

# FACULTY NOTES

## CALENDAR OF EVENTS

### SPRING 2022 CLASSES BEGIN

January 18, 2022

### CELEBRATION OF SCHOLARSHIP

Event week:

April 4-7, 2022

### DISTINGUISHED FACULTY AWARD

Deadline for submission of the nomination dossiers:

**Tuesday, February 15, 2022**

(Provost & Academic Vice President's Office/AD 133)

### FACULTY NOTES

Deadline to submit for Spring issue:

April 15, 2022



## THE ART OF COMMUNICATION

*by Brent Crossmann*

*[On September 22, 2021, at the fall meeting of the College of Arts & Sciences, Dr. Brent Crossmann, Associate Professor of Communication, received the Lucrezia Culicchia Award for Teaching Excellence, which is presented every year to a faculty member in CAS. Dr. Crossmann made the following remarks on that occasion.]*

I was asked to talk a little bit about what it is that I'm trying to do in the classroom. If you hear anything today that is inspirational in any way, fantastic, feel free to borrow anything. If you don't, I'm sorry for wasting your time, and that's alright, too. We'll get through that. If you ever want to talk about any of this, I'm more than happy to have those conversations.

One of the things you heard from Jackie {Schmidt, who introduced Brent} is that I try to challenge my students. I try very hard to challenge them on content and to hold them to high standards. I try to have a lot of fun in the classroom, too. I think I'm part entertainer in the classroom, but the standards don't change. Those are old school, now codified in rubrics. The learning objectives remain the learning objectives, and we're going to get there. But we can have some fun and be informal as we accomplish that.

*continued on page 4*

LISTED ARE SELF-REPORTED FACULTY ACCOMPLISHMENTS IN TEACHING, SCHOLARSHIP, AND OTHER PROFESSIONAL ACTIVITIES. FACULTY PUBLICATIONS ARE RECORDED EXCLUSIVELY IN THE FACULTY BIBLIOGRAPHY; ALL PUBLICATIONS SHOULD BE SENT TO MINA CHERCOURT IN GRASSELLI LIBRARY (MCHERCOURT@JCU.EDU).

## CHEMISTRY

**Chrystal Bruce**, Ph.D., gave two presentations at the American Chemical Society at its fall 2021 national meeting: "Molecular Dynamics Simulations of Fatty Acid Binding Protein Complexes: Computational Chemistry at a PUI" and "Supporting Innovation, Creativity, and Collaboration through Formal Professional Networks."

## CLASSICAL & MODERN LANGUAGES AND CULTURES

**Katherine M. Gatto** presented two papers at academic conferences in spring 2021. The first—entitled "Sor Juana Inés de la Cruz (1648-1695) and the Mexican Plague of 1695"—was given virtually at the XXVII Congreso Internacional de Literatura y Estudios Hispánicos, March 4-6, 2021. The second, entitled "Királyné Víz or Hungarian Water: The First Alcohol-Based Perfume," was delivered at the 41st Annual Medieval and Renaissance Forum, Scent and Fragrance in the Middle Ages and Renaissance. The meeting was sponsored by Keene State College and held virtually on April 16-17, 2021.

## COMMUNICATION

**Robert Noll** interviewed six-time Emmy and Tony-nominated actress Tovah Feldshuh about her career and her new memoir, *Lilyville*. The interview took place on November 8 in front of a live audience at the Jewish Community Center as part of the Cleveland Jewish Book Festival.

## ENGLISH

Radio talk show host Garrison Keillor performed two of the poems of **George Bilgere**, Ph.D., on his podcast, "The Writer's Almanac." Keillor read "Jane" on July 18 and "Stargazer" on October 30, 2021.

**Debra Rosenthal**, Ph.D., chaired the panel "Women's Environmental Literature and Class Politics" at the Society for the Study of American Women Writers in Baltimore in November.

## ENTREPRENEURSHIP

**Jill Bernaciak** has been elected as chair of the Social Entrepreneurship Special Interest Group for the United States Association for Small Business and Entrepreneurship (USASBE). Ms. Bernaciak's one-year term begins on January 1, 2022.

## HISTORY

**Matthew Berg**, Ph.D., co-organized and co-led a seminar entitled "The Nazi Legacy: Reconstruction Efforts and Memory Projects since 1945" for the 45th Annual German Studies Association Conference held both remotely and live in Indianapolis, October 1-3, 2021.

## NONPROFIT ADMINISTRATION

**Dani Robbins** was appointed as co-chair of the Development Committee for the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) in July and more recently to the Strategic Priorities Committee of the Nonprofit Academic Centers Council (NACC).

## PHILOSOPHY

**Sharon Kaye**, Ph.D., was invited to give a paper entitled "Wittgenstein's Duck-Rabbit: The Dawning of Value?" at the Bernard D. Katz Retirement Conference, sponsored online by Ryerson University, October 12, 2021.

## THEOLOGY & RELIGIOUS STUDIES

**Edward Hahnenberg**, Ph.D., was elected to the Board of Directors for the Catholic Theological Society of America, the world's largest professional association of theologians, in June 2021.

**Fr. James Bretzke, S.J.**, Ph.D., recently presented the following conference papers: "Movemus ergo sumus" [We move, therefore we are]: Riding the Korean Wave, Gang-Nam Style, from Seoul to MIT," at the 2021 Global Mobility Humanities Conference (GMHC); and "Moveo, Ergo Sum: Imagination, Ethics, and Ontology of Mobilities," online on October 29-30, 2021, Seoul, Republic of Korea.

