Faculty Promotion and Tenure Recipients, 2016

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honoring
2016
faculty
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&
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Preface

I am delighted to once again co-host with Ashok Saxena, Provost and Vice Chancellor for Academic Affairs, this reception honoring those who have reached a significant milestone in their academic careers, now in its seventh year. I appreciate the significance of welcoming the families, friends, and colleagues of honorees to share in their achievement at the University of Arkansas, and I am honored to be a part of this tradition.

Each year we produce the commemorative booklet and corresponding exhibit of the University of Arkansas faculty members who achieved promotion and/or tenure. 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 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.

Reading the choices of faculty and their comments brings me pleasure each year, and this year I take note of how many professors chose a book that corresponds to a topic or mentor who lit the intellectual fire for them and inspired a life devoted to the investigation and dissemination of a particular field of knowledge. As educators, it is inspiring to note how the spark we light in a single student may spread.

Carolyn Henderson Allen
Dean of Libraries

Distinguished Professors

Dr. John Reuben Clark
Dale Bumpers College of Agricultural, Food & Life Sciences
Department of Horticulture
Appointment to Distinguished Professor

Fruit Breeding
edited by Marisa Luisa Badenes and David H. Byrne (2012)

A Time to Kill
by John Grisham (1989)

Like all academics, I have spent a lot of time reading reference books and journal articles, and I had the honor of contributing two chapters to Fruit Breeding, edited by my fruit breeding colleagues Badenes and Byrne. This text covers a wide range of fruit crops, and is a valuable reference for fruit breeding practitioners and students. However, I immensely enjoy fiction, often read fairly current southern novels, Mississippi authors commonly. They tell of all the difficulties and messes folks get into there, reminds me of back home, as I am a native. Greg Iles, Larry Brown, Willie Morris are in the group, but my favorite is John Grisham. I remember when A Time To Kill was published, and I read it with the vision of the county seat of Madison County where I grew up being the location it all took place, Canton, Mississippi. And lo and behold that is where the movie was made! I enjoy words, really enjoy stories, like telling them. I have made a living mostly on genetic knowledge applied to practice, resulting in new varieties of fruits. But, you can’t beat a good story. So, my choices honor facts, fruits, and stories.
Earle Gister was one of the most influential acting teachers of the 20th century. I was greatly fortunate to have studied with him, and his impact on my work as a theatre artist and acting teacher has been profound and lasting. Earle believed that how you talk about the work directly affects the way you will do the work. He had an uncanny gift for understanding the dynamics of human need and taught that the underlying thread of human interaction is how we try to make other people feel. This innovation in acting technique takes the focus off the actor him or herself and puts it onto the acting partner, allowing the actor’s impulses to come from a deeply personal and unselfconscious place. As Aaron Copland said, “Inspiration may be a form of super-consciousness, or perhaps sub-consciousness…. But I am sure it is the antithesis of self-consciousness.” This book reminds me anew of Earle’s work and the wondrous time I had learning from one of the giants in theatre training.

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This book formed a seminal moment for the study of Northern Renaissance art history. When I read it as an undergraduate, I was fascinated by Panofsky’s approach to the interweaving of realism and symbolic meaning within these art works. Indeed it was Panofsky who first coined the term “iconography,” which we still use today in relation to the study of meaning in art. I feel a special connection to Panofsky, not only because his book inspired me to go into my field of study, but also because he taught at the two universities where I studied at the undergraduate and graduate level. When I checked out books using the old handwritten card system at Princeton, I would see my name below his. I found it especially fitting to learn that my father-in-law, while a grad student at Harvard, actually attended the lectures Panofsky gave there that formed the basis for his Early Netherlandish Painting book. It was especially gratifying to hear from my father-in-law that he attended these lectures, despite being a student of philosophy, not art history, because everyone at Harvard — regardless of their field of study — knew how important these lectures were.
Dr. James M. Lampinen  
J. William Fulbright College of Arts & Sciences  
Department of Psychological Science  
Appointment to Distinguished Professor

I went to high school in the 1980s, but musically I was influenced by singers from the 1960s and before. While my high school classmates were listening to new age and early punk rock, I was immersed in the music and lyrics of Bob Dylan. I tried to write like Dylan myself. I failed. But Dylan’s music has influenced how I think about politics, relationships, history, spirituality, and psychology. His writing is layered and nuanced. His music crosses boundaries and has influenced me greatly. For that reason, the book I have selected is *Bob Dylan: All the Songs: The Story Behind Every Track* by Philippe Margotin and Jean-Michel Guesdon.

Bob Dylan: All the Songs: The Story Behind Every Track  
by Philippe Margotin and Jean-Michel Guesdon (2015)

Dr. Frederick W. Spiegel  
J. William Fulbright College of Arts & Sciences  
Department of Biological Sciences  
Appointment to Distinguished Professor

I have been a prolific, if slow, reader since I learned to read, and lots of books have had big impacts on me. I considered several books for this, e.g., *The Ancestor’s Tale* by Richard Dawkins, *The Structure of Evolutionary Theory* by Steven J. Gould, *The Growth of Biological Thought* by Ernst Mayr, *The Double Helix* by James Watson, and *The Origin of Species*, first edition, by Charles Darwin. These all had a big impact on my thinking as a biologist. However, *Bulfinch’s Mythology*, which I discovered one summer while I was still in grade school, was probably the first book that really stimulated my intellectual development. I was fascinated by the stories in it, and it has been foundational for providing context to lots of aspects of my education, from history to culture to foundational concepts that pervade the sciences.

