



LINDENWOOD

New Faculty Appointments

2010-2011

A Message from the Dean of Faculty

It is with great pleasure and pride that I welcome to Lindenwood University some of the finest educators in the country. Our new faculty members hail from all parts of the world—from Ohio to California, from Iran to China and beyond. They have degrees from some of the most prestigious universities in the world, and their impressive pedagogical experiences promise to add significantly to this liberal arts Teaching University.

Lindenwood's continued growth, with 11 campus sites throughout the region and robust programs for traditional and adult learners, has given us the opportunity to add so many imminently qualified full-time faculty members to our extended community. These new professors will soon recognize what our dedicated faculty members have long known—that Lindenwood University provides the kind of supportive and creative environment that leads to the very best in classroom teaching. Our focus is on the student. Academic initiatives, research projects, and support services are all student-centered.

I can think of no better group of educators to enlighten our students than those profiled in this booklet.



Richard Boyle, Ph.D.

Vice President of Human Resources

Dean of Faculty



**School of Business and Entrepreneurship
MIS Department**

Fletcher H. Glancy

Ph.D. Management Information Systems
Texas Tech University—Rawls College of Business

Fletcher H. Glancy joins the School of Business and Entrepreneurship, where he plans to use his B.S. in Mechanical Engineering, his M.B.A., his doctorate, and his extensive real-world business experience to enlighten his students. He conducts research on fraud detection using text and data mining to create predictive models.

On Education

“I believe that the role of education is to teach people how to think critically. The process of education does not involve memorization of facts but the integration and synthesis of concepts. Assisting students in this process is the role of the university and its contribution to society.”

On Lindenwood

“I plan to participate in establishing a Doctor of Business Administration program and to assist working professionals to develop advanced analytical and decision skills. I feel that this is an area where Lindenwood can make a significant contribution to the business community.”



**School of Business and Entrepreneurship
Finance Department**

John J. Loughlin

Ph.D. Business Administration
Saint Louis University

John J. Loughlin brings to Lindenwood more than two decades of university-level teaching in the areas of finance and international business. He prides himself on being an effective and caring professor and hopes to be a “go to” teacher whom LU students will seek out for further knowledge.

On Education

“University education should educate in at least two areas. One should be the general liberal arts, which educates the student to be a good and caring member of society and provides a broad knowledge of the arts, humanities, and literature, allowing him or her the ability to engage in intellectual intercourse and find the joy of such knowledge. The other area of education should be the pursuit of knowledge in a chosen profession. The university will delay the start of a career four years. The university education should put the student farther down the road of career success than she or he would otherwise be if the university education had not been pursued.”

On Lindenwood

“I would like to become involved in the structuring of research procedures at Lindenwood. I have seen the detrimental effects of poor research procedures on a good university, and I would like to help develop the “Lindenwood Model” for university research that would allow us to use research to the fullest benefit of the University, the professor, and the student.”



**School of Business and Entrepreneurship
Accounting Department**

Jennifer Mack

Ph.D. Candidate-Applied Management
and Decision Sciences
Walden University

Jennifer Mack has taught courses in traditional, hybrid, and online settings, and she plans to contribute to Lindenwood’s online course offerings. Her research interests include financial reporting requirements and issues, business ethics, international accounting, financial statement analysis, and financial literacy.

On Education

“I believe education is an important asset of society. Education often does not receive the attention it should; therefore, I believe a unique role of the university is to showcase that value. Through a university’s efforts to be

visible in and positively contribute to the surrounding community, the university can establish a systemic relationship with the community, which centers on the importance of education.”

On Achievements

“I feel very fortunate for the experiences I had while working as an accountant in a large corporation. While there, I was promoted to the external reporting department, in which I was the youngest member both in terms of experience and age. In that department, I contributed to acquisitions, public offerings, press releases, and routine SEC reporting.”



**School of Business and Entrepreneurship
Entrepreneurship Department**

Todd D. Mick

Ph.D. Entrepreneurship in Public Administration,
Political Science, Economics, and Sociology
University of Missouri—Kansas City

Todd D. Mick brings to the Lindenwood—Belleville campus a long history of entrepreneurship and management experience as well as expertise in the area of minority and women entrepreneurs. He has numerous grants and refereed conferences and publications to his credit.

