A Saint Joseph’s education is one that understands that people, by nature, are complex. We have intellectual, spiritual, moral and aesthetic facets to our personalities. That’s why in the College of Arts and Sciences, we strive to develop all dimensions of the human person. Through the diversity of academic disciplines they study and the teacher-scholars who guide and mentor them, our students are stretched to see a bigger reality and to become more.

Ask a Saint Joseph’s graduate what sets them apart, and you’re likely to hear that their college education — grounded in a strong liberal arts foundation — has made them curious to get at the roots of issues, enabled them to see themselves in a global context, and inspired them to become moral agents for change.

The stories in this issue of Intellect illustrate how passion animates knowledge and can awaken curiosity. From grassroots efforts to stem violence in Philadelphia to the creativity that makes art out of discarded items, you’ll be intrigued by the variety and substance of work being produced by our faculty.

And perhaps most important of all, these stories demonstrate that there is a spectrum of research and learning in the College of Arts and Sciences to inspire everyone.

William Madges, Ph.D.
Dean
China Scholar Takes His Knowledge Public
  Patricia Allen

Optimizing Early Care & Education for Kids
  Kelly Welsh ’05 (M.A.)

Taking to the Streets to Stomp Out Violence
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Finding a Shoalmate Exploring Social Behavior in Fish
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Found Objects Precisely Placed
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See It My Way: Partnership Gives Special Ed Majors an Edge
  Kelly Welsh ’05 (M.A.)

Faculty Bios
China Scholar Takes His Knowledge Public

“The Chinese are much more involved around the world than most Americans realize,” says China expert James Carter, Ph.D., professor of history and director of Saint Joseph’s international relations program. “There are perhaps tens of thousands of Chinese nationals living and working in Africa, South America and Central Asia who are advancing industries to benefit China’s stunning economic development. It’s essential that our students understand China and its place on the global stage so that they can participate as meaningful players in the relationship between China and the U.S., which is the world’s most important bilateral relationship.”

A published author — Creating a Chinese Harbin: Nationalism in an International City, and Heart of Buddha, Heart of China: The Life of Tanxu, a Twentieth Century Monk — who has lived and traveled widely in China, Carter is uniquely qualified to introduce students to the complexities of the Sino-American relationship. As one of 20 specialists chosen by the National Committee on United States-China Relations for its Public Intellectuals Program, Carter will engage in activities over the next two years that will not only help to broaden his extensive knowledge, but will bring his expertise into the public and policy spheres.

A case in point is his recent trip to China — organized by the National Committee — when he acted as the scholar-escort for a U.S. congressional delegation. An expert on Chinese nationalism and its development during the 20th century, his role on the trip was to provide context and interpret nuance for the senior House and Senate staffers who were all first-time travelers to China. The itinerary took them to Beijing, Tianjin and Xiamen, where they toured power plants, factories and other businesses, including Walmart and Caterpillar, Inc. They also made home visits and attended a courtroom trial.

“The main objective of the trip was to promote...
engagement and understanding between these mid- and high-level officials representing both China and the U.S.,” Carter says. For his part, every trip to China — he has been there 11 times — is an opportunity to learn something new about the country and bring that knowledge back to his students.

“I was curious to see how the Chinese would present their country to these people who have influence over U.S. policy,” he says. “Surprisingly, they didn’t appear to have a clear message to deliver to their visitors, other than the obvious — that China is open for business. The congressional staffers were really left to draw their own conclusions about what they had experienced.”

While he is uncertain of the cause of China’s missed opportunity on this trip, Carter says it’s clear that SJU students are learning that whether or not Americans are aware of it, China influences every aspect of their lives.

“Our international relations and Asian studies majors are taking advantage of an opportunity to study the history, languages and cultures of the world’s most important economies — not only China’s, but also Russia’s, India’s and Japan’s,” Carter says. “And it is crucial that they do so. With these advancing economies that are new world powers, they shouldn’t have the expectation that the U.S. will be the only world power. The more our students know about this dynamic change, the more likely they will be to succeed in this new global environment.”

“A Hundred Years of China,” from the IISH/Stefan R. Landsberger Collections.
Optimizing Early Care & Education for Kids
The steady rise in both dual-income and single-parent households has resulted in a steep increase in the number of children needing early care outside the home. In recent decades, “day care” centers have evolved from simply providing babysitting services to offering an educational experience meant to enhance child development on a number of levels.

With the boom in programming has also come a boom in interventions aimed at improving the quality of early care and education (ECE). But how to measure success?

Enter Elizabeth Jaeger, Ph.D., associate professor of education, a developmental psychologist and expert applied researcher in the field of early childhood education.

“Many of Philadelphia’s children do not succeed in school, and too often, seeds of failure are sown before they even enter kindergarten,” says Jaeger.

She has spent her career looking to positively impact these crucially formative years. Over the last decade, Jaeger and the staff of her Child Development Lab at SJU have conducted extensive studies in the Philadelphia region looking at hundreds of child care programs. Jaeger has compiled some of the most influential and impactful research in the field of early childhood education and has helped to move the dial from mediocre to high quality for a number of programs.

Jaeger and her team have worked extensively with the United Way of Southeastern Pennsylvania (UWSEPA) to evaluate and support their initiatives to improve the quality of ECE programs. To date, these initiatives have impacted the quality of more than 270 ECE programs throughout the region.

“Our motivation comes from the belief that children deserve a healthy, stimulating environment, with positive interactions and loving caregivers,” says Lauren Galvano, assistant director of the Child Development Lab.

While somewhat beyond the scope of what one would expect from a child psychologist, Jaeger’s lab has also been funded by the William Penn Foundation to study efforts to improve child care facilities and management issues.

“If my work accomplishes nothing else, I want to get children out of the basement — literally,” says Jaeger. “Too many child care facilities operate in unacceptable conditions. Creating an environment conducive to healthy physical and mental development goes far beyond personnel and programming.”

But perhaps most crucial among the Child Development Lab’s endeavors is its recent work to educate early care providers about the dangers of trauma. Partnering with the UWSEPA and the Institute of Family Professionals, SJU offers courses in identification of early trauma.

