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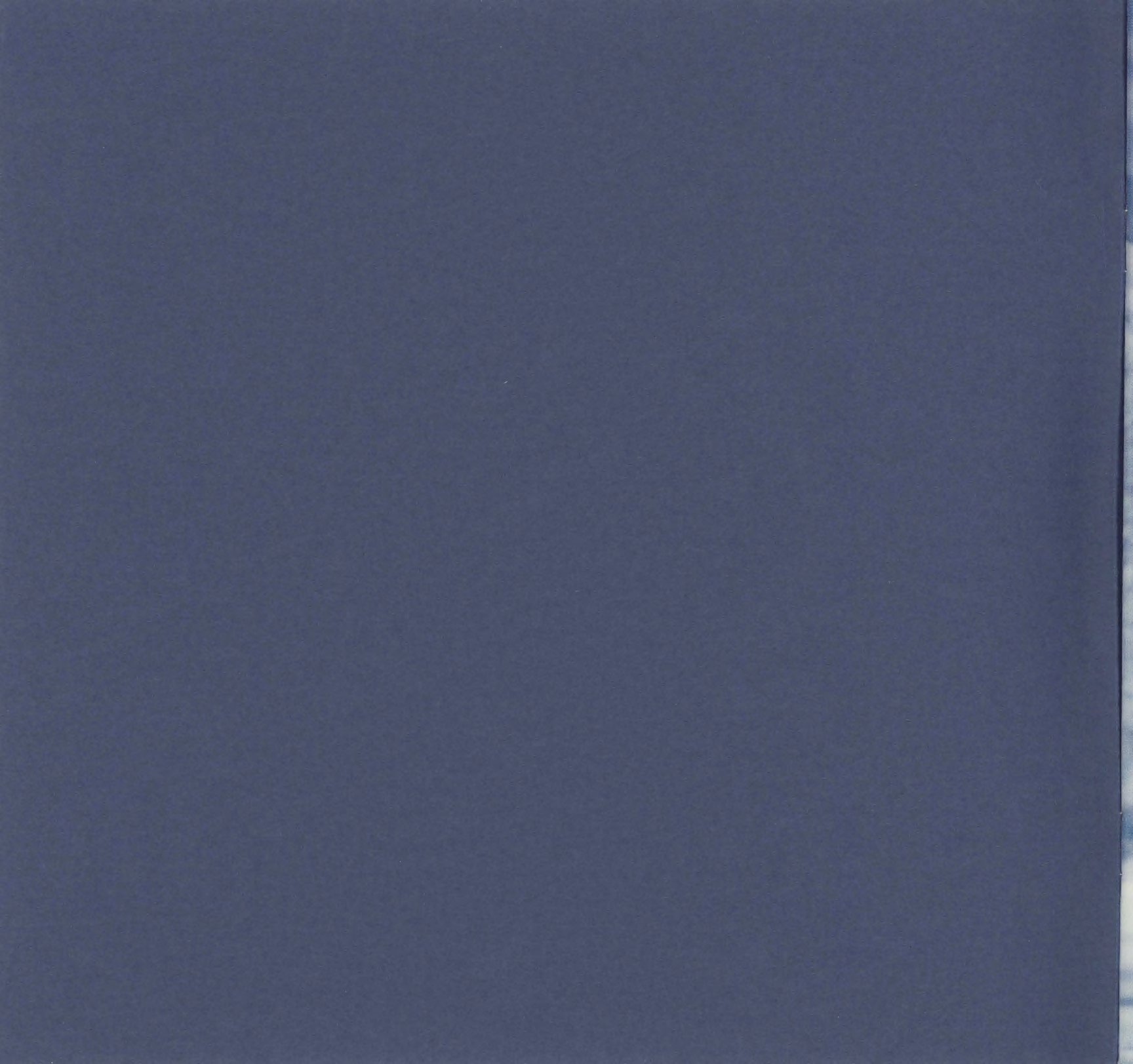
