



The Research HUB

Newsletter

Spring 2021



Scholarship in the Time of COVID-19:

Our Experience At Saint Leo

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Welcome

TO SAY THE LEAST, THE PAST YEAR HAS BEEN AN UNUSUAL ONE. The ongoing pandemic has not only shifted our teaching methods but also affected our scholarship drastically, as our list of publications attests. While some of the Research Hub activities have been able to continue, others, particularly our training sessions, have been postponed—and so has our newsletter, which is finally getting to you. Here, we are catching up and taking stock of a year of scholarship under COVID-19 at Saint Leo University.

Two of our faculty members take center stage. Congratulations to Dr. Sheri Bias on the publication of her co-edited book on human resource management and ethics, a topic perfectly aligned with our university's core values. And thanks to Dr. Cheryl Kozina for sharing her personal experience adapting her scholarship to our changed circumstances. We are sure that many faculty members will recognize themselves in her story.

In order to capture how the pandemic has affected us all, the Research Hub asked you for your input in a survey, "Scholarship in the Time of COVID at Saint Leo." Many thanks to the 45 faculty members who took the time to fill it out. We offer an analysis of the results in this edition of our newsletter and welcome any additional feedback that you may want to share with us.

Despite of the pandemic, MDARI has been fortunate to be able to continue carrying on two evaluation projects. Dr. Rapp-McCall adjusted the data collection methods for the evaluation of the Prodigy afterschool art program in Tampa and Orlando to an online focus group format. Data analysis is under way. Dr. Rapp-McCall's evaluation of the use of weighted blankets also resulted in a publication, featured in *Popular Science*. Dr. Campion continued the evaluation of the Certificate in Human Trafficking that Saint Leo University is providing for Catholic Sisters in Africa, thanks to a Hilton Foundation grant. This project has generated two peer-reviewed publications, a book chapters, and three conference presentations. Some of this work in collaboration with Dr. Rob Lucio. The publications have reached over 100 readers worldwide on Research Gate.

The Polling Institute conducted two state and national surveys over the last year. The fall poll explored the election but also sampled public opinion on COVID-19. Results were featured in both local and national publications and several faculty members of the committee, including Director Frank Orlando, biologist Dr. Cheryl Kozina, and psychologist Dr. Chris Wolfe, were featured in the news to explain the results. The spring poll on climate change has also gained traction. Faculty can access these interesting results and inquire about raw data at polls.saintleo.edu. A closer look at the results on political divisions is featured in this edition.

As always, we are looking to assist faculty in their efforts to collaborate on research in all disciplines, and to relay their knowledge to our students. We hope you enjoy this latest edition of our Research Hub newsletter.

The Research Hub team: Dr. Patricia Campion, Frank Orlando, Dr. Charles Hale, and Dr. Lisa Rapp-McCall.

Faculty Spotlight



*Human Resources Management and Ethics:
Responsibilities, Actions, Issues and Experiences*
by Dr. Sheri Bias, co-editor with Ronald R. Sims



Dr. Sheri K. Bias, SPHR, SHRM-SCP has been with Saint Leo since 1997. She is currently an Associate Professor in the Tapia College of Business and the lead faculty for the Human Resources curriculum. She currently serves as an editorial board member for The Journal of Human Resource Management. She has published articles in a variety of journals, most recently focusing on the impacts of the COVID-19 pandemic on the business continuity. Prior to joining Saint Leo University, Dr. Bias held senior-level human resources positions at NASA, Price Waterhouse Coopers, Anheuser Busch, and Philip Morris. She holds a PhD in Human and Organization Development from the Fielding Graduate University, an MBA from the College of William and Mary and an MA in Human Resources Development from George Washington University.

Dr. Charles Hale recently spoke with Dr. Bias about her newly-released edited volume on HR Management and ethics.



Faculty Spotlight

CH: What was the inspiration for the book?

SB: This book is one in the series on contemporary human resources management issues, challenges, and opportunities. Human Resources professionals will need to increasingly demonstrate how they contribute to the organization's ethical orientation and overall performance. While the ethical challenges will continue to evolve, the bottom-line of the organization's success is the clear reality that doing the right thing and institutionalizing an ethical culture is important to everyone.

CH: Please describe the book's purpose and focus.

SB: The purpose is to provide up-to-date, current and future perspectives on the relationship between human resources management and ethics across various sectors and organizations. The text discusses the ever-evolving role of human resources professionals and the responsibility for developing and institutionalizing ethical culture in their organizations, industries, and the broader society.

CH: Who were your contributors and what perspectives did they contribute?

SB: There were multiple contributors to this text, including many professors from Saint Leo University. For instance, Dr. Rafael Rosado-Ortiz examined ethical challenges for HR in healthcare. Dr. Adam Shoemaker addressed internships and ethics in the labor-for-experience trade. I focused on ethics in banking establishments. Additionally,

other academics and practitioners contributed to this text on topics of executive coaching, social media policies, data privacy, and ethics audits.

CH: What do you see as the practical "take-aways" for business professionals?

SB: Based on the contributions from the multiple sources for this text, it is a practitioner-friendly text. The book continues the ongoing discussions as offered by human resources experts on what organizations can do in the face of ethical expectations, challenges, and scandals. The bottom line is that the text is intended to increase the understanding of ethical responsibilities, actions, and issues that arise within an organization.

CH: How does this book fit into your stream of research and service?

SB: Dr. Ronald was a professor of mine at The College of William and Mary where I received my MBA. Since I received my PhD in Human Resources, Dr. Sims has been a mentor in my publication pursuits, and we have been co-editors and authors of several text on human resources, generational impacts, legal aspects, and this current text on ethics. The publications have been future-looking and provide context from multiple perspectives.



Dr. Cheryl Kozina:

On Not Giving Up When the Pandemic Hits Home

Like for so many of us, Dr. Kozina, Associate Professor of Biology in the Dept. of Mathematics and Science, experienced a complete upheaval of her research agenda and plans due to the pandemic. Yet her story is a testimony on how to persevere and adapt her scholarship under complicated circumstances.



