CELEBRATING

FACULTY AND STUDENT-FACULTY SCHOLARSHIP 2018-2019

MARYMOUNT UNIVERSITY

Learn with purpose
Please join us in celebrating the impressive accomplishments of our Marymount faculty. This report documents the many books, journal articles, external conference presentations, and external grants and awards of our faculty during the 2018-2019 academic year. The report also provides the ‘stories’ behind a few representative projects. We wish we could provide the stories behind every work cited in this document. But, know there are similar stories of outstanding dedication, disciplinary excellence, and intellectual vitality behind each and every scholarly work listed in this report.

The works of the Marymount faculty span a broad and diverse range of topics, including health and wellness, cybersecurity, humanities, history, politics, criminal justice, education and teaching, and religion/theology, just to name a few. Faculty have presented their work at conferences across the United States, as well as in Australia, Canada, the United Kingdom, Switzerland, Denmark, Portugal, Jamaica, Germany, and the Netherlands. Faculty have worked with students in 25 different summer research projects.

These accomplishments enrich the academic life of Marymount University and the learning experiences and opportunities of our students. Our students, as active participants with faculty in the creation of knowledge, art, and innovation, are well-equipped to excel in their professions and to contribute to their communities.

We hope you will take a few minutes to review the achievements of Marymount’s faculty. These faculty members are truly accomplished and dedicated scholars and teachers.

Enjoy,

Rita Wong, Ed.D., P.T., F.A.P.T.A.
Associate Provost, Research and Graduate Education
**Books and Book Chapters**

Names in bold type are Marymount faculty members.

**Books**


**Book Chapters**


**Conrad, S. S. & Dabbagh, N.** (2018). What types of feedback students want from instructors in online classes and what instructor actually provide; Innovative applications of online pedagogy and course design. 177-201. *Hershey, PA: IGI-Global*.


Dr. Holly Karapetkova
A life without art is missing the human experience

Art, specifically writing, is Dr. Holly Karapetkova’s way of working through and understanding the difficult aspects of humanity while engaging more deeply with the world.

“When I’m writing, I feel like I’m living fully.”

Dr. Karapetkova is a writer, professor, and award-winning poet, and has published and presented her work more than 16 times over the last year. Her current manuscript projects, Still Life With White and Planter’s Wife, grapple with the deep wounds left by our history of racism, slavery, and environmental destruction.

Those themes stem from her personal experiences, and are highly relevant in today’s social climate. Growing up in Atlanta in the 1980’s, Dr. Karapetkova experienced contrasting perspectives on race and racism. As she grew, she recognized inconsistencies between her experiences in a racially diverse education system and the often racist sentiments in her privileged, white neighborhood. Dr. Karapetkova uses her writing to work through difficult questions, and has leveraged her poetry as a way to understand the illness that is racism.

“Art is not morality – art provides the ability to make morally ethical beings.” Dr. Karapetkova said. “By asking difficult questions, literature forces us to engage ethically with the world.”

Still Life With White reflects on race in a contemporary setting. Dr. Karapetkova questions and critiques whiteness and explores the physical and psychological damage caused by white supremacy. Meanwhile, Planter’s Wife examines the roots of our contemporary racism from the perspectives of the wives of plantation owners. The women that Dr. Karapetkova explores in her writing think of themselves as good and refined people, and she examines how they reconcile this with their involvement in the blatantly horrific system of slavery. Today, with white supremacy on the rise and growing, she attempts to relate the stories these women told themselves to the stories people tell themselves in contemporary society.

Dr. Karapetkova describes her writing process as “long,” saying that her projects can take anywhere between five and 10 years. She will typically work on her poems for a year before sharing them with anyone else.

Her work has been showcased in national reviews, such as the National Poetry Review and the highly respected journal, Blackbird, which was named the “Best Online Publication” of 2007 by storySouth. She is the author of Words We Might One Day Say, winner of the 2010 Washington Writers’ Publishing House Poetry Award, and Towline, winner of the 2016 Vern Rutsala Poetry Prize from Cloudbank Books.