“We now know that traumas such as violence or neglect change the architecture of the brain,” Jaeger explains. “Identifying children who are dealing with trauma helps educators avoid re-traumatizing them and promotes healing. We are changing the way ECE providers relate to children. Instead of saying, ‘What’s wrong with this child?’ now we’re asking, ‘What happened to this child?’”

Jaeger has become somewhat of an historian and the repository of early childhood advances in the Philadelphia region over the last decade. So, in an attempt to broaden her scope, she has begun work in the U.S. Virgin Islands, conducting a pilot study to assess the quality of programs, and a separate study looking at the professional development needs of the early childhood workforce to help providers meet new licensing requirements.

“I want to take what we have learned and apply it elsewhere,” Jaeger notes. “At the same time, I hope to develop a more global perspective that could inform ongoing efforts locally.”

The Child Development Lab has received funding in excess of $3M from the following organizations:

- United Way of Southeastern Pennsylvania
- The William Penn Foundation
- PNC Bank’s Grow Up Great Initiative
- The National Institute of Child Health and Human Development
- The Knight Foundation
- Family Support Services
- Maternal Child Health Consortium of Chester County
- Community Foundation of the Virgin Islands
Taking to the Streets to Stomp Out Violence

Healing Walls: Inmates' Journey
This mural project explores the complicated journey of dealing with the aftermath of violent crimes.
3049 Germantown Ave ©2004 City of Philadelphia Mural Arts Program/Cesar Viveros and Parris Stancell
Photo by Jack Ramsdale
With 324 homicides and even more shootings, 2011 was another in a long string of violent years for the city of Philadelphia—and 2012 is shaping up to be no different. But for young Philadelphians, the risk of falling victim to violence is greatest.

While many see this disproportionate effect on young people as a problem to be addressed from the top down, at the Richard Johnson Center for Anti-Violence, Saint Joseph’s University faculty see an opportunity for young people to stand up and take action against the city’s violence epidemic.

Formerly the Institute for Violence Research and Prevention (IVRP), the Center was rededicated on Jan. 19, 2012, in honor of Richard Johnson, a promising, young student who was set to attend Saint Joseph’s before he was senselessly gunned down in 2005. The Center has received more than $700,000 in funding from the William T. Grant Foundation, the Catherine T. and John D. MacArthur Foundation, and the U.S. Department of Justice.

“What we’re looking to do is create opportunities for youth engagement and youth leadership,” says Maria Kefalas, Ph.D., director of the Richard Johnson Center and professor of sociology. “It’s all about tapping the potential young people have to transform their communities.”

The Richard Johnson Center takes an interdisciplinary approach to addressing and preventing violence, combining cutting-edge research with programs designed to put solutions in place.

“This is like fighting a disease,” Kefalas says. “You have to throw everything and the kitchen sink at it, but at the same time be careful not to cause any harm.”

Faculty members are in the final phase of a multi-year study on the “stop snitching” phenomenon, an unwritten code that discourages cooperation with police.

“We’re finding it’s a much more complex issue than people thought,” says Susan Clampet-Lundquist, Ph.D., assistant professor of sociology, who has worked on the study. “Not all young people define snitching the same way, and for some a certain level of cooperation with law enforcement is seen as okay.”

At the same time, Center programs like the Philadelphia Youth Solutions Project (PYSPorg) work to let students find solutions to the issues of violence they face.

This web project and social media platform provide a safe space for young people affected by violence to speak out to their peers through message boards, student-produced films and more.

“When kids talk with one another, their peers listen,” Kefalas says. “Very little works with older kids except having their friends tell them, ‘Listen, this is not cool.’ We’re looking at using the technologies kids are most comfortable with to keep that message real.”

To spread a message of non-violence online, the Richard Johnson Center will also work with middle school students on a campaign to end cyberbullying and promote good citizenship online. In addition to these programs and many others, the Center will continue its annual vigil in honor of the victims of violence in Philadelphia and will welcome more than 100 students from local high schools to participate in a Youth Solutions Summit.

The Center’s approach is one Kefalas believes can finally stem the tide of violence in the city and beyond.

“We’re looking to take the best research and bring it back to help the community,” Kefalas explains. “And our hope is this could be a national model.”
Finding a SHOALMATE
If birds of a feather flock together, what about fish of the same fin? As it turns out, like attracts like, under the sea, in rivers and in test tanks. Fish swim in groups of the same species — scientists call this social behavior shoaling — and the activity has its benefits. “Shoaling gives fish enhanced access to mates, increased success in foraging and protection from predation,” says animal behaviorist Scott McRobert, Ph.D., professor of biology, who has published 17 papers — and counting — on the topic. “It makes good, evolutionary sense that a single fish would seek to join a group of other fish that they resemble. It’s much easier to be targeted by a predator if you look different than everyone else around you.”

A geneticist by training, McRobert admits that he studies animal behavior because he loves and is fascinated by all kinds of beasts. “In many ways, I’m still the 10-year-old kid who thinks that animals are really cool, and I want to find out everything I can about them,” he says. His shoaling research — funded by the Howard Hughes Medical Institute — is conducted in his biodiversity laboratory, which houses dozens of fish species, amphibians, turtles and the occasional lizard, many of them threatened or endangered.

One species — the Vietnamese leaf turtle — may even be extinct in the wild.

His first shoaling study, “The influence of body coloration on shoaling preferences in fish,” published in 1998 in Animal Behavior, established a new feature, body coloration, as critical to shoaling choices by showing that mollies chose to swim with like-colored fish.

“If you give a white molly the option, it will always choose to shoal with other white mollies, and the same is true for black mollies,” he says. This article, which was coauthored by Joshua Bradner ’00 (M.S.), is cited often in the literature, and got McRobert and his research group — which numbers 14 — started on this line of study. His lab is now recognized as a premier center for shoaling studies.

But if fish make choices on which shoal to join based on appearance, how do they know what they look like? Other than debris from shipwrecks, there are no mirrors in the ocean for fish to check out their scales.