When Saint Leo switched to online instruction in spring 2020, Dr. Kozina faced increasing childcare challenges. At first, a babysitter was supervising her young daughter, allowing her to focus on her classes. Her scholarship, however, was hugely impacted. Dr. Kozina has been conducting research on active learning pedagogy since 2014 and has presented on her research at several conferences, including several poster presentations at the annual Experimental Biology meeting. This has involved collecting pre- and post-surveys examining students' perceptions of their science ability and study habits and embedding questions in exams to assess students' content knowledge/retention. For Spring, data collection was on hold as students and professor alike were just trying to stay afloat during the shift to online learning.

Then in Summer 2020, the situation became more complicated. The babysitter was no longer available and both parents would soon be working full time, with Dr. Kozina's husband out of the house each day as an essential worker. They had to make the difficult decision when the fall semester began to place her in a childcare facility. Dr. Kozina, based on her professional training in genetics and biology, was well aware of the risks for her family, but this was the only solution. Like many of us, she was eagerly awaiting updates on the situation and details of the plans for Fall. Based on her own health status, she opted to conduct all her classes fully online for Fall 2020. Unfortunately, this forced her to re-examine her data collection plans, due to concerns over the quality and integrity of the data with her classes taking place over Zoom. She had to make the difficult decision to suspend data collection for the semester.

At the same time, she was preparing for her upcoming sabbatical, during which she had high hopes of catching up on her scholarship. She planned to work on publications with co-authors who are not on sabbatical, based on three separate projects she had been involved with over the past several years: the use of flipped classrooms in Biology courses, the Saint Leo mock trial, and gamification. She has been researching the flipped classroom format since 2014, using pre- and post-surveys and embedded exam questions. The results have been presented in a poster presentation and she was looking forward to writing them up in a journal article. The mock trial took place a few years ago, and she used exam questions to assess student learning as a result of the experience, and again had been waiting to have time to write them up. She has been able to prepare a presentation on the gamification of general education courses for online delivery and is scheduled to present at this year's Experimental Biology meeting, to be held virtually in April.



In addition, she had planned to attend more conferences than is typically possible during a teaching semester. While traveling to conferences was not an option, many had switched to a virtual format. Dr. Kozina found herself able to attend events ordinarily too costly, and for some of them, could attend more sessions than she would have with an on-ground format, by accessing recordings after the formal event was over. Her daughter would still attend daycare part time so Dr. Kozina could work on publications. She signed up to present at a conference in April and started working on the background research to turn that into not just a poster, but an eventual paper...

...then, she tested positive for COVID-19, on January 25th. She had to pull her daughter out of daycare, the likely source of exposure. Her husband eventually also tested positive. Her case was considered mild, but his was a bit worse. Thanks to a cocktail of treatment drugs, he was able to avoid hospitalization. However, for the duration of the recommended two-week quarantine for her daughter, childcare fell to two sick parents who were also fighting the virus. Again, research fell to the wayside.

As we enter the second half of the semester, Dr. Kozina and her husband are feeling better. In her case, unfortunately, one of the symptoms that hangs on is fatigue, which prevents her from returning to work with her usual high energy. On the positive side, her temporary immunity to the virus has allowed her to retrieve blinded, historical exam data she had left on campus since March 2020, which she is now analyzing for publications on flipped classroom format, the use of a mock trial in learning about DNA analysis in a laboratory setting, and gamification of general education courses for online delivery.

In dealing with the fatigue, she has learned to scaffold what she wants to get done with her writing/data analysis each day. She breaks down her work into smaller, more manageable pieces that she can still complete, even if the fatigue hits. She has also learned to be patient with herself, given that she is unlikely to accomplish everything she set out to do, especially with the time lost to COVID. Dr. Kozina's experience exemplifies the challenges we have had to face with scholarship, the need to be flexible with our plans, and the adaptative strategies we have had to adopt.

