NOMINATION SIGNATURE PAGE

2025 Virginia Outstanding Faculty Awards

Nominations must include this as the cover page of the nomination package PDF submission

Name of Applicant:	John F. Morrissey
Institution:	Sweet Briar College
Category (choose only one): • Baccalaureate Institution • Masters/Comprehensive Institution • Research/Doctoral Institution • Two-Year Institution • Rising Star	Baccalaureate Institution
Signature of President or Chief Academic Officer:	
Printed Name of President or Chief Academic Officer:	Jeffrey E. Key, Vice President of Academic Affairs and Dean of the College
E-mail address of President or Chief Academic Officer:	jkey@sbc.edu
Telephone number of President or Chief Academic Officer:	434-381-6415

Sweet Briar College Mission Statement

Sweet Briar College challenges and inspires women, forging ethical leaders with the skill, compassion, and vision to create a more just and sustainable world.

Approved by the Sweet Briar Board of Directors, February 2022

Faculty Vision Statement in Support of the Mission

Sweet Briar's academic program, at the undergraduate and graduate levels, seeks to cultivate an inclusive and vibrant community of learning among students, faculty, and staff that prizes ethical and innovative thinking. Our curriculum fosters personal and professional development through a liberal arts education. The faculty and staff guide students to understand how justice and sustainability are connected; promote inclusivity, diversity, equity, and access; solve real-world problems across an array of disciplines confidently and creatively; and develop critical analytic and communication skills. Students pursue these goals in the classroom, across the campus community, and around the world.

Approved by the Sweet Briar faculty, February 2022

Summary of Accomplishments

Dr. John Morrissey cannot remember a time when he didn't love school. Early in his career, he realized that he enjoyed teaching biology as much as learning about it. His first 16 years were spent at Hofstra University where he won the *Distinguished Teacher of the Year Award* in 2006. For the last 17 years, he has had the honor and joy to share his passion and knowledge with his students at Sweet Briar College, and his efforts have been rewarded repeatedly. He received Sweet Briar's *Excellence in Teaching Award* in 2010 and 2024, and he was nominated for the VFIC's *Libby and Hiter Harris Excellence in Undergraduate Teaching Award* in 2022 and 2024, and was nominated for SCHEV's *Outstanding Faculty Award* in 2022 and 2024.

Early in his career, Professor Morrissey was very active in research as well. He and his students studied the biology of sharks, skates and rays, including movements of lemon sharks in the Bahamas, age and growth of a gulper shark from the Cayman Trench, the population structure of cownose rays in Chesapeake Bay, and reproduction of chain catsharks in his lab. He also directed the Hofstra University Marine Laboratory in Jamaica, co-authored a leading marine biology textbook, wrote 29 successful grant proposals, published 13 peer-reviewed papers, and led 24 scientific research cruises.

Nevertheless, several years of introspection resulted in Dr. Morrissey realizing that he experienced greater satisfaction as a teacher than as he did as a researcher; he felt that he impacted society more positively via the classroom than he did via his research. Years of research might result in 2-3 papers, but years as an educator resulted in the creation of scores of physicians, vets, biologists, and teachers. And so, after 16 fruitful years at Hofstra University, he moved to a teaching-centric position at Sweet Briar, a small liberal-arts college for women.

Coming to Sweet Briar was a major career (and life) change, but Dr. Morrissey made it to focus on teaching undergraduates; for the last 17 years, he has been teaching biology and non-major courses to undergraduate women. During this time, he has established himself as an exceptionally gifted and beloved teacher who truly cares about enabling Sweet Briar women to realize their potential—and not just as future teachers, scientists, doctors, or veterinarians—but as fully fledged, mature adults who can help lead our society to a better place.

Teaching

Poor teaching is one of the primary reasons undergraduates leave STEM fields (Seymour, E., Hewitt, N., 1997. *Talking about leaving: why undergraduates leave the sciences*. Westview Press, Boulder, CO). Therefore, Dr. Morrissey strives to be the best teacher and research mentor possible. By using active-learning techniques and engaging humor, and by providing a supportive, yet challenging, environment in which his students can learn and mature, Dr. Morrissey has achieved this objective more often than not. Literally hundreds of students have stated on course evaluations that he is the best professor that they have ever had.