How fish know with whom they should swim is the seminal question for all who are interested in shoaling behavior, McRobert notes. Previous studies in zebrafish pointed to some combination of genetic programming — a heritable imprint — and learning. McRobert’s 2008 study, “Innate and learned shoaling preferences based on body coloration in juvenile mollies,” published in Ethology and coauthored by Jessica Ledesma ’08 (M.S.), showed that the influence of learning on shoaling may be universal among species.

In addition to mollies, McRobert and his group have studied shoaling in a wide variety of species, including pearl danios, killifish, Siamese fighting fish and guppies, but his work with zebrafish (D. rerio) is of special interest. “Zebrafish are the hot lab animal right now,” McRobert says. “They’re a great model organism because they’re vertebrates and are closer to humans than some other experimental organisms.” He has published six papers on the species alone, and is well on his way to creating a complex behavioral profile of the animal. According to McRobert, the implications of knowing all there is to know about the shoaling behavior of zebrafish are huge. “We’ve talked about using shoaling behavior to look at genes that affect human disease,” McRobert says, “especially those related to the central nervous system, like Parkinson’s, or even autism. If zebrafish that carry mutations implicated in human illnesses act abnormally in a social context in our shoaling assays, we might have an animal model to study the effects of drugs for these diseases.”
Found Objects
Precisely Placed
At work in his home studio, Ron Klein, M.F.A., associate professor of art, is surrounded by the seemingly infinite media of his sculptures. Boxes of collected objects — ranging from colorful plastic casino dice to Amazonian monkey pods — are stacked around the room and organized in a way that Klein can find the shapes or colors he needs to compose his pieces.

“Thrown away, disregarded objects fascinate me,” he says of his collection. “Both the waste created by humans and the discards of nature.”

Through his sculptures, large wall installations that at once confound and calm the viewer’s mind, Klein seeks to engage his audience with the balance between humans and nature, order and chaos, and the delicacy of it all. Naturally, he takes a position of sustainability in his artwork, creating new pieces only with materials that already exist.

“What exists in nature is already beautiful, so I see no reason to fabricate objects. If I can’t do it better than nature can, why bother?” he says.

Most of the materials in his abstract sculptures come from Amazonian regions, including Brazil, Ecuador, Venezuela and, most recently, Guyana, on a trip funded by an SJU Faculty Development Grant. Over the years that he has traveled to the Amazon region, Klein has drawn inspiration from not just the environment, but the people themselves. While collecting materials, he often asks those with whom he comes into contact about their belief systems, information he records for a long-term film project titled “Riddles in the Dark.”

For students, learning from an artist with such broad interests illustrates one of Klein’s own beliefs: When it comes to art, there is no rulebook.

“The great thing about art is that there are no boundaries, just concepts being constantly shifted by artists and time. There will always be a new frontier to explore, always a chance to learn what we don’t already know,” he says. “Students have to learn that there are no finites.”

In class he concentrates on teaching his students what it is to work in the controversial world of the abstract, and how to give an audience a complete experience through the precise arrangement of found objects. Similar to a cell’s structure when seen through a microscope, Klein’s techniques consider what everything is ultimately made of, and how to recreate that microstructure. In all of his courses — sculpture, mosaic and senior capstone — he challenges his students with questions they will face as professional artists. How can a sculpture instill different emotions in individual viewers? Can a composition make someone feel two emotions at once? Most important, what eccentric materials will create these shapes and feelings? For Klein, the answers to these questions give his work, and its mosaic style, a distinct identity. Perhaps unlike other art forms, these two lend themselves to individual interpretation.

“The beauty of making abstract art is putting in whatever the artist wants. If we — the artist and viewer — can communicate for a short bit, great,” he says. “But if not, that’s okay, too.”

Klein is a five-time recipient of the Mid-Atlantic Arts Foundation/Pennsylvania Council for the Arts in Sculpture Fellowship, a four-time Jackson Pollack-Lee Krasner Fellow, a two-time National Endowment for the Arts-Sculpture Fellow, and he has served a La Napoule residency in France, among other honors. His work is featured in several solo and group exhibitions both nationally and internationally, from the Howard Scott Gallery in New York City to the U.S. Embassy in Yangon, Burma.
Rather than settling into desks in Bellarmine or Barbelin halls for a lecture, 15 Saint Joseph’s students file into a classroom within the walls of the Philadelphia Industrial Correctional Center, where they take their seats in a circle next to 15 inmates, their classmates for the semester.

Though the venue is novel, once inside the walls, both cohorts find that the differences between them aren’t so stark.

Thomas Brennan, S.J., associate professor of English, and Elizabeth Linehan, R.S.M., associate professor of philosophy, co-teach the course, Dimensions of Freedom. The class is part of the Inside-Out Prison Exchange Program, an international initiative started at Temple University that brings together university, or outside students, with inmates, or inside students.

Linehan sees the course as a way to combine her religious order’s mission with her skills as an educator.

“The Sisters of Mercy’s mission is to serve those most in need,” Linehan says. “And one of the most marginalized, stigmatized and stereotyped populations in the country is inmates. If I can help reintegrate them into society, that’s a valuable thing.”

The course isn’t designed for the benefit of outside or inside students only.

“Catholic social teaching speaks of service and the promotion of justice to empower others,” Brennan says. “That’s how I see this course. It’s not about going in and doing great things for inside students. It’s the idea that we are all helping each other become better learners.”

For students — both inside and outside — that often takes the form of learning to see things differently.

“The inside students have a lot to offer our students,” Brennan says. “But it’s not a lesson of ‘Don’t end up like I did.’ It’s a lesson of how you can dedicate yourself to being a student and thinker regardless of your circumstances.”

All students are expected to participate fully in readings and discussions, and to turn in the required papers. The class, which can be taken for credit in either English or philosophy, explores the ways freedom relates to course readings, from Plato’s Allegory of the Cave to the poetry of William Wordsworth.

The interpretations of freedom expand well beyond physical incarceration. Both sets of students discuss the restraints placed on them internally through others’ expectations of them and whether or not they’re ever truly free.