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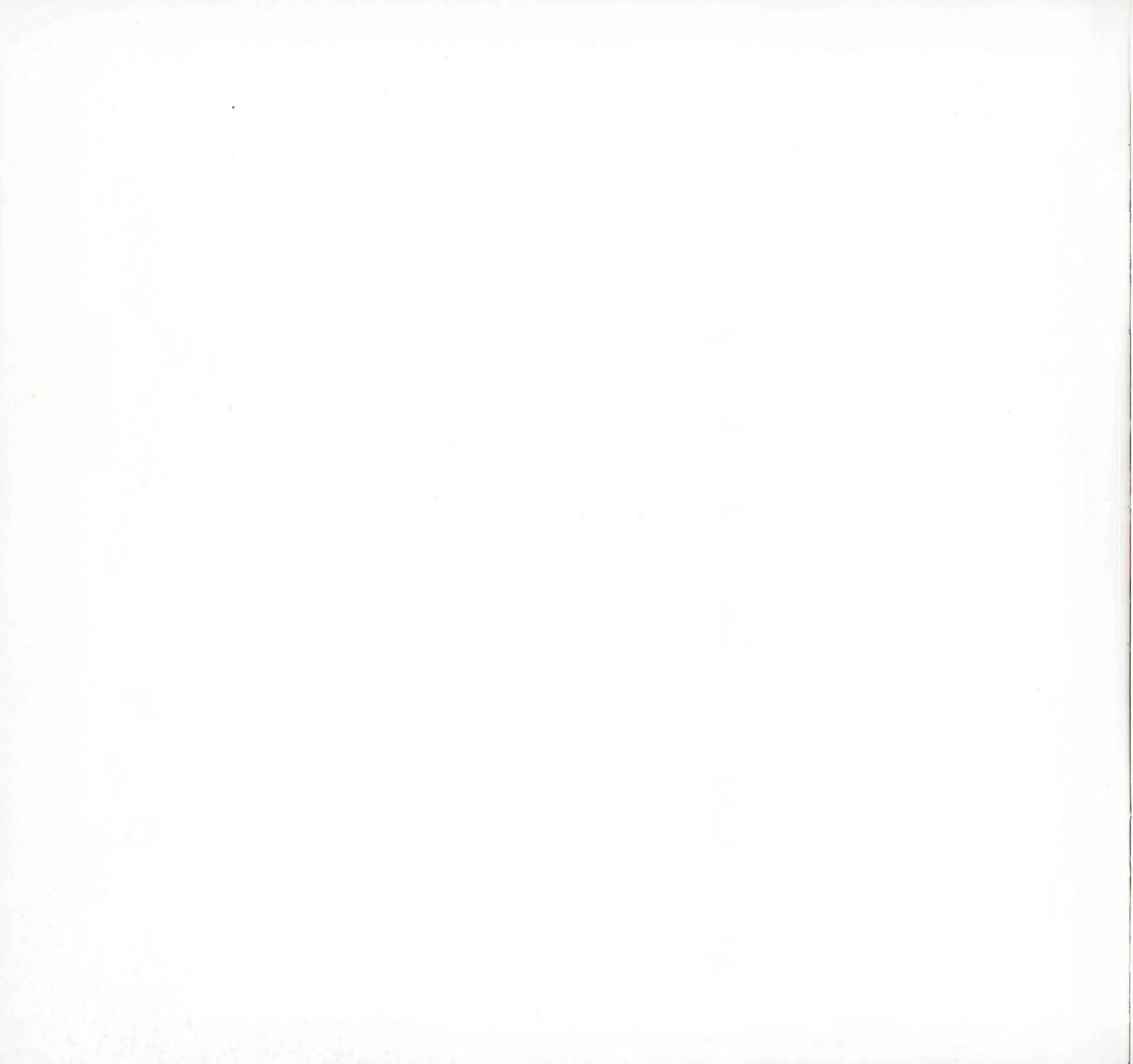
FACULTY EXCELLENCE AWARDS

