The following remarks were made at the New Student Convocation on August 26, 2016. Dr. Rosanna Miguel, Assistant Professor in the Department of Management, Marketing and Logistics and recipient of the Wasmer Outstanding Teaching Award for 2015, was asked to address the audience about the subject of intellect, one of John Carroll University’s four learning goals.

It’s been said the intellect is the steering wheel of our lives. It’s fueled by character, motivation, and passion. Intellect determines where we go and how we get there. It’s the foundation on which your life at John Carroll will unfold. It’s the part of us that makes decisions, understands, communicates, and creates. Because of our intellect, we can solve problems and use our mind creatively.

The challenge is that many times we must rely on our intellect to make decisions in the face of uncertainty, risk, and fear of failure. And I’m guessing many of you have grown up focusing on how to succeed. And you’re here at John Carroll, in part, to succeed.

I’d like you to take a moment to think about what success means to you. How will you know if you’ve been successful here at John Carroll?

continued on page 11
Dr. Jeffrey Johansen, Professor of Biology, received the 2016 Distinguished Faculty Award. He made the following remarks at the reception held in his honor on May 5, 2016, in the Dolan Center for Science and Technology.

My dear friends, I hope you are enjoying yourselves as much as I am. I am immensely fond of you all, and 28 years is too short a time to work among such excellent and admirable colleagues. “I don’t know half of you half as well as I should like, and I like less than half of you half as well as you deserve.” If you miss this literary reference, ask one of your nerdy friends; there should be some who certainly will get it.

Seriously, I really am very happy to be here today, and very honored to receive this award. My years spent at John Carroll University have been a wonderful journey, and I want to give specific thanks to those who have made it great. I have always felt the University has supported me in my endeavors. There are many key benefits we have here that my colleagues at other universities do not always have. The summer and Grauel fellowships have been critical for my research program, as have the support for travel to meetings and research funds available through the Committee on Research and Service, departmental funds for research supplies, and, of course, this beautiful, highly functional facility in which we are meeting today. But there are other forms of support without which I would not have been nearly as successful. The University provides considerable support to our department to involve students in our research, both undergraduate summer fellowships and graduate assistantships, which permit us to attract competitive graduate students. The students in my lab are the driving force of my research, collecting data, providing enthusiasm, and keeping me moving forward while I provide training, mentorship, and support. It is a marvelously synergistic relationship that brings me great satisfaction and enjoyment.

There are others without which I could not be as effective: Cathy Anson in Sponsored Research, Matt Verleny in the Business Office, Debbie Schmitt in Payroll, Ryan Armsworthy in Human Resources, David Kleinberg in the Center for Global Education. Many of you may not know these people, but when you seek grant money or administer grant money when it comes in, these are the go-to folks that will help you solve problems and get things done. Life here would have been much more difficult if they were not here, always willing to give of their time.

I have experienced a long series of deans in my 28 years here, and I have to say they have always been supportive of my efforts. Likewise, my departmental chairs have been very supportive and collaborative. So many of my colleagues at other universities have nightmare-like stories about their administrators. Ours have consistently supported me and my department.

And so we come to my inner circle, my department. My peers in my department are incredible. Not only are they professional, hard working, collegial, and fully committed to academic life; they are my friends. They have always supported me and provided sympathy in difficult times and encouragement all the time. There is no competition, no jealousy; we
work together collaboratively and celebrate each other’s successes and achievements. I know I am in a high-functioning department in comparison to any biology department I can name. I know of no other place I would rather be. Now, if John Carroll were nestled in a beautiful valley in the Rocky Mountains, that would be nice. But Ohio is OK, and it is really the people that make my department and this institution. To reference one more paraphrase, it takes a village to raise a distinguished faculty member. John Carroll is my village, and this supportive community has helped me realize the dynamism of an academic career.

Finally, I have to especially thank Carl Anthony, who nominated me for this award. I suspect this nomination is like assembling a promotion dossier, and it was not even for his own promotion! I know he contacted numerous letter writers, assembled my credentials, and then put them in the most flattering light. It was a generous act of friendship, and I am deeply moved that he made such an effort on my behalf.

Thank you all for coming and sharing this afternoon with me.

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**STUDENTS AND SCHOLARSHIP**

**Dr. Debra Rosenthal,** Professor and Chair of the Department of English, was named the recipient of the Lucrezia Culicchia Award for Teaching Excellence in the College of Arts and Sciences last spring. She made the following remarks after accepting the award at the CAS meeting on September 28, 2016.

