12-2009

Faculty Notes- John Carroll University

John Carroll University

Follow this and additional works at: http://collected.jcu.edu/faculty_notes

Recommended Citation

This Book is brought to you for free and open access by the University at Carroll Collected. It has been accepted for inclusion in Faculty Notes - John Carroll University by an authorized administrator of Carroll Collected. For more information, please contact connell@jcu.edu.
WELCOME

In this issue of Faculty Notes, we show examples of the dynamism and energy within the faculty ranks. That dynamism and energy is evident in new ventures like the international crisis-mapping conference held on campus in October, John Carroll's participation in the upcoming national information-fluency workshop, and Carroll's 2010 Summer Research Fellowships—all three ventures are described in these pages.

But dynamism need not be synonymous with innovation. Teaching can and should be a dynamic enterprise, and it is perhaps the most significant work that we do. The lead article, "Learn to Teach," is an appropriate centerpiece for this issue. It profiles three of our award-winning faculty, who talk about teaching innovation and renewal.

Planning continues for the ninth annual 2010 A Celebration of Scholarship taking place on campus next spring, during the week of March 22. We encourage your involvement in this four-day annual event, which highlights the scholarly activity undertaken by the Carroll community.

Our next issue of Faculty Notes will be distributed in March. We wish for all of you a happy, safe, restful, and restorative holiday season and winter break.

Table of Contents
Learn to Teach........................................1
Notes .............................................4
Calendar of Events ................................5
Showcase for Crisis Mapping .....................7
Summer Research Fellowships ....................8
Information Fluency Workshop ...................8

Learn to Teach

Teaching insights: Veteran John Carroll faculty members (from left) Scott Moore, Maryclaire Moroney, and Mark Warner presented at the New Faculty Seminar last month.

"I try to relax more and reveal a little bit more of myself to my students than I did when I started teaching. I take more risks with classes and students and methods—but also deal with the consequences more often when things don't work out as planned."—Prof. Scott Moore

At last month's New Faculty Seminar, three veteran John Carroll University professors—all of whom have been honored for outstanding teaching skills—presented insights, methods, and adaptations in their continuing efforts to instruct their students effectively. Maryclaire Moroney, Scott Moore, and Mark Warner provided a lively, passionate discussion of different pedagogies, offering various perspectives and approaches, as well as common challenges and solutions. Here's a synopsis of ideas shared.

Support Them Where They Are
Maryclaire Moroney, associate professor of English and 2009 recipient of the Lucrezia Cusick Excellence in Teaching Award, incorporates a strategy

—continued on page 2
of offering options in her writing assignments and exams. Her prepared questions or “prompts” vary in range of difficulty to meet the academic needs of the greatest number of students in the class without compromising rigor. In designing the choices for students, Prof. Moroney keeps their background and abilities in mind.

“It’s best to keep some assignment options at the top of the weaker students’ game, so they stretch,” she says, “while also supplying the stronger students with more demanding alternatives, so they stretch as well.”

For example, the harder essay question on an exam requires more abstract and analytical thinking that not all students are ready to do, she explains. “It’s a fair way of not denying the stronger students the opportunity to demonstrate their strengths without blowing the weaker ones out of the water.

“It’s about supporting them where they are,” Prof. Moroney continues. “I’m essentially saying, ‘I know you can do this much. Now I’m asking you to go further.’”

She also uses frequent informal assessments — ungraded writing assignments — to find out what students are processing and where they need help, while not overburdening her grading load. The incentive for students is that they receive 10 percent course credit for the assignments and valuable feedback.

“They can take some risks on these papers, try some things out,” she says. “I can then point out where they’re off base. Students use these as the core for their formal papers and to study for exams. Students are constantly telling me how useful these papers are.”

— Prof. Maryclare Moroney

Prof. Moroney admits to having been overly concerned with content and has learned over the years to focus more on developing her students’ writing and analytical skills. One way she does this is to model the analytical process in class discussion. For example, the class will read a poem and identify its contents, discuss different interpretations, and then argue the interpretations.