2008



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FACULTY EXCELLENCE AWARDS 2008

*I*t is with great pleasure and a sense of deep pride that I present this year's Faculty Excellence recipients. These extraordinary scholars and teachers exemplify the excellence of UNH faculty as a whole. And they share a common trait—they ask questions that matter to our state, our nation, and the world.

How does the body store iron? If personality could be described as a system, what would it look like? What do we know—what should we know—about the nation's growing direct-care workforce? How can Earth science education be transformed in the U.S.? How can oil spills be prevented? What course of study should one pursue to become a better community advocate?

In pursuit of answers to questions like these, Faculty Excellence awardees teach, engage in research and creative activities, and work in remote locations with myriad partners to solve pressing problems. All of this work is aimed at the overriding aim of UNH—to educate our undergraduate and graduate students, the leaders and problem solvers of the future.

The following short profiles give you the opportunity to meet this year's awardees. I am sure you will enjoy reading about their accomplishments.

BRUCE L. MALLORY

PROVOST AND EXECUTIVE VICE PRESIDENT



FACULTY EXCELLENCE AWARDS 2008

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DENNIS N. CHASTEEN

Professor of Chemistry

College of Engineering and Physical Sciences

THEY DON'T CALL HIM "IRON MAN" FOR NOTHING.

Dennis Chasteen first earned the nickname as one of the world's reigning experts on ferritins and transferrins, the proteins that store and transport iron in mammals and marine life. Chasteen also achieved "iron man" status as one of the longest tenured professors at UNH and as one of the nation's longest-running recipients of federal funding for research. Chasteen has received funding from the National Institutes of Health every year since arriving at UNH in 1972.

"I've always asked myself," says the soft-spoken, calm-mannered Chasteen, reflecting on his record of professional success, "what are the important questions that I can help answer—not what questions can I answer with the equipment I have in my lab."

In addition to world-class research, the former Fulbright Scholar, Waite Professor, Lyle Professor, and, most recently, Carpenter Professor has taught more than 3,000 general, physical, and

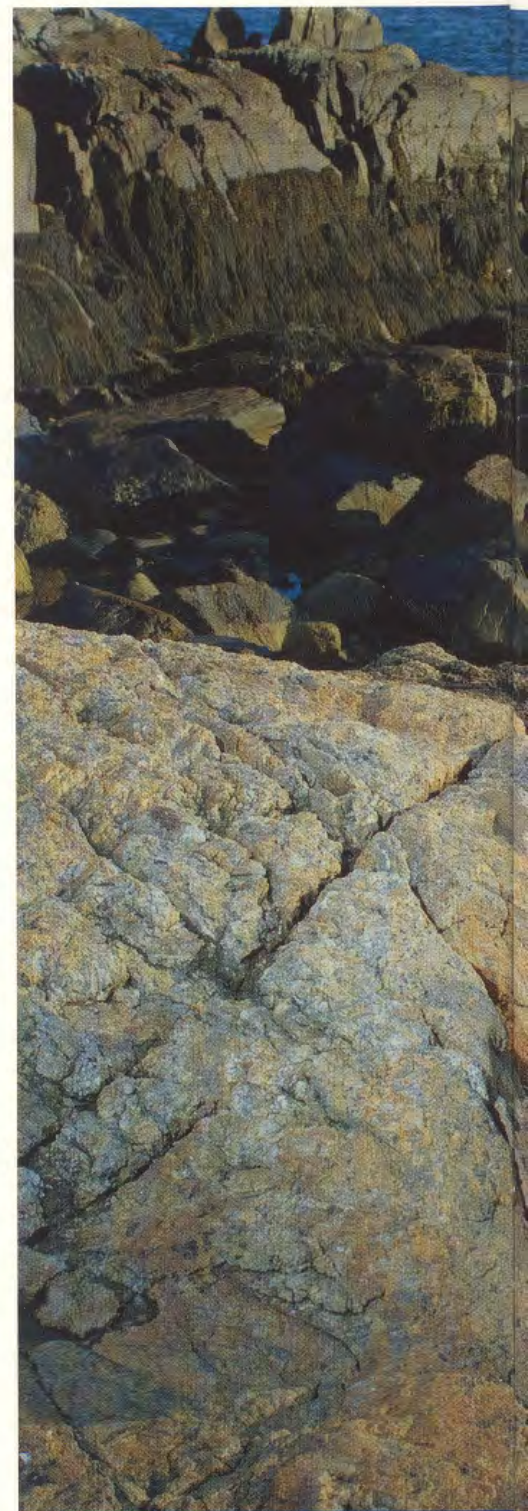
bioinorganic chemistry students in his 36 years at UNH.

"I wanted to teach chemistry from the time I was in high school," says Chasteen. "Then I got to grad school and saw that running a research program in addition to teaching chemistry would be even better. UNH gave me that opportunity."

Retiring from teaching in the summer of 2008, Chasteen will no longer deliver lectures in an "iron man" costume, as he had been known to do on Halloween. Nor will he tell students scuba diving stories that illustrate the principles of physical chemistry, such as his brush with an electric ray, only to discover its powerful shock. Chasteen will still be found, however, in his state-of-the-art lab researching ferritins and transferrins.