Bulfinch’s Mythology  
Thomas Bulfinch (1867; originally published in three parts, 1855, 1858, and 1863)
What could be timelier than a poem about a combat veteran’s return home and his emotional reunion with wife and son? Filled with monsters, gods, the underworld, and bloody revenge, the timeless tale of Odysseus’ adventures has inspired countless poets, novelists, musicians, filmmakers, playwrights, painters, sculptors, politicians, moralists and philosophers — from antiquity to the present. The Odyssey has been the basis of much of my own scholarly research and publication.

Its language is beautiful; since first reading The Odyssey in Greek almost forty years ago, I have never stopped admiring this poem, which is actually a song that Greeks probably first wrote down 2,500 years ago, and which they sang for probably five hundred years before that. When I read these ancient words, I both bring ancient music to life, and get connected with the distant past. I feel awe at the beauty of its language and its insight into the human experience.

Literature is a healer of the soul (ΨΥΧΗΣ ΙΑΤΡΟΣ ΤΑ ΓΡΑΜΜΑΤΑ), a fact that I experienced when a student at the University of Arkansas in the early 1980s told me that reading The Odyssey spoke to her directly — her husband was a Vietnam MIA. She told me that reading about Penelope’s longing for her missing husband expressed her own anguish; she was comforted to know that she was not alone in her feelings.

The Odyssey is an incredibly rich source of thoughts on what it means to come home after a long separation, about a wife needing her husband and a son needing his father. It is amazing to me how much of human life this poem reflects, and how it does so truly and movingly; it is so rich in so many ways.

Dr. Hameed Naseem
College of Engineering
Department of Electrical Engineering
Appointment to University Professor

The Philosophy of the Teachings of Islam
by Mirza Ghulam Ahmad (1905)
translated from Urdu by Muhammad Zafrulla Khan (1979)

My father, Muhammad Ahmad Naseem, was a booklover, who instilled in me from childhood curiosity and a desire to gain knowledge through this treasure trove. Despite his very meager income, he put together an excellent library at home that had books from The Arabian Nights, to palmistry, to medical treatises, and zoology. He had some of the rare, out-of-print books that were only available at the Ahmadiyya Central Library hand transcribed and bound for his collections. I remember one such book on the life and works of the polymath, philosopher, and physician Avicenna that he gave me to read. He had pictures of Al-Biruni and other Muslim geniuses and authors framed and displayed prominently at home as inspirations for us. He himself read the books of Mirza Ghulam Ahmad, the founder of the Ahmadiyya Muslim Community, and asked us to read those books to become better at serving humanity and God. As I entered college and studied science and math, these books influenced me tremendously.

One of these, The Philosophy of the Teachings of Islam, which I read in the original Urdu language, was read out at an Interfaith Conference of Religions held at Lahore on Dec. 26-29, 1896. Sir Muhammad Zafrullah Khan translated it into English in 1979. The author lays out how the Holy Quran describes the physical, moral, and spiritual states of man emanating from three sources within the human psyche—the self that incites to evil, the reproving self, and the soul at rest. He shows how natural conditions within man when properly regulated under the teachings of religion become moral qualities. He then describes the proof of the existence of God and gives details of the attributes of God. When the moral qualities of man become congruent with the attributes of God, his soul is pulled towards its Creator, and he achieves a state of bliss. The will of God then becomes the soul at rest. He describes in this book that there are three stages in acquiring true knowledge—through rational arguments, through experimentation and/or observation, and through experience and suffering, the last being the knowledge of the highest order. Only at this stage does one attain the status of a “Teacher” and become a true model for others to follow.
Dr. Thomas R. Paradise  
J. William Fulbright College of Arts & Sciences  
Department of Geosciences  
Director, Center for Middle East and Islamic Studies  
Appointment to University Professor

The Book of the Thousand Nights and a Night: A Plain and Literal Translation of the Arabian Nights Entertainments by Richard F. Burton (1885)

Since I was first able to read *The Arabian Nights*, the stories of Ali Baba, the Roc Bird, the Serpent Queen, the House of Crying Men, and Aladdin (and 996 tales to go) filled me with curiosity and awe, and the desire to visit the Gulf, learn about these cultures, travel, see, taste, and smell these magical, mystical places. However, it was when I was older that I learned of its translator, Sir Richard F. Burton and his training as a geographer, cartographer, linguist, and explorer; it steered my career. His seemingly unending quest to learn and explore new places, taste exotic foods, meet interesting people, and experience unique rituals guided me in my university research, and my teaching — now having worked in Petra, Jordan for 25+ years. Richard Burton understood and spoke more than 20 languages, traveled widely, and wrote more than 40 books on topics ranging from swordsmanship to gold-mining, and of his extensive travels across the Mediterranean, American West, Western Asia, and the Middle East.

So, it originated with *The Arabian Nights*, but fostered my passion for our world, ourselves, and our geographies.

Dr. Luis Fernando Restrepo  
J. William Fulbright College of Arts & Sciences  
Department of World Languages, Literatures & Cultures  
Appointment to University Professor

*Cien años de soledad (One Hundred Years of Solitude)*  
by Gabriel García Márquez (1967)

A fascinating novel that provides a critical perspective of the history of Colombia and Latin America, the futility of civil wars, the brutality of state repression, and the injustices of transnational capitalism, all told by a master storyteller. I have read it numerous times and still find it inspiring.
I have vivid memories of sitting underneath the starry sky as a child and listening to the stories from the *Mahabharata*. In the late seventies when I was older, I read the retelling of the epic (condensed from several thousands of verses) by William Buck, expecting to find more stories that had escaped me as a child. To my amazement, I found that the stories were already familiar to me. Themes such as the struggle to find balance, the meaning of life, duty, honor, the difficulty of defining good and righteousness, show that the *Mahabharata* is an all-encompassing expression of the human condition. The insights the epic presents were evident through both the spoken and written word and are still relevant to life's ambiguities and dilemmas.

