

WHO

WE

ARE

THE MOMENTUM BEHIND McDANIEL

McDANIEL
COLLEGE



An empathetic, enthusiastic, and patient leader who takes students on a trip inside other cultures when teaching French



A Theatre Arts innovator who isn't afraid to get her hands dirty when painting and building sets and who also handles the technical side behind the scenes



A candid and lively Kinesiology assistant professor who grew up fascinated by the mental side of sport and music performance



An approachable and unconventional director who sees the value of STEM fields beyond the classroom



An energetic and hands-on micropaleontologist who pushes students to think long term about environmental impacts



A compassionate and dedicated coach, athlete, and educator who wears many hats in her role in the Kinesiology field

Examine the small organisms and parts of organisms to determine what the environment was like in the past, learn to think critically about the study of physical activity from various perspectives, gain new technical skill sets looking at Theatre Arts from a different perspective behind the stage, explore a unique culture and language with patience and dedication, see why STEM is relevant and how it applies to your everyday life, and reflect on Kinesiology's interdisciplinary approach that affects the way you live, work, play, and move in society.

MEET THE NEW FACES OF FACULTY ON THE HILL.

No one knows better than our alumni the impact faculty have on McDaniel students. Multidimensional people and dedicated mentors who lead by example, faculty engage with students inside and outside the classroom. Get to know some of the new faculty making a difference for our students every day.

Let the introductions begin...

Gerard Keubeung, Ph.D.

Assistant Professor of World Languages, Literatures & Cultures

Teaching languages and literature is like taking a trip inside other cultures, especially when Gerard Keubeung is teaching French to his students. His classes open a whole new world of possibilities. After teaching high school French in Cameroon, Keubeung pursued a graduate degree in French Studies in the United States in 2011, completing a master's degree at the University of Oregon and then his doctorate degree at the University of Tennessee, Knoxville. Before coming to the Hill, Keubeung served as a visiting assistant professor at Bowdoin College in Maine. At McDaniel, he teaches French language courses from beginning to advanced levels as well as classes on Francophone cultures and the French-speaking world.

What is the most challenging part of learning a new language like French?

Learning a new language requires patience and dedication. French is a very rigid language with grammar structures, many regular and irregular conjugations, and a number of idiomatic expressions to master. The challenge is to learn, understand, and apply those structures when talking. At McDaniel, we start with our students at the most basic level, such as the alphabet and basic greetings. That helps students who were not comfortable with the language in high school to get back into the core structures of the language and get to a level of confidence they did not think they could attain.

When students take courses in World Languages, Literatures & Cultures, what do you hope they take away from the experience?

A foreign language always carries experiences, cultures, new ways of thinking, and different perspectives. I would like each student to benefit from those opportunities. A World Languages, Literatures & Cultures course should possess and share the diversity that is essential even beyond our department and the Hill.

You've contributed to numerous publications. Which holds a special place for you and why?

All these publications are small pieces of a big picture to my intellectual project, which is to analyze the conditions of African subjects transitioning from the colonial to the postcolonial period with all the difficulties they encounter. The book project I am currently working on, "From Native to Banlieue Dweller: Figures of Alterity in Francophone African Novels," holds a special place in my heart because it gives an overview of the relationship between a former colonial master and colonial subjects from the colonial encounter until now. I hope to complete this project in fall 2022.

EMPATHETIC EXPERIENCED PATIENT



OUTSIDE THE CLASSROOM



He loves reading fiction books and autobiographies.



When not reading, he is watching documentaries.



He loves hiking.

Shana Jung Ah Joslyn

Assistant Professor of Theatre Design and Technology

Theatre Arts is for actors and writers, but it is also for innovators like Assistant Professor Shana Jung Ah Joslyn, who isn't afraid to get her hands dirty when painting and building sets or working on lighting. Joslyn's passion for theatre began in high school, but since then, she has assisted in design work for theatre, opera, dance, bands, and two world-premiere plays. At McDaniel, she teaches all technical Theatre Arts classes and the First-Year Seminar Theatre Appreciation course.