“When I model analysis,” she says, “I label each process for them so they know what’s happening. It’s useful when you tell people what you’re doing.”

Fine-tuning Reception

Scott Moore, assistant professor of finance, has long studied pedagogics and has published papers on teaching by case method versus lecture. Prof. Moore, the 2007 recipient of the Vassar Outstanding Teaching Award in the Boler School of Business, explains the value of lectures versus active learning methods as it relates to “ratio of signal to noise.”

The lecture is a very efficient one-way communication, but the lecturer doesn’t control reception. Communication can get lost from distractions, such as cell phones, he says. Prof. Moore suggests using frequent low/no-value assessments as a way to improve attention. Active learning methods, on the other hand, such as case methods and cooperative learning techniques, can improve reception because students are more engaged, but the volume of signal and signal to noise ratio decline.

“While students may enjoy active learning methods more, it’s unclear whether they actually learn more, and such methods often require more time in preparation and evaluation of the students’ work. But if I don’t use some kind of active learning methods in class, I know I’m going to lose them,” he concludes.
Prof. Moore says he has gained invaluable lessons on teaching from attending seminars and conferences and reading books and other materials. He shared how a guest lecturer at John Carroll read a paragraph to the audience that seemed to be nonsense, containing no time or personal references. After the speaker explained that the actors in the passage were King Ferdinand and Queen Isabella, the point of the story was completely clear. It was a powerful example of how important context is to understanding, he says.

"Explore what works and what doesn't. There is not one right way to teach. I must ask, what are my strengths and how do they match up with my students' learning styles?"

—Prof. Mark Warner

He notes he has also learned much from the late author and lecturer C. Roland Christensen (Teaching and the Case Method and Education for Judgment: The Artistry of Discussion Leadership), who taught at a workshop he attended at Harvard University on case method teachings. From Dr. Christensen, he realized he needed to be more reflective as a teacher, says Prof. Moore.

"If I make sure to take time to reflect on what I want to accomplish before I go about it," he says, "the results are usually better."

A Little Help from Your Friends

Mark Warner, associate professor of chemistry and director of the Center for Faculty Development, encourages faculty to receive input from departmental colleagues, as well as those from other disciplines. Identifying similar problems and exchanging ideas on approaches has been helpful to him, says Prof. Warner, who received the Culicchia Award in 2006.

"I learned not only from my own mistakes, but, from talking to my colleagues, I learned from their mistakes, too." He also recommends getting input from outside sources and cited The Teaching Professor newsletter (now available to JCU faculty electronically).

"Explore what works and what doesn't," he says. "There is not one right way to teach. I've had to identify what works best for me. I must ask, what are my strengths and how do they match up with my students' learning styles? I may have a great pedagogical approach, but my students may not be ready for it, so I may have to stick with a more traditional method."

To convey greater relevance, Prof. Warner says, it's helpful to find ways to make connections to other classes students are taking. In his physical chemistry class, for example, he'll point out characteristics that link to biology.

The instructor uses pre-lab assignments as a way for students to get immediate feedback before a lab and to address areas where they may be confused. In addition, this encourages them to reflect on the written report early on, he says, and allows him to assess if they are grasping the material and if they need more direction on what's expected.

Prof. Warner has also observed through experience that students will often respond to high expectations. "If I challenge them and hold them to it, they usually do quite well."

—Article by Susan Curphey
NOTES
Listed here are self-reported faculty accomplishments in research, teaching, and scholarly achievement along with other professional activities.

OFFICE OF THE ACADEMIC VICE PRESIDENT
Nicholas R. Santilli reviewed conference proposals for the upcoming SCUP-45 International Conference to be held in Minneapolis. Prof. Santilli has been appointed Plenary and Invited Sessions Coordinator for SCUP-46, the International Conference for the Society for College and University Planning, to be held July 2011 in Washington, D.C., and the International Conference Chair for SCUP-47, to be held July 2012 in Chicago.