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Aime Cesaire's *Notebook* is one of the most inspirational books I ever read. The book was our first real discovery of advanced literature, from a black author. As kids, we grew up reading French authors such as Victor Hugo, Jean-Paul Sartre, and Emile Zola. We had African authors such as Sembene Ousmane, but the work of Cesaire was the first to really impress and inspire all kids of my generation. A master work from an African like us, capable of mastering the French language at the level of French masters such as Victor Hugo. We all wanted to be like him, which increased our motivation to learn and succeed academically. Cesaire makes very unusual usage of metaphor, language, and poetic rhythm to describe a hero in his quest of identity and reconnection to his roots. By confronting his origins, insecurities, self-hatred and conflicted past, the hero intends to position himself as the voice to inspire others to transcend their passive and horizontal identities. As a world citizen, travelling and living in various places with various cultures, I could see the universality aspect of Cesaire's *Notebook*, which applies to every society. Cesaire's ultimate goal is freedom, not only for his own people, but for every folk.
Mr. Stephen Clowney  
School of Law  
Promotion to Professor

Robert Ellickson, the author of Order Without Law, changed my life. His class on the legal history of cities convinced me to pursue a career writing about the role of law in local communities. Order Without Law is Ellickson’s masterpiece. Ellickson presents a case study of how ranchers in California solve their problems through a privately established system of social norms. The formal legal system (courts, judges, lawyers) plays almost no role in settling their intra-group conflicts. The central argument of the book is that the informal rules of close-knit groups outperform state-backed law; private control mechanisms not only produce secure land rights, they also generate rules that are cheaper to administer, more efficient, more predictable, and more just. The book is well-written, careful, insightful, and extremely fun to read. Ellickson’s arguments force us to grapple with all of the major themes of human existence: the role of government, the proper use of violence, and the cardinal importance of community.

Order Without Law: How Neighbors Settle Disputes  
by Robert C. Ellickson (1991)

Dr. Marlis R. Douglas  
J. William Fulbright College of Arts & Sciences  
Department of Biological Sciences  
Promotion to Professor

Richard Dawkins is one of the most prominent voices in the debate about science and evolution. The arguments in his book, The Greatest Show on Earth, are propelled by an unbridled enthusiasm for the natural world, a characteristic that should resonate with any open-minded reader. Dawkins relies upon an eloquent and witty style to achieve several objectives in the book. For example, he dismantles the absurdities of intelligent design, deprives creationism of any logical credibility, and deflates as a non-issue the “controversy.” In my view, Dawkins epitomizes how a solid education combined with independent thinking and a gift of conveying complex issues in captivating words, can transform our understanding of science and refocus our discourse on evolution. The digital age offers the curious mind an unprecedented access to information, but with necessary caveats regarding the pitfalls of distortion, equivocation, and plain nonsense. As educators and mentors, we must provide our students with the means to critically evaluate this deluge and to parse fact from fabrication. If accomplished, they will be prepared to address the challenges of our changing world. In this sense, Richard Dawkins has dared me to think big, and his book provides this inspiration.

The Greatest Show on Earth  
by Richard Dawkins (2009)
This book focuses on the importance of positive change, and how it can lead to greater success and happiness. Author Shawn Achor said, “Only once we learn to see the world through a more positive lens can we summon all our motivation, emotion, and intelligence to achieve our personal and professional goals.” This book has been instrumental in my pursuit to improve as an educator, mentor, and professional. I hope this book will be instrumental for others as they seek to increase positive change, happiness, and success.

It is so easy in our busy world to focus only on the negative. However, increased negativity decreases productivity, satisfaction, and happiness. This book has provided me with insight and examples on how to improve my outlook and perspective. I have used resources from this book to develop a career map, not just an escape route, and it has helped me work with others to harness their potential. The author is a psychology researcher, and he unlocks the secret of human potential in this book. I promise, everyone will find a leadership or personal nugget in this book. Enjoy the read!

The Gods and Other Lectures
by Robert G. Ingersoll (1874)

When I was a teenager, I found a book in an old trunk that belonged to my mother by Robert G. Ingersoll titled The Gods and Other Lectures. It was dated 1876 and intrigued me as I have always loved old books. It is a collection of speeches by Ingersoll, and as I read these speeches, I was amazed at the content, considering the period in history when these speeches were made. Women’s rights, free thought, and humanism were prominent. The humor with which Ingersoll treated these subjects, which were controversial at that time, is a style similar to Mark Twain and Winston Churchill, which I find entertaining, informative, and memorable. While there is much to be learned from this collection of lectures, the most important lesson I learned is that humor is memorable and a valuable educational tool. I incorporated humor in my arguments in court as an attorney and have incorporated humor in my lectures as an educator. I hope my humor enhances my students’ educational experience ... at the very least I hope it keeps them awake in my class.
As an undergraduate, I didn’t make much of an effort to reach out to my professors (most of whom were excellent). I was a solitary student—certainly not a plan I would recommend to others. I was saved only by the strong conviction (hubris!) that I could instead directly converse with the great philosophers of the past. I still believe that books can be this great equalizer, giving anyone with a library or internet connection an invitation to the most elevated conversations if only they feel themselves worthy and make the earnest effort. Why can’t a kid from Nebraska, or Arkansas, take on the greatest minds directly?