Says colleague Tom Laue, professor of molecular, cellular, and biomedical chemistry, "Denny Chasteen is the sort of person who brings prestige to an award, rather than deriving prestige from it."

—Kurt Aldag





“I’VE ALWAYS
ASKED MYSELF,
‘WHAT ARE THE
IMPORTANT
QUESTIONS THAT
I CAN HELP
ANSWER.’”

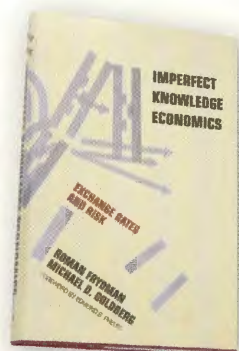
—Dennis Chasteen



Denny Chasteen has
been an avid skin diver
throughout his career.
Above, with his wife,
Lori Lavac, at a favorite
dive location, Pulpit
Rock in Rye, N.H.

“FRYDMAN AND
GOLDBERG OPEN
NEW DOORS... BY
RECOGNIZING
THAT UNIVERSAL
RULES ARE
INTRINSICALLY
IMPOSSIBLE.”

—Kenneth J. Arrow,
1972 Nobel Laureate
in Economics



The next generation
of economists will
find their way thanks
to the new theories
presented in *Imperfect
Knowledge Economics*
by Michael Goldberg
and his coauthor
Roman Frydman.



MICHAEL D. GOLDBERG

Associate Professor of Economics

Whittemore School of Business and Economics

THE JOURNEY FROM A TRADITIONAL economy to a modern high-speed technological one has been dizzying, and economic theory has had a hard time keeping up.

But now mavericks, Associate Professor Michael Goldberg and Roman Frydman, professor of economics at New York University, have coauthored a new book, *Imperfect Knowledge Economics*. In it they present an innovative, theoretical approach to gauging the modern economy.

Rejecting exact quantitative predictions of individual decisions and market outcomes, *Imperfect Knowledge Economics* (IKE) employs mathematical models that generate qualitative predictions of economic changes. Using the foreign exchange market as a testing ground, IKE, while less precise, is able to account for the salient features of asset markets that have confounded extant approaches for decades.

“Economists mistakenly believe that they have found the way to specify how ‘rational’ individuals are supposed to behave,” says Goldberg. “As a result, the failure of their models to explain fluctuations in asset markets leads them to conclude that participants in these markets are ‘irrational’ and that funda-

mentals such as interest rates and income growth do not matter.” But, there is a much more plausible interpretation: conventional economic models are just the wrong theory of how rational individuals behave and how fundamentals matter.

Two Nobel Prize-winning economists, Edmund Phelps and Kenneth J. Arrow, have praised this new approach. Phelps calls the book “deeply original and important,” while Arrow states that “Frydman and Goldberg open new doors ... by recognizing that universal rules are intrinsically impossible.”

Goldberg has presented papers on IKE in America and Europe; his Op-Ed pieces have been published in newspapers spanning five continents.

But his commitment to academic work has remained paramount. Goldberg was instrumental in creating the school’s B.S. in economics and in revitalizing its doctoral program. His self-assessment: “My social worth stems mainly from working with students and pushing our academic programs forward.”

—Carrie Sherman



REAGAN A. BAUGHMAN

Assistant Professor of Economics

Whittemore School of Business and Economics

WE'VE ALL HEARD about the nursing shortage, but little attention has been paid to the direct-care workforce, which is critical to the care of an aging American population.

Direct-care jobs—nursing aide, home health aide, and personal/home care aide—are now among the nation's fastest growing occupations with demand for workers projected to increase until at least 2012. But these jobs are poorly paid and high turnover lowers the quality of patient care.

Reagan Baughman has brought her expertise in labor economics and health policy to bear on this subject. In a recent article published in the *Monthly Labor Review*, Baughman and UNH Carsey Institute family demographer Kristin Smith show that turnover in this profession is 40 percent a year and that high turnover is associated with low wages. In a related study, they identify a public policy that appears to boost wages: Medicaid wage "pass-throughs."

Baughman earned her doctorate in economics with a focus on both labor economics and public finance. Subsequently, as a research fellow in health policy research with the Robert Wood Johnson Foundation, Baughman set the

stage for a policy-oriented career. Within economics, her reputation is growing with a strong list of publications that include papers in the *Journal of Health Economics* and *National Tax Journal*.