“One of the best discussions we have every year is how freedom relates to forgiveness,” Linehan says. “When you’re discussing whether or not forgiveness is possible, and you can imagine the kinds of experiences students have had.

“It’s great to see inside students light up in the class discussions. For some of them, this is the first time they realize that they could succeed in college themselves.”

Although getting to a level of comfort takes time, students warm up to each other through class discussions, icebreaker exercises and small group sessions.

Susan Clampet-Lundquist, Ph.D., assistant professor of sociology, teaches a fall semester Inside-Out course on criminal justice. She sees a remarkable transition from the initial class to the end of the semester.

“There’s a shift in how students view each other, from being in an awkward feeling-out process to the point they’re sharing jokes,” says Clampet-Lundquist. “I had one student tell me, ‘By the end of the course, we’d become one class, not 15 students from a prison facility and 15 students from St. Joe’s.’”

There are challenges arriving there, to be sure, but in the end it works out.

“Getting 30 people from different backgrounds to work together isn’t always easy,” Brennan says. “It’s human, and it’s messy. But it’s exciting.”
Within: The Inside-Out Prison Exchange Program

And now look again, and see what will naturally happen if the prisoners are released and disabused of their chains. At first they will be liberated and compelled to suddenly look toward the light and will be blinded; and they will be in the shadows; and an illusion, but turned toward... From Plato’s Allegory of the Cave.
A visit to the Academy In Manayunk’s (AIM) new state-of-the-art campus in Conshohocken, Pa., quickly reveals what makes the school so special. Elaborate art projects line the hallways. Students dressed in period costumes prepare for their next academic club meeting. Around each turn, there’s another teacher, or a Saint Joseph’s teacher-in-training, tending to individual student needs.

Bright students with language-based learning disabilities such as dyslexia, dysgraphia and dyscalculia, are reinventing themselves, thanks to the pioneering school in Philadelphia. At AIM, students with learning difficulties are referred to as “different learners,” taking the stigma out of the equation and leaving room for creative teaching approaches that reach these students through not only tried-and-true methods, but also the visual and performing arts.

SJU’s unique partnership with AIM also allows aspiring special education teachers to earn hands-on experience and an equal shot at reinvention for veteran teachers. Modeled after the Lab School of Washington in D.C., which relies on a partnership with American University to bring talented teachers into the classroom, AIM is reaping the same benefit from SJU. This Teacher-Scholar Model is meant to offer master’s-level special education teachers exposure to the most effective and innovative teaching strategies. SJU graduate students who complete the program go on to become some of the most valued professionals in the schools where they work.

AIM recognizes that students with learning disabilities most often need to find another way of looking at the course material. The arts provide a successful gateway for these students. The cornerstone of the AIM experience is the academic clubs, designed to immerse students in a particular time period in an effort to inspire a lifelong love of learning. First graders are members of the Cave Club and explore what it was like to be an early human.
“The AIM-SJU partnership is modeled after the residency model for developing skilled professionals in the medical field,” says Pat Roberts, executive director of AIM. “With the importance of research-based practices in the field of education, the residency model for graduate teachers is more important than ever.”

Fourth graders are transported to feudal times as members of the Knights and Ladies Club, led by their teacher, transformed into Merlin the Wizard. Eighth graders take on the role of our country’s forefathers and learn what forging a democracy is all about.

“Language-based learning disabilities make traditional textbook learning particularly difficult,” says Jaclyn Galbally, who coordinates the clinical experience of the program. “History is one of those subjects that traditionally relies heavily on narrative. The academic clubs strip away narrative and create active learning environments.”

“There is an urgent need for current and pre-service teachers to learn how to correctly diagnose learning problems and provide research-based instructional programs to meet specific needs,” says Cathy Spinelli, Ph.D., chair and professor of special education, who sought out the partnership for SJU. “Graduates gain the skills necessary to make a difference for at-risk students.”

In addition to a focus on the arts, AIM teacher-scholars are exposed to numerous state-of-the-art, research-based curriculum programs and teaching strategies, such as the Wilson Reading System. Barbara and Ed Wilson, founders of the Wilson Language System, collaborated with the SJU special education department to develop a track of courses, whereby students earn graduate credit while completing the WRS Level 1 certification.

“SJU’s rigorous master’s program has really prepared me to find ways to reach the child who seems unreachable,” says teacher-scholar Nancy Scharff ’12 (M.A). “Some of these children have such fragile self-concepts. We as teachers need to find the right point to begin instruction so that they can begin to learn and feel confident.”
Faculty Bios

China Scholar
JAMES CARTER, PH.D.
Professor of History
Director, International Relations Program
Ph.D., Yale University

Optimizing Early Education
ELIZABETH JAEGGER, PH.D.
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Director, Child Development Lab
Ph.D., Temple University

Taking to the Streets
MAGALIA KEFALAS, PH.D.
Professor of Sociology
Director, Richard Johnson Center for Anti-violence
Ph.D., University of Chicago

SUSAN CLAMPET-LUNQUIST, PH.D.
Assistant Professor of Sociology
Ph.D., University of Pennsylvania
Also featured in Freedom is Within

Finding a Shoalmate
SCOTT MCRIBERT, PH.D.
Professor of Biology
Ph.D., Temple University

Found Objects
RON KLEIN, M.F.A.
Associate Professor of Art
M.F.A., University of Minnesota

Freedom is Within
THOMAS BRENNAN, S.J.
Associate Professor of English
Ph.D., Brandeis University

ELIZABETH LINEHAN, R.S.M.
Associate Professor of Philosophy
Ph.D., Fordham University

See it My Way
CATHLEEN G. SPINELLI, PH.D.
Chair and Professor of Special Education
Ph.D., Temple University
Students Encounter Cuban Health Care System During Immersion Trip

During winter break, 18 students enrolled in Just Health Care in Developing Nations experienced the realities of health care in a communist nation while on an academic immersion trip to Cuba. In January, the group was among the first American students to visit the Caribbean nation through the Augsburg College (Minneapolis) Center for Global Education after U.S. travel restrictions were lifted.