The ideas speak for themselves, no matter who you are or where you’re from. David Hume was the writer who most appealed to me. For a year or more, I threw myself into his *A Treatise of Human Nature*. I loved his style, the subject, and his arguments. Hume made it clear that he was more man—someone who sought out conversation and a game of backgammon—than philosopher. He invited me into his study with a philosophical prose rivaled only by that of Plato. The subject was most profound—to what extent are we rational creatures? What does experience entitle us to conclude about the future and the past? What does reason have to say about morality? I was fascinated by where his arguments led. We are not so different from the other animals, he argued (without the advantage of Darwin’s insights). We are largely creatures of habit, and what we take to be good and beautiful is contingent upon our universal human nature. I continue to be influenced most profoundly by this naturalism—in particular, his appeal to facts about human nature to explain mind, motivation, and morality.
I was first introduced to *The Double Helix* in the late 1990s. My future wife had picked up the text as required reading for a research ethics course she was taking, and I only skimmed through it at that time. I decided to give it a more thorough read in the spring of 2005 when I learned that the author and Nobel Prize winner, Dr. James Watson, would be giving a lecture at the Arkansas Union during his jaunt through Northwest Arkansas in search of the Ivory-billed Woodpecker. I was pleasantly surprised to read about much more than the science involved with the discovery of the double-helix DNA structure, especially the in-depth account of the highly competitive nature of rival laboratories, the highs and lows that surround scientific discovery, the race to publication, and the lives of biological scientists outside of the laboratory setting in the mid-twentieth century. I learned valuable lessons from this book as an associate professor that helped me eventually make it to the rank of full professor. Of course it was also a thrill to have a short visit with Dr. Watson following his lecture and become the owner of an autographed copy of *The Double Helix*.  

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I read this book when I was in college. With the philosophical nature of the contents and the detailed historical evidences behind the scientific discoveries, it was not an easy read for me at that time. However, I remember that somehow I managed to finish reading the book, probably with many misunderstandings. Nevertheless, since then the new way of understanding “scientific progresses” or “changes in ideas or world views” in general made a long-lasting imprint in every corner of my thinking process. It helped me to examine the ways I perceive and interpret things around me as well as unperceived limitations of my own views. I believe it has rescued me many times from stubbornness of my thoughts, and has often prompted me with urges to see things differently outside the conventional views of the crowd, whether it is views on a daily life, religion or science, which I do now as a microbiologist.
Community Connections: Intergenerational Links in Art Education
by Angela M. LaPorte (2004)

Community Connections: Intergenerational Links in Art Education is an example of what has inspired my research and my life, intergenerational experiences in the arts (visual art, music, and theatre). Collaborations between diverse ages and/or cultures can provide learning opportunities that promote a sense of community, diminish stereotypes, value expertise and wisdom, and enhance participants’ self worth. I look forward to publishing another book on this topic in the near future.

The Physics of Star Trek
by Lawrence M. Krauss, forward by Stephen Hawking (1995)

I am a lifelong science fiction fan, and Star Trek is my favorite science fiction TV show. I watched most of The Next Generation and The Original Series when I was a physics graduate student in New York City. The show captured my imagination and brought me so much happiness and fun. I must have talked a lot about Star Trek with my colleagues and friends; I got this book The Physics of Star Trek as a present many years ago. As a physicist and a Star Trek fan, I thoroughly enjoyed the book. Prof. Krauss discussed time travel, light speed, pure energy beings, black holes, wormholes, teleportation, and other concepts in the Star Trek universe. When Prof. Krauss came to the University of Arkansas years ago for a Maurer Lecture, he signed my copy of the book and wrote the sentence: “To Jiali: I hope this continues to inspire you to go where no physicist has gone before!”
As an undergraduate student majoring in pure mathematics, I took a probability course in which I was introduced to the theory of subjective probability, formalized by de Finetti in a series of papers in the 1920s and 30s. According to this theory, probabilities express personal judgements about the plausibility of events. Thanks to the passionate and skillful lecturing of E. Regazzini, the course instructor who then became my advisor and mentor, I was immediately hooked. I spent the summer after the end of the course reading de Finetti's treatise *Theory of Probability* (the original version has "Probabilities" in the plural form in the title, to stress the fact that there are as many probabilities as there are individuals expressing them). From that summer I can still remember the excitement that some passages of de Finetti's book gave me and how illuminating and compelling I found the arguments exposed by the author in support of his view of probability. The rest is history: I moved away from pure mathematics to graduate with a thesis in probability, subsequently pursuing graduate studies and a research career in statistics. My professional life has been shaped by that early course in probability, its outstanding professor, and de Finetti’s treatise!