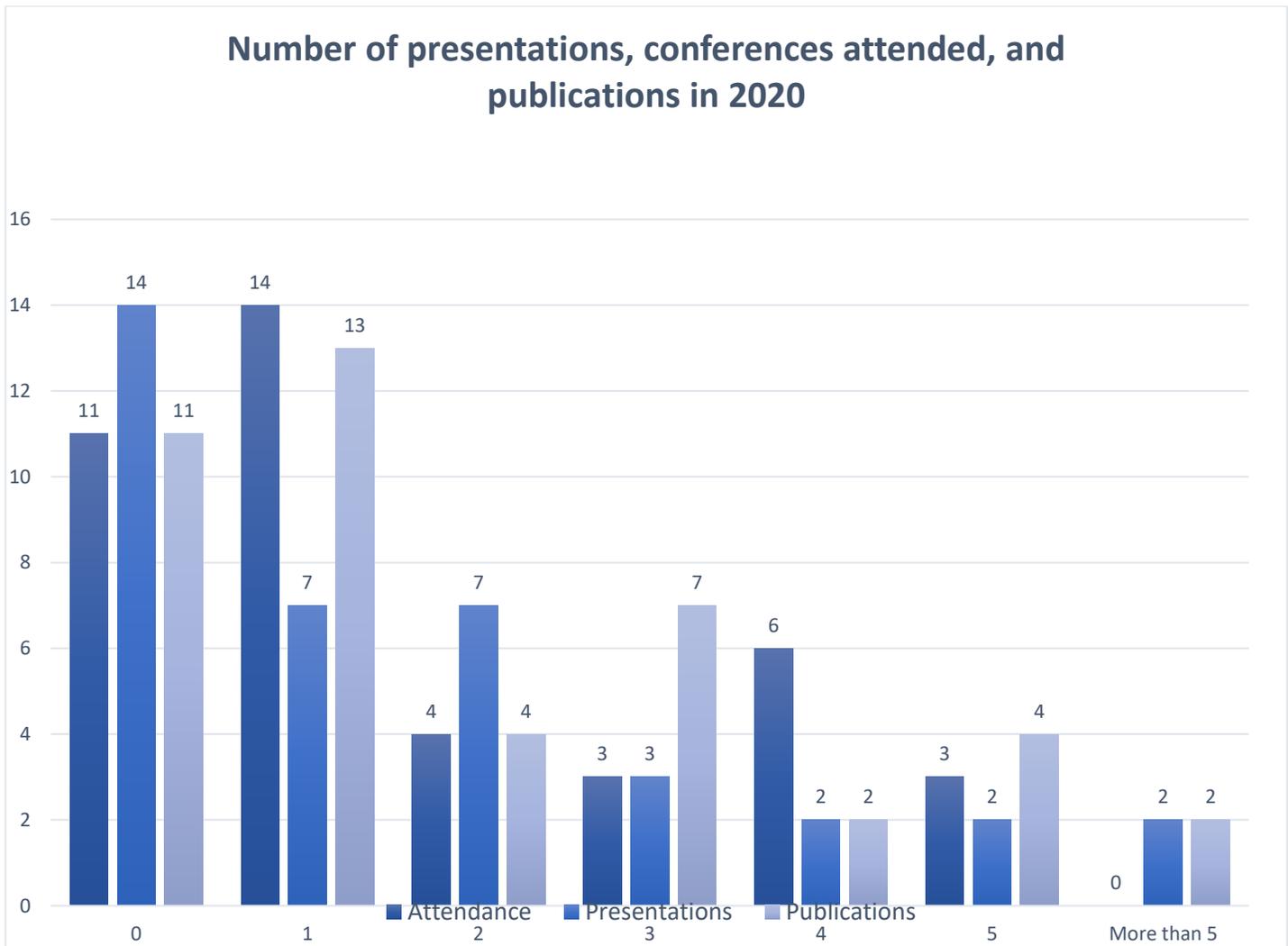
SURVEY RESULTS: SCHOLARSHIP AT SAINT LEO UNIVERSITY IN THE TIME OF COVID-19

In March of last year, the Saint Leo faculty, like the rest of the world, found their lives drastically changed by the beginning of the COVID-19 pandemic. In a very short amount of time, all classes were switched to remote instruction, and many plans for scholarship had to be canceled or altered. The situation stayed the same for the 2020-2021 academic year.

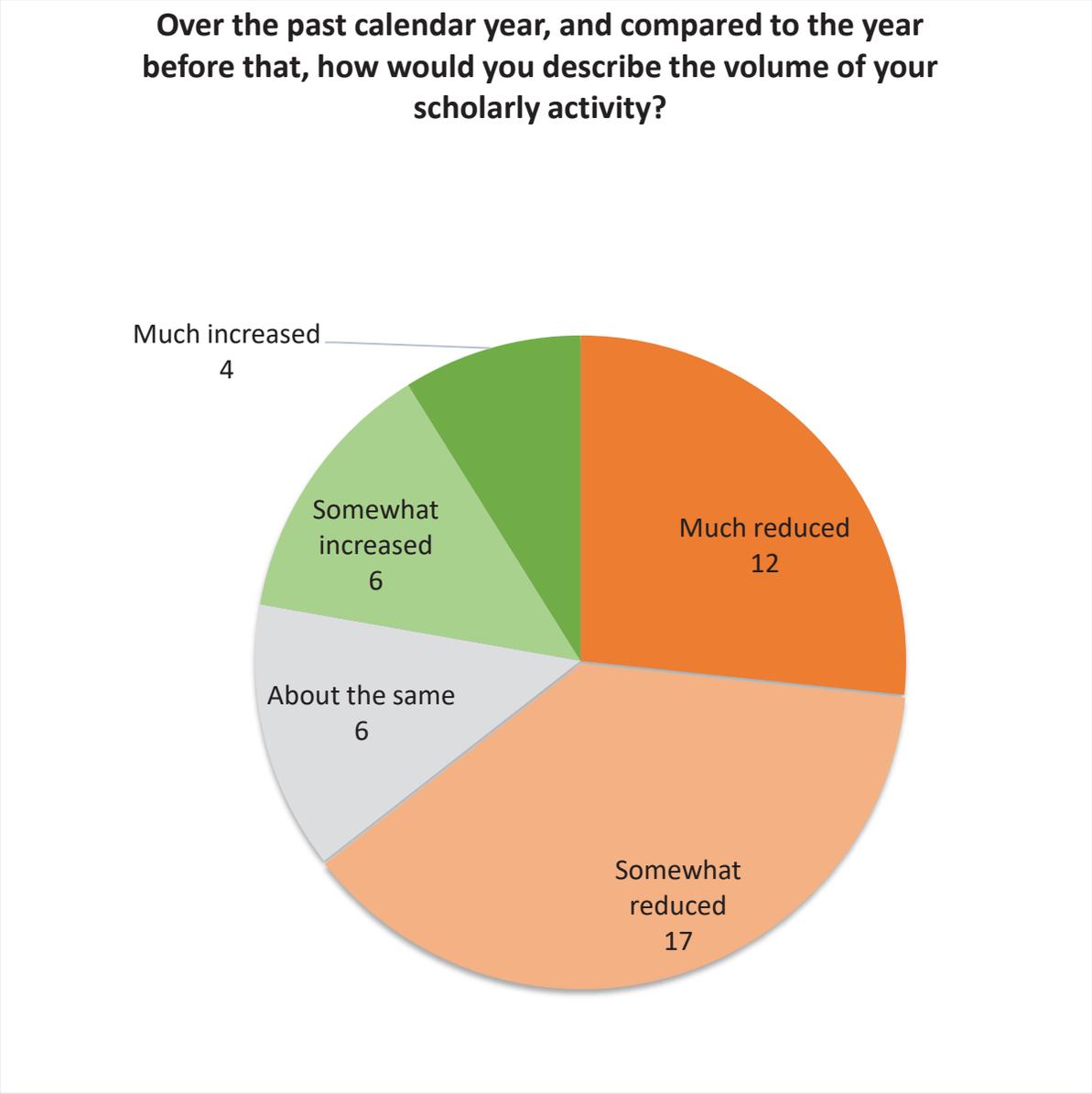
In order to document how the pandemic affected the faculty's scholarship plans and output, the Research Hub invited them to participate in a Qualtrics survey on the topic. After receiving IRB approval, the survey opened in December 2020. Full-time faculty at all locations were sent three email invitations to participate, using the Research Hub Community in D2L. A total of 181 faculty were included.

A total of 45 faculty completed the survey, representing 25% of the list of potential participants. This response rate is a little above average for an online survey. Of these, 60% were tenured and over half (55%) held the rank of Associate or Full professor, and 58% had been in academic for at least 10 years, including all work after graduate school. Overall, the participants tend to be established faculty in mid-career positions.