To help prepare his introductory remarks, Paul Nietupski asked me to send him my CV. I did so, and Paul soon commented that the very dry and boring CV I had just sent him did not match with students’ wonderful testimonies in their letters nominating me for the award. In other words, there was a huge disparity between my list of books, journal articles, and conference papers and what the students felt I gave to them in the classroom. I thought that was an astute observation, and it made me wonder, why does our professional summary seem so at variance with what we do with our research and scholarship? We can’t fit our classroom culture, creativity in teaching, innovation in courses, or the standards of excellence to which we hold our students into digestible lines. Or maybe we can, and I need to tweak my resume.

To help me figure out this disparity, I did what probably most of my students would do first: I googled it. My Google search returned interesting suggestions. *Forbes* magazine published the article, “Five Things Your Resume Should Convey in Ten Seconds.” But then I found an article published by *Career Horizons* titled “What Does Your Resume Convey in Six Seconds?”

I’m not sure under what resume category we should put how we try to convince students that fiction and poetry matter, or how we talk to students about their papers, or how we try to cajole struggling students to stick with it, or how gratifying it is to work with graduate students from initial application all the way through to marching in their caps and gowns.

Or under what resume category to put how cool JCU students really are, and not just the English majors. It was students’ interests that steered my creating courses geared toward them: poverty studies, feminist literary criticism, Gothic literature, rape narrative, Don Quixote, black women’s literature, and climate change fiction. A list of those courses on my resume won’t reflect how we read together about the literary representation of socioeconomic inequality; or about the gendered nature of power; how a poet can use words to hit the sweet spot; the way an author can flex and parody numerous generic conventions; how doing service-learning hammers home what we see writers representing on the printed page; or how students, for more than 10 years, have been riveted and transformed by going to Karamu House to see performed what we’ve read together in class.

I’m so heartened to see many of my students today – that’s really great. And all of the students know, as does everyone in the English Department, that all of the excellent teaching in our department is supported and made possible by the outstanding hard work of Anna Hocevar, our department Secretary. I’m extremely grateful to JCU for being open and supportive of social justice courses and providing the intellectual imprimatur for offering such classes and validating such important issues with academic rigor. In a recent open letter, the Faculty of Color Organization underlined the importance that JCU “recruits and helps to intellectually nurture gifted young people whose passions are often matched by their compassion for others.” One of our challenges as educators is to help students build their resumes, while also attending to this compassion for others. Which brings me back to my original observation that professors’ resumes might not reflect the hard work that goes into the day-to-day classroom teaching. And so I am very appreciative today. Thanks.
ACCOUNTANCY


BIOLOGY


In September 2016, Dr. Drenovsky was awarded a $17,000 collaborative agreement with the U.S. Department of Agriculture for the project “Colonization Dynamics of Ludwigia peploides Germinants and Asexual Raments under Changing Hydrologic Conditions.”


Dr. Johansen, Hilda León-Tejera, Laura González-Resendiz, Claudia Segalkischinevzky, Viviana Escobar-Sánchez, and Luisa Alba-Lois published “Phylogenetic Position Reevaluation of Kyrthuthrix and Description of a New Species K. huitulcensis from Mexico’s Pacific Coast” in Phytotaxa 278.1 (2016).

CLASSICAL AND MODERN LANGUAGES AND CULTURES


COLLEGE OF ARTS AND SCIENCES


COMMUNICATION AND THEATRE ARTS

Mary Beadle presented a paper titled “Local Television News History” at the meeting of the American Journalism Historians Association, in St. Petersburg, Florida, in October 2016.

This past summer Carrie Buchanan and Colin Swearingen (PO) co-taught a course that took advantage of interest in the Republican National Convention by focusing on political conventions and the media coverage of them. Students spent two weeks in the classroom and then engaged in a week of experiential learning thanks to media internships at NBC, ABC, and PBS, or volunteer work at the RNC and related activities. In the process, they learned how to report their own coverage or wrote research papers. Dr. Buchanan also had the entire class blogging daily under her direction.

This semester Dr. Buchanan has two introductory journalism classes writing profiles about local election candidates in the Cleveland area at the local, state and federal level, as well as a local take on the presidential campaigns. Watch for these Election Reflections at Medium.com.

Dale Heinen has completed a year as Director in Residence at Playwrights’ Local, a new theater dedicated to showcasing the work of Northeast Ohio playwrights. On November 5, 2016, she directed a staged reading of the award-winning *Have a Heart* by Lisa Beth Allen at Waterloo Arts in Collinwood.

