

Faculty work in the Ignatian tradition

Ignite

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"en todo amar y servir"

– ST. IGNATIUS of LOYOLA

*"To love & serve
in all things."*

...amento che si facciano a lume solamente, prometto a
d ogni sua requisitione', et in fede di ciò ho sottoscritto
ilto, hoggi v. di ottobre 1550! ~

Ignatio

Introduction to Ignite

SPRING 2012 • Vol. 3, Issue 1



Kevin P. Quinn, S.J.

The University of Scranton is animated by the vision of St. Ignatius of Loyola

and his first companions. The Society of Jesus is more than 470 years old and continues to educate young men and women in the spirit of Ignatius. One of the key phrases capturing the charism of Ignatian spirituality is “to love and serve in all things.” In Ignatius’ Spanish it reads “*en todo amar y servir*.” So it is most appropriate for this issue of *Ignite: Faculty work in the Ignatian tradition* to celebrate our University’s commitment to service.

How did Ignatius understand service, and how might we follow his lead? For Ignatius, we begin to learn about service by looking at God who is the first to serve. From God, we learn that love stimulates service and, to paraphrase Ignatius, love is expressed in serving more than in speaking. And we also learn that to serve is always

to share what we have been given.

Here lies the key to Jesuit higher education in the 21st century. What universities claim to be teaching their students—specifically, to think critically, reason analytically, solve problems and communicate clearly—is necessary, but not sufficient, for Jesuit universities. For a Jesuit university should ask more of its students by challenging them to make Ignatius’ charge—his notion of service—their own. This is the “value added” of Jesuit higher education.

To deliver a transformative education in the Jesuit tradition requires the integration of academic, moral and spiritual learning—the union of mind, heart and soul. For Ignatius, a proper education should help students discover their vocation in life, above all their vocation to love and serve. Scranton faculty and staff take this charge seriously, and so our students excel in service. Whether providing care at the University’s own Leahy Clinic, assisting at social service agencies around town, or traveling “abroad with a purpose,” Scranton students embody and celebrate Ignatius’ notion of service. This is what makes The University of Scranton so special.

Kevin P. Quinn, S.J.

Kevin P. Quinn, S.J.
President



Harold W. Baillie, Ph.D.

Jesuit education does not and, to be true to itself, cannot take place in an ivory tower.

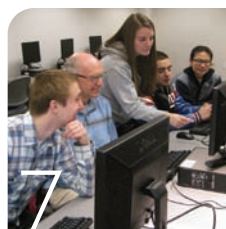
Engagement has been a concern for Jesuit education since the establishment of the first Jesuit colleges, and the consequence of all that experience is the capacity for bold and significant action alongside the simplest and most humble efforts. The following pages show the fruits of this experience at The University of Scranton.

Most of what you will read in this issue of *Ignite* will be familiar to those involved with higher education. But the range of ambition in the activities chronicled runs from ordinary to the unusual. In all cases, the commitment of individuals and groups to their project is creative and extraordinary.

Following in the footsteps of early Jesuits who stayed close to Rome and those who spent a lifetime traveling to their intended destinations, what unites all these stories is the collaborative work between members of the University and others from many places in the world, from Scranton to Africa and to the East. These efforts have included high-quality seminars and lunches for local adults not seeking a degree, but fervently seeking the life of the mind, as well as a brass orchestra for regional musicians seeking a rare opportunity to perform music that would otherwise be difficult to stage. The challenge of travel and the enculturation of modern healthcare or small business practices resides in our community alongside the domestic challenge of presenting science to our own children and real-time journalism practices to our students. Whether it is a free clinic for uninsured local community members that unites us with contributions from hospitals and foundations, and with physicians and nurses, or the task of partnering with local aid agencies to provide free income tax assistance, we focus our efforts in the context of our students’ professional ambitions, their desire for service learning but, most importantly, with the Jesuit ideal of educating “men and women for and with others.”

Harold W. Baillie

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A Commitment to Service



In keeping with the theme “To Love and Serve in All Things,” this issue of *Ignite* focuses on some of the University’s many community outreach programs located within Academic Affairs. The University of Scranton’s commitment to service and outreach to the community are grounded in its Catholic and Jesuit mission and the strategic plan, which calls for a “civically engaged philosophy of teaching and scholarship that inspires students to apply their knowledge to the joys and hopes, the grief and anguish of the people of our time, especially of those who are poor or afflicted.”

Moreover, the University is committed to an investment of resources to aid students, staff and faculty in their service of others. For example, administrative staff positions that support service and related expense lines (e.g., directors of outreach, civic engagement, international service programs, Leahy Community Health and Family Center, etc.) totaled \$899,540 in the University’s 2010-2011 annual budget. The Office of the Associate Provost for Civic Engagement coordinates the collaborative development of academic service. Through the Community Outreach Office, students work with more than 120 Scranton-area social service agencies, responding to local needs while engaging in reflective

The University of Scranton’s commitment to service and outreach to the community are grounded in its Catholic and Jesuit mission and the strategic plan, which calls for a “civically engaged philosophy of teaching and scholarship that inspires students to apply their knowledge to the joys and hopes, the grief and anguish of the people of our time, especially of those who are poor or afflicted.”

service. Faculty members are supported through internal grants, such as the Faculty Fellows in Service Learning, Education for Justice, and Diversity Education grants. All of our student organizations are required to complete service projects and students receive support for service activities through the Divisions of Student Affairs and University Ministries, as well as academic departments.

The University’s commitment to service is integrated into campus activities in a variety of ways. The Weinberg Memorial Library is the home to the Schemel Forum, which offers a variety of academic and cultural events each year to Scranton-area residents. The Schemel Forum is profiled in the article, “Set High Expectations—And Exceed Them!,” beginning on page eight. In addition, faculty and students organize a number of academic competitions and workshops for students

from local area school groups. These activities include a journalism boot camp, math, physics and computer science competitions, the annual Brain Bee, and a stock market simulation.



The Performance Music Program, under the direction of Cheryl Y. Boga, has created several opportunities for Scranton-area musicians of all ages and skill levels to develop their musical skills. These activities are profiled throughout this issue of *Ignite*.

Our academic programs reflect our commitment to service in other ways as well. For example, all Panuska College for

Professional Studies majors must complete a minimum of 40 service hours as a graduation requirement. The college also hosts the Leahy Community Health and Family Center, which offers a range of community programs that are profiled in the article, “A Culture of Challenge,” on page four. In the Kania School of Management, the Accounting Department runs a robust Volunteer Income Tax Assistance (VITA) program in collaboration with the United Way of Lackawanna and Wayne counties and other

area agencies. That program is described in the “Making Filing Easier” article beginning on page seven. The Kania School provides another important outreach program to the local community through the Women’s Entrepreneurship Center, a joint program between the Kania School and the Small Business Development Center. The purpose of the center is to provide training and support to area women who are, or want to become, small business owners. The origins and activities of the center are highlighted in the article “Developing Business and Developing Success: The Women’s Entrepreneurship Center,” on page 14.

This commitment to service extends beyond the Scranton area. The Campus Ministries division organizes several domestic and international service trips throughout the year. Students and faculty members not only participate in those service programs, but many have organized specialized service trips that allow them to provide highly specialized professional skills in underserved areas. An example of such efforts is the annual service trip made each year by students, faculty and staff in the Occupational Therapy/Physical Therapy Department. Their endeavors are described by John P. Sanko, Ed.D., department chairperson, in the article “Traveling with a Purpose: True Understanding Comes From Experience and Discovery,” which begins on page 16. 🙌

Commitment to Service By the Numbers

2,040 } The number of students who engaged in academic service-learning during the 2010-2011 academic year.

990 } The number of students who engaged in forms of community service not including those who engaged in academic service-learning (unduplicated count).

3,030 } The total number of students who engaged in community service of any kind.

1,500 } The number of students who engaged in at least 20 hours of any kind of community service per academic term.

175,000 } The total number of all community service hours engaged in by the institution’s students during the 2010-2011 academic year.



The programs and activities described in this issue are a sample of the numerous ways The University of Scranton’s students, faculty and staff act on their desire “To Love and Serve in All Things.” To learn more about the University’s service and outreach activities, visit www.scranton.edu/communityimpact.



A Culture of Challenge

LEAHY CLINIC, STUDENT VOLUNTEERS TREAT PATIENTS, NOT STATISTICS

While lawmakers continue to debate Medicaid, Medicare and general healthcare reforms, for some people affordable and accessible healthcare is not a debating point, it is a daily necessity. The Leahy Community Health and Family Center (LCHFC) is dedicated to addressing that need in the Scranton area. The center is a free clinic offering primary healthcare services to the uninsured residents of Lackawanna County. It offers such services as a medical clinic, a nutrition clinic, a physical therapy clinic, a counseling clinic, a smoking cessation program, a strong bones program, and a peacemakers program. The clinic strives to provide high-quality care in a welcoming, respectful and compassionate environment.

In addition to offering medical care, the clinic also offers opportunities for teaching, research, learning and service to University of Scranton faculty, students and volunteers. This partnership between the center and the University promotes both the Lackawanna County Medical Society's commitment to improve access to healthcare for the uninsured, and the University's Jesuit tradition of educating "young men and women for and with others."

Statistics support the need for a free clinic such as the LCHFC:

- According to the Census Bureau's "Income, Poverty, and Health Insurance Coverage in the United States: 2009" report, the number of uninsured people increased from 46.3 million in 2008 to 50.7 million in 2009.¹
- The adultBasic health insurance program for Pennsylvania has expired, putting 42,000 low-income people in a position of going without health insurance or having to pay far more for their coverage.²
- In 2009, the city of Scranton had 8,153 (11.7%) medically uninsured residents and Lackawanna County had 17,833 (8.7%) medically uninsured residents.³



Statistics without faces are often that, numbers disconnected from the reality of the suffering and difficulties of living without access to healthcare. In the LCHFC, the statistic becomes a person; it is here that the person is treated with dignity and that person's illness or condition is addressed. It is here that student volunteers, who often have never been confronted with the culture of poverty – except for a sound bite on television – experience what classrooms present as theories. Guided by Andrea Mantione, LCHFC director and a certified registered nurse practitioner, and Maria Vital, administrative assistant, these students serve as clerical workers, translators and all-purpose clinic volunteers. Many are not here for credit. Although many are healthcare profession students in



the Panuska College of Professional Studies, other volunteers come from the College of Arts and Sciences as well.

To maximize its use, the center is also utilized for physical therapy and counseling clinics when the healthcare clinic is not open. Students from the Physical Therapy and Counseling and Human Services departments offer these services. The facility provides additional programs to the community: a smoking cessation program, a strength training program for men and women over the age of 40, and an afterschool anti-bullying program for children ages 9 to 13. Students also run a food pantry and clothing closet for those in need. Given the variety of programs offered by the center, University students have a variety of opportunities to teach, research and learn from their experiences there.

Student volunteers are well prepared for work at the clinic. According to Mantione, "All students who volunteer are required to attend a two-hour orientation offered once a semester, provide child abuse and state police clearances at their own expense, sign a confidentiality statement, and undergo HIPAA[♦] training." In addition, all the professional aspects of working in a health clinic are addressed.

For the student volunteers, so much more occurs than just helping the professional staff. The volunteers are on the frontline of dealing with marginalized members of the community, and it is in their interaction with uninsured members of the community that these young men and women learn the most. These volunteers see the homeless, unemployed, poor members of the community. But the people who uti-

lize the clinic don't see themselves as marginalized or needy. Consequently, one of the challenges of the clinic and the student volunteers is to deliver healthcare while understanding and the addressing social and cultural identities and broader needs of the patient.

