Faculty Promotion and Tenure Reception, 2013

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Preface

Provost Sharon Gaber and I are delighted to once again host a reception honoring those who have reached a significant milestone in their academic careers. We take great pleasure in welcoming the families, friends, and colleagues of honorees to share in their achievement. The reception has grown from a small gathering the first year to a packed house. I appreciate that growth, understanding that more guests and faculty take pride in sharing this honor at the University of Arkansas.

We are also pleased to produce the commemorative booklet honoring the University of Arkansas faculty members who achieved promotion and/or tenure in 2014. As in years past, honored faculty were asked to choose a book that was influential in their lives or careers. Copies of the books they selected, each with a commemorative bookplate that includes the faculty member’s name and the year of promotion and/or tenure, were also added to the University Libraries’ permanent collections. In addition, the chosen books were featured in an exhibit in the Walton Reading Room and in this booklet, which both celebrates each faculty member’s achievement and highlights the book chosen for the exhibit and its explanation.

I am privileged to share the 2014 Faculty Promotion and Tenure Recipients booklet with you, and to celebrate the significant achievements made by our faculty at the University of Arkansas.

Carolyn Henderson Allen
Dean of Libraries
In my view, *The Book of Mormon* teaches more clearly than any other book of Christ’s mission, his atoning sacrifice, and our purpose here on earth. Understanding Christ and my purpose here on earth helps me know how to choose my life’s goals and gives me a tremendous desire to achieve them. I believe this book has God’s word specifically for me, and I am eternally grateful for it.
In the story of the Road to Emmaus, the risen Christ appears unrecognized to some travelers who are despondent over what to do next, after their belief in a better life for themselves has been crushed by the harsh realities of the crucifixion and the repression of the early Christians by the Roman authorities. He helps them see that some essential Scriptures that would help them are admittedly hard for anyone to understand, but that this is no reason to give up trying, because mastering them may well provide a key to their future. By the time these formerly despondent travelers get it, He disappears from their midst. The travelers then recount to each other how their hearts were warmed by his explanations and reassurances. This story captures the essence of the life’s work of a university reference librarian. Our students are on their difficult road to a degree and usually cross our paths only when they are in deep despair about some major paper or research project. They don’t know us personally, but we sympathetically hear out their often very personal stories of being lost and confused. We buck them up a bit, and then help them find the literature that will help them regain hope. We build their faith in their own abilities to get the job done. At the end of the day, we just disappear. But before we can do so in good conscience, we must first have opened up their understanding to the particular “scriptures” that will help them; and, yes, on our very best days, we will have set their hearts on fire!
Lewis explores the tensions between pure and applied science through the fictitious life story of Martin Arrowsmith. As a young country doctor, Arrowsmith feels ill-equipped to cure the diseases he encounters, and takes little comfort from the fact that people are simply satisfied that he cared enough to try. Switching to a career in medical research, he stumbles upon a possible cure for a growing epidemic. Does he bow to the dictates of compassion and share his antidote with the general public, not knowing for sure if it works, or does he first subject it to a rigorous experimental trial, even as people are dying? We policy academics face similar conflicts between our commitments to our fellow men and women and our allegiance to science, though thankfully they are not nearly as fateful as the ones encountered by Martin Arrowsmith.
In many regards, although my discipline and career title is an academic horticulturist with broad training, experiences and responsibilities, I have privately regarded myself as a pomologist – a fruit scientist. And, there is a legacy and heritage to this. I grew up the scion of a renowned pomologist and UA faculty member, University Professor Roy C. Rom. My formative experience in horticulture was being raised on a local farm growing approximately 15 cultivars of apples that were sold at markets around the area and on the farm. I am an “...apple (that) doesn’t fall far from the tree.” Working on the farm and growing up the son of a pomologist helped me find my passion for fruits. My graduate training was in fruit crop ecophysiology. As a pomologist, I have strong interest and respect for our horticultural heritage. Northwest Arkansas in the late 19th and early 20th centuries was the epicenter of apple production for the US. Many cultivars of apples were grown in the region and processed as dried apples, apple cider, and apple brandy. The apples and apple products were shipped across the nation and the world. The original McIlroy Farm upon which the University of Arkansas sits was a commercial orchard and vineyard. Many cultivars of apples originated in Northwest Arkansas including nameables such as Coffelt, Collins, Elkhorn, Arkansas Baptist, Highfill, Shannon, Springdale, and Summer Champion. None, however, ever gained the fame of the “Arkansas Black.” The apple orchards of Northwest Arkansas have disappeared as have many of the cultivars that built the economy. The book, *Old Southern Apples*, by a hobby pomologist colleague and apple enthusiast, Creighton Lee Calhoun, Jr., is symbolic of the Northwest Arkansas apple heritage and its early importance to the economic development of the region, the long-time pomology academic and research program at the University, and my personal apple roots.
This book is one of the four greatest Chinese classical novels, written in the 14th century. It is the tale (part historical, part legend and myth) of the fall of the Later Han Dynasty of China. It chronicles the lives of those feudal lords and their retainers who tried to either replace the empire or restore it. While the novel actually follows literally hundreds of characters, the focus is mainly on the three families who would eventually carve out the three kingdoms from the remnants of the Han: the Liu family in the Shu kingdom led by Liu Bei, the Cao family in Wei led by Cao Cao, and the Sun family in Wu eventually led by Sun Quan. The book deals with the plots, personal and army battles, intrigues, and struggles of these families to achieve dominance for almost 100 years. The first and last lines of the book sum this view up best: “The empire long united must divide...” and “The empire long divided must unite...” I started reading it when I was a young boy, and am still reading it after this many years. I learned many things from this book, such as courage, loyalty, strategic thinking, being well-prepared for any challenge, and the importance of working as a team.
Good to Great (Why Some Companies Make the Leap ... and Others Don’t)
by Jim Collins (2001)

