



Center for Social Concerns

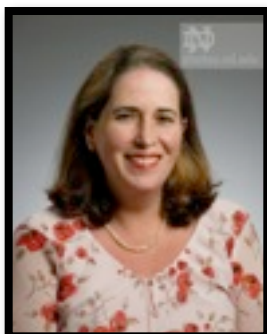
Community Engagement Faculty Institute

Participant Profiles 2013



Carolina Arroyo specializes in academic advising with particular emphasis on advising as teaching. She is the co-founder of the Campus Wide Internship Programs group, which meets bi-annually to discuss best practices, legal issues and the like. Prior to attending graduate school, Carolina taught Spanish in Kansas City, Missouri and English as a Second Language in Guadalajara, Mexico; Houston, Texas and Buffalo, New York. She is currently working on a community based project to propose legislation that will allow drug felons to receive food stamps.

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Tatiana Botero-Jauregui is the Associate Professional Specialist of the Spanish Intermediate Romance Language and Literatures. I was born in Washington DC, but I grew-up in Colombia. I have been teaching Spanish for the past 20 years. Before coming to Notre Dame in 2011, I was at Vanderbilt University where I taught for 10 years many levels of Spanish, as well as being a faculty mentor for the freshman class and participated in the Center for Latin American Studies' outreach program. I also taught at the University of Pittsburgh and Carnegie Mellon University among others, as well as served as a court translator. My interests are in second language acquisition, foreign language teaching and community base learning with a particular focus on teaching language through culture and community engagement.

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Ghada Bualuan is the Assistant Teaching Professor and Director of the Undergraduate Studies Department of Classics and Program of Arabic Language and Culture. She received her B.A. from the American University of Beirut and her M.B.A. from the the Lebanese American University. She is interested in Second Language Acquisition, Foreign Language Pedagogy, and Arabic/Middle Eastern Cultural Studies. My current research also includes Colloquial Arabic.

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Matthew Capdevielle studies rhetorical theory and composition pedagogy, focusing on rhetoric and ethics in writing instruction in various venues, including writing centers and classroom-based writing programs at the college level. He is currently at work on a project examining the formation of academic writing culture. Capdevielle teaches in the University Writing Program.

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Andrea Christensen is a postdoctoral research associate, working with Julianne C. Turner of the University of Notre Dame studying how teachers' involvement in long-term, collaborative professional development focused on students' motivation influences teacher change, and subsequently students' engagement. She has also conducted studies investigating how students' perceptions of classroom goal structure differentially influence high, average and low-achieving students' use of effective learning strategies and gains in achievement.

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James Creech is an academic advisor in the First Year of Studies. He is one of the coordinators of the First Year Challenge, which assists first-year students in the development and implementation of community service projects. <http://fys.nd.edu/fys-resources/first-year-advisors/james-creech/>

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Lisa Cruces-Welty joined the University of Notre Dame's Hesburgh Libraries as the seventh Librarian-in-Residence in July 2012. A native Texan, Lisa earned dual B.A. degrees from Texas State University-San Marcos in 2009 and her M.S.I.S. from The University of Texas at Austin in May 2012. She holds specializations in archival enterprise and academic librarianship, and is committed to increasing access to Spanish-language material and digital curation.

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Rachel Fulcher Dawson's research interests and activities focus on 1) the politics of education, particularly how federal and state policy interact and connect to teaching and learning; and 2) using theory and methodology from political science to examine educational issues independently and in comparison to other domestic policy domains; and 3) early childhood education policy. She pursued these areas of study in her dissertation and in research projects with faculty members at Michigan State University and policymakers in the State of Michigan. She continues to examine these topics in her work as a consultant to the State of Indiana in the area of early childhood education/child care and in her K-12 evaluation work. In addition to research, she has a strong background in policy analysis, which includes work on Capitol Hill, for the U.S. Department of Education and for the Michigan Department of Education. Her work has been used to inform policymakers including Department program staff and legislators. In 2009, she co-authored with Dr. Larry Schweinhart a book chapter on Early Childhood Education to in the AERA Handbook on Education Policy Research. In her current work for IACCRR, she has developed and authored evaluation and policy reports on topics ranging from school readiness to parental choice in child care. IACCRR has used much of this work to inform state legislators on issues related to child care and families with young children. Through her work at IACCRR, she works to train early childhood providers on pertinent research and policy topics. Through evaluation efforts locally in Northern Indiana, she continues to work with early childhood providers and K-12 teachers to examine methods and quality. She currently teaches an Early Childhood Education Policy in U.S. course through the interdisciplinary ESS Minor at University of Notre Dame.

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Amy Jonason is a doctoral candidate in sociology at Notre Dame. She studies culture and social movements through the lens of ethnography, with a particular interest in the up-and-coming food justice movement. Amy co-taught the Center for Social Concerns immersion seminar "Latino Community Organizing against Violence" in Chicago in the fall of 2012 and was recently awarded a Ganey Course Development Grant for her course "Sustainable Food Systems and Social Justice," to be taught in Fall 2014.

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Michelle Joyce is an Associate Professional Specialist in the Department of Chemistry and Biochemistry and the Associate Director of the Mass Spectrometry and Proteomics Facility. In addition to her facility work, Dr. Joyce has mentored local students on various research projects. She started and directs the ND LIGHTS program which has donated dozens of laboratory instruments to local, national, and international schools since its inception three years ago. Dr. Joyce teaches the laboratory course Instrumentation and Science Education in which undergraduate students develop high school experiments for the recipients of the donated equipment. She is interested in science education and utilizing modern instrumentation in the classroom.