**Fr. Bretzke** made another online presentation recently: "Riding the Wave: Cross-Cultural Global Surfing on the Korean Hallyu (韓流)" at the Southwest Conference on Asian Studies, sponsored by Tarleton State University in Fort Worth, Texas, on October 22-23.

**Fr. Bretzke** also served as an online panel participant in the "Jesuits Worldwide" session of the Global Cleveland's 3rd Annual Cleveland Sister Cities Conference on October 13, 2021 (<https://hopin.com/events/third-annual-cleveland-sister-cities-conference#schedule>). He was a panelist once again on "Seventy Times Seven: Abuse, Exclusion, and Forgiving the Church," at the Boston College Boisi Center for Religion and the American Public Life on September 20, 2021 (<https://www.bc.edu/bc-web/centers/boisi-center.html>). The presentation is available for viewing at <https://youtu.be/zFD5CGpNk10>.

## WRITING CENTER

**Megan Connor** has been elected as the newest at-large representative for the East Central Writing Centers Association. Her three-year term began on October 5, 2021.

THE ART OF  
COMMUNICATION*(contd.)*

It's not just the course content that should be challenging. I am looking to challenge them from the get-go to advance their lives – from day one to the conclusion of the course. I want to show you a little of how I try to do that. One thing I do frequently is to start the course with a photo of my top debaters from 1997-98. This is a photo taken for the JCU magazine.

The guy next to me is Kelly Young, who now has my position at Wayne State. He replaced the legendary George Ziegelmueller, who held that position for more than 50 years. Kelly is also the President of the American Forensics Association, which governs all speech and debate in the United States. The guy next to him was a senior in this photo. That's Jeff Becherer, and the sophomore next to him is Katie Lavelle. That's Sig Fuchs. Some of you might remember his mother, Denise, who was an administrative assistant here for many years. He was a junior there. The last three were freshmen. That's Marcy Yanus, that's Ben Sovacool, and that's Elizabeth Wiley. Now, why would you care?

I've been fortunate to be in the same office for the last 28 years. I got here just before they built the O'Malley Center, and I've been in the same office, with the same furniture, since the day it opened. Which means that most of my students sat in the same chair and talked with me at some point. I tried to bring anyone who was on the team and say, "Sit down, let's talk. What is it that you want to accomplish and how can I help you get there?" Over the years, I've opened that offer beyond the speech and debate team and asked the same of the students in the class. The classroom students don't come as often, but some do come, and I ask, What do you want to do? How can I help you? How do we get you to where you need to go? What is it that you want out of life? Today, I'd like to talk briefly about these six.

Jeff Becherer sat down in that chair and said, "I want to get into a good law school and then I want to practice civil rights law extending rights to the gay community." OK, let's talk about how we can do that. Jeff ended up getting his JD from Berkeley. And while he didn't end up practicing civil rights law, he is now the Vice-President for Institutional Advancement and Chief Development Officer for New York Law School. We'll call that a win.

Katie Lavelle's next to him. She wanted to take my job, to become a communication professor and debate coach. Dr. Lavelle is an associate professor of communication at the University of Wisconsin La Crosse. She was a debate coach and currently heads public speaking for the university. Another win.

Siegmund Fuchs was a bit confused. He either wanted to be an attorney or a playwright, but couldn't decide which. He found a way to do both. After he got his JD, he clerked for two years in the Ohio Northern District federal court, and then for another in the 5th Circuit Court of Appeals in New Orleans. Since 2005, he's been a federal prosecutor for the Department of Justice. He is also a playwright, and one of his plays won the award for the top play in Baltimore and also in Denver. It was a finalist in several other cities. I think it is fair to say he realized his dreams in both realms.

Next to him is Marcy Yanus. Marcy wasn't sure what she wanted to do except that it should involve young people and staying fit. Marcy is the Vice President of Operations for the YMCA of Central Ohio. I think that meets her goal.

Ben Sovacool always said he wanted to debate for real. He wanted to use his argumentation and speaking skills to challenge global problems and try to change the world. That's an ambitious task. Ben is now a full professor at two different universities – Sussex and Aarhus. He's written or edited 19 books on climate change. He has more than 500 refereed journal articles in his field. He published 31 peer reviewed articles between January 1, 2001, and June 1, 2021. Think about that. He leads four research teams,

including one at Oxford, and when the IPCC publishes their 2022 assessment on the state of world with respect to climate change, Ben will be the lead author of one of the chapters. He's currently working on grants for climate change solutions totaling more than \$80 million and he has been praised by name by President Bill Clinton, Norwegian Prime Minister Brundtland, and the late Nobel Laureate Elinor Ostrom. I think he met his goals.

Finally, there is Elizabeth Wiley. Liz said she wanted to change health care policies for inner city youth. That was pretty ambitious for a freshman. She ended up in Detroit doing Teach for America for three years while she got a master's in health administration from Wayne State. She simultaneously earned a JD at the University of Michigan and then got a Fulbright Scholarship to study health care distribution in Norway. She then earned an MD from George Washington, where she became the national president of the medical school chapter of the American Medical Association. In her early 30s, she wrote a section of Obamacare and is now in private practice.

And so, I stand there in class on day one and show this picture to my students and tell them to come see me. I invite them to come sit in the same chair. It's still sitting there. Let's talk. There's nothing magical about that chair and there's nothing magical about me. But, if you want to accomplish your life's goals, then we need to start talking about what those goals are, how you will use your education, and what else you need to do to realize those dreams. I have a track record that says you can do this.