You were awarded the 2021 Ira G. Zepp Teaching Enhancement Grant to create a mobile 3D printing farm for the Theatre Arts Department. Can you describe what a 3D printing farm is and how it will benefit the campus community?

The 3D print farm will consist of six 3D printers. It will be used to design and print props, costumes, and scenic pieces for a lower cost for theatre productions, but will also be accessible and useful to students with career interests in engineering, architecture, medicine, dentistry, and physical therapy. These printers will give students hands-on experience in setting up the farm, building the machines from kits, building and printing enclosures, and connecting the machines to a network with Raspberry Pi microcomputers. This cross-disciplinary learning environment will incorporate STEM, programming, machinery, and design within the scope of the theatre.

When it comes to Theatre Arts, set design and technology are not usually what comes to mind. Why is it important to showcase another side to Theatre Arts?

The technical and design aspects are often overlooked. It is important to teach these areas because they help create and define the visuals of the play. As designers, we get opportunities to create new worlds. We are innovators. For set design, I've welcomed the opportunity to research and create accurate scenery and props for productions, including architecture, periods of style, fashion, geometry, computer-aided drafting, color rendering, and much more.

When students take courses in Theatre Arts, what do you hope they take away from the experience?

I hope they can appreciate the overall theatre experience. I teach about all different types of theatre, from Shakespeare, musicals, and ancient Greek to contemporary plays. I hope students come away from my courses with a more well-rounded view on the Theatre Arts program and find new areas to explore and become passionate about.

EXCITED
IMAGINATIVE
PASSIONATE

OUTSIDE THE CLASSROOM



Her love of 3D printing started as a hobby, printing small trinkets, and then she moved into more advanced models, including the full-scale Mjölfnir (Thor's Hammer) and Stormbreaker (Thor's Axe).



She has a large Lego collection, and her favorites are the Star Wars and Harry Potter sets.



Her other favorite hobby is cooking Korean, Mexican, and seafood dishes.



Jessica L. Ford, Ph.D.

Assistant Professor of Kinesiology

CANDID DIVERGENT LIVELY

Growing up, Jessica Ford was fascinated by the mental side of sport and music performance. After earning a bachelor's in Psychology and a master's in Exercise and Sport Sciences with a concentration in Sport Psychology, Ford obtained a doctorate in Kinesiology with an emphasis in Sport Psychology and Performance Excellence, in addition to a doctoral cognate in Counseling. Ford has supervised training in performance consulting, facilitating mental skills to optimize performance in athletes, musicians, exercisers, and others. Ford teaches Introduction to Kinesiology, Capstone in Kinesiology, Psychology of Sport and Exercise, and Motor Development: A Lifespan Perspective.

How has McDaniel paved the way with its state-of-the-art Kinesiology program?

McDaniel is the only independent college or university in Maryland that has a Kinesiology major. There are tons of opportunities for students to get real-world experience that mirrors the roles and responsibilities within their careers post-graduation. Almost every Kinesiology student graduates with at least one internship, practicum, or independent study. Our students get a lot of individualized attention and guidance from faculty. Due to the rigor of the coursework and the various opportunities for hands-on learning, the Kinesiology department has an outstanding track record of students getting into graduate programs with focuses in athletic training, physical therapy, physical education, and more.

When students take courses in Kinesiology, what do you hope they take away from the experience?

I hope that students see how interdisciplinary the field is. A lot of health care professions are collaborative and require an understanding of multiple domains (e.g., physiology, psychology, nutrition, anatomy, sociology, biomechanics) to be successful. This is why students at McDaniel are required to take courses representing various facets of Kinesiology to complete the major. More broadly, I also hope that students learn to think critically about the study of physical activity from various perspectives.

What brought you to teaching Kinesiology?

Teaching in the classroom helps bridge the gap between scientists conducting rigorous studies in the lab and practitioners applying that knowledge directly in the field, so I can translate knowledge from both worlds — the researcher or scientist world, and the applied consultant or practitioner world. I also come from a family of teachers, and education was instilled as a value in my life from a young age. I always had a feeling that I would end up teaching!