At Sweet Briar, Dr. Morrissey has taught ten different courses for biology majors, from the introductory two-course sequence to upper-level courses within his expertise, and two non-major courses. Dr. Morrissey is proud that his student evaluations are uniformly excellent, regardless of the course level. Students can tell when an educator loves being in the classroom and the subject matter being discussed, as Professor Morrissey does. His teaching evaluations are nearly perfect: in the last three years, his average score for "teaching effectiveness" is 3.8 on a scale of 1 (poor) to 4 (excellent), and students praise him repeatedly for his sense of humor ("I will miss your funny jokes during lectures"), his understanding and empathy ("Thank you for treating us as adults and for having an environment where it was okay to mess up"), and for his engagement ("Professor Morrissey is so passionate and enjoys what he does").

Moreover, as an experienced and influential marine biologist, Dr. Morrissey knows that teaching field courses in the sea is invaluable. He knows that no video, classroom aquarium or slide show can match the impact of swimming with organisms just 20 minutes after learning about their biology in lecture. During his 33-year career, Dr. Morrissey has taught field courses more than 50 times. He struggles to put into words the privilege, pride, satisfaction, and joy he feels each time one of his students sees a coral reef for the first time, or even sees the ocean for the first time! Simply stated, the impact that he has been able to make on the psyche and world view of hundreds of students over the years via his field courses is unquantifiable.

Dr. Morrissey's skill and flair as a teacher are recognized across the College community; in 2010 and 2024, he earned the Sweet Briar *Excellence in Teaching Awar*d, which is voted on by the entire student body. Additional accolades that Dr. Morrissey has received for his effectiveness in the classroom include being nominated for a SCHEV OFA twice and the VFIC's *Libby and Hiter Harris Excellence in Undergraduate Teaching Award* in May 2022 and 2024.

Professor Morrissey also has a well-deserved reputation as a dedicated academic advisor to students. He advises first-year students and biology majors, and is the sole pre-vet advisor. His popularity and effectiveness as an academic advisor are exemplified by the fact that he was recognized during 2021's SACSCOC reaccreditation as the faculty member with the most advisees on campus. He currently advises 46 students (i.e., about 10% of the student body). Much of Sweet Briar's extraordinarily successful track record in placing its students in vet school is attributable to Dr. Morrissey's guidance and mentorship. In the last 15 years, 89% of Sweet Briar's applicants were accepted to vet school, and 100% were accepted in 10 of 15 years. Dr. Morrissey is proud of this extraordinary rate of success. Nevertheless, he derives even greater satisfaction from helping those students who make the emotionally difficult decision that the extremely demanding path to vet school is not for them. Helping his advisees abandon their life-long ambition and identify a more realistic, yet still rewarding career directionality, demands empathy and tact, which Dr. Morrissey has for these, and all of his students.

Another essential and influential form of teaching performed by Dr. Morrissey is that he is a dedicated mentor to his junior faculty colleagues, both in biology and across all STEM fields. Over the years, he has ushered innumerable graduate students into the academy, and guided many young faculty members to and through the tenure process. Currently, Dr. Morrissey is mentoring five young STEM faculty at Sweet Briar, two in biology, three in other STEM fields.

Discovery

Dr. Morrissey is a scientific innovator. As a graduate student, he was the first scientist to deploy automated receivers on the seafloor that were used to track the movements of marine organisms that had been fitted with an ultrasonic transmitter; such technology is routine today. During his time at Hofstra, Dr. Morrissey was among the first in the world to use molecular data to elucidate the phylogenetic relationships of sharks and rays; molecular systematic studies of fishes is routine today. Additionally, he studied the swim bladder of Sand Tiger Sharks, the metabolic rate of Southern Stingrays, the electric organs of Little Skates, and various aspects of the biology of a Gulper Shark living between Jamaica and Cuba and an egg-laying colony of Chain Catsharks living in aquaria in his laboratory.

This reproducing colony of catsharks represented an "ichthyological white mouse" (i.e., a model species that was small, hardy, and easy to maintain at all ages within a lab setting) that could be used for decades to investigate scores of questions about the shark biology. Dr. Morrissey and his numerous undergraduate research students at Sweet Briar determined the diet of this

species, its age and size at maturity, its mechanism of sperm storage, and the anatomy of its specialized sensory systems. By using the many shark eggs that were deposited in his lab each month, they determined this species' gestation time and pattern of development, its hatching mechanism, growth rate, and age and size at maturity. Clearly, after eight years of research into the biology of this fascinating deep-sea shark, Dr. Morrissey and his undergraduate research students had only scratched the surface of the potential represented by this captive colony of egg-laying sharks.