While I was dean of engineering at Kansas State University, an alumnus suggested I read this book. He described the concept, and, with my desire to see great land-grant institutions become icons for the country, I thought it sounded very interesting. As I read the book, I found myself (as I do when I have a really good book) back in third grade writing a book report. In this book, Jim Collins makes many bold statements that have had great impact on me. One is the statement that “good-to-great companies continually refined the path to greatness with the brutal facts of reality.” At universities, we must dig deep and identify our core strengths. Once we identify our core strengths, we must move in ways that will promote our world class competencies. Mr. Collins calls these Hedgehogs. As he says in the text, the “hedgehog concept is not a goal to be the best, a strategy to be the best, an intention to be the best, a plan to be the best. It is an understanding of what you can be the best at.” The combined impact of these arguments had a profound impact on me. We do many things in a wonderful way at universities like the University of Arkansas. We must be bold enough to believe in our best and promote our best as the best in class. This is how we should help guide universities.
Mr. Brian Gallini
School of Law
Promotion to Professor

Miranda: Crime, Law, and Politics
by Liva Baker (1983)

A colleague first loaned me a copy of this book over three years ago. Since then, I’ve not only read the book with interest, but I’ve relied on it as a source in my scholarship on several occasions. The book is more than an interesting read; it broadly discusses a period of upheaval—the late 1960s—when, as a nation, we struggled to find a balance in the relationship between governmental authority and individual rights. But more specifically, the book addresses in depth the Supreme Court’s issuance of its most famous criminal procedure decision to date, Miranda v. Arizona, and our country’s dramatic reaction both to the decision and the Court that issued it.

Dr. Huaxiang Fu
J. William Fulbright College of Arts & Sciences
Department of Physics
Promotion to Professor

Tao Te Ching
by Lao-Tzu (6th century B. C.)