OUTSIDE THE CLASSROOM



As a musician, she has performed three times at Summerfest in Milwaukee. Summerfest is the largest music festival in the United States.



Her favorite food is thin crust pizza from her home state of New Jersey.



She has completed multiple marathons and half-marathons.

Ben Smith

Director of the STEM Center and Lecturer

APPROACHABLE INVESTED UNCONVENTIONAL

As a first-generation college student from a rural, low-income background, Ben Smith took a nontraditional path to his current post on the Hill. Over the years, he started a private tutoring company, designed a curriculum, and taught math. He worked at the State University of New York, providing academic advising and tutoring support to first-generation, low-income students. He then served as director of the Quantitative and Symbolic Reasoning Center at Hamilton College, splitting his time between helping students accomplish their goals in STEM and teaching and assisting other faculty members in refining their courses. In addition to his work at the STEM Center, Smith also teaches Mathematical Foundations and Quantitative Peer Tutoring.

What is the STEM Center, and how does it fit into McDaniel?

The STEM Center is the newest academic resource and community hub for the sciences and quantitatively rich disciplines. The STEM Center allows students to take a deeper dive into all aspects of the sciences. After a soft launch of virtual services last semester, the STEM Center will have its grand opening in its physical space on the second floor of Hoover Library in fall 2021 and will be open six days per week, providing tutoring, workshops, and faculty development opportunities.

Why is STEM important?

Science, technology, engineering, and mathematics underly almost every aspect of modern society. From infrastructure to the phones in our pockets, modern medical advances to pop music, STEM and scientific processes are present. It's crucial that everyone has a working understanding of what the scientific method is, and what science can and can't say. To truly engage as globally conscious citizens, scientific and quantitative literacy is an absolute must.

What is the most rewarding part about being the director of the STEM Center and serving as a lecturer? Does one influence the other?

My true passion in education is in the informal tutoring environment. In a small group or one-on-one, I can eschew formal lesson plans to reach students wherever they are and, together with them, help develop their understanding. As a lecturer, I cannot help but bring this approach into the classroom. Seeing how students engage with learning assistants and each other helps me better understand how they think and feel about their studies. That feeds into what I do every day as director of the STEM Center: help students make connections and leaps to concepts that seem impossible.



OUTSIDE THE CLASSROOM



He enjoys barbecuing. A charcoal grill is better than a gas grill, in his opinion.



He and his wife are avid, competitive dancers, traveling across the country to compete in West Coast swing.



He also loves disc golf.

Margaret Christie, Ph.D.

Assistant Professor of Environmental Studies

ENERGETIC UNDERSTANDING HANDS-ON

As a micropaleontologist, Margaret Christie looks at small organisms and parts of organisms to determine what the environment was like in the past. As a professor of Environmental Studies, Christie primarily studies wetland and coastal environments, but she has worked on projects reconstructing sea level, earthquake recurrence intervals, and pollution histories. She is currently working to restore wetlands at the McDaniel Environmental Center. She teaches Climatology, Environmental Geology, and Science of Soil, Water, and Air as well as courses on Wetland Ecology and Environmental Problem Solving.

Why is Environmental Studies an important subject to study?

When we think of major problems facing society today — climate change, pollution, social justice, or disease — changes in the environment or human interactions with the environment often play a role. Environmental problems are the major existential threat of our time and provide an opportunity for collaborative problem-solving. It's an all-hands-on deck situation that can involve any and all subjects; we can all learn and contribute knowledge to make the world better.

Why is the Student-Faculty Collaborative Summer Research Program significant, especially in the field you teach?

Environmental Studies lets us do hands-on and outdoor activities together, so it lends itself to student-faculty research opportunities with concepts that can be applied to any subject. My students who participated were excellent and helped achieve way more in the field than I would have been able to do on my own. It also gave me the opportunity to slow down and think about why and how I do things, since I was teaching field skills. I'm hopeful that some of the skills they learned will help them in their future careers, too!

When students take courses in Environmental Studies, what do you hope they take away from the experience?

