This issue of intellect is my last as dean of the College of Arts and Sciences. As I reflect on the last seven years in this role, I am perhaps most proud of the College’s steadfast dedication to preserving an education rooted in the liberal arts, despite the pressures of a changing economic landscape.

An SJU education has been and always will be about more than building a résumé. It is about building people who are prepared for the future and for a life well-lived, not just for themselves, but for all whom their lives touch. By engaging in the study of the humanities, the natural sciences, and the social sciences, our students — thinking critically and acting responsibly — become innovative entrepreneurs, global citizens and difference-makers in society.

The stories in this issue give testimony to the caliber of educational experiences offered by the College. Our faculty work in tandem with students to discover, decode and name new viruses; to advance the critical mission of area non-profits by harnessing the power of social media; to trace the origins of the beans used to make their morning cup of coffee all the way to the fields in Nicaragua.

The strength of SJU’s College of Arts and Sciences allows students majoring in every discipline in the University an education that prepares them for a truly rewarding career. We emphasize a liberal arts education because we know that it provides the best possible preparation for life in a rapidly changing world. We believe that it makes an invaluable contribution to a better society. In short, an education grounded in the liberal arts and sciences provides the gateway to what the founders of this country called “the pursuit of happiness.”

William Madges, Ph.D.
Dean
Surviving Bullying
Kelly Welsh '05 (M.A.)

Toward Enlightenment: Music Transforms SJU
Nicole Katze '11 (M.A.)

Principles for Principals: Juggling Management and Learning
Nicole Katze '11 (M.A.)

Fair Trade-Offs: Can Money Buy You Morals?
Kelly Welsh '05 (M.A.)

Genomics Research: First-Year Students Find the Phages
Patricia Allen '13 (M.A.)

The Beauty of Social Media in Real Time
Nicole Katze '11 (M.A.)

Getting Right with Lincoln
Patricia Allen '13 (M.A.)

Featured Faculty
News
Faculty Books/
Journal Highlights
Newsmakers
A lucky few get through childhood and adolescence without dealing, at some point, with bullying. The National Education Association estimates that every day, 60,000 children miss school due to fear of an attack or intimidation. The problem is age-old, but more pervasive than ever with the rise of new technology. Whether children are the bully or the bullied, the repercussions can be great. Sally Kuykendall, Ph.D., associate professor and chair of health services, has culminated a decade of research on the topic in a book aimed at exposing the causes and implications of bullying, as well as identifying novel strategies to combat this behavior.

 Appropriately titled Bullying (ABC-CLIO), the book offers a unique perspective by presenting the topic as a medical issue, and examining different dimensions of physical, emotional, intellectual, social and spiritual health.

“Our society tends to focus on physical health,” says Kuykendall. “But all the dimensions of health are interrelated. Spiritual health, for instance, refers to our ability to connect with the nonmaterial world around us. When a victim of bullying is so focused on the attacks that he or she can no longer appreciate nature, art, music, and connections with a higher being, emotional health deteriorates.”

The book advocates for greater responsibility on the part of schools and communities to foster children's emotional well-being. It encourages finding health-enhancing activities for victims that can counterbalance the social and emotional damage caused by bullying.

“There are many things kids can do to protect against bullying,” Kuykendall says. “Joining youth
clubs is a good way to learn appropriate social behavior and release frustrations. Developing a skill or talent helps kids to feel valued by society.”

Kuykendall’s nursing background and prior research experience made her an ideal candidate to serve as the program evaluator of a Philadelphia Physicians for Social Responsibility (PSR) study on the Olweus Bullying Prevention Program and its implementation in area schools. The Olweus Program began in Norway in the early 70s after several very young children, victims of bullying, committed suicide. The program is a multilevel, multicomponent school-based initiative. The experience took Kuykendall into school lunches and recesses where for more than nine years, she observed different behaviors.

Kuykendall stresses the role that adults play in addressing bully behaviors. “Adults must recognize that children are still learning social skills,” she says. “We do not punish children for spelling errors or math mistakes, so why do we punish them for social mistakes? Most bullies are just trying to figure out what they can get away with. When adults set respectful limits, they teach social skills to the bully and the bystanders.”

Support from the Pennsylvania Commission on Crime and Delinquency, a Saint Joseph’s University Summer Research Grant and another from the University’s Institute of Catholic Bioethics helped advance Kuykendall’s studies over the years. The act of writing the book helped Kuykendall put her body of work in larger perspective.

“I would like to see some truth-telling, some admission that the way things used to be is wrong,” Kuykendall says when asked what she hopes the book will accomplish. “There are many adults who have been bullied, hurt, while authorities stood by and watched, or worse yet, joined in the bullying. I would like the book to trigger a national movement that recognizes the hurt caused by bullying, understands the feelings of social isolation and rejection that occur when bystanders refuse to help victims, seeks forgiveness of past victims and develops strategies to help future generations to succeed.”

According to bullying statistics, one out of every 10 students who drop out of school does so because of repeated bullying. Harassment and bullying have been linked to 75 percent of school shooting incidents.

**Strategies for Victims**
- **Don’t FIGHT back.** Bullies are manipulative and will persuade adults that you are to blame. Victims who fight back may get suspended, expelled or face criminal charges. Instead, tell an adult and keep telling different adults until the bullying stops.
- **Take simple steps to remove yourself from RISK.** Sit near the front of the bus, avoid areas where adults are not supervising, and stay near friends who will help you.
- **Bullies think that victims are WEAK.** Victims are not weak. They are simply more thoughtful, kind and considerate than others. These traits are strengths. Show your strength in positive ways, such as being a friend to others who are bullied.

**Strategies For Adults**
- **Do not use bullying to STOP bullying.** Bullying a bully only teaches the bully and bystanders to be bigger and meaner. Suspension and expulsion are forms of social exclusion and model how to reject people or things that we do not like. The goal is to teach the bully how to accept (not reject) others.
- **Show children the attributes of a true leader, not a BULLY.** Recognize societal power sources and model the appropriate use of power.
- **Get the VICTIM to a safe place.** Gather details, ask for the victim’s input in how the situation is handled, form a safety plan, communicate the problem to other adults, and keep an eye out for further abuse.
- **Discourage AGGRESSION by providing a safe learning environment.** Do not allow any adult to carry a gun in school. The presence of guns in schools sends the message to kids that it is okay to bring a gun to school.
- **Be on the lookout for WARNING signs.** Kids who are bullied are lonely, often afraid to ride the bus or leave school, complain of headaches and stomach aches, and have trouble sleeping. If you suspect bullying, ask.
Toward the Other Shore

Music Transforms SJU
IN Mahayana Buddhism, practicing the six paramitas, or six transcendent perfections, is the path to crossing from the shore of suffering to the shore of enlightenment. By consciously cultivating qualities of generosity, discipline, patience, diligence, meditation and knowledge, a person is able to reach nirvana or enlightenment, while serving the needs of others.

For award-winning composer Suzanne Sorkin, Ph.D., chair and associate professor of music, theatre and film, the paramitas are inspiration for her most recent composition, “Toward the Other Shore,” a contemporary classical piece for solo violin designed to pull the listener beyond limitation to the shore of enlightenment.

In this composition, long and expansive melodic phrases breathe one into the next, coupled with throbbing left-hand pizzicato—plucking the string, rather than bowing. The metamorphosis of left-hand pizzicato over the course of the work is balanced with the on-going timbre or tone color, variation and development of the melody heard at the beginning of the piece. Audiences engage in a process of metamorphosis and transcendence through the careful use of timbre, the distinct individual qualities of a sound, Sorkin explains.