On Education

“Since the U.S. established a system of public education, with open access for all, we have truly created the world’s melting pot around a common goal—the betterment of self and service to others through a lifetime of learning.”

On Achievements

“I have worked with a wide array of aspiring and current small business owners. I enjoy watching the creative process come to fruition with economic success and all that that entails for the individual, family, and community.”



**School of Business and Entrepreneurship
Marketing Department**

Okey Peter Onyia

Ph.D. Marketing
University of Strathclyde—Glasgow

Okey Peter Onyia is truly an international educator. He taught marketing in Dorset, England, earned his doctorate in Glasgow, Scotland, and earned a master of philosophy degree in business administration and other degrees in Nigeria. He has 18 years of experience in the marketing communications industry.

On Education

“The university is a great citadel of learning, the role of which is to mold future industrial, institutional, and political leaders. It is therefore a place where the most conducive and enabling atmosphere that enhances the best learning experience should be created and fostered.”

On Achievements

“Being originally from Africa, I have found that while I was teaching in the U.K., and even now here in the U.S., I need to win the trust of my students in every first encounter we have in the classroom for every course I teach. I have therefore perfected a set of “first class” skills that helps me to win my students over, such that by the second day of class we’ve already become friends and have fun learning together. This creates a perfect learning environment for my students and has worked so well for me over the last three years.”



**School of Business and Entrepreneurship
Human Resources Management Department**

Patricia Schaefer

Juris Doctorate
Saint Louis University

Patricia Schaefer joins the Human Resources Management Department with extensive experience in recruiting, employee and labor relations, benefits, payroll,

compensation, and HR information systems. She has a certificate in employment law and is certified as a senior professional in human resources.

On Education

“I believe if you can ‘see’ an ideal and envision the steps needed to achieve it, you can make it happen. Education opens our minds and allows us to see further than ever before. The role of Lindenwood is to help students develop their individual vision and analyze the steps necessary to achieve their ideal. I hope to fully prepare the next generation of business and human resources professionals for the challenges of the future.”

On Achievements

“On September 11, 2001, I was in Washington, D.C., working one mile from the Pentagon. In the aftermath of this watershed event, I was able to serve our country by providing critical human resources services for the newly-created Homeland Security Headquarters.”



School of Education Andragogy Department

John A. Henschke

Ed.D. Administration and Supervision, Higher and Adult Education (Interdisciplinary) Studies in Organization Systems Effectiveness, Social Psychology
Boston University

John A. Henschke has conducted and published a prolific amount of research in the adult education and human resource development disciplines on the themes and foundations of andragogy, which is the art and science of adult learning. He chairs the Andragogy Department in the Doctor of Education program.

On Education

“I believe that the bedrock of education is lifelong learning. Andragogy is one of the most important foundational elements in adult education/human resource development and lifelong learning.”

On Lindenwood “As we improve our focus on learning with individuals along with the structure and capacity of our institution to facilitate learning in every way with the constituencies we serve, we will build a ‘learning society’ that will see the quality of living continue to rise to new levels previously unanticipated. I want to be involved in building a solid andragogy emphasis within the Doctor

of Education program that will influence and help the participants improve the educational/learning culture of Lindenwood, St. Charles, the Greater St. Charles/St. Louis Metropolitan Region, and the constituencies that we serve around the globe.”



**School of Education
Teacher Education Department**

Sarah Henderson Lee

Ph.D. Candidate-English, Composition and TESOL
Indiana University of Pennsylvania

Sarah Henderson Lee brings to the Teacher Education Department a wealth of experience teaching English as a second language and training teachers to do likewise. She earned undergraduate degrees in German and international relations.

On Education

“Education is a door that should remain wide open to all. At the university, a first-class education can be obtained by students with diverse backgrounds. By consistently challenging all students on a variety of levels, the university upholds its responsibility to the community by preparing lifelong learners.”