For example, Cara Brindley '12, a nursing major and student volunteer coordinator, recounted the story of one individual who had bronchitis. The doctor instructed him to stay out of damp conditions and fill a prescription for his cough. As she and the patient talked, she found that he was homeless and lived in a cardboard box. The possibility of staying out of a damp environment was not feasible and filling his prescription not possible. In the little time Brindley met with this man after his interview with the doctor, she saw his challenge and attempted to help him solve it. Just treating the illness was not enough for this patient. His social and personal condition revealed that more must be done.

Trust is central to the operation and success of the clinic. The patients must trust the staff personally, as well as medically. Paulina Maida '12, a biology and Latin American studies major, finds that part of the clinic's success is that students have learned "to be understanding and not to be judgmental, professional and yet warm." These are the qualities that make their endeavors successful. She acts as a translator for Spanish-speaking patients and often has been faced with relaying intimate details of a patient's life to the doctor. Her command of the language makes the patients feel as if they will be understood. Her warmth and empathy allow the clients to overcome cultural and gender barriers so she can give the physician a clear picture of the patient's needs.

Understanding cultural differences and how they impact the delivery of healthcare is an important lesson for the student volunteers, and pre-professionals in healthcare disciplines begin to see how their intercultural skills support their clinical skills. Joel Braverman '11, a nursing graduate, says the clinic helped him recognize and respect cultural differences. Volunteering at the clinic gave him an opportunity to understand the community and helped to make him a part of

Gerianne Barber (left) and Kathleen Juracek (center) from the Counseling and Human Services Department and student Brenda Quinn deliver goods for the food pantry at the Leahy Clinic.



[♦]HIPAA refers to the patient privacy and confidentiality provisions of the Health Insurance Portability and Accountability Act.

¹ Manos, Diana. "Census Bureau reports big boost in uninsured." Oct. 8, 2010. <<http://www.healthcarefinancenews.com/news/census-bureau-reports-big-boost-uninsured>>.

² Murphy, Ian. "Gov. Tom Corbett's budget proposal expected to have painful cuts." The Patriot News. Mar. 06, 2011.

³ The PA Budget and Policy Center. 2011. <www.pennbpc.org>.



From left, students Danielle Frascella, Samatha DiMeglio, faculty specialist Julie Ann Nastasi, OTD, and Cassandra Estrada volunteer their time in the clinic.

that community. It has also provided him with the opportunity to “do an assessment and check it against a professional’s [assessment].” His experiences in the clinic were extensions of his classroom learning.

Students also learn how cultural differences affect issues beyond healthcare. Brindley has volunteered for service project trips in the past. She noted she expected to see poverty in the areas she visited, but “didn’t expect poverty to be here.” Her experiences have challenged her to think more deeply about poverty and immigration issues, especially in areas closer to her home.

These students, and those who will follow, learn to apply theory to action and adapt their knowledge to best serve their fellow human beings. Adolfo Nicolas, S.J., Superior General of the Society of Jesus, stated, “In Jesuit education, the depth of learning and imagination encompasses and integrates intellectual rigor with reflection on the reality together with the creative imagination to work toward constructing a more humane, just, sustainable, and faith-filled world.” This is the challenge and goal of those who work in the University’s Leahy Clinic. ☺



Director Andrea Mantione with SIFE (Students in Free Enterprise) student volunteers from the Communication Department.



Edmund Kosmahl, PT, Ed.D., and his students work with a patient.



Andrea Mantione is the director of the Leahy Community Health and Family Center. She received her M.S.N. from The University of Scranton.

Making Filing *Easier*

VITA PROGRAM FULFILLS CRITICAL COMMUNITY NEED

The new year brings new possibilities for the future, but the old year and its efforts cannot be left behind until the government receives its completed 1040 forms. For those people whose household income does not exceed \$49,000, The University of Scranton and the United Way of Lackawanna and Wayne counties have teamed up to make income tax preparation fast and free through the Volunteer Income Tax Assistance (VITA) program. Under the direction of Joseph Hammond, C.P.A., M.B.A., adjunct accounting professor, student interns instruct volunteer University students and community volunteers on how to assist taxpayers in fulfilling their financial obligations.

The free program serves 1,500 clients throughout the two-county region assisting people who meet IRS eligibility criteria. Two years ago, the program received a \$28,000 grant that helped to purchase nine computers and a printer, which allowed the program to go mobile. Program volunteers work in 11 sites throughout the area. Because many families that qualify for VITA assistance also enroll their children in the Head Start pre-school program, VITA added four new sites at Head Start locations this year in order to make the program more accessible.

Volunteers attend one of two three-and-a-half-hour sessions during which they are instructed and tested on the ethics of assisting people with income tax returns. The training includes how to work appropriately with clients and to protect their privacy, and the intricacies of the tax form and codes. Volunteers learn to complete federal, state, local and property forms and how to amend tax returns. According to Hammond, the preparation is “a practical hands-on approach.” This year the program trained close to 60 volunteers. Beginning Feb. 5, student volunteers provided 28 days of on-campus appointments and United Way volunteers staffed 28 days at community sites, offering a total of 262

LIVE UNITED

hours of free tax assistance.

VITA volunteer and United Way staff member Peg Kopka calls the program a “truly great partnership that [the United Way] could not do without the

University.” The relationship between the University and the United Way is a winning combination. It utilizes the energy of a committed faculty member – Hammond has been involved with the program for more than 10 of its 22-year existence – with students and United Way volunteers who wish to serve the community while sharpening their interpersonal and professional skills with people who need assistance with their tax returns.

Ben Franklin wrote, “In this world nothing can be said to be certain, except death and taxes.” All Americans must pay taxes, and certainly the University has committed to help complete those tax returns. ☺



Student/intern Angela Kokas explains tax code to fellow intern Mark McNally, community volunteer Vic Milani, freshman volunteer Richard Kokas, and senior volunteer Marie Febiar as they train for the VITA program that held its kickoff on Super Bowl Sunday.

Joseph Hammond C.P.A., M.B.A., is an adjunct professor in the Accounting Department.

Set High Expectations

THE SCHEMEL FORUM CREDO

The Schemel Forum is one of the University's newest offerings – an academic program that evolved from one man's desire to study Dante's "The Divine Comedy" and grew organically into an annual array of intellectual and cultural offerings. These include University for a Day, short courses in a variety of fields, a World Affairs Briefings seminar series, and occasional concerts and cultural tours. The forum is resplendent with ideas, literary treasures, philosophical perspectives and historical investigations, providing the campus and community insights into the complexities of the 21st century globalized world. Most of all, it affords people in the region the opportunity to experience the joy of learning together.

The Schemel Forum was founded in July 2006 through generous gifts to the Rev. George Schemel, S.J., Fund. Friends of the late Fr. Schemel created the fund in his loving memory in order to support cultural enrichment and education in the community. The forum's aim is to provide a gateway to the realm of ideas – an opportunity for people of all ages to explore the intellectual and cultural wonders of the world. Schemel members make new friends and discover new dimensions of old ones. Most importantly, through the forum, the University offers the community one of its most valuable assets – its faculty members and the wealth of knowledge they possess – and occasions to engage with internationally acclaimed experts in the arts, humanities and current affairs.

In the five years of its existence, Schemel has grown both in size and reputation, attracting middle school teachers, doctors, lawyers, religious and civic leaders. People of all ages come together to return to their liberal arts studies or to discover them after reaching proficiencies in other areas – business, sciences and the like.

The recipe for the program's success has several ingredients, but predominantly we are a forum grounded in the search for excellence. We believe in setting high standards, developing high expectations – and then



Schemel Forum participants observe a recent University for a Day presentation.

—And Exceed Them!



exceeding both. We aim to have engaging and engaged experts, whether from our own campus or elsewhere. Although our programs are not for credit, Schemel students are expected to read for courses and take part in discussions; in turn, students expect from us a range of intellectual and cultural experiences that refresh and enlighten them. Faculty members expect to enjoy teaching seasoned learners and doers; the University expects to find new admirers and friends – carving out a new area of service to the community, and it does. If we were to have a motto, it would be, “Set high expectations – and exceed them!”

A semester does not go by without ample and varied arts experiences. To mention a few, we have had lectures on Picasso and Michelangelo, Toni Morrison’s “A Mercy” and the works of Ralph Waldo Emerson; courses on Greek and Roman classics, James Joyce’s “Ulysses,” Shakespeare on film, Jane Austen, American ethnic literature, the Federalist papers, and the philosophy of happiness; and an interdisciplinary session on politics and prose. We have sponsored concert artists from the United States, China, Israel and Zimbabwe and bus trips to New York and Philadelphia to view important art exhibitions.



ABOVE: Attending a recent Schemel Forum luncheon for Black History Month (from left) were Attorney Morey Myers; Rosette Adera, director of the Equity and Diversity Office at Scranton; luncheon speaker Clement A. Price, Ph.D., professor and founding director of the Institute on Ethnicity, Culture and the Modern Experience, Rutgers University, Newark, N.J.; Sondra Myers, director of the Schemel Forum at Scranton; and Joseph Dreisbach, Ph.D., associate provost for academic affairs.

INSET: Ann Pang-White, Ph.D., chair of the Department of Philosophy at Scranton, speaks at a University for a Day program.



Past University for a Day Lectures

In fall 2011, the Schemel Forum’s University for a Day included lectures on the following topics by University and visiting faculty members:

Akhil Amar, J.D., Sterling Professor of Law and Political Science at Yale University, presented “America’s Unwritten Constitution,” proposing that the U.S. Constitution only begins to map out the fundamental rules that govern modern Americans. Dr. Amar answered the question, “Once we decide to venture beyond it, how do we start and where do we stop?”

Joseph Kraus, Ph.D., associate professor of English and theatre at The University of Scranton, presented “Framing Roth.” His lecture traced the career of the prolific author Philip Roth from his early days as the “bad boy” of American Jewish literature to his stature today as one of America’s most distinguished authors.

“Globalization: Its Challenges and Opportunities for an Interdependent World” was presented by **David Grewal, Ph.D., J.D.**, associate professor at Yale Law School and author of “Network Power: The Social Dynamics of Globalization.” Dr. Grewal explored how globalization changes the stakes of today’s most important struggles: for environmental protection, international security and cultural understanding. He asked, “Can globalization be remade, or is it a ‘one-size-fits-all’ process?”

Kathryn S. Meier, Ph.D., assistant professor of history at The University of Scranton, delivered the forum’s final lecture, “Environmental Justice for the 21st Century.” Dr. Meier looked to the period when slavery was largely eradicated in our society to understand how sustainability and human justice have gone hand in hand in America and in the world.



We believe that through the arts and humanities we broaden the horizons of local residents and in doing so raise the cultural bar in the region. Universities are among our most important institutions. And if they are to thrive, they must make a significant contribution not only to the lives of their students, but to the life of the community.

“It provides an exciting forum for faculty to share their research, expertise and educational mission and, at the same time, helps those in the larger community interested in lifelong learning to find each other and to gain a deeper sense of their own role in fostering the intellectual, cultural and social growth of their communities,” says Denise Fulbrook, an adjunct literature faculty member at Scranton, who has taught several Schemel Forum courses. “The Schemel Forum serves as a vital reminder that a university’s mission is not only to educate, but to learn from the rich experiences of the community of citizens that surrounds and supports it.”

Clement Price, Ph.D., professor of African American history and founding director of the Institute on Ethnicity, Culture and the Modern Experience at Rutgers University–Newark, who spoke at the University for a Day in October 2010, seconds Fulbrook’s sentiments.