This is a book that has shaped the Chinese culture as well as individual behaviors for more than two thousands of years. It certainly influences me in a profound way. Nevertheless, I admit that I did not fully understand the book. The more I read, the less I understand. The less I understand, the more I want to read. What a book!
Fearless Golf
by Gio Valiante (2005)

Golf has been part of my life for more than 30 years, and I grew up playing in the junior golf circuit around northwest Arkansas and across the state. The greatest challenge in this sport (and many sports) is the mental game, where your fear of missing a shot, chip, or putt can result in mental mistakes that are only made on the course under pressure. I was a letterman on the golf team at the Missouri University of Science and Technology (back then, University of Missouri at Rolla), including academic all-conference. The mental game of golf still haunts me to this day, and it is something that I want to conquer, or at least tame. This book provides the psychological framework and practice methods to overcome individual fears, or mental challenges. This is really a little broader, where this book will hopefully increase my self-confidence and abilities to handle situations under pressure on the course and in life.
I am immersed in working on the bios of Syrian prisoners of conscience about whose well-being I’m deeply concerned; thus, I don’t feel much like celebrating, anything, in the current circumstances that are most on my mind. However, this quotation from the character of Samwise Gamgee in *Lord of the Rings: The Two Towers* speaks to me and those who find themselves in similar circumstances throughout the world:

It’s like in the great stories, Mr. Frodo. The ones that really mattered. Full of darkness and danger they were. And sometimes you didn’t want to know the end... because how could the end be happy? How could the world go back to the way it was when so much bad had happened? But in the end, it’s only a passing thing... this shadow. Even darkness must pass.
As I was growing up in a remote corner of India, Isaac Asimov’s books fired my imagination and set me on a path to becoming a scientist. In particular, the *Foundation Trilogy* introduces the subject of Psychohistory, a fictional science in Isaac Asimov’s Foundation universe which combines history, sociology, and mathematical statistics to make general predictions about the future behavior of very large groups of people. Economics seemed the closest thing to Psychohistory, so Asimov inspired me to become an economist.
This book owes a lot to Arkansas. Students in my honors colloquium influenced the book’s ideas at their earliest stages. The University of Arkansas’s Visiting Fellowship at Wolfson College enabled me to spend a year in Cambridge engaging with a community of interdisciplinary scholars while writing it. When I returned, friends from across the Fayetteville campus helped me title it. And when it finally came out, my U of A colleagues helped me celebrate. I picked this book because it makes me think of how lucky I am to have received the support to write it.
Contemporary Music Education
by Clifford K. Madsen and Terry Lee Kuhn (1994)

Contemporary Music Education is a book that at once addresses values and choices, from Greek philosophy to contemporary censorship, raising timelessly provocative and contradictory social and educational questions. It delicately provokes in the emerging educator the responsibility for questioning our deepest held assumptions, and for acting in a consistent manner with those examined beliefs. Written by a ferociously dedicated teacher, it is a road map for reaching out to undergraduates, toward the very notion of ideas in the arts and education.
This book became a favorite of mine when I was seeking better ways to reach and teach students. Brookfield engages the reader by showing his own efforts to become a professor who is both transparent and knowledgeable. In the process, he prizes and engages his students as fellow learners without discounting his own expertise. He details both successes and failures, using picturesque language (such as “Flying a jumbo jet through turbulence while blindfolded and without radio contact comes close to describing the reality of college teaching” [p. 91]). He helped me recognize that some of the most challenging aspects of teaching were not just my problem, but related to the whole enterprise. His work showed me then and reminds me now that teaching is a social enterprise that is plastic and can be shaped, and that we enter the classroom as learners as well as teachers.
I read *The Fountainhead* during my impressionable high school days, and it caught my fancy in my youthful nature of searching for an independent view of life. Looking back now, the thoughts I got from the book molded my life in being different. While the rest of my school-batch looked into engineering or medicine for a career, I took the bold step of opting to go into agriculture, just because I thought there was more work needed there in research. Years later, here in Arkansas, I still try to find the independent, different look at research.
Dr. John C. Pijanowski
College of Education & Health Professions
Department of Curriculum & Instruction
Promotion to Professor