And then disaster struck in March 2015 when it was announced that Sweet Briar would close that May. Dr. Morrissey's invaluable colony of catsharks that was ripe with scientific potential was the first casualty of the closure announcement. Dr. Morrissey found homes for a few of his sharks, but most had to be euthanized in preparation for closure of the college.

Miraculously, Sweet Briar did not close; it was saved by the immediate and extraordinary efforts of its dedicated and formidable employees, students, and alumnae. Unfortunately, without his colony of catsharks, innumerable in-progress and planned studies could not be conducted. Nevertheless, Dr. Morrissey had hundreds of blood samples in his freezer from neonate catsharks that were destined to be used for various assessments of paternity and sperm storage in females. But these exciting questions had to wait while Dr. Morrissey helped spearhead the effort to revitalize and rebuild Sweet Briar; he took on an enormous teaching and service load for several years while Sweet Briar became the thriving institution that it is today.

Knowledge Integration

Dr. Morrissey is passionately involved with curricular development. He has been a conscientious member of the Curriculum Committee for 11 of his 17 years at Sweet Briar, serving as chair during 9 of those 11 years (and he is in the middle of another three-year stint as chair of Curriculum now). He is delighted by the many opportunities for interdisciplinary cross-pollination within the curriculum that flow through this committee. As an "armchair polymath" who loves all subjects, Dr. Morrissey is thrilled by the diversity of proposals for new courses that are submitted to this committee. He takes great pleasure in seeing connections between proposed courses and the current curriculum, and in uniting faculty members from different disciplines who each can bring something special to a given course.

Dr. Morrissey has also played an instrumental role in terms of placing biology and all other STEM fields in larger interdisciplinary and cross-disciplinary contexts. As chair of the General Education Committee, he was on the front lines of guiding the transformation of Sweet Briar's old Gen Ed requirements into their current, innovative, and interdisciplinary Leadership Core curriculum. He was the director of the new Leadership Core in 2020, and today he remains in charge of staffing, scheduling, and assessment of CORE 160 (STEM in Society).

Dr. Morrissey is always excited by, and receives a great of satisfaction from, the meaningful connections that exist between his scholarship and teaching. He routinely infuses his courses with personal anecdotes and photographs from his research trips. During a discussion of predator-prey relationships he can describe the time he watched a hammerhead shark chase, catch, and consume a southern stingray. During Comparative Animal Physiology he can describe the pre-dawn necropsy of a freshly caught tuna on a dock in Taiwan, wherein steam actually exploded from the musculature of this warm-bodied fish as soon as it was exposed to the chilly drizzle that was falling at the time. In short, Dr. Morrissey's research activities and experiences have made it easy for him to augment his courses in many meaningful ways.

Moreover, his experience while writing 29 successful grant proposals, publishing 13 papers in peer-reviewed journals, and leading 24 scientific research cruises also enables him to augment his courses in meaningful ways. Many of his students intend to head into a career as a biologist. In such a “publish or perish” career, grantsmanship, interacting with journal editors, and other non-scientific skills are essential tools in the arsenal of a successful biologist. Professor Morrissey routinely assigns mock grant proposals, journal submissions, and other tasks that have little to do with biology and a great deal to do with the business of doing science.

This intersection between his scholarship and teaching led Dr. Morrissey to write a best-selling marine biology textbook, *Introduction to the Biology of Marine Life,* (with his colleagues, Deanna Pinkard-Meier and Jim Sumich) that is now in its 11th edition; (editions 9 – 11 were published while he was at Sweet Briar). Via his long-running textbook, Dr. Morrissey has been able to educate students (indirectly) across the country and around the world. The upcoming edition is largely being prepared by Deanna, and she is benefiting from Dr. Morrissey’s mentorship during this process. He hand-selected her from a host of potential candidates to assume the primary responsibility of revising his popular textbook for years to come, and her transition into the world of textbook publishing has been guided by Dr. Morrissey since day one.

Service

Dr. Morrissey is recognized as one of the most highly respected and popular members of the faculty, described as having a generous, joyous presence that lights up any room he’s in. The result of this is that Professor Morrissey routinely is asked to provide stellar service to the College in many service capacities. In 2021, an auditor from SACSCOC (the College’s accrediting body) informed Dr. Morrissey that he had the greatest service load of any faculty member on campus, including being the long-serving chair of biology, the STEM Division Head, as well as chairing the Curriculum and IACUC (Institutional Animal Care and Use Committee) committees. Dr. Morrissey also is a member of the Title IX Team, the Quality Enhancement Plan (QEP; an element of accreditation) Committee, and the Campus Climate Study Working Group. Moreover, Dr. Morrissey has served as the director of the Leadership Core, on the Faculty Senate, the SACSCOC Compliance Committee, and innumerable search committees.