The day after I presented this to all three of my classes this semester, I got a call from one of my students. He asked, "Hey, can we have that talk? Are you on campus?" I said no, I was at home, but since he had me on the phone, we could talk right now. "Oh no - I need to be in the chair." So, the next day, he sat in the chair and had the talk. So far this semester, I've had five of those talks, and a couple more are scheduled. Anyway, that's part of what happens on day one.

The last day of classes, we frequently talk about Deep Blue. The students don't remember it - it's older than they are, but most of you will. It was IBM's chess computer that defeated World Champion Garry Kasparov in 1997. Programmed with every chess match imaginable and processing at 11 gigaflops per second, it beat one of the greatest masters ever. So I ask them, if your life depended on the outcome, how would you defeat Deep Blue? Eventually, baseball bats and unplugging it become the answers. That last one is correct. There is no way I could defeat it in a chess match if it was operational, but once it is unplugged, it's just an expensive paperweight - and I can beat a paperweight.

So, then we explore that metaphor. That was a blindingly fast computer, programmed with every chess outcome ever recorded, including all of Kasparov's matches. And then I remind them that ever since they arrived at JCU, really even longer than that, they've been programmed. They've done a lot of self-programming, too. It's their friend, their faculty, their reading, their co-curriculars, and their parents. Every day, they add to their programming, but, just like the powerful computer, they have to get turned on before they can make a difference. What's going to turn you on? What is it you need to become a person who changes the world in big ways and small ways? We already talked about some big ways, but I remember a student whose life goal was to style hair in prisons and hospitals. She was concerned about people's inner psyches and mental stability and knew that they'd feel better if they looked better, so cutting their hair would help them achieve their goals. That may seem like a little way, but it changes the world. As I tell them, I don't know what your way is. I don't know your goals. But I do know that as I get older every day, my ability to change the world lessens just a little. It's more and more the responsibility of those young people sitting in our classes. I want to make sure they understand that. It's perfectly fine to blame me or my generation for certain problems, but what are you going to do to fix them? What's going to turn you on?

And then we get into the course content. But to me, these challenges at the beginning and the end are about getting people situated to accomplish what they can accomplish. And for many of them, they accomplish quite a bit.

Research continues to show that salience is important. Students, like us, don't care about the stuff that doesn't matter to us; we only care about what does. I start with simple stuff that so few of my professors ever bothered to discuss, like why do I need this course? My favorite version of this is from my research methods class. We start with a slide deck titled, "Why Do I Need to Take This Stupid Class?" If you know our COM students, you know they are not huge fans of math. It's not what they want to do. I start with questions about what they want to do with their degrees. Many want to do PR, so I provide a quote from a mogul in the field of public relations telling them that in today's world, you can't be an effective PR specialist without data analysis. And we go through a list of the different places our students say they want to go for careers, and I present quotes from experts in those fields who explain that you can't be effective anymore without data analysis. And now they're more interested and we're a little bit better situated for what we hope to accomplish in the course.

I'm constantly looking to connect to the world. I look for and embrace real-life examples. I try to figure out what they can do with this knowledge or assignment after school. What are we going to do? Why are we going to do it? How will we accomplish it? What is the expectation? And when those rationales are in the assignment, when the students have a better sense of what they're trying to accomplish - and why - then I don't get much negative feedback about assignments. Year one I did. I very clearly remember a student standing up and saying, "I talked with my mom. She agrees with me that this assignment is stupid." I told her that was fine, but she needed to be in my office at 4 p.m. to discuss it - and she should bring her mom.

THE ART OF  
COMMUNICATION*(contd.)*

I also focus on credibility. Our credibility is important, but I don't know that our students always understand who we are. We didn't get hired because of a lack of credibility. But how many of us share that with our students? We expect that they know, but most of them don't. So, I demonstrate a level of credibility with the confidence with which I speak and conduct my class, but I also demonstrate it by telling them about the national positions I've held, the awards I've won, research relevant to the class, the successes of the students I coached, etc. I'm not going to dwell on any of that, but I want them to hear it. They're paying a lot of money for their education; I want them to know they are getting value for it. If I share my successes with them, they have another reason to believe they're getting a good deal.

I also try very hard to entertain them. When I was in high school, I thought I was a hot shot, and we had this two-week trial about who was right in the Civil War. Living in Texas, the South always won, so my debate partner and I became the lead attorneys for the North. Each side was allowed to role-play a lot of witnesses, but we were also allowed to bring one true expert to campus. The South brought Dr. Alan Ashcraft, Texas A&M's Civil War historian, who happened to look like and dress like KFC's Colonel Sanders. Being full of hubris, I demanded to handle the cross-examination. I would show him how smart I was. It went exactly how you'd expect when a 16 year-old who is full of himself challenges a 60-something-year-old expert to a confrontation within the older person's field of expertise. The lesson of the day was humility. But he impressed me tremendously, and I knew that once I reached Texas A&M, I had to take a history course for general education, so I went looking for one of his classes. I wanted to learn more from that man. I ended up taking two, including his Civil War and Reconstruction course. One thing I learned is that he spent

15-20% of each class telling relevant jokes and amusing anecdotes. The other 80%, he provided detailed content, and we all listened intently because we didn't want to miss the next joke. I learned so much. And his final exam was amazing. He handed us a sheet of paper that said Lincoln has just been elected President of the United States and the South is threatening to secede. We're on the verge of a civil war and you have three hours to provide a plan to keep the union together. Make sure you have a way to sell it to both sides. You have three hours. I wrote everything I knew, making connections between concepts, trying to determine who would value what more, and trying to find logical but creative arguments integrating everything I'd learned. His lessons still impact my teaching.