Although my mom never knew her own birth parents and never went to college, she instilled in me a passion for learning and a love of family that sustain me every day of my life. Watching her research and write this book over the course of several years inspired the academic in me. In her own words she asked us all to honor life, “with our purpose, our laughter and with the dignity in which we hold ourselves and that with which we extend to others,” and nobody honored the gift of life with more grace and determination than Kate Pijanowski.
I started my undergraduate degree in 1994, right before the currency crisis exploded in Mexico. All of the sudden, the country that had been showcased by international organizations like the International Monetary Fund as a successful story for economic development was now in complete disarray with high levels of unemployment, interest rates and inflation. I was a first year student in college (ITESM – Monterrey TEC, Estado de México) majoring in economics and simply could not understand how this could have happened. It was then that my interest in studying economic crises began. Through my studies, I came to realize that economic crises were not necessarily “one in a hundred year events.” Latin America had been plagued with crises over the past forty years that resulted in economic stagnation for the region. This book represents the culmination of a goal I set for myself when I was graduating college. I wanted to write a book about the economic history of Latin America, a book that studied and analyzed the history of the region in a way that would identify the economic weaknesses of this group of countries. My hope was to identify why the region is vulnerable or prone to economic crises, disruptive events that have slowed or crippled the economic development of millions of people. This book is intended to give an introduction to economics as well as to present an analysis of the economic development of Latin America. Therefore, it is a book for everyone. It is meant to show that although these events may share a common ending of slow economic growth and recurring crises, the development of the events needs to be scrutinized to understand the different factors that lead to the same endings. It is my hope that this analysis will allow us to learn from our past and stop history from repeating itself.
As a professional working to protect ecosystems and natural habitats, I have a deep concern about the deterioration of our environment at an accelerated rate in recent years. This book resonates with my passion quite well because the author described in detail how his family got along with many small animals such as toads, scorpions, geckos, ladybugs, glowworms, octopuses, the puppies Widdle and Puke, and the Magenpies, emphasizing that the natural environment is meant to exist for all of us: both human beings and animals. Irresponsible and excessive exploitation of the finite natural resources on earth is increasingly destroying the natural habitats for the wild lives that are vital for humans. The onus to stop the downhill train of environmental and ecosystem disruption is on our shoulders, and we must act now.....
I chose this book because it is my first book and I am quite fond of it. I smile when I imagine my book - the physical embodiment of years of intellectual and emotional work - living on the shelves of Mullins Library. Especially, it is my wish that my book will have the chance to travel, from time to time, into the dorm rooms, homes, and offices of U of A library patrons. It is a rare chance to contribute to this university something of my scholarly work that has tactility, and I hope that scholars of gender, language, inequality, and education, in the global South and elsewhere, will find some enjoyment within its pages.
Superficially, fungi may appear to be unassuming and simple. For those who have developed a deeper appreciation, however, fungi are beautiful, complex organisms. In the half-century that has passed since publication of *The Fungi*, dedicated researchers have unlocked mysteries of fungal biology that once appeared insurmountable. Despite these efforts, fungi still hold many secrets. Drawing on over 100 years of scientific literature, *The Fungi* presents an exceptional level of scholarship and intellectual synthesis regarding what was known, and not known, about fungal biology at the time of publication. Today, technology has dramatically accelerated the rate of discovery, and the older literature is sometimes (wrongly) perceived to be irrelevant. *The Fungi* is timeless as a point of reference in the continuum of discovery, and will remain relevant for many years as a guide and inspiration for future investigations.
Witchcraft and the Rise of the First Confucian Empire
by Liang Cai (2014)

