Ultimate rewards
Michael Nichols reflects on his teaching career after accepting the Cullchcia Award

Receiving this award is a humbling experience, given the many excellent teachers at this University and particularly in my department.

I’d like to thank the students who wrote nominating letters, particularly, Emily Tillmaand and Joe Cody for coordinating the process and Jim Reddy, Beth Anne McClure, Christy Leposa, Meghan Brown, and Danielle Maholtz; and my colleagues Mark Waner, Nick Baumgartner, and Mike Setter for this application and Catherine Miller for previous ones.

I’d also like to thank my parents and sisters for the support they’ve given me through the years. I am the person I am today because of them. We all have days that change everything in our lives. Mine occurred five days before Christmas my first semester here when my father passed away. He would have liked the environmental chemistry research I’ve done. It would have reminded us of days spent fishing on the Alleghany River. My parents taught me and my sisters how to work hard, have faith in God, and the importance of helping people. They stand as the greatest personal role models I can ever have in my life.

I don’t think there’s anything that special about my classroom teaching. I’m an old-school lecturer. I’ve taught primarily organic chemistry, which is a content-heavy subject, throughout my career with some others included.

I’ve always viewed my job in the classroom to explain complicated material, preferably in an organized way, and using multiple explanations, so, hopefully, one sticks with a student. Organic chemistry is notorious for being a “weed
NOTES

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

ACCOUNTANCY


BIOLOGY


CENTER FOR SERVICE AND SOCIAL ACTION

Megan Thornton (CMLC) and Malia McAndrew (HS) served as FSA leaders who accompanied the El Salvador Immersion Trip in May 2011. The group spent a week at COAR Children’s Village in Zaragoza, just outside of the capital city San Salvador.

CHEMISTRY

Paul R. Challen, Man Lung Kwan, and JCU student David J. Bartlett presented the poster “Synthesis and Structural Characterization of Terphenyl Scaffolds S-C-S Palladium Pincer Complexes and Studies of their Catalytic Activity in the Suzuki Coupling Reaction” at the 42nd Central Regional Meeting of the American Chemical Society in Indianapolis, June 8-10, 2011.

CLASSICAL AND MODERN LANGUAGES AND CULTURES

Gwen Compton-Engle delivered a paper titled “The Blind Leading: Aristophanes’ Wealth and Oedipus at Colonus” at the Classical Association of the Middle West and South, April 7-9, 2011. In her role as regional vice-president for the Ohio Valley, Professor Compton-Engle also participated in a strategy session about the promotion of classics.
COLLEGE OF ARTS AND SCIENCE


Professor Colleran and Nick Santilli led a delegation from John Carroll including Lauren Bowen, Anne Kugler, Graciela Lacueva, and John McBratney at the Association of American Colleges and Universities Summer Institute “Shared Futures: Global Learning and Social Responsibility” in Ellicott City, MD, July 31-August 5, 2011.

TIM RUSSERT DEPARTMENT OF COMMUNICATIONS AND THEATRE ARTS

Bob Noll’s new play adaptation of Mary Shelley’s Frankenstein, called “The Nightmare of Frankenstein” (written with JCU grad Ed Walsh) has just been published by Eldridge Publishing. His original musical comedy “Circus Time!” (songs co-written with New York Times’ David Pogue) was performed in August at the Schoenbrunn Amphitheatre in New Philadelphia, OH.

Jackie Schmidt presented a paper co-authored with Jack Soper (EC) and Tina Facca (MML) titled “Teaching Creativity in the classroom: Are Entrepreneurship Programs Different?” at the International Council of Small Business Conference in Stockholm, Sweden, June 18, 2011.

EDUCATION AND ALLIED STUDIES

Kathleen Roskos presented “Look, See, Listen, Touch: An Analysis of Child At Screen Engagement in Media Settings” at the annual meeting of the Society for the Scientific Study of Reading in St.

Petersburg, FL, July 13-16.


ENGLISH


Professor Metres also published a chapbook of poetry called Abu Ghrabi Arias (Flying Guillotine Press, 2011).