“What you have mounted at The University of Scranton is nothing short of the gold standard for community engagement, lifelong intellectual work and fellowship,” says Dr. Price. “I plan to take up the idea of mounting a Rutgers version of University for a Day in the next academic year with my colleagues.”

We are not satisfied. We hope to bring more people into the Schemel fold – to learn together about the rapidly changing world that is ours. We cannot afford the luxury of ignorance or indifference in this information age. We need to know about yesterday and today – so that we can make a better tomorrow for all the world’s people. 🌱

Recent World Affairs Briefings

This year’s World Affairs program included the following seminars:

Small Change: Why Business Won’t Change the World

Michael Edwards, writer, activist and Distinguished Senior Fellow at Demos



Can We Feed the Planet Without Destroying It? Our Global Challenge

Tim Searchinger, research scholar and lecturer, Princeton University, Woodrow Wilson School of Public and International Affairs

Three Major Pandemics: Malaria, Tuberculosis and HIV/Aids: An Overview from an African Perspective

William A Takang, M.D., practicing physician and consultant from Cameroon, Hubert Humphrey Fellowship alumnus, research scholar, New York University School of Medicine



Back to the Future: FDR’s Four Freedoms Go Global

Allida Black, executive editor of the *fdr4freedoms* Digital Initiative and research professor of

history and international affairs, The George Washington University

The Greening of Democracy? The Arab Spring and its Outcomes

Elzbieta Matynia, director, Transregional Center for Democratic Studies, The New School

Sondra Myers is senior fellow for international, civic and cultural projects and director of the Schemel Forum at The University of Scranton. She received her B.A. from Connecticut College and received honorary degrees from The University of Scranton and Misericordia College. She was recently appointed by President Obama to the Commission on Presidential Scholars.



Offering the Community Cultural Activities

Recently, the Schemel Forum has presented a series of cultural activities to the greater Scranton area community.

The University of Scranton's Schemel Forum sponsored a trip to Newark, N.J., visiting the Newark Art Museum and touring the city's historic sites with Clement Price, Ph.D., Distinguished Service Professor at Rutgers University–Newark.

It also sponsored a trip to the Roosevelt Library and Museum in Hyde Park, N.Y., the site of the first presidential library built in the United States, and Storm King Sculpture Park in Mountainville, N.Y., an open air museum that has extended the concept of a "sculpture garden" to become a sculpture landscape.



Sculptures by Mark di Suvero at Storm King Art Center © Storm King Art Center; Photograph by Jerry L. Thompson

The Schemel Forum also reaches out to the community by joining forces as a programming partner with other community cultural and educational agents. This past summer it partnered with Pages & Places @ Anthology Bookstore to present three programs:

Marcellus Shale: Two Citizens Speak Out

Bill Tersteeg, professor emeritus at Keystone College, and Gretchen Ludders, Tunkhannock Watershed Coalition

What Makes Classical Music Classical? Themes and Variations

Mark Woodyatt, one of the region's most gifted and virtuosic violinists

Profile of a School that Works

Jennifer Niles, founding principal of one of the most successful charter schools in the country, the E. L. Haynes Public Charter School in Washington, D.C.



To learn more, visit scranton.edu/schemelforum



President Obama Appoints Myers to Post in Administration

In November 2011, the president of the United States announced the appointment of Sondra Myers, senior fellow for international, civic and cultural projects and director of the Schemel Forum at The University of Scranton, to serve on the Commission on Presidential Scholars. The commission of approximately 20 individuals appointed by the president selects and honors the nation's Presidential Scholars.

President Barack Obama said in a statement announcing his appointments to the commission, "I am pleased to announce that these experienced and committed individuals have agreed to join this administration, and I look forward to working with them in the months and years ahead."



Individuals serving on the Commission on Presidential Scholars are selected from across the country, representing the fields of education, medicine, law, social services, business and other professions. The commissioners are charged with selecting high school students to be honored as Presidential Scholars from a pool of approximately 3,000 candidates who demonstrate exceptional accomplishments in academics, the arts and public service.

Myers is the author of numerous books, including "The New Rwanda: Prosperity and the Public Good" (2008). She co-edited "The Pluralist Paradigm: Democracy and Religion in the 21st Century" (2006) and "The Interdependence Handbook" (2004). She is the editor of "The Democracy Reader" (2002) and the "Democracy is a Discussion" handbooks.

As director of the University's Schemel Forum, Myers develops and presents a program of participatory learning experiences for the community, involving the study and discussion of classical texts and current policies, from the arts, history and philosophy to technology and theology. The forum features fall and spring semester offerings of courses, a World Affair Luncheon Series, performances and special events.

Previously, Myers served as a senior associate at the University of Maryland's Democracy Collaborative and the Rapoport Democracy Fellow at the Walt Whitman Center at Rutgers University. She served as special assistant to the chairman for partnerships at the National Endowment for the Humanities and was cultural advisor to Pennsylvania Governor Robert P. Casey.

A member of Phi Beta Kappa, Myers is a past chair of the Federation of State Humanities Councils and was appointed by President Carter to the U.S. Commission on Fine Arts in 1980.



Gaining A Better Understanding of Taiwan

The University of Scranton
Signs Agreement to Become
First Contact Point of the
Taiwan Academy

On Oct. 14, 2011, at the opening ceremony of the Taiwan Academy in New York – which marked the launch of the Taiwan Academy worldwide at major cities – Harold Baillie, Ph.D., provost and vice president of academic affairs at The University of Scranton, and Ambassador Andrew Kao, representing the Taipei Economic and Cultural Office (TECO) in New York, formally signed an agreement making The University of Scranton the first contact point (aka charter member) of the academy among 88 prestigious higher education institutions in 33 countries that are also becoming contact points of the academy.

According to Emile Sheng, minister of the Council of Cultural Affairs, the Taiwanese Academy will focus on promoting an understanding of Taiwan, as well as Sinology research, Taiwan's multicultural experience, and Mandarin teaching services.

What does becoming a charter member of the academy mean to the University? Some of you may still have fond memories of the amazing Chinese Opera performance at the Scranton Cultural Center and the Carnival of Chinese Opera by the Taiwan Bangzi Opera Company, which starred opera diva Hailing Wang, in April 2011. It was an incredible feat that drew nearly 1,800 people from the greater Scranton area. Others may remember the Chinese-Taiwanese Chamber Music Group, Chai Found, which performed at the Houlihan-



For more information on Taiwan:
www.youtube.com/watch?v=0xHhppH7uMg&NR=1

Ambassador Andrew Kao (left), representing the Taipei Economic and Cultural Office (TECO) in New York, and Harold Baillie, Ph.D., (right), provost and vice president for academic affairs at The University of Scranton, made the agreement exchange after the signing ceremony. **OPPOSITE PAGE INSET:** Dr. Harold Baillie (left) poses with calligraphy master Yang-Tze Tong. The signing ceremony between the University and Taiwan used the artist's calligraphy as a backdrop and emphasizes cultural exchange as a part of Taiwan Academy's vision.

McLean Center in September 2011, as well as the Taiwan film festival, the photo and art exhibits, or the lecture held at the DeNaples Center and The Hope Horn Gallery in recent years. All of these activities and cultural events were generously supported and funded by the various agencies and offices of the Taiwan government via the TECO in New York.

The institutions extend the mutual collaboration of teaching and research with the signing of this agreement, providing many wonderful opportunities to our students, faculty and community. Our students and faculty will receive "priority consideration" for scholarships, fellowships, grants, exchanges of information, travel opportunities, and exclusive access to a digital database that are invaluable to teaching and research. Scranton will also become one of the key stops for first-rate performance groups and art exhibits during their United States tours. The first concrete implementation of this agreement has already taken place. One of the University's outstanding young faculty members, James Rob-

erts, Ph.D., an associate professor of sociology and criminal justice, was nominated and selected as a participant in the "U.S. Young Scholars Delegation to Visit Taiwan" program in December 2011. Sondra Myers, senior fellow for international, civic and cultural projects and director of the Schemel Forum, has been invited to Taiwan to visit various civil society and government groups and universities to enhance and foster mutual understanding between American and Taiwanese cultures. In addition, students Aimee Miller '13 and Mabel M. de la Cruz '14 have been awarded Ministry of Education Huayu Enrichment Scholarships to study Mandarin for the 2012-13 academic year. Other grant opportunities, ranging from two weeks to one year for conducting research in Taiwan on a variety of topics, are also available. These topics include the Asia-Pacific region, Cross-Strait Taiwan-China relation, Chinese studies, Taiwan studies, and other aspects of Sinology. Again, the University faculty and students will receive priority consideration in their applications. 🙏



Dr. Harold Baillie (left) and Brian Conniff, Ph.D. (right), dean of the University's College of Arts and Sciences, convene with Brian Su, director of the press division of the Taipei Economic and Cultural Office.

Ann Pang-White, Ph.D., is a native of Taiwan and received her doctorate from Marquette University. She is chair of The University of Scranton's Philosophy Department and director of the Asian Studies concentration.



DEVELOPING BUSINESS AND DEVELOPING SUCCESS: The Women's Entrepreneurship Center

According to the U.S. Census, women entrepreneurs make up approximately 40% of all businesses in the United States. Women-owned businesses have a major economic impact. In 2007, women-owned businesses in the U.S. employed 8.2 million workers and generated \$1.3 trillion in revenue.

Recently, The University of Scranton's Kania School of Management and the Small Business Development Center (SBDC) joined forces and created the Women's Entrepreneurship Center (WEC). The University has supported entrepreneurship through its backing of the SBDC for more than 32 years. The SBDC staff provides management assistance to help businesses start, grow and prosper in eight counties of northeast Pennsylvania.

In accordance with its mandate, the WEC connects students with the broader community in a way that benefits the region economically. With an advisory board of professionals, faculty, staff and local entrepreneurs, the WEC's mission is to employ University student interns and experienced SBDC consultants, who work together to provide area women entrepreneurs with the knowledge, resources and support needed to develop and maintain successful businesses. Special emphasis is placed on serving low-income women.

In its three years of existence, the WEC has recruited, rigorously screened and trained more than a dozen student interns. They have served more than 100 women entrepreneurs by helping them create new businesses and providing support to help these businesses become sustainable and successful. To date, the WEC has been a part of many success stories.

WEC student interns learn the intricacies of entrepreneurship and consulting before working with a client under the supervision of a seasoned SBDC consultant. The intern training and subsequent consulting is practitioner-oriented rather than

solely academic in nature. Student consultants help clients in a variety of ways such as computerizing customized accounting systems, performing marketing research, providing financial advice, and helping to draft complete business plans.

The availability of student interns was enhanced by the introduction, in fall 2011, of an entrepreneurship

minor housed in the Kania School of Management. The entrepreneurship minor was created in order to allow students outside of the business school to participate. In fact, only about half of the students in the entrepreneurship minor are from the business school. The relationship between the WEC and the academic entrepreneurship program is a win-win situation – the entrepreneurship program expands the number of student interns available to the WEC and entrepreneurship minors gain substantial “real-world” experience which helps them regardless of their major.

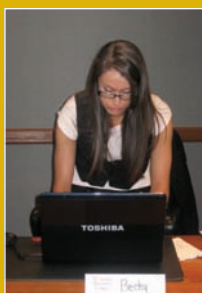
Last year, the WEC was itself entrepreneurial by seizing the opportunity presented by then University President Scott R. Pilarz, S.J., to seek to expand the University's efforts in Rwanda. Several students, faculty, and administrators visited Kigali and the seeds of several entrepreneurship collaborations were planted. Possible opportunities include working with colleges, professional women's organizations, and even directly with Rwandan women entrepreneurs.

Women's Entrepreneurship Center

The Arthur J. Kania School of Management
THE UNIVERSITY OF SCRANTON



Be sure to visit our YouTube video at
www.youtube.com/watch?v=OtFMGSRxpxw.