Along with Peter Clark, S.J. '75, professor of theology and director of the Institute of Catholic Bioethics (ICB) and Jean Smolen, Ph.D., associate professor of chemistry and director of the environmental science program, the students “visited a country that most people have only read about,” according to Smolen.

The trip was the conclusion of the semester-long course, offered jointly each fall by the ICB and the Faith-Justice Institute, and taught by Fr. Clark and Ann Marie Jursca-Keffer, M.S.W., assistant director of the Institute. The course gives students a background in medical ethics and public health before they embark on the immersion trip to a developing nation.

Jursca-Keffer says the academic immersions enliven the course material. “The statistics turn into people and communities that are affected by poverty and lack of access to health care,” she adds.

In the past, the students have traveled to countries such as Guatemala and the Dominican Republic. This year’s choice of Cuba gave students “the opportunity to experience firsthand a socialist-communist country that has a distinct political and social system,” says Fr. Clark.

New at the Kinney Center for Autism Education and Support

- The ASPIRE (Asperger’s Support Through Peers in Reaching Education) Program is designed to provide assistance to SJU students with autism spectrum disorder (ASD) in their transition to college. Intended for those who have the intellectual, academic and organizational capabilities to succeed as a full-time matriculated students, ASPIRE provides the additional social support necessary to be fully successful.

- The SCHOLARS Apprenticeship Program allows freshmen who are accepted to SJU the opportunity to work with the Kinney Center from the start of their college career. Accepted SCHOLARS Apprentices will undergo the necessary training and begin their apprenticeship in the summer before their freshman year.

- The Autism Studies Minor earned certification from the Behavior Analyst Certification Board, Inc.® (BACB). Now, SJU students who complete the requirements for the minor will be eligible to sit for the Board-Certified Assistant Behavior Analyst (BCaBA) examination®, an important certification for professionals in the field.

Land Management Workshop Explores Stormwater Strategies

Stormwater, which is created by runoff of excess rainwater and melted snow, causes downstream flooding, stream bank erosion, sewer overflows and habitat destruction. To help address these conditions, Saint Joseph’s University and the Lower Merion Conservancy presented “Stormwater Strategies: A Technical Workshop,” on March 6. The event was free and open to the public.

Funded by a grant from the U.S. Department of Energy (DOE), the workshop focused on sustainability techniques for professionals and students involved in land management. The grant, which was received in October 2010 through the efforts of U.S. Rep. Robert Brady (D-Pa.) and U.S. Rep. Chaka Fattah (D-Pa.), is part of the DOE’s Energy Efficiency and Renewable Energy programs.

“Methods to manage stormwater are becoming increasingly important in urban and suburban areas, as the percentage of land covered by impervious surfaces like roads, parking lots and buildings continues to increase,” says Michael McCann, Ph.D. ’89, associate dean of the College of Arts and Sciences and professor of biology. “Fortunately, there are many creative solutions that can not only address these issues, but in some cases, actually turn them into benefits.”
While many Americans watched the price of gas rise and fall during the past decade’s energy crisis, few were aware of a similar crisis affecting their morning java. In Central America, coffee’s price per pound fell dramatically between 2000 and 2002, leaving many farmers without the means to continue growing crops. This spring at SJU, Keith Brown, Ph.D., assistant professor of sociology, brings the coffee crisis and the fair trade movement working toward its resolution to a class of 15 hawks prepared to not only learn about it, but also immerse themselves in one of the cultures most strongly affected.

Titled Fair Trade Coffee: From Co-op to Cup, the course is designed to teach students about the process of producing fair trade coffee — coffee designed to improve the social, economic and environmental living conditions of farmers — and how that process benefits farmers in Central America. This summer, the class will travel together to La Corona, Nicaragua, where they will live among the workers in one of the poorest regions of the country, meet cooperative leaders and witness the labor intensity of the trade.

“In some respects, the coffee crisis has been more devastating to Central America than Hurricane Katrina was to the U.S., especially in terms of widespread malnutrition and mass migration,” says Brown. “It’s not something that’s on the average person’s radar. These students are going to be challenged with what it means to be a traveler in the second-poorest country in the Western hemisphere.”

While many students were relaxing or returning home to family and friends over the summer, a select few Saint Joseph’s students spent their break in an internship working alongside cancer researchers to study treatments for colorectal cancer.

Going into its third year, the internship is made possible through a state grant of funds from a national settlement with the tobacco industry, which is available to underrepresented minority sophomores and juniors majoring in the natural sciences. The students study colorectal cancer under the guidance of Thomas Jefferson University (TJU) staff.

“The program is about training and preparing the next generation of researchers in cancer studies,” says Catalina Arango, Ph.D., assistant professor of biology, who interviews and refers applicants from SJU for the program.

The students are mentored by TJU faculty members and work alongside them in their labs. For the past two summers, Audrey Fritzinger ’12, and Elizabeth Lash ’12, have participated in the internship, which is open to students from local universities.

Lash, who lost her grandmother to cancer, was drawn to the study because of the possibility it could lead to new treatments.

“It’s very important to me that I can help to find a cure,” Lash says. “The internship made me realize how much I love cancer research.”

Fritzinger was impressed with the trust the faculty put in students. “The staff and faculty treated the interns as team members,” Fritzinger notes. “It was a nurturing environment where I felt comfortable asking questions.”

Arango also encouraged the students to present on their findings at the department’s weekly biology seminar and the annual Sigma Xi Research Symposium. She is in the process of identifying students for next summer’s internship.

“These are brilliant and skilled students,” Arango says.
From the Brontës to Forster: Adapting the Classics for Young Audiences

After seeing success with her young adult novel Jane (Poppy, Little, Brown 2011), a modern retelling of Charlotte Brontë's Jane Eyre, April Lindner, Ph.D., professor of English and award-winning poet, is back at work on a new adaptation of a classic.