Dr. Karapetkova prefers poetry that is socially engaged and outward-looking. As the wife of an immigrant and someone who has spent time living in another country, themes surrounding immigration and feeling torn between two cultures are prevalent in her writings. Two poems, both titled Another Immigrant Story and published in the Hawaii Pacific Review and Blackbird, are nonfiction pieces about her husband. Dr. Karapetkova is also influenced by relationships with her students, many of whom are immigrants and have deeply emotional tales from their migrations.

In turn, Dr. Karapetkova’s works help to influence her teaching. She uses literature to help her students engage with the world and think through some of the difficult questions being posed in today’s society. As a teacher of writing, Dr. Karapetkova taps into her own writing process to teach her students. When she asks her students questions about their writing, she asks the same questions she’d ask herself.

“I do not see myself as an authority on writing,” Dr. Karapetkova said. “Rather, I am in it with my students.”

She works with her students to process how to get onto paper the ideas in their heads and how to use words effectively. She encourages her students to understand that if they “want to be a writer, [they] need to be a reader.”

For Dr. Karapetkova, there is a strong parallel between the formation of a poem and how a student develops over the course of their education. She said she feels gratitude for the privilege of getting to see both grow in her career.

“I love teaching. I love my research,” Dr. Karapetkova said. “I feel really fortunate that I’m able to do what I’m passionate about.”


Chen-Yu, J. & Yang, J. (2018). Predictors of purchase intention, price willing to pay, and willingness to pay a premium for men’s mass-customized dress shirts. Online proceedings of the international textiles and apparel association, Cleveland, OH.
The deadly nature of cardiovascular disease is no secret. Both in the U.S. and worldwide, it is responsible for more deaths than any other leading cause. But while many may worry about the risk factors or symptoms associated with the disease, Dr. Alexei Wong strives to rise to the challenge.

Since 2010, he has conducted or collaborated in 38 research studies that have aimed to improve cardiovascular health and function. These studies have investigated the effects of various interventions and their positive impacts on the body, including whole-body vibration exercises, blueberry supplementation, stairclimbing, swimming, and many more. His research spans a variety of population groups, although he mostly focuses on post-menopausal women.

“My approach to studying this subject area fills a gap in a field that has not undergone enough investigation,” Dr. Wong said.

“The groundbreaking findings of these studies have led other researchers to further investigate this necessary research path.”

Most recently, he has received grant funding to support his newest research initiative, which examines the effects of a modified Parkour training program on arterial stiffness, blood pressure, muscle strength, flexibility, balance, and risk of falls in older adults. A specific area of his interest is how different nutritional supplementations, such as L-citrulline (an amino acid found in watermelon), can decrease blood pressure and arterial stiffness in humans and improve muscle mass in animals.

Dr. Wong was recently also part of a four-member international team that published research for a clinical study on how acupuncture is an effective intervention technique in the treatment of hypertensive middle-aged adults. Hypertension, commonly known as high blood pressure, is considered the most important factor in premature cardiovascular disease.

When it comes to success in his research, Dr. Wong credits his emphasis on teamwork and mentorship. He has worked in collaboration with faculty members and professionals here at Marymount and from universities in Florida, Texas, Nebraska, Puerto Rico, the United Kingdom, South Korea, Russia, and Iran, resulting in several entries in peer-reviewed publications. He also mentors two undergraduate students at Marymount who played significant roles in recent studies on exercise physiology in relation to cardiovascular function. As Dr. Wong strived to evaluate the effects of pumpkin seed oil, foam rolling, and kettlebell exercises on cardiovascular function, his mentees contributed by writing manuscripts, collecting data, and creating graphs – all tasks that are usually performed by doctoral students.

“I am always looking to expand my research horizons by collaborating with other individuals on my current interests and those of my colleagues and students,” Dr. Wong explained. “I have developed relationships with faculty and professionals across disciplines at different universities and institutions, and these connections have helped me in my own research.”

“My approach to studying this subject area fills a gap in a field that has not undergone enough investigation.”

- Dr. Alexei Wong
Peer-reviewed Conference Presentations
Names in bold type are Marymount faculty members.

Presentations


Caulfield, E. (October, 2018). The reality of trafficked patients among our midst: Guidelines for nurse administrators. The Ninth Annual McGinley-Rice Symposium at Duquesne University, Pittsburgh, PA.

