2012 TT Faculty Recognition honorees

**Mark Altieri**  
*Professor, Accounting*  
College of Business Administration  

**Sergey Anokhin**  
*Associate Professor, Marketing and Entrepreneurship*  
College of Business Administration  

**Jacob Barkley**  
*Associate Professor, Health Sciences*  
College of Education, Health and Human Services  

At the beginning of my doctoral candidacy at the University at Buffalo, I struggled with statistics and research design. My mentor, Dr. James Roemmich, was tasked with improving my analytic skills. To aid in this endeavor, *Statistical Power Analysis for the Behavioral Sciences* was given to me by Dr. Leonard Epstein who was the director of the Behavioral Medicine laboratory where I was training. In working with Dr. Roemmich and reviewing this book, concepts that were confusing suddenly became clear. Understanding statistical power led to my ability to grasp and work with concepts such as significance, variability, sample and effect sizes, and research design. These basic skills snowballed into a desire to further my knowledge in the area of statistics and take what was a weakness and turn it into a strength. Hopefully, this book will help others realize a passion for statistical analysis as it did for me.

**Christa Boske**  
*Associate Professor, Foundations, Leadership and Administration*  
College of Education, Health and Human Services  

**Candace Perkins Bowen**  
*Associate Professor, Journalism and Mass Communication*  
College of Communication and Information  
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Nothing is more important in my field of scholastic media than having a solid legal foundation. For high school students to practice civic engagement, use their critical thinking skills and become journalists, they must know their rights and responsibilities.

**Phillip Buntin**  
*Associate Professor, Art*  
College of the Arts


Served as an introduction to my primary concerns as an artist, namely, the intersection between emergence and complexity theory with phenomenology and hermeneutics.

**Mark Cassell**  
*Professor, Political Science*  
College of Arts and Sciences


**Brian Castellani**  
*Professor, Sociology*  
College of Arts and Sciences


When Fritjof Capra, the theoretical physicist, published this book, it revealed to readers the new world of complexity science and its focus on networks, computer generated agent-based models and a new mathematics and philosophy of systems. In short, he introduced readers to the forefront of 21st century science and its study of complex systems, the key framework for dealing with many of the global social problems we face today, from the environment to network society to the global economy.

**Jeffrey T. Child**  
*Associate Professor, Communication Studies*  
College of Communication and Information


Dr. Petronio is my mentor, my collaborator, and my friend. Her theoretical work describing Communication Privacy Management theory and research has inspired and spawned the scholarly work I pursue in communication, privacy, and social media. Her theory is well-established, grounded in practice, and so critical to the field of communication. It is an honor to nominate this most influential book to my own scholarship and research.
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**Diane Davis-Sikora**  
*Associate Professor, Architecture*  
College of Architecture and Environmental Design


*The Architecture of Image* highlights the narrative and experiential relationships between cinema and architecture, and sheds light on methods of place making and perceptions of space. The text sees architecture as a “lived” experience, and has inspired my explorations of the ephemeral qualities of space and narrative/storytelling methods for film and architecture.

**Michael Ensley**  
*Associate Professor, Political Science*  
College of Arts and Sciences


**Ramona Freeman**  
*Associate Professor, Teaching, Learning and Curriculum Studies*  
College of Education, Health and Human Services


**Ernest Freeman**  
*Associate Professor, Biological Sciences*  
College of Arts and Sciences


**Amoaba Gooden**  
*Associate Professor, Pan-African Studies*  
College of Arts and Sciences


This book was an affirmation of my life and the lessons my mother taught me. Have a strong sense of self, do not fear the unknown, embrace it.
Alfred Guiffrida  
_Associate Professor, Management and Information Services_  
College of Business Administration  


Robert Hamilton IV  
_Assistant Professor, Biological Sciences_  
College of Arts and Sciences  


This book with a deceptively simple title “spoke to me.” This book explains how to choose questions, how to test them, how to analyze the results, and then how to present them. In essence, it briefly and succinctly explains how to do science. The book has applications beyond biology and even beyond science. This book coupled with my innate curiosity, has shown me how to explore the world around me. It makes me want to do science.