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Great literature inspires and motivates generations of people. Before I came to the US as a doctoral degree candidate, I focused most of my attention on math and science. As a foreign student in the US, I was often solitary and would often visit the university bookstore. There the door of western classic literature opened in front of me. *War and Peace* had probably the most profound impact on me. The universal human experience and the insights on human nature and human conditions struck and moved me deeply. I felt myself transformed, no longer limited by the culture I grew up with. Not only am I able to understand and appreciate much better new places and new people, but also it liberates me from the immediate environment, good or bad. I recommend Tolstoy to anyone, particularly to scientists and engineers, to whom the humanities are not their main focus.
As a first-year graduate student at Washington University, I enrolled in an Economic History course taught by a professor that I had never heard of named Douglass North. He lectured on the critical role that institutions (the “rules of the game”) play in coordinating exchange of goods and services, and we were able to read draft chapters of the new book he was writing. Before long, I realized that Professor North had developed a comprehensive theoretical framework to explain why some economies perform well while others are dysfunctional failures. I was hooked, and I immersed myself in his ideas that have become the foundation for New Institutional Economics. I am so ingrained in this way of thinking that it is instinctual for me. Months after I took my first academic job as an associate professor, Professor North was awarded the Nobel Prize in Economics! I was glad to see that the economics profession valued his ideas as much as I did. I began to teach his theories in my undergraduate courses, but there was no textbook suitable for that purpose, so I wrote one. Even now as a banking professor, I continue to teach my students about the importance of a nation’s institutions. The book is required reading for the business students that join me on the Belize Community Development program each summer, and it helps them to make sense of a developing economy that has a very different institutional framework than the one in the US.
Feinberg convincingly argues that we need a philosophy of public education. Of all professions, education should have a shared philosophical underpinning that guides the work of teachers and administrators by defining the function of a public education. The challenge of educating a civic public in a pluralistic society stems from the current neoliberal ideology that insists education’s sole purpose is economic — producing a workforce capable of competing in the global marketplace. Reading this book refreshes the question that I have had for many years — how can one of the world’s leading nations also have one of the highest childhood poverty rates, incarceration rates, and other societal ills? Feinberg has an answer to that question — we need a philosophy of public education that addresses the public good in a society that is increasingly becoming more diverse and complex. Feinberg argues that the true measurement of a society’s educational system is the health of that society, which includes but is not limited to economic concerns. Feinberg’s work in general and this book in particular have rekindled my thinking about the purpose of what we do in our program as we prepare teachers and leaders for careers in public education.

Dr. Andrew Braham
College of Engineering
Department of Civil Engineering
Tenure and Promotion to Associate Professor

The Velveteen Rabbit
by Margery Williams (1922)

The first time I actually ever read The Velveteen Rabbit was after my sister’s wedding, where one of the readings during the ceremony was from the book. The passage chosen for the wedding was the conversation between the Rabbit and the Skin Horse about what is Real. At that time, I was already 26 years old, but I have read it dozens of times since. While there are countless wonderful books on asphalt (my core research area), I believe that self-reflection on your own beliefs and your relationships with others is the most important part of both our personal and professional lives. This self-reflection forces you to define what you think Real is, and how you decide to be Real with others in your life.
The little book by Strunk and White encompasses rules and principles of writing in a simple and brief style. I came across it during my first year of graduate school when I was struggling in drafting my first manuscript. My Ph.D. advisor handed me a write up of how to write a scientific paper by his Ph.D. mentor. The only reference cited in the write up is the book by Strunk, titled *The Elements of Style*. I read it and found it very useful. Later on, I bought its revised version by Strunk and White, which expanded the Strunk's version with the list of commonly-misused words. This book delivers the elementary rules and principles in just a little over 100 pages. It emphasizes to write in concise style. Every sentence should convey important information without redundancy. The style of concision enables me to communicate effectively with others at work and in life.

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**The Elements of Style**
by William Strunk, Jr. and E. B. White (1959)

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Several threads of my life intersect in *A Northern Light* by Jennifer Donnelly. The novel — about a teenager who aspires to leave home and pursue her dream of becoming a writer — takes place in upstate New York, not far from the small manufacturing town where I grew up, and where my own dreams of leaving home to explore the world took root. It is also a story about the sacrifices those closest to us make on our behalf, and in that sense, the book serves as a reminder of my indebtedness to my parents, family members, and wife, to whom I owe everything. As a work of young adult literature, Donnelly's novel reflects my interests as both a scholar and as a teacher, and it reminds me of the many students who have touched my life at the University of Arkansas. Most of all, though, *A Northern Light* embodies my belief in the transformational power of literature, which, by broadening our perspectives, changes us for the better.
Dr. Matthew B. Day
J. William Fulbright College of Arts & Sciences
Department of Mathematical Sciences
Tenure and Promotion to Associate Professor

This is one of the first books in higher mathematics that I read as a student, and it is one that I have come back to over and over again as a researcher. Methods from this book have shown up in several of my research papers, and this is a book I often recommend for graduate students and advanced undergraduates.

This book brings out several of the great themes of modern mathematics. It emphasizes the interplay between different kinds of structure in mathematics: we study groups (an algebraic structure) by building topological spaces, and then by building rings (a different algebraic structure) to characterize these spaces. This book shows how we can study certain structures by taking them apart and putting them back together again—and putting things back together can be much more difficult than taking them apart. Finally, this book demonstrates the need both for concrete, computational examples and for richly layered abstraction. You can’t get much depth of understanding without both.

Cohomology of Groups
by Kenneth S. Brown (1986)

Dr. Angela Elsass
College of Education & Health Professions
Department of Curriculum & Instruction
Promotion to Clinical Associate Professor

How Full is Your Bucket? For Kids
by Tim Rath and Mary Reckmeyer (2009)

As I contemplated on choosing a book that would synthesize both my personal and professional values and ideals, I decided on a children’s book that I often use while teaching classroom management to future teachers. How Full is Your Bucket? For Kids by Tom Rath and Mary Reckmeyer is the story of a boy who learns a valuable lesson through the metaphor of “filling a bucket.” The lesson in this story is that each of us has an invisible bucket that represents our emotional and mental health...when our bucket is full, we feel great, and when it is empty, we don’t feel so good about ourselves! In this book, the boy begins to realize that every interaction in his day either fills or empties his bucket. However, the important lesson is when he realizes that everything he says or does also fills or empties someone else’s bucket!