We often don't think of the long term enough. Something that comes up in Environmental Problem Solving is the length of time it takes for coal to form. We have seen a lot of coal over the past 200 years, but most coal formed 65 million to 360 million years ago. Not only is burning it releasing carbon that has been stored that long, but it forms far slower than we can use it. Timescales in earth systems sciences can be huge and hard to think about, but if we don't consider them, we can get ourselves into big trouble.



OUTSIDE THE CLASSROOM



It comes as no surprise that, as a field scientist, she enjoys a lot of outdoor activities, including canoeing and hiking.



When inside, she is passionate about singing, cooking, painting, drawing, and embroidery.



She also loves horseback riding.

Diane L. Williams, Ph.D.

Assistant Professor of Kinesiology

COMPASSIONATE
DEDICATED
ENGAGING

As a coach, athlete, and educator, Diane Williams brings many perspectives to her work. Before coming to the Hill, she coached track and volleyball, taught seventh-grade geography, facilitated HIV/AIDS educational workshops, and worked at colleges in Massachusetts, New York, and Iowa. She is intrigued by how sport, society, identities, and power interact and how much we can learn from the critical and historical study of these topics. She teaches Sport in American Society, Women in Sport, Sport Coaching and Management, and Introduction to Kinesiology.

When students take courses in Kinesiology, what do you hope they take away from the experience?

I enjoy teaching students to think critically about the history, context, cultures, and potential of sports and physical activity. I encourage students to apply the theories and research to their own experiences, bringing the texts to life through examples, questions, and discussions. This kind of learning involves risk-taking and community-building; I hope students feel supported as they try out new ideas and learn more about the world around them, and see their potential to impact the future of sport and physical activity.

What brought you to teaching Kinesiology?

I love that Kinesiology is interdisciplinary. It addresses the science of human movement, how and why we move, who gets to participate, in what contexts, and how it makes us feel. I enjoy working with future doctors, physical therapists, teachers, researchers, and coaches, and invite them to keep thinking about the human side of their work. Kinesiology integrates scientific exploration with historical and cultural context of the way we live, work, play, and move in society.

You wrote a piece on the history and legacy of the Association for Intercollegiate Athletics for Women (AIAW) for The Washington Post. What prompted you to do this research?

The AIAW created and facilitated intercollegiate athletics for women in the 1970s and early 1980s, with over 970 colleges and universities offering 41 championships in 19 sports — yet its existence is almost unknown today. It was designed by physical educators who believed competitive athletic involvement could be a coeducational part of a college experience, focusing on the experience of playing, not just winning. It was about collaboration and teamwork, as well as competition, and the AIAW centered the educational and athletic experience and well-being of women student-athletes. Learning about this organization changes the way we view the history of sport, leadership, and gender and opens up ideas for a more just, equitable, and inclusive sporting future.



OUTSIDE THE CLASSROOM



She played roller derby for eight years, skating as “Lady Hulk.”



During her first semester teaching at McDaniel, she adopted an adorable kitten named Margo.



She’s a six-time NCAA Division III All-American — in shot put (four times) and discus (twice).

MEET THE NEW LEADERS CLIMBING HIGHER

At McDaniel College, leadership and service are inherently related. You can't have one without the other. Learn more about the leadership team, comprising talented higher education administrators who bring significant experience to the Hill.



Rosa Rivera-Hainaj, Ph.D.

Provost

Rosa Rivera-Hainaj is an innovator, driver, and shaker. Beginning her career as a chemist, Rivera-Hainaj brings a unique and fresh perspective to her role as provost at McDaniel. On the Hill, she oversees academic life; student life; the Center for Experience and Opportunity; the Office of Diversity, Equity & Inclusion; and student success. She joined McDaniel after most recently serving as associate vice president of academic affairs at Our Lady of the Lake University in San Antonio. She brings a broad range of experience in college access, curricular innovation, and student success efforts.



Eric Simon

Vice President for Administration and Finance

Eric Simon is ready to lead an administrative enterprise for an institution that shares his values and goals, which is what led him to McDaniel College. As vice president for administration and finance, he oversees auxiliary services, facilities management, financial services, human resources, and information technology. In addition to his 20 years of experience in finance, facilities, and human resources, Simon also brings a background in student life that informs his holistic and student-centered approach to administration and finance. Simon plans to ensure faculty and staff have the resources, tools, and facilities to provide students with a transformational, engaging, memorable, and affordable experience.