Landon Hancock  
_Associate Professor, Political Science_  
College of Arts and Sciences  


Mariann M. Harding  
_Associate Professor, Nursing_  
Regional College  


When the opportunity arose to coauthor the latest edition of this text, I immediately accepted. The need for nurses with well-practiced critical thinking skills is urgent and nurses must consider complex patient care problems when making decisions. The problem of how to best prepare students to function in this constantly changing environment is a challenge for nursing faculty. There can be no compromise in our social contract to produce graduates who consistently provide – from the beginning – safe, effective, and efficient nursing care. It is my view that a case studies approach to nursing education creates a situation in which students can make and learn from their mistakes without jeopardizing patients. It is my hope that students who use this text will strive as diligently for truly professional compassion as they do for technical excellence in the care they administer to their patients.
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Meghan Harper  
*Associate Professor, Library and Information Science*  
College of Communication and Information


Eleanor Roosevelt is quoted as saying, “The future belongs to those who believe in the beauty of their dreams.” I begin all of the courses I teach with first asking my students to consider this quote, in light of their professional dreams of working with youth in libraries. I tell them, Dream Big! Dream in Color! Build Vision! Having a dream is the foundation for subsequently building skills and acquiring the knowledge that will enable them to make their dreams realities. This book is a product of my journey that was not undertaken alone, but with the inspiration, encouragement and support of collegial faculty, school director, friends and family. This book is proof that bringing dreams to realities often requires the spark of one and the support of many. Thank you to all who joined me along the way.

Mary Hogue  
*Associate Professor, Management and Information Systems*  
College of Business Administration


Susan V. Iverson  
*Associate Professor, Foundations, Leadership and Administration*  
College of Education, Health and Human Services

*Policy Discourses, Gender, and Education.* Elizabeth J. Allan. Routledge, 2008.

Elizabeth Allen was my doctoral advisor and dissertation chair. Her work, on policy discourses, was influential for my thinking and my own scholarly pursuits.

Antal Jakli  
*Professor, Chemical Physics*  
College of Arts and Sciences


This was the first book I read about Liquid Crystals when I started my PhD work in 1983. It not only motivated me working on liquid crystals, but I still use it occasionally. The style of the book inspired me when I was writing my textbook about liquid crystals in 2004-2006.
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Scott Keiller
Associate Professor, Psychology
College of Arts and Sciences


Claudia Khourey-Bowers
Professor, Teaching, Learning and Curriculum Studies
College of Education, Health and Human Services


This book represents the best of the promises that America holds for those who desire freedom, democracy, and opportunity; while respecting global cultural and historical traditions. The values conveyed in House of Stone reflect the ideals of democracy which are foundational to American education.

Janet Leach
Associate Professor, Journalism and Mass Communication
College of Communication and Information


Keith Lloyd
Associate Professor, English
College of Arts and Sciences


Though my doctoral work and teaching focus on rhetoric, argumentation, and rhetorical history and theory, until a note in a book referring to “Indian rhetoric” led me to this text, essentially an ancient manual on logical debate, my interests in Indian culture and religion remained a separate and personal journey of discovery. After I encountered this book I found that though some in my field had written about Indian rhetoric, no one had written about this text or the school of thought related to it, though it is one of six orthodox schools of Hindu thought, and even today affects Indian argumentative practices. I had the opportunity to bring this uniquely Indian perspective to my field, and challenge many assumptions about the Greek origins and definitions of rhetoric.

My personal and professional interests now aligned, and articles I wrote exploring Indian rhetoric led to both tenure and promotion. Because of this text, I was able to bring aspects of a culture I love to the attention of
scholars in my field, a process I still find very fulfilling and challenging. Recently my work has led to invited publications and presentation opportunities as the field of “comparative rhetoric” grows.

Admittedly, this book is not at all an easy read, but the basic ideas, that debate should be about seeking sharable truth, that analogies can open us to rich alternate perspectives and cultural points of view, that argument can help liberate us, that arguing simply to win or tear down (so common in US media today) is the least productive method, to name a few, make it worth the effort. When applied, the ideas in it can make a person a better communicator, a more thoughtful interlocutor, and even a better person overall.

Just as importantly, this book has also become foundational to my teaching, as I apply and impart its concepts directly or indirectly in the classroom. As a rhetorician, linguist, and grammarian, I recognize the significant differences language makes in shaping cultural perspectives; now I recognize that language and culture also shape the ways we present our ideas, how we interact, and how we discuss the public good. Other cultures offer not only different, but sometimes better models of communication. Ironically, due to past colonization and caste distinctions, aspects of NyÅ ya are little known to many Indians, and it is exciting to many that I am helping (along with the contributions of some amazing Indian logicians) to re-invigorate these positive aspects of Indian culture.