This book offers a new reading of the emergence of the first Confucian empire. The standard paradigm has long attributed Confucians’ political rise to Emperor Wu (141–87 BCE), but Witchcraft and the Rise of the First Confucian Empire demonstrates that Confucians were a powerless minority faction in the political realm of Wu. Endeavoring to negotiate and rectify this reality, Sima Qian, the founding father of Chinese historiography and an eyewitness to Emperor Wu’s reign, invented a homogeneous and competitive Confucian community long before any such thing came into being. This vision provoked a new understanding of Confucians’ political role and thereby contributed to their solidarity. It argues that a notorious witchcraft scandal (91–87 BCE) fundamentally reshuffled the power structure of the bureaucracy in the Western Han dynasty and provided Confucians a decisive opportunity to seize power, evolve into a new elite class, and set the tenor of political discourse for centuries to come.
This book cemented the prison memoir as an important rhetorical genre in the 1960s and 1970s as black activists working on community development programs were targeted for disruption, imprisonment, and assassination by the FBI through its COINTELPRO counterintelligence programs. Davis documents how the black liberation movement shaped her life as a black woman, how the prison-industrial complex warehouses black women and men to harness their labor, and how the American public needs to have a better understanding of the role of prisons in structuring economic, social, and educational inequality. Through the decades following her acquittal, Davis has been a tireless champion of justice for political prisoners and an outspoken critic of the prison-industrial complex, the war on drugs, the school-to-prison pipeline, and sentencing inequity.
I was first introduced to this book and the topic of African American politics while a student in Dr. Walton’s undergraduate course, Black Politics. This book introduced me to the idea that black political behavior is nuanced and the behavior of black people deserved to be studied. *Invisible Politics* is a seminal work that addressed how behaviorism in social science research distorted and minimized the political activity of black people. This book was a necessary reassessment of the role of black people in American politics. Walton argued that culture and historical events shaped black life and developed a complex political behavior that can be found in voting, protest movements, leadership in churches, and grassroots organizations. *Invisible Politics* expanded my thought process as well as what I understood to be a valid research topic. Twenty years after first reading this book and taking Dr. Walton’s course, I am still committed to teaching and researching the fact that black people are significant political actors who must be studied in order to ascertain the truth of the American body politic.
As someone who enjoys stories about baseball more so than watching this wonderful game itself, *Moneyball* was a fascinating read. One of the lessons stressed throughout *Moneyball* is the importance of *process over results* – this is an ethos that has come to guide me as a faculty member, where virtues such as patience, persistence, and creativity are assets. Another lesson of the book, perhaps one that should be heeded by all academicians (and those who assess them!), has to do with *counting*; baseball people are obsessed with this puerile task, although many at least tacitly acknowledge that *quantity* is a poor surrogate for *quality* and the former rarely reflects one’s true contribution or value. As someone striving to make a meaningful and lasting contribution to his field, the wisdom presented in *Moneyball* is captivating.
This textbook was used in a class taught by Professor Frank Wilkinson when I was an undergraduate student at Loughborough University in the UK and was extremely influential in helping me decide on which area of chemistry I would like to focus. Prof. Wilkinson would become my first mentor in the area of spectroscopy when I undertook a research project in his lab as an undergraduate. This book taught me the ways in which photons of light can both influence chemical reactions and be used to probe chemical changes, which forms the foundation of my research today. This book also first introduced me to the “El-Sayed Rule,” one of the fundamental rules in spectroscopy. After graduating, I was accepted into the Ph.D. program at Georgia Tech. Unbeknownst to me at the time, Professor Mostafa El-Sayed, after whom the rule is named, had recently moved from UCLA to Georgia Tech. Once I arrived there and found this out, I immediately asked to join his group. He became my second mentor and played a pivotal role in molding me into the scientist that I am today. When I was a graduate student, I lent my copy of this book to an undergraduate student and never got it back. I hope that it influenced her as much as it did me.
This has always been a favorite book of mine and has continued to have meaning to me in relation to various aspects of my life—motherhood, teaching, friendships, and as a child therapist. As a counselor educator I think this book is a great metaphor for the art of helping and giving. As the tree teaches us, in the end it’s just about “being present” with another.
Dr. Qiuqiong Huang
Dale Bumpers College of Agricultural, Food & Life Sciences
Department of Agricultural Economics & Agribusiness
Tenure

*Collapse: How Societies Choose to Fail or Succeed*
by Jared M. Diamond (2005)

This book covers issues that I care most about as a resource economist but puts them in the larger context of geography, history, politics and culture. It has inspired me to go beyond economics and data crunching in my own research in order to examine the causes of resource problems and search for solutions that fit local contexts.