On Lindenwood

“I look forward to building a strong TESOL teacher education program at Lindenwood that prepares both pre-service and in-service teachers to work with English language learners in a variety of teaching contexts.”



**School of Education
Counseling Department**

Angela Nunley

Ph.D. Educational Psychology
Southern Illinois University—Carbondale

Angela Nunley has combined a career in education with a specialty in counseling, therapy, and behavioral training for law enforcement officers. She has affiliations with more than two dozen public safety agencies and has conducted numerous training programs on diverse topics, including ethics, suicide, stress management, and employee motivation. In addition to teaching, she will assume the newly created Dean of Students position at the Lindenwood—Belleville campus.

On Education

“I come from a long line of educators. My grandfather was a teacher-turned-superintendent, my mother is a retired elementary school teacher and reading specialist, and my brother is a teacher-turned-principal. Additionally, there

are 12 other family members who are or were teachers. I believe education should provide exposure and insight to individuals seeking to learn.”

On Lindenwood

“I hope to bring the excitement, energy, and enthusiasm I have for education to the institution, students, and community. My goal is to continue assisting in the development of a strong academic environment rounded out with many opportunities for students to enjoy a complete “University Experience.” The creation of safe-campus initiatives, strong student programming, and diverse student development opportunities are principle priorities as I develop the Dean of Students position at Lindenwood—Belleville.”



School of Education Counseling Department

Sarah Patterson-Mills

Ph.D. Family Therapy
Saint Louis University

Sarah Patterson-Mills is an experienced guidance counselor and family therapist who has had diverse experience as a licensed professional counselor and as an instructor of on-ground and online college courses. She received the Raphael Becvar Award for Outstanding Service and Scholarship from the Counseling

and Family Therapy Program at Saint Louis University. She has presented at numerous conferences on the topics of international adoption and fostering parent-child relationships.

On Lindenwood

“It is my hope that I can begin to blend online and on-ground forms of teaching in a hybrid classroom format so that more students have access to an education. I look forward to expanding the counseling clinic with my colleagues in order to provide first-rate counseling support services for our students.”

On Education

“Questions that emerge from education foster a greater curiosity about the world. Education should broaden students’ perspectives. A strong education cultivates in students problem-solving skills necessary when facing novel situations in their daily professional lives. The means by which this is accomplished is through didactic knowledge, a consistent dialogue between faculty and students, and sharing real-world applications of the material.”



**School of Education
Exercise Science Department**

Cynthia A. Schroeder

Ph.D. Exercise Physiology
University of Kansas

Cynthia A. Schroeder is an oft-published educator and research grant recipient who proudly served as a Certified Athletic Trainer at the United States Olympic Training Center in Colorado Springs (1997) and as part of the medical staff at the Goodwill Games in New York (1998) and the XIIIth Pan American Games in Canada (1999).

On Lindenwood

“My goal is to help play a role in the preparation of our students to successfully transition into their chosen profession. Students who are prepared with the knowledge and skills to do so experience success, and their success reflects on the quality education provided by Lindenwood and its faculty.”

On Education

“I believe students achieve success in environments that utilize active, versus passive, methods of teaching and learning. In addition, I think it is imperative to promptly and continuously evaluate student learning to determine if the curriculum outcomes have been successfully mastered.

Prompt evaluation provides not only feedback for students, but also critical information for the instructor to gauge the outcomes of delivering the information to the students.”



**School of Education
Educational Technology**

Diana Stanfill

Ed.D. Curriculum Leadership
Lindenwood University

Diana Stanfill began her career in education as a library media specialist and continued to learn how technology can motivate students, assist in pedagogical initiatives, and prepare students for success in a society predominated by computer-based technology. While teaching at the graduate level at Kansas State University, she initiated, designed, and deployed an off-campus classroom delivery method that blended online learning with the traditional classroom style.

On Lindenwood

“I hope to share my skills in troubleshooting, teaching, collaborating, and coaching with staff and students. In turn, it is my hope that staff and students will become more technology-literate, especially in the area of integrating technology into their teaching.”