HISTORY


MANAGEMENT, MARKETING AND LOGISTICS

Marcy Levy Shankman and Scott J. Allen published “Gender and Emotionally Intelligent Leadership” in Perspectives (Spring 2011) 16-18.


Marcy Levy Shankman, Paige Haber, Professor Facca, and Professor Allen published “Gender and Leadership through the Lens of Emotionally Intelligent Leadership” in Leadership
NOTES
—continued—

PHILOSOPHY
Harry J. Gensler, S.J., gave two talks about the golden rule: the first at Scarboro Missions in Toronto, May 11; the second, a keynote address at the North American Interfaith Network conference in Phoenix, July 24, 2011.
Professor Gensler edited Ethics (New York: Routledge, 2011).
Professor McWeeny published “The Reversibility of Teacher and Student: Teaching/Learning Intersectionality and Activism amidst the LGBTQ Protest” in the APA Newsletters 10:2 (2011) 5-12.
Professor Taylor also edited Michel Foucault: Key Concepts (Durham, UK: Acumen, 2011).

PHYSICS

POLITICAL SCIENCE

PSYCHOLOGY

SOCIOCY AND CRIMINOLOGY
Medora Barnes was selected to be an Early Career Scholar by the Work and Family Researchers Network in 2011. This international and interdisciplinary organization of work-family researchers is based at the University of Pennsylvania and supported by a grant from the Alfred P. Sloan Foundation.
Professor Barnes presented “Comparing Mothers’ Maternity Leave Decisions with First versus Second Children: Differences in Expectations and Experiences” at the annual meetings of the American Sociological Association in Las Vegas, NV, August 2011.
Phyllis Braudy Harris reviewed a grant for the National Science Foundation and was a peer reviewer for two international journals: Journal of Health and Social Policy and Qualitative Health Research.

* was elected to a three-year term on the Northeast Asia Council of the Association for Asian Studies;
* served as a reviewer for a National Endowment for the Humanities panel to recommend grants for research on Japan; and
* served as a consultant for the planning of a University of Findlay faculty-student research tour to Japan supported by the Freeman Foundation, working with students on research methods and ethics, as well as providing feedback about their individual proposals in May.

THEOLOGY AND RELIGIOUS STUDIES


Edward Hahnenberg, the newly appointed Breen Chair in Catholic Systematic Theology, received the Spirit of the Conference Award in June from the National Association for Lay Ministry for his contributions on behalf of ministry in the Catholic Church of the United States. Also, Professor Hahnenberg:

* was named an official delegate to the U.S. Lutheran-Catholic Ecumenical Dialogue;
* published *Awakening Vocation: A Theology of Christian Call* (Collegeville, MN: Liturgical Press, 2010); and

Joseph F. Kelly’s review of *Christians and Pagans: the Conversion of Britain from Alban to Bede* by Malcolm Lambert appeared in *Journal of Early Christian Studies* 19:2 (June 2011). On May 20, a reporter from Channel 5 interviewed Professor Kelly about whether the world would end on May 21. Dr. Kelly correctly predicted it would not.


* published “Heroes & Villains” in *Commonweal*, Dec. 17, 2010;
* delivered a three-part lecture series at Northwestern University, May 16-19, 2011 about the topic “Professional Responsibility in an Age of Terror”;
* was named an associate editor of the *Journal of Religious Ethics*;
* and joined the editorial board of the journal *Soundings*.


Paul Nietupski and Joan O’Mara edited *Reading Asian Art and Artifacts: Windows to Asia on American College Campuses* (Bethlehem, PA: Lehigh University Press, 2011) for which Professor Nietupski also co-authored the introduction, co-authored with Mary-Ann Milford-Lutzker a chapter titled “The Arts of South Asia,” and contributed a chapter on Tibetan art.

Professor Nietupski organized a panel and presented “Medieval Indian Monastic Practices and their Transmissions,” at the Sixteenth Congress of the International Association of Buddhist Studies, Jinshan, Taiwan, June 20-25, 2011.