BIOLOGY

Prof. Drenovsky was invited to speak at a symposium titled "The Power of Movement in Plants," at the annual conference of the Botanical Society of America.

CENTER FOR SERVICE AND SOCIAL ACTION
The following faculty will be leading immersions over the January break: Jill Bernacick, Management, Marketing, and Logistics, to Nicaragua; Lauren Bowen, Office of the Academic Vice President and Political Science, to New Orleans; and Jan Ziemke, Political Science, to Mexico.

CLASSICAL AND MODERN LANGUAGES AND CULTURES
Santa Casciani, also director of the Bishop Pilla Italian/American Studies and Vatican City Study Abroad Programs, and Luigi Farri presented a paper at the ICERI 2009 International Conference of Education, Research, and Innovation in Madrid, Spain, Nov. 16-18, 2009, titled "A New Approach to International Education: Foreign Languages and Business."


RUSSERT DEPARTMENT OF COMMUNICATION AND THEATRE ARTS

Prof. Bisantz-Raymond did a reading at Nighttown Restaurant as part of The Nighttown Academy of Poetry and Letters fundraiser for the Friends of the Cleveland Heights-University Heights Library, Oct. 4, 2009, at the request of Regina Retret of The Plain Dealer.

Carrie Buchanan co-authored an entry on Canada with historian David Spencer (University of Western Ontario) in the new SAGE Encyclopedia of Journalism, released fall 2009. Prof. Buchanan wrote on recent developments and the current state of the media in Canada, and David Spencer wrote about Canada's media history.

Prof. Buchanan is completing her doctorate at Carleton University's School of Journalism and Communication in Ottawa, Canada. Her research has focused on how two of Canada's metropolitan daily newspapers create a sense of place about the locality they serve, and how that construct changed over the 20th century; the oral defense is scheduled in December 2009.


EDUCATION AND ALLIED STUDIES
Amy Hoffman presented "21st Century Skills: Understanding Implications for Teachers and Teacher Education" at the Association of Literacy Educators and Researchers Conference, Charlotte, NC, November 2009.

John L. Rausch, Mary Bridget Mathews, and Daniele A. Goldstein presented a paper titled "University Attrition and Retention: Factors from Students, Universities, and High Schools" at the Midwesten Educational Research Association, St. Louis, MO, October 2009.

Prof. Rausch, Alicia Pascoe, and Danielle A. Goldstein presented a paper titled "Mothers’ Advocacy for Students with Asperger’s and Other Exceptionalities: A Collaborative Approach" at the Midwestern Educational Research Association, St. Louis, MO, October 2009.

ENGLISH


GRASSELLI LIBRARY


HISTORY


Bob Kolesar attended the Los Niños/ Via International Global Dialogue held at the University of San Diego, Oct. 6-9, 2009. He also presented "Service, Development, and Education in the Work of Los Niños, 1914-2009," at the VI International Congress: Migration and Social Institutions, held at Universidad Iberoamericana, Mexico City, Nov. 5-6, 2009.


Prof. Marsilli was the discussion moderator in the book review of Myths of Harmony: Race and Republicanism During the Age of Revolution, Colombia, 1795-1831, by Marica Lasso (University of Pittsburgh Press, 2007), at the Ohio Academy of History 2009 meeting held at the University of Akron, April 3-4, 2009.

CALENDAR OF EVENTS

Scholarly Lunch Series

Friday, January 29
Tracy Masterson, Psychology: "Adherence Behaviors in Individuals with Cystic Fibrosis: Related Factors and Future Directions"

Naveed Piracha, Physics: "Laser Spectroscopy of Rare Gases"

Wednesday, February 17
Phil Metres, English: "Along the Shropnel Edge of Maps: Writing the War and Peace on the IsraeliPalestinian Conflict"

Peter Kidera, English, and Associate Dean for Academic Affairs of CAS, "History and American Modernism: The Case of Ernest Hemingway"

Tuesday, March 23 (A Celebration of Scholarship)

Dave Rainey, Psychology: "Trash Talk in Sports: A Normative Rule"

Katherine Gatto, Classical & Modern Languages & Cultures: "Gonzalo de Berceo, Medieval Spanish Poet of Miracles"

Wednesday, March 24 (A Celebration of Scholarship)

Dianna Taylor, Philosophy: "Two Answers to the Question: What is Enlightenment?"

