Students say that what makes Palm Beach Atlantic University special is “our professors.” Current students as well as alumni enthusiastically describe how PBA professors stimulate and energize learning in the classroom, often by integrating their research and professional work and inviting students to participate.

Since 1999, Palm Beach Atlantic University has provided support for faculty and student research by granting sabbatical study leaves for 19 faculty members, course load reductions for 20 faculty to conduct research, and funding for 118 faculty and 108 student Quality Initiative research grants. In the 2013-2014 academic year alone, PBA has committed $47,000 from its operating budget to fund Quality Initiative grants for faculty and student research.

This booklet highlights the research and professional work of many of our teacher-scholars and students during 2013. From the cutting-edge insights of Dr. Samuel Joeckel on the work and influence of C.S. Lewis, to the sobering opportunity of Dr. Roger Chapman to visit with survivors of the Nagasaki atomic bomb, to the ongoing summer undergraduate research program wherein student Morganne Bayliss, with Dr. Mireille Aleman, may be on the brink of developing a treatment for breast cancer, you will find that PBA faculty and student researchers are making and will continue to make a difference by studying God’s world and His people in new and different ways.

Joseph A. Kloba, Ed.D.
Provost and Chief Academic Officer

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**On the cover, from left, top row:** Supper Honors student Juan-Jose Cavallo; the io moth, *Automeris io*, cataloged by Biology Professor Dr. Gary Goss; **row two:** Associate Professor of Pharmacy Dr. Adwoa Nornoo studied the nonsteroidal anti-inflammatory drug Ketoprofen; **row three:** Professor of Music Dr. Marlene Woodward-Cooper; April Ostrom, Biology ‘11, studied control of snails that threaten wetland ecosystems; local middle school students enjoyed a pumpkin launch with help from PBA math and science professors; **row four:** Business Management student Andres Vazquez; South Cove Natural Area analysis documented species like this brown pelican, *Pelecanus occidentalis*.
C.S. Lewis died in 1963, and in 2013 the 50th anniversary of his death brought about a fresh burst of interest in this popular and influential figure. Earlier, just 25 years after Lewis' death, one scholar noted that “books on Lewis have multiplied like rabbits.” And so when Dr. Samuel Joeckel decided to write about Lewis, he spent much time meditating and thinking about a “new angle to take.”

Dr. Joeckel, associate professor of English, delved into Lewis as a “public intellectual,” a person who combines the expertise of a scholar with the communicative skills of a journalist. “Once I hatched that idea,” he said, “it all sprang to life, and ideas began to snowball.”

Dr. Joeckel's snowball got bigger and bigger, until it rolled off the press in May of 2013 as a 427-page book, “The C.S. Lewis Phenomenon.” Subtitled “Christianity and the Public Sphere,” the book is published by Mercer University Press. And in it, Dr. Joeckel seems to have found that new angle. One reviewer called the book “important and fascinating,” saying, “Joeckel's arguments themselves are interesting, original and illuminating.” Another reviewer, writing in *Christian Century*, said Dr. Joeckel's book “is sure to shake the foundations of Lewis studies.”

“One of the most jolting claims I make in the book is that Lewis accomplished something unprecedented and inimitable,” Dr. Joeckel said. He asserts that Lewis “made use of the public sphere like no other Christian in history, and since the public sphere no longer exists, his accomplishment will never be repeated.”

By “public sphere,” Dr. Joeckel refers to that virtual space where people can interact and exchange information, ideas and opinions. Not long after Lewis died, said Dr. Joeckel, “the public sphere fragmented and crumbled; the public space of critical-rational debate ceased to exist in the form it maintained for centuries.” Dr. Joeckel cites various causes for that fragmenting, including the culture wars, postmodernism and the World Wide Web. For example, the Web, said Dr. Joeckel, “is an accumulation of niches for like-minded people,” providing “no common space for argument and debate.”

In another provocative claim from the book, Dr. Joeckel suggests that evangelical Christians, by latching on to Lewis as one of their own, “are actually doing Lewis a disservice. They are putting him into an intellectual ghetto, and basically keep Lewis locked in that intellectual ghetto.”

In his book, Dr. Joeckel lays out his arguments in great detail, with abundant references to many writings by and about Lewis. He began his writing only after years of research, including a week-long visit to Wheaton College's Marion E. Wade Center, a major research collection of materials by and about Lewis and several other British authors.

