



The Research HUB

Newsletter

Spring 2019



Faculty Spotlight



In the inaugural edition of our Faculty Spotlight, we explore Dan DuBois' forthcoming book, *Great Expectations: Chinese Students in America and the Open Door, 1900-1930*. Dr. DuBois is an Assistant Professor of History serving in his third year at University Campus.

Do you know a faculty member that you think should be featured in a Faculty Spotlight editorial? Please email us at researchhub@saintleo.edu.

Upcoming Events

Research Insights

Lunch N Learn held in Donald R. Tapia College of Business. Webinar Link:

<https://saintleo.adobeconnect.com/r1edtx02ki1/>

Wednesday, February 13, 2019

Lunch N Learn 11:30-12:30pm and Webinar 2/18 7-8pm

Frank Orlando - Polling Institute

Topic: *"Shoulders of Giants, Using Pre-existing Data"*

Wednesday, March 20, 2019

Lunch N Learn 11:30-12:30pm and Webinar 2/21 7-8pm

Lisa Rapp-McCall - MDARI

Topic: *"Tips for Getting Published"*

Wednesday, April 10, 2019

Lunch N Learn 11:30-12:30pm

Ronda Mariani - Agency 52

Topic: *"Personal Branding"*



Welcome

Our newly created Saint Leo Research Hub, which launched in August 2018, is proud to present you with its first newsletter, along with our best wishes for 2019. We aim for the newsletter to be a place to share our activities and upcoming events, and for faculty members to showcase their accomplishments in academic research. Each semester, we will feature a faculty member who will present their research in more detail. We will also list our faculty's academic publications and grant work. Our editorial will summarize our activities, and you will find a list of upcoming events and opportunities in our calendar section.



The Research Hub was designed to boost research activities at Saint Leo by promoting existing research and providing the faculty with opportunities to enhance their skills and to network with each other, so they can enhance their research, grants, and contracts, and train student researchers in their classes, internships, theses, and dissertations. We look forward to receiving your input on how best to serve our research community and wish you happy reading of our first Research Hub newsletter.

Patricia Campion, PhD
Associate Professor of Global Studies and Sociology
Principal Research Associate for MDARI

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Great Expectations: Chinese Students in America and the Open Door, 1900-1930.

FO: *What is the book about?*

DD: At its core, it's a story about the fracturing of U.S.-Chinese relations at the moment when expectations for a close and powerful alliance were at their greatest – especially among Chinese. The focus is on thousands of young, elite Chinese men and women who came to the United

States to study in colleges and universities in the early twentieth century. Many of them completed graduate degrees in various fields – economics, medicine, history, engineering, etc. – before returning to China to start their professional lives. They also wrote prolifically and were politically active while in America. Their writings and other organizational activities provided



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the bulk of the sources and data for the project.

Their studies were facilitated by an education exchange program cooperatively run by both the U.S. and Chinese governments. From the American perspective, the hope was that these students would become powerful figures in China's government and economy (and many of them did), and that this would give the United States a huge advantage in the turbulent world of East Asian regional politics. For the Chinese, the education program represented the opportunity to send thousands of their brightest young people to some of the best universities in the world, and to a country that had accomplished the level of industrialization and modernization that China was hoping to reach.

Long story short, neither country achieved what they were looking for from the education of these Chinese students. Why they didn't, and the implications of those missed opportunities, is the basis for my central argument: that the United States squandered a golden opportunity to help stabilize a teetering Chinese state and, as a result, brought more disorder and violence to East Asia during the 1920s and 30s. Worst of all, the missed opportunity was largely the result of the United States betraying two of its own hallowed principles – free trade and national sovereignty – at China's expense. Some of the seeds that

led to World War II in the Pacific, and the antagonism between the United States and China after 1945, were planted in this fraught history of Chinese students in America.

FO: What inspired you to research this topic?

DD: I entered my doctoral program wanting to study the history of U.S.-Chinese relations, and over time I realized how important events in the early twentieth century were to the problems that still exist between the United States and China. To be blunt, China has had a hard time trusting the United States, and many reasons for their distrust come from this era of history.