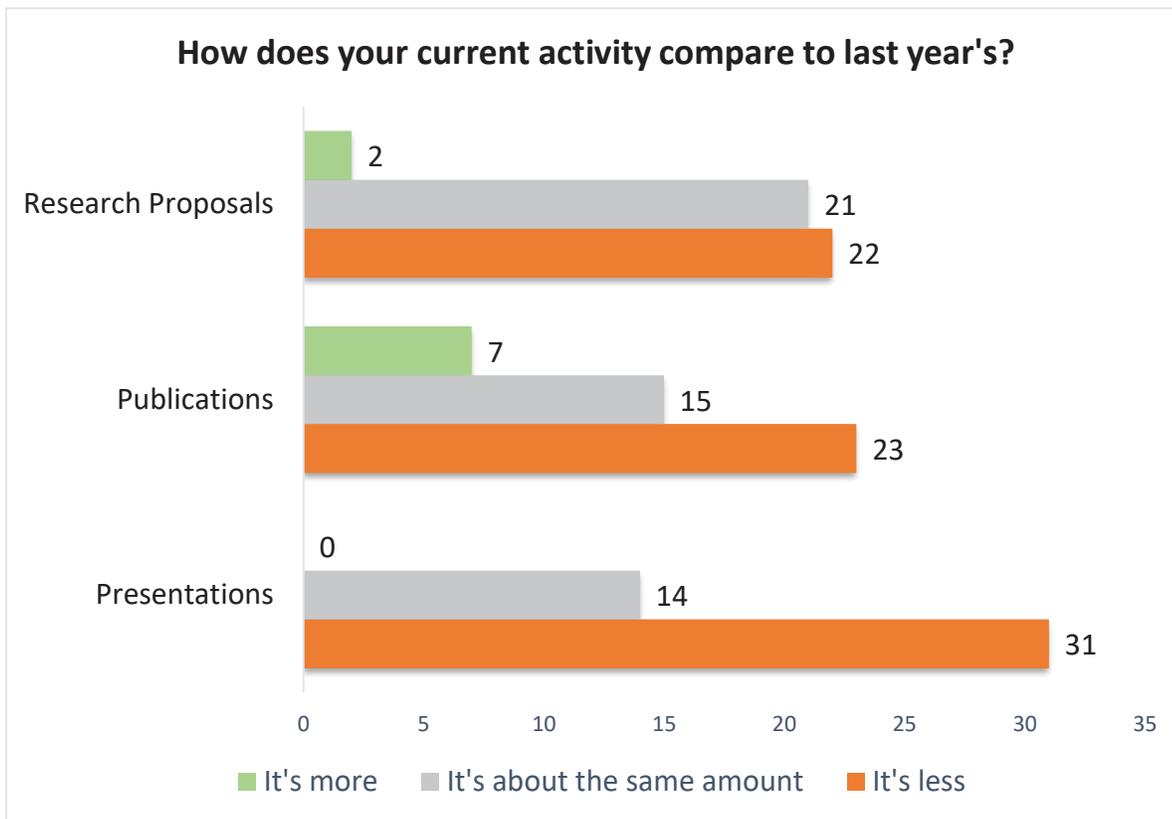
The vast majority of them showed a small output in 2020, with 0 or 1 attendance at a professional conference, presentation, or publication. This is also reflected in the publications list for this year.



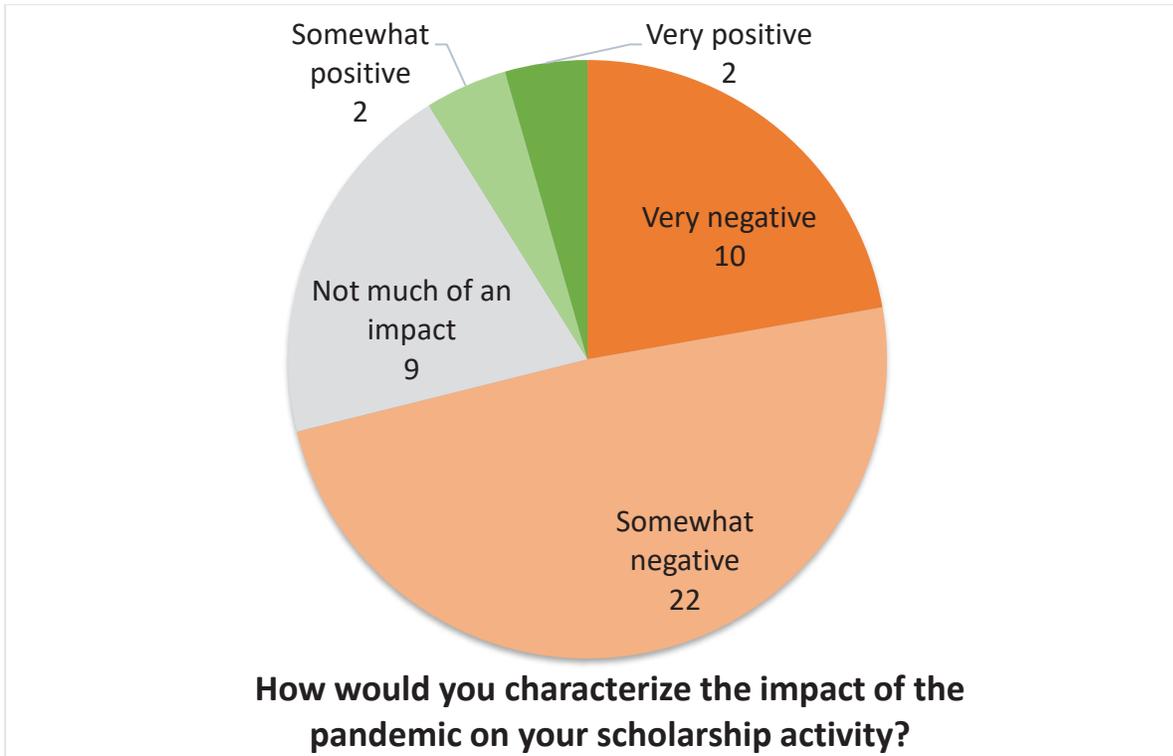
This, however, is not typical. The vast majority of the faculty, or about 2/3, reported that this was a smaller amount compared to 2019.