Adam Hertz

Director of Athletics

Adam Hertz kicked off his career as a soccer coach when he was still an undergraduate student. After coaching at the college level, he progressed into athletics administration. Hertz came to McDaniel after nearly two decades at Swarthmore College. He most recently managed operations and logistics for 122 Consulting Group, a national consulting group that specializes in justice, diversity, equity, and inclusion work. Hertz has already begun to put his mark on the Hill, laying out plans for numerous facility and operational enhancements.

QUESTION & ANSWER

What's your background? Where were you before McDaniel and when did you start here?



Rosa: Originally from Puerto Rico, I am a chemist by training, earning a bachelor's degree in Chemistry and a Ph.D. in Biochemistry. I was a Chemistry associate professor before becoming an administrator as department chair and dean. While at Our Lady of the Lake University, I developed and implemented programs to aid in student retention and completion. I created the Wings Up Summer Tuition Grant program, which was designed to help students stay on track to graduate, in addition to the Institute for Research and Innovative Scholarship and a book access program providing course materials to undergraduate students at no additional charge. I arrived at McDaniel excited about the opportunity to be the college's next academic leader.



Eric: I came to McDaniel from the University of North Carolina Wilmington, where I served as the assistant vice chancellor and division chief business officer. I have had an amazing and unique 20-year career. My formal education combines earned degrees in education and business. I started my journey as a student employee in student recreation in the late 1990s. Over time, I have formed and led highly effective teams, built and renovated facilities and reduced deferred maintenance, found creative ways to use technology and implement sustainable practices, ensured operations were compliant with national and local policies, and, most importantly, stabilized or improved the organization's financial outlook. That said, I am most proud that these efforts came to fruition thanks to the relationships I have built throughout my career.



Adam: I started my career as a soccer coach as an undergraduate student in college when some friends of mine wanted to start a women's soccer club. We didn't have a women's varsity team, and they asked if I would help them put a proposal together and coach them. That led to various stints in coaching, mostly at the college level, then a progression into athletics administration. Most recently, I was at fellow Centennial Conference member institution Swarthmore College, where I served as athletic director for nearly 20 years.

Why did you choose McDaniel as a place to work? What inspired you most to become part of the Hill?



Rosa: I chose to join the McDaniel family because of its commitment to students, both inside and outside of the classroom. Inspiration to join the Hill came from the innovative approaches to student education, including experiential learning and the commitment to diversity, equity, and inclusion, as well as the opportunity to work with an inspirational leadership team and McDaniel College President Julia Jasken.



Eric: I wanted to work for an institution that was truly committed to liberal arts, and helping students evolve and improve their social mobility. Furthermore, as a person of color, I wanted to work for an institution that would accept me and the perspective I bring to the table, which meant the institution had to be committed to being an inclusive community. I was also very impressed with McDaniel President Julia Jasken and the team she was building, along with the expertise and backgrounds of the Board of Trustees.



Adam: I would say McDaniel chose me. I was asked to serve as the interim director of athletics to guide the Intercollegiate Athletics department through the spring competition season. I was almost instantly smitten with the campus community, and when I was asked to stay on permanently, the hook had long been set. The campus drew me in, but it was the people on the Hill who made me feel connected.

What do you hope students take away from McDaniel?



Rosa: I hope that students take on as many opportunities as they can, a 360-degree approach to their education. These experiences will provide an amazing background from which they will be able to draw upon for a lifetime.



Eric: McDaniel is a great place! I also want them to know that McDaniel faculty, staff, and trustees spend a lot of time thinking about how to make sure students have a safe, academically challenging, rewarding, and memorable student experience.



Adam: I look forward to providing a positive and competitively successful experience that is a valuable part of the educational experience. It's important for our campus community and our alumni body to have a program that engages them and makes them proud to be a part of McDaniel.

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COLLEGE

ALUMNI ENGAGEMENT OFFICE

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#GREENTERROR4LIFE

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