In addition, Professor Morrissey served as Sweet Briar’s Faculty Athletic Representative for more than a decade. At Sweet Briar, about 25% of the students participate in varsity athletics. Dr. Morrissey represents the sole bridge between their academic responsibilities and athletic commitments. Because participation in athletics infuses Sweet Briar student-athletes with innumerable valuable characteristics (e.g., resiliency, teamwork, leadership, and assertiveness) that complements the ways in which those attributes are taught in the classroom, Dr. Morrissey derived a great deal of satisfaction from playing this role for so many students in past years.

Dr. Morrissey also is an enthusiastic educator in the greater community. To date, Dr. Morrissey has delivered 105 lay lectures to nature lovers and at retirement communities, just to name a few. He also has taught numerous day-long mini-courses for various groups (e.g., Virginia Naturalists and SCHEV-sponsored continuing education courses for teachers), and a dozen week-long field courses in the Caribbean for Elderhostel groups.

Dr. Morrissey also is very much involved with service to the American Elasmobranch Society. He has been historian (18 years), publications librarian (17 years), editor (7 years), and member of their Captive Elasmobranch Census Committee (5 years). Moreover, he served as society president twice, on the Executive Committee (12 years), and on the Board of Directors (16 years). He also serves the scientific community; to date he has provided 75 peer reviews of manuscripts and has given 28 invited talks about the results of his research.

John Morrissey – Personal Statement: A Statement of Teaching Philosophy

This statement has become more autobiographical than anticipated. Perhaps this should not surprise me given that my teaching philosophy will never stop evolving. Thus, summarizing the evolution of my teaching philosophy seems like a reasonable way to explain my current views.

Teaching is the second-most-important job in America (behind parenting). As a kid who loved school and learning, I placed my favorite teachers on pedestals that were unreasonably high. My teachers were the most impressive, most influential, and most respected individuals in my life.

Yet I never aspired to teach at any educational level. My parents did not graduate from high school, and none of my six older siblings went to college. Therefore, I was oblivious to the potential academic path that I ended up taking. I only knew that I loved school, I loved the acquisition of knowledge, and I hoped to remain in school for as long as possible. My plan was simple: to remain in school until it was ended by my mediocre achievement, and then I would return to the family farm. One day, after 13 years of college, the universe called my bluff when I earned a PhD in Marine Biology and Fisheries. Although this moment filled me with pride, my over-whelming thought was, "Now what?!?" I knew that I would be thrilled to spend the rest of my life studying the biology of sharks, and I just accepted that a position as a professor would be the most straight-forward way to do just that. Again, I was not yearning to teach.

But a funny thing happened along the way. I discovered, quite by accident, that I really loved to teach, and that I seemed to be "a natural" of sorts in the classroom. (I use the term "natural" because back when I was in graduate school, our training emphasized research, not teaching—so whatever skill I do possess as a teacher must be innate on some level.)

My accidental entry into a teaching career began, I think, because I study sharks. (If I spent my days diving in "clam-infested waters," I suspect that nobody would care.) And thus, one day, early in my college career, a friend with a son in the Cub Scouts asked if I would give a "shark presentation" at their next troop meeting. I jumped at this surprisingly enticing request because it caused me to realize that I was bursting with a need to share my knowledge of and affection for the biology of sharks and rays. Because I knew little about how to prepare a talk, I simply copied the techniques and approaches of some of my favorite teachers over the years and gave it a whirl. And this talk was quite the success. Somehow, I was able to grab the attention of my first group of "students" and educate and entertain them for the next hour or so. And word quickly spread. Within days I received a request for another talk, this time from a parent in the crowd who wanted me to give a talk to his sailing club. From that, I was invited to give a talk to a SCUBA club, and then at a local chapter of The Explorers Club.

I soon was traveling to give "sharky talks" all over the country due to word-of-mouth publicity in a pre-internet age, lecturing at nearly every public aquarium in America, as well as at numerous museums and meetings of a surprising assortment of organizations. One consortium of museums set up a speaking tour of museums for me along the east coast, starting with the Cox Science Center and Aquarium in Florida and ending seven stops later at the Boston Children's Museum. Before long, I was sharing my love for sharks internationally (e.g., at the Okinawa Expo Aquarium in Japan and the National Marine Aquarium in England).