Conrad, S. (October, 2018). What cyber threats keep people up at night and what are they doing to protect themselves. Southeast Chapter of Institute for Operations Research and the Management Sciences, Myrtle Beach, SC.
Corrigan, D. (March, 2019). Climate change and the corporate responsibility to respect human rights: limitations and paths forward. *Association for Practical and Professional Ethics, Baltimore, MD.*


Donovan, S. & Craig, J. (June, 2019). Go baby go- mobility research, design, and technology. *NEXT Conference, American Physical Therapy Association, Chicago, IL.*


Engelhardt, N. (September, 2019). The case for causes: Using cause marketing and social enterprises in marketing assignments. *Marketing Managers Association 24th Annual Fall Educators’ Conference, Santa Fe, NM.*

Farrell, A.L. (May, 2019). Stress, trauma, and the forensic workforce: Taking steps to recognize and address the issues. *Mid-Atlantic Academy of Forensic Sciences, Morgantown, WV.*


Farrell, A.L. (August, 2019). When the death and trauma we see at work follows us home: Recognizing the impact of trauma on forensic professionals and taking steps to mitigate it. *Masters 18: Masters Medico-legal Death Investigators’ Training Course, St. Louis, MO.*


Fitch, M. (April, 2019). Dueling traditions and a dual audience: Socialists within the popular front. *Society for French Historical Studies, Indianapolis, IN.*


Flanagan, B. (February, 2019). Believing in a sinful and holy Church. *Seton Hill University, Greensburg, PA.*

Flanagan, B. (March, 2019). Believing in a sinful and holy Church. *University of St. Michael’s College, Toronto, ON, Canada.*

Flanagan, B. (January, 2019). Believing in a sinful Church. *University of Dayton, Dayton, OH.*

Flanagan, B. (October, 2018). Believing in a sinful Church. *Wheeling Jesuit University, Wheeling, WV.*

Flanagan, B. (June, 2019). Confessing ecclesial sin as a path to ecclesial justice. *Catholic Theological Society of America, Pittsburgh, PA.*


Furman, B. (July, 2019). Helping students understanding 21st century production and publication of texts as a key step to cultivating critical reading practices. *Council of Writing Program Administrators Conference, Baltimore, MD.*


Fitch, M. (April, 2019). Dueling traditions and a dual audience: Socialists within the popular front. *Society for French Historical Studies, Indianapolis, IN.*


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Furman, B. (July, 2019). Helping students understanding 21st century production and publication of texts as a key step to cultivating critical reading practices. *Council of Writing Program Administrators Conference, Baltimore, MD.*


Hauth, C. (February, 2019). Building culturally responsive practices with inter-professional education (IPE) in global service learning projects. Presentation with Q&A for Council for Exceptional Children Conference, Indianapolis, IN.

Hauth, C. (June, 2019). Building teams: Professional development opportunities to support early childhood development in Panama. DISES, Montego Bay, Jamaica.

Hauth, C. (April, 2019). Gaining global perspectives with culturally relevant practices in a special education school in Panama. DISES, Montego Bay, Jamaica.

Hauth, C. (June, 2019). Integrating global inter-professional education (IPE) with pre-service teaching programs. DISES International Conference, Montego Bay, Jamaica.

Hauth, C. (June, 2019). It's about ability: Global awareness efforts to overcome disability misconception. DISES, Montego Bay, Jamaica.


Karapetkova, H. (March, 2019). Impact and Empathy: service learning and creative writing. AWP (Association of Writers and Writing Programs), Portland, OR.

Karapetkova, H. (April, 2019). Poetry Workshop. UT Chattanooga- Meacham Writers’ Festival, Chattanooga, TN.