“Some of my favorite stories are classic novels, and for a long time it seemed that there were so many modernizations of Pride and Prejudice, but not very many of Jane Eyre,” Lindner says. “At some point I started thinking, ‘Why not write a Jane Eyre modernization of my own?’”

With Catherine, her forthcoming second novel, Lindner modernizes Emily Brontë’s Wuthering Heights, a story of doomed love between main characters Catherine Earnshaw and Heathcliff, and the passion and destruction their romance brings. Where Jane followed the original closely, Catherine departs from its source, an aspect Lindner sees as both necessary and beneficial.

“Part of the charm of Wuthering Heights is the intensity of emotion that creates the tension and drama between Heathcliff and Catherine,” says Lindner. “Though my main characters are intense, too, there are aspects of the original that were hard to transplant into the present, and that might not have rung true for a young, modern audience.”

Told from the perspective of Chelsea, a young girl in Massachusetts who believes her mother, Catherine, is dead, Lindner’s novel follows a multigenerational timeline as the two women’s stories unfold. When Chelsea learns that her mother may have run away to New York City, she seeks her there, and ultimately unearths the dramatic romance of Catherine and Hence, a punk-rock musician she meets in a nightclub.

Catherine is set to release in early 2013, and Lindner is already working on her next potential novel, an adaptation of E.M. Forster’s A Room With A View. Most recently, Jane was selected for publication and translation in Korea and has editions forthcoming in Slovakia and the Czech Republic.

Center for Catholic Urban Education Addresses Sustainability of Catholic Schools

As some Philadelphia Archdiocese Catholic schools prepare to close and merge, Saint Joseph’s University’s Center for Catholic Urban Education (CCUE) has been working to preserve the existence and effectiveness of Catholic education in the region. To formalize these efforts, the CCUE invited leadership from the Archdiocese of Philadelphia and the Camden Diocese, 11 Catholic colleges and universities, along with the University of Pennsylvania’s Fox Leadership Program, four regional foundations, and the key scholarship funds that support children in Catholic schools, to Saint Joseph’s campus for a series of roundtable discussions. The events were co-hosted by Business Leadership for Catholic Schools, The Connelly Foundation and The Maguire Foundation.

The recently established CCUE is a division of the Educational Leadership Institute of Saint Joseph’s and is dedicated to the ongoing existence and sustainability of Catholic schools in urban areas. The Center champions Catholic education as an essential option for families committed to a values-based, quality education for their children. The CCUE is committed to continuing to provide a regular forum for communication, best practices and resource development for Catholic schools.

“We are very dedicated to offering our support, and we are making every effort to ensure that Catholic education thrives in our city and region,” says Robert Palestini, Ed.D. ’63, ’67, director of the CCUE and associate professor of education at Saint Joseph’s.

Daniel Joyce, S.J. ’88, assistant to the vice president for mission and identity and senior fellow at the CCUE, adds, “Since Jesuit priest Robert Molyneaux established the first parochial school in Philadelphia in 1782, this has been a crucial educational sector in our region. Expanding the opportunities for the role of Catholic education in the 21st century is the vision offered by the roundtable participants.”
Fulbright Honor Takes Education Professor to South American Jesuit University

Frank Bernt, Ph.D., professor of education, will head to South America this spring through a Fulbright Specialist Grant. Bernt will teach courses in assessment and adolescent spirituality at the Universidad Católica de Uruguay in Montevideo in April and May.

Bernt is no stranger to Uruguay or the Fulbright Program. This spring will mark his ninth journey to the country and his second Fulbright honor. Bernt first received a Fulbright Senior Scholar Award in 1994 to teach courses in educational psychology and research design. Since then, he has taught a range of courses in Uruguay in psychology and education, and has mentored numerous graduate students with doctoral dissertations and master’s theses. He currently serves as a consulting editor and contributor for a Universidad Católica de Uruguay publication, Ciencias Psicológicas.

“During my first years at SJU, I dreamed of teaching psychology courses in Spanish at some university — any university — in Latin America,” says Bernt. “I had a habit of thumbing through the Fulbright catalog each year, to see the places I might go. In 1993, the Universidad Católica de Uruguay, which happens to be a Jesuit university, was looking for someone to teach educational psychology and research design courses. It looked like a perfect fit, so I applied.”

Bernt is one of about 400 U.S. faculty and professionals who will travel abroad this year through the Fulbright Specialists Program. Created in 2000, the program provides short-term academic opportunities (two to six weeks) to support curricular and faculty development and institutional planning at post-secondary, academic institutions around the world. The Fulbright Program, America’s flagship international educational exchange activity, is sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs.

SJU, Area Educational Institutions Organize for Teacher Support

Thanks to a two-year, $300,000 grant from the National Science Foundation (NSF), obtained collaboratively by academics and leaders at SJU, Drexel University, Bryn Mawr College, La Salle University, Temple University, the University of Pennsylvania and the Philadelphia Education Fund, the issue of teacher retention within Philadelphia schools is being considered and addressed.

“One of the biggest problems facing high-needs school districts is teacher retention,” says Sandra Fillebrown, Ph.D., associate professor of mathematics, department coordinator and director of the graduate five-year mathematics education program, referring to what has become a national issue.

“Young, enthusiastic teachers enter the workforce and often find that the support systems they experienced as student teachers aren’t necessarily as strong in the professional sphere, and that can be discouraging,” she says.

All schools that host NSF Robert Noyce Scholars — students who receive tuition and stipends to train and work as science, technology, engineering and mathematics teachers in high-needs secondary schools — have a vested interest in solving the issues faced by Noyce Scholars once they graduate.

“Our main goal is to talk with graduated Scholars and find out what they’re experiencing as the most taxing or troubling parts of their jobs and work on the solutions they see as necessary for their success,” says Fillebrown.

By coming together under the grant as the Philadelphia Regional Noyce Partnership, the consortium of educational leaders plans to pool their resources and ideas into meaningful programs to bring working Scholars together.

“We want to construct a community that can answer the question, ‘how can we have the most impact?’” Fillebrown says.