Accompanied by Jackie Schmidt, Tom Bonda (MML), and Mark Hauserman (Muldoon Center), the JCU Entrepreneurship Team won first place and a $2,500 prize at Entrepreneurship Immersion Week (July 31 to August 4, 2016) at the University of Mount Union. The team consisted of students Matt Schutt (Marketing), Maria Ndini (Finance), Chloe Slavin (Integrated Marketing and Communication), Leah Berdysz (Exercise Science), and Mikayla Hutchings (Finance). They competed against teams from Ashland University, Baldwin Wallace University, Case Western Reserve, Cleveland State University, Hiram College, Kent State University, Lake Erie College, Lorain County Community College, the University of Akron, and the University of Mount Union.

Dr. Schmidt and Dr. Bonda presented a workshop about creativity as part of the Entrepreneurship Teaching Faculty Certificate Program at Rowan University on October 7, 2016.

Dr. Schmidt and Deborrah Uecker of Wisconsin Lutheran College presented a paper titled “What Should a Friend Do? Obligations for Business and Close Friends in Russia and the U.S.” at the International Communication Association in Fukuoka, Japan, on June 12, 2016.

**COUNSELING**


**ECONOMICS & FINANCE**

Ficawoyi Donou-Adonsou made a presentation titled “Finance, Poverty, and Fixed Exchange Rate Regime: The Case of the CFA Franc” at the meeting of the Missouri Valley Economic Association on October 29, 2016, in St. Louis, Missouri.


Sokchea Lim and Channary Khun presented a paper titled “Gender Bias and U.S. International Adoptions” at the meeting of the Missouri Valley Economics Association on October 29, 2016, in St. Louis, Missouri.

At the same meeting, Dr. Lim and Simran Kahai presented a paper titled “The Impact of National Familial Culture on Economic Growth.”


**EDUCATION AND SCHOOL PSYCHOLOGY**


**ENGLISH**

A poem by David Adams, “Those Lovers”, was set to music by Margaret Brouwer and performed by her Blue Streak Ensemble at Heights Arts on October 13, 2016.


Dr. Feerick gave a public lecture titled “Shakespeare: the Man, the Plays, and the Rise to Global Renown,” at the University Heights branch of the Cleveland Public Library on July 28, 2016. She also participated in a Folger micro-grant workshop titled “Teaching Shakespeare” at the Folger Shakespeare Library in Washington, D.C., in June 2016.

Kevin P. Keating’s novel *The Captive Condition*, originally published in hardcover by Pantheon in 2014, has been issued as a Vintage Contemporaries paperback. The novel was launched at the San Diego Comic Con International and received starred reviews from *Library Journal* and *Publishers*
Weekly. Mr. Keating discussed his new novel – in development as a 12-episode television series – as part of a panel discussion at this year’s Miami Book Fair.

David LaGuardia published the poem “Love Story: Bengal Tiger” in the summer 2016 issue of The Adirondack Review.

Philip Metres contributed poems to several anthologies: “Compline” and “Elegy for D.S.” to The World Is Charged: Poetic Engagements with Gerard Manley Hopkins (Liverpool UP, 2016); “For the Fifty (Who Made PEACE With Their Bodies)” to War No More: Three Centuries of American Antiwar and Peace Writing (Library of America, 2016); and “Homefront/Removes” to Political Punch: Contemporary Poems on the Politics of Identity (Sundress, 2016).

Dr. Metres was shortlisted for the Institute of Translation’s Read Russia Prize and PEN Translation Award for his work on I Burned at the Feast: Selected Poems of Arseny Tarkovsky. The same work was longlisted for the National Translation Award. Additionally, he received honorable mention from the Arab American Book Awards for Sand Opera in 2016.

Dr. Metres gave a talk titled “We the People: Reading the Constitution in an Imperial Age” at the University of Central Missouri in Warrensburg on September 22, 2016. He also made a presentation in Russian, “The Translator as Reliable Friend”, at the Fourth International Congress for Literary Translation in Moscow on September 9, 2016.


Grasselli Library

Nevin Mayer presented a poster session titled “Evaluating Information Literacy in First-Year Writing: What We Are Learning” at the 2016 Annual Conference of the American Library Association, which was held in Orlando, Florida, from June 23 to June 28, 2016. The project was made possible through participation in the program “Assessment in Action: Academic Libraries and Student Success,” an initiative of the Association of College and Research Libraries in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities.

HISTORY


Management, Marketing and Logistics


Dr. Allen and Melissa R. Shehane published “Exploring the Language of Leadership, Learning and Education” in New Directions for Student Leadership 151 (Fall 2016).