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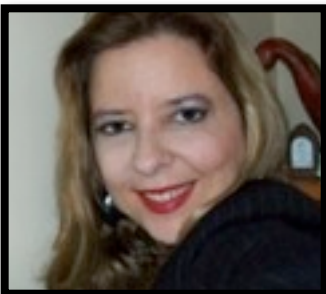
Cecilia Lucero is an academic advisor in the First Year of Studies, and serves as faculty advisor for the annual student production, *Show Some Skin*, a performance of monologues about race, gender, and other aspects of personal identity. Cecilia is a 1984 graduate of Notre Dame, and has held various administrative positions at the University including assistant dean for admissions in the Graduate School and assistant director for undergraduate research at CUSE. With regard to community engagement, she serves as chair of the fund development committee for the Neighborhood Resources Corporation, participates in Women Build/Habitat for Humanity of St. Joseph County, and served last year on the event planning committee for Habitat for Humanity's Habi Hour fundraiser.

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Maria McKenna is a professor of the practice for the Department of African Studies and Education, Schooling, and Society. She is also a Faculty Fellow with the Institute for Educational Initiatives at the University of Notre Dame. Her research and teaching focus is on the social contexts of American education, educational care, and minority experience in American public education, with a focus on the child and parent perspective/voice related to educational environments and opportunities.

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Ivis Menes has been a professional specialist in Spanish at the University of Notre Dame since the year 2000. She holds a B.A. in Spanish literature from the University of Florida and an M.A. in Spanish literature and linguistics from Loyola University at Chicago. She also possesses a bilingual teaching certificate from the state of Illinois. She currently teaches the culture and civilization of Spain and Latin America as well as advanced Spanish. In 2006 Professor Menes was the recipient of a Kaneb Award for faculty, in recognition of her outstanding contributions to undergraduate education.

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Elena Mngione-Lora currently co-teaches a Telenovela class (study and student production) with Professor Kevin Barry and a multimedia writing class exploring Spanish & Latin American music, in addition to 200-level language courses. In April 2003, Professor Mangione-Lora received a Kaneb Teaching Award, in recognition of her outstanding contributions to undergraduate education.

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Catherine Perry specializes in French and Francophone literatures from the 19th century to the present. Her interests include gender studies, representations of North Africa in European literature, Moroccan witness literature, and contemporary film. In her courses she is keen on promoting intercultural dialogue and understanding. Her spring 2013 course, “Contemporary Issues: Forms of Inclusion and Exclusion in France,” studies homelessness, vagrancy, legal and illegal immigration, social justice (including animals), the environment and sustainability.

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Susan Sharpe came to restorative justice with a professional background in conflict resolution, and holds professional certification in interest-based mediation and negotiation. She began facilitating victim-offender dialogue in 1994 and has specialized in restorative justice since 2001. Her publications include academic book chapters as well as internationally respected manuals on the sound practice of restorative justice. She has consulted for government and nonprofit agencies in Canada, the United States, and South Africa. A former board member of the international Victim Offender Mediation Association (VOMA), she currently serves on the board of directors for Indiana Legal Services.

Susan’s passion for restorative justice lies in its radical call for inclusion, dignity, and accountability. She believes that restorative justice demands more than helping victims, offenders, and their supporters discern the shape of justice in the circumstances that connect them. She believes that restorative justice also calls us to cultivate our personal, relational, and institutional capacities for justice—that is, to strengthen our readiness to name injustice and its effects, to take responsibility for the consequences of our actions, and to collaborate in the (re)creation of conditions that help people thrive. Her teaching, writing, and practice are dedicated to that end.

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Laura Taylor is a dual Ph.D. candidate in Psychology and Peace Studies. My current research applies a risk and resilience framework to examine the impact of political violence on children, families, and communities in Colombia, Croatia and Northern Ireland. At Notre Dame, I have taught a community-based learning course on Latino Community Organizing against Violence, and I will be teaching a course that involves community-based research in a new faculty position at UNC-Greensboro next spring.

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Cynthia Toms-Smedley serves as an assistant director of the Center for Social Concerns and the director of Social Concerns Seminars. She directs academic social concerns seminars that utilize community engagement and classroom learning to examine social issues from a multitude of perspectives. She teaches a variety of Social Concerns Seminars including, Sustainable Development; Global Health in Honduras; US Healthcare, Poverty and Policy; and Migrant Experiences. She also directs the Appalachia Seminar which sends more than 400 students to the Appalachian Region each year.

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Andrea Topash-Ríos has taught Spanish literature, language, and civilization and culture courses to undergraduates. She is a 2005 recipient of the Kaneb Award for Excellence in Undergraduate Teaching. Other professional interests include methods of second-language acquisition and pre-Columbian literatures of Mexico. She also received her B.A. and M.A. from the University of Notre Dame.

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Leonor Wagensteen-Moya is an Adjunct Assistant Professional Specialist in the Department of Romance Languages and Literatures and Special Projects Assistant at the Kellogg Institute for International Studies. She received her B.A. in Spanish and Fine Arts and her M.A. in Iberian and Latin American Studies at the University of Notre Dame where she was awarded a Nanovic Institute for European Studies Fellowship. She teaches 100 and 200 level Spanish language classes to undergraduate students.

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Sean Wernert has been at ND for five years in the First Year of Studies. I have a Master's degree in Higher Education and am working on a Doctorate in Educational Psychology. My primary areas of research interest are in bullying and school violence, particularly on the college level, student academic and community engagement, and advising theory and best practices.

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