The piece was commissioned by the Violin Futura Project, a new music initiative of virtuoso violinist and composer Piotr Szewczyk, and won second-place recognition with the 2012 Musica Domani International Composition Prize, and was a prizewinner in the KH Tan Composition Competition for solo violin works. A well-recognized composer of this kind of “new music,” Sorkin often writes with specific performers in mind.

“Working closely and collaboratively with performers is essential to me as a musician,” says Sorkin. “Many of my compositions originate as commissions for chamber ensembles because of my desire for the collaborative process.”

Another of her works, “Piano Trio,” employs the same exploration of timbre she navigates in “Toward the Other Shore.” Performed by the Mendelssohn Trio on their 2012 European tour in Berlin, Germany, and Scharnstein and Vienna, Austria, “Piano Trio” relies on timbre as actively as most other compositions rely on melody and harmony. The full range of the piano, following a strong motif, accomplishes the same otherworldly sound experienced in Sorkin’s other works, inviting listeners into what she calls a “sound world that explores the unique interplay of musical tone color.”

At SJU, Sorkin’s students benefit from the expertise of a musician whose creative work informs the educational path they follow as music majors in the Department of Music, Theatre and Film. This new academic department already enrolls more than 50 students in both the music and the theatre and film majors. Through a curriculum designed to help form whole, well-rounded performers and composers, her students take on the same collaborative process she emphasizes by working together across projects and across specialties: music history, theory, composition and performance.

“The music major is designed to provide a comprehensive curriculum that deepens musical understanding and awareness, fosters creative expression and encourages critical analysis and inquiry,” says Sorkin.

It’s not unusual for a composition class to have written the pieces played by student performers. Last fall, the department featured works written to celebrate the 150th birthday of French composer Claude Debussy, including a piece for solo flute composed by Keara Parciak ’14, a music and French major, and performed by Martin Iwanicki ’14, a physics major and music minor. Each week, the two students met with Sorkin, who coached them through polishing the work.

Like Sorkin’s “Toward the Other Shore,” the department’s faculty strives to take their audience — their students — from one level of knowledge to the next.

“All of our faculty are accomplished in their fields, and at the same time, committed to excellence in teaching,” says Sorkin. “They bring both their careers and their attention to the mentoring relationships that are so important to studying music, as well as theatre and film.”

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**SELECTED AWARDS AND COMMISSIONS**

- ASCAP PLUS Award (American Society of Composers, Authors and Publishers), multiple awards
- Chamber Music Now, commission
- Earplay Donald Aird Memorial Composers Competition, runner-up
- Fromm Music Foundation at Harvard University, commission
- KH Tan Composition Competition for Solo Violin, prize-winner
- Meet the Composer, MetLife Creative Connections Grant
- Musica Domani Competition, second prize
- Third Millennium Ensemble National Composition Competition, second prize
The question of developing and nurturing successful public schools is one that every person in the education system, from the youngest teachers to the most experienced policy makers, grapple with every day. Adding to the trials of an already complex system, more and more schools are being asked to take on tasks parents and the community handled in past decades, as well as respond to high-stakes accountability mandates. Public schools are fast becoming more than children’s educational foundations. They are growing into a bedrock of their social, physical and emotional wellness.

A key question to ask of public education’s transformation is what is working in the schools and how can other school leaders learn from these models. And that is exactly what Aimee LaPointe Terosky, Ed.D., set out to do. An assistant professor of educational leadership, she is an expert in K-12 and higher education teaching and learning, and a former assistant principal of a K-8 public school in New York City (PS 334, The Anderson School). The Anderson School won the 2007 Blackboard Award for best public middle school.

“There’s a general feeling of being overwhelmed or powerless in education right now, even though there is so much responsibility in the hands of administrators,” says Terosky. “Most administrators enter the education field because they believe in teaching and learning, but more and more their roles...
are managerial, business-like, instead of instructional.” She likens her concerns to a “managerial imperative,” a phrase coined by educational historian Larry Cuban.

During her own six-year tenure as an assistant principal, Terosky saw for herself the strain that some of these new responsibilities can cause. In 2009, the outbreak of H1N1 brought all school activities to a halt when PS 344 suddenly had to find a way to efficiently and comprehensively vaccinate well over 300 students.

“I kept watching as these community responsibilities were dropped on administrators’ shoulders,” Terosky says. “I couldn’t help but wonder who was keeping an eye on teaching and academics while we were busy doing everything else.”

In her study, Terosky interviewed, surveyed and observed 18 principals of schools in New York City who were identified by the City’s Department of Education network leaders and/or achievement coaches as “exceptional instructional leaders.” She hoped to discover what they were doing effectively around teaching and learning, and bring their methods to other educators struggling to strike a balance between managing and guiding instruction.

“I wanted to see in what creative ways these specific principals held up the administrative end of the deal — without losing focus on learning,” Terosky says.

The risk of increasing managerial demands on principals, she explains, is that the more time a principal spends in his or her office, the less time he or she can spend on academics and teachers’ professional growth in the school.

In interviews with Terosky, principals’ answers were rote and precise regarding “instructional leadership,” the type of task-oriented leadership they perform when managing their school. Their responses suggest the limitation of so-called instructional leadership. In contrast, they answered from a deeper perspective when asked about what they aspired to accomplish with their positions. For Terosky, the difference in responses marked an important chasm in their roles as school leaders, which she sees as a “learning imperative” that is counter-narrative to a managerial imperative.

Besides a learning imperative, Terosky found that her participants engendered the principles of the “servant leadership” theory — principles that help others develop and succeed. Servant leadership enriches a community by encouraging growth and achievement from within; leaders who practice it often consider the success of the people they lead more important than their own. Principals can be the kind of leadership support system that teachers need in an evolving academic environment, but, bogged down by too many managerial responsibilities, they are slowly losing their opportunities to properly mentor the next class of educational leaders.

Terosky’s research provides “windows of possibility” by showcasing principals noted as effective leaders for teaching and learning; these principals foster teachers’ professional growth and prioritize a learning imperative. She hopes these principals’ stories assist other school leaders navigate the complex realities of today’s urban, public schools.

“I want administrators to see that there are creative ways to hold up our end of the deal without losing the learning imperative,” says Terosky. “You do have to take care of managerial tasks, but you can’t let all of your time be managerial. The forms and paperwork don’t have to be the first thing you take care of each day.”
Fair Trade-Offs:
Can Money Buy You Morals?
It’s no surprise that oftentimes the one — and only — consideration for consumers when buying a product is cost. But to say that all consumers are single-minded in their buying practices is to undermine growing trends that point to ethical turns in the market. The increasing availability and success of fair-trade products are evidence that consumers are looking to positively influence the greater world through their purchases.

For sociologist Keith Brown, Ph.D., the motivations and internal struggles of buyers have captured his attention and inspired research, culminating in a new book, Buying into Fair Trade (NYU Press). In the book, he analyzes more than 100 interviews with fair-trade consumers, national leaders of the movement, coffee farmers and artisans to answer questions about the often-conflicting ideas of morality and profitability in a global economy.

Brown discovered that, overall, most consumers want to let their ethics guide their decisions, but they also want others to notice they have made socially responsible choices.