At UNH, this sought-after professor teaches both undergraduates and graduates. Her favorite course is Labor Economics. "We talk about families, taxes, income inequality, and health care—real-life economic issues," says Baughman.

She also resurrected the honor society in economics and runs the graduate seminar. Her philosophy is simply to "try and make the world a bit better." It's a modest approach that has yielded significant results.

"Reagan's direct-care research is pioneering. She has raised our research profile," says Karen Conway, professor of economics. "She is everything you could hope for in a colleague, and more."

—Carrie Sherman





“REAGAN’S DIRECT-CARE RESEARCH IS PIONEERING.”

—Karen Conway,
professor of economics

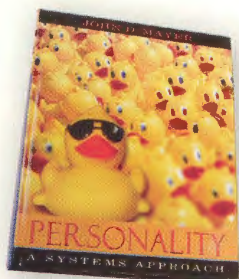


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In a Monthly Labor Review article, Reagan Baughman notes that the demand for direct-care workers is expected to grow while low wages and high turnover rates hurt the quality of patient care.

“THE DISCIPLINE
WAS READY FOR
AN INTEGRATION
THAT FOCUSED ON
THE PERSONALITY
SYSTEM ITSELF.”

—Jack Mayer



What makes us
different? Jack
Mayer's book,
Personality: A
Systems Approach,
helps to answer that
question.



JOHN D. MAYER

*Professor of Psychology
College of Liberal Arts*

JACK MAYER HAS SPENT the better part of his adult life measuring things many believed did not exist and could not be measured. He calls them “hot intelligences.”

A refugee from the clinical psychology programs of the 1980s, Mayer was uncomfortable with the status quo, which consisted mainly of Freudian, Jungian, and a half-dozen other prominent psychological theories. Hoping to address the fragmentation in the field, Mayer let go of competing modern theories and began studying human personality as one would any system: What are its central parts? How are the parts organized? How do the parts develop into personalities?

“The discipline was ready for an integration that focused on the personality system itself,” says Mayer.

When Mayer submitted an early version of his new framework for the discipline to a psychology journal, an editor doubted Mayer (or anyone else) ever would be able to integrate all the parts of personality in one system.

Mayer began the Herculean task of cataloging common elements of the great twentieth-century psychological theories and integrating them along with newer research into one unified approach. Using the glossaries of

psychology textbooks and other sources, Mayer found more than 400 significant personality parts and integrated them in a common table.

The new systematic treatment was published and became a milestone in the development of what Mayer calls his System Framework for Personality Psychology.

“It was one of the most important papers I’ve ever written,” Mayer asserts, “but a little dull to read.”

Mayer now believes that a person engages four areas to navigate his or her world: energy development, knowledge guidance, social enactment, and executive consciousness. The integration of these four areas determines an individual’s ability to achieve his or her goals. Mayer’s measurement research focuses on “hot intelligences.” These variables enable people to think more clearly about their own and others’ motives and emotions.

“Jack Mayer has made stellar contributions to psychology,” says Rebecca Warner, professor of psychology, “including research and formulation of a new organizing framework for personality theories.”

Today, even his harshest critics agree—Mayer’s ideas are both intelligent and hot.

—Kurt Aldag



NANCY E. KINNER

*Professor of Civil Engineering
College of Engineering and Physical Sciences*

A STINT ON APPLEDORE ISLAND in the mid-1970s inspired Nancy Kinner's particular commitment to public service. And for Kinner, service is a cherished value instilled by her parents. A biology major, Kinner came to the Shoals Marine Laboratory as an undergraduate to study sand fleas, but it was her work-study job with the island's wastewater system that captivated her. Says Kinner, "I'm very, very practical."

As codirector of the Coastal Response Research Center (CRRC), a UNH-National Oceanic and Atmospheric Administration (NOAA) Office of Response and Restoration partnership, Kinner delivers university research from the laboratory to the real world of practical application. In the case of her work with the CRRC, that world is murky with oil and chemical spills in coastal areas, from Portsmouth Harbor to the Gulf of Mexico to the Arctic seas.

Since the CRRC's founding in 2004, Kinner and its NOAA codirector, Amy Merten, have made the center a hub for those working on marine spills.

"We academics do this wonderful science," says Kinner, "and I always ask, 'how is this going to impact practice in the field?'"