On Education

“Jeff Howard, a guru in the principles of efficacy, once wrote, ‘Smart is not something you are. Smart is something you can GET—if you apply your effort to learning.’ I believe this to be true, and furthermore, I feel it is the role of every teacher, the university, and society to make sure every student ‘can get smart.’”



**School of Education
Counseling Department**

Therese Chavaux Turnbull

Ph.D. Counselor Education and Family Therapy
Saint Louis University

Therese Chavaux Turnbull shares her expertise in psychology, crisis intervention, and team building with her community as well as her students. Her dissertation research bridged the gap between the literature and research on the subject of attachment and adoption.

On Lindenwood

“I hope to impact the next generation of professional and school counselors in such a way to prove possible what the naysayers say is not possible: to support mental health counseling and school counseling so that seeking assistance for mental health issues is as within the norm as going to the medical doctor when ill.”

On Education

“Learning is not a spectator sport. I believe education is a two-way interaction, and I continually learn from students, as they learn from me. I believe the role of the university is also interactive: between student and faculty; campus and community; books and experience. If these equally important relationships are supported, then each gains added understanding, support, and achievement.”



**School of Fine and Performing Arts
Art Department**

James L. Hutson Jr.

Ph.D. Art History
University of Maryland—College Park

James L. Hutson Jr. is a world traveler and artist who has works on display in an Italian museum in Umbria and has published articles on topics ranging from Renaissance proportion theory to style and ideation in early modern art. He plans to incorporate his doctoral specialization, Italian Art 1250-1700, as well as an interdisciplinary approach to education, in classes at Lindenwood.

On Education

“Achievement in the classroom is measured by repeated success of implemented strategies. If an approach is not successful, we, as educators, should modify our

pedagogical methods. As such, my proudest achievement in the classroom is perpetually relived at the end of each term in individuals who have no previous experience with art, or a negative opinion of its importance to their lives, coming to me and informing me that their preconceptions had been radically changed.”

On Lindenwood

“I hope to generate interest in art history in general and to build the program by bringing new majors to the discipline. Also, I hope to share my unique teaching strategy, which is facilitated by an open environment and a combination of lecture, discussion, online components, and onsite direction.”



**School of Humanities
Religion Department**

Russell P. Dawn

Ph.D. Historical Theology
University of Oxford

Russell P. Dawn is a lifelong learner who worked as an attorney and investment banker before delving into early Stuart England’s ecclesiastical history and Eucharistic theology. He plans to continue his works of scholarship at Lindenwood University and share his diverse knowledge with students in the classroom.

On Education

“One day last fall, when I tried to explain a difficult concept to my students, I left the room knowing I had

failed. A few of them got it, but the rest were lost. I decided to revisit the concept the next day, approaching it from a different angle. As the students made their way out of the room that day, one of my student-athletes, a young man who I imagine had been a stranger to metaphysical inquiry, looked me in the eye and shook my hand. He got it. The class got it. That was my proudest moment in the classroom.”

On Lindenwood

“To be informed is to be possessed of facts, but equally it is to be equipped for sound thinking, to be capable of approaching assertions without credulity, but rather with detachment and a reliance upon reason and evidence. Our role, our contribution, is to help our students become truly informed, both knowledgeable and reasonable, so as to promote the success of freedom in whatever society they will call home.”



**School of Humanities
History Department**

Patrick J. O'Banion

Ph.D. History
Saint Louis University

Patrick J. O'Banion's specialty is Medieval and Early Modern Europe, and his studies have resulted in numerous publications, conference presentations, and awards, including a Dissertation Completion Fellowship from the American Council of Learned Societies and the Andrew W. Mellon Foundation. He was one of 65 fellows chosen for this honor from an international pool of nearly 1,200 advanced doctoral candidates.

On Education

"The Latin cognate of the English word 'student' is *studere*, which implies the idea of striving for or pursuing a thing. In the high Middle Ages, that term became connected with the bright young minds flocking to the new universities burgeoning in England and on the European Continent. Today, many students connect the idea of striving while at university to the pursuit of good grades, but the medieval notion of *studere* was a richer one, less focused on getting 'straight As' and more committed to the pursuit of knowledge, virtue, and the creation of a good society."