Faith-Justice Institute Celebrates 35th Anniversary

Since 1977, SJU’s Faith-Justice Institute, an academic center promoting social analysis and critical thought around faith and justice issues, has engaged civic-minded students in community-based learning. Over the past 35 years, upwards of 6,100 students have taken 390 service-learning courses, and since 2003, 62 faculty and staff have participated in immersions in Bolivia through the Institute’s reciprocal arrangement with Fey y Alegria, an organization providing direct experiences to understand the concerns of the poor.

“The numbers are impressive, but the Institute’s real significance is the transformative experience of each person involved in its work,” says Institute director Virginia Goulding-Johnson, Ph.D.
Playing with the Problem: Math Anxiety and Game Intervention

An aspiring math teacher, senior Moira Devlin never had a problem with math anxiety, but she always felt compassion for those who did. So with her mentor Agnes Rash, Ph.D., professor of mathematics, she started a Summer Scholars research project that focused on helping elementary education majors with math anxiety.

Devlin and Rash focused their research on SJU undergraduates taking The Whole Truth About Whole Numbers, a math “beauty” course which enrolls many elementary education majors.

At the beginning of the semester, the team administered two tests: one that assessed math proficiency, and another, a shortened version of the Zung self-rated anxiety test, which asked participants to rank their responses to 30 questions from one (low anxiety) to five (high anxiety).

At the end of each semester, the tests were given again. The results showed that the students improved their scores on the content test, while their anxiety level was almost unchanged.

“This was good news,” says Rash. “It meant that they learned higher math concepts despite their anxiety.”

But compared to Calculus I students who also took the Zung test, the elementary education majors registered higher on the anxiety scale, averaging 79 points, while the calculus students averaged 50 points.

To conquer their anxiety, Devlin and Rash introduced classroom activities — Sudoku puzzles and a card game Rash developed involving historical mathematics innovators — that help struggling students lighten up around math.

“If students are successful doing a basic Sudoku or are enjoying a learning game, they might gain a level of comfort with math,” Rash says. “If their stress is lowered, they could be more willing to persist with the work instead of just giving up.”

The results of the three-year study showed that the success rate improved for students enrolled in The Whole Truth About Whole Numbers over the success rates of students who took earlier “beauty” courses. Rash and Devlin will be submitting their findings for publication.

Filmmaker’s Debut Feature Lauded on Festival Circuit

Since premiering last spring in New York at New Directors/New Films (ND/NF), The Destiny of Lesser Animals — a film produced and directed on location in Ghana by Associate Professor of Film Deron Albright, M.F.A. — has played in numerous top-tier film festivals and movie houses across the U.S. and in Ghana.

A taut police drama set in Accra, Ghana’s capital, as well as in other Ghanaian cities and New York, Destiny is the story of a man who rediscovers and values his own culture. Albright directed the film while he was a Fulbright Senior Scholar at the National Film and Television Institute in Ghana during the 2008-09 academic year.

In addition to ND/NF, Destiny was screened at the Los Angeles Film Festival, Seattle International Film Festival, Philadelphia Film Festival, Mill Valley Film Festival, Starz Denver Film Festival, Chicago International Film Festival, Bronze Lens Festival in Atlanta and the Pan African Film Festival in Los Angeles.

The film has met with significant critical acclaim. Justin Lowe of The Hollywood Reporter called it an “…accomplished debut feature… with a distinct sense of place.” Receiving its African premiere in Accra last fall, Destiny was embraced by audiences and film critics alike. Leading Ghanaian arts writer Pahjohn Dadson said that the film “…is not [just] a Ghanaian movie. It is Ghanaian cinema.”

“It is extremely gratifying to have the film accepted as it has been,” says Albright. “It’s a tribute to the dedication and effort of the entire production team.”
Faculty Books


*From the White House to the schoolhouse: The presidential and educational leadership nexus* (Lambert Publishing, 2011)

*Going back to the future: A leadership journey for educational leaders* (Rowman & Littlefield Education, 2012)

*Leading with a conscience: Educational leadership as a moral science* (Rowman & Littlefield Education, 2012)

*Law and American education: A case brief approach, 3rd Ed.* (Rowman & Littlefield Education, in process)

*A common sense approach to educational leadership: Lessons from the founders* (Rowman & Littlefield Education, in process)

Journal Highlights


F. Betul Atalay, Ph.D., associate professor of computer science, Engineering with Computers

Divya Balasubramaniam, Ph.D., assistant professor of economics, Journal of Health and Human Services Administration

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

Keith Brown, Ph.D., assistant professor of sociology, Qualitative Sociology

James Carter, Ph.D., professor of history and director of international relations, Itinerario

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

Susan Clampet-Lundquist, Ph.D., assistant professor of sociology, American Journal of Sociology, Contexts


Joseph J. Feeney, S.J., professor of English, America (online version), Schuylkill Valley Journal

Jonathan Fingerut, Ph.D., assistant professor of biology, Journal of Parasitology

Babak Forouraghi, Ph.D., professor of computer science, The 24th International Conference on Industrial, Engineering and Other Applications of Applied Intelligent Systems

Brian Michael Forster, Ph.D., general education program natural sciences lab coordinator, Journal of Bacteriology, Cold Spring Harbor Laboratory

Kazuya Fukuoka, Ph.D., assistant professor of political science, International Journal of Politics, Culture, and Society

Terrance Furin, Ph.D., director of international programs for education, The School Administrator

Patrick Garrigan, Ph.D., assistant professor of psychology, Perception

George J. Grevera, Ph.D., associate professor of computer science, SPIE Medical Imaging

Piotr Habdas, Ph.D., associate professor of physics, Physical Review Letters

Maria Kefalas, Ph.D., professor of sociology, Journal of Family Issues, Contexts

Ailing Kong, Ph.D., associate professor of education, International Handbook of Academic Research and Teaching

Althier Lazar, Ph.D., professor and chair of teacher education, Journal of Literacy Research

Edwin Li, Ph.D., assistant professor of biology, Biochimica et Biophysica Acta - Biomembranes

Melissa Logue, Ph.D., assistant professor of sociology and director of Africana studies, Ethnic and Racial Studies