Fellowship Application Deadlines

Monday, February 1, 2010
Summer Course Development Fellowship
Summer Teaching Fellowship

Monday, March 8, 2010
Faculty Technology Fellowship
See www.jcu.edu/campus/faculty/forms.htm

2010 A Celebration of Scholarship!

The ninth annual A Celebration of Scholarship will take place on the John Carroll campus the week of March 22, 2010. Information and applications available at www.jcu.edu/cer.

Monday, February 8, 2010
Panel, Paper, and Poster applications due

Monday, February 21, 2010
Submissions to participate in The Arts at Lunch and the Art Exhibit due

December 2009
NOTES
—continued—

MANAGEMENT, MARKETING, AND LOGISTICS


Jill Bernaciak completed training for the Global Career Development Facilitator certification from the National Career Development Association.


PHILOSOPHY

Harry J. Gensler, S.J., recently had two of his books, Formal Ethics and Ethics: A Contemporary Introduction, both with Routledge Press, translated into Persian. They will be published by Emi Farhangi Publishers in Iran. In addition, the chapter "A Formalized Ethical Theory" in his Introduction to Logic (published by Routledge) will be published in Persian in the journal Nagh-e Nazar (Criticism and Opinion) in Iran.

Mariana Ortega co-edited a volume titled Constructing the Nation: A Race and Nationalism Reader, SUNY Press 2009, with Linda Martin-Alcoff. She also co-wrote the introduction, "The Race of Nationalism," Mindy Pedon, Political Science and College of Arts and Sciences Dean's Office, wrote chapter 6, "Situating Race and Nation in the U.S. Context: Methodology, Interdisciplinary, and the Unresolved Role of Comparative Inquiry," in that volume.


Brenda Winkus presented a paper titled "If I Know I Can Be Wrong: Epistemologies of Ignorance and a Response to Holland" at the annual meeting of the Society for Phenomenology and Existential Philosophy (SPEP) on Oct. 30, 2009, in Washington, D.C.

POLITICAL SCIENCE

Mindy Pedon, also College of Arts and Sciences Dean's Office; Mariana Ortega, Philosophy, and Linda Martin published "Situating Race and Nation in the U.S. Context: Constructing the Nation," (ed.) Alcoff, New York: SUNY, 2009, 131-152.

PSYCHOLOGY


Janet D. Larsen received the Award for Academic Innovation from the Small College Roundtable at the annual meeting of the Ohio Psychological Association on Oct. 23, 2009. This award was in recognition of her "commitment to the value of psychological science and undergraduate students' active participation in it." It recognized her organizing the first Ohio Undergraduate Psychology Research Conference at John Carroll, in 1963, and her continued work with the Consortium for Undergraduate Psychology Research Conferences. The 24th conference will be held in April at Ohio Dominican University.

Elizabeth Swenson, along with other members of the Ethics Committee at the annual convention of the Ohio Psychological Association, hosted the workshop "Ethical Issues in College Assistance."

Prof. Swenson's published "Protecting Human Participants in Research: What You Need to Know about the IRB." The Ohio Psychologist, Volume 56.

Prof. Swenson is the new chair of the Ohio Psychological Association (OPA) Ethics Committee and a member of the OPA Board of Directors.

Prof. Swenson was selected to be among the Charter Fellows of the Midwestern Psychological Association.

RELIGIOUS STUDIES


Prof. Long was named chair of the Research Committee of the American Advisory Committee of the Japan Foundation, which recommends proposals in Japanese studies for funding in all humanities and social sciences disciplines. This appointment is a result of nomination by colleagues on the AAC, recommendation by the NY Japan Foundation staff, and approval from Tokyo.