This completely unexpected phenomenon quickly caused me to realize several things that would influence, even guide, the rest of my life. First, for some reason, it was clear that I was a popular speaker with a knack for giving enjoyable, educational presentations. With one

carrousel filled with my trusty slides (this was the days before PowerPoint), I could give an interesting and entertaining presentation to people of any age, with any background, in any state or country. Moreover, I quickly realized that I loved teaching. Most importantly, I understood that teaching was a very valuable and satisfying activity that would result in a life well spent.

Unexpectedly, these speaking invitations also spawned and cultivated the beginnings of my personal teaching philosophy. At the risk of being overly reductionistic, I realized that all societal ills can be traced (at least indirectly) to ignorance. Be it climate change, bigotry, war, hunger, or pollution, one can find ignorance as the root cause of the problem. In my view, decreasing ignorance via teaching and education is the best way to erase a societal ill. Each day I endeavor to do my part to decrease a bit of ignorance in just a few people, with the hope of leaving the world in a slightly better place when my career ends.

As scores of lay teaching opportunities led to a career as a biology professor, my understanding of my role as an educator continued to evolve. I learned that teaching in an undergraduate classroom carried with it another essential responsibility: that my job is not to turn my students into biologists or clinicians—my job is to help my students transition into adulthood. If my students do not become biologists or clinicians, I have not failed them. But if they leave college without developing into independent adults, then I have let them down. Due dates for a term paper are no different than the due date for a mortgage check. Coming to class on time each day is no different than being a reliable employee. Leading a small group of peers through a laboratory experiment is no different than leading a team of co-workers while completing a task at work. Through my classes, I help “college kids” become reliable, responsible, resilient, accountable, mature humans. In short, I help my students become functional adults.

After 16 years at a large, urban university, I moved to Sweet Briar, a women’s college, for reasons personal (to return to a rural setting) and professional (to deemphasize research so that I was able to focus more on teaching undergraduates). And something happened. Teaching at Sweet Briar made me think in new ways about myself, our society, and my six older siblings—all women. I realized I had never questioned the vast differences between my sisters’ education and mine, or asked them if they had unfulfilled career aspirations. I realized how underprivileged my sisters had been, how restricted female students at my former school had been, and how oblivious and nonchalantly chauvinistic I had been for my entire life. I realized I must change.

This introspective epiphany resulted in another, vital evolution of my teaching philosophy. In addition to decreasing ignorance while helping kids transition into adulthood, I now strive to change America’s sexist expectations. I have the ability and honor to send my female students into a variety of STEM fields wherein women are grossly underrepresented. This is the most important impact I can make on society. I want to help my female students—my students of all genders and identities for that matter—realize that they can do anything to which they set their minds.

In summary, if my efforts in the classroom are able to help my students transition into adulthood, if they are able to decrease ignorance in America just a bit, and if they influence representation in STEM fields in some small way, then I will have lived a worthwhile life.

JOHN F. MORRISSEY

EDUCATION

Ph.D., Biology and Living Resources, University of Miami, Miami, FL, 1991
M.A. with distinction, Biology, Hofstra University, Hempstead, NY, 1985
B.A., Biology, Hofstra University, Hempstead, NY, 1982

WORK EXPERIENCE

Professor, Sweet Briar College Biology Department, 2011-Present
Flora Cameron Crichton Fellow, 2024 –
Chair, Biology Department, 2014-Present
Director of the Leadership Core, 2020
STEM Division Head, 2018-2019, 2022-2023
Nominated for the *Libby and Hiter Harris Excellence in Undergraduate Teaching Award*, May 2022 and May 2024
Excellence in Teaching Award, May 2024
Associate Professor, Sweet Briar College Biology Department, 2007-2011
Excellence in Teaching Award, May 2010
Associate Professor, Hofstra University Biology Department, 1997-2007
Distinguished Teacher of the Year Award, May 2006
Director, Hofstra University Marine Laboratory, Jamaica, West Indies, 2001-2005
Assistant Professor, Hofstra University Biology Department, 1991-1997
Committee Work (Last 5 years)
Climate Study Working Group 2022, Faculty Senate 2020-2022, CORE 160 Assessment Committee 2020-present (Chair), SACSCOC Compliance Committee 2020-2021, QEP Committee 2019, Title IX Team 2018-2022, Curriculum Committee 2022-present (Chair)