On Lindenwood

"I believe that at Lindenwood we must continue to create strivers and pursuers who will intellectually wrestle with concepts, books, professors, their peers, and themselves, not only for the sake of a high grade point average but also so that they can take their place as educated members of society working individually and collectively toward the creation of a better public square."



**School of Humanities
English Department**

Justine Pas

Ph.D. American Culture
University of Michigan—Ann Arbor

Justine M. Pas received more than a dozen grants, scholarships, and fellowships in support of her research in American studies and comparative literature. Her dissertation co-director cited Pas, a bilingual immigrant and recent American citizen, as a scholar of rare talent and promise, "whose doctoral project on multi-lingual immigrant and Holocaust literatures in the United States is a landmark contribution to ethnic, women's, American, and Jewish studies."

On Education

"Teaching does not often involve moments of instant gratification. We often guess rather than know that our

students appreciate the hard work we put into every lecture and discussion. When students at Oberlin College found out that my visiting assistant professor contract was due to expire, they took it upon themselves to write letters asking the college to keep me. This was truly a once-in-a-lifetime teaching moment for me.”

On Lindenwood

“Not everyone in our society has equal access to a college education, but I believe that we can help those with fewer opportunities achieve their goals by offering an affordable and high-quality college experience. I look forward to teaching students for whom a college education is not necessarily a given, but who work hard to get here. As a one-time first-generation college student, I know the challenges that many students face, and I hope to help them traverse the sometimes-difficult road to their degrees.”



**School of Humanities
English Department**

Roxanne Y. Schwab
Ph.D. English
Saint Louis University

Roxanne Y. Schwab has a multidisciplinary background in composition, technical writing, drama, and journalism that enables her to teach students how to effectively express

themselves in creative as well as technological media. She has received multiple academic honors, has made numerous presentations nationwide, and has expertise in the administration of writing centers.

On Education

“In every class, I’ve encountered at least one person who was afraid that she or he didn’t have the intelligence, creativity, or discipline to grasp the subject. Being in a position to demonstrate for that student how to make connections and build upon innate capabilities that, at first, may seem unrelated is like being a horticulturist who cross-pollinates exotic plants; you’re never certain how the strands will take hold, but you know the results will be unique, inspiring, and, potentially, life altering.”

On Lindenwood

“I hope to encourage the students at Lindenwood to become linguistic detectives, seeking beyond the surface to construct fresh, imaginative ways to express themselves. I want to encourage them to examine every word they have written or read as an artifact, a physical expression that they can extricate from its sentence, roll around in their minds, perceive its syllables, taste its tang, and decide if its properties are equal to the message at hand.”



**School of Humanities
Religion Department**

Brian K. Sholl

Ph.D. Religious Studies
University of Virginia

Brian K. Sholl graduated magna cum laude with a master's degree from the Yale University Divinity School and continued his studies with doctoral research that focused on the interdisciplinary relationships of theology, ethics, and culture in Protestant Christianity. He was pleased to have been recently invited to lecture at a Catholic university for a series that fostered an ecumenical exchange of ideas and perspectives.

On Education

"Thomas Jefferson argued that education is a lifelong process. I agree. Students ought to be given the critical tools to appreciate how wonderful a life engaged in learning can be. Lindenwood understands that it is the first step in that process, and not simply a series of courses and programs to be completed. Lindenwood's emphasis on the whole person engaged in the community fosters the kind of graduates 21st century America needs."

On Lindenwood

"I hope to help make the Religion Department a dynamic

place for intellectual and practical engagement and to encourage students to understand the important role of religious thought in contemporary culture. I also hope to be the kind of mentoring professor that has a lasting impact on students' lives."



**School of Human Services
Social Work Department**

Gary Behrman

Ph.D. Social Welfare
University at Albany State University of New York

Gary U. Behrman has brought degrees in philosophy and religion to bear in his work as a clinician and consultant for workplace trauma and family crisis, and his doctoral research led to four months of critical incident debriefings with 9/11 survivors at Ground Zero, resulting in a new debriefing model.