“I’ve found that socially responsible consumers are neither ‘heroes’ nor ‘dupes,’” Brown explains. “In other words, these shoppers are not steadfast in their socially conscious buying behavior, always making rational choices. Nor are they easily manipulated by advertising strategies that target their emotions.”

Brown has found that many consumers say they’ll pay a higher premium for socially responsible products, only to contradict that promise. Cost, aesthetics and quality often complicate their decisions.

Nevertheless, an increasing number of consumers seek to change the world through shopping, but in roundabout ways. They may shop at places they view as unethical in order to purchase products they view as socially responsible.

“Customers are often aware of the contradictions in their shopping patterns. They’ll earmark food as a product that should be ethically sourced, but they don’t have the financial resources to apply their ideals to all purchases. I’ve heard from consumers that they shop at Walmart so they can have more money to spend at Whole Foods,” Brown explains. “If they spend less on a T-shirt, they can afford to buy organically grown produce or fair trade coffee.”

But consumers aren’t the only ones facing a conundrum. Brown has found that retailers themselves often shy away from morally charged conversations, choosing to discuss other aspects of products, such as quality, taste or functionality.

“Despite the fact that our society seems very politically divided, people generally go about their everyday interactions as if it’s Thanksgiving dinner, avoiding morally charged issues,” says Brown. “For fair trade, this is critical.”

Brown notes that skepticism is a hurdle for the fair trade movement as well, because consumers need to be convinced that their ethical purchases are making a difference. If consumers see for themselves that the extra few cents they’re paying for a cup of coffee is translating into a better education or health care for the children of a coffee farmer in Nicaragua, they’re more likely to continue making the decision to buy fair-trade coffee.

“We no longer know the people who work in the factories or plow the fields. They’re not our neighbors, family members or friends,” Brown explains. “Globalization has taken intimacy away from our buying practices.”

FROM CO-OP TO CUP
Brown has made two trips to La Corona, Nicaragua to experience coffee farming firsthand. The first trip came in 2005 while Brown was completing his dissertation. During a second visit last year, Brown traveled to the region with 15 SJU undergraduates enrolled in his course “Fair-Trade Coffee: From Co-op to Cup,” designed to teach students about the process of producing fair-trade coffee and how that process benefits farmers in Central America.
In the fall of 2009, a yearlong course plunged a group of freshman researchers into the uncharted territory of bacteriophages — also called phages — which are constantly evolving viruses that attack bacteria but do not harm people. Through a “Phage Safari” class, these first-year students started an inquiry-based study of genomics, the science that determines the DNA, or hereditary material, of an organism or virus.

It’s easy to marvel at the numbers associated with bacteriophages. An estimated one million populate just one-quarter teaspoon of seawater. Ubiquitous in the environment, they are always on the attack, infecting and destroying bacteria about one-septillion times per second. There are more phages on the planet than all other organisms combined, and the whole population turns over approximately every five or six days.

“This is a viral community that is perpetually changing,” says Christina King Smith, Ph.D., professor of biology, who team-teaches the course with Julia Lee-Soety, Ph.D., assistant professor of biology.

But perhaps what’s most surprising about these madly replicating viruses is that although they have been in existence for about two billion years, scientists have only completely sequenced the genomes of 1,000, according to Graham Hatfull, Ph.D., principal investigator of the Howard Hughes Medical Institute’s program known as SEA-PHAGES (Science Education Alliance-Phage Hunters Advancing Genomics and Evolutionary Science.) A national initiative, SEA-PHAGES funded the course at Saint Joseph’s for its first three years.

The course was so successful — there were more students than spaces available this past fall — it is now on the permanent roster at Saint Joseph’s.
“We realized the phage class was a very powerful teaching tool,” says King Smith. “Students are hungry for this kind of experience, where they are thinking like scientists, making real discoveries and contributing to a body of scientific knowledge. Developing strong analytical skills and learning how to be diligent when an experiment fails — and seeing the work through to completion — takes gumption. The fact that they pick up these skills and strengths in their first year of college is extraordinary.”

The students, who are mostly biology, environmental science and chemical biology majors, start their phage-finding odyssey by collecting soil samples from which they isolate their phage. They then purify and characterize it by using a variety of techniques, including electron microscopy and DNA analysis. At semester’s end, one or two phages are chosen to be sequenced, and the purified DNA samples are sent to a laboratory. In the spring, students use bioinformatics tools — advanced software — to annotate the DNA, which involves deciding where each gene starts and ends on the double-stranded helix.

Interest in phages extends beyond the classroom. “Phage therapy” has long been offered in Eastern Europe to treat drug-resistant infections, among other diseases. Several U.S. and international firms are investigating the healthcare applications of phage-based therapy. Which makes the work of King Smith, Lee-Soety and their students even more relevant.

But for now, both biologists are satisfied to point to their growing list of phage publications. “Starting with the first class, 53 phages have been successfully isolated,” says Lee-Soety, noting that the students give their discoveries whimsical names. “Along with Daisy, the first to be sequenced, phages BPBlibs31 and Flux have been published, and phage Winky has recently been submitted. DTDevon and Oaker, which were isolated from soil collected from animal enclosures at the Philadelphia Zoo last August, will follow at the end of the semester.”

Six down, with untold numbers to go.

**Mycobacterium Phage Daisy**

The first students enrolled in the course chose to sequence “Mycobacterium phage Daisy,” a class of phage that attacks the non-disease-causing form of the tuberculosis bacterium. Daisy was found in soil collected from a flowerbed on campus beside a concrete walkway between the Francis A. Drexel Library and the Science Center. Its fully sequenced and annotated genetic code is now held in GenBank, a DNA database of the National Center for Biotechnology Information, and is available to the growing numbers of researchers, like molecular geneticists, with an intense interest in how phages evolve across environments. All faculty and students involved in annotating Daisy are listed as co-authors.
The BEAUTY of SOCIAL MEDIA
in Real Time
The research of Aimée Knight, Ph.D., assistant professor of communication studies, focuses on rhetoric and technology and digital composing. Like all faculty in the communication studies department, she is committed to digital innovation and civic engagement. Simply put, she specializes in how people communicate through words, images, sounds, or otherwise, online and on the page. The technologies that help people make connections drive the classes she teaches each semester.

In 2010, Knight saw an opportunity for her students to apply their coursework in social and civic media to help local nonprofits and community-based organizations develop their online communities. When students in a social media class started putting in extra hours outside of class and collaborating more effectively to guide their partner organizations, Knight realized the project could be more than an assignment. With the help of a few students, she founded Beautiful Social, a research center that offers local and national nonprofits free consulting to make their digital presence stronger and more effective. Today, SJU’s communication studies department directs it.

Students who work on Beautiful Social projects conduct research to help clients build sustainable social media strategies for a variety of platforms, including Facebook, Twitter, Flickr and blogs. Their client list now numbers 45, and includes the Chemical Heritage Society, Bartram’s Garden, Philly Sustainable Urban Development, the MS Society of the Greater Delaware Valley and the American Cancer Society Discovery Shop. At the end of the semester, students have a distinct portfolio of work that’s influenced how an organization communicates online, and can confidently add “social media consultant” to their resumes.

“Beautiful Social offers students a mix of theory and practice,” Knight says. “They have the opportunity to apply what we’re learning beyond the classroom walls in a way that focuses on civic engagement. Students work with established organizations to co-create online communication strategies while developing a specific skill set in community building.”