As a career educator, I have been honored to be an elementary and middle level teacher and elementary school principal and feel that my service to the field of education is full-circle now as I currently prepare students at the University of Arkansas to be effective classroom teachers. This book is a reminder to me of how important it is to promote positive interactions with others. The relationships that we encourage children to build with others makes an emotional impact and can leave one either feeling positive “filling your bucket” or negative “dipping from your bucket.” Teachers have the opportunity and the responsibility to help children develop a positive mindset that emphasizes care and kindness for others. As children learn that their actions — what they say and do — can make others feel good, but can also make them feel good too, they are developing skills that will help them find academic and personal success, which fosters a climate for a peaceful and productive society.

“We only get one chance to prepare children for a world none of us can possibly predict; what are we going to do with that one chance?”

Muriel Summers, Principal of A.B. Combs Elementary School
This book was released in 2004, at about the same time I returned to graduate school to earn my Ph.D. from the University of Kansas after graduating with my masters in 2001. It was one of the first scholarly books I read as a doctoral aspirant, and it has shaped my work ever since. Barton and Levstik posited a socio-cultural approach to history education that pushed back against the prevailing notion that method mattered more than purpose and that developing K-12 students into youthful replicas of disciplinary historians was our charge. They changed my thinking in fundamental ways with their argument for using historical knowledge as a means to a larger social end, rejection of historical thinking as a purely cognitive endeavor, and illustration of how the end product of historical study can be far more than a rational recreation of historical narrative or argument.

*Teaching History for the Common Good*


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*Teaching History for the Common Good* pressed me to eschew my previously held notions about teaching history by raising questions that inspired reflection on the broader goals we hold as history educators. We do not prepare historians, we prepare citizens. We want our students to know and understand history, but that knowledge is limited unless they use it to improve the world around them. In that sense, Barton and Levstik demonstrate how history education should include unheard voices, perspectives and experiences — that caring for and acting on the past is more important than simply knowing it. I ask every social studies teacher I prepare to consider similar questions about the ultimate purpose of their present and future work. *Teaching History for the Common Good* has also greatly influenced my own research into historical empathy, a specialization to which I owe the success of my tenure bid.

Although the book was published in 2012, a few years after I began teaching full time, it includes many of my mentor Professor Laurence’s insights and quips about the law that drew me in as a student. These include the value of being able to explain a case or legal concept to an “intelligent non-lawyer,” the fact that “most of the ambiguity in the law is related to pronoun use,” the warning to “avoid areas of the law that regularly use lower case roman numerals,” and the need to develop “a patience with partial knowledge.” The novel itself tells a fantastically and intricately intertwined story of three primary characters who share a common friend, but little else.

*Departure Lounge*

by Robert Laurence (2012)
One of the most influential books that I have read recently is *Sum it Up: 1,098 Victories, a Couple of Irrelevant Losses, and a Life in Perspective* by Pat Summitt. I read this book because of my personal struggles watching the transformation of my two grandmothers, both afflicted with Alzheimer’s Disease and age-related dementia. This book provided a better understanding of what the disease looks like from the inside. After reading her book, I felt compelled to take a closer look at how my research can positively impact this debilitating disease.
Dr. Jennifer Kish-Gephart
Sam M. Walton College of Business
Department of Management
Tenure and Promotion to Associate Professor

Dr. Kristen N. Jozkowski
College of Education and Health Professions
Dept. of Health, Human Performance, and Recreation
Tenure and Promotion to Associate Professor

_The Cider House Rules_ is a fictional novel following the lives of a young orphan named Homer Wells who is raised in an orphanage in St. Cloud’s, Maine, by Dr. Wilbur Larch, and Dr. Larch, an obstetrical doctor and supervisor of the orphanage. In addition to delivering unwanted babies and raising them in the orphanage, Dr. Larch also performs illegal abortions. The novel takes place in the early to mid-1900s before abortion had been legalized. In addition to the novel being tremendously well-written and entertaining, _The Cider House Rules_ remains one of my favorite books because Irving so eloquently describes the complexity of reproductive health, reproductive choice, and abortion through the eyes of Dr. Larch, who reluctantly comes to perform abortions (illegally) and Homer Wells, who initially does not want anything to do with abortion.

So many of the struggles the characters face in the novel, despite taking place nearly 80 years ago, are relevant today with regard to access to reproductive health. Dr. Larch’s rants throughout the book about limited access to reproductive health and the negative health and financial outcomes women face speak to many of the issues I research and teach. In Dr. Larch’s final letter to Homer telling him that he needs to come back to St. Cloud’s to perform illegal abortions, Dr. Larch writes: “What has been violated here is your freedom of choice, and every woman’s freedom of choice, too. If abortion was legal, a woman would have a choice—and so would you. You could feel free not to do it because someone else would. But the way it is, you’re trapped. Women are trapped. Women are victims, and so are you.” What I think is most compelling about this novel is the compassion demonstrated by Dr. Larch, in this quote and throughout the entire book, and ultimately Homer Wells, for those who seek reproductive support. I highly recommend reading the book; unfortunately, the movie did not do the story or the characters justice!