For three years Dr. Joeckel had the help of Chris Jensen, who as a PBA freshman had impressed Dr. Joeckel with his hard work and dependability. With a Quality Initiative grant from the University, Dr. Joeckel took on Jensen as a research and editorial assistant.

“It was a great experience,” said Jensen, “a really good window into what academic research is like.” Jensen graduated from PBA in 2012 with a degree in English, and is about to finish his master's degree at Florida State University. He hopes to obtain his doctorate and one day teach “in a liberal arts school like PBA.”

Dr. Joeckel described Jensen as “one of PBA’s finest.” And he’s proud to say that his assistant has taken up the mantle and plans to focus on Lewis in graduate study. The two met when, as a freshman, Jensen took a course Dr. Joeckel taught on Lewis. That course is coming around again this fall, for the first time since “The C.S. Lewis Phenomenon.” This time Dr. Joeckel plans to broaden the course to incorporate another favorite among college students: J.R.R. Tolkien, author of “The Hobbit” and “Lord of the Rings.”

The class is not yet officially titled and scheduled, but already word is getting out among students, “and they are ready to sign up,” Dr. Joeckel said.
Margonne Bayliss began realizing the impact of her undergraduate research career even before it began. Traveling home to Michigan just prior to her eight-week stint in PBA’s Summer Undergraduate Academic Research (SUGAR) program, the biology major struck up a conversation with the security officer who inspected her luggage. When the woman learned that Bayliss was about to embark on a summer of breast cancer research, her demeanor changed.

“Her mother had died of cancer just six months before. She started hugging me and saying, ‘Please, find a cure,’ ” Bayliss recalled. “It was a whole new perspective about what research means. I was a junior in college and I was able to give this lady hope.”

Launched as a pilot program in the summer of 2012 by Dr. Barton Starr, dean of the School of Arts and Sciences, SUGAR has grown to encompass not only lab- and field-based scientific studies but also research in English, history, political science, pre-law and philosophy.

“The real goal is two-fold,” Dr. Starr explained. “We want to provide assistance, mentoring and teaching to the students, a strong educational experience that they would not get otherwise. But it’s also provided an added stimulus for our faculty to engage in their own research.”

Working with faculty advisors, students dedicate 25 hours a week to the program and receive a $2,000 stipend. While the work is guided by faculty advisors, students develop their own methodologies, pursuing practical applications of what they’ve learned in class.

Past SUGAR projects have included computer modeling of cancer cell behavior, a study of the effects of art on autistic children, an assessment of the health of local marine ecosystems and research on the effects of Florida-grown plant extracts on breast cancer cells.

“It’s an opportunity to be self-sufficient as researchers,” said program director Dr. Mireille Aleman, a chemistry professor who specializes in cancer research. “It is not a technician position. They are truly conducting their research. They are really in charge of the way they want their experiments to go.”

And what they find is that those experiments don’t always go right the first time, or even the second.

“There’s a trial-and-error aspect that is central to knowing how to conduct scientific or academic research. It’s not one you can learn during the regular semester,” Dr.
Aleman continued. “The students would try something and it wouldn't work. They would try it again, and it wouldn't work, and they would shake their heads in defeat. I'd tell them, ‘Don't worry. This is science. It doesn't always work.’ It's an amazing part of their learning, when something fails, to use their analytical skills to find out why.”

Biology major Isabelle George worked on a team that did a comparative ecological analysis of the Chapel by the Lake coastline, the coastline of recently restored South Cove Natural Area and John D. MacArthur Beach State Park. Led by Dr. Thomas Chesnes, three students collected water samples and documented the presence of various plant and animal species.

“We really learned a lot about ourselves, working in that environment,” George said. “We were able to grow in our own work ethic. I learned how to initiate. Having that freedom helped me learn a lot about how I think.”

She said the immersion in the study formed an essential component in her education. “Especially in the sciences, research is where all the action’s at,” she observed. “It's an integral part of our degree. Projects like this one give students experience that will be extremely useful in graduate school or in their professional work.”

“The overall goal was to give the students opportunity and experience doing estuarine field work,” said Dr. Chesnes. His students collected and analyzed their data and produced a report that Dr. Chesnes forwarded to Palm Beach County officials. Among the findings was the surprising degree to which seagrass is naturally “recruiting,” or coming in after new sediment was introduced into the South Cove Natural Area restoration project.