PHILOSOPHY

Sharon Kaye published Question Mark Teacher Manual (Level A Philosophy Curriculum), with illustrations by Jordan Novak, for the Royal Fireworks Press (Unionville, NY, 2016). The manual is part of a new academic series authored by Dr. Kaye and designed to introduce students from kindergarten through the 12th grade to the history of Western philosophy.

Mariana Ortega published In-Between for the State University of New York Press (Albany, 2016).


SOCIOLOGY AND CRIMINOLOGY


Dr. Harris and John Keady edited Dementia, The International Journal of Social Research and Practice, for Sage Publishing.


Dr. Long participated in a faculty trip to the Pine Ridge Reservation to explore opportunities for student learning, July 10-16, 2016. She also took part in a National Endowment for the Humanities panel to review grant proposals for social science research in Japan on July 26, 2016.

Dr. Long organized a session of the Midwest Japan Seminar hosted by the East Asian Studies program at John Carroll on September 24, 2016. Additionally, she participated in a roundtable panel about doing fieldwork in Japan at the annual meeting of the Midwest Conference on Asian Affairs, which was held at the University of Illinois in Urbana on October 14, 2016.

THEOLOGY AND RELIGIOUS STUDIES


Dr. Saritoprak gave a talk titled “Caring for the Book of Nature: An Islamic Approach to the Environment” at Kenyon College in Gambier, Ohio, on September 10, 2016.
MANDEL GRANTS

The Mandel Foundation periodically awards funds to John Carroll University to support campus projects that advance diversity and inclusion on campus. In 2015-16, 12 faculty, staff, and students received grants, including Sheila McGinn (TRS), Philip Metres (EN), and Martha Pereszlenyi-Pinter (CMLC). Another 12 grants have been awarded thus far in 2016-17. Recipients include Rodney Hessinger (HS), Michele Stopera Freyhauf (TRS), and Andrew Summerson (TRS). The review committee is still accepting grant requests for 2016-17 on a rolling basis until all funds for the year are exhausted. Grants are available in amounts up to $4,000. More information can be found at http://sites.jcu.edu/diversity/pages/mandel-grants/.


Shurong (Rebecca) Fang, Ph.D.

*Visiting Assistant Professor, Department of Mathematics and Computer Science*

Dr. Fang earned her Ph.D. and M.S. in mathematical sciences, with a focus on statistics, from Michigan Technological University; an M.S. in finance and B.S. in finance and business from Jilin University, China; and a certificate in statistical genetics from the University of Washington. She has held positions at Fairfield University, Michigan Technological University, and the University of Newcastle in Australia. She also has served as a statistics consultant and market research analyst in China; interned as a financial analyst at The World Bank in China; and worked on a number of grant-funded projects, including two from the National Science Foundation. Her areas of research include analysis of sequencing data, statistical analysis on climate change, risk analysis, and political statistics.

Mark Sheldon

*Assistant Professor, Department of Accountancy*

A Certified Public Accountant and Certified Information Systems Auditor, Dr. Sheldon recently received his Ph.D. from the Virginia Polytechnic Institute and State University’s Pamplin School of Business. His dissertation is titled “User Perceptions of CSR Disclosure Credibility with Reasonable, Limited and Hybrid Assurance.” He earned an M.A. and a B.S. in accountancy from Miami University in Ohio. His research interests include behavioral audit, corporate social responsibility reporting, and the use of audited information for judgment and decision-making.

William Weaver

*Visiting Instructor, The Tim Russert Department of Communication and Theatre Arts*

Mr. Weaver is a doctoral candidate at Kent State University. He earned a master’s degree in applied communication theory and methodology and a bachelor’s degree from Loyola Marymount University in film production and communication. His research interests include message credibility, media as cultural institution, and media effects on individuals and groups.

Liu Xinxin

*Visiting Instructor, Department of Classical and Modern Languages and Cultures*

Ms. Liu Xinxin is the new Confucius Classroom Chinese instructor. Born in Yunnan Province, China, she received her B.A. at Guangxi University, where she majored in teaching Chinese as a foreign language. Currently, she is completing her advanced degree in Teaching Chinese to Speakers of Other Languages at Beijing Normal University. Ms. Xinxin taught Chinese at the Suphanburi Confucius Institute of Suansdusit Rajabhat University in Thailand in 2014. Her artistic skills include Chinese traditional painting, paper-cutting, calligraphy, and seal-cutting. She also plays the guzheng (Chinese zither) and cucurbit flute.
POSTDOCTORAL FELLOWS

Kenneth Chaplin, Ph.D.
Postdoctoral Fellow, Department of Sociology and Criminology / Exercise Science

Dr. Chaplin received his Ph.D. in sociology from Texas A&M University. He also earned an M.Ed. in multicultural education and B.A. in political science from Florida Atlantic University. His dissertation is titled “Culture, Structure, and Race in Pick-up Basketball: Everyday Hoops inside a Predominantly White University Student Recreation Center.” His areas of research and teaching include race and ethnicity, gender, and culture in sport and education.