Dr. Stavros Kavouras
College of Education & Health Professions
Department of Health, Human Performance & Recreation
Tenure and Promotion to Associate Professor

*Report to Greco*
by Nikos Kazantzakis (1961)

The book is a fictionalized autobiography in a search to the author’s inner self, where the trip sometimes is more important than the destination. Kazantzakis was an astonishingly creative genius and the most translated modern Greek writer. I especially like his account of asking his beloved grandfather to give him advice for a life of value and success. “Reach what you can, my child” the grandpa said, but Kazantzakis asked for something more than this in life. The grandpa replied: “Reach what you cannot.”
I read *The Jungle* when I was in my late teens, right after I read *The Grapes of Wrath,* and they both shaped my social conscience. The scenes depicting the deliberate efforts to lure immigrants to cities for cheap labor, and the resulting hardships faced by these workers and families, had a profound effect on me. Many of the issues confronted in the book are still with us today - food safety, worker safety, exploitation of immigrant workers. Reading it made me keenly aware of how much of my own success was owed to previous generations of my family who struggled to build a good life through hard work, especially their efforts to build and support labor unions in their own work places.
Dr. Christopher B. Knighten  
J. William Fulbright College of Arts & Sciences  
Department of Music  
Tenure

Seven Habits of Highly Effective People  
by Stephen Covey (1989)

Stephen Covey’s *Seven Habits of Highly Effective People* helped me synthesize a broad variety of life experiences and beliefs into a clear set of principles that guide my personal and professional goals and impact my teaching every day.

Dr. Daniel J. Lessner  
J. William Fulbright College of Arts & Sciences  
Department of Biological Sciences  
Tenure and Promotion to Associate Professor

*Methanogenesis: Ecology, Physiology, Biochemistry, & Genetics*  
by James G. Ferry (1993)

This book was edited by my postdoctoral mentor, who encouraged and inspired me to pursue a career in academia as a research professor. Although this book is now 20 years old, it still provides comprehensive information on all aspects of methanogens and methanogenesis. When I look at and read this book, it not only reminds me of the mentors and colleagues who have impacted my career, but of all the great microbiologists who paved the way to understand the biology of methanogens. It also serves as an inspiration by motivating me not only to continue current research but to start new avenues of methanogen research, because there is still so much we do not know about this ancient and important group of microorganisms.
To precisely predict human behavior is a very difficult task. Although we have many powerful tools (e.g., super computers, large data analysis, etc.) in the 21st century to crack this Pandora’s Box, we still mainly rely on the traditional four steps: observation, data collection, analysis and interpretation. The Sherlock Holmes stories, which were written more than a century ago by Sir Arthur Conan Doyle (a Scottish writer and physician), have been the favorite novels of mine since I was a kid. In those stories, Sherlock Holmes used his excellent observation, outstanding interview skills, and rich knowledge in science and forensics to crack the case. As a former psychological therapist and a faculty member who is teaching statistics now, I have been inspired deeply by this book.
Dr. Alexey Malakhov  
Sam M. Walton College of Business  
Department of Finance  
Tenure and Promotion to Associate Professor  

The Cyberiad  
by Stanislaw Lem (1974)  

Perhaps, the works of Sanislaw Lem were my greatest inspiration in life, The Cyberiad being my absolute favorite. While Stanislaw Lem is mostly referred to as a writer, a “pure thinker” would be a more appropriate label. His books are thorough and rigorous thought experiments about human and technological development. The Cyberiad exemplifies the spirit of intellectual curiosity, making one think about the true nature of intelligence and humanity. It was a major spark in my childhood that started me on the never ending quest for intellectual discovery.

Dr. Shauna Morimoto  
J. William Fulbright College of Arts & Sciences  
Department of Sociology & Criminal Justice  
Tenure and Promotion to Associate Professor  

Unruly Practices: Power, Discourse and Gender in Contemporary Social Theory  
by Nancy Fraser (1989)  