Laur Fiaatoa ’14 wanted real-world experience that would position her to be competitive in a demanding job market. A communication studies major, she turned to Knight, her academic advisor, who suggested Fiaatoa pursue an independent study to conduct advanced research in social media. This spring, her main project is planning Beautiful Social Community Day, an event inviting interested nonprofits to SJU’s campus for free social media evaluations.

The organizations that have benefitted from Beautiful Social’s initiatives are largely Philadelphia-based, but some have a national presence, giving students the opportunity to network with professionals like the communications manager of the Philadelphia Ronald McDonald House, Jennifer Shipman, who invited three student-consultants to planning meetings throughout the semester, including one with officials from Google+.

“When the organizations we’re working with take a special interest in their consultants, it adds to the students’ overall learning experience,” says Knight. “Some have turned their initial consulting opportunities into internships.”

Mike Lyons, Ph.D., assistant professor of communication studies and one of several faculty members devoted to the project in class and beyond, sees it as an evergreen opportunity for students to influence the community.

“Beautiful Social epitomizes what we’re trying to do in the communication studies department,” says Lyons. “Students go through a rigorous study of digital media theories and concepts, then they get out into the city and put them into practice. I’ve heard wonderful feedback from nonprofits that really got their outreach and communication strategies off the ground thanks to the work of our students.”

Jennifer Shipman, Ronald McDonald House @PhilaRMH

The Beautiful Social team really helped demystify the social media space in a way that was easy to understand, and after careful evaluation of our current efforts, provided a strategy that was well thought out and easy to implement, given our budget and resource limitations. #BeautifulSocial

Laur Fiaatoa SJU ’14

We’ve worked hard to determine what Beautiful Social means to the greater Philadelphia area. Community Day is a way of showing our potential clients how we can design, implement and execute a social media plan to fit their brand.

Beautiful Social, a research center that offers local and national nonprofits free consulting to make their digital presence stronger and more effective. Today, SJU’s communication studies department directs it.

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Getting Right With LINCOLN
his introductory essay to *Lincoln and Leadership: Military, Political and Religious Decision Making* (Fordham University Press, 2012), Civil War historian and Professor of History Randall M. Miller, Ph.D., notes that as biographer David Donald observed, Americans have been trying to “get right with Lincoln” since his death, and predicted that the attempt to do so would continue thereafter.

A collection of essays about the 16th president edited by Miller, the book grew out of a conference on Lincoln as leader held in Philadelphia in 2009 to celebrate the bicentennial of his birth. In it, Miller writes, five historians wrestle with the great man’s “conduct, character and consequence as president during the ‘ordeal by fire’ that was the Civil War.”

As historians like Miller continue to grapple with the man and his time, Lincoln has taken up a renewed prominence in popular culture, if not the American consciousness, with the 150th anniversary of the Civil War being commemorated on historic battlegrounds, in cities both north and south, in best-selling books, and even by Hollywood, with the release late last year of an award-winning feature film.

Miller, who holds the William Dirk Warren ’50 Sesquicentennial Chair at Saint Joseph’s, says that while many consider Lincoln our greatest president — perhaps even the greatest American — others feel he compromised the Constitution by prosecuting a brutal war and using executive authority to excess. As such, Lincoln is still a controversial figure, thus the need for every generation to “get right” with him, or come to understand him.

“Understanding Lincoln is not simply understanding ‘then’—our past and our shared history—it’s understanding who we are, now. The fundamental questions he raised—who is free and who is ‘unfree’—are still timely.”

It was the right-of-passage we underwent to abolish slavery, and its conclusion preserved the Union, allowing us to take our place on the world stage as a nation.”

The war's overwhelming scope makes it essential to bring the Civil War down to scale, which is accomplished by looking at individual people and circumstances, and is what Miller and his collaborators have done with *Lincoln and Leadership*.

The book adds color and nuance to this man who has achieved mythical status in our national imagination. With the fresh perspectives inspired by the lively conversations at the 2009 conference, the authors offer subtler, more human versions of Lincoln than the great father figure ensconced in marble at the Lincoln Memorial. He emerges as an unabashed political operative; as a by-his-bootstraps commander-in-chief; and as a healing theologian, binding up the nation’s wounds with the Second Inaugural’s powerful oratory, while also reminding the people about our collective complicity in slavery and the need to pay the costs of such a sin.

But beyond the scholar’s charge to keep re-examining this complicated man, Miller acknowledges “a kind of magnetism about Lincoln that’s hard to explain,” which continues to keep historians and the general public intrigued.

“It’s not just because he was assassinated, or martyred, as some characterize it,” Miller says. “He did something that all his contemporaries said was impossible: He summoned and mustered the resources to keep this unwieldy thing called the Republic together, and put down a massive rebellion at the same time. It’s really quite remarkable. But through it all, Lincoln was not a god; he was a man. And if we look at him as such, we can ‘get right with him,’ and perhaps come to appreciate him all the more.” ✨
Featured Faculty

Surviving Bullying
Sally Kuykendall, Ph.D.
Associate Professor of Health Services
Ph.D., Temple University

Toward Enlightenment
Suzanne Sorkin, Ph.D.
Associate Professor and Chair of Music, Theatre and Film
Ph.D., University of Chicago

Principles for Principals
Aimee LaPointe Terosky, Ed.D.
Assistant Professor of Educational Leadership
Ed.D., Columbia University

Fair Trade-Offs
Keith Brown, Ph.D.
Assistant Professor of Sociology
Ph.D., University of Pennsylvania

Finding the Phages
Christina King Smith, Ph.D.
Professor of Biology
Ph.D., University of Maryland

The Beauty of Social Media
Aimée Knight, Ph.D.
Assistant Professor of Communication Studies
Ph.D., Michigan State University

Getting Right with Lincoln
Randall M. Miller, Ph.D.
Professor of History
William Dirk Warren ’50 Sesquicentennial Chair
Ph.D., The Ohio State University
Chemist Receives NSF Grant for ‘Super Cool’ Research

John Berberian, Ph.D., professor of chemistry, has received a $302,228 National Science Foundation in Undergraduate Institutions grant to study the behavior of simple glass-forming liquids. The award will fund new equipment, a three-year faculty stipend and student research.

Berberian hopes to further understand the forces involved in the behavior of simple glass-forming materials above and near the glass transition temperature, and notes practical applications for the research. “This work could help engineers develop new and better materials geared to specific uses, and will also give insight into their macroscopic properties,” Berberian says.

“Glass” refers to both its more familiar form and to many other substances that share its properties. The glass transition temperature is the point at which these substances change from being more like a liquid to being more like a solid. “Simple glass-forming liquids ‘super-cool’ — that is, when the liquid is cooled rapidly, the molecules lose energy too fast to form a solid, and therefore remain a liquid, even though the temperature is below their freezing point,” Berberian says.

Instead of crystallizing, like water turning into ice, the molecules stay in a state of non-equilibrium due to a lack of energy from rapid cooling. These liquids will eventually crystallize, but depending on their temperature, the process could last anywhere from one day to several years. Berberian hopes to determine the fundamental molecular structure at this temperature, as well as discover what the molecules are actually doing.

The grant will fund thermal analysis instrumentation, which will allow Berberian to use heat capacity measurements to examine internal modes of energy storage. Other instrumentation will be used for dielectric spectroscopy measurements that examine the energy of molecular rotation in the super-cooled liquid. A Modulated Differential Scanning Calorimeter will also support other research and teaching activities in the Department of Chemistry.