I try to use humor the best I can. I warn my students day one that I'm like an NBA three-point shooter when it comes to jokes. No matter how badly I'm missing, I'll have the confidence to just keep shooting, and if I hit on 40% of them, I think I'm an all-star.

I get to talk about communication, which means everything is on the table for examples. This semester, from freshmen to seniors, we've talked politics, Black Lives Matter, women's rights, voting restrictions, abortion, the Big Lie of the 2020 election, climate change, sports and Afghanistan. These are the topics they're reading about, this is what they're talking about, so that's where I find my examples and how I keep the conversation focused. Do I have positions on all these issues? Sure. Is that relevant? No. They either have good arguments or they don't. I tell my students that they are entitled to their opinions, and I'm entitled to not give a rat's tail about their opinions. And I don't – until they can defend them. If they happen to share my opinion, but can't defend why, that's no use to anyone. If they happen to be 180 degrees apart from my opinion, but can defend their perspective, then I'm impressed. That's valuable. We don't have to agree. We do have to be able to listen, think, and support our positions.

Last year, I had two papers where both students got A's for writing essays that were polar opposites of each other. They both did great jobs. And we go through the writing process together. That's not a good argument. That's not OK. What's good about that? Can you defend that? That's impressive. I may not always agree with their perspectives, but my job is to help them develop the skills they need to go forth and change the world.

As Jackie mentioned, I've tried very hard to flip the classroom. I was primarily a lecturer for years. Now, I use questions to start conversations. Tired of unprepared students showing up, I now provide a list of questions with every reading. I use a random number sequencer to set the class order for the day, and I'll call on the first student on that list and give them the first question. We'll cover up to 20 questions a day, starting with that process. This is how participation is measured. If they don't show up, they blew an opportunity. If they come unprepared, they blew an opportunity. I've discovered since going to this system that, 90 to 95 percent of the time, the student has a reasonable answer and we have a place to start talking. I used to get a lot of silence. Now, almost everyone contributes.

I use a lot of technology. I'll use Kahoot!, which is a poll question program done in a game format. Students like that. I don't use it frequently, but it works well a couple of times per semester. I use many videos, again, looking to educate and entertain. One of the most basic concepts in communication studies the three models – linear (one-way), interactive (feedback) and transactional (continuous interaction between parties). I play a six-minute comedy video called James Veitch is a Terrible Roommate, which he performed on Conan. He tells a story about how he makes life difficult for his roommates using tiny plastic ducks, but he's also interacting with the audience as he tells the story. Each person in my class is assigned to a group representing the linear, the interactional or the transactional perspective, and after we laugh at the video, they work with their groups and present explanations as to how each model explains

different parts of Veitch's presentation. They get the concept, they get entertained, they have to apply the concept to a real-life example, they have to discuss it and then present it to us. That's a lot of learning and a little fun.

The students also have to present their ideas in papers and in speeches. In my public speaking class, each has to give six speeches, three short ones and three more elaborate presentations. In COM 130, Audience Matters, they do 10 reflective Flipgrids, where they use their laptops or cellphones to record 90-second videos reflecting and applying the theories we've learned. I introduce them to three or four theories per week, and they take one and reflect on how that theory explains something they saw or did. One of the best I received was from a young woman who worked at a Build-a-Bear Workshop and used social cognitive theory to explain differences between well behaved children and poorly behaved children in the store with their parents. It's a freshman level class – I was quite pleased.

As for feedback, I tell the students right off the bat that I'm not here to praise them or to jump on their cases. I'm here to interact intellectually with their ideas. If there are problems with the writing or the arguments, I'll tell them because they need to be fixed. But the goal is to make them better. My promise is to interact with the ideas, to challenge the thinking, and to allow them to push back – to defend their perspectives. When we're doing that, we're advancing. They are told not to expect undue praise because that's not who I am, and, frankly, it doesn't do them much good. Feeling better about low-quality work doesn't make them better. Developing skillsets makes them better.

Finally, I do everything I can to tie it back to my co-curricular activities – speech and debate. We've won four national championships since 2000. We saw a couple of those champions in that photo. Sovacool and Lavelle won the American Debate Association National championship, and Sovacool and Wiley should have won it the next year. Schroeder and McClure won the

novice national championship in 2006, and Zak Zinda won the Pi Kappa Delta Lincoln-Douglas novice championship in 2016 and their varsity championship in 2019. We brought back the speech team in 2016 after several decades without it and have qualified multiple speakers for nationals every year. We have not won any national titles there, but we've done well.

So, that's what my students do. That's a bit about how I try to do it. I thank you all for coming and listening today. Thank you, and I wish each of you the very best.

# INTELLECTUAL DISTINCTIVENESS

by Philip J. Metres III

*[Dr. Philip Metres, Professor of English and director of the Peace, Justice and Human Rights Program, received the 2021 Distinguished Faculty Award. Normally we would publish the remarks that the awardee makes at the reception honoring the recipient shortly following the announcement. Since the reception did not take place, we reproduce here instead the remarks that Dr. Metres made about the University learning goal of intellect at the New Student Convocation this past August. And we remain hopeful about holding a reception soon not only for Phil but also for 2020 DFA winner Rebecca Drenovsky, who's still looking forward to a celebratory cake.]*

I have to be honest. I'm not sure I'm the right person to talk about intellect. The word itself—intellect—chills me. There's no heart in it. No fire. I didn't become a professor because I wanted to be smart. I wanted to save my own life.