_Obedience to Authority: An Experimental View_ by Stanley Milgram (1974)

Early on in my studies, I read Stanley Milgram’s book, which provides a detailed account of his classic Obedience experiment, the many variations of that experiment, and his theorizing about the results. Not only was I struck by the creativity of his work, but I was also inspired by the far-reaching implications of one of the main takeaways — that “good” or normal people can do terrible things. Indeed, this finding runs counter to what many of us (want to) believe about why bad things happen in organizations and in society. His work has left an indelible mark on what we understand about unethical behavior, and continues to inform the field of behavioral ethics even today.

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Formulated amidst the crucible of human experience of Nazi concentration camps, Frankl’s conceptualization of Logotherapy foregrounds the need for meaning in human life. Unlike many other psychological theories, however, Frankl does not suggest a model of what is or should be considered meaningful. Rather, he posits a triad of meaning-making processes whereby people find what makes life meaningful for them. This third school of Victorian psychoanalysis made a lot of sense to me when I first encountered it in high school, and then again as an undergraduate, both academically (double majoring in psychology and political philosophy) and personally (especially as I started travelling abroad). It took on even greater significance, however, when I switched into cultural anthropology for graduate school, and came to understand that all lifeways are equally meaningful to the people who live them. Indeed, the most important lesson I teach to this day is that everyone’s life makes sense from their perspective, and the most important framework for my own thinking—both personally and professionally—remains grounded in the importance of recognizing and pursuing whatever makes one’s life meaningful to live.

Deranged: Finding a Sense of Place in the Landscape and in the Lifespan by Jill Sisson Quinn (2010)

The essays of Deranged, which are about change, transition, and personal evaluation, were published during my first year as a faculty member at the University of Arkansas. Having only been in Arkansas once before moving here — a visit which had been for the on-campus interview for Head of the Physics Library — I was trying to find my own sense of place in the foothills of the Ozarks. Growing up in rural Central Wisconsin, one of the main landscapes about which Sisson Quinn writes, nature has always been a part of my life and personal development. As I was reading, I could picture not only my home state, but could hear my dear friend Jill’s voice. This book played an important role in easing my transition to a new place, one which I can now easily call home.
Mr. Jonathan L. Marshfield
School of Law
Promotion to Associate Professor

This book is meaningful to me on multiple levels. Having grown up in South Africa in the 80s and 90s, I am personally connected to Nelson Mandela’s remarkable story. Indeed, I think most people who lived through South Africa’s transition from apartheid to democracy were inspired by his perseverance, inclusive leadership, and insightful restraint. But this book also inspires me as a teacher and researcher. In *Long Walk to Freedom*, Mandela tackled complex issues of constitutional design and democratic theory. Issues such as the relationship between morality and legal legitimacy, the tension between democracy and the tyranny-of-the-majority, and the overlap of collective and individual rights.

Mandela approached these issues with deep theoretical understanding balanced by exceptional practical wisdom. He was both a moralist and an institutionalist; an idealist and a pragmatist. He recognized that political institutions must be designed with sensitivity to everyday realities, but he also believed that institutions should facilitate and protect a society’s moral aspirations. *Long Walk to Freedom* is, among other things, a remarkable contribution to constitutional learning because it is simply human while also theoretically complex. Mandela was not perfect, and his constitutional and political theory surely contain some errors, but his blended and balanced approach to law — especially constitutional design — is something I aspire to emulate in my research and impart to my students.

Dr. Richard Esten Mason
Dale Bumpers College of Agricultural, Food & Life Sciences
Department of Crop, Soil, & Environmental Sciences
Tenure and Promotion to Associate Professor

*On the Road* by Jack Kerouac (1957)

A good friend of mine lent me a copy of this book in college. As a young man, *On the Road* was a book that inspired me to explore the unknown, take chances, and just live life. While the field of plant breeding has many classic texts that have continued to stand the test of time, I chose this book because Kerouac’s explorations of the American landscape that influenced a generation are a constant reminder to always think and always be open for the next adventure. To be a plant breeder, you have to be willing to explore the unknown and always be ready for the open road ahead, just like Sal and Dean.
I, as most educators do, believe that the environment in the classroom sets the tone for learning and that one of the most powerful teaching tools is words and the tone in which they are used. *The Power of Our Words*, written by Paula Denton, has been and continues to be an inspiration to me. In this simple yet powerful book, Denton discusses the immense power of our words on perceptions and behavior. Our words can be powerful, not only to academically instruct, but also to build community, to establish and maintain discipline, and to empower our students. I keep this book handy as a reminder of the critical role that words play in all facets of our lives.

*The Power of Our Words*
by Paula Denton (2007)

It should be no surprise to those who really know me as to why I’m so interested in the subject of Astrology. Both my dissertation and ongoing research examines why people select certain romantic partners based on alcohol consumption and how that impacts their relationships. Selection is an evolutionary process in which choosing a mate depends on attractiveness of its traits—thus, we are attracted most often to those who are similar to ourselves. Most of my research and basic Astrology utilize this concept. Learning about Astrology these past few years in Arkansas became a fun hobby of mine, which gave me a nice mental break from the tenure process. I can say that my thorough researching skills have brought me to one very important conclusion about Astrology: It’s more than just a coincidence. I’m almost convinced of this, but I can’t prove it...just yet.