Meltzer, K. (July, 2019). From News to Talk. *Program on Journalism and Communication at George Mason University, Arlington, VA.*


Mirro, B. (March, 2019). Proving your library’s value: how to conduct a review that aligns with your academic programs. *Library and Leadership Management, Webinar.*

Mirro, B. (April, 2019). Utilizing your LMS to reach your online and traditional graduate students: putting the library at their point of need. *Association of College and Research Libraries, Cleveland, OH.*


Mirro, B. & Yang, M. (2019). Meeting your students where they are: how to embed LibGuides in every course via your LMS. *Virginia Independent College and University Library Association, Arlington, VA.*

Mirro, B., Yang, M., Dursi, M., & Vredevoogd, G. (May, 2019). Proving your library’s value: how to conduct a review that aligns with your academic programs. *Virginia Independent College and University Library Association, Arlington, VA.*

Mockler, S., Karapetkova, H., & Trembath, S. (July, 2019). Writing Trauma. *1455 Literary Arts, Winchester, VA.*


Overmier, J. (June 2018). Getting on board with open educational resources: a conversation about collaborative implementation of OERs. *American Library Association, Washington, D.C.*


Oxenford, C. (January, 2019). Abnormal psychology goes to (cyber) space. *National Institution for the Teaching of Psychology, St. Petersburg, FL.*

Oxenford, C. (January, 2019). Does the ideal integrative capstone experience in psychology exist? *National Institution for the Teaching of Psychology, St. Petersburg, FL.*


Ries, J. (June, 2019). Dimensions of dementia: maximizing or rehab impact. *Danish Physiotherapy Association, Odense, Denmark.*

Ries, J. (September, 2018). Older adults and the cognitive spectrum: what movement experts should know & facilitating therapeutic success with individuals with dementia (keynote address). *Arkansas Physical Therapy Association, Little Rock, AR.*

Ries, J. (November, 2018). Rehabilitation for older adults with dementia: maximizing our impact. *Great Books and Seminars, Des Moines, IA & Richmond, VA.*


Sachs, C. (December, 2018). The place of the Pittsburgh school in the history of philosophy. *St. Joseph’s University, Philadelphia, PA.*
Sachs, C. (September, 2018). The use and abuse of representationalism for cognitive science. University of Wollongong, Wollongong, AU.

Sachs, C. (September, 2018). Why rules need habits: behavior, culture, and the myth of the categorial given. Deakin University, Melbourne, AU.


Shadle, M. (June, 2019). Beyond legal and illegal: critiquing the rhetorical strategy of strangers no longer in the Trump era. College Theology Society, South Bend, IN.


Shadle, M. (March, 2019). The option for the poor and cybersecurity. University of Notre Dame Center for Social Concerns, South Bend, IN.


Stover, L. (November, 2018). Characters surviving through Writing. Assembly on Literature for Adolescents of the National Council of Teachers of English, Houston, TX.

Stover, L. (November, 2018). Giving voice to women in the past to empower women in the future. National Council of Teachers of English, Houston, TX.


Stover, L. (November, 2018). Teaching Y.A. literature about the arts through the arts to encourage acting up and speaking out. Assembly on Literature for Adolescents of the National Council of Teachers of English, Houston, TX.

Turissini, L. (October, 2018). Adding new tools to your teaching toolbox: peer coaching as a collegial professional development strategy across disciplines. ISLET (International Society of Exploring Teaching & Learning), Tempe, AZ.


Wong, A. (May, 2019). The effects of low intensity resistance exercise training on cardiac autonomic function in obese postmenopausal women. ACSM Conference, Orlando, FL.


Khokar, M. & Wong, A. (May, 2019). The effects of modified parkour exercise on arterial health and fitness components in elderly individuals. ACSM Conference, Orlando, FL.

Scott, S. & Wong, A. (May, 2019). The effects of swimming training on arterial stiffness, muscular strength, and cardiorespiratory endurance in postmenopausal women with stage 2 hypertension. ACSM Conference, Orlando, FL.

Exhibitions and Performances

Karapetkova, H. (2019). Kestrel featured reading, Other Words Conference, Florida Literary Arts Coalition, Tampa, FL.

Dr. Clara Hauth

Breaking barriers in special education

Too often, people will equate special needs students with their disabilities and what they can’t do. But for Dr. Clara Hauth, she focuses her passion on what they can accomplish.

In her five years as a faculty member at Marymount University, she has aimed to change the conversation in the special education field and improve support systems that help these students overcome academic and personal difficulties. Her research hone in on three main areas – enhancing research on high-impact and evidence-based interventions regarding literacy skills (writing, reading, and math) of students with disabilities, developing research and experiential learning practices to prepare teachers for careers as special educators, and contributing to the research of culturally responsive practices for special educators both in the U.S. and abroad.