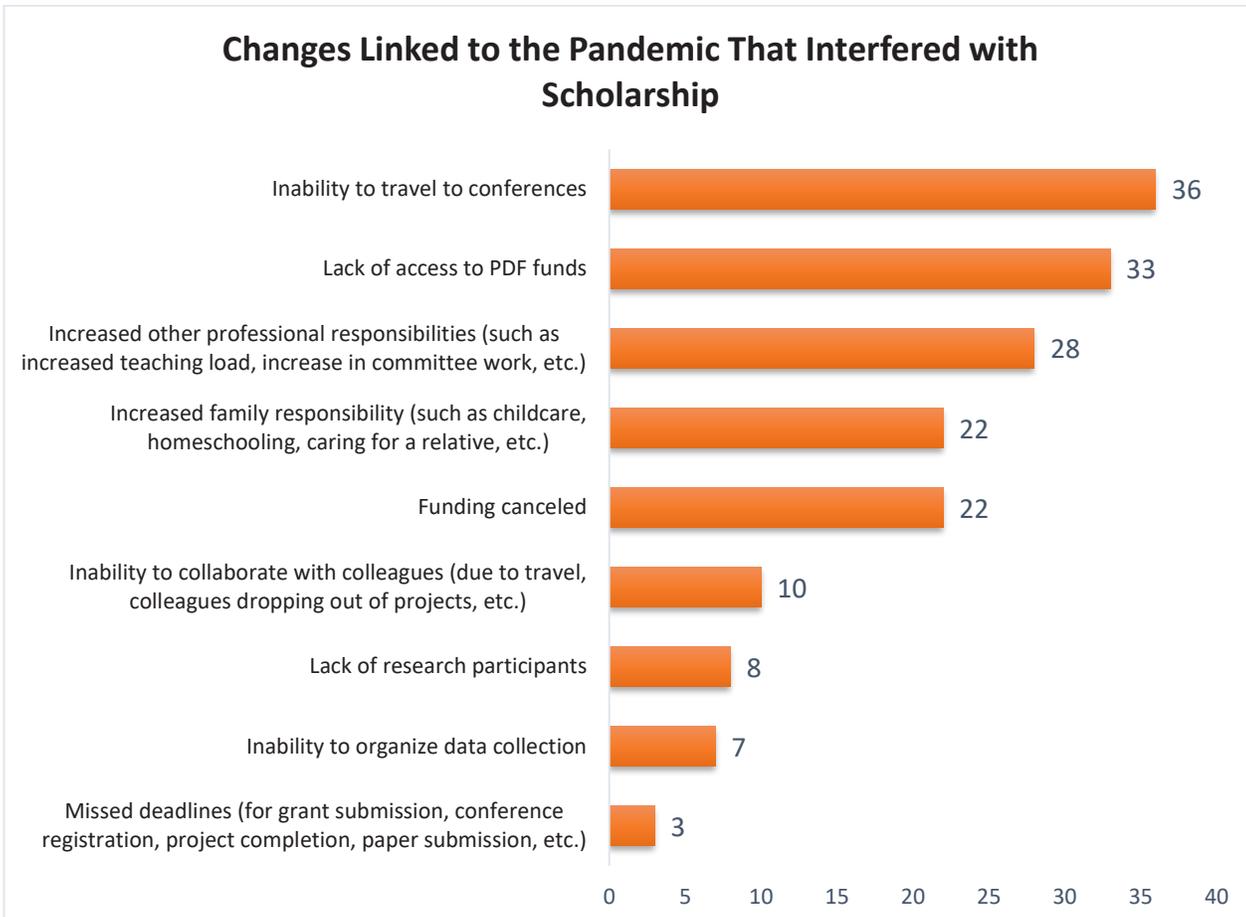
When asked to assess the number of research proposals, presentations, and publications they had been working on, the majority found that it was less than last year. The gap is particularly significant for presentations, where the majority of participants reported a smaller number than last year.



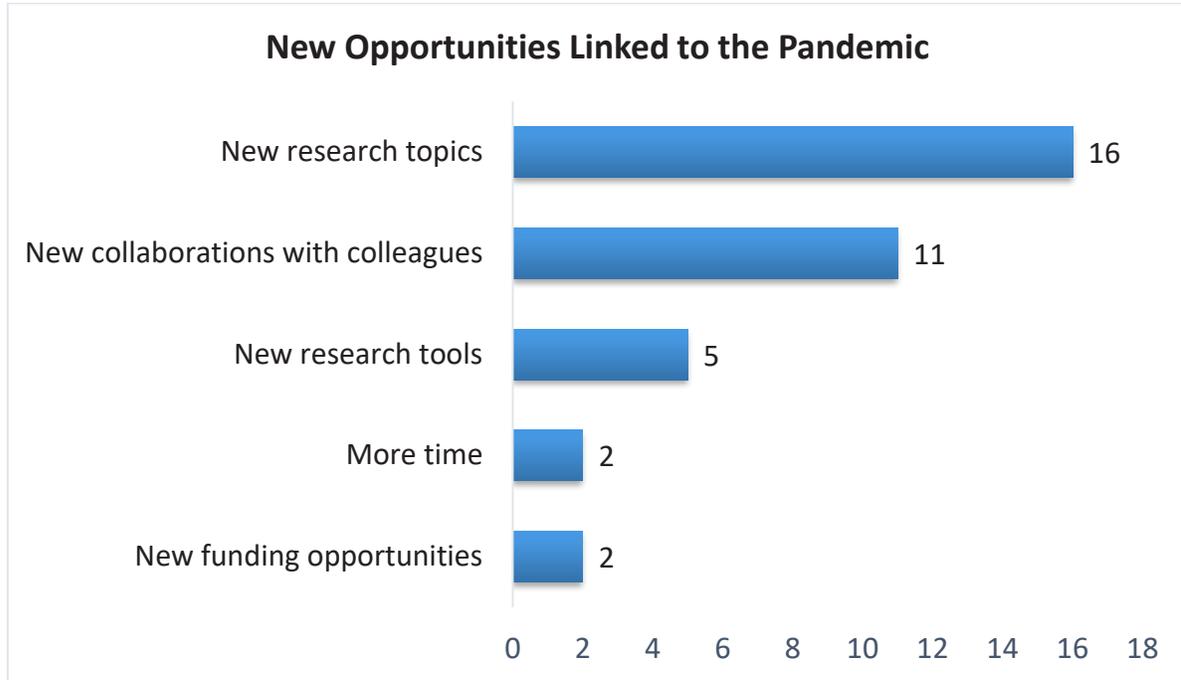
Overall, about 2/3 estimated that the pandemic had affected their scholarship negatively.