Carlyle Letters Project Receives NEH Award

A scholarly venture that brings together experts from Saint Joseph’s University and Duke University, the Carlyle Letters Project received $270,000 from the National Endowment for the Humanities (NEH) Scholarly Editions Division. This grant is the fifth consecutive and largest award to date.

David R. Sorensen, D.Phil., professor of English at Saint Joseph’s and senior editor of The Collected Letters of Thomas and Jane Welsh Carlyle, says the award is a tribute to the editors of the Duke-Edinburgh edition of the collection, which encompasses more than 12,000 letters. “I am so grateful that the NEH, Duke University Press and Saint Joseph’s University continue to support and encourage this monumental publishing endeavor,” says Sorensen, who has worked on the collection for more than 14 years.

Begun in 1970, the project provides insight into 19th-century Britain, offering a rich understanding of Victorian literature and culture. Through his letters, essayist Carlyle is revealed as a profound critic of liberal democracy. His wife Jane’s letters present a woman suffocated by her position in Victorian England who stakes a claim in society with her incisive and satirical writing.

The collection features numerous well-known correspondents, including Elizabeth Barrett Browning, Ralph Waldo Emerson, John Forster, Erasmus Darwin, Giuseppe Mazzini, John Stuart Mill, and Charles Dickens.

Making Cells Dance

At the 2012 meeting of the American Society of Cell Biology, Christina King Smith, Ph.D., professor of biology, received an honorable mention in the “Celldance Awards” for her short video, Organelle Motility in Retinal Pigment Epithelial Cells. Dubbed the “Cell Oscars,” the annual film contest recognizes visually engaging and scientifically relevant videos and images.
**Born to Run — and Write**

When Jennifer Cush, a senior French and secondary education major from Washington Township, N.J., considered her roster for the fall ’12 semester at Saint Joseph’s, she found a course offered by the Department of English that seemed “both intimidating and alluring,” she says. Deciding she was up to the unique challenge it posed, she enrolled in Running to Write, an upper-level class that combined a traditional writer’s workshop with distance running.

While running experience or participation in physical activities were not requirements for the course, all 14 of Cush’s classmates, most of whom were neophyte runners, trained for, ran and completed the Philadelphia 8-K, half or full marathon in November.

Throughout the semester, the class also took on ambitious writing assignments, including blogs that chronicled their experiences, essays, short stories, poetry and creative non-fiction.

“The students used running as a vehicle to tell other stories — as a way to tap into a story that they felt must be told,” says Tom Coyne, M.F.A., assistant professor of English, who conceived and taught the course. “Most found that the practice of running is similar to the practice of writing, that there are parallels between being alone in their head when they write and being alone on the road when they run, and that physical activity can help creativity.”


Crossing the finish line for the half marathon, which is 13.1 miles, was “an incredible feeling,” Cush says. “My heart reveled in disbelief, pride, exhaustion and joy.”

Now, a long run doesn’t intimidate her. In fact, she looks forward to her daily practice of running and then writing, and is glad that she pushed herself to register for the class.

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**SJU Continues to Advance Schools in Haiti**

Project Haiti, a Saint Joseph’s University-led effort to assist Jesuit-run elementary schools in Haiti, earned significant support from The Raskob Foundation for Catholic Activities of Wilmington, Del. A $25,000 grant is advancing efforts to develop model pedagogies for the fledgling schools in the earthquake-devastated country.

The grant will allow periodic exchange of key personnel to continue, as well as provide important educational materials to the schools, beginning with sustainable and reusable science kits purchased from the Full Option Science System.

Since the January 2010 earthquake, and under the direction of the Society of Jesus, an educational system called Foi et Joie (meaning “Faith and Joy”) has built or is contemplating building 46 schools and six centers focusing on teaching manual trades. Following the earthquake, a group of Saint Joseph’s faculty, administrators and staff, as well as a group from Archmere Academy in Claymont, Del., decided they wanted to help Foi et Joie, particularly by sharing Saint Joseph’s primary resource: pedagogy. SJU Project Haiti entered into a formal partnership with Foi et Joie in Haiti under the leadership of Terrance Furin, Ph.D., coordinator of international education programs; Joseph Cifelli, Ed.D., director of certification, accreditation and partnerships; Aimee Terosky, Ed.D., assistant professor of educational leadership; and Patrick Samway, S.J., Ph.D., professor emeritus of English. Fr. Samway believes that Foi et Joie can transform the nature of education in all of Haiti.
Special Education Earns Recognition in Dyslexia, Deaf and Hard of Hearing

- The International Dyslexia Association (IDA) identified Saint Joseph’s University’s master’s in special education as one of nine university programs in the United States to meet the standards outlined in its Knowledge and Practice Standards for Teachers of Reading. The IDA Standards provide the most thorough, research-supported documentation of what every teacher ought to know and be able to demonstrate, whether they are teaching students with dyslexia, other struggling readers or the general student population.

- “There is an urgent need for qualified teachers who can both correctly diagnose learning problems and be able to provide their students with research-based instructional programs to meet specific needs,” says Cathy Spinelli, Ph.D., chair and professor of special education. “Saint Joseph’s is graduating the finest special education teachers who are making a real difference for at-risk students.”

- The Pennsylvania Department of Education (PDE) recently approved Saint Joseph’s University’s Hearing Impaired K-12 certification. Students can also earn a master’s degree in the Deaf and Hard of Hearing Program. The new program includes an online curriculum that will successfully prepare teachers in educating individuals who are deaf and hard of hearing.

  The Council on Education of the Deaf considers the philosophy of a program like this to be “comprehensive,” which means that teachers will learn to incorporate all communication philosophies including total communication, auditory-oral and bilingual-bicultural into the education of students who are deaf or hard of hearing, depending on their individual needs. Field experiences are included with face-to-face exposure to deaf and hard of hearing students as part of the online coursework, and a full semester of student teaching is required.

  “This is the first fully online certification program in Pennsylvania and one of maybe four in the nation,” says Samuel Slike, D.Ed., director of special education online programs.

  “We are hoping to become part of a nationwide initiative to work with other universities that have online deaf education programs through a collaborative endeavor with the Michigan Department of Education.”

  Cait McCrossan ’12 (M.A.) teaches reading at the Academy in Manayunk.

National Science Foundation Awards SJU Scholarship Grant

The National Science Foundation has awarded Saint Joseph’s University an S-STEM scholarship grant in support of the project entitled “PACMACS Bridge Expansion Program.” The grant will fund scholarships for academically talented students demonstrating financial need, preparing them to enter the workforce or graduate school in the fields of mathematics, actuarial science or computer science. For the current academic year, the grant is providing $10,000 scholarships for six students studying actuarial science, computer science and mathematics. This award expires July 31, 2016.

Award-Winning Filmmaker Receives Pew Fellowship

Deron Albright, M.F.A., associate professor of film, was awarded a 2012 Pew Fellowship in the Arts from The Pew Center for Arts and Heritage. The Pew Fellowship awards $60,000 to each artist who has developed a significant body of work. “The Pew Fellowship is designed to support mid-career artists ready to take the next step, based on work they have already accomplished,” Albright says. “The work on my film The Destiny of Lesser Animals (Sibo ne kra, Dabo ne kra), and its success were a major part of the Pew’s decision to grant the award.”