Joan M. Nuth was the recipient of the Ignatian Spirituality Award, which is given annually by the Jesuit Retreat House in Parma, Ohio, and recognizes those who have furthered the promotion of Ignatian spirituality in northeast Ohio. The motivation for the award was Dr. Nuth’s work as director of the Ignatian Spirituality Institute at John Carroll, a two-year training program in spiritual direction.


John R. Spencer spoke to participants in the National Science Foundation - Research Experience for Undergraduates (NSF-REU) program in bioarchaeology at the University of Notre Dame on June 10, 2011. The students are studying the bones from the site of Bab edh-Dhra’ in southwestern Jordan. Professor Spencer provided the historical, geographical, and biblical background for the site and region and spoke about the relationship of science and religion.
course” for medical school, but I’ve never approached my courses with that attitude.

I’ve never told students they couldn’t make it into medical school, although it might have provided extra incentive. That’s not my role as a teacher. I recently saw an endocrinologist/diabetes doctor, and she asked what I do. When I said teach organic chemistry, she said, “That must suck for you.” Obviously, this someone who didn’t like or appreciate organic chemistry. Well, organic doesn’t suck for me, although it well may for my students. I’d consider myself successful if, after teaching organic chemistry for 19 years, I’ve had more students with positive experiences than negative ones.

If this award was only about classroom teaching, I doubt I’d be standing here. So, I’d like to spend a few minutes explaining how my role as a teacher and chemist is much broader than the classroom and lab.

Before accepting my position at JCU, I interviewed at two other Jesuit universities; but it was during my interview at the U.S. Military Academy at West Point that I gave my best description of what I anticipated it would be like as a faculty member at a Jesuit university. When I met with the head colonel, he explained West Point was hiring civilian instructors to show the cadets there wasn’t as wide a gap in the civilian and military worlds as they perceived. What they were looking for were faculty members, who in addition to being outstanding teachers, could also model honor, ethics, and service. I responded that I thought the three Jesuit universities at which I interviewed were looking for similar qualities.

In that spirit, let me describe the ways I’ve extended my teaching into research and service, with a big caveat—most of what I describe has occurred only after I was awarded tenure.

Since the early ’90s, undergraduate research has become an integral part of the chemistry curriculum. As a department, we’ve often described undergraduate research as the ultimate form of teaching. At a Ph.D. school, students work for the advisor; at an undergraduate school, students work with the advisor. That’s a meaningful distinction.

During the past 17 years, I’ve had the opportunity to work with a wide variety of students who enjoyed solving problems that didn’t have a published answer. Some students initially were unsure of their abilities and became confident and successful, ultimately moving on to graduate school or industry. During the many hours we’ve spent in the lab together, I’ve gotten a chance to know these students better, and I’m always amazed at their maturity, ability to balance academics with leadership positions and extracurricular activities, and their commitment to their faith. I don’t have to tell anyone in this room John Carroll has great students; and while they learn from me, I learn as much from them.

One of the goals in the mission statement of the chemistry department is to help students see the wonder and beauty of science. This isn’t only for our undergraduate students, so another aspect of my teaching involves middle- and high-school students. Each fall, one to six high-school students, usually from Beaumont High School, come to JCU and use our instruments and my lab to perform science fair projects. The students typically have a question they want to answer, and their projects have varied from determining how much caffeine is in chocolate, to whether peppermint or spearmint oils prevent bacteria growth, to how many antioxidants are in vitamin waters. These are talented young men and women, and I get to use my gifts as a chemist and teacher to expand their interest in science hopefully.

In summer 2000, Faith Whitworth, who teaches general chemistry lab, conceived an idea of a chemistry camp for kids. Half of our department faculty participates in this camp. Faith is the heart, soul, and organizational wizard behind a program that’s designed to raise the kids’ interest in science.

Throughout the years, we’ve worked to develop a variety of experiments that the students perform in a fun environment. More importantly, they take stuff home every day so they can talk to their parents about science. Each of my colleagues leads a day’s activities, I do forensics, and Mark Waner and I end the week with impressive explosions. Parent evaluations always are glowing, and they often comment that chemistry camp was the best summer camp their kids attended.