In short, this book changed my life and my career, and it continues to be a reservoir of knowledge to me. I am grateful to Kent State University for the opportunity to make it more widely available. Enjoy.

T. Kam Manahan
Associate Professor, Anthropology
College of Arts and Sciences


As an undergraduate at the University of Texas, I was fortunate to be allowed to take Linda Schele’s graduate seminar on Ancient Maya hieroglyphic writing. Linda’s enthusiasm was contagious, and as an outsider herself to the obscure field of Maya epigraphy, she realized the importance of appealing to an audience beyond the academy. This book encompasses Linda’s philosophy: an intimate, compelling story of Ancient Maya kings and queens, written to a broad audience, that synthesizes complex arguments derived from epigraphy, art history, and archaeology in a very accessible manner. Although Linda is no longer with us, her words in the book continue in print to inspire new generations of scholars and laypersons to learn more about a civilization that flourished in the rainforests of Southern Mexico and Central America over a millennium ago.

Jacqueline Marino
Associate Professor, Journalism and Mass Communication
College of Communication and Information


Although an experience reporting on doctors early in my career got me interested in the culture of medicine, this book let me peer inside a doctor’s conscience. It compelled me to write about the human side of becoming a doctor.
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Ralph Menning  
*Assistant Professor, History*  
College of Arts and Sciences  


Things could hardly be worse. Nelson Humboldt’s career is in free fall. His post-doc is being terminated. His research is yawn-inducing. His department – English, as it turns out, not history – is a war zone where high-flying faddists battle the remaining apostles of a _status quo_ last in vogue ca 1970: in this fight-to-the-finish, the heavies of both sides regard neutrals or would-be peacemakers, like Nelson, as morally degenerate. But, due to a freak accident, there is hope…

This tale is dark fantasy in the manner of E.T.A. Hoffmann, brought forward into the 21st century and set in the groves of academe. Like Hoffmann’s characters, our anti-hero Nelson – because the maelstrom of events pushes forward so fast – barely comprehends his situation and is reduced to perceiving the world through a hallucinatory haze. When this world comes into focus, it emerges as the unforgiving world of postmodernist critique. The humanities are on a rampage, bloodthirsty and militant. There is no stopping them: Derrida gets to deconstruct Elmer Fudd. Nothing is sacred, not even Elvis. The rules of this game are defined by the tender mercies of Nelson’s academic co-stars, and so we meet in their full glory pedants, posers, plodders, prima donnas, elbowing one another out of the way for the chance to showcase their enormous egos. You may not be sure whether to laugh or cry, but squirm you will.

I squirmed – while trying to repress tears of laughter. If you are as short on time as I was during the tenure-track process, if you have room for only one novel, let this be it. As a chronicle of the night terrors of the fledgling academic, it is faithful to its subject. As a parody on the self-inflicted wounds of the humanities, it is clever. As _vademecum_ and a source of solace, it works: in comparing your case to that of poor Nelson, you realize that, yes, indeed, things could be worse. Much worse.

Gordon Joe Murray  
*Associate Professor, Journalism and Mass Communication*  
College of Communication and Information  


Angela Neal-Barnett  
*Professor, Psychology*  
College of Arts and Sciences  


The lessons stand the test of time.
Sara Newman  
**Professor, English**  
College of Arts and Sciences  
  
  
Alan Gross has been and continues to be my mentor. Both he and this book changed my academic world in ways I could never have imagined.

Marilyn Norconk  
**Professor, Anthropology**  
College of Arts and Sciences  
  
  
This is the most up-to-date collection of papers on the study of New World monkeys available. It succeeds a book that I edited with some of these people on the same topic in 1996!

Thomas Norton-Smith  
**Professor, Philosophy**  
College of Arts and Sciences  
  
  
I first read Philip Kitcher as a graduate student at the University of Illinois. Ever since, his view that “arithmetic owes its truth to the structure of the world and that arithmetic is true in virtue of our constructive activity” (108-109) has been a powerful, if not the guiding influence on my own philosophical view – constructive realism.