When I was in high school, I often felt alone, full of turbulent thoughts and feelings. Maybe some of you are having them right now.

One night I read a poem, "The Love Song of J. Alfred Prufrock," a poem about an awkward, self-conscious guy unable to get his shit together. He asks:



Do I dare

Disturb the universe?

In a minute there is time

For decisions and revisions which a minute will reverse.

He's twisted in knots of indecision. Reading it, I wondered how the poet could read my mind. There's no other way to put it: I felt SEEN. Literature and the arts sometimes can make us feel at home and also open the world to us in ways that our lives may not. Reading and writing, we come to know that we are not alone, and the world is bigger, more beautiful, more broken, and yet more beautiful and mysterious than we might even imagine.

Literature and Creative Writing are part of what universities call the “liberal arts.” The origin of the term liberal arts comes from ancient Rome. There, “slaves were entitled to study any subject so long as it was dubbed ‘practical.’ Slaves [may be allowed to] take math...science and engineering, but [liberal arts] subjects like history, philosophy, and rhetoric were forbidden. These arts of persuasion were reserved only for the liber, the ‘free.’ Why? Because the ancient Romans didn’t want to arm slaves with the tools of education that would allow them to say, ‘We should be free.’”

Of course, freedom doesn’t mean doing whatever the hell we want. It’s the state of being able to choose and shape our individual and shared futures. Toni Morrison once wrote that “the function of freedom is to free somebody else. You are moving toward self-fulfillment, and the consequences of that fulfillment should be to discover that there is something just as important as you are.” A Jesuit liberal arts education not only seeks to produce knowledge, it seeks to change the world, acting in solidarity with the excluded, the oppressed.

As you explore various disciplines across the university, I’m asking you a favor: choose, challenge, and change. Choose to be curious and explore new subjects. Challenge yourself to learn beyond your comfort zone. And, yes, challenge us, your professors. Test everything for its truth. Ask for help.

Office hours are for you to get individual attention. Finally, embrace change. For this experiment in education to work, throw your whole self—not just your mind, but your body, heart and soul—into it. Don’t be afraid to be changed. That is the gift. As Mary Oliver writes, “Tell me, what is it you plan to do / with your one wild and precious life?”

Intellect comes from the Latin word *intellectus*, meaning discernment. Your years at John Carroll—if you live them fully—will involve much discernment about who you are, what the world is like, and where you are going in it. Pay attention to what delights you. The Sufi poet Rumi once wrote, “When you do things from your soul, you feel a river moving in you, a joy.” Feel that river moving in you.

At John Carroll, I hope that you not only find a way to make a living, but perhaps more importantly, that you make a life worth living. Each of you is embarking on a journey into becoming who you’re meant to be, and changing the world in the process. With every step, you are walking into your future self. We will accompany you along the way, as we choose and challenge and change our lives and the world together.

# A LIFE OF SERVICE

by Michael Vincent, S.J., and Donald Serva, S.J.

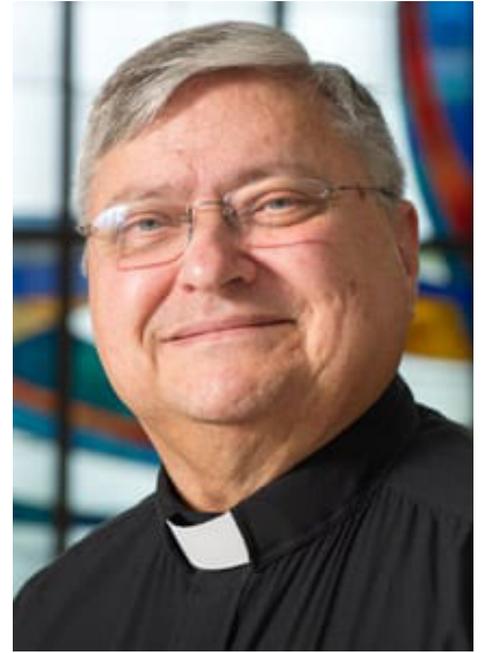
(based on material from the Midwest Province obituary)

*[On November 11, 2021, the Department of Classical & Modern Languages and Cultures sponsored a memorial event in the Muldoon Atrium of the Dolan Center for Science and Technology to honor Fr. Gerald Sabo, S.J., who had passed away in October 2020. Reprinted here are two of the tributes delivered by Jerry's department and Jesuit colleagues.]*

Jerry Sabo, the son of immigrant parents John and Mary from Czechoslovakia, was born on June 16, 1945, in Bridgeport, Connecticut. He died on Saturday, October 24, 2020, at Schell House. He was preceded in death by his father in 1989, his mother in 2000, and his sister Eleanor in 2013; he is survived by his sister Anna.

Before entering the Society of Jesus, Jerry was graduated in 1963 from Fairfield College Preparatory School (a Jesuit high school) and earned a bachelor's degree in Russian Language and Literature from Fairfield University in 1969. He entered the New England Province of the Society of Jesus on September 6, 1969, at Shadowbrook in Lenox, Massachusetts. He was ordained on June 21, 1980, at St. Joseph's Chapel on the campus of the College of the Holy Cross in Worcester, Massachusetts, and professed final vows on June 16, 1988, in the same chapel.

Jerry earned a master's degree in 1974 and in 1978 a Ph.D. in Slavic Languages and Literature from Yale University in New Haven, Connecticut. As part of his Jesuit priestly training, he also earned a master's of Divinity from Weston Jesuit School of Theology in 1980.