Destiny was produced and directed by Albright while he was a Fulbright Senior Scholar at the National Film and Television Institute in Ghana, West Africa, during the 2008-09 academic year. A taut police drama set in Accra, Ghana’s capital, as well as in other Ghanaian cities and New York, it has played in numerous top-tier film festivals and movie houses across the U.S. and in Ghana. It was also nominated for numerous awards, winning the 2012 Paul Robeson Award for Best Feature Narrative.

Albright was also selected for the Toronto International Film Festival (TIFF) Talent Lab and the Independent Feature Project Emerging Narrative Program. TIFF has been known as the “Festival of Festivals” since its 1976 inception and is recognized as one of the most important international cinema events. As a delegate to the Talent Lab, which runs during the Festival, Albright connected with established industry figures to develop his next project.
SJU Among Top Producers of Fulbright Scholars Nationwide

A record number of U.S. Student Fulbright recipients from Saint Joseph’s University has placed the institution among the top master’s institutions nationwide in the Chronicle of Higher Education’s Top Producers of U.S. Fulbright Students, 2012-13.

Saint Joseph’s had the second highest number of Fulbrights among those institutions noted in the master’s category, with five awardees out of 13 applicants.

“It is truly an honor for the University, and a testament to our academic distinction to be recognized as a leading producer of U.S. Fulbright students among peer institutions in the country,” said University President C. Kevin Gillespie, S.J. ’72. “And we are tremendously proud of our Fulbright students and all that they have accomplished and are contributing around the globe.”

The five Saint Joseph’s Student Fulbright Scholars for 2012-13 are:

- **Kerry Burns ’12**, a Spanish major with minors in linguistics and philosophy, is teaching English at a university in Colombia and pursuing coursework in speech pathology and bilingual education.
- **Erin Butler ’12**, a Spanish and elementary education major and secondary education, Latin American studies and Faith-Justice triple minor, is in Peru at an English teacher training college.
- **Victor DiNoia ’12**, a double major in economics and finance with a minor in German, is studying behavioral finance within international banking at the Duisenberg School of Finance in the Netherlands.
- **Margaret Myers ’12**, a double major in international relations and German, is teaching English at a new university in southeastern Turkey.
- **Kimberleigh Pulford ’12**, an international relations major with minors in Latin American studies, Spanish and history, is teaching in Malaysia.

Other Prestigious Student Awards

- **CMDR. GEORGE C. MCFARLAND SCHOLARSHIP FROM THE ST. ANDREW’S SOCIETY OF PHILADELPHIA**
  - **Alex Houpert ’14**, a Latin and English major with a minor in secondary teacher certification, is spending his junior year of study at the University of Edinburgh.
- **TEACH FOR AMERICA**
  - **Melanie Burgos ’12**, a sociology major with a minor in communications, is teaching in an elementary school in Philadelphia while completing her teacher certification at the University of Pennsylvania.
- **Callie Walsh ’11**, an economics and French major, is teaching mathematics at Mount Pleasant High School in Providence, R.I., while completing her teacher certification at either Brown University or Providence College.

SJU Offers New Graduate Degree in Education

An Online Master of Science in Educational Leadership with a focus on Catholic school education is SJU’s newest graduate degree program.

The online M.S. in Catholic school leadership comes at a stressful time for Catholic schools. “Considering the flux the Catholic schools are in right now, we believe it’s important to take care of and educate their leaders,” Robert Palestini, Ed.D. ‘63, executive director of the Center for Catholic and Urban Education (CCUE), says, referring to the recent closings of many Catholic schools in Philadelphia. “If we can provide strong leadership, then it only stands to reason that the academic dimension of the school will improve, and this is Saint Joseph’s University’s way of addressing this situation.”

In addition to providing the knowledge to become a principal or leader within a Catholic school, students have the ability to receive the Pennsylvania Principal and Curriculum Supervisor certificates, and obtain credentials required by public schools and the State Department of Education. “Taking this curriculum walks you through budgeting, law and curriculum development,” says Anne Marie Borneman, Ed.D., senior fellow at the CCUE. “We think this program is going to really help that next generation of Catholic school leaders.”
Bioethics Institute Announces Research Fellows Program, Develops Sustainable Water Filters

Allen and Dolores Gustafson
Distinguished Research Fellows Program

Saint Joseph’s Institute of Catholic Bioethics recently established the Allen and Dolores Gustafson Distinguished Research Fellows Program to support interdisciplinary bioethics research, made possible by a $100,000 donation from Institute board member Allen M. Gustafson and his sister, Linnea Gustafson Rutkowski. The gift was named in memory of their parents, Allen and Dolores Gustafson, who shared a deep commitment to education and medical research.

According to Peter Clark, S.J. ’75, Institute director and professor of theology and health administration, the Gustafson family wished to provide research opportunities for students that would foster a lasting legacy for the Institute and the bioethics field. The program provides opportunities for SJU students and members of SJU-affiliated institutions to conduct independent research in bioethics under the guidance of a faculty mentor. Awards total $5,000 for each project, covering a $4,000 research budget and $1,000 for faculty mentors. The 2012 inaugural recipients are researching the use of biosand filters and water hyacinths in the removal of arsenic from water, and code status in older patients diagnosed with end-stage heart failure.

Sustainable Water Filters Produced for Use in Africa

An ambitious, multi-phase Institute project is now producing sustainable slow-sand water filters for home use in Africa through a partnership with the Global Alliance for Africa (GAA). GAA works with grassroots organizations to design and implement economic development programs, enabling families living in sub-Saharan Africa to become self-sufficient.

Institute Fellows developed the filter over the last six years. According to Fr. Clark, the group saw the need for clean water in Dar es Salaam, Tanzania, while working at St. John’s Parish Medical Center. “Many people, children especially, were dying at a high rate from water-borne illnesses like typhoid and bacterial diarrhea,” he notes. Realizing that a low-cost water filter could help lessen mortality from these diseases, Fr. Clark and his students started working on several slow-sand water filter models in 2007.

Comprised of two five-gallon plastic buckets, one spigot, gravel, a matrix of mesh and cheesecloth, and 50 lbs. of fine sand, its total cost is about $16. Under optimal conditions, it removes bacteria from contaminated water with an efficiency of approximately 99 percent.

Through a gift made by John J. Rangel, chair of the Institute’s External Advisory Board, the GAA is working with communities in Nairobi, Kenya, to construct and sell the filters to people living in economically disadvantaged areas.

A paper about the project titled “Slow-sand water filter: Design, implementation, accessibility and sustainability in developing countries,” co-authored by Fr. Clark; microbiologist Catalina Arango Pinedo, Ph.D., assistant professor of biology; and Institute fellows Matthew Fadus ’12 and Stephen Capuzzi ’12, was published in Medical Science Monitor, an international medical journal of experimental and clinical research.

Philadelphia Zoo Features SJU Psychologist’s Discovery

Psychologist Matthew Anderson, Ph.D., and his students have been studying Caribbean flamingos at the Philadelphia Zoo for the past several years and have made important first discoveries about their peculiar one-legged stance. The exhibit now shares this plaque (pictured right) explaining what they’ve learned with thousands of zoo-goers who stop to enjoy these colorful creatures.

Why do flamingos stand on one leg?

There are many theories. Dr. Matthew Anderson and his students from Saint Joseph’s University have been studying the Philadelphia Zoo’s Caribbean flamingos since 2007. Among the possibilities – reducing leg fatigue, balancing in wind, enabling quick getaways – Anderson’s research supports conserving body heat.