Rebecca Bartley



Nicole Linko



Megan Calpin Hughes

Perhaps the best way to conclude this essay is with a few thoughts from both WEC interns and clients:

Nicole Linko '12, Student Intern

One of the things I enjoyed the most about this internship was the general diversity of the work. Because we did so many things, our tasks never got boring. The internship incorporated many concepts that I learned in the business school. It made the theories and techniques real.

Julia Kroft '11, Student Intern

I feel that the best part of the WEC internship has been working with clients. With each client, we have gradually gained more responsibility and learned about how to address the individual needs of clients. I also feel that it is valuable to have a small group of interns that is able to work together on projects.

Rebecca Bartley '11, Student Intern

During my time at the Women's Entrepreneurship Center, I went to lunch with people I worked with at a previous internship. They asked me to explain what I did at the WEC and how it compared to the previous internship. When I was finished everyone's faces read, "Wow." These were the top sales executives from a large company. This is the impression that I have been getting from everyone I talk to about the Women's Entrepreneurship Center.

Brianna Finnerty '12, Student Intern

This experience was incredible. I can't even think of how else to describe it. It is so different and unique compared to other internships. As an intern for the Women's Entrepreneurship Center, I didn't just shadow the SBDC consultants around or make copies. I was able to consult with the client and research for them just like the SBDC consultants do. Interning at the WEC made me feel important and valued.

Regina Nolan, Owner, Clinic for Therapeutic Massage

Two students were assigned to help me with a marketing study. They created a news release for me and sent it all over the area. I'm still getting comments from people that they had seen the news release – they commented, called. People are telling me that they actually cut out the ad, and some of the ladies had pulled the ad out of their purses and said, "See? I've been meaning to call you and I finally did!"

Nelsi Rivera, Business Owner

When I started this business, it started out of a passion, and I didn't know what direction to take this because it's something very personal – marriages and relationships. The business end was where I was stuck. They allowed me to figure everything out to put my business plan together.

Megan Calpin Hughes, Owner, Kiss My Style and Green Bean Design

Working with the WEC program with intern Becky has been amazing. She has gone above and beyond and took the basic ideas that I had and just grew them to a whole new level. Without any question I would recommend this program. I don't think that I would have been able to do with my businesses what I had, if it wasn't for this help. It never would have happened, and I never would have been where I am today.

In order to start up and stay competitive in business, women need access to training and technology. The WEC is doing just that, plus giving our students the opportunity to have hands-on experience to enhance their classroom knowledge. The center is looking forward to expanding and taking our work into the international arena. Great things are ahead for the Women's Entrepreneurship Center. ☺

Donna Simpson is a consultant manager with The University of Scranton's Small Business Development Center (SBDC). She was named by the U.S. Small Business Administration's (SBA) Philadelphia District Office as the Women in Business Champion of the Year.



Alan Brumagim, Ph.D., is director of the entrepreneurship program in the University's Kania School of Management. He received his M.B.A. and doctorate from Temple University.



Traveling with a Purpose:

True Understanding comes
from Experience & Discovery

BY JOHN P. SANKO, ED.D.

Chair and Associate Professor of Occupational and Physical Therapy

Whether they are called physiotherapists, *ergothérapeutes*, *terapia físicas* or *terapia ocupacionales*, physical therapists (PTs) and occupational therapists (OTs) around the world share many things in common and speak the same language when it comes to caring for others. Their universal goal is to help restore function and improve the quality of life for individuals who have sustained an injury, are coping with a chronic illness, or were born with a congenital condition. OT and PT students at The University of Scranton have participated in numerous service activities on campus, in the local community, and in the world at large since the inception of these programs and as long as there have been OT and PT students present on our campus. Since the inception of the OT/PT service and immersion trips, eight faculty members have given their time, spent their own funds to participate in these experiences, and have accompanied 117 students.

In 2001, Carol Reinson, Ph.D., and I participated in the “Bridges to El Salvador” program. The initial concept of a specialized international service and immersion trip for OT and PT students was cast during nightly reflections at the International Guest House in San Salvador. For the next two years, attempts to organize an OT/PT trip to El Salvador faced several challenges that prevented our Salvadorian healthcare-focused



Students and faculty gather together while in Window Rock, Ariz., capital of the Navajo Nation, in December 2010.



trip from coming to fruition, but where one door closes another often opens. In January 2004, three OT and PT faculty traveled across Mexico for more than two weeks with a group of University faculty through the generosity of an Edward R. Leahy, Jr. Endowment Faculty Research Grant. Guadalajara, Mexico, stood out as a reasonable option for an initial international OT/PT-focused experience. The University already had several partnerships with Universidad del Valle de Atemajac (UNIVA), a Catholic University in Guadalajara. In January 2005, six students accompanied by faculty departed for Guadalajara. Our hosts at UNIVA scheduled medical Spanish classes for our students and several days at Centro Integral de Rehabilitación Infantil A.C. (CIRIAC), a cerebral palsy center that was founded 20-plus years ago by three families of children with cerebral palsy. CIRIAC serves as a model of ingenuity, innovation and creative thinking where all available space is utilized for the benefit of the 90 children and adults they serve daily. On subsequent trips a sign hung over the door with the inscription “Bienvenidos Universidad del Scranton” and our students were assimilated with the CIRIAC staff and gaining “real world, hands-on” experience.



Peter Leining, Ph.D., assistant professor of physical therapy, and his students get in the pool with their clients for aquatic therapy at CIRIAC (Centro Integral de Rehabilitación Infantil A.C.), a cerebral palsy center.

Faculty and staff who have participated in OT/PT Service and Cultural Immersion Trips

Lisa Burns, OTR/L, M.A.
*Project Guadalajara 2005,
2006, 2007, 2009*

Carol Coté, OTR/L, Ph.D.
Project Guadalajara 2009

Verna Eschenfelder,
OTR/L, Ph.D.
Project Guyana 2011, 2012

Peter Leininger, PT, Ph.D.
*Project Guadalajara 2007,
2008, 2009, 2010*

Project Navajo Nation 2011

Marlene Morgan, OTR/L, Ed.D.
*Project Guadalajara 2007,
2008, 2009, 2010*

Carol Reinson, OTR/L, Ph.D.
Project Guadalajara 2008

John Sanko, PT, Ed.D.

*Project Guadalajara 2005, 2006,
2007, 2008, 2009, 2010*

*Project Navajo Nation 2010
Project Guyana 2011*

Barbara Wagner, PT, DPT, M.H.A.
*Project Guadalajara 2005, 2006,
2007, 2008, 2009*

Project Guyana 2011, 2012

Debra Pellegrino, Ed.D.
Project Guadalajara 2009



In January 2011, OT/PT students and faculty traveled to Guyana.

Throughout the six years that OT and PT students and faculty traveled to Guadalajara, we were treated to performances by the Jalisco Philharmonic Orchestra and GRUPO Follelórico, UNIVA's Mexican folk dance team. However, the most "eye-opening" cultural experiences were tours of Lomas de la Primavera, Santa Maria and San Paulo. These are marginalized communities of tens of thousands of people near Guadalajara. Running water, sewers, sanitation and electricity do not exist in these communities. Entire families live in a space most of us would consider no more than a large room. In spite of the abject poverty, the resilient spirit among the residents was an inspiration to us all. One of our students commented on how she was embarrassed to think about the insignificant things she complains about and that she had to come to a place like this to realize this is reality and that it doesn't only exist on TV. Our OT and PT students held fundraisers in Scranton so we could purchase pencils, tablets, coloring books, crayons, basketballs and soccer balls

for the schools. Although our gifts were received graciously, we were told our presence was the most important thing we brought to these communities because it indicated to the children that they were not forgotten and there are people in the world who care about them. It made us think how much our society values material goods and how much they value relationships.

Unfortunately, due to the increased violence in Mexico, a decision was made to temporarily suspend "Project Guadalajara." OT and PT students wishing to travel were offered two new options.

The first option occurred in December 2010 when 10 OT and PT students and two faculty members spent a week at St. Michaels Association for Special Education School in the Navajo Nation near Window Rock, Ariz. We left for Arizona from the Wilkes-Barre/Scranton airport at 6 a.m. on Dec. 12, 2010, and soon found ourselves grounded for 36 hours by a snowstorm in Chicago. However, what could have been a disaster turned into a great experience due to the patience and adaptability of the students. One of our students remembered that a University of Scranton graduate was a volunteer at the Mercy Home in inner city Chicago. After a couple of phone calls, we were on the "L" on our way to the Mercy Home. We were able to observe some really dedicated people in action working with "at-risk, inner-city kids."

Eventually the snow stopped and we headed to Arizona. St. Michaels serves 49 children who are cognitively impaired and many of whom also have significant physical challenges. During our visit, a Christmas party was held and we performed "The Hokey Pokey Reindeer Dance." One of our stu-



Students and faculty visited two orphanages while in Guyana.

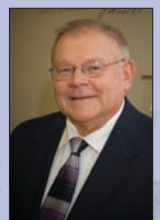
dents said it felt good to know that we made these children laugh and brought them a little Christmas joy. It brought all of us a lot of Christmas joy as well.

One of the most fascinating programs we observed was “flying colors.” The children direct a “tracker” to move a paint brush over a canvas and paint for them. The child is the artist in every way; the child selects the canvas, the brushes and the colors. Even non-verbal children have communication devices to direct the “tracker.” One girl had a laser attached to her head and the tracker moved the brush over the canvas with the movement of the laser beam. We were told that in previous years several of these pieces of artwork won awards at the Arizona State Arts Festival.

The second option involved six OT and PT students, accompanied by three faculty members, traveling to Guyana (formerly British Guyana) in January 2011. Guyana itself means “land of many waters” in Amerindian, the language of the indigenous people. Guyana is very diverse with regard to ethnicity and religious beliefs. There is a small population of Amerindians and significant numbers of African, Asian Indian, Portuguese and Chinese who were brought to Guyana by the British to work the sugar cane fields. Today Christians, Hindus and Muslims live and work together in Guyana. Arrangements for the trip were made through Sr. Julie Mathews and her fellow Sisters of Mercy. Soon after our arrival in Georgetown, one of the sisters took us to Mihica, a rickety complex of rundown wooden buildings on stilts that were noticeably isolated from the main community and home to several men and women with Hansen’s disease (leprosy). Although a cure for leprosy was discovered in the 1970s, these people may not have initially had access and the cure does not

reverse the damage and deformity that has already occurred. A stigma is still associated with the disease in many parts of the world, but the people at Mihica were some of the most optimistic and spirited individuals we had ever met. Once again we all were humbled by the experience.

Our visit also included visits to The Palms, a geriatric home run by the Sisters of Mercy, the St. John Bosco Boys Orphanage and the St. Ann’s Girls Orphanage. We also spent an afternoon at St. Joseph’s Mercy Hospital with June, a physical therapist assistant who was studying to become a physical therapist. We went to the bedside of several patients she felt would be interesting for us to see. This again turned out to be a “hands-on” experience where we were able to work directly with patients. We were also able to spend two mornings at the Ptolemy Reid National Rehabilitation Center and National Prosthetics and Orthotics Shop. The head therapist there was Cuban-born and educated and invited us all to Havana. We all wished we could go with him. Later we were able to participate in an amputee clinic where individuals with amputations and prosthetic devices were receiving therapy. Almost everything we observed would be familiar to any OT or PT in the United States, illustrating the point that therapists around the world speak the “universal language of caring.” 🧡



John D. Sanko, Ed.D., is the chair of the Physical Therapy/Occupational Therapy Departments and associate professor of physical therapy. He received his Ed.D. from Columbia University.