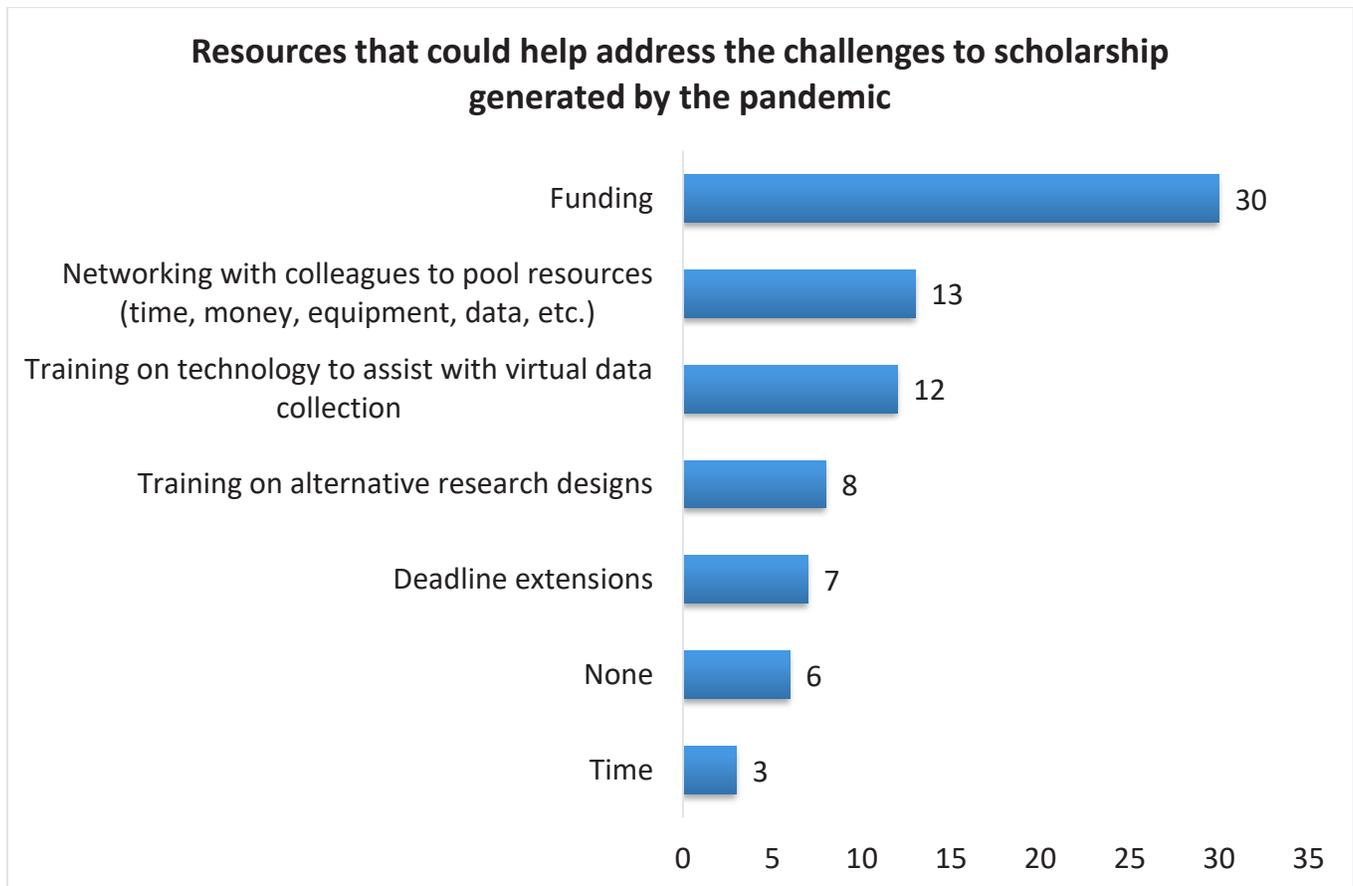
When asked to list specific issues that had interfered with their scholarship (participants could select more than one answer), the inability to travel to conferences and the related lack of access to PDF funds were selected most often, followed by increases in professional and personal responsibilities.



At the same time, some faculty found new opportunities for scholarship linked to the pandemic. Most often, these came in the form of new research topics. However, about a quarter also found opportunities to network with colleagues and collaborate on projects.



Finally, the participants selected among a list of resources all the ones they thought could help address the impact of the pandemic on their scholarship. Funding came first, but a relatively large number also wished for more pooling of resources through networking, and more training on virtual data collection.



Can We Work It Out?

Partisan Divisions in the United States

Among the many topics surveyed in our spring 2021 poll was the level of political division felt in the United States in the aftermath of our most recent Presidential election. As one can imagine after a divisive campaign and a traumatic denouement, citizens are feeling anxious about the shape that the country is in, but the data shows that there are some reasons for optimism in the future.

Proportion of Respondents who Strongly and Somewhat Agree with Statements on Democracy in America

| | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|------|------|------|------|------|
| We are more divided as a nation than ever before | 82.1 | 80.1 | 82 | 83.8 | 86.2 |
| I see democracy slipping away in the United States | 65.2 | 68.3 | 68.4 | 75.3 | 69.2 |
| At times, physical violence during demonstrations is justified | 17.5 | 18.6 | 15 | 22 | 20.1 |
| At times, property damage during demonstrations is justified | 14.3 | 17.3 | 13.2 | 19 | --- |
| Not all free speech patterns should be protected | 35.5 | 42.2 | 34.9 | 47 | 51.2 |

Since 2017, we’ve asked respondents how much they agree with the following statement: “We are more divided as a nation than ever before.” In February of 2021, this percentage reached its highest total ever, with over 86 % of those surveyed either somewhat or strongly agreeing. This result is consistent across our sample, with every demographic group (party, race, religion, education, income, age) agreeing at a rate above 80%. It is perhaps ironic that the one thing that unites our nation is the common belief in how divided it is.