Resting birds stand on one leg more often when in water than on land – water draws away more heat than air. As the weather gets hotter, fewer birds stand on one leg. While there may be other benefits to this behavior, Anderson’s work strongly supports thermoregulation as a primary benefit.
Faculty Books

Lisa A. Baglione, Ph.D., professor and chair of political science,

Milica Bookman, Ph.D., professor of economics,
Do They Take Credit Cards in Heaven? Economics in the Afterlife (Amazon CreateSpace, 2012).

Keith Brown, Ph.D., assistant professor of sociology,
Buying into Fair Trade (NYU Press, 2013).

Carmen J. Calvanese, Ph.D., adjunct professor of theology and religious studies,
Back to the Future of the Roman Catholic Church (PublishAmerica, 2012).

Peter Clark, S.J. ’75, professor of theology and health administration and director of the Institute of Catholic Bioethics,

Joseph J. Godfrey, S.J., professor of philosophy and Joseph S. Hogan, S.J., Chair in Philosophy,
Trust of People, Words, and God (University of Notre Dame Press, 2012).

Rachel Wells Hall, Ph.D., associate professor of mathematics,
The Shenandoah Harmony (The Shenandoah Harmony Publishing Co., 2012), with Myles Louis Dakan, John W. del Re, Leyland W. del Re, Daniel Hunter, Kelly Macklin, and Nora Miller (eds.).

Sally Kuykendall, Ph.D., associate professor and chair of health services,

Aisha Lockridge, Ph.D., assistant professor of English,
Tipping on a Tightrope: Divas in African American Literature (Peter Lang, 2012).

Deborah Lurie, Ph.D., associate professor of mathematics and director of actuarial science,

William Madges, Ph.D., dean of the College of Arts and Sciences,
Vatican II: 50 Personal Stories (Orbis Books, 2012), with Michael Daley, eds.

Molly K. McCloskey ’86, adjunct professor of graduate writing studies,

Randall M. Miller, Ph.D., professor of history and William Dirk Warren ’50 Sesquicentennial Chair,

Nina L. Nilsson, Ph.D., associate professor of graduate teacher education,
Struggling Readers Can Succeed: Targeted Solutions Based on Complex Views of Real Kids in Classrooms and Communities (Information Age Publishing, 2012), with Sandra E. Gandy, eds.

Robert H. Palestini, Ed.D. ’63, associate professor of educational leadership (retired),
Humor and Educational Leadership: No Laughing Matter (Rowman & Littlefield Education, 2012);

A. William Place, Ph.D., professor and chair of educational leadership,

Kristopher Tapp, Ph.D., associate professor of mathematics,

Felice Tilin, Ph.D., director of graduate organizational development and leadership,
The Interprofessional Health Care Team: Leadership and Development (Jones and Bartlett Learning, 2013), with Donna Weiss and Marlene Morgan.

Journal Highlights

Matthew Anderson, Ph.D., associate professor of psychology,

Gerald J. Beyer, Ph.D., associate professor of theology,
Journal of Catholic Social Thought; Prakseologia; U.S. Catholic.

Carolyn Berenato, Ed.D., director of educational leadership,
Scholar-Practitioner Quarterly.

Tetanya Berezovski, Ph.D., assistant professor of mathematics,
Abstracts of Papers Presented to the American Mathematical Society; Mathematics Teacher; Proceedings of 2012 Bridges Conference.

Frank Bernt, Ph.D., professor of education,
American Journal of Hospice and Palliative Medicine.

Cynthia Biggs El, Ed.D., director of graduate teacher education,
The Western Journal of Black Studies.

James Boettcher, Ph.D., associate professor of philosophy,
Journal of Political Philosophy.

Anne Marie Borneman, Ed.D., senior fellow in the Center for Catholic Urban Education, Momentum.

Jose Cerda, Ph.D., assistant professor of chemistry,
Chemical Communications; Tetrahedron Letters.

Peter Clark, S.J. ’75, professor of theology and health administration and director of the Institute of Catholic Bioethics,
Health Progress; Medical Science Monitor.

Philip A. Cunningham, Ph.D., professor of theology and director of the Institute for Jewish-Catholic Relations,
Joseph J. Feeney, S.J., Ph.D.,
professor of English,
Kronos: Scope Journal for the Study of Time; Recours au Poème: Poésies & Mondes poétiques.

Jonathan Fingerut, Ph.D.,
associate professor of biology,
The Physics Teacher.

Janine Firmender, Ph.D.,
assistant professor of education,
Gifted Child Quarterly; Journal for Research in Mathematics Education.

Brian Michael Forster, Ph.D.,
Lab Coordinator, General Education Program — Natural Sciences, Molecular Microbiology.

Piotr Habdas, Ph.D.,
associate professor of physics,
Journal of Chemical Physics; The Physics Teacher.

Emily Hage, Ph.D.,
assistant professor of art history,

Rachel Hall, Ph.D.,
associate professor of mathematics,
American Mathematical Monthly.

James Hebbeler, Ph.D.,
associate professor of philosophy,
Review of Metaphysics.

Gerard Jacobitz, Ph.D.,
assistant professor of theology,
American Benedictine Review.

Althier Lazar, Ph.D.,
professor of education,
The Journal of Reading Education; Urban Learning, Teaching, and Research Yearbook; Reading Today.

Julia Lee-Soety, Ph.D.,
assistant professor of biology,
Biochemical and Biophysical Research Communications.

Edwin Li, Ph.D.,
assistant professor of biology,
Biochimica et biophysica acta — Biophysics; Biotechnology and Applied Biochemistry.

Susan Liebell, Ph.D.,
assistant professor of political science,
Politics & Religion.

Tim Lockridge, Ph.D.,
assistant professor of communication studies,

Deborah Lurie, Ph.D.,
associate professor of mathematics and director of actuarial science,
Journal of Voice.

Maria S. Marsilio, Ph.D.,
professor and director of classics and ancient studies and director of honors program,

Scott McRobert, Ph.D.,
professor of biology,
Behaviour; Current Zoology; Drosophila Information Service; Zebrafish.

Elizabeth Morgan, Ph.D.,
assistant professor of music,
19th-century Music.

Konstantinos P. Nikoloutsos, Ph.D.,
assistant professor of Latin and ancient studies,
Romance Quarterly.

Nina Nilsson, Ph.D.,
associate professor of education,
Reading & Writing Quarterly (in press).

Cristian Pardo, Ph.D.,
assistant professor of economics,

Jo Alyson Parker, Ph.D.,
professor of English,
Kronoscope: Journal for the Study of Time.

A. William Place, Ph.D.,
professor and chair of educational leadership,

Encarnacion Rodriguez, Ph.D.,
associate professor of education,
Scholar-Practitioner Quarterly.

Marta Sanchez,
adjunct professor of art,

Samuel Smith, Ph.D.,
professor and chair of mathematics,
Algebraic and Geometric Topology.

Elaine Shenk, Ph.D.,
assistant professor of Spanish and linguistics,
CENTRO Journal of the Center for Puerto Rican Studies.

Samuel Stike, D.Ed.,
director of special education online programs,
Teaching Exceptional Children.

Suzanne Sorkin, Ph.D.,
associate professor and chair of music, theatre and film,
SCI Journal of Music Scores.

Eva-Marie Swidler, Ph.D.,
adjunct professor of history,
Capitalism, Nature, Socialism; Environmental History.