After her summer in the SUGAR program, Bayliss has continued under Dr. Aleman's direction, studying Florida-grown plant derivatives and how they affect breast cancer cells. Bayliss is writing a manual that standardizes the procedures for testing Florida plant compounds as potential treatments for breast cancer, so future student researchers can continue the work.

She believes there will one day be a cure. “God's creation is so vast, I'm sure there's something out there that will help every type of cancer,” she said. “Even if it's years down the line, I'll know that I contributed.”

She recalled the first time her study yielded a concentration that killed breast cancer cells. Following standard protocol, she plated her cells, treated them, and returned 48 hours later to record the results.

“I looked under the microscope and the cells weren't there. I was sure I hadn't done something right. Then Dr. Aleman looked and said, ‘Morganne, that's because it's working.’ I literally teared up. I couldn't believe that as an undergraduate I could possibly be making a difference. The hope that the woman in the airport had placed in me? It was coming true.”

‘The overall goal was to give students opportunity and experience doing estuarine field work.’

--Dr. Thomas Chesnes
In the waning days of World War II, 19-year-old student Ranko Tanaka walked into a Nagasaki arms factory for her compulsory part-time job helping make torpedoes. Just three days earlier, on Aug. 6, 1945, an American plane had dropped an atomic bomb on her homeland, laying waste to the city of Hiroshima.

“What was formerly Japan’s most modern, most westernized city, is now nothing more than a two-foot layer of twisted tin and rubble,” wrote a Life magazine correspondent.

Now Ranko assumed the Americans would target her factory, and she wanted to die thinking about her mother, the person she loved most. At 11:02 a.m. she saw a blinding flash, and instantly she was buried in rubble. The second atomic bomb had flattened the factory and much of the city. Some 150,000 people were killed or wounded, about 70 percent of them women, children or senior citizens.

Somehow Ranko survived the blast, the fires that followed and the deadly radiation, and 68 years later she related her story before a delegation of American college professors, including Dr. Roger Chapman of Palm Beach Atlantic University. Dr. Chapman, associate professor of history, had come for the anniversary of the bombings of both cities, on a trip sponsored by the Council for Christian Colleges & Universities (CCCU).

“One of the things that I found very surprising about Japan is that they aren’t bitter about this,” Dr. Chapman said. “Japanese people want to use the atomic bombings as a way to showcase how horrific these bombings are, how horrific nuclear warfare is, for the purpose of not having it happen again.”

The Japanese gave VIP treatment to Dr. Chapman’s group during ceremonies in Hiroshima and Nagasaki. Through interpreters, survivors of the bombings told their stories to the American visitors.

“At various times I half expected some crazed person would suddenly push me or slap me,” Dr. Chapman said. “That would have been understandable from my point of view.” Instead, “everyone just treated us with great courtesy,” he said. “So there’s a great forgiveness capacity they have.”

The CCCU group toured museums and heard lectures from scientists at the Radiation Effects Research Foundation. They also visited with Christians from two churches whose original buildings were destroyed by the blast.

As the American bomber flight crew neared Nagasaki that fateful day, they had used the prominent Urakami Catholic Cathedral as a target guide.
"The rebuilt Urakami Cathedral amazed me, practically to the point of tears," Dr. Chapman said. At the time of the bombing, Nagasaki was the home of the largest Catholic community in all of East Asia, and 8,500 of the 12,000 church members perished in the blast.

“We attended a very moving Mass the evening of Aug. 9, which began with a torchlight procession through the streets of the town,” Dr. Chapman said. The trip as a whole, he said, “is probably the most remarkable experience I have had since my doctoral studies.”

Dr. Chapman made the trip with the help of a Quality Initiative grant from PBA. Additional funding for the whole CCCU group came from The Nuclear Threat Initiative, a non-profit organization seeking to reduce the use of nuclear, biological, and chemical weapons.

Some on the trip fit the description “nuclear abolitionists,” Dr. Chapman said, though there was much diversity of thought. Dr. Chapman is a former U.S. Army Ranger. “I feel like I can have some empathy for what the soldiers on the ground felt like,” he said. The atomic bomb, horrible as it was, hastened the war’s end, and prevented Allied soldiers from having to invade Japan by land.

“What happened in Hiroshima and Nagasaki is terrible,” said Dr. Chapman. “We don’t want it to happen again. But all the bombing of World War II was terrible. If you just look at the atomic bombings and isolate that, then I think that’s very unfair.”

Dr. Chapman’s “takeaway” from the trip is that nuclear warfare cannot be restricted to strictly military targets. “I think it would be a great idea to get as close as we can to eliminating these weapons,” he said, but “I’m not really certain how that can be done, politically.”