Learning from Professionals: A JOURNALISM BOOT CAMP



As college educators struggle to help students integrate their learning into real-world practice in terms of both career preparation and civic engagement, The University of Scranton has found a way to meet this challenge by teaming up with two community partners. Now in its fifth year, the Northeastern Pennsylvania Journalism Boot Camp – a collaborative effort with *The Times-Tribune* and Marywood University – helps students understand and apply curricular learning through interdisciplinary sessions serving both professional and liberal arts goals. The boot camp allows students to spend a Saturday with professionals from *The Times-Tribune*, Scranton’s hometown newspaper, to learn about the various facets of the news business. However, participants have found that the program does far more than simply offer vocational training.

Journalism is a professional field that transcends traditional disciplinary boundaries and the boot camp offers insights and tools that benefit attendees with a broad spectrum of career goals. Through the inclusion of topics such as writing, research, ethics, photography, design, and law, the boot camp mirrors many of the courses commonly required in a general education

The boot camp uses the lens of journalism to educate the whole person, benefitting students by emphasizing skills that support civic, as well as professional, development.

curriculum. Furthermore, as the boot camp uses the lens of journalism to educate the whole person, it benefits students by emphasizing skills that support civic, as well as professional, development.

The boot camp began as a collaborative effort between Kim Pavlick, Ph.D., assistant professor of communication, The University of Scranton, and Larry Beaupre, managing editor of *The Times-Tribune*. The project was the brainchild of Beaupre, who at heart is a true educator. He was interested in developing a program that would help his employees share

their skills with upcoming journalists.

“I wanted a closer working relationship with The University of Scranton as a way to keep myself and the staff current with academic journalism,” says Beaupre. “We also had just started an internship program with The University of Scranton, and this was a way to identify and develop future talent both for the program and as possible future hires.”

Looking to make the seminar more interdisciplinary, Pavlick and Beaupre invited Laurie McMillan, Ph.D., an English professor at nearby Marywood University, to join the project in 2009.



Cecilia Baress '08 (far left) and Ashley Teatum '09 (top left), both University of Scranton communication graduates who are working for Times-Shamrock Communications newspapers, conduct a session on how to get your first job in journalism at a recent Northeastern Pennsylvania Journalism Boot Camp.

The first year of the program, 2008, saw 75 University of Scranton students learn how a newspaper works from its conception in the newsroom to the product that is delivered daily to subscribers, and the boot camp has had similarly strong student participation in each successive year. Although the nine-hour day can be exhausting, the initial feedback from students was extremely positive. A student survey revealed most of the students believed they received a significant classroom education on how to do the job of a journalist, but they craved the wisdom and knowledge only professionals in the field can provide.

Although we know this generation is technologically connected, there seems to be a disconnection between its ability to communicate through technology and its interpersonal communication skills. However, during the boot camp, students learn the importance of human interaction through Lifestyles Editor Faith Golay's seminar on newsroom culture. Golay tells the students about the interpersonal dynamics of the staff, including behavior patterns, respect, mutual rights and mood. Although her presentation is light (and often includes toys as prizes), she stresses the importance of good human interaction in order to make a quality

ADDITIONAL BENEFITS

Several additional benefits are derived from the Northeastern Pennsylvania Journalism Boot Camp. The program fosters better town-gown relations – not just between the newspaper staff and students, but between *The Times-Tribune's* staff and the universities' faculty as well. Pat McKenna, one of *The Times* editors, explained that the boot camp is key to helping the paper survive because it allows his staff to interact with a new generation of consumers and think about ways to better attract and accommodate this younger readership. In addition, because many journalism faculty members attend the professional sessions, they keep their skills fresh so that they are better prepared for the classroom. In addition, the boot camp laid the foundation for Kim Pavlick, Ph.D., and Laurie McMillan, Ph.D., to collaborate with *The Times-Tribune* staffers to develop a stronger three-credit internship program and to use the staffers as guest speakers in classrooms. In short, the boot camp supports not only student growth, but also the development of the journalism professionals and the university faculty involved with the program.

By connecting college to community, the boot camp has developed an interdisciplinary focus that makes it extremely adaptable. Many students are eager to make sense of their classroom experiences in the engaging and vital real-world context of journalism. At the same time, the elements of critical thinking, communication, interpersonal skills, and ethics are useful to all students, and the benefits of good journalism within a community are immeasurable.

product, helping students learn valuable lessons through stories and discussions.

In addition, students not only learn about, but also practice interpersonal communication as they interact with the staff from *The Times-Tribune*. The journalists who participate in the boot camp volunteer to do so, and they are interested in talking with students. That makes it easier for students to probe for details about a journalist's lifestyle without feeling insecure, and the questions tend to focus on matters that a faculty person might not be able to answer. Some of the questions are practical such as, "How much money can I make?," but others are more investigatory, such as, "How can I get a job in the industry?" In addition, the professional journalists attend one another's sessions, and they often pose queries of their colleagues who are leading the session. The ease of communication and the friendly support among the reporters and editors provide an example for students as the journalists demonstrate strong interpersonal relations, probably without even realizing they are doing so.

The boot camp thus offers strong professional preparation for students interested in journalism careers. However, even students who do not plan to pursue journalism careers benefit professionally. The lessons learned at the boot camp

The journalists who participate in the boot camp volunteer to do so, and they are interested in talking with students. That makes it easier for students to probe for details about a journalist's lifestyle, and the questions tend to focus on matters that a faculty person might not be able to answer.

address critical thinking, communication, interpersonal skills, and ethics in ways that sharpen the cognitive and affective abilities of all participants. Such skills are important to 21st century career needs, which tend to focus on 1) the ability to apply effective thinking, creativity, and communication to a variety of contexts and 2) a blend of professional expertise and community commitment. The boot camp's interdisciplinary emphasis and liberal arts focus thus meets the needs of students because it is so widely adaptable.

Furthermore, these areas of study encourage good citizenship. Because journalists are at the forefront of communication in today's 24/7 news cycle, having an interdisciplinary understanding of news delivery allows not only journalists, but also news consumers to take a more active role in the proliferation of news content. Additionally, attention to critical thinking and

ethical behavior is essential preparation for students who will become responsible members of their communities. The boot camp thus benefits all types of students – not just future journalists – by focusing on higher order thinking and skills that are needed in both professional and civic realms. 🙌

Kim Pavlick, Ph.D., is an assistant professor in the Communication Department. She received her doctorate from Marywood University.



Laurie McMillan, Ph.D., is an English professor, Marywood University.



Sports writer Joby Fawcett (left) was one of several *Times-Tribune* staff members who participated in the fifth installment of the Northeastern Pennsylvania Journalism Boot Camp, a joint venture between the newspaper, The University of Scranton and Marywood University. Since its inception in 2008, the boot camp has been popular among students for its broad spectrum of topics and subject matter.



Programs for Students K-12

As part of its commitment to the community, The University of Scranton offers programs for students in grades K-12. Following is a series of articles about some of these programs.

The Kane Competition: Where Mass x Acceleration = Exuberance + Knowledge

Bungie jumping watermelons? Check.

Use mirror to dunk your professor in ice-cold water? Check.

Launch an egg across the gym floor with a spring-loaded cannon? Check.

Use each of the above to teach physics? You better believe that's a check.

Traditional lecture and classroom experiments will always be an important part of teaching and learning, but nothing sells the excitement of science like dropping a gummy bear into molten Potassium Chlorate.*

The Kane Competition was established in 2004 thanks to a generous gift from the Joseph Kane Estate. The central focus of the competition is to provide a fun and educational experience for local high school students, accentuating the excitement that comes from scientific inquiry. We regularly draw about 120 students from 8-10 high schools, some coming from more than an hour away.

The daylong event splits the students into teams of five to seven students where they work to solve physics problems – word problems, math problems, and even some experimental problems – in each of five different events. We also run an individual competition where the finalists in a pencil-and-paper quiz make it to a Jeopardy-style game show round where the winner walks away with a \$2,000 scholarship to The University of Scranton.



Jeremy Sepinsky, Ph.D., is an assistant professor in the Physics/Electrical Engineering Department. He earned his doctorate from Northwestern University, Evanston, Ill.



Many of the high schools that participate use the competition as a focus for the physics lessons throughout the year. In January, the schools are sent a rule book containing general descriptions of the events. We've heard of schools doing everything from basing lessons around the topics presented to forming afterschool clubs to study the problems, as well as building their own mock-up of the events. However they do it, they always come to the event prepared and ready to compete, with a grasp of the physics necessary to solve the problems and an eagerness to explore their own solutions.

But the competition would be nothing without the tireless efforts of The University of Scranton Physics Club. Preparations for the Kane Competition begin in early September, when the dedicated members of the Physics Club design a whole new series of events. The students design each event in the competition from the ground up: conception, design, construction and execution. At each stage the students pay close attention to not only the event's feasibility, but also the educational value for the high school students, both in their preparation for it and their participation in it.

In the end, it's hard to say who learned more through the competition: the college students or the high school students. And that's just the way we like it.

We'd be remiss, of course, if we didn't mention some of the other key figures responsible for making this event a success. Nancy Laffey, the Physics Department secretary, makes sure we are on task, on time, funded, organized and properly advertised. Jim Loven, our lab manager, personally oversees the construction of every event. Every nut, bolt and nail is his purview, and we could never succeed without him.

Dr. Sepinsky ran the Kane Competition, assisted by Declan Mulhall, Ph.D., from 2009 - 2011. Dr. Mulhall ran the 2008 competition and returned to oversee the 2012 competition.

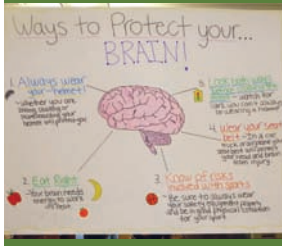
**Google it, you'll be glad you did!
HINT: a rapid exothermic reaction.*

Thinking About Learning and Learning About Thinking

How are memories stored? What is the relationship between your brain and behavior? How do we engage children in understanding functions they take for granted?

The University of Scranton's Neuroscience program offers two outreach opportunities for the greater northeastern Pennsylvania community to explore and learn about the powerful motor that controls our bodies, behavior and thoughts: Brain Bee and Kids Judge! Neuroscience. The two programs have different focuses. The Brain Bee tests high school students' knowledge of the brain and its functions, while the Kids Judge! Neuroscience program provides fifth- and sixth-graders the opportunity to critique projects constructed by University students about the nervous system. As a result, the Brain Bee gives high school students the opportunity to apply their study of neuroscience and demonstrate this knowledge in local, national and international competitions. Kids Judge! Neuroscience prepares University students to create and synthesize their classroom knowledge into real world learning situations.

The University participates in the national Brain Bee by coordinating this region's competition, organized by Timothy Cannon, Ph.D., a professor of psychology at Scranton. The event draws students from public and private schools, as well as home-schooled students, from NEPA and New Jersey. This is the 13th year the University has participated in the competition and it is one of more than 70 local Brain Bees. The local competition consists of two parts: a written and an oral competition. High school students take a pencil-and-paper test and then proceed to a competition not unlike a spelling bee competition. Students prepare for the competition by studying "Brain Facts," a guide provided by the Society of Neuroscience. As students advance to national and international levels, the competition becomes more intensive



involving identifying structures in dissected human brains and interviewing actors trained to exhibit symptoms of neurological disorders. For more information, visit sfn.org/brainfacts.