Additional contributions

Peer-Reviewed Publications – 1 at Sweet Briar College, 12 at Hofstra University
Published abstracts – 7 at Sweet Briar College, 22 at Hofstra University
Supervision of Student Research
Graduate - 1 at Sweet Briar College, 31 at Hofstra University
Undergraduate - 35 students at Sweet Briar College, 19 at Hofstra University
Grants Received – 1 at Sweet Briar College, 28 at Hofstra University
Peer Reviews – 24 at Sweet Briar College, 51 at Hofstra University
Invited Seminars – 10 at Sweet Briar College, 18 at Hofstra University
Lectures for the Community – 42 at Sweet Briar College, 63 at Hofstra University

PUBLICATIONS – Primary Literature (Selected)

Carney, S. L., D. McVeigh, J. B. Moss, M. D. Ferrier, and **J. F. Morrissey**. 2017. Insights on Mitochondrial Genetic Variation in Chesapeake Bay Summer-Resident Cownose Rays. Transactions of the American Fisheries Society 146(3): 478-484.

Morson, J. and **J. F. Morrissey**. 2007. Variation in the morphology of the electric organ in the Little Skate, *Leucoraja erinacea,* and its possible role in courtship. Environmental Biology of Fishes 80(2-3): 267-275.

McLaughlin, D. M. and **J. F. Morrissey**. 2005. Reproductive biology of *Centrophorus* cf. *uyato* from the Cayman Trench, Jamaica. J Marine Biol Assoc UK 85: 1185-1192.

McLaughlin, D. M. and **J. F. Morrissey**. 2004. New records of elasmobranchs from the Cayman Trench, Jamaica. Bull Mar Sci 73(3): 481-485.

Sundström, L. F., S. H. Gruber, S. M. Clermont, J. P. S. Correia, J. R. C. de Marignac, **J. F. Morrissey**, C. R. Lowrance, L. Thomassen, and M. T. Oliveira. 2001. Review of elasmobranch behavioral studies using ultrasonic telemetry with special reference to the

lemon shark, *Negaprion brevirostris*, around Bimini Islands, Bahamas. Environ Biol Fishes 60: 225-250.

Yano, K. and **J. F. Morrissey**. 1999. Confirmation of blacktip shark, *Carcharhinus limbatus*, in the Ryukyu Islands and notes on possible absence of *C. melanopterus* in Japanese waters. Ichthyol Res 46(2): 193-198.

Tang, K. L., P. B. Berendzen, E. O. Wiley, **J. F. Morrissey**, R. Winterbottom, and G. D. Johnson. 1999. The phylogenetic relationships of the suborder Acanthuroidei (Teleostei: Perciformes) based on molecular and morphological evidence. Mol Phyl Evolution 11(3): 415-425.

Morrissey, J. F., K. A. Dunn, and F. Mulé. 1997. The phylogenetic position of *Megachasma pelagios* inferred from mtDNA sequence data. pp. 33-37 *in*: Biology of the Megamouth Shark (K. Yano, J. F. Morrissey, Y. Yabumoto, and K. Nakaya, eds.). Tokai University Press

Dunn, K. A. and **J. F. Morrissey**. 1995. Molecular phylogeny of elasmobranchs. Copeia 1995(3): 526-531.

Morrissey, J. F. and S. H. Gruber. 1993. Home range of juvenile lemon sharks. Copeia 1993(3): 393-402.

Morrissey, J. F. and S. H. Gruber. 1993. Habitat selection by juvenile lemon sharks, *Negaprion brevirostris* (Poey). Environ Biol Fishes 38: 311-319.

Gruber, S. H., D. R. Nelson, and **J. F. Morrissey**. 1988. Patterns of activity and space utilization of lemon sharks, *Negaprion brevirostris*, in a shallow Bahamian lagoon. Bull Mar Sci 43(1): 61-76.

TEXTBOOKS

J. F. Morrissey, Sumich, J. L., and Pinkard-Meier, D. R. 2018. *Introduction to the Biology of Marine Life*, 11th edition

J. F. Morrissey and Sumich, J. L. 2011. *Introduction to the Biology of Marine Life*, 10th edition

J. F. Morrissey and Sumich, J. L. 2009. *Introduction to the Biology of Marine Life*, 9th edition

Sumich, J. L. and **J. F. Morrissey**. 2004. *Introduction to the Biology of Marine Life*, 8th edition (All published by Jones and Bartlett, Massachusetts.)