“I have a multi-pronged research agenda moving forward through my work at Marymount University,” Dr. Hauth said. “I am looking forward to not only adding to and strengthening the research base, but to also build and support student research as we look towards a possible Ed.D. in Educational Leadership.”

Just this summer, Dr. Hauth helped lead a group of Marymount Education students to Montego Bay, Jamaica, where they worked in a local school, collaborated with peers on a Changemaker project, and presented their research on inclusive education practices at the DISES (Division of International Special Education and Services) International Conference 2019. She also plans to take student researchers to the next DISES International Conference, which will be held in Dubai.

Several students on the trip described how it changed the way they view education, and inspired them to continue pursuing a career in the special education field. They worked in collaborative teams at a primary school in Montego Bay, and supported inclusive classrooms through structured activities for students from kindergarten through sixth grade. Along the way, they were exposed to different educational settings, a diversity in language, socio-economic conditions, and cultural differences.

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“Through the collaboration with the school and community, we hope to keep building the relationship for future collaborations,” Dr. Hauth added.

Also this past year, Dr. Hauth oversaw an Interprofessional Education course that supported a school community in Panama. Marymount students worked collaboratively at San Pedro Nolasco School, a small Catholic school in one of the poorest provinces in the country. This inclusive school supports Pre-K through sixth grade students with and without special needs. As an area with high unemployment, low adult educational levels, and a lack of access to basic resources like fresh water, the needs of the community are vast. Dr. Hauth, Marymount faculty members, and students sought to engage San Pedro Nolasco students with English language lessons, sign language lessons, and STEM lessons, while also completing assessments with recommendations for classroom teachers and specialists. Thanks to a community engagement grant from the Marymount Saints’ Center for Service, Dr. Hauth and other faculty members can continue their work at San Pedro going forward in the future.

Over the past several years, Dr. Hauth’s other scholarship achievements include co-authoring a book for novice special education teachers, their administrators, and mentors, titled, The Survival Guide for New Special Education Teachers. She also has submitted journal publications on intervention strategies, wrote a book chapter in the Handbook for Special Educators, secured an external research grant, and delivered 35 professional presentations at regional, national, and international conferences. One of Dr. Hauth’s long-term ambitions is to work with a collaborative of universities towards shared global standards and educational practices for teachers of students with special needs.

“I continue to work towards my goal of creating a global center for teaching which will allow for the exchange and engagement of practices around the world to support teachers, families, and communities in their endeavor to reach and teach all learners.”

“Through the collaboration with the school and community, we hope to keep building the relationship for future collaborations.”

- Dr. Clara Hauth
Awards

Names in bold type are Marymount faculty members.


New External Grants Awarded in 2018-2019 Academic Year

Names in bold type are Marymount faculty members.

Diaz-Asper, K. Increasing access to a Core Course in Psychology. Virtual Library of Virginia. $4,306.


Dr. Diane Murphy and Dr. Donna Schaeffer

Training the next generation of cybersecurity educators

Thanks to a grant from the National Science Foundation (NSF), two Marymount professors from the School of Business and Technology are actively helping to address the need for more teachers in the cybersecurity field.

Dr. Diane Murphy and Dr. Donna Schaeffer teamed up on a proposal, “CyberTeach: From Cybersecurity Professional to Cybersecurity Professor,” which was selected through the NSF’s Secure and Trustworthy Cyberspace (Education) category. The joint $481,761 grant they received will go towards creating and implementing an innovative program to train future cybersecurity professors. It will provide funding to 30 doctoral students – 10 students annually for three years – and prepare them for a teaching role through workshops and mentored teaching experiences during their studies.

It also will allow for additional graduate assistant funding, modest support for Dr. Murphy and Dr. Schaeffer’s work, and provide time for Dr. Joseph Provenzano and Dr. Michelle Steiner from Marymount’s Center for Teaching & Learning to create, coordinate, and teach the workshops, as well as evaluate program outcomes.

“There is a huge demand for cybersecurity professionals today, but there is also a big demand for educators to develop that workforce,” Dr. Schaeffer said.