The hits keep coming as we explore further. Almost 70% of our sample agree with the statement “I see Democracy slipping away in the United States,” and for the first time ever, a majority of respondents agreed with the statement: “Not all free speech patterns should be protected.” The latter belief is particularly popular among the youngest of those that we surveyed. Perhaps most troubling is the belief (also most strongly held by young citizens) that “At times, physical violence during demonstrations is justified.” Over twenty percent of our sample either agreed or somewhat agreed to this statement. In a country as substantially divided as we apparently are, it is worrying to think that one in every five citizens is willing to justify physical violence. This could help to explain the increase in political strife that we observed from fringe elements on both sides of the ideological spectrum over the past year, as there are a growing number of people able to excuse and even endorse violent actors when these actors have the right political motives.

While the picture painted thus far is bleak, there are some reasons to be cautiously optimistic that we can lower the temperature as a society. Over two thirds of those surveyed said that they “... would be willing to join others in building bridges with those I disagree with to improve relations in my community.” This applied to clear majorities of both Democrats and Republicans and every other demographic. Fifty-seven percent of respondents even agreed to the concrete step of attending community forums designed to decrease political discord.

Respondents' Answers to Statements about Their Willingness to Work to Bridge the Divide

| | Strongly Agree | Somewhat Agree | Somewhat Disagree | Strongly Disagree | Don't Know / Unsure |
|---|----------------|----------------|-------------------|-------------------|---------------------|
| I am very optimistic about reducing political discord | 13.7 | 26.8 | 27.4 | 18.7 | 13.4 |
| I would be willing to join others in building bridges with those I disagree with to improve relations in my community | 25.4 | 41.9 | 12.1 | 7.5 | 13.1 |
| I would be willing to attend a community forum or conversation designed to engage residents in constructive dialogue on reducing political discord | 20.9 | 36.3 | 14.5 | 13.3 | 15 |
| I would be willing to volunteer for or donate to not-for-profits dedicated to helping reduce political discord in my community | 16.5 | 31.2 | 17.6 | 15.5 | 19.2 |

It's clear from the data that while the public acknowledges that we're extremely divided, the majority does not want it to stay that way. While it's a good sign that the public wants to improve political relations, the work ahead will be difficult. Many respondents answered in the abstract about doing their part to make things better, but are they overestimating their own agency? Would citizens truly be willing to break bread with those holding views that they find reprehensible? My suspicion is that this is an overly optimistic take. When the entire force of the information environment, from talk radio to cable news to social media, is pushing society into a Manichean us vs. them mentality, it may be difficult for the bridge-builders to stick their neck out for fear of being labeled as traitors, non-believers, or apostates by their in-groups. In this way, there is a cost to be paid for trying to find common ground. If trying to embrace a more heterodox worldview will diminish your standing among the people and communities that you identify with, then perhaps it isn't worth the cost. At the end of the day, our respondents seem to follow this line of thinking, with only 44% agreeing that political discord will be reduced in society.

One thing we know for sure is that society will be given no shortage of opportunities to engage with those they disagree with. How they manage these possible interactions will be the true test of the veracity of our survey respondents' confidence in their own abilities to bring the country together. For our own sake, let's hope that people realize that they can be steadfast in their own principles while still recognizing the human dignity of those they disagree with in order to form a basis for mutual respect. Our country's future depends on it.

As is always the case, if you'd like access to the raw data to explore further, contact me at francis.
orlando@saintleo.edu.

Frank Orlando
Director, Polling Institute





Faculty Publications

The following list of publications represent research-based academic publications for Fall 2019- Fall 2020.

Adams, J., Hainey, B., White, L., Foster, D., Hall, N., Hills, M., Hooshangi, S., Kuber, K., Nazir, S., Sakr, M., Stott, L., & Taglienti, C. (2020). Cloud computing curriculum: Developing exemplar modules for general course inclusion. In Proceedings of the 2020 ACM Conference on Innovation and Technology in Computer Science Education (pp. 510–511). Association for Computing Machinery. DOI: <https://doi.org/10.1145/3341525.3394992>

Aguilar, J. B., Faust, J. S., Westafer, L. M., & Gutierrez, J. B. (2020). Investigating the impact of asymptomatic carriers on COVID-19 transmission. medRxiv.

Aguilar, J. B., Faust, J. S., Westafer, L. M., & Gutierrez, J. B. (2020). A model describing COVID-19 community transmission taking into account asymptomatic carriers and risk mitigation. medRxiv

Aguilar, J. B., & Gutierrez, J. B. (2020). An Epidemiological Model of Malaria Accounting for Asymptomatic Carriers. *Bulletin of Mathematical Biology*, 82(3), 1-55.

Atkins, H., Anyikwa, V., Carver, L., Mukherjee, K., Thrower, D.E., Waddell, R., Walker-Pickett, M., & Wilson, F. (2020). Scholarly growth in the professoriate through feminist-based practices. *Interdisciplinary Insights*, 2(2).

Bias, S. K., Bias, J. T., & Beckerdite, K. (2019). Measuring competencies built through participation in odyssey of the mind: A study of a region in a Southern state. *Journal of Education* 1-8.

Bolton, M. J., & **Ault, L. K.** (2020). Weathering the storms: Workplace wellbeing, mental health, and the U.S. meteorologist. *International Journal of Undergraduate Research and Creative Activities*, 12(4), 1–13. <http://doi.org/10.7710/2168-0620.0293>

Bolton, M. J., Blumberg, W. G., **Ault, L. K.,** Mogil, H. M., & Hanes, S. H. (2020). Initial evidence for increased weather salience in autism spectrum conditions. *Weather, Climate, and Society*, 12(2), 293–307. <https://doi.org/10.1175/WCAS-D-18-0100.1>

Bolton, M. J., Mogil, H. M., & **Ault, L. K.** (2020). An exploratory, preliminary report on United States weather education trends and general population links between weather salience

and systemizing. *Journal of Operational Meteorology*, 8(4), 54-63. <https://doi.org/10.15191/nwajom.2020.0804>

Bowen, N. K., **Lucio, R.,** Patak-Pietrafesa, M., & Bowen, G. L. (2020). The SSP 2020: The revised School Success Profile. *Children & Schools*, 42(1), 19-28.