*The Zodiac Recipe*
by Jacquelyn Wiersma (2015)
Dr. Adriana Rossiter Hofer  
Sam M. Walton College of Business  
Department of Supply Chain Management  
Tenure and Promotion to Associate Professor

Ms. Tiffany R. Murphy  
School of Law  
Promotion to Associate Professor

Just Mercy  
by Bryan Stevenson (2014)

Ms. Stephanie J. Pierce  
J. William Fulbright College of Arts & Sciences  
Department of Art  
Tenure and Promotion to Associate Professor

Pollyanna  
by Eleanor H. Porter (1913)

My transition from criminal defense attorney to clinical professor grew out of a frustration of seeing the disadvantaged receive the worst type of representation when they often needed it most. All my clients were on death row and their cases involved ineffective representation, police and prosecutorial misconduct, and junk forensic science, among other problems. As a result, a shocking number were innocent. I hope that teaching law students how to properly investigate and litigate a criminal case may help prevent some of these grave injustices from continuing. Bryan Stevenson’s Just Mercy explains the fractures in the criminal justice system and its disparate impact on the poor and people of color. For me, his book serves as a reminder of the zealous representation to which every person charged with or convicted of a crime is entitled at every phase of their appeals.

Pollyanna, by Eleanor H. Porter, was by far the favorite book of my childhood. It is the story of a young girl, Pollyanna, who moves in with her stern aunt, Aunt Polly, after the death of her father. She was very optimistic and played the “Glad Game,” which consisted of always finding something to be glad about, no matter how difficult the situation. Throughout the book, Pollyanna’s sincere and positive attitude influences not only her aunt, but many other characters in the book, who also start having a positive attitude toward life. For many, Pollyanna’s story is simply portrayed as a naive philosophy. But I never saw it that way. Always being grateful and finding the good in life is, for me, such an important mental exercise that can help us navigate through life and the obstacles and hardship we may, at times, encounter. We must not only help ourselves, but we must also help others. In this sense, the story of Pollyanna reflects my journey to tenure and promotion: It wasn’t always easy, but I persevered and, with the help of my colleagues and friends, succeeded.
Dr. Tracy Ann Sykes  
Sam M. Walton College of Business  
Department of Information Systems  
Tenure and Promotion to Associate Professor

Reading has always been a big part of my life — being read to by my great-nan while rocking in an old rocking chair, then learning to read for myself when story time was greatly curtailed due to the birth of a younger sibling, and losing myself in books when life became difficult. But this book has a special place in my heart for three reasons: 1) my fifth grade summer was spent devouring any and all books for the purpose of winning a school-wide summer reading contest; this book was the prize; 2) the content of the book was amazing, lands of imagination, heroes and swords and best of all the “hero” was a girl; I had not read a great deal of children’s works that had that, but it spoke to me, letting me know that I could be a hero too; and 3) this book was one of several that inspired me to want to share my own ideas through writing; although my writing has since taken a less literary path, it was beloved books such as this one that sparked in me that desire to write and share my ideas with a wider audience.

Ms. Annie B. Smith  
School of Law  
Promotion to Associate Professor

I first read this novel about migrant farmworkers in high school Spanish class. While I had no idea at the time, I now believe the book’s powerful stories of injustice and resilience partly inspired my career as a lawyer representing farmworkers and other low-wage workers. While the book was written about farmworkers in the 1940s and 1950s, today’s farmworkers largely continue to labor in unsafe and unjust conditions.

...y no se lo tragó la tierra (...And the Earth Did Not Devour Him)  
by Tomás Rivera (1971)

The Blue Sword  
by Robin McKinley (1982)
Ms. Danielle D. Weatherby  
School of Law  
Promotion to Associate Professor

The Hero with a Thousand Faces  
by Joseph Campbell (1949)

The Hero with a Thousand Faces is Joseph Campbell's masterful work of comparative mythology that infuses elements of psychology, religion, and anthropology in exploring the basic tenets of the human experience as it plays out in literature and myth. I first read The Hero with a Thousand Faces in high school. Campbell's discussion of "the hero journey," a motif or "monomyth" he uses to describe the prototypical stages of all important world myths, forever transformed the way I read and experienced literature. But, to me, Campbell's "hero journey" transcends myth, and because of this, it has influenced me as a writer and, more recently, as a legal writer. As I tell my students, good brief writing and other forms of persuasive legal writing tap into Campbell's techniques of storytelling. Through Campbell's classical storytelling tools, effective legal writers can create "pathos" for their clients, leading the legal reader to experience the conflict through the client's lens. By reminding myself and my students that all people, fictional and real, have their own versions of the "hero journey," my students become more nuanced, powerful, and persuasive legal writers. Campbell's hero journey is more than just a mold into which most world myths fit; to me, it is a broader template that describes the human experience.

Dr. Christian K. Tipsmark  
J. William Fulbright College of Arts & Sciences  
Department of Biological Sciences  
Tenure and Promotion to Associate Professor

Grooks  
by Piet Hein (1966)

Grooks is creative poetry by a Danish author, philosopher, mathematician and designer, Piet Hein. He introduces new perspectives on all aspects of life. These poems are a keen reminder of the importance of "growing your garden," or talents, so ideas can sprout, develop and then create partnerships with others in a global world to achieve the best results. The Grooks and their themes inspire reflection, growth, and new ideas in our journey of science and life in general.
I chose this book because it provides a unique insight into the relationship between nation building and the forest environment that drew so many to settle in what became the United States. I have enjoyed a long love affair with forest environments, and this book gave me a new perspective on how important forests are to our lives.