“I took courses in higher education, which proved to be very helpful to my teaching career. I’m thrilled to offer our doctoral students the opportunity to study and practice teaching. The cybersecurity field needs good educators, and we aim to address that need.”

The principal investigators also believe this project will lead to another key result – increased diversity, especially women, in the cybersecurity workforce. Dr. Murphy and Dr. Schaeffer said incentives like tuition reimbursement for doctoral-level classes will encourage a broader set of cybersecurity professionals to enter the CyberTeach program, and become role models of diversity to the students that they teach.

In their proposal, Dr. Murphy and Dr. Schaeffer explain their goal of improving the effectiveness of higher education cybersecurity programs, whether through high school dual enrollment, community college, or four-year institutions. The project seeks to develop a credentialing program for high-level cybersecurity professionals who are currently enrolled so they can expand their skills in areas like innovative teaching strategies, engaging students in the classroom, assessing student learning through different strategies, incorporating student research into a course, and preparing for the workforce.

They add that stronger knowledge of education principles and practices, particularly in STEM-related fields, leads to better teaching.

“All students at Claremont Graduate University, where I received my Ph.D. in Information Systems, were required to take three doctoral-level courses outside of our majors,” Dr. Schaeffer said.

“There is a huge demand for cybersecurity professionals today, but there is also a big demand for educators to develop that workforce.”

- Dr. Diane Murphy

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Student-Faculty Summer Research Fellowship Projects

Names in bold type are Marymount faculty members and students

Mentor: Dr. Camille Buckner
Student: Brianna Simmons, Psychology, Undergraduate
Title: The Factors and Experiences that Predict a Sense of Belonging in the Marymount Community

Mentor: Carolyn Oxenford
Student: Katharina Rebecca Tesmer, Psychology, Minor in Business, Undergraduate
Title: The Key To Employee Motivation: A Competitive Leadership Approach

Mentor: Delario Lindsey
Student: Ozge ‘Ozzie’ Kocak, Political Science and Government, Undergraduate
Title: Urban Development Patterns in Historically Black Neighborhoods of the Greater Washington Metropolitan Area

Mentor: Eric Bubar
Student: Eric Malani, Biology, Undergraduate
Title: Bringing Bio Printing Capabilities to the Marymount University 3D Printing Lab

Mentor: Eric Bubar
Student: Patricia Nicole Lopez, Biochemistry, Undergraduate
Title: Design/Create a 3D Printed Wearable Device to Aid in Essential Tremors (ET)

Mentor: Eric Bubar
Student: Michael Posey, Business, Marketing Focus, Undergraduate
Title: Understand the Practical Application of 3D Printing and its Relationship to the Business World

Mentor: Gwendolyn Francavillo
Student: Kelly Ann Colligan, Health Education and Promotion, Graduate
Title: Holistic Stress Management in College Students

Mentor: Dr. Linda Gulyn
Students: Christopher Scott Stancel, Psychology, Undergraduate
Nicole Bragg, Clinical Mental Health Counseling, Graduate
Title: Perceptions of Sexuality of Individuals with Intellectual Disabilities

Mentor: Marguerite Rippy
Student: Grace Tammaro, Biology, Undergraduate
Title: The Absence of Racism Amongst Cultural Exploration

Mentor: Marguerite Rippy
Student: Jeidy De La Rosa Luperon, English/Secondary Education, Undergraduate
Title: Archiving Materials Related to the Centennial Performance of Macbeth in Dallas

Mentor: Matt Bakker
Student: Mariah Allen, Sociology and Economics, Undergraduate
Title: Migrant Remittances and Development across Latin America

Mentor: Matt Bakker
Student: Mirna N. Galdamez Guevara, Sociology, Undergraduate
Title: Deportation and Local Immigration Policies in the D.C. Metro Area

Mentor: Michelle Liu
Student: Natalia Ermicioi, Cybersecurity Doctoral Program, Graduate
Title: Understanding the Differences between Nonprofit and For-Profit Organizations’ Optimal Investment in Cybersecurity

Mentor: Stacy M. Lopresti-Goodman
Student: Barbara Walas, Psychology and Biology, Undergraduate
Title: Alternatives to the Use of Animals in Psychology and Biology Education