This past summer, Hope Academy boys and girls had the opportunity to do a couple of these activities. We figured how fast a Nerf dart travels using a ballistics pendulum, radar gun and my cell phone and solved the case of “Who Catnapped Mittens” using chromatography and fingerprints. As two of the girls were leaving, they asked “Can we come back and do this again?” I knew I had accomplished my goal.

The last area in which I’ve combined teaching and research is environmental chemistry. During the past 10 years, I’ve had the opportunity to work with a number of government organizations on water quality projects to determine whether constructed wetlands clean storm water run-off and the source of nutrients that caused a lake to undergo an algal bloom. I also helped set up a volunteer water quality monitoring program in Euclid Creek where I worked with students from other colleges and average citizens. It’s been satisfying to share my expertise with these organizations.

Like many in this room, I’ve also
served as an FSA on three spring-break immersion experiences. About four years ago, Catherine Miller told me a new immersion trip, focusing on environmental issues in Kentucky, was being planned. She promptly volunteered me to Peggy Finucane, and I promptly volunteered her to be the co-leader. The first year, Catherine and I took students to Mount Vernon, Ky., where we picked up trash from the side of a dirt road and lost the keys to the van. Welcome to the first day of immersion! We also saw mountain-top removal and learned about life and environmental issues in a small Kentucky town.

The next year, we took students to Bethlehem Farms, a former Catholic Worker Farm in southern West Virginia, where we participated in a week of sustainable and intentional living, took part in service projects, and met incredible people.

Two years ago, we lead our last spring-break immersion trip to view various environmental issues in West Virginia, from Marcellus Shale drilling, to a wind farm, to more mountain-top coal removal. Because I’m not a person who normally volunteers unless asked, I’m grateful to Mark, Faith, and Catherine for prompting, and sometimes volunteering me to get involved in these activities.

While the main part of my job is classroom and laboratory teaching, it’s these nonclassroom teaching and research activities that have given me the opportunity to grow most professionally during the past 10 years. Combining teaching, research, and service fits perfectly with John Carroll’s mission.

I end with a quote that partially explains how I feel. In “The Inner Ring,” C.S. Lewis wrote: “If in your working hours, you make the work your end, you will presently find yourself all unawares inside the only circle in your profession that really matters. You will be one of the sound craftsmen, and other sound craftsmen will know it.”

This can be interpreted as an arrogant statement. However, I view this as a goal I can achieve at the end of my career. For the past 19 years, for better or worse, I’ve made teaching students my end. While this award is meaningful and appreciated, what has been the most meaningful – and I’m sure it’s for everyone in this room – have been the cards, short notes, and emails students have sent thanking me for helping them in class or in lab or simply not giving up on them. To me, those are the ultimate rewards of being a teacher.

Thank you again for this award. It is truly an honor.

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**GRANT AwardeEs FOR FISCAL YEAR JUNE 1, 2010 - MAY 31, 2011**

*Note: This list represents awards received this fiscal year. Some proposals might have been submitted in a previous fiscal year.*

**Dr. John Day**
Awarded $2,256,250 from the Ohio Board of Regents for the Woodrow Wilson Ohio Teaching Fellows Program; July 2010

**Dr. Jeanne Colleran**
Awarded $236,000 from the McGregor Fund for the project “Engaging the World: Educating for Contemporary Global Citizenship” to develop an integrated, interdisciplinary curriculum incorporating global studies; Spring, 2011.

**Dr. Jeff Dyck, Physics**
Awarded $23,750 from the National Science Foundation through fiscal agent Case Western Reserve University for year one of the project “Fundamental Studies of Novel Nitride Semiconductors;” July 2010

**Dr. Lauren Bowen, Academic Vice President’s Office**
Awarded $9,500 from the Dominion Educational Partnership in support of Project Qué?; August 2010

**Dr. Peggy Finucane, Center for Services and Social Action**
Awarded $6,400 from the Ignatian Volunteer Corps for volunteer services to work with the “We the People” program; August 2010