Then I got really lucky: I found an incredible source, the kind of source graduate students in history dream about. It was a journal, called *The Chinese Students' Monthly*, published by Chinese students in the America, written in both Chinese and English, which ran for almost thirty years and pumped out eight volumes a year. In other words, thousands of pages of student writings, and summaries of their other activities, much of which was focused on China's foreign relations. The volumes were scattered across more than a dozen university archives around the country, so I had to do a lot of travelling to piece it all together. But once I had it all, the journal was a goldmine, and because it had been largely overlooked

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by other scholars, it gave me a completely new entry point into the history I had been studying for a while, and that historians have been writing about for a very long time. Since some of their writings were in Chinese, I got a chance to use my Chinese language training and translate those sources, which also helps get a dissertation approved and a book published in the field of history.

FO: What was the most challenging and rewarding part of working on this project?

DD: I've been working on this project for about six years, and have loved writing it. But the best part has been getting to inhabit the minds and lives of the Chinese students I studied. When I started researching their journals, I was about the same age as many of them, and was interested in many

of the same things they were – though for them it was their contemporary world, and for me it was history. It's hard to believe, considering they came from China and lived in the early 1900s, but I experienced all kinds of personal connections to these students. I learned all about the anxieties, ambitions, frustrations, and other feelings they had as nervous college students living away from home for the first time in their lives. It made reading their work endlessly enjoyable, and provided further motivation to present their views and lives as accurately as I possibly could.

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The manuscript has been accepted for potential publication by The University of North Carolina Press.



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Faculty Publications

The following list of publications represent research-based academic publications for academic year 2017-2018.

Aefsky, F.; Lamb, J.; Sedlack, R. (2017). Leadership for Collaboration and Change. *Journal of Education & Social Policy*, 4(3), 24-27.

Ault, L., & Zacchilli, T. L. (2018). Egoistic or altruistic motives for helping another in an embarrassing situation: A structural examination of preventative face-saving. *Journal of Scientific Psychology*, (July), 18-28. http://psyencelab.com/uploads/5/4/6/5/54658091/exploring_egoistic_versus_altruistic_motives.pdf.

Ault, L., Zacchilli, T. L., & Hamilton, S. (2018). Teachable opportunities: How to address the psychology replication problem. In R. L. Miller & T. Collette (Eds.), *Teaching tips: A compendium of conference presentations on teaching, 2016-17*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/>.

Bolton, M. J., & Ault, L. K. (2018). Diagnosis disclosure increases positivity toward autistic individuals. *Psi Chi Journal of Psychological Research*, 23(2), 110-118.

Bolton, M. J., Ault, L. K., Greenberg, D. M., & Baron-Cohen, S. (2018). Exploring the human side of meteorology: A brief report on the psychology of meteorologists. *Journal of Operational Meteorology*, 3(1), 1-7. <https://doi.org/10.15191/nwajom.2015.03##>.

Borysov, S. & Ricard, T. (2018). Personification and story-making as a pedagogical approach toward enhancing cognitive activity in learning complex scientific concepts. *Professional education: methodology, theory and technologies*, 7(1), 6-24.

Bryan, J., Asher, D., & Karshmer, E. (2018). Assessing librarians' teaching of one-shot sessions: A new model for evaluating instructional performance. *College and Undergraduate Libraries*, 25(4), 350-371. 10.1080/10691316.2018.152726.

Campbell, M. (2018). An Engaged Electronic Medical Record for Social Good. *Health and Social Work Journal*. 43(2), 131-133.

Campbell, M., & Garrett, S. K. (2018a). Season of giving: Applying LEAN concepts to improve the process of holiday gift donations. *Child Life Council ACLP Bulletin*, 36(2), 28-33.

Campbell, M., & Garrett, S. K. (2018b). The Elf Workshop through the lens of 5S. *Child Life Council ACLP Bulletin*, 36(2), 34-37.

Campbell, M., Gibson-Young, L., & Wallace, M. (2017). Participatory Learning: Asthma camp as a learning space for patients and Healthcare Providers. *Child Life Council. ACLP Bulletin*, 35(1), 14-19.

Campbell, M., & Pierce, J. (2017). A retrospective analysis of boarding times for adolescents in psychiatric crisis. *Journal of Social Work in Health Care*, 1-13.

Campbell, M., Scotland-Coogan, D. & Werk, L. (2018). Pet visitation: A study of hospital volunteer motivations. *The International Journal of Volunteer Administration*, 23(2), 1-18.