On Education

"When I retire from Lindenwood University, I hope to be remembered as an outstanding professor who taught students how to think critically, to seek knowledge passionately, and to fight oppression consistently wherever it appears."

On Lindenwood

"John Dewey demonstrated to us that the primary purpose

of education is to create an informed citizenry, for without educated citizens democracy surely will fail. Thus history, literature, composition, science, and math are essential in order for this great American experiment to succeed. That's why I choose to teach at LU, because of its rich tradition as a liberal arts institution of higher learning. Here we introduce students to the great poets, scientists, philosophers, and political and religious leaders, and we inspire our students to become extraordinary with their ordinary lives."



**School of Human Services
Criminal Justice Department**

Jennifer M. Lorentz

Juris Doctorate
Washington University

Jennifer M. Lorentz has used her undergraduate coursework in psychology and women's studies to inform and enlighten her prosecution of criminal cases as a St. Louis assistant circuit attorney on the Drug Task Force. As a prosecutor, she has been in the unique position to see firsthand how the law affects people's lives, both positively and negatively. She welcomes the opportunity to bring her passion for criminal justice into the classroom as a full-time faculty member.

On Education

"I believe that a college education is also a life education. I want to help students foster a sense of personal responsibility and expand their critical thinking skills. My position as an educator has fostered a personal responsibility to inspire critical thinking, compassion, and a dedication to both changing and working within our justice system."

On Lindenwood

"I want students to think back on their time at Lindenwood and remember me for helping them succeed both in and out of the classroom. The biggest gift I can give a student is the ability to see life from another's perspective."



**Lindenwood College of Individualized
Education
Criminal Justice Department**

Anne Claire Ewing

Juris Doctorate
Saint Louis University

Anne Claire Ewing is a member of the bar in three states and holds a certificate in health law and a Missouri teaching certificate. She has been a practicing attorney and served as the Senior Woman Administrator at a NCAA Division III college. She joins the Lindenwood—Belleville campus as head coach of the women's basketball team

and will also be teaching business law and criminal justice courses.

On Education

“I believe education is a way to empower students, not just a means of dispensing knowledge. I set high standards for my students and athletes to teach them how to be leaders and communicators and find their own passion so that they may contribute their individual skills to society.”

On Lindenwood

“I have the opportunity to work with students in several different capacities through teaching, coaching, and LCIE advising. I hope to impact students in each of these different arenas and help them to grow and achieve their goals. I hope to develop a tradition of academic and athletic excellence through coaching and developing the first women’s basketball team at Lindenwood University—Belleville.”



**Lindenwood College of Individualized
Education
Health Management Department**

Chad Holloway

Ph.D. Medical Sociology
University of Miami—Coral Gables

Chad Holloway says that in healthcare administration, the most progress occurs at the nexus of academic study and

business application, and his vitae evidences a blend of both. He has been a post-doctoral fellow with the National Institute of Mental Health, an administrator at leading healthcare corporations, and an international healthcare consultant.

On Education

“I believe that the value of education is derived from the professor’s ability to impart the pertinent facts from a discipline and to assist students in understanding that the progression of science and business requires new ideas that build upon existing knowledge and practices and that the students can contribute to this advancement.”

On Lindenwood

“The role of Lindenwood is to select high-quality faculty members and provide them with the forum to both create and share the most current information in a discipline with students. Our collective contribution is to foster the development of superior thinkers with correctly calibrated moral compasses who will lead their families, communities, society, and world to a better place.”



**Lindenwood College of Individualized
Education
Business Administration Department**

Junhui Yan Johnson

Ph.D. Economics
Oklahoma State University—Tulsa

Junhui (Grace) Yan Johnson began her studies at the Shanghai Institute of Foreign Trade and worked in marketing and sales and as a translator before coming to the United States to earn a master's degree in quantitative financial economics and her doctorate. As an educator, she was inspired by her parents, who she calls her first teachers, and Albert Einstein, who wrote, "It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

On Education

"As a firm believer of effective teaching and active learning, my lecturing is not a monologue but a dialogue. Active participation engenders better understanding in addition to keeping the students engaged. Little by little, they build up a new vocabulary, developing a new way of thinking and a new horizon (lenses) through which they perceive the world."