EDITED BOOK

Yano, K., **J. F. Morrissey**, Y. Yabumoto, and K. Nakaya. 1997. *Biology of the Megamouth Shark*. Tokai University Press, Tokyo, Japan, xv+203 pp.

PARTICIPATION IN OCEANOGRAPHIC RESEARCH CRUISES

ORV *Cape Florida*: CF8415, CF8515, CF8602 (Bahamas), ORV *Columbus Iselin*: CI8603, CI8702, CI8706, CI8804, CI8814 (Bahamas), ORV *Calanus*: C8704*, C8706, C8801, C8815, C8818*, C8901* (Bahamas), ORV *G.W. Pierce*: 861101 (Mid-Atlantic Ridge), ORV *Hirugi*: H96023, H96025* (Japan), ORV *Nina*: N9901*, N0001*, N0002*, N0101*, N0201* (Jamaica), ORV *Yaeyama*: Y96041, Y96042, Y96046* (Japan), (* = Chief Scientist/Principal Investigator)

MEMBERSHIP AND PARTICIPATION IN PROFESSIONAL SOCIETIES

American Elasmobranch Society (Member since 1984), Editor: 2001-2008, Board of Directors: 1996-2008, 2010-2014, Executive Committee: 1996-2008, Publications Librarian: 1997-2014, Historian: 1998-2016, Past-President: 1998, President: 1996-1997, Nominating Committee: 1993, Captive Elasmobranch Census Committee: 1991-1996

Faculty Athletic Representative Association (NCAA), Member: 2011-2023**,** Division III, Legislative Review Committee 2014-2015

Society for Ocean Sciences, Senior Research Associate: 2009-present

Letters of Support (Excerpted)

Professor John Morrissey is a big man, not just for standing six feet seven inches tall, but because he is a giant presence at Sweet Briar. John is a brilliant and beloved marine biologist who has twice won the College's teaching award. He is a wise and empathetic friend who many of us turn to turn for advice and mentorship. His broad shoulders carry an advising, administrative and service load that would stagger anyone else, yet John is always ready to take on another task, from meeting prospective students at admissions events to chairing another committee. John is both deeply thoughtful and deeply humorous, and his contributions of talent, time, and energy to our campus community and to our mission to educate women leaders are immeasurable. I can't imagine Sweet Briar without John Morrissey.

—Mary Pope M. Hutson '83, President of Sweet Briar College

Professor John Morrissey is the best teacher and mentor of undergraduates that most of us at Sweet Briar have ever known. Students love taking John's classes because he has the gift of presenting material in ways that are both challenging, engaging, and convey his sense of wonder for the marvels of biology. He has mentored budding researchers in his shark lab, supervised senior biology projects, advised countless majors, and written many recommendations for students applying to graduate programs, medical, or veterinary school—much of Sweet Briar's superlative record in placing its students in top-tier vet schools is due to his mentorship. John's excellence has been recognized in multiple ways: he is one of our Flora Cameron Crichton Fellows, he was twice won the teaching award, and has been nominated for statewide honors. I am proud to nominate him for the SCHEV Outstanding Faculty Award.

—Dr. Jeffrey E. Key, VP for Academic Affairs & Dean of Sweet Briar College

The idea of learning for learning's sake alone is something John values and enshrines in his lectures, public talks, and writings. He understands people engage his work at different levels; he meets the audience where they are, and has an ability to bring them along, adding not just specific details of importance, but placing it all in the context of why it matters. In the classroom, students might take a class with John simply because they see the word "shark" – but they also tend to reappear in classes when the main word is "morphology." Students in John's classes move well beyond that initial impulse that got them into the class, and embrace the deeper science and even deeper wonder that John presents. His classes are challenging, engaging, focused; each one provides a look at the awe-inspiring worlds below the surface.

—Dr. Tim Loboschefski, Professor of Psychology, Sweet Briar College

When it comes to helping students chart their course to success in their chosen academic and subsequent career field, Dr. Morrissey goes above and beyond to support them. His ability to write a compelling reference letter for students planning to go to graduate school, or compete for a research opportunity, literally opens doors for them. The bottom line is he gets to know his students; he cares about them. He drives students to the Virginia-Maryland College of Veterinary Medicine to tour the school, he moderates career panels featuring alums who are working as vets to give students a realistic picture of the career field, he speaks at career programs about how to prepare for graduate school. He always gives sound advice when it comes to helping students succeed and figure out what they want to be when they grow up.