The Kids Judge! Neuroscience program has been at the University since 2001 and partners with the Northeast Pennsylvania Area Health Education Center. Kids Judge! Neuroscience, originated by Deborah L. Colbern, Ph.D., is designed to help teach neuroscience principles. Remember your science fairs in grade school? This fair is a reverse science fair. University students create interactive neuroscience projects that are judged by fifth- and sixth-grade Girl Scouts. Taste, vision and motion are the topics, and M & M's, dominoes, ping pong balls and straws are the instruments of experimentation. Dr. Cannon has his neuroscience students "parasite back to former Kids Judge! projects" and improve them through more current research and more creative techniques that will engage children.

Besides the pride he takes in offering such community programs, Dr. Cannon gains much delight in the accomplishments of his students who have participated in these undertakings as Girl Scouts and later as his own students. Teaching Assistant Morgan Mayenshein was a Girl Scout judge and later helped coordinate the program. University of Scranton graduate and Kids Judge! Neuroscience organizer Kim Maguschak '01 completed her doctorate in neuroscience at Emory University and is now a post-doctoral fellow with Guoping Feng at MIT. These programs not only serve as outreach education opportunities for the community, they also serve as foundational experiences and inspirations in career decisions for University students.

Timothy Cannon, Ph.D., is a professor in the Psychology Department and received his doctorate in experimental/physiological psychology from the University of Maine. He did post-doctoral work at UCLA in the fields of pain inhibition and endorphins.

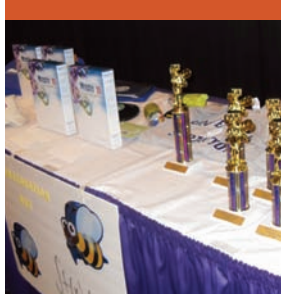
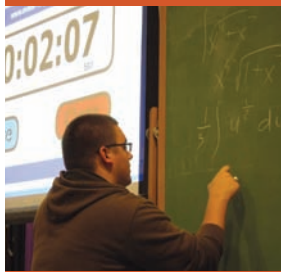
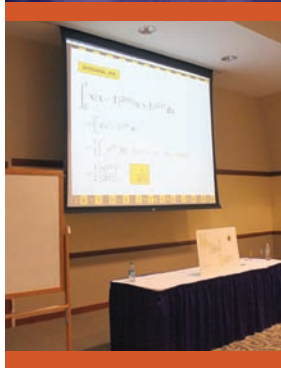
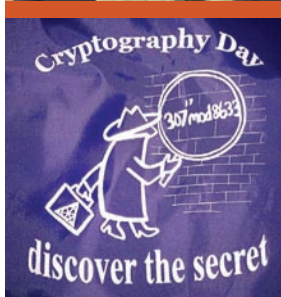


Making Math Fun



Have you ever wanted to send someone a secret message or wondered about the security of shopping on the Internet with a credit card? These are some of the questions that drew students from across the region to Cryptography Day held at The University of Scranton in fall 2010. Cryptography is the science of sending and receiving secret messages. This event, sponsored by the dean's office of the College of Arts and Sciences, Admissions Office, and Mathematics Department, brought students together to learn how to make and break codes using mathematics. Teams included students from grades 9 through 12 working collaboratively to compete in five contests of code breaking. The winning team consisted of participants from Scranton Preparatory, Lackawanna Trail and Hazelton Area, and students received both certificates and prizes. Through this experience, students gained a working knowledge of RSA*, which is the foundation of modern-day computer security. The day ended with a panel of professional female mathematicians who offered insight and answered questions about careers in mathematics. Cryptography Day allowed students a great opportunity to see mathematics in a fun and relevant way, while having the chance to interact with University students and faculty members. The day's ultimate goal was to increase interest and enthusiasm for mathematics.

Events such as this are especially important for today's adolescents because the National Center for Education Statistics reported that U.S. teenagers remained below average in mathematics when compared to their peers in other industrialized countries. These deficiencies place the U.S. at risk for maintaining a competitive edge in international economics. Knowing this, it is essential to continue to find new and creative ways to make mathematics interesting and attainable for all students. In an effort to continue to build the bridge and sustain interest in mathematics at all levels, the Mathematics Department also hosts an annual Integration Bee in the spring semester with



additional support from the Admissions Office and CAS dean's office. This event is similar to a spelling bee, only students solve mathematics problems in a competitive format with divisions for high school students and college students. For four consecutive years the contest has been a great success. Last year, we not only doubled our number of local schools, but also more than doubled the number of registrants. The American Mathematical Society, the National Security Agency (NSA), and the Mathematical Association of America each donated door prizes and gift bags to the participants. This event allows high school students to hone their skills for the Advanced Placement exam and motivates the study of mathematics for all who attend.

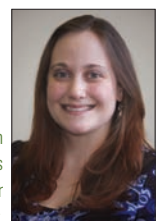
So the next time you hear a student say, "I hate math!" or "Where am I ever going to use this?" be sure to tell them that mathematics can be fun, collaborative, exciting and intriguing. Send them to catch the buzz at the Integration Bee, or come by the Cryptography Day to uncover the secret.

Karim Medico Letwinsky G'96

is a lecturer in the Education Department. She earned a Master of Science from The University of Scranton and is pursuing an Ed.D.

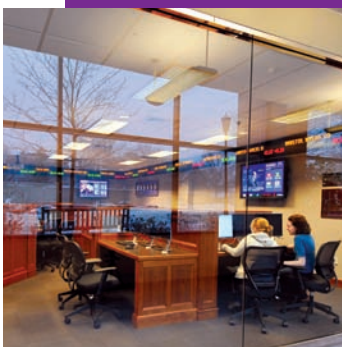


Jennifer Vasquez, Ph.D., is an assistant professor in the Mathematics Department. She received her doctorate from Indiana University.



*RSA is the name of the encryption algorithm developed by Ron Rivest, Adi Shamir, and Leonard Adleman.

What Would You Do with \$100,000? The Stock Market Game



The Stock Market Game (SMG) is a 10-week simulation during which students from three grade categories (4-6, 7-8 and 9-12) invest an imaginary \$100,000, buying stocks, bonds and mutual funds listed on the major securities exchanges. There were two SMG competitions held in spring 2012, beginning in February and March.

The SMG is a fun, educational and competitive investing program that helps students build important life skills. It fosters hands-on learning and real-life applications of decision making and cooperative learning skills. Most SMG participants are students who work in small groups – typically 3-5 students each –



Edward Scahill, Ph.D., is an associate professor in the Economics and Finance Department. He received his doctorate from State University of New York at Binghamton.

but the competition is also open to other participants. All contestants register and conduct trades for the SMG online at www.smg.org. Additional information about the SMG can be found at this site.

Student teams that finish first, second and third in their respective grade categories (fall and spring) from the area served by the Honesdale National Bank Center for Economic Education at The University of Scranton are invited to attend an annual pizza party and awards ceremony. This year the ceremony was to be held on May 31 in the DeNaples Center on the University's campus. The Honesdale National Bank and Prudential Investments are co-sponsors of the awards ceremony. Since 2004, more than 400 teachers and 13,000 students have participated in the SMG from the region served by the Honesdale National Bank Center alone. Eleven other Centers for Economic Education in Pennsylvania participate in the SMG with students and teachers in their regions. The Stock Market Game™ of Pennsylvania is an EconomicsAmerica program of EconomicsPennsylvania, the state-wide affiliate of the regional centers.

Bold as Brass: Making Joyful Noise

The University of Scranton Performance Music program recently added two new brass programs to its repertoire, but these separate programs have a shared focus: to reach out to brass musicians of all ages while bringing the gift of musical performance to the community.

The Scranton Brass Seminar, under the direction of Cheryl Y. Boga, is an intensive, two-week summer seminar focusing on various elements of brass playing. Application for enrollment is open to intermediate and advanced high school brass players, college and university brass players, as well as adult brass players and teachers.

Activities include masterclasses, workshops, special topics presentations, solo and improvisation coaching, and small brass ensemble



TOP: Cheryl Y. Boga conducts the artists and student musicians of the Scranton Brass Seminar.

BOTTOM: World-renowned artists work with students during summer 2011 Scranton Brass Seminar. Pictured are jazz trombonist Wycliffe Gordon (left) and classical trumpeter Mark Gould.

playing, as well as a final recital performance. Presenters are experts in a variety of areas of brass playing, including not only nationally renowned brass players and teachers, but also conductors, accompanists and physicians with special expertise in working with musicians. The inaugural 2011 program featured masterclasses and clinics taught by many master brass players and specialists in topics of brass playing. The esteemed musicians included Wycliffe Gordon H'06, Mark Gould, Chris Jaudes, Joseph Boga, Rick Chamberlain, Christopher Newman, M.D., John White, M.S.W., Timothy E. Smith and Michael Carton.

Students start their day with physical and mental warm-ups, then work with clinicians, and later break into duets, trios and quartets to work on applying the information that was taught in the clinic to their daily rehearsal session. The topics presented are often not in the usual high school curricula: health issues of brass players, specific and/or expanded techniques for brass players, development of improvisational skills, understanding oneself as an artist, and topics of musicianship.

The program invites music educators to enroll in pursuit of meeting their needs for continuing education and professional development of brass instruction and performance skills through the clinic and masterclass portion of each day.

All participants are invited to continue their experience throughout the year by observing and participating in masterclasses offered by world-class brass performers who visit the University as guest performers with the Performance Music program. The opportunity for advanced study and exposure to professional brass artists offers brass students, performers and educators the chance to improve, grow and develop their talents through this unique University experience.

The Scranton Brass Orchestra is a fully professional 27-member ensemble, founded in 2011 by co-directors/conductors Cheryl Boga and Gould, former principal trumpeter of the Metropolitan Opera Orchestra. The ensemble is composed primarily of musicians from a seven-county area surrounding the University.

The group's performances, which are free of charge and open to the public, feature nationally and internationally acclaimed guest artists, including some of the most respected brass artists of our time. Recent guests have included Gordon, Gould, Jaudes and Joseph Boga. This high-level, large-brass ensemble performance opportunity is a unique working collaborative that allows professional players the occasion to rehearse with other musicians, hone their playing skills and techniques, and perform for the greater community.

Their repertoire ranges from transcriptions of traditional British band compositions to American jazz. At least one-half of their programming is from the American idiom.



TOP: Chris Jaudes, a jazz studies professor at The Juilliard School of Music, participates as an instructor in the inaugural session of the program.



Cheryl Y. Boga is the director of Performance Music at The University of Scranton. She studied conducting with Robert Kapilow H'09, clarinet with Leo Russianoff, and rehearsal techniques with Vaclav Nelhybel H'85.

Their performances also serve as occasions for students from the summer brass seminar program to continue their aural exposure to professional brass musicians.

The group made its debut before hundreds of appreciative audience members in June 2011, and has since garnered acclaim from audiences and musicians alike. The goals of the ensemble are:

- to provide participating musicians and teachers with opportunities to work with and observe acknowledged masters of the art of brass playing (soloists to date have included Gould, Gordon, Jaudes and Joseph Boga)
- to offer rehearsal observation opportunities for students and teachers to aid in rehearsal skill development
- to provide an aural and visual model to aid in the tonal and technical development of student brass players throughout the region
- to serve as a professional development resource for brass performers and teachers in the region
- to develop and propagate the body of literature for the genre
- to offer audiences free brass concert attendance opportunities that merge entertainment with high quality artistic and educational experiences
- to continue the University's commitment to offering outstanding concert events free of charge to the greater area community by performing during periods of Performance Music program recess outside of the regular academic year (such as inter-session and summer)
- to serve as a partner in the development of the Scranton Brass Seminar.