Kristopher Tapp, Ph.D.,
associate professor of mathematics,

Aimee Terosky, Ed.D.,
associate professor of education,
Scholar-Practitioner Quarterly.

John Vacca, Ph.D.,
associate professor and chair of teacher education,

Aubrey Wang, Ph.D.,
assistant professor of education,
Scholar-Practitioner Quarterly.

Bruce Wells, Ph.D.,
associate professor of theology and religious studies,

Exhibits, Film Festivals, Recitals and Concert Tours

Deron Albright, M.F.A.,
associate professor of film,
Bahamas International Film Festival, Nassau, Bahamas; Brazov International Film Festival, Brazov, Romania; CineMigrante International Film Festival, Buenos Aires, Argentina; Newark Black Film Festival, Newark N.J.; Pan-African Film Festival, Los Angeles, Calif.

Susan Fenton, M.F.A.,
associate professor of art,
James A. Michener Museum of Art, (Doylestown, Pa.).

Ron Klein, M.F.A.,
associate professor of art,
Howard Scott Gallery (New York, N.Y.).

Alison Stigora, M.F.A.,
adjunct professor of art,
Mendelsohn Trio (Berlin, Germany and Vienna and Scharnstein, Austria); Christopher Newport University (Hampton Roads, Va.); Ohio State University (Columbus, Ohio).
CA&S Newsmakers

College of Arts and Sciences faculty have contributed their expertise to stories appearing in the following outlets:

The Agenda (Canada)
America (National)
Associated Press
Adubon Magazine
AZoM.com (Australia)
Bryn Mawr-Gladwyne Patch (Pa.)
Business News Daily
Canada.com
Catholic Moral Theology (National)
CBS News (National)
Chicago Sun Times (Ill.)
Columbus Dispatch (Ohio)
The Daily (National)
Delaware County News (Pa.)
Detroit Free Press (Mich.)
Ecjesuit (National)
The Garden of Eaden
e! Science News
EMaxhealth.com (National)
Environmental Protection Online
Exposing Online Predators & Cyberpaths
Fine Gardening
Flying Kite
Fox News (National)
Huffington Post (National)
Independent Press (Morris County, N.J.)
Individual.com
Inside Higher Ed
The Institute for Religion and Science Blog
iStockAnalyst
iVillage
KYW Newsradio (Philadelphia)
La Razon (Madrid, Spain)
Legends Magazine
Life Science Weekly (Atlanta, Ga.)
LiveScience.com
Minnesota Public Radio
MLive.com
Mother Nature Network
MSNBC.com
MSN.com
Narberth-Bala Cynwyd Patch (Pa.)
National Catholic Reporter (National)
NBC Sports Network
NewsBlaze
Our Health
Palm Beach Post ( Fla.)
Parenting Online (National)
Philadelphia Daily News
Philadelphia Inquirer
Post Chronicle (Denville, N.J.)
Providence Journal (Rhode Island)
Religion News Service (National)
Reuters
Repubblica (Italy)
The Sacramento Bee (Calif.)
Science News Daily (National)
Sci-tech Today (National)
Science Daily (National)
Smart Money Magazine (National)
Springfield Patch (Pa.)
The Star-Ledger (N.Y.)
United Press International
USA Today (National)
Washington Post (D.C.)
WBIR-TV (Tenn.)
WHYY/90.9 FM “Radio Times” (Philadelphia)
WPVI-6ABC (Philadelphia)
WTSP-TV (Tampa, Fla.)
WTXF-PHI/29FOX (Philadelphia)
WYOU (CBS)
Yahoo! Finance
Yahoo! News

Faculty who have been seen and heard in the news include:
Deron Albright, M.F.A.
Mathew Anderson, Ph.D.
Gerald Beyer, Ph.D.
John Berberian, Ph.D.
John Braverman, S.J.
Keith Brown, Ph.D.
Jim Caccamo, Ph.D.
James Carter, Ph.D.
Peter Clark, S.J.
Tom Coyne, M.F.A.
Philip Cunningham, Ph.D.
Tenaya Darlington, M.F.A.
Ann Green, Ph.D.
Jeffrey Hyson, Ph.D.
Julia Lee-Soety, Ph.D.
Allen Kerkeslager, Ph.D.
Christina King Smith, Ph.D.
Maria Kefalas, Ph.D.
Aimée Knight, Ph.D.
Sally Kuykendall, Ph.D.
Benjamin Liebman, Ph.D.
William Madges, Ph.D.
Michael McCann, Ph.D.
Randall Miller, Ph.D.
Jodi Mindell, Ph.D.
Jo Alyson Parker, Ph.D.
Patrick Samway, S.J.
Sam Slike, D.Ed.
Karen Snetselaar, Ph.D.
Clint Springer, Ph.D.
CA&S Programs & Chairs

Dean William Madges, Ph.D.

Undergraduate Programs

Associate Deans
Paul Aspan, Ph.D. - Humanities
Jeanne Brady, Ph.D. - Education
Nancy Fox, Ph.D. – Social Sciences
Michael McCann, Ph.D. ’87 – Natural Sciences, Mathematics and Computer Science

Actuarial Science, Director
Deborah Lurie, Ph.D.

Aerospace Studies (AFROTC), Chair, Lt. Col. James Turnbull

Africana Studies, Director
Melissa Logue, Ph.D.

American Studies, Director
Jeffrey Hyson, Ph.D.

Ancient Studies, Director
Maria Marsilio, Ph.D.

Art, Chair
Dennis McNally, S.J.

Asian Studies, Director
David Carpenter, Ph.D.

Behavioral Neuroscience, Director, Philip Sacht, Ph.D.

Biology, Chair
Karen Snetselaar, Ph.D.

Chemical Biology, Director
Mark Reynolds, Ph.D.

Chemistry, Chair
Mark Forman, Ph.D.

Classics, Director
Maria Marsilio, Ph.D.

Communication Studies, Interim Chair, Paul Aspan, Ph.D.

Computer Science, Chair
George Grevera, Ph.D.

Criminal Justice, Director
Raquel Kennedy-Bergen, Ph.D.

Economics, Chair
Benjamin Liebman, Ph.D.

English, Chair
Peter Norberg, Ph.D.

Environmental Science, Director
Jean Smolen, Ph.D.

European Studies, Director
Thomas Buckley, Ph.D.

French Studies, Director
Kristin Burr, Ph.D.

Gender Studies, Director
Catherine Murray, Ph.D.

Health Services, Chair
Sally Kuykendall, Ph.D.

History, Chair
Alison Williams Lewin, Ph.D.

Honors Program, Director
Maria Marsilio, Ph.D.

Interdisciplinary Health Care Ethics, Director
Mark Aita, S.J., M.D.

Interdisciplinary Health Services, Director
John J. Newhouse, Ph.D.

International Relations, Director, James Carter, Ph.D.

Latin American Studies, Director
Heather Hennes, Ph.D.

Mathematics, Chair
Sam Smith, Ph.D.

Medieval/Renaissance/Reformation Studies, Co-Directors, Jason Powell, Ph.D. and Paul Patterson, Ph.D.

Modern and Classical Languages, Chair, Robert Daniel, Ph.D.

Music, Theatre and Film, Chair
Suzanne Sorkin, Ph.D.

Philosophy, Chair
Paul St. Amour, Ph.D.

Physics, Chair
Paul Angiolillo, Ph.D. ’78

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