At Boston College Jerry taught in the Honors Program from 1978 to 1981 and for one year in 1980 at the College of the Holy Cross. In 1981, Jerry was missioned to John Carroll University, where he worked for over four decades. He died shortly after completing a set of midterm examinations, which demonstrates that faculty must always be aware of "burn-out". Jerry was rector of the Jesuit community from 2007 to 2013.

Jerry was proud of his Slovak ethnicity and his Greek Catholic Ruthenian background and wished to use his Yale degrees in teaching Slovak and other Eastern European languages and literature. In 1977 Jerry visited John Carroll University for the first time and fell in love with what he saw and heard about the university. When Fr. Thomas P. O'Malley, S.J., was named president of John Carroll in 1979, Jerry told Fr. O'Malley (whom Jerry had known from his early years as a young Jesuit in New England) that he "was very interested in teaching at John Carroll because it was a Jesuit school and was in an area where there

was a significant Slovak population." Jerry's wish was fulfilled in August 1981 when he was missioned to John Carroll University.

Throughout his student and professional years Jerry often went to Slovakia to accumulate Slovak books on literature, language, ethnicity, culture, and politics. He amassed a gigantic library (some have called it Gargantuan), hoping to found a Slovak Institute at John Carroll. These books have now found a home at Grasselli Library, at the Slovak Institute of St. Andrew's Abbey, and at a Jesuit house of formation in Kosice, Slovakia. Throughout his years at John Carroll, Jerry assisted Slovak scholars in their projects and their cultural trips to the United States.

Jerry's four decades of teaching and classroom presence generated a multitude of student stories. He captivated the minds of his students while he taught Slovak, Russian, and Eastern European Literature in Translation. Some of his colleagues noted that he had the ability to teach students how to learn a foreign language. He enjoyed teaching, and many students took his courses only because he was teaching rather than for the content, being amazed at their professor and his wry wit, yet easy grading style. One student noted, "He is a great guy and professor and seems tough but really is not and cares about students a lot" while another commented, "I'll let you in on a secret: he wants you to succeed." At the time of his death, in addition to his normal teaching schedule, Jerry was working on a history of Slovak literature into the 1840s, much of it religious in nature. John Carroll University's website mentions this about Jerry's publications:

"Besides various articles on Slovak literary topics, another of Fr. Sabo's major publications is a diplomatic edition of and commentary on an eighteenth-century poetic work of nearly eighteen thousand verses-Hugolin Gavlovič's *Valaská Skola*. This publication received the first Slovak Studies Association Award for Outstanding Publication in Slovak Studies on October 21, 1990, presented in Washington, D. C., at the association's annual meeting."

On his non-teaching days, Jerry loved going to the Cleveland Art Museum and, in his later years, offered sweeping tours of the museum's extensive collection to visiting Jesuits and friends. As a true grammarian, he would quietly correct the historical or geographical errors of the docent at the end of an official tour. He frequently left behind suggestions to improve the museum, and eventually he was placed on a committee to recommend necessary changes and additions.

Jerry was a noted creature of habit. He loved to hold court at the breakfast table at Schell House, sharing his vast knowledge and interests and thoughts on improving the world around him, while preparing his titanic healthful breakfast, which was an archaeological phenomenon as it grew in size with each new health tip. He enjoyed films and eating out, often going back to the same restaurant and inevitably ordering the same item. To celebrate his 50th anniversary in the Society last year, the John Carroll Jesuit Community took Jerry to EDWINS Leadership & Restaurant Institute (a restaurant which Jerry visited often).

He is deeply missed by his colleagues, his friends among the faculty, staff, and administration, his students, and his brother Jesuits.

# A LIFE OF TEACHING AND SCHOLARSHIP

by *Hélène N. Šanko-Turkewicz*

(Professor Emerita of French & Francophone Studies)

For forty years, Jerry was part of my life as a Jesuit and as a professor of Slavic languages and cultures. I was given 7 minutes to talk but Jerry deserves a monograph. Nevertheless I will try to paint a portrait of Jerry as I have known him.

When Jerry applied for the position of instructor of Russian, I was part of the hiring committee. Our department was going “global,” and new courses were created relating to Eastern and Central Europe as well as the Balkans. After the interview, it was clear to me that Jerry planned to teach Russian courses and concurrently initiate courses on Czechoslovakia and the Slovak language and culture in America.

Father Sabo was hired, and, after his first year of teaching, submitted the required self-evaluation to the chair and the administration. His contract was renewed, but, to his dismay, there was nothing about the chair’s evaluation of his teaching.

That was the first time in the history of our department that a faculty member dared “demand” to see his chair’s evaluation. Until then, it had been a secret, and no one dared to ask for it. However, after Jerry’s outburst, it became a requirement for the chair and the administration to be transparent, truthful and trustworthy.

Most importantly, he had won our trust, and from then on we called him Jerry.

The 1980s were momentous years in Czechoslovakia. The decade ended with the Velvet Revolution and a peaceful resolution in the establishment of the Czech Republic (capital Prague) and the Slovak Republic (capital Bratislava); the separation was officially recognized on January 1, 1993. The official flag had the three usual colors of white-red and blue with the Christian seal of Slovakia to the middle left. Jerry was rejoicing!

On the home side at JCU, Jerry had another reason to rejoice: his long-awaited first published book, *Valaska Shkola/Valaska Škola*, finally appeared in 1988 and quickly sold out. It had been Jerry’s work throughout graduate school. He had transcribed it and translated the text, incorporating appropriate images. In addition, Jerry added commentaries, making it accessible to everyone. *Valaska Shkola/Valaska Škola*, which means “The Shepherds’ School,” is an unusual teaching manual written by the eighteenth-century Franciscan Hugolin Gavlović (1712-1787).