Carver, L. & Lamb, J. (2018). Students' perceptions of synchronous sessions within online courses in higher education. *Advances in Social Science Research Journal*, 5(7), 220-227.

Carver, L., Mukherjee, K., & Lucio, R. (2017). Relationship between grades earned and time in online courses. *Online Learning*, 21(4), 303-313.

Carver, L., & Orth, J. (2017). *Coaching: Making a difference for students and teachers*. Baltimore, MD: Rowman & Littlefield.

Carver, L., & Rapp, L. (2018). Teacher effectiveness: What do students and instructors say? *Advances in Social Sciences Research Journal*, 5(7), 499-510.

Healey, J.F., Stepnick, A., & O'Brien, E. (2018). *Race, ethnicity, gender and class: The sociology of group conflict and change* (8th ed.). Thousand Oaks, CA: Sage Publications.

Hobbs, B.L. (2017). The perpetual subversion of elitism: toward a rationale for pop culture in literary studies. In Marino, A.D., & Galbreath, M.L. (Eds.), *Florida studies review* (9th ed., pp. 174-184). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Lee, P., & Jackson, S. (2017). Leadership for the 21st century: Creating a culture of serving and giving through core values. *The International Journal of Servant-Leadership*, 2(1), 277-306.

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MacLennan, H. (2018a). The cost of toxic leadership: What the board didn't see. *Journal of Leadership, Accountability, and Ethics*, 14(4), 100-104.

MacLennan, H. (2018b). Student perceptions of plagiarism avoidance competencies: An action research case study. *Journal of the Scholarship of Teaching and Learning*, 18(1), 58-74.

MacLennan, H., Pina, A., & Gibbons, S. (2017). Content analysis of D.B.A. and Ph.D. dissertations in Business. *Journal of Education in Business*, 93(4).

Marino, A.D., & Galbreath, M.L. (Eds.). (2018). *Florida Studies Review* (9th ed). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

McTaggart, N., & **O'Brien, E.** (2017). Seeking liberation, facing gendered marginalization: Asian Americans and pacific islanders in hip hop culture. *Sociological Inquiry* 87(4), 634-658.

Mumtaz, M., & **Smith, Z.** (2017a). An analysis of price performance of unseasoned issues using different econometric techniques. *Economia Aplicada (Brazilian Journal of Applied Economy)*, 21(3), 549-579.

Mumtaz, M., & **Smith, Z.** (2017b). Estimation of the spillover effect between patents and innovation using the GARCH-BE-KK Model. *Pacific Economic Review*, 22(5), 772-791.

Mumtaz, M., **Smith, Z., & Khan, A.** (2017). An analysis of Chinese outward foreign direct investment in emerging and developing countries: Implications for Pakistan under the CPEC. *Journal of Social, Political, and Economic Studies*, 42(3), 327-367.

Mumtaz, Z., & **Smith, Z.** (2018). Examining the effect of bilateral investment treaties on FDI inflows: A panel gravity model approach. *IPRI Journal*, 18(2), 78-110.

Neely, P. (2018a). Communication problems in management. *International Journal of Research-Granthaalayah*, 6(9), 34-40.

Neely, P. (2018b). Policing cyber terrorism. *Journal of Cybersecurity Research*, 3(1), 13-18.

Neely, P. (2018c). Preventing false confessions during interrogations. In R. Johnson (Ed.), *Emerging and advanced technologies in diverse forensic sciences*. Abingdon, UK: Routledge.

Neely, P. (2018d). Understanding the importance of ethical dilemma with false confessions. *International Journal of Contemporary Education*, 1(2), 12-18.

Neely, P., & Diemer, R. (2018). Utilizing the "do-first" technique to engage adult learners: Teaching the importance of psychological testing of police officers. *International Journal of Arts and Humanities*, 4(2), 1-8.

Neely, P., & Griffin, A. (2017). The psychological effects of sexual assault. *Journal of Modern Education Review*, 7(11), 754-764.

O'Brien, E. (2017). Racial formation. In Odell Korgen, K. (Ed.), *Cambridge handbook of sociology* (Vol. 2, pp. 5-11). Cambridge: Cambridge University Press.

O'Brien, E. (2018). Race, ethnicity, and immigration. In A.J. Trevino (Ed.), *Investigating social problems* (2nd ed., pp. 52-77). Thousand Oaks, CA: Sage Publications.