By way of example, she points to a new tool developed through the

center by UNH researchers and NOAA practitioners. This tool quickly displays real-time information on currents and tides, models spill trajectories, and searches databases for information on environmentally sensitive species. During an oil spill, all of these data help incident stakeholders make better planning, response, and restoration decisions.

"Nancy's direction of the center has really focused on engagement of all stakeholders around the issue of oil spills," says Kevin Gardner, director of UNH's Environmental Research Group.

A recent CRRC workshop on managing potential disasters in the Arctic for instance, convened an extraordinary range of stakeholders: researchers, policy makers, government officials of the Arctic nations, search and rescue personnel, spill experts, oil company and cruise ship industry representatives, and indigenous leaders. Together, they identified and planned a path forward to address the gaps in incident response capabilities for the Arctic.

"I just like the practical solutions," says Kinner. "My greatest joy is in seeing a researcher's work used during a spill or to clean up a site."

—Beth Potier





“MY GREATEST
JOY IS IN SEEING
A RESEARCHER’S
WORK USED
DURING A SPILL
OR TO CLEAN UP
A SITE.”

—Nancy Kinner



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*Along the New
England coast,
tidal inlets sustain
myriad plants and
animals, and Nancy
Kinner—frequently
seen wearing her
signature red hat—has
made it her life’s work
to protect and preserve
such ecosystems.*

KAREN J. GRAHAM

Professor of Mathematics

College of Engineering and Physical Sciences

KAREN GRAHAM is a mathematician who believes in getting out in the field—and getting dirty while you're at it. As director of UNH's Joan and James Leitzel Center for Mathematics, Science, and Engineering Education, Graham and her colleagues have taken teachers tramping through the woods and cruising on Great Bay. She's even sent them to the top of Mt. Washington as part of her quest to make mathematics and science education more dramatic, more relevant and, well, more fun.

“Many people—including some teachers and most students—see mathematics as dull memorization and mindless plugging into formulas,” says Dawn Meredith, a professor of physics who has worked with Graham on several interdisciplinary projects. “Karen has spent her career successfully promoting a much richer understanding and appreciation of mathematics, as a field which can be applied to solving real-world, engaging problems.”

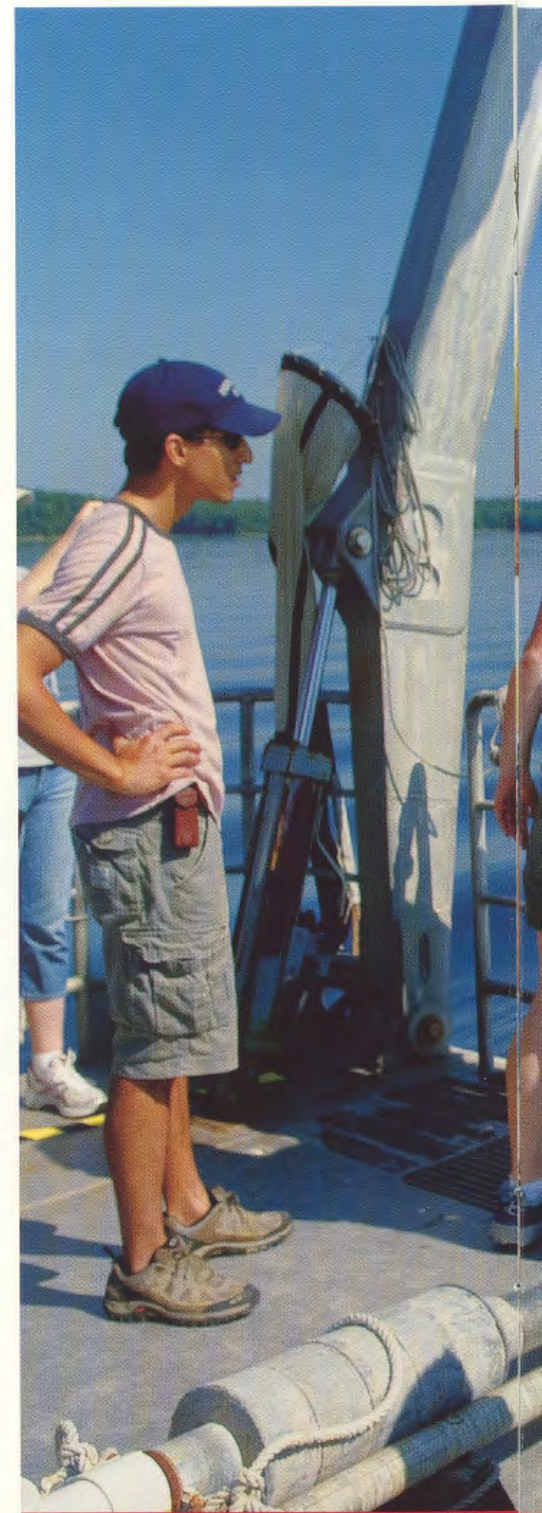
Teachers who head out in the field and collect data for themselves—samples of air, water, and earth, for example—have what Graham calls an authentic learning experience. “We're trying to put them into tangible situations where they can think about questions they're