On Lindenwood

"I hope to impact students who take my classes or work with me as advisees by doing everything I can to help them

succeed and meet their academic and professional goals. By focusing on this I am confident that I can improve as a professor and do my part to elevate the reputation of Lindenwood as a premier teaching university."



**School of Sciences
Biology Department**

C. Greg Anderson

Ph.D. Ecology and Evolutionary Biology
University of Tennessee—Knoxville

C. Greg Anderson is an internationally published biologist and lecturer who counts among his greatest achievements the creation of a community-based organization founded by local citizens to protect and restore the Calaveras River in Stockton, Calif. The Friends of the Lower Calaveras built greenhouses in local K-8 campuses, taught children about habitat restoration, and helped them grow native plants for re-introduction into the river ecosystem.

On Education

"I feel that as educators we have a very important duty to improve society by helping to produce citizens with critical thinking skills who are able to evaluate information and carefully discern truth from fiction and opinion. An informed citizenry is the greatest protection for Democracy. Ignorance is the enemy of anyone who values freedom."

On Lindenwood

“I am very proud of my ability to connect to my students while still maintaining a high standard and rigor in the subject. At Lindenwood, I would like to increase student access to field and restoration biology experiences. Many local opportunities exist, and there is the possibility of offering short international courses in tropical/conservation biology in exotic locales such as Costa Rica and Belize.”



**School of Sciences
Mathematics Department**

Robbie A. Beane

Ph.D. Mathematics
Missouri University of Science and Technology

Robbie A. Beane chose his dissertation topic, Inverse Limits of Permutation Maps, after he experienced the exhilaration of solving a question on the topic that had been unanswered by previous mathematicians. He says he encourages students to experience similar discoveries and helps them toward that goal by continually refining his approaches to teaching.

On Education

“It is no secret that many students find mathematics to be a daunting, esoteric subject and will often feel that a true

understanding of the material is beyond their reach. A clear presentation will go a long way in getting past the intimidation that they feel. If the material is presented in a way that the students are able to understand, they will likely become invigorated by the realization that the concepts really are within their reach.”

On Lindenwood

“First and foremost, I hope to create a positive and productive experience for my students. As an instructor, my number one priority is to make sure that my students are learning the material and finding it interesting as well. Spending a little bit of time with an individual student or a small group of students can be extremely helpful. For some, this extra attention could easily make the difference between passing and failing.”



**School of Sciences
Mathematics Department**

Benjamin Carr

Ph.D. Mathematics
Bowling Green State University

Benjamin R. Carr has balanced research in pure mathematics with a broad range of experience teaching non-math majors. His instructional experiences have led to a teaching philosophy. He says any student can learn two

important lessons from math: First, individual examples do not always indicate general rules and, second, intuitive arguments can lead to counter intuitive conclusions.

On Education

“There is nothing more important for people today than to have a wide base of knowledge, such as that which is provided by a liberal arts education. In order to tackle the myriad problems facing our society, we must combine knowledge from a variety of fields to produce innovative solutions. Having a liberal arts education from a quality university like Lindenwood will prepare students to develop these solutions and improve the world.”

On Lindenwood

“I hope to show students the beauty that I see in mathematics and help them to see how mathematical ideas and concepts are related to our everyday lives. It is unfortunate that many students see mathematics as separated from the real world, and I want them to see how mathematics can provide an elegant language for understanding the world.”



**School of Sciences
Anthropology and Sociology Department**

Steve J. Dasovich, Ph.D.

Ph.D. Anthropology (Archeology)
University of Missouri—Columbia

Steve J. Dasovich authored or co-authored approximately 900 research reports during the decade he served as the Head of Cultural Resource Services for a consulting engineering company based in St. Charles. At the same time, in addition to teaching, he also won research grants for excavation of the Louis Blanchette House Site and for underwater excavation of the Montana, a stern-wheel steamboat that sunk in 1884.