Ficawoyi (Charles) Donou-Adonsou, Ph.D.
Postdoctoral Fellow, Department of Economics and Finance

Dr. Donou-Adonsou received his Ph.D. in economics from Southern Illinois University, an M.B.A. in finance and management and an M.A. in economics from Western Illinois University, M.A. in economics from the University of Ouagadougou in Burkina Faso, and a B.A. in economics from the University of Lomé in Togo. His dissertation is titled “Growth, Poverty, and Capital Structure Effects of Financial Development.”

Nathalie Nya, Ph.D.
Postdoctoral Fellow, Department of Philosophy

Dr. Nya received her Ph.D. in philosophy from Pennsylvania State University. Her dissertation is titled “Sartre, Fanon and Simone de Beauvoir: Politics, Existential Ethics, Gender and Colonialism under the Lens of 20th Century French Philosophy.” She earned master's and bachelor's degrees in philosophy from the University of California-Santa Cruz. Her academic specialties include social and political philosophy, ethics, feminist philosophy, critical race theory, and existentialism.
An Enterprising Approach  

Many of you may be thinking success amounts to a 4.0 GPA each semester, each year. It may mean getting the best possible internship or job after graduation. There are many ways to define success, and each way is important. However, success also means stepping outside your comfort zone to take risks, even though you might fail or feel stupid. There’s a great African saying to describe a good cook: It’s she who has broken a lot of pots. It’s when we fail that we learn, that we can become experts.

To do this, you must think like an intellectual entrepreneur with your education. Successful entrepreneurs take calculated risks and recognize that their comfort zone can severely limit their creativity. They feel fear but do things anyway.

My colleague, Dr. Alison Dachner, and I have been studying intellectual risk-taking (IRT) in the classroom. We found notable differences between students. Many variables influence IRT, which is important because students who are willing to take intellectual risks are more likely to use creative problem-solving techniques and challenge the status quo. Our research has taught us employers are looking for confident self-starters who thrive on challenges and learn from their failures. They’re looking for intellect, as well as intellectual risk-taking, which amounts to solving difficult problems creatively, even in the face of uncertainty or potential failure.

You’ll find that John Carroll provides a wonderful, safe practice field for “breaking pots,” but it’s up to you to seize the opportunities to do so, both in and outside the classroom.

If you adopt the mindset of an intellectual entrepreneur – meaning a belief that it’s good to try new things even if you might fail or look stupid – you’ll learn more and be better prepared for an ever-changing world filled with uncertainty.

My challenge for you is to be an intellectual entrepreneur with your education. Let a passion for learning and growth be your guide rather than a desire for approval. I quote Jim Yong Kim, the president of the World Bank: “You face a world of uncertainty. Don’t fear that uncertainty. Embrace it. Use it. Uncertainty means that nothing is predetermined. Uncertainty means that the future is yours to shape – with the force of your will, the force of your intellect, and the force of your compassion. Uncertainty is freedom. Take that freedom, and run with it.”

William Bockanic (MML) was reappointed as the Standard Products-Dr. James Reid chair for one year beginning in September 2016.

ACADEMIC APPOINTMENTS

Medora Barnes (SC) was appointed director of the Women’s and Gender Studies program for three years, starting in the 2016-17 academic year.

Michael Eng (PL) was appointed the holder of the Shula Chair in Philosophy for four years, starting in the 2016-17 academic year.

Philip Metres (EN) was appointed director of the Peace, Justice, and Human Rights program for three years, starting in the 2016-17 academic year.

Keiko Nakano (CMLC) was reappointed as director of East Asian Studies program for three years, starting in the 2016-17 academic year.

Jackie Schmidt (CO) was appointed director of the Minor in Entrepreneurship for the 2016-17 academic year.
NEW SUBMISSION PROCESS FOR FACULTY NOTES

Submitting items to Faculty Notes is easier and more efficient than ever before. The online form has been redesigned to capture all needed information, allow for preformatting, and acknowledge the submission automatically. The form is available on the Faculty Notes website: sites.jcu.edu/facultynotes.

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MISSION STATEMENT

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

Questions and comments should be directed to:
James Krukones
Associate Academic Vice President
jkrukones@jcu.edu

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