interested in asking—and how to translate these ideas to their classrooms,” says Graham.

This focus on connecting research to practice has always been a driving force for Graham, who arrived at UNH as a graduate student in 1987 and credits department mentors Joan Ferrini-Mundy and the late Richard Ballomenos as role models. “It was instilled in us from the start that we're a state institution,” says Graham, “and therefore part of our role is to provide outreach and get involved in scholarship to the state.”

No matter what the project, colleagues agree, Graham avoids the spotlight in favor of supporting others. “Her leadership style ‘encourages the heart’ of her colleagues,” says Julie Williams, associate vice president for research and outreach scholarship. Whether she's on a mountaintop or in a classroom, in the woods or at a conference, public service is simply a natural extension of her approach to her work. It's just what she does—and who she is.

—Suki Casanave





“WE’RE TRYING TO PUT THEM INTO TANGIBLE SITUATIONS WHERE THEY CAN THINK ABOUT QUESTIONS THEY’RE INTERESTED IN ASKING—AND HOW TO TRANSLATE THESE IDEAS TO THEIR CLASSROOMS.”

—Karen Graham



Transforming Earth System Science Education (TESSE), a \$3 million National Science Foundation grant shared by UNH and three partner universities, provides teachers with hands-on research experience they can bring to the classroom. Karen Graham, who helped write the grant, accompanies participants on a foray into Great Bay Estuary.

“...PROFESSOR
FRIERSON
INTRODUCED ME
TO A WHOLE NEW
WORLD.”

—Caitlin Helfrich '03



At home and abroad,
Cathy Frierson
shares her expertise
on Russian history
and culture with
her students, among
them, political science
and international
affairs major, Sarah
Gormandy; Russia
and linguistics major,
Andrew McKernan;
and civil engineering
major, Andrew
Langsner.





CATHY A. FRIERSON

*Professor of History
College of Liberal Arts*

WHAT CATHY FRIERSON HAS contributed to the University is best described not in terms of a “career” but rather a vision—one she has realized through her gift for bringing people together and her passion for international education.

As the director of the Center for International Education from 1995–2001, Frierson oversaw a renaissance of student involvement in foreign study and research, creating the International Research Opportunity Program (IROP), an overseas research experience that pairs students with foreign faculty colleagues of UNH professors. “Today, IROP is still a novel program,” reports IROP cofounder, Dr. Donna Brown. “Few comparator schools offer this experience.”

A Russian historian by training, Frierson spent the waning years of the Soviet Union immersing herself in, and writing about, Russian culture—the attitudes of its intellectuals; the experiences of its common folk.

Frierson has brought her experiences back to UNH in her classes and research, but she has also literally brought back Russians to the U.S. In 2000, she made it possible for faculty members from Russia’s Vologda University to study

U.S. legal education at Franklin Pierce Law Center. In 2004, two Russian actresses she invited to UNH enthralled the campus community with their art and story telling.

A Nashvillian turned New Englander, Frierson is inspiring a generation of students, from disciplines as diverse as English and engineering, to grow up by going away, in her words, “embracing the challenge of the foreign and returning as wiser citizens of our small world.”

“Cheesy as it may sound, Professor Frierson introduced me to a whole new world,” says Caitlin Helfrich, a former student who went to work at the U.S. State Department after graduation. “What’s more mysterious and enticing than the history and people, the very idea of Russia?”

—Dave Moore

EDWARD J. O'BRIEN

*Professor of Psychology
College of Liberal Arts*

PSYCHOLOGY STUDENTS MIGHT BE perplexed by one “top-ten” list item they encounter when studying with Ed O’Brien. “If you crash the Z100, don’t bother to tell him, just leave the country.”