Orr, D. A., & Reiter, M. (2017). Cisco's Jabber: A closer look with a Python script. *International Journal of Forensic Computer Science*, 12(1), 22-30.

Orr, D. A., & Sanchez, L. (2018). Alexa, did you get that? Determining the evidentiary value of Amazon Echo® and Alexa related data. *Digital Investigation: The International Journal of Digital Forensics and Incident Response*, 24, 72-78.

Orr, D. A., & White, P. (2018). Current state of forensic acquisition for IaaS cloud services. *Journal of Forensic Sciences & Criminal Investigation*, 10(1), 1-11.

Park, H.-R., Kim, S., **Mukherjee, K., & Ates, B.** (2018). What teachers need to know about teaching online classes: Common online class components for faculty leadership and educational policies. *Leadership and Policy Quarterly*, 7(1-2), 20-34.

Peguero, A.A., Zavala, E., Shekarkhar, Z., & **Walker-Pickett, M.** (2018). School victimization, immigration, dropping out, and gender disparities. *Journal of Interpersonal Violence*. <https://doi.org/10.1177/0886260518760004>.

Perez, E., & Louis Caines, K. (2018). A space for social justice: An exploration of global competence in social work education. *East Coast Colleges Social Sciences Association Journal*, 17, 60-73.



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Post, E., & Neely, P. (2017). Critical need to establish a transportation security administration academy. *International Journal of Arts and Humanities*, 3(4), 15-24.

Prince, J., & O'Brien, E. (2017). 'A spirit of belonging': Saint Leo University flying in the face of Jim Crow laws. In Marino, A.D., & Galbreath, M.L. (Eds.), *Florida Studies Review* (9th ed., pp. 174-184). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Pugliese, M. A., & Hwang, A. Y. (Eds.). (2017). *Teaching inter-religious encounters*. New York: Oxford University Press.

Pugliese, M. A. (2018). Quantum mechanics and an ontology of intersubjectivity: Perils and promises. *Open Theology*, 4(1), 325-41.

Reid, A. L., & Orr, D. A. (2018). Bitcoin investigations: Evolving methodologies and case studies. *Journal of Forensic Research*, 9(3).

Rimanelli, M. (2017). The ambiguous promise of glory of an emerging global superpower. In Nadir Media (Ed.), *Over There in Italy: Italia e Intervento Americano nella Grande Guerra, 1917-1918*, p.59-79. Rome, Italy: Società Italiana di Storia Militare.

Rimanelli, M., & Orlando, F. (2018). Alternative Reality Learning Education (ARLE): Mock-trials and crisis-simulation games in blended courses for Political Sciences and International Affairs at Saint Leo University, 2010-2018. In Università Marconi/GUIDE (Ed.), *Proceedings of the XIII International GUIDE Conference-Rome Education in the Fourth Industrial Revolution* (Vol. 4), pp. 80-86. Rome, Italy: Università Marconi.

Rowe, W. & Rapp, L. (2017). Supervised injection sites: Harm reduction and health Promotion. In R. Csiernik & W. Rowe (Eds.), *Responding to the oppression of addiction: Canadian social work perspectives* (3rd ed.). Toronto: Canadian Scholars' Press.

Sarama, J., Clements, D. H., Wolfe, C. B., & Spitler, M.E. (2017). Professional Development in early mathematics: Effects of an intervention based on learning trajectories on teacher's practices. *Nordic Early Childhood Education*, 22, 35-52.

Sarieva I. (2017). Dynamics of computer-mediated communication in pair interactions: ESL pre-writing collaborations. *Philologia*, 32, 113-128.

Sarieva, I., & Atanasova-Deyanova, A. (2018). The place of action research in teaching Russian as a foreign language to pre-school children. *Russian Language Abroad*, (January-February).

Sarieva, I., & van Olphen, M. (2018). Tensions and transitions: Supporting and advancing ESL students reading skills. In Marino, A.D., & Galbreath, M.L. (Eds.), *Florida studies review* (9th ed., pp. 174-184). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Schoen, R., Bray, W., Nielsen, L. & Wolfe, C. B. (2017). Developing a measure of mathematical knowledge for teaching for primary grades teachers. *The Elementary School Journal*, 118, 55-81.