I first read Nancy Fraser’s work during my early days as a graduate student. Immediately, she captured my mind with her thoughtful analysis of contemporary theory and my heart with her steadfast dedication to activism and feminism. Not only does she make the abstract approachable, she does so while maintaining her commitment to making the world a more equitable and democratic place—efforts that I continue to admire and principles that I emulate in my own scholarship.
At the time of its publication in 1980, Manlio Argueta’s testimonial novel *Un día en la vida* was hailed by critics in the United States and Latin America as an engaged narrative that bore witness to the atrocities of the Salvadoran civil war and, in particular, to the plight of the peasant community caught in the crossfire. Since then, the book has faded from view, as has the era of revolutionary upheaval in Central America. Yet, it remains a powerful book nevertheless. I was fortunate enough to read this novel for the first time as an undergraduate and several times more as a graduate student at UC San Diego, where I pursued a dissertation focused on Salvadoran and US-Salvadoran narratives. Each time I read *Un día*, I was struck not only by Argueta’s compassion and humility whilst writing about the experience of the Salvadoran rural community, but also the centrality that women occupied in the narrative, an uncommon trait in novels about Latin American revolutions. These observations laid the foundation for my own inquiries concerning the specific experiences, roles, and influence women had in the context of national processes such as civil war, and the literary lens through which such issues were related. They were soon followed by related inquiries about women in the postwar period in El Salvador, in transnational migration, and as Latinas of Salvadoran descent in the United States. In many respects, Argueta’s novel, which is the partial focus of the first chapter of my own book *Changing Women, Changing Nation: Female Agency, Nationhood, and Identity in Trans-Salvadoran Narratives* (SUNY 2012) is in actuality the impetus for the entire project.
I read this book as an undergraduate student in Philosophy 101. This book provided me with the insight I needed to live a purpose driven life. It taught me that life owed me nothing and my destination was up to me. Being happy means accepting life’s challenges, taking action, and fulfilling the tasks life has set out for me. It took me many years to understand what my purpose in life is, but now when I look back, I understand my experiences, both positive and negative, shaped me into the person I am today. I am a teacher, an advocate, and a researcher. My purpose is to better the lives of those with disabilities.
This book was simultaneously the most difficult and rewarding project of my career. The book tracks representations of the internet in news media, popular culture, and policymaking documents, in the United States, Europe and Middle East, over three decades. It illustrates the ways the internet, as a technology and a set of cultural meanings, developed on contested transnational terrain as ideas about the technology intersected with ideas about nation, state, democracy, space, consumption, corporations, and globalization. When I read through the book, I remember popular culture sources that thrilled me and transnational policies that puzzled me; I hear the echoes of scholars who challenged my ideas and the voices of friends who helped me improve my writing and thinking. The creation of this book was a collaborative exercise that taught me the joy of interdisciplinary scholarship. I look forward to the discovery that awaits in my next project.
Dr. Thad Scott
Dale Bumpers College of Agricultural, Food, & Life Sciences
Department of Crop, Soil, & Environmental Sciences
Tenure and Promotion to Associate Professor

The Double Helix
by James D. Watson (1968)

James Watson, Francis Crick, and Maurice Wilkins won the Nobel Prize for Medicine in 1962 for their discovery of the molecular structure of deoxyribonucleic acid, more commonly known as “DNA.” This finding was of enormous significance at the time and has since shaped our understanding of modern biology. The book is a reflection on that period of discovery by one of the principal scientists involved. It is not only interesting for its historical significance in science, but also because it provides an in depth picture of the human dimensions to science. Dr. Watson is forthcoming about his ambitions, strengths, weaknesses, and his sometimes controversial interactions with other scientists. I first read the book as an undergraduate and have read it again many times since. It is an inspirational story about the way science really works. The Double Helix should be required reading for those of us involved in the biological sciences in higher education.
I was given my first hard cover book, *Anne of Green Gables*, by my uncle when I was twelve years old. I’d been in love with reading since kindergarten, but had not yet learned the joy of holding a “real” book in my hands and reading it over and over again. This book has shaped the way I live in so many ways and is the book I come back to in good times and bad (even as an adult). I read it to both of my children in those first precious weeks of life. I often think about Anne’s free spirit and imagination when making both personal and professional decisions.

*Anne of Green Gables*  
by L. M. Montgomery (1908)

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I read the book during my PhD program and rate it amongst the best books I have ever read. Especially, I like how the book relates systems engineering with various philosophical traditions. As it introduces ways to develop new knowledge, the book offers valuable discussions on a wide range of topics related to science, creativity, inquiry, and computers, amongst others. The book met my intellectual cravings and will be an enjoyable read for many scholars.