**Dr. Richard Hansler, Physics**
Awarded $30,000 from NASA through the Ohio Campus Compact for three volunteers to work with the CSSA; August 2010

**Dr. Richard Hansler, Physics**
Awarded $30,000 from NASA through the Ohio Campus Compact for three volunteers to work with the CSSA; August 2010

**Carol Paull, Institute for Educational Renewal**
Awarded $16,000 from the Martha Holden Jennings Foundation; 2010

**Dr. Jeff Johansen, Biology**
Awarded $32,321 from Independence Bio-Products Development, LLC; September 2010

**Linda Gojak, CMSETT**
Awarded $189,200 from the National Science Foundation through fiscal agent the Cleveland Metropolitan School District for the multi-institutional project “Cleveland Mathematics and Science Partnership”; November 2010.

**Dr. Paula Britton, Education & Allied Studies**
Awarded a $2,500 SEARCH Program grant from the Ohio Department of Mental Health with funding from the American Recovery and Reinvestment Act for student internship; January 2011.

**Dr. Jerry Moreno, CMSETT**
Awarded a $9,520 grant from the Martha Holden Jennings Foundation on “Common Core Data Analysis & Probability;” March 2011.

**Dr. Pamela Mason, East Asian Studies**
Awarded $3,000 from the Mitsui Foundation for the 2011 Mitsui Distinguished Lecture; April 2011.

**Dr. Jerry Weinstein & Dr. Robert Bloom, Accountancy**
Awarded a $10,000 grant from PricewaterhouseCoopers for a feasibility study of a joint accounting/finance program; May 2011.
NEW FULL-TIME FACULTY (2011-12)

Dr. Kristen A. Ehrhardt  
(Visiting Assistant Professor)  
Classical & Modern Languages  
B.A., Macalester College; M.A., Ph.D.;  
University of Wisconsin-Madison

Dr. Luigi Ferri  
(Assistant Professor)  
Classical & Modern Languages  
Laurea, Università degli Studi di Urbino;  
Ph.D., University of Wisconsin-Madison

Dr. Edward P. Hahnenberg  
(Professor)  
Breen Chair in Catholic Systematic  
Theology, Department of Theology and  
Religious Studies; B.A., M.A., Ph.D.,  
University of Notre Dame

Mr. Steve Hart  
(Visiting Instructor)  
Management, Marketing and Logistics  
B.A., Cornell University; MBA  
Northwestern University

Dr. Michael P. Malone  
(Visiting Assistant Professor)  
Management, Marketing and Logistics  
B.A., John Carroll University; M.A., Kent  
State University; Ph.D., Illinois Institute  
of Technology

Rev. Thomas Michel, S.J.  
(Visiting Professor)  
Walter & Mary Tuohy Chair of  
Interreligious Studies,  
Department of Theology and Religious  
Studies; Ph.D., University of Chicago

Dr. Alissa Nutting  
(Assistant Professor)  
English  
B.A., University of Florida; M.F.A.,  
University of Alabama; Ph.D., University of  
Nevada

Dr. Paige E. Rinker  
(Assistant Professor)  
Mathematics and Computer Science  
B.A., Kalamazoo College; M.A., Ph.D.,  
Dartmouth College

Dr. Edward P. Hahnenberg  
(Professor)  
Breen Chair in Catholic Systematic  
Theology, Department of Theology and  
Religious Studies; B.A., M.A., Ph.D.,  
University of Notre Dame

Mr. Steve Hart  
(Visiting Instructor)  
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B.A., Cornell University; MBA  
Northwestern University

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University of Alabama; Ph.D., University of  
Nevada

Dr. Paige E. Rinker  
(Assistant Professor)  
Mathematics and Computer Science  
B.A., Kalamazoo College; M.A., Ph.D.,  
Dartmouth College

Ms. Zhenping Shao  
(Confucius Classroom Instructor)  
Classical & Modern Languages/East  
Asian Studies; Teaching Certification,  
Wuhan University, China

Mr. Robert H. Smith  
(Visiting Professor)  
Gerard Manley Hopkins Professor,  
Department of English  
B.S., Northwestern University

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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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