On Education

“I hope to give students the opportunities to learn about not just their discipline(s) of choice, but about themselves as well. You do not just learn how to do something or be “a someone” at this level of education, but you should also come away with knowledge about what it takes to be successful, or not, in your life path. I will challenge students to become better students and give them opportunities to better prepare themselves for the next stages of their education or the job market.”

On Achievements

“I was the project supervisor in the middle of Mobile Bay,

Alabama, [searching for the long lost Confederate ironclad CSS Phoenix] when one of my dive team leaders popped his head out of the water about 100 meters out, gave the OK sign, and said ‘I think we found it.’ When I went down to see her for myself, I dove to her keel near the stern and looked up at her curving hull rising nearly 15 feet above me, her planks slowly swaying and clapping in the current, and thought how magnificent this was and that I would probably never have another moment like this.”



**School of Sciences
Chemistry Department**

Darla Ann Jia

Ph.D. Inorganic Chemistry
University of California –Irvine

Darla Ann Jia is an active member of the American Chemical Society and cites her mentoring of undergraduate students as one of the highlights of her experience as a graduate assistant. She says she enjoys finding ways to integrate her lectures and labs in order to make chemistry as relevant and exciting for her students as it is for her.

On Education

“Education is a right for each and every student. You never know who will be the next world leader or who will discover a cure to a deadly disease. Every student has

the potential to be someone great, and as teachers we are responsible to help them reach that point. It is here that students obtain the tools to develop the new ideas that might revolutionize our world.”

On Lindenwood

“I hope to show students that science isn’t just about memorizing facts and figures. I want students to understand that science is a way of thinking that can be applied to all areas of our lives. I want to provide the tools of the mind, such as critical thinking, analysis, and reasoning, to Lindenwood students, so they can be prepared to do any of the great things of which they are capable.”

**School of Sciences
Mathematics Department—Belleville**

Rahim G. Karimpour

Ph.D. Mathematics
University of Oregon

Rahim G. Karimpour brings to the Lindenwood—Belleville campus 35 years of experience in higher education that includes the positions of professor at Prince Mohammad Ben Fahd University in Saudia Arabia, associate professor at Al-Zahra Women’s University in Tehran, and dean of the School of Science at Pars College in Tehran. He has

received numerous education grants and has authored five textbooks on teaching mathematics.

On Education

“Education makes students better citizens while helping them to acquire better knowledge to make life easier for other citizens. Education makes us better thinkers, and the role of the university is to provide a proper environment for students to learn and practice. Giving a concerned and caring citizen to society is the best collective contribution we can make.”

On Achievements

“I am most proud of having a funded proposal (Gender Equity in Math and Science) from the National Science Foundation with the highest rating in the nation. I am also pleased to have received a Teaching Excellence Award in 1994 and a Teaching Recognition Award in 1992 from Southern Illinois University Edwardsville.”



**School of Sciences
Biology Department**

Chad Welsh

Ph.D. Microbiology and Immunology
University of Louisville

Chad Welsh conducts research on the interactions of bacterial pathogens with their environments and has

synthesized numerous genomic expression libraries that express all peptides encoded on the bacterial genome. In addition to conducting ongoing research, he has given presentations across the nation and has created his own laboratory techniques and protocols.

On Education

“Beginning students must first learn the basics of how to begin thinking and to handle large volumes of information; over time they will learn how to think about this information, and as they matriculate they will be taught how to apply this information. My job as a professor is to teach the students how to read the information, how to study it, how to string new ideas together, and then how to begin thinking like a scientist. This is what the job of a science professor is, the molding of students to become scientists.”

On Achievements

“I have taught and helped many students who, during the course of the semester, feel overwhelmed and are unable to see the bigger picture. Many of these students find that they don’t like me or have anything good to say about me while in my class. But once the semester is over and they go on to other courses, they begin to see how much they have grown and matured as a student and as an individual. That is what I find to be my proudest achievement: that my students succeed and thus have the self- confidence to take on other challenges.”

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