Dr. Chapman took so many notes on his trip that he ran out of paper. He’ll pursue several projects and publications as he continues to digest the material. He said his classes will now have a much richer presentation on the atomic age.

“Japanese society is very polite,” Dr. Chapman said. “Everyone bows to show courtesy and appreciation. For those at Palm Beach Atlantic University who made it possible for me to attend this seminar, I deeply bow.”

The C.S. Lewis Phenomenon explores Lewis's identity as a public intellectual, showing how the conventions of the public sphere shaped not only his own writings but books and articles about him. The book contends that, not long after Lewis's death, the public sphere fragmented and crumbled. Consequently Lewis's accomplishment was both unprecedented and inimitable: He made use of the public sphere like no other Christian in history, and since the public sphere no longer exists in the form it maintained for centuries, his accomplishment will never be repeated. Conceiving Lewis as a public intellectual also provides a useful meta-critical lens for exploring his symbiotic relationship to the public sphere, revealing how his place within the public sphere mirrors its rupture. Part literary analysis, part intellectual history, and part meta-criticism, the book offers a new way to understand Lewis's accomplishment as well as the cultural phenomenon he left in his wake.


*Seven Ways to Prune a Grapefruit* is the long-awaited second collection from literary provocateur Johnny Wink. With three dozen poems spanning three decades, the collection showcases Wink's comitragic wit and restless, inventive genius. Poems such as “Great Gray Moles,” “Learning to Read,” and “Poem That Some Think Should Be Entitled ‘Generic Joke’” deploy clandestine erudition and cunning wordplay to confront aging, education, sex, death, and other riddles of the human condition. Often funny, frequently moving, but always a startling delight, *Seven Ways to Prune a Grapefruit* heralds the maturity of a uniquely individual poetic voice.

Dr. Richards wrote the introduction and edited the work.


*Culture Wars in America: An Encyclopedia of Issues, Viewpoints, and Voices* is a three-volume reference work. The term “culture wars” refers to the political and sociological polarization that has characterized American society the past several decades. This new edition provides an expanded and updated A-to-Z ready reference, now with supporting primary documents, on major topics of contemporary importance for students, teachers, and the general reader. It aims to promote understanding and clarification on pertinent topics that too often are not adequately explained or discussed in a balanced context. With approximately 640 entries plus more than 120 primary documents supporting both sides of key issues, this is a unique and defining work, indispensable to informed discussions of the most timely and critical issues facing America today.


The workbook is designed for all levels of leaders who aspire to create a high performance life, team, or organization. It is applicable to those who ask: Do I need to think differently? What is the environment telling me? Where are we going and where do we need to go? How do I ignite the soul of followers to achieve greatness beyond what anyone imagined possible? The book provides the experiences which enable the readers to not only cultivate themselves but to cultivate their organizations as well. The main purpose of the book is to “put more meat” around the bones of strategic leadership by making consequential decisions on strategies and tactics that demonstrate the worth of the ideas and get them into practice.

*Perfect Circle: A Husband’s Guide to the Six Tasks of a Contemporary Christian Marriage* provides husbands with the six essential tasks for marital success. The book offers a biblically-based approach to marriage geared toward helping husbands develop spiritual leadership, model Christ in their homes, and fulfill their wife’s dreams. Practical, informative and written by a Christian psychologist with more than 25 years of experience as a couples’ therapist and out of his work teaching the Marriage and Family class at Palm Beach Atlantic University. The book attempts to address the real issues faced in trying to have a great marriage in our contemporary society. Chapter topics follow the acronym ISLAND, encouraging husbands to complete the following tasks: Invite, Show love, Lead, Avoid, Nurture significance, and Deal with anger and depression. The book also includes a “new model for family life” and suggestions for wives.


*How well do you know His story?* By the time a Christian reaches young adulthood, he is likely to be quite familiar with most of the major stories in the Bible, but not from having studied them in any particular order. Ask an average Bible student to arrange certain characters and events chronologically, and the results are telling. *Telling God’s Story* looks closely at the Bible from its beginning in Genesis to its conclusion in Revelation. By approaching Scripture as one purposefully flowing narrative, emphasizing the inter-connectedness of the text, veteran college professors Preben Vang and Terry G. Carter reinforce the Bible’s greatest teachings and help readers in their own ability to share God’s story effectively with others.