A word about this manual. Slovakia is famous for its Carpathian Mountains and its shepherds, and the book was significant because it taught shepherds to be “good men.” It also emphasizes that, even if they had no formal education, they should not feel inferior because, after all, they had been chosen to be the first to see the born Jesus in a manger. I sometimes wonder how much Gavlović’s teaching manual had influenced Jerry during his forty years of teaching, advising and mentoring at JCU. The book is written as a long poem that Jerry greatly

appreciated, and the 1988 edition, which carries his name, is one of the irrefutable proofs that there is a Slovak literature. The photo of Jerry that appears in the book says it all. It shows him looking straight at the reader, happy to see you. That is Jerry!

Let me now describe Jerry coming to his office: as he is walking down the hall, he is greeting people right and left. You could always recognize his stature at a distance and his energetic and rapid footsteps when you were at your desk.

When he talked, his delivery, and the vocabulary he used, had a way of surprising you because Jerry had an extraordinary encyclopedic mind.

It is especially after our departmental meetings that Jerry and I, along with my two Hungarian-American colleagues, Martha Pereszlenyi Pinter and Kathy Gjekenesi Gatto, had the most precious and unforgettable conversations filled with wisdom and bursts of laughter.

We were all members of the AAASS (American Association for the Advancement of Slavic Studies), and we supported each other, serving at times as session chairs or delivering papers related to our fields. Our travels took us throughout the USA, from the east to the west coast and even Hawaii. We usually stayed at the hotel selected by the AAASS and enjoyed the sites we would not have seen otherwise.

Jerry's lifelong passion for Slovakia was to culminate in his *History of Slovak Literature to 1840*. And he did manage to accomplish this project! When Jerry suddenly left us last year, he had completed proofreading the manuscript. The publication had been delayed because he had to rewrite the text using the newly required Chicago style.

So now, I am inviting you to IMAGINE Jerry, my colleague of the last 40 years.

IMAGINE a child who is bilingual. Although he is born in Connecticut, his spirit, heart and soul are mentally in Slovakia, reinforced by the fact that his father is a recent Slovak immigrant.

IMAGINE a modest immigrant Slovak-American family whose first-generation daughter (Jerry's mother) travels to the Old country to find herself a husband and bring him back home to the United States. Usually men would do that, bringing back a bride, but here, she acted on her determination, and that determination is a trait that Jerry inherited.

IMAGINE a very devoted Byzantine-rite family and a child who, realizing his call to the priesthood, decides to adopt the Roman Catholic rituals. Concurrently, he begins to familiarize himself with the rules of conduct of the various Catholic orders such as the Franciscans and the Benedictines. But he elects to be a Jesuit primarily because, with the *Spiritual Exercises* of St. Ignatius, he could determine his own rules of conduct and remain independent.

IMAGINE a man for whom the most precious gift from God is TIME. There is a time to pray, a time to work, a time to serve others, and a time to relax. It requires balance and a strict schedule.

IMAGINE Jerry coming to work at 8:00 a.m. He preferred morning classes, and he was never late. He would go to bed at 8:00 p.m. and ignore any calls. Students and friends knew it and respected it. Jerry would rest and wake up early, sometimes at 4:00 a.m. to complete his priestly devotion and sometimes say Mass.

IMAGINE! Jerry lived at the Schell House. He supervised its construction and literally ran the place at one time as rector of the Jesuit Community. On weekends, he would always find a worthy distraction. Sometimes he would go out by himself, but sometimes he would invite a Jesuit friend and go to the Cleveland Museum of Art or Severance Hall.

IMAGINE Jerry looking for a local restaurant. Very often Jerry would scout an ethnic restaurant run by immigrants. People would remember his name and greet him as a member of their family. He admired Julia Child and had all the books ever published by that grand lady. When he lived in Boston,

Jerry visited and acquired all the cookbooks of the French chef Madeleine Kaman, who would call him to taste some of her students' dishes. On occasion, Jerry would take a ride to the Northeast Frozen Custard.

IMAGINE Jerry greeting his former students. Although his strongest asset was his memory, he also maintained an up-to-date memory bank on everyone who became significant in his life. Students were amazed how well he remembered them and their parents even more!

Now, IMAGINE Jerry on Thanksgiving Day! He has just finished his Thanksgiving dinner with his Jesuit family. Now he is in his room. He puts some classical music on and starts writing his Christmas cards (which he would have carefully selected and ordered from the Metropolitan Museum of Art), and that card would be the first greeting his friends would receive that year.

Unfortunately, Jerry's friends and I missed his card last year. There won't be any more cards at Christmas from him.

However, if you check any email he ever sent to you, you will still find his spiritual signature:

"Hope dies last!"

## NEW FACULTY 2021 - 2022



**Yahyahan Aras (CG)**

*Visiting Instructor in School Counseling*

Mr. Aras is a doctoral candidate at Texas A&M University-Corpus Christi and will defend his dissertation in December 2021. He received his M.Ed. from Rutgers University and his B.A. from Selcuk University in Turkey. He is experienced in providing services to diverse populations, and in recognizing environmental and societal factors that affect learning. He has also worked extensively as a school counselor. In fall 2021 he will be offering Foundations of School Counseling, Counseling Theories, and the School Counseling Practicum.