For more information, visit scranton.edu/music

Programming Turned Competitive & Educational

The University of Scranton's High School Programming Contest Draws Students Located Throughout NEPA

Background

When is Java not a cup of coffee, Pascal not the name of a philosopher, and Python not affiliated with a comedic Flying Circus? The hundreds of high school students who have converged on The University of Scranton every spring to participate in the High School Programming Contest know. Java, Pascal and Python are just a few of the programming languages the mastery of which these students have to demonstrate. Since 1990, teams of high school students from all over northeastern Pennsylvania have come to the University's campus to compete for prizes and University scholarships. The annual contest, modeled after the international collegiate contest run by the Association for Computing Machinery (ACM), was founded in 1990 by Dick Sidbury, Ph.D., who served as contest director through 1993. Since 1994, Bob McCloskey, Ph.D., has directed the contest. Both are faculty members of the University's Computing Sciences Department.

Who Is Involved?

The competitors are students, in teams of three, from public and private high schools throughout northeastern Pennsylvania, and in some cases, slightly beyond. Schools that have sent teams frequently in recent years include Tunkhannock Area, Delaware Valley, Scranton, North Pocono, Conrad Weiser, Monroe Career & Technical Institute, Scranton Preparatory and Wyoming Seminary.



Robert McCloskey, Ph.D.
is an assistant professor
of computing sciences and has
been at The University of
Scranton since 1991. He received
his M.S. and Ph.D. from
Rensselaer Polytechnic Institute.

Also involved are University of Scranton students who volunteer to carry out a variety of tasks, including greeting contestants as they arrive, escorting contestants to their assigned workstations in the computer lab, and providing assistance to contestants during the pre-contest orientation. Frequently, one or two University students also serve as judges who evaluate the computer programs that are submitted by the contestants or to help devise test data that are used by the judges in carrying out their function.

What Happens?

For each competition, a set of computer programming problems is given to the teams. A programming problem represents a desired relationship between inputs and outputs; a solution to such a problem is a computer program that, when "fed" input data, produces output that is in proper relation to those inputs. The goal for each team is to solve as many of the problems, as quickly as possible. When a team has developed a program that it believes is a correct solution to one of the problems, it submits that program to the judges, who decide whether or not the program satisfies the specification.

Competitions generally last four hours. Before it begins, the contestants are given a 90-minute orientation period, during which they familiarize themselves with the computing resources and try to solve a couple of practice problems. Competitors then have lunch, which has been provided by the Admissions Office in recent years. When the competition concludes, there is a dinner and awards ceremony, at which the teams finishing in the top three are presented with plaques.

The 2012 contest was held on March 23. Since the Computing Sciences Department has moved into the new Loyola Science Center, the contest was held in the department's main computer lab, as well as the robotics lab.

¹ You can find hyperlinks to the problem sets at the bottom of the web page at http://www.cs.uofs.edu/~mccloske/hs_prog_contest/index.html.

SCIENCE WITH A *HEART*

If Terrence Sweeney, Ph.D., professor of biology, had lived in Oz, the Tin Man would not have had to go in search of the Wizard for a heart. Rather, Dorothy's sentimental companion could have asked Dr. Sweeney to build one for him. Not a real heart mind you, but a convincing facsimile. Dr. Sweeney, with assistance from University of Scranton students, has developed a mechanical model that simulates the functions of the human cardiovascular system. Whereas the Tin Man's desire for a heart was emotional, Dr. Sweeney's intentions in building his model were pedagogical. Most of us don't think twice about how the cardiovascular system functions. In reality, the cardiovascular system is a mechanically sophisticated system and, for students of physiology, learning the mechanical details can be daunting. For this reason, Dr. Sweeney sought to develop a simulation that can mimic the complex interactions among the pressure, volume and flow of blood as it moves through the heart, arteries and veins.

As Dr. Sweeney explained to Erin Nessly, a reporter for *The Scranton Times-Tribune*, "Physical and mechanical concepts of how the cardiovascular systems works are complex. I came up with the idea of a computer-assisted mechanical model ... you can manipulate to show how all the elements coordinate."¹

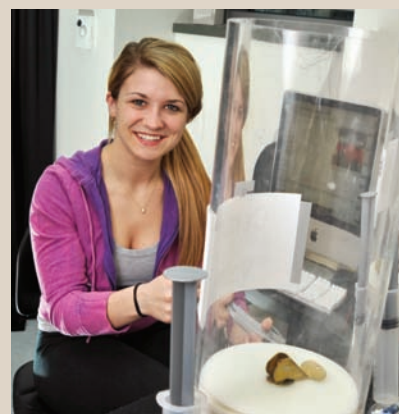
In recognition of his invention, Dr. Sweeney has been selected as the 2012 recipient of the ADInstruments Macknight Progressive Educator Award. This prestigious award is granted by the American Physiological Society (APS) Education Committee. The committee was extremely impressed with Dr. Sweeney's application, entitled "Design, development and implementation of a mechanical model of the cardiovascular system for pedagogical use."

As the 2012 ADInstruments Macknight Progressive Educator recipient, Dr. Sweeney will receive:

- a Power Lab System, valued at \$5,000 to \$6,000
- a \$1,500 travel award to attend the 2012 Experimental Biology Meeting, scheduled for April 21-25, 2012, in San Diego, Calif.

At the Experimental Biology Meeting, Dr. Sweeney was honored during the APS Business Meeting on April 24.

In keeping with his passion for engaging students in research, Dr. Sweeney developed his cardiovascular (CV) model with substantial assistance from University students, in particular John W. Miller '08 and Timothy M. Smilnak '10. Miller contributed to the design of the model as part of his honors thesis, "Developing a Mechanical Model of the Cardiovascular System." For his honors thesis, "Teaching Important Principles of Cardiovascular Physiology through Interaction with a Mechanical Model of the Cardiovascular System," Smilnak contributed to the development of a complete set of lab protocols for use in the Biology 245L General Physiology Lab and suggested how the CV model could be used in advanced physiology courses.



Kelsey Murphy '14 works with Terrence Sweeney, Ph.D., in collaboration with the Elk Mt. Ski Patrol, to develop protocols using the CV model to enhance the training of new patrollers in cardiovascular physiology and the training of seasoned patrollers in the recognition of and response to emerging cardiovascular trauma or cardiovascular medical emergencies.

¹. "Scranton professor's invention helps students get to the heart of cardiovascular lessons." *Scranton Times-Tribune*. Feb. 20, 2012. Online. <http://thetimes-tribune.com/news/scranton-professor-invention-helps-students-get-to-heart-of-cardiovascular-lessons-1.1274114#ixzz1oFqalVVK>

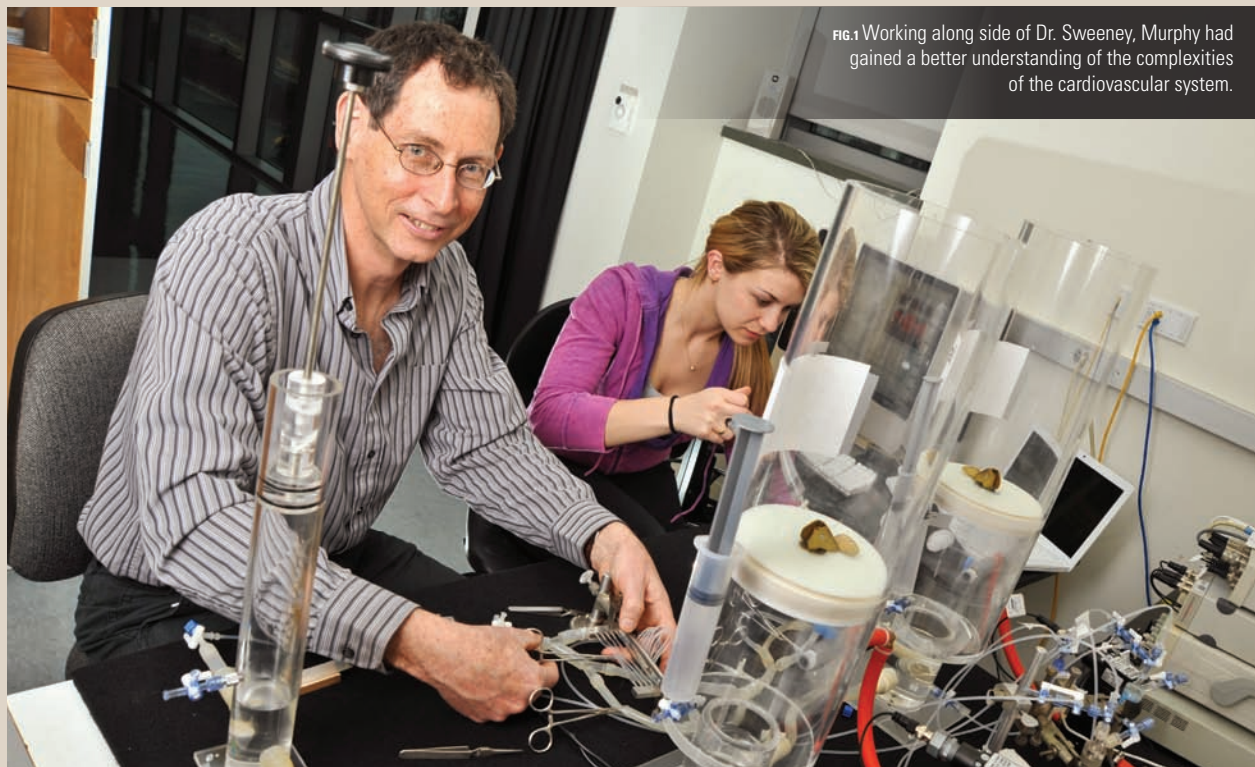


FIG.1 Working along side of Dr. Sweeney, Murphy had gained a better understanding of the complexities of the cardiovascular system.

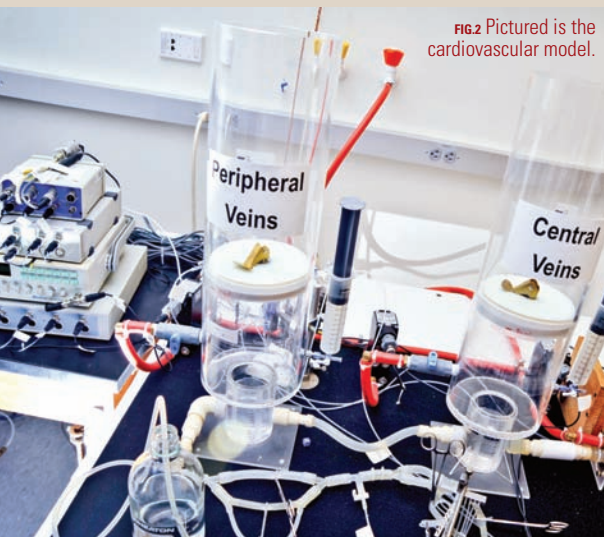


FIG.2 Pictured is the cardiovascular model.

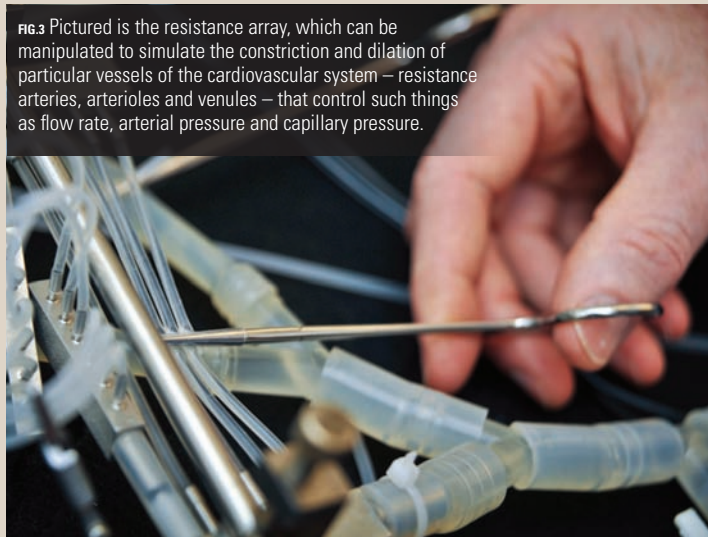


FIG.3 Pictured is the resistance array, which can be manipulated to simulate the constriction and dilation of particular vessels of the cardiovascular system – resistance arteries, arterioles and venules – that control such things as flow rate, arterial pressure and capillary pressure.