*When God Goes to Starbucks:* A Guide to Everyday Apologetics (Baker) addresses controversial and challenging questions related to (1) truth and reality, (2) God and worldviews, and (3) Jesus’ uniqueness in light of theistic alternatives like Islam. The book offers an accessible guide to the thoughtful reader on a host of topics Christians often confront: Is it okay to lie to Nazis? Do miracles make sense in a scientific age? Are people born gay? What is wrong with gay marriage? How can the psalmists say such harsh things? Aren’t the Bible’s “holy wars” just like Islamic jihad? Don’t people from all religions experience God? The book offers thoughtful biblical answers on a range of issues that the Christian might well discuss with a friend over a cup of coffee.
Books


Chapters in books


Journal Articles, Poems, and other original works

Dr. Kathleen Anderson and Kelsey Satalino ’13. “It was not your words; it was the truth they conveyed: Confrontation and Social Change in Elizabeth Gaskell’s North and South.” The Gaskell Journal. 27 (2013): 108-125.


---. “Bringing joy to the People of the Amazon.” Christianity & Pharmacy. 16 (2013): 22-23.


Lives Maximizing the Use of Mobile Applications for Patients with Diabetes Mellitus.” *American Journal of Managed Care.* 19 (2013): 167, 188.

**Dr. Peggy Van Arman.** “A Cure for Cancer in Pond Apples?” *Gator Tales.* (2013): 5,10.


### Presentations


**Dr. Angela Clauson and Dr. Erin Dorval.** “Are you THIRSTy? How to Utilize Your Students to Make You Smarter.” PBA Preceptor Dinner CE Program. West Palm Beach, FL. Nov. 14, 2013.


**Dr. Tom Dodson.** “Process of Change: Developing a School Counselor Evalu-
ation Tool (SCET) to Correspond with the ASCA National Model.” Association for Counselor Education and Supervision (ACES), Denver, CO, October, 2013; National Career Development Association (NCDA). Boston, MA. July, 2013; Classroom Teachers Association of SDPBC. West Palm Beach, FL. June 2013.


Dr. Don McCulloch and Jamie Zugelder. “Admission Officers’ Impressions of Homeschooled Applicants in Evangelical and Nonevangelical Colleges and Universities.”


Dr. Chelly Templeton. “Panel Discussion: What Do I Need to Know about Entering University Teacher Education Programs?” Florida Future Teachers of America (Palm Beach County). West Palm Beach, FL. Oct. 28, 2013


---. “Integrating Science and Math Activities in the Elementary School.” Christian Schools of Palm Beach County. West Palm Beach, FL. Feb. 15, 2013


Palm Beach Atlantic University (PBA) is a comprehensive, interdenominational Christian university founded in 1968.

**Enrollment:** 3,764

**Traditional Undergraduate/Day Students:** 2,094

**Non-traditional Undergraduate/Evening Students:** 415

**Graduate Students:** 562

**Professional/Pharmacy Students:** 315

**Dual-enrolled:** 378

**Academic Programs:**
- 48 undergraduate majors
- Evening undergraduate degree programs in ministry, organizational management and psychology (on campus and online)
- Graduate and professional degree programs in business administration, counseling (specializations in addiction counseling; marriage, couples and family counseling; mental health counseling, school guidance counseling and counseling generalist [non licensure]), divinity, leadership (on campus and online) and pharmacy


**Faculty:**
- 162 full-time faculty
- Undergraduate student-faculty ratio: 13 to 1
- 81% of full-time teaching faculty hold the highest degree in their field

**Activities:** Member of the National Collegiate Athletic Association (NCAA) Division II, National Christian College Athletic Association (NCCAA)

**Alumni:** 13,000+

**Local Economic Impact:** $326 million

**Accreditation Statement**

Palm Beach Atlantic University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the associate's, bachelor's and master's degrees, and a doctor of pharmacy degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, telephone (404) 679-4500, or www.sacscoc.org for questions about the accreditation of Palm Beach Atlantic University. Persons wishing to review documents related to the accreditation of Palm Beach Atlantic University should contact the Office of Accreditation and Assessment at (561) 803-2053.

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**For more information:**

Carollanne M. Brown  
Assistant Vice President  
Institutional Research and Effectiveness  
carollanne_brown@pba.edu

Palm Beach Atlantic University  
901 South Flagler Drive  
P.O. Box 24708  
West Palm Beach, FL 33416-4708  
561-803-2050