**Dr. Paromita Banerjee (MCDS)**

*Assistant Professor of Data Science*

Dr. Banerjee received her Ph.D. from Case Western Reserve University, her M.Sc. from the University of Kalyani, and her M.S. from the University of Houston-Clear Lake, and a B.Sc. from the University of Calcutta. Her research centers on stochastic processes, causality, and Levy processes, with applications in epidemiology. She focuses on developing a methodology for the solution of stochastic differential equations in a causal framework. In fall 2021 Dr. Banerjee is offering Elementary Statistics, Statistics for the Biological Sciences, and Regression Analysis.



**Col. Theresa M. Bodnar (MS)**

*Assistant Professor of Military Science*

Col. Bodnar received a Dual Masters in Business Administration and Public Administration from Syracuse University, an M.S. from Robert Morris University, and a B.A. from John Carroll University. She has completed twenty years of Active Federal Service, and is now an Individual Mobilization Augmentee with the Center for Strategic Analysis. In addition to her teaching duties, she will serve as the Recruiting and Operations Officer for the Wolfpack Battalion.



**Mr. Nathan David (COMM)**

*Visiting Assistant Professor of Communication*

Mr. David received his B.S. from the University of Dayton and his M.B.A. from the University of Illinois at Urbana-Champaign. He brings over ten years of experience driving marketing results for organizations. On the basis of that experience, he looks forward to teaching the next generation of leaders. In fall 2021 he is offering multiple sections of Speech Communication.



**Ms. Samantha Pfeiffer (CG)**

*Visiting Instructor in Counseling*

Ms. Pfeiffer received her B.A. from the University of Iowa and her M.Ed. from the University of Akron. She is scheduled to defend her Ph.D. in spring 2022. Ms. Pfeiffer is a Licensed Independent Chemical Dependency Counselor in the State of Ohio. Her research interests include the treatment of substance use disorders and the impact of substance abuse at the high school level. In fall 2021 she is teaching Clinical Evaluation and supervising Clinical Mental Health Counseling Interns.



**Dr. Richard (Drew) Duncan (MCDS)**

*Assistant Professor of Data Science*

Dr. Duncan received his Ph.D., M.S. B.S.B.C, and B.S. from the University of Kentucky. His research interests are in the field of number theory. In fall 2021 he is teaching Database Systems and Intermediate Data Science.



**Dr. Iman Raoofpanah (MMS)**

*Visiting Assistant Professor of Marketing*

Dr. Raoofpanah received his Ph.D. from Kent State University, master of science degrees from Noretouba University in Teheran, Iran, and Golden State University, and a B.S. from Islamic Azad University in Teheran. His research is in digital marketing and involves the effects of online reviews for both consumers and firms. In fall 2021 he is offering Multinational Marketing and Market Analysis.



**Fr. Maurice Emelu (COMM)**

*Assistant Professor of Communication*

Fr. Emelu received his Ph.D. from Liverpool Hope University, an M.A. from John Carroll University, and bachelor degrees from Imo State University and the Pontifical Urban University. He has been involved with developing and implementing digital media strategies. His expertise includes social network sites, content communities such as YouTube, the blogosphere, and strategies in digital media content development, production and marketing. Fr. Emelu started his service at JCU as a visitor and has now joined our tenure-track faculty. In fall 2021 he is offering Communication, Technology & Society.



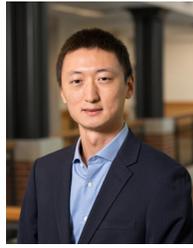
**LTC Michael D. Wroblewski (MS)**

*Professor of Military Science*

LTC Wroblewski received master's degrees in National Security from the Naval War College and Strategic Studies from the U.S. Army War College, while his B.A. comes from Edinboro University. He joined the U.S. Army in 1997 as an Army National Guard and received his commission as a Second Lieutenant through ROTC in 2000. He currently serves as the 7th Infantry Division Assistant Chief of Staff and is the new commander of our Wolfpack Battalion. In fall 2021 he is responsible for Developing Adaptive Leaders, Adaptive Tactical Leadership, the Military Science Leadership Skills Lab, and the Cadet Leadership Independent Study.

## NEW FACULTY 2021-2022

(contd.)



**Dr. Qing (Jimmy) Yang (EC/FN)**

*Visiting Assistant Professor of Finance*

Dr. Yang received his Ph.D. and Master of Professional Accountancy degree from Louisiana Tech University, and his B.A. from Beijing Union University. His research focuses on empirical asset pricing, idiosyncratic risk, and corporate finance. Another area of interest is the impact of the social networks of fund managers on hedge fund performance. In fall 2021 he is offering Business Finance, International Business Finance, and Fundamentals of Finance.



**Ms. Saman Zehra (MMS)**

*Visiting Instructor in Marketing*

Ms. Zehra received her M.B.A. and B.S. from Aligarh Muslim University in India and is completing her Ph.D. at the University of Wyoming. Her areas of expertise are consumer behavior, marketing research, and international marketing. She is also interested in sensory marketing, religion and consumer behavior, micromarketing, and transformative consumer research. In fall 2021 she is teaching Marketing Principles and Marketing Management.

## SUBMISSION PROCESS FOR *FACULTY NOTES*

Submitting items to *Faculty Notes* is easy. The online form is designed to capture all of the needed information, allow for preformatting, and acknowledge the submission automatically. The form is available on the *Faculty Notes* website: [sites.jcu.edu/facultynotes](https://sites.jcu.edu/facultynotes).

# FACULTYNOTES

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## MISSION STATEMENT

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## Questions and comments should be directed to:

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Issues are archived at [sites.jcu.edu/facultynotes](https://sites.jcu.edu/facultynotes)

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