Randall M. Miller, Ph.D., professor and Warren Chair of History, Encyclopedia of U.S. Political History


Konstantinos Nikoloutsos, Ph.D., assistant professor of classics and ancient studies, Helios, Scholia, Romance Quarterly

Nina Nilsson, Ph.D., associate professor of graduate teacher education, Reading & Writing Quarterly

Catalina Arango Pinedo, Ph.D., assistant professor of biology, Joint Mathematical Meetings, 2012

Agnes Rash, Ph.D., professor of mathematics, The Mathematics Teacher, MathFest, Proceedings Joint MAA/AMS Annual Meeting, Abstracts of Papers Presented to the American Mathematical Society

Rommel G. Regis, Ph.D., assistant professor of mathematics, Computers and Operations Research

Encarna Rodriguez, Ph.D., associate professor of education, Revista de Educacion, Educational Philosophy and Theory, Teacher Education Quarterly, Scholar-Practitioner Quarterly

Philip Schatz, Ph.D., professor of psychology, American Journal of Sports Medicine, The Clinical Neuropsychologist

Katherine A. S. Sibley, Ph.D., professor of history, Passport, Diplomatic History

Jury Smith, M.F.A., visiting assistant professor of art, Ceramics Monthly

David R. Sorensen, Ph.D., professor of English and associate director of the Honors Program, The Collected Letters of Thomas and Jane Welsh Carlyle, L’Héritage de Charles Darwin dans Les Cultures Européennes, Ruskin Venice and Nineteenth-Century Cultural Travel

Clint J. Springer, Ph.D., assistant professor of biology, Biomass & Bioenergy, Functional Plant Biology

Aimee Terozky, Ph.D., assistant professor of educational leadership, Liberal Education

James Watrous, Ph.D., professor of biology and director of graduate biology, 24th Annual Conference on High Performance Computing, Networking, Storage and Analysis

Bruce Wells, Ph.D., associate professor of theology, Revue International des Droits de l’antiquité

EXHIBITS

CA&S Newsmakers

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

ABC News (National)
America (National)
Atlantic City Press (N.J.)
The Atlantic (National)
Baby Center Magazine Online (National)
The Baltimore Sun
Baret News (National)
Best Colleges Online (National)
Boston Globe
Burlington County Times (N.J.)
Business News Daily

The Calgary Herald (Canada)
Cape May County Herald (N.J.)
Catholic Moral Theology (St. Louis, Mo.)
Catholic Standard & Times (Philadelphia)
CBS News (National)
Centre Daily Times (State College, Pa.)
CHINAdaily
City Suburban News (Bala Cynwyd, Pa.)
CNN.com
Communications of the ACM (New York)
Courier-Post (N.J.)
Daily Local News (West Chester, Pa.)
Ecumenical News International (Washington, D.C.)
Evening Tribune (Alfred, N.Y.)
Faith Matters (Kansas City, Kan.)
Flying Kite Media (Philadelphia)
Fox News Business
Ghana Web (Accra, Ghana)
The Globe and Mail (Toronto, Canada)
healthnews.com
Huffington Post
Jewish Exponent (Philadelphia)
KCAL-TV (Los Angeles)
KDKA-TV (Pittsburgh)
KPIX-TV (San Francisco, Calif.)
KYW/3CBS (Philadelphia)
KYW/1060 AM (Philadelphia)
Los Angeles Review of Books
Main Line Times (Ardmore, Pa.)
Main Street (New York)
MarketWatch (New York)
Medical News Network (National)
Metro (New York)
The Michael Eric Dyson Show (National)
Mix 106.1 (Philadelphia)
MSNBC.com
National Catholic Reporter
National Public Radio
News Blaze (Orange County, Calif.)
The New York Times
The Patch (Ardmore, Pa.)
The Patch (Upper Moreland, Pa.)
Patriot News (Harrisburg, Pa.)
PBS
Pediatric Reviews
Pennsylvania AgConnection
Philadelphia Business Journal
Philadelphia Daily News
The Philadelphia Inquirer
Philadelphia Tribune
Philly.com
Press-Enterprise (Calif.)
Q-102 (Philadelphia)
Radio 104.5 (Philadelphia)
Real Clear Politics
Religion News Network
Reuters
Shore News Today (Hamilton Township, N.J.)
Silicon India News (International)
Sleepcare.com (National)
South Florida Times
The Star Phoenix (Arizona)
St. Croix Source (Virgin Islands, B.W.I.)
The Street (New York)
Suncoast News (Pinellas County, Fla.)
TIME
Times-Columnist (Canada)
TMC.net (National)
United Press International
The Wall Street Journal
WCAU/10NBC (Philadelphia)
WCBS-TV (New York, N.Y.)
Webedia
WHYY-FM (Philadelphia)
“Newsworks”
“Radio Times”
“Voices in the Family”
WPHL/WB17 (Philadelphia)
WPVI/6ABC (Philadelphia)
WTVD-TV (Raleigh-Durham, N.C.)
WTXF/29FOX (Philadelphia)
WURD-900AM “Wake Up with Bill” (Philadelphia)
Yahoo! News (National)

Faculty members who have been seen and heard in the news include:

Deron Albright, M.F.A.
Matthew Anderson, Ph.D.
Gerald Beyer, Ph.D.
Jeanne Brady
Keith Brown, Ph.D.
Ayesha Butts, Ph.D.
James Caccamo, Ph.D.
David Carpenter, Ph.D.
James Carter, Ph.D.
Peter Clark, S.J.
Philip A. Cunningham, Ph.D.
Tenaya Darlington, M.F.A.
Joseph Feeney, S.J.
Susan FitzGerald
Jeffrey Hyson, Ph.D.
Rabbi Alan Iser
Elizabeth Jaeger, Ph.D.
Maria Kefalas, Ph.D.
Allen Kerkeslager, Ph.D.
Aimée Knight, Ph.D.
J. Michael Lyons, Ph.D.
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Dennis McNally, S.J.
Randall Miller, Ph.D.
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Agnes Rash, Ph.D.
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