—Barb Watts, Director of Career Services, Sweet Briar College

John Morrissey's mentorship and support have been invaluable. His door is always open whenever I have questions about teaching, advising students, or resources on campus. John's encouragement whenever I hit a rough patch as a newer educator is always uplifting and motivating – I have several emails from him that I have downloaded on my computer that I reread if I am having a particularly challenging day, and they always lift my spirits. He is always an advocate for both students and faculty alike to ensure everyone gets what they need to support their growth and development. He approaches everything with good-natured humor and having him as a mentor and colleague is one of the highlights of my time at Sweet Briar thus far.

—Dr. Megan E. Kobiela, Assistant Professor of Biology, Sweet Briar College

Dr. Morrissey is a fantastic professor, really listening to students, engaging in thought-provoking conversations, and guiding students through the process of applying to veterinary and graduate programs. He helps support our dreams, banters with students, lifts morale, and so much more. He is always happy to help, going above and beyond, even if a student just needs to talk to someone. He allows us to truly learn in the classroom, ensuring every student is challenged, and her needs are met. He makes sure that no (answerable) question is left unless he thinks it will encourage us to further our personal educational journeys. As my advisor and mentor, he has been exceptionally patient and encouraging, providing guidance and a fantastic sounding board. **—Ariel Hullender, Sweet Briar College, Class of 2025**

To know and be taught by Dr. Morrissey is to embark on journey of deep understanding and curiosity about the world and one's self. Because of him, I am a well-trained scientist equipped to thoughtfully explore my own questions of wonder and engage fully in the world in an interdisciplinary fashion. As my pre-vet advisor, he set a foundation for teamwork, helping me reach my goals and supporting me fastidiously throughout the entire process. He provided expertise on the various routes I could take and he took extra steps in acknowledgment of my low-income background, which included picking me up from the airport after an interview. He remained honest and straightforward about the triumphs and hardships of entering veterinary school. In each day of my anatomic pathology residency, I weave the invaluable lessons, tools, and curiosity I foundationally sharpened in the care and guidance of Dr. Morrissey. I am eternally grateful for his advisement, confidence in my ability, and passionate actions to ensure my success. **—DaZané Cole, DVM, Sweet Briar College 2020, The Ohio State University College of Veterinary Medicine DVM 2024, NIH CBSTP Fellow & 1st Year Anatomic Pathology Resident at Michigan State University**

Dr. Morrissey is the most supportive and influential professor I have ever known. I will never forget the time I went into his office (covered in shark items, photos, and artifacts), told him I was going to apply to a microbiology graduate program, and asked for his thoughts. He told me (while pointing to his shark memorabilia) that unless you were absolutely obsessed with what you're studying, you would always have a hard time getting out of bed. I knew I really wanted to do something with horses. I have since graduated with my PhD from Virginia Tech University in biomedical veterinary sciences. I am now a first year veterinary student at Louisiana State University pursuing my DVM. If Dr. Morrissey hadn't given me the push I needed, I would not have found my career in veterinary medicine studying disease in horses. **—Dr. Lauren Helber, Ph.D., Virginia Tech PhD BVMS Program, Sweet Briar class of 2020**

I have known Dr. Morrissey since he was Director of the Hofstra University Marine Laboratory in St. Ann's Bay, Jamaica. His breadth of knowledge in the marine sciences is exceptional; he is equally at home in the classroom, laboratory, and in the field. We have collaborated with him on studies of cownose rays in the Chesapeake Bay where both Hood students and Sweet Briar students took part. His mentorship of field research students was thoughtful, encouraging, and consistent. John was critical to the project's success and to launching the successful academic careers of these newly minted student-researchers. **—Dr. Drew Ferrier, Hood College, Professor of Biology, Co-Chair of the Department of Biology, Director of the Hood Center for Coastal and Watershed Studies**

During his tenure with The Society for Ocean Sciences (SOS), John was a senior field instructor and guide, and a pivotal force in shaping the experience for our expedition groups traveling to the Bahamas and Belize. His dedication to providing outstanding instruction to over 150 students was evident in every aspect of his work. His teaching style is remarkable for its accessibility, inclusivity, and, most notably, its engaging and entertaining nature. He consistently defied the stereotypical image of a "stuffy scientist" with his infectious sense of humor and remarkable ability to make complex subjects both comprehensible and enjoyable. **—Claire Hudson, PhD Candidate, U of Maryland, former Executive Director for The Society for Ocean Sciences**