Smith, Z., & Mumtaz, M. (2017) Hedge fund managers and deceit: Is the accusation of performance manipulation valid? *Chinese Management Studies*, 11(3), 387-414.

Smith, Z., & Mumtaz, M. (2018). IPOs in the U.S. from 2005 to 2015: Using the spline regression technique to estimate aggregate issuance and performance. *Czech Journal of Economics and Finance*, 68(2), 165-199.

Stewart, C., Drum, L., & Rapp, L. (2018). Exploring the relationship of mental health and spirituality to family functioning: Does Spirituality add to our understanding? *Journal of Applied Juvenile Justice Services*, 75-96.

Stewart, C., & Rapp, L. (2017). Spirituality, Family Functioning and Recidivism: An Exploratory Analysis with Incarcerated Adolescent Males. *Residential Treatment for Children and Youth*, 34(3-4), 292-310.

Tapie, M. (2017). Christ, Torah, and the faithfulness of God: The concept of supersessionism in "The gifts and the calling." *Studies in Christian-Jewish Relations*, 12(1).

Tkacik, M. (2018). Deacons and Vatican II: The making of a servant church. Eugene, OR: Wipf & Stock.

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Tschopp, D., Barney, D., & Dean, P. 2018. The of Financial Statement Notes. *International Journal of Behavioural Accounting and Finance*, 12(1).

VanKampen, D., Campbell, M., Gould, R., & Glaesser, R. (2017). Understanding student perspectives on self-efficacy, scholarship and library research in graduate social work distance learning: A pilot study. *Internet Reference Services Quarterly*, 1-14.

Walker-Pickett, M., & Homer Darg, K. (2017). Predictive value of race and gender on gang attitudes among young adults. *International Journal of Education, Culture, and Society*, 2(6), 203-207.

Wiest, C., Mukherjee, K., Waddell, R., Mims, D., Wilson, F., Carver, M., & Atkins, H. (2018). Students' Perceptions of Technology Tools an Interdisciplinary Approach. *Journal of Scholastic Inquiry: Education*, 9(1), 214-247.

Willis, T., **Zacchilli, T. L., & Liller, R.** (2017). Multiple sclerosis: Cognitive function and pain. *Journal of Scientific Psychology*, (December), 36-43. http://psyencelab.com/uploads/5/4/6/5/54658091/multiplesclerosis_cognition_pain.pdf.

Wilson, F. (2018). What is the impact of job burnout on nursing home administrators? *Journal of Diversity Management*, 13(1), 1-5.

Wright, D. P. (2018a), Global surveillance, In Arrigo, B. A. (Ed.), *The Sage Encyclopedia of Surveillance, Security, and Privacy*. Thousand Oaks, CA: Sage Publications.

Wright, D. P. (2018b) Identity theft. In Arrigo, B. A. (Ed.), *The Sage Encyclopedia of Surveillance, Security, and Privacy*. Thousand Oaks, CA: Sage Publications.

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Wright, D. P. (2018d). Surveillance investigator. In Arrigo, B. A. (Ed.), *The Sage Encyclopedia of Surveillance, Security, and Privacy*. Thousand Oaks, CA: Sage Publications.

Wright, D. P. (2018e). Telemetric policing. In Arrigo, B. A. (Ed.), *The Sage Encyclopedia of Surveillance, Security, and Privacy*. Thousand Oaks, CA: Sage Publications.

Yoder, M. S., **Ault, L. K., & Mathews, M. A.** (2017). Knowing your face: A componential analysis of self-perceived facial attractiveness. *Journal of Social Psychology*, 157(3), 366-381. <http://www.tandfonline.com/doi/full/10.1080/00224545.2016.1229252>.

Zacchilli, T. L., Ault, L., & Laverghetta, A. (2018). How beneficial and practical are program specializations in psychology? In R. L. Miller & T. Collette (Eds.) *Teaching tips: A compendium of conference presentations on teaching, 2016-17*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/>

Zacchilli, T. L., Mukherjee, K., & Howell, G. (2018). Engaging students through gamified learning. In R. L. Miller & T. Collette (Eds.), *Teaching tips: A compendium of conference presentations on teaching, 2016-17*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/>.

**Questions? Reach out to the Research HUB at
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