Mentor: Susan Agolini
Student: Mary Ellen Haas, Biochemistry, Undergraduate
Title: Isoforms and their Role in Cancerous Cells and Metastasis

Mentor: Susan Agolini
Student: Sarah Oliver, Biochemistry, Minor in History, Undergraduate
Title: Effects of Estrogen and Progesterone Treatment on Secretory Carrier Membrane Proteins

Mentor: Todd Rimkus
Student: Kai Lana Ripp, Criminal Justice and Psychology, Undergraduate
Title: Tracking Turtles using Drone Technology

Mentor: Tonya Howe
Student: Jordan Lawton, English Education, Undergraduate
Title: Digitizing Rochester’s Frequently-Taught Seventeenth-Century Poem, “A Satire Against Reason And Mankind”
What’s your idea of summer fun?

For Dr. Marguerite Rippy, Professor of Languages and Literature, it’s traveling to various theater collections to look at photos, newspaper articles, and journals of African American artists involved with the 1936 black cast of Macbeth, directed by Orson Welles.

Dr. Rippy was awarded a $6,000 National Endowment of the Humanities (NEH) summer stipend for her project, “Orson Welles, Macbeth, and Africa: Collective Genius and the Diaspora,” which examines previously unstudied historical materials about this landmark production. In 1936, the integrated cast of 100 African and African American dancers, actors, and musicians traveled a route through the segregated South, up through the Midwest, and back to New York, with each stop telling a different story about American theater, race relations, and the emerging directorial style of Orson Welles.

“It’s a challenge working with African American theater history in this time period,” Rippy admits. “So many materials are lost or scattered among several archives, but these are such important stories to be recovered and told.”

With a passion for introducing Marymount students to humanities research, Dr. Rippy spent this past summer working with two Discover Research students, Jeidy Luperon and Grace Tammaro, to learn more about the Macbeth road tour. With only one in 10 stipend proposals funded by the NEH, this was a rare opportunity to show students the importance of humanities research, as well as expose them to the rich resources of Washington, D.C.

Tammaro visited the Library of Congress to review articles from historically black media outlets about the production. She then presented her research findings at the Popular Culture Association in the South & American Culture Association in the South regional conference this past September, with the support of Marymount Discover funding. Luperon, meanwhile, gathered materials to use in high school classrooms for theater history.

Dr. Rippy’s book project requires travel to several archives nationwide, including three collections in the New York Public Library system as well as local collections at the National Archives, the Library of Congress, and George Mason University.

“So many materials are lost or scattered among several archives, but these are such important stories to be recovered and told.”

- Dr. Marguerite Rippy
Innovations Workshop
Names in bold type are Marymount faculty members.

Alshameri, Faleh: Categorizing Top Fortune Companies’ Mission and Vision Statements via Text Mining

Band, Monica: Developments in Counseling Practices with Biracial and Multiracial Communities: Applications from Principles of Intersectionality

Bock, Caroline: Carry Her Home

Diaz-Asper, Catherine: Dementia Screening Using Automated Speech Analysis

Ficke, Sarah: House, Home, and Husband in Historical Romance Fiction

Kelekar, Uma: Dental Visits and Associated Emergency Department Charges in the US-Nationwide Emergency Department Sample (NEDS), 2014

Kreutzer, Barbara: The Marymount Herbarium

Marcus, Ioana: Report on Community Engagement Grant

Mirro, Bernadett & Yang, Mason: Utilizing your LMS to Reach Online & Traditional Graduate Education Level Students

Ninassi, Carlo: A Pedagogical Approach for a Business Capstone Course: The Business Design Charette Methodology

Nordvall, Michael: Self-Publishing My E-Book on the Sport of Biathlon

Norton, Eric: Ignatian Pedagogy and Sustainability Studies

Schaef er, Donna (Panel Coordinator): The Next Step: Recommendations from Journal Editors and Reviewers Panel

Shadle, Matthew: Interrupting Capitalism: Catholic Social Thought and the Economy

Smith-Gaviana, Dina & Woo, HongJoo: Student Perspectives and Faculty Assessment of Experiential Learning in a Simulated Retail Environment

Tichenor, Charley: An Improved Metric to Measure Software Quality

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