Campbell, M., Lucio, R., & Abel, E., (2019). Traditional pedagogy through the lens of technology. *Professional Development: The International Journal of Continuing Social Work Education*, 22(2), 25-35

Campbell, M. & Steward, D. (2020). Conceptualizing animal-assisted interventions and the human-animal bond. In Waddell, R., Mims, D., and Wood, N. (Eds.), *Interdisciplinary Approaches to Service and Therapy Animals* (pp. 1-11). Kendall Hunt.

Campbell, M., Able, E. M. & Lucio, R. 2020. The one-minute paper as a catalyst for change in online pedagogy. In P.A. Kurzman & M.B. Littlefield (Eds.) *Online and Distance Social Work Education: Current Practice and Future Trends*. Routledge).

Campion, Patricia & Rapp-McCall, Lisa. 2020. "Skilling Catholic Sisters in Africa through Online Education: Evaluation Results for a Certificate on Human Trafficking." In *INTED 2020 Conference Proceedings*.

Carillo, E., **Little, J., & MacLennan, H.** (2020). Emotional intelligence as a predictor of job satisfaction and job performance. *International Journal of Business Management*, 8(1).

Coates, C., & **Walker-Pickett, M.** (2020). *Women, Minorities, & Criminal Justice*. Kendall Hunt Publishing Company.

Detres, M., Lucio, R., Roberson, Z., **Campbell, M., & Senger, P.** (2020). Beyond grades: Student retention in an online MSW program. *The Journal of Teaching in Social Work*, 40(4), 299-317, DOI: 10.1080/08841233.2020.1787301.

Duncan, K. (2020) Powerful not poor: Reading Fanny Price from a Buddhist perspective. *Studies in Religion and the Enlightenment* 2(1). <https://www.srejournal.org>.

Eveland, T. & **MacLennan, H.** (2019). A micro-entrepreneur in the gig-economy: Case study and implications for curricu-

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lum and instruction. *Journal of Developmental Entrepreneurship*, 24(3).

Fagel, M., Vendrell, E., & Watson, S. (2020). Emergency planning. In S. Davies & L. Fennelly (Eds.), *The Professional protection officer: Practical security strategies and emerging trends* (2nd ed.) (pp. 374-388). Boston, MA: Butterworth-Heinemann.

Harding, J. D. (2020). He clapped alone: An introduction to Carson McCullers' "Art and Mr. Mahoney." In A. Graham-Bertolini & C. Kayser (Eds.), *Understanding the short fiction of Carson McCullers* (pp. 72-83). Mercer University Press.

Henderson W., Nyman K., Stoney M., & Borysov S.I. (2020). The replicative CMG helicase: The ideal target for cancer therapy. *Review. Ukrainian Biochemical Journal*, 92(6), 53-62.

Humphrey, T. (2020). What makes a university Benedictine? The tools for good works and doing battle with student demons, *American Benedictine Review*, 71(3), 268-285.

Humphrey, T. (2019). Gluttony is a demon, *REBUS*, 5, 12-13.

Humphrey, T. (2019). Pneumatomachi. In P. van Geest, B. Peerbolte, & D. Hunter (Eds.) *Brill Encyclopedia of Early Christianity*. Brill.

Gibbons, S., Omar, M., Mohammed, Nguyen, V., & Bani-sakher, M. (2019). Google Play and Android security: Investigating the security of Android apps. *International Journal of Research in Business, Economics and Management*, 4, 75-79.

Imperato, R. (2020). *Portraits of Jesus: A reading guide* (3rd ed.). Hamilton Books.

Joseph Picot C., Kozdras, D., & Hutton, C. (2019). Academic vocabulary and mathematics problem solving: A tiered approach to address differentiation. *Dimensions in Mathematics*.

Lloyd, D. (2020). Novatian's theology of the father and son: A study of ontological subordinationism. *Fortress Academic*.

Lucio, R., Campbell, M., & Kelly, M. S. (2020). The state of data-informed decision making in school social work. *International Journal of School Social Work*, 5(1), 1-28.

Lucio, R., Rapp-McCall, L., & Champion, P. (2020). The creation of a human trafficking course: Interprofessional collaboration from development to delivery. *Advances in Social Work*, 20(2), 394-408.

Lucio, R., Wiest, C., Waddell, R., & Caines, K. L. (2020). Creating community: The role of photovoice in engaging social work students. *Interdisciplinary Insights*, 2(1), 72-104.

MacLennan, H. (2020). Organizational incivility: Implications and solutions. In L. Wilkin & T. Belak (Eds.), *From discord to harmony: Making your workplace hum*. Information Age Publishing. <https://www.infoagepub.com/products/From-Discord-to-Harmony>

McTaggart, Ninochka and Eileen O'Brien. (2020). White privilege: The persistence of racial hierarchy in a culture of denial. *Cognella Press*.

Mims, D. & May, K. (2020). Against the grain. In M. Walker-Pickett & C. Coats (Eds.), *Women and minorities in criminal justice: An intersectionality approach*. Kendall Hunt Publishers.

Mims, D. (2020). How the utilization of a therapy dog can assist law enforcement agencies and the community. *Interdisciplinary Insights*, 2(2), 46-56.

Mims, D. & Waddell, R. (2020). Paws and stripes college program: Inmates perceptions and the impact on the community. *SunText Review of Arts and Social Sciences Journal*, 1(1), 104.

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Mumtaz, M. & Smith, Z. (2020). The behavior of household finance on demographic characteristics in Pakistan. *Economic Research-Ekonomska Istraživanja*. <https://doi.org/10.1080/1331677X.2020.1825107>.

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Mumtaz, M. & **Smith, Z.** (2019). Analyzing the duration of IPOs from offering to listing using the Cox proportional hazards model. *Portuguese Economic Journal*, 1-39.

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Neely, P. & Cillo, J. (2019) Understanding the legal aspect of law enforcement hiring and retention. *International Journal of Research-Granthaalayah*, 7(8).

Neely, P. & Cillo, J. (2019) Police integrity in the courtroom when testifying. *International Journal of Research- Granthaalayah*, 7(8).

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