*The Design of Inquiring Systems: Basic Concepts of Systems and Organization*  
by Charles West Churchman (1986)
While at Cornell University in Ithaca, New York and writing this first book, I found myself more displaced than ever before: far from my birthplace in Compton, California, farther from my grandparents’ homestead in the Cherokee Nation in Oklahoma, and seemingly light years from an ancestral place in Appalachia. I wanted, through scholarship, to ground myself, but at first dismissed that desire as romantic. Others had warned me that to seek a history in the land is to attribute value to dirt, and that “you can’t go home again.” With any map, however, we can retrace history across geography. My interest in discovering such ancestral geography was not to retreat to a timeless cultural past, but rather to understand how all of us today may better know ourselves through it. For my part I hoped that a deeper experience with indigenous lands and their literatures would enrich my identity as a Cherokee person beyond mere enrollment in a federally recognized tribe. In writing *Red Land, Red Power*, I came to view and share that process as de-colonization.
**Axion Esti**

or “Worthy to Be” is the zenith of Greek poetry in the post-war epoch. The Mediterranean scenery is the backdrop to the main theme of this poetic anthology, the human intellect and the freedom of thought. I first read *Axion Esti* as a teenager, and it had a profound impact on how I perceive life. *Axion Esti* made me recognize that freedom of thought and tolerance are the basis for any prosperous society.

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**Operator Theory in Function Spaces**

by Kehe Zhu (1990)

This excellent mathematics book appeared at the right time for me as I was beginning my studies in operator theory in function spaces. Research can be a very specialized affair, and it is very easy to miss the big picture. This book widened my view but at the same time was instrumental in my immediate research work. It has served as a continuing source of inspiration for me over the years.

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**Axion Esti**

by Odysseas Elytis (1974)
When two spherical objects, such as the Earth and its Moon, interact with each other, their trajectory can be described by a set of simple equations. The picture immediately becomes complicated if a second Moon is captured by the Earth. No simple equations have been found to solve such a three-body (the Earth and two Moons) problem. Since the interaction between the three objects is simply gravity, rather than looking for such a set of equations, one can precisely calculate the paths taken by the objects at any given time with the help of a computer. Such a practice is called numerical simulation. We perform similar simulations on systems with a much larger number of particles that are governed by interactions significantly more complicated than gravity. The Leach book gives a very good introduction of basic concepts of simulations involving molecules. It is one of the best introductory books for students interested in this topic.
Dr. Shui-Qing (Fisher) Yu  
College of Engineering  
Department of Electrical Engineering  
Tenure and Promotion to Associate Professor

This is a classic book in semiconductor optoelectronic devices. This book is not only widely used in many universities as a textbook but also is the number one reference by many researchers. This book has played a critical role as I built my career as a Ph.D. student and as a researcher. Every time I read it, I could always learn something. In addition, the author, Prof. Shun-Lien Chuang, was a faculty mentor when I started my faculty job at the UA and the interaction with him in the past has truly inspired me to develop my research program.

Dr. Uchechukwu C. Wejinya  
College of Engineering  
Department of Mechanical Engineering  
Tenure and Promotion to Associate Professor

As a tenure-track assistant professor at a research institution, I needed some specific guiding principles to help shape my career in teaching, research, professional responsibility, time management, and tenure. This book provided me with these tools, for which I am deeply grateful.

Tomorrow’s Professor  
by Richard M. Reis (1997)

Physics of Photonic Devices  
by Shun-Lien Chuang (2009)
I have liked history since a young age. I enjoy reading all kinds of history books. But very few of these books I have read discuss the impact of science on the human history. Almost at the end of my college career, I stumbled onto organic chemistry and decided to choose it as a career. In the subsequent years when I immersed myself in organic chemistry, at the back of my mind, I was wondering why I chose it, or in a bigger picture, how chemistry changed the world so that I could be part of it? Two years ago, I met an organic chemistry professor from another university at a conference. During our discussion about how to make organic chemistry more interesting to undergraduate students, he highly recommended the book “Napoleon’s buttons” to me as he often used the materials from this book in his classes. I bought a copy of this book from Amazon, read it, and thoroughly enjoyed it. I wish that I had read this book earlier so that I could choose organic chemistry as a career more willingly. In my selfish expectation, I hope more students will read this book and choose chemistry as a career afterwards.