Craig Paulenich  
**Professor, English**  
College of Arts and Sciences  
  

M. Karen Powers  
**Associate Professor, English**  
College of Arts and Sciences
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This text contributes to my scholarly endeavors that coalesce around histories of rhetoric, the politics of higher education, socio-cultural difference, and the U.S. public research university. In particular, this collection of essays testifies to the significance of scholarship that takes the form of situated rhetorical analyses. Such an approach foregrounds local histories to illuminate the cultural work accomplished by ideologies and discourses from the past and details ways history inevitably impinges on the contemporary university.

Rebecca Pulju  
Associate Professor, History  
College of Arts and Sciences  


Olga Rivera  
Professor, Modern and Classical Language Studies  
College of Arts and Sciences  


Cynthia Roller  
Associate Professor, Nursing  
College of Nursing  


Stacy Rose  
Associate Professor, Nursing Technology  
Regional College  


Frank J. Sansosti  
Associate Professor, Lifespan Development and Educational Sciences  
College of Education, Health and Human Services
At its core, this book maintains an attitude that has embodied some of the most admirable elements of humanity. That if one is resolute, possesses strength, courage, and enduring grit in pursuit of their goals; at the end of their journey they will have triumphed. And, even if one fails to achieve something at the end, the very process of displaying persistent strength, courage, and resilience in the face of adversity until the last minute is enough to assert success. In the end, we find that our strive for success and our struggles with failure are skirmishes fought only with ourselves, that we are slaves to the realities of finite power, and, that life itself is enough.

Clare L. Stacey
Associate Professor, Sociology
College of Arts and Sciences


Arlie Hochschild popularized the idea of emotional labor and brought to light the way that workers are routinely asked—sometimes required—to produce a certain emotional state to sell a good or service (e.g. “service with a smile”). Her work on emotional labor ushered in a new era of understanding about the role of emotions at work and, more importantly, how emotions can be extracted from workers in the service of capitalism.

Cynthia Stillings
Professor, Theatre and Dance
College of the Arts


Jean Rosenthal is the mother of modern stage lighting design. While the technology in the book is outdated, what she says about light is truly inspirational for all theatre and dance artists. Beginning her career with Orson Welles at the WPA Federal Theatre Project, she worked with artistic greats Martha Graham, Jerome Kern, Elia Kazan, Jo Mielziner, and Oliver Smith. Her work is still being reproduced by the Martha Graham Company and the New York City Ballet, a testament to her enduring artistry.

Joanna Trzeciak
Associate Professor, Modern and Classical Language Studies
College of Arts and Sciences

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**Zhiqiang Wang**  
*Associate Professor, Chemistry and Biochemistry*  
College of Arts and Sciences


**Jennifer Wiggins Johnson**  
*Associate Professor, Marketing and Entrepreneurship*  
College of Business Administration


**Lori Wilfong**  
*Associate Professor, Teaching, Learning & Curriculum Studies*  
College of Education, Health & Human Services


As a naïve pre-service teacher, I had visions of myself teaching classic literature to my future middle school students: Twain, Shakespeare and the like. A wise professor opened my eyes to the world of young adult literature; the first book she had us read was *Speak* by Laurie Halse Anderson. Anderson’s dark story, told through the anguished voice of a teenager, woke me up to the possibilities of reaching students with books that spoke their language. I knew that if I had this visceral of a response to this book, intended for young adolescents, that my future students would, too.

Years later, I am getting the chance to open up pre-service teachers’ eyes to the wonders of young adult literature. I watch as they exclaim over the writing, the issues, and the stories and help them realize there is literature beyond the traditional canon that can make them and their future students become readers.

**Ye Zhao**  
*Associate Professor, Computer Science*  
College of Arts and Sciences


Turbulence plays its unique and indispensable role in nature. This book helps me in understanding complex natural phenomena, such as water, smoke and fire, with the beauty of physics and mathematics. It greatly supports my work of virtually creating the astonishing scenes and dynamics of our world with computers.

**Xiaoyu Zheng**  
*Associate Professor, Mathematical Sciences*  
College of Arts and Sciences

I started to read this book from my graduate year. It is a book about understanding of the relationship among the properties of the constituent materials, the underlying microstructure of a composite, and the overall effective moduli that govern the macroscopic behavior. Among many books dedicated on theory of composite materials, this book deserves my recognition since it is the most complete handbook in this field: it surveys many exciting developments at the frontier of mathematics and presents many new results.