Prof. Long also served as an external reviewer for a tenure application at Princeton University, and reviewed manuscripts for the University of Hawaii Press and for the journal Dementia.

Prof. Long presented "On Choosing Our Death Panel: Quality and Choice in End-of-Life Care," in a panel titled "Japanese Health Care: A System that Works." The panel was sponsored by the University of Michigan Center for Japanese Studies, Nov. 5, 2009, Ann Arbor. Other participants were international journalist TR Reid, author of The Healing of America, and John Campbell, professor emeritus of political science at the University of Michigan.

Prof. Long reviewed a manuscript on end-of-life decisions in Japan for Social Science and Medicine in September 2009.

In the emerging field of crisis mapping, scholars and practitioners explore how advanced technologies and methodologies can be used in complex humanitarian emergencies - both to provide early warnings and coordinate effective and rapid responses.

In October, John Carroll hosted the first-annual International Conference on Crisis Mapping (ICCM 2009), bringing to Carroll crisis-mapping practitioners, scholars, and platform developers from around the world to advance the field. More than 60 organizations on the leading edge of the field participated, from the United Nations Secretary General's Office to the Department of Homeland Security.

John Carroll's Department of Political Science and the Harvard Humanitarian Initiative (HHI) co-hosted the event, which included a Tech Fair. ICCM co-founders Patrick Meier and Jen Ziemke, assistant professor of political science at Carroll, also launched the International Network of Crisis Mappers (CM*Net) during the conference. Both Mr. Meier and Prof. Ziemke are fellows at HHI.

The Open Society Institute, Humanity United, and the U.S. Institute of Peace sponsored the event. For more information, visit www.crisismapping.net.
SUMMER RESEARCH FELLOWSHIPS 2010

Fellowships are available on a competitive basis to provide support for faculty research during the summer. The fellowships provide a stipend for a summer research project with the expectation of a submission to a high quality, refereed journal or an equivalent standard of intellectual contribution. Listed below are the recipients of Summer Research Fellowships from the College of Arts and Sciences. Associate Academic Vice President Timberlake Bowen, Associate Academic Vice President for Academic Programs and Faculty Diversity Peifang Tian, and President Kevin M. Boler announced the recipients of Summer Research Fellowships for the 2010 academic year.

Fellowships are available to full-time faculty members at the rank of assistant professor or above. The funding is intended to provide full-time faculty with the opportunity to engage in high quality research that will contribute to their professional preparation and scholarship.

To be eligible for a fellowship, a faculty member must have completed at least 3 years at JCU and have demonstrated commitment to teaching, service, and scholarly activity. The application deadline is April 26, 2010.

The following faculty members are recipients of Summer Research Fellowships for 2010:

Daniel Kilbride, History
Write the second chapter, covering the early national period, on American travelers to Europe.

Malla McAndrew, History
Research American gender ideals in Japan during the U.S. occupation of that country following World War II.

Naveed Piracha, Physics
Study rare gas atoms in an electrical discharge.

Debby Rosenthal, English
Write an 8,000-word chapter titled “Temperance Novels and Moral Reform” for volume five of The Oxford History of the Novel in English.

Elizabeth Swenson, Psychology
Write a chapter for a book on legal issues in clinical and counseling testing and assessment.

Peifang Tian, Physics
Examine how light propagates in the brain tissue by computer simulation. The results will guide the design of better optical camera systems to image a living brain.

FACULTY NOTES December 2009 Vol. 2, Issue 2

Published by the Office of the Academic Vice President
Submissions can be sent to facultynotes@jcu.edu. The deadline for the next issue, March 2010, is February 26, 2010.

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

Questions and comments should be directed to: Lauren Bowen, Associate Academic Vice President for Academic Programs and Faculty Diversity lbowen@jcu.edu

Issues are archived at www.jcu.edu/avp/fd