impact that crystal size reduction ("Nano structuring") has on the relationship between the structure, composition, and electrical and thermal transport properties for novel thermoelectric materials (solid crystalline compounds that are the basis of devices that convert heat energy into electrical energy and vice versa.)

James Lissemore, Department of Biology (on leave, Spring 2013), will work to determine the molecular identity of the ego-3 gene - to clone the ego-3 gene - mutations in which disrupt proper function of stem cells in the reproductive system of the well-studied soil roundworm *C. elegans*.

Malia McAndrew, Department of History (on leave, Fall 2012), will research and write a new section about the subject of lesbian beauty culture that will expand on larger themes in her book project about beauty culture in the United States from 1945 to 1972.

Daniel Palmer, Department of Mathematics (on leave, Spring 2013), will apply social networking techniques and swarm concepts to investigate whether these approaches can help teams of radiologists find consensus in their diagnosis of medical images. Collaboration with the Cleveland Clinic and immersion in the health-care information technology environment, also will serve to update professional software skills, and gain firsthand knowledge of an important area of application for computer science.

Debby Rosenthal, Department of English (on leave, Fall 2012-Spring 2013), will write the last chapter, introduction, and conclusion to complete a book manuscript, currently titled "Performative Speech in the American Renaissance."

Christopher Sheil, Department of Biology (on leave, Spring 2013), will expand his research to document and describe the relative timing and sequence of the appearance of bones in the skeletons of frogs and turtles during early development. These data are collected for a large number of species, and comparisons are made among them to understand better the biological process of how a skeleton forms.

Wendy Wiedenhoft-Murphy, Department of Sociology (on leave, Fall 2012), will write an introductory textbook about consumer society and culture for an undergraduate audience. This work will address conceptualizing consumption and consumers; contemporary application of specific consumer issues, including food and tourism; and the ethical dimensions of consumption, particularly boycotts and buycotts, moralizing consumption in affluent societies, and the emergence of mass consumption in developing countries.



D. Ben-Porath



D. Palmer



J. Dyck



D. Rosenthal



J. Lissemore



C. Sheil



M. McAndrew



W. Wiedenhoft-Murphy

International Conference of Crisis Mappers



Jen Ziemke (Department of Political Science), co-founder of the Crisis Mappers Network and originator and co-organizer of the International Conference of Crisis Mappers series, led a delegation of John Carroll faculty and administrators including Jeanne Colleran, Peggy Finucane, Mindy Peden, Dan Palmer, and Mary Rycyna to the Third ICCM on November 14 and 15, 2011. From its beginnings at John Carroll in 2009, through last year's ICCM at Harvard and Tufts in Boston, this year's conference expanded its reach to Geneva, Switzerland, where co-organizers were the Swiss Confederation, ICT4Peace Foundation, and the European Commission's Joint Research Centre. With more than 400 participants, organizations represented included the United Nations, Human Rights Watch, the World Bank, the Red Cross, and universities on both sides of the Atlantic.

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Submissions can be sent to facultynotes@jcu.edu. The deadline for the next issue, March 2012, is February 15, 2012.

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

Questions and comments should be directed to:
Anne Kugler, Professor of History and Director of the Center for Faculty Development
akugler@jcu.edu.

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

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