It’s a lighthearted reference to O’Brien’s trusty-yet-cantankerous Zenith Z100 computer (circa 1983), which is still used in his research lab.

Perhaps it’s also an apt metaphor for how O’Brien approaches his graduate mentoring role: he holds students to exacting standards. The material often isn’t easy to grasp. But tackling it, together, can also be done with the sort of good humor and ingenuity that makes learning less intimidating—and more rewarding.

“He can be intense as an adviser. He’ll work you hard. But you always get something out of it,” says Anne E. Cook, an associate professor at the University of Utah, who was mentored by O’Brien. “Ed works very hard to turn his students into colleagues.”

There can be no greater praise for someone who helps UNH graduate students become some of the nation’s leading professors and researchers in psychology.

“How can you advance the field if you don’t, on occasion, produce students who are better than you?” says O’Brien, who teaches statistics and advanced research methods.

While at UNH, O’Brien has mentored 11 students to doctoral degrees and more than a dozen others to graduate degrees. Their enthusiasm for research inspires his own research on reading comprehension and memory.

“I watch them from when they’re right out of undergraduate school to five years later, when they’re faculty,” O’Brien says. “It’s not easy. So students who make it through five years with me feel a sense of pride that they can do this work.”

Widely published and highly regarded as a presenter and teacher, O’Brien nevertheless imagines his constant companion—Riley, a border collie with a penchant for chasing Frisbees—is better known around Durham.

“He comes to school with me every day,” O’Brien says. “I’ve been here 20 years, and I think Riley is still recognized by more people than I am.”

—Jim Graham





“HOW CAN
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THE FIELD IF
YOU DON’T,
ON OCCASION,
PRODUCE
STUDENTS WHO
ARE BETTER
THAN YOU?”

—Ed O'Brien



*A teacher and mentor
for more than two
decades, Ed O'Brien is
a familiar figure on the
UNH campus, although
he says that his dog,
Riley, is more widely
recognized.*

“I WOULD LIKE
TO INFUSE THE
UNIVERSITY
WITH DIVERSITY
AT EVERY LEVEL
IN WAYS THAT
ENRICH THE
CLASSROOM AND
CAMPUS FOR
EVERYONE.”

—Monica Chiu



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Monica Chiu's book, Filthy Fictions: Asian American Literature by Women, analyzes critical discourses in ethnic and feminist studies based on the topics of identity (re)production and transnational representation.



MONICA E. CHIU

*Associate Professor of English
College of Liberal Arts*

IN MONICA CHIU'S FIRST-YEAR Inquiry Seminar, Ethnic Literature in America, students ask: How does culture affect racism and vice versa? If race is not biological, why do we value it so much? Chiu's honors advisees whittle down even further questions of culture and identity, probing topics from post-colonial influences on South Asian American literature to the intersection of Asian American writing and food culture.

Hired in 1998 as the English department's first specialist in Asian American studies, Chiu has emerged as one of the University's clearest voices in its efforts to increase diversity within the faculty and the student body. Among other achievements, she has created a robust Asian American studies curriculum, served on the UNH Diversity Strategic Planning Task Force, and chaired the University's President's Commission on the Status of People of Color.

Chiu is most proud of founding the Inclusive Teaching Fellows (ITF) program, a faculty seminar that examines ways of making curricula and classrooms more inclusive and welcoming. First offered in fall 2005, participants say it has changed the way they teach, helped them forge stronger relationships across schools and disciplines, and instilled a sense of

personal responsibility about inclusiveness on campus.

"Because of this program, I'm aware it is possible to exclude people just by the words I use," says Thomas Pistole, professor of microbiology and faculty director of the Discovery Program. "That level of awareness puts me in a better position to help both students and colleagues in my interactions."

In 2007, the University recognized the ITF program with its Social Justice Award for a Faculty Group. Chiu says the value UNH places on diversity helps to attract and retain minority faculty. Chiu herself has been recognized with a 2008 New Hampshire Women in Higher Education Leadership Emerging Professional Award. Her personal efforts have included working with Vice Provost and Chief Diversity Officer Wanda Mitchell to establish the Faculty Mentoring and Professional Development program and advising minority junior faculty concerning issues of promotion and tenure. Says Chiu, "I would like to infuse the University with diversity at every level in ways that enrich the classroom and campus for everyone."

—Kristin Duisberg