A current student, Shannon Lavelle '12, has submitted a proposal to the American Physiological Society to support the development of curricular models of how the CV model could be used in local high schools.

One of the characteristics of American higher education is that faculty frequently compartmentalize their teaching, research and community outreach activities. Dr. Sweeney's work on the CV model, through his inclusion of students in the design of the model and recognizing its application for public science education, is a good example of how one can effectively combine high-quality teaching with applied research that has beneficial results for the community at large. 🍷



Miller and Smilnak's honors theses can be viewed online through the Weinberg Memorial Library at: <http://digitalservices.scranton.edu> and enter Smilnak in the search box.

Terrence Sweeney, Ph.D., has been a professor of biology at The University of Scranton since 1992. He received his M.S. and Ph.D. from the University of Rochester.





Andrea Mantione

Leahy Clinic, Leahy Clinic, PA Dept. of Public Welfare \$92,700

The Leahy Clinic patient population consists largely of the working uninsured and those with chronic health diseases. The clinic screens all patients for obesity and hypertension on each visit. All patients with diagnosed conditions that are preconditions will be referred to the Health Education Clinic. Patients with diabetes will be given a treatment plan and follow in the medical and patient education and monitor blood glucose at home. This clinic is staffed by volunteer registered dietician, nurse practitioners, clinical nurse specialist and community health education students from the University of Scranton along with faculty experts in the field of education. The grant includes money for equipment for measuring glucose/blood pressure, office equipment, computers and electronic health record access.



Dan West, Ph.D.

Health Administration and Human Resources, International Healthcare Management Education Initiative –Phase II, CAHME \$40,000

This grant is for an analysis of six countries – Germany, Ireland Czech Republic, South Korea, Netherlands and Columbia – and will survey CAHME-accredited programs to identify individual faculty who are involved internationally while gathering specific details related to these faculty and program activities. The survey will gather information on accreditation programs in business, medicine and/or public health to identify their domains, sponsorship, processes and memberships. It will develop a detailed strategy and plan of action to implement international demonstration site visits in different countries using the newly adopted 2013 CAHME accreditation criteria.



Darlene Miller-Lanning, Ph.D.

Hope Horn Gallery, PPA Program Stream Grant Award 2011-12, PA Council on the Arts, \$1,509

Funded activities:

- Variations: Photographs of Carl Buckland: His primary interests are form, color and pattern as found in urban scenery and decay.
- NEPA Regional Art 2010: 6th biennial exhibition in community and educational venues.
- An Ideal Subject: The art of Jennie Brownscombe: Establishes her role, genre, history as a portrait painter 25th Annual Student Exhibition: Juried student exhibition



Caroline Raskiewicz

Nursing, Nurse Anesthetist Traineeships, HRSA \$21,693

This grant is to support the educational preparations of nurse anesthesia (second year of study) in rural northeast Pennsylvania. Fifty-nine of Pennsylvania's 67 counties are designated as medically underserved areas or health professions shortage areas. The traineeship awarded through the grant project will assist nurse anesthesia students with cost of tuition, books and fees associated with the advanced nurse education program.



Mary Jane Hanson, Ph.D.

Nursing, Advanced Education Nursing Grants, DHHS (Department of Health and Human Services) \$108,260

Pennsylvania has the largest rural population of any state and has the second largest elderly population. The purpose of the grant is to support the enhancement of advanced nursing education and practice in predominantly rural NEPA. This project will 1) enhance family nurse practitioner curriculum with focus on palliative care and 2) improve access to quality healthcare by preparing FNP graduates who are culturally competent to provide care for vulnerable patients in rural and medically underserved areas. We plan to increase the number of rural and clinical sites in northeast and north central Pennsylvania.



Mary Jane Hanson, Ph.D.

Nursing, Advanced Education Nursing Traineeships HRSA (Human Resources and Services Administration) \$19,549

The University of Scranton has the only family nurse practitioner program in NEPA. Our clinical nurse specialist program is the only program with a focus on nursing education. This grant will assist with the cost of tuition, books and fees associated with the advanced education nursing program.



Paul Fahey, Ph.D.

Physics/EE, Model Glass Annealing and Glass Forming, Schott North America, INC., Department of Defense \$40,693

Faculty and students will assist scientists and engineers at Schott NA in Duryea in building finite element analysis models to simulate glass annealing and glass blank casing.



Janice Voltzow, Ph.D.

Biology, Advancing the Careers of Women in STEM at Predominantly Undergraduate Institutions, NSF (National Science Foundation), \$15,740

The University of Scranton, along with 11 other universities, is participating in a five-year, \$598,611 National Science Foundation project to promote the development of female STEM (science, technology, engineering and mathematics) faculty. The goal of the project is to develop an effective, efficient and sustainable network that will lead to expanding communication and collaboration while nurturing career advancement. The grant will develop networks for female STEM faculty by building leadership skills, creating workshops, promoting mentoring to develop an atmosphere that will reduce isolation and encourage professional growth of female STEM faculty.

INTERNAL GRANTS AWARDED FALL 2011



Timothy Foley, Ph.D.

Chemistry, Disulfide Bonds: Bridging Protein Structure, Destabilization, and Aggregation, \$2,000

"Rusting" (oxidation) and sticking together (aggregation) of proteins are common threads among aging-related diseases, in particular neurodegenerative diseases. The aims of the research are (i) to characterize further disulfide bond formation in proteins from the brain, (ii) develop and refine chemical methods to capture, from the brain, proteins that have a high propensity toward destabilization and aggregation, and (iii) to further define the protein aggregation observed in vitro in soluble protein extracts from the brain in response to conditions that would be expected to promote the formation or rearrangement of disulfide bonds.



George Gomez, Ph.D.

Biology, Investigating the Mechanisms of Odor Imprinting in the Chick Olfactory System: Odor Elicited Neural Differentiation in Olfactory Receptor Neurons, \$2,000

This is a study of the process of nerve cell regeneration using the chick olfactory system. It will examine how nerve activity shapes the growth and development of olfactory neurons through the "odor imprinting" approach. Odor imprinting is the long-term change in the nervous system which changes the animal's behavior as a result from exposure to odors in the egg. The results of these experiments will help to determine if single cells possess the ability to completely guide their own differentiation fate.



Masood Otarod, Sc.D.

Mathematics, In Situ FTIR Spectroscopy and Multiple Isotope Transient Tracing of the Mechanisms of Dimethyl Ether Formation from Syngas in Alumina Supported Palladium Catalysts, \$2,000

To investigate the mechanism of the isothermal conversion of syngas to dimethyl ether of alumina supported palladium catalysts employing steady state isotope transient tracing and IR Spectroscopy. The study of this reaction is a step forward in achieving the goal of providing the environmentally safer sustainable and renewable source of energy. As dimethyl ether increasing gains importance as an alternative to petroleum, an improved understanding of the mechanism of the formations of dimethyl ether from syngas on this catalyst can have far reaching economic impacts.



Ann A. Pang-White, Ph.D.

Philosophy, Family and Women in Chinese Philosophy and Culture in Contemporary Taiwan, \$2,000

This is a study of the role of family and women in contemporary Taiwan using Taiwan Buddhist nuns as a focus in light of the historical fallacy that Chinese women were illiterate and oppressed. Many contemporary Buddhist nuns are highly educated women. The action of women leaving the family and asserting their autonomy to become nuns is extremely difficult in a Confucian society. This research will focus on the Taiwan phenomenon and explore possible connections between philosophy, culture, family and individuals.



Jeremy Sepinsky, Ph.D.

Physics/ EE, The Orbital Evolution of Mass Transferring Eccentric Binary Star Systems: Long Term Analysis, \$2,000

This grant is a theoretical investigation of the orbital evolution of mass transferring eccentric binary star system. Binary star systems consist of two stars gravitationally bound to each other in orbit very similar to the Earth is around the sun. If the stars are driven close together, it is possible that the gravitational pull of one star on the surface of the other can be so great as to rip a piece off the other star. The piece removed can be accreted onto the first star, be thrown from the system, or stay in the system and orbit one of the stars. The research of these scenarios will help to develop computer models and modifications to existing simulation software to include the occurrence of eccentric mass transfer, an evolutionary process not currently included.



Ling Xue, Ph.D.

Operations & Informational Management, Examining the Complementarity between Behavioral Targeting and Contextual Targeting in Online Advertising, \$2,000

This study will explore the potential complementary effect between the techniques of behavioral targeting and contextual targeting in online advertising. Using the online click-through data of target advertising from advertising intermediary in China, Adchina, the study will explore how consumers' response to online video advertisements is influenced by their behavioral characteristics and match the advertisement and the page content they view.

INTERNAL GRANTS AWARDED FALL 2011 *continued*



Barbara
Buxton, Ph.D.



Patricia
Wright, Ph.D.

Nursing, Grieving the Loss of an Adult Child in Older Age, \$3,000

This research will explore the experience of losing a child and consider how older adults cope with the loss of an adult child. The results of the study will provide healthcare providers a better understanding of this experience.



Pornthip Chalungsooth, Ed.D.

Counseling & Human Services, Re-entry Challenges for Study Abroad after Overseas Learning Experience, \$2,000

This study aims to expand the research on how students who travel and study abroad deal with reverse culture shock. Identifying what occurs upon returning home will allow for easier transition for study abroad students and improve their rate of success in integrating the experience. The findings will describe and identify the factors returnee students encounter and may serve as a key factor in providing services to help returnee students.



Paul
Cutrufello, Ph.D.



Ronald
Deitrick, Ph.D.



Andrew Stuka



Joan Cebreck
Grossman, Ph.D.

Exercise Science and Sport, The Effect of Citrulline Malate and Watermelon Juice on Anaerobic and Aerobic Exercise Performance, \$3000

The purpose of this study is to examine the effects of citrulline (a non-essential amino-acid found in watermelon) and watermelon juice on both aerobic and anaerobic performance, as well as flow-mediated vasodilation (FMD) among healthy, college-aged individuals.



Aukje Lamonica, Ph.D.

Exercise Science and Sport, Nonmedical Use of Prescription Drugs among College Students, \$837

The study will investigate the patterns of nonmedical use of prescriptions drugs in college students ages 18 to 24. The principal investigator hopes to gain information on changes in prescription drug abuse on a population that is undergoing critical life changes. Information may be used later to evaluate a study conducted in a southeastern university for a comparative study.



Margarete Zalon, Ph.D.

Nursing and Herbert Hauser, Psychology, Development of an Eye-Tracking Pill-Dispenser Console for Delirium Detection, \$3,000

Delirium is one of the most compelling and complicating problems of a hospital stay for the elderly, often leading to morbidity and mortality. Elders who return home are at a particularly high risk for reoccurrence. Promoting independent living while facilitating early detection of delirium is vital. This grant will be used to develop a prototype of a non-invasive pill-box containing a behavior tracking detection system and an eye-tracker to detect variations in attention for home use. This proposal is designed to validate whether the connex box attached to the pill box would yield data comparable to that obtained by more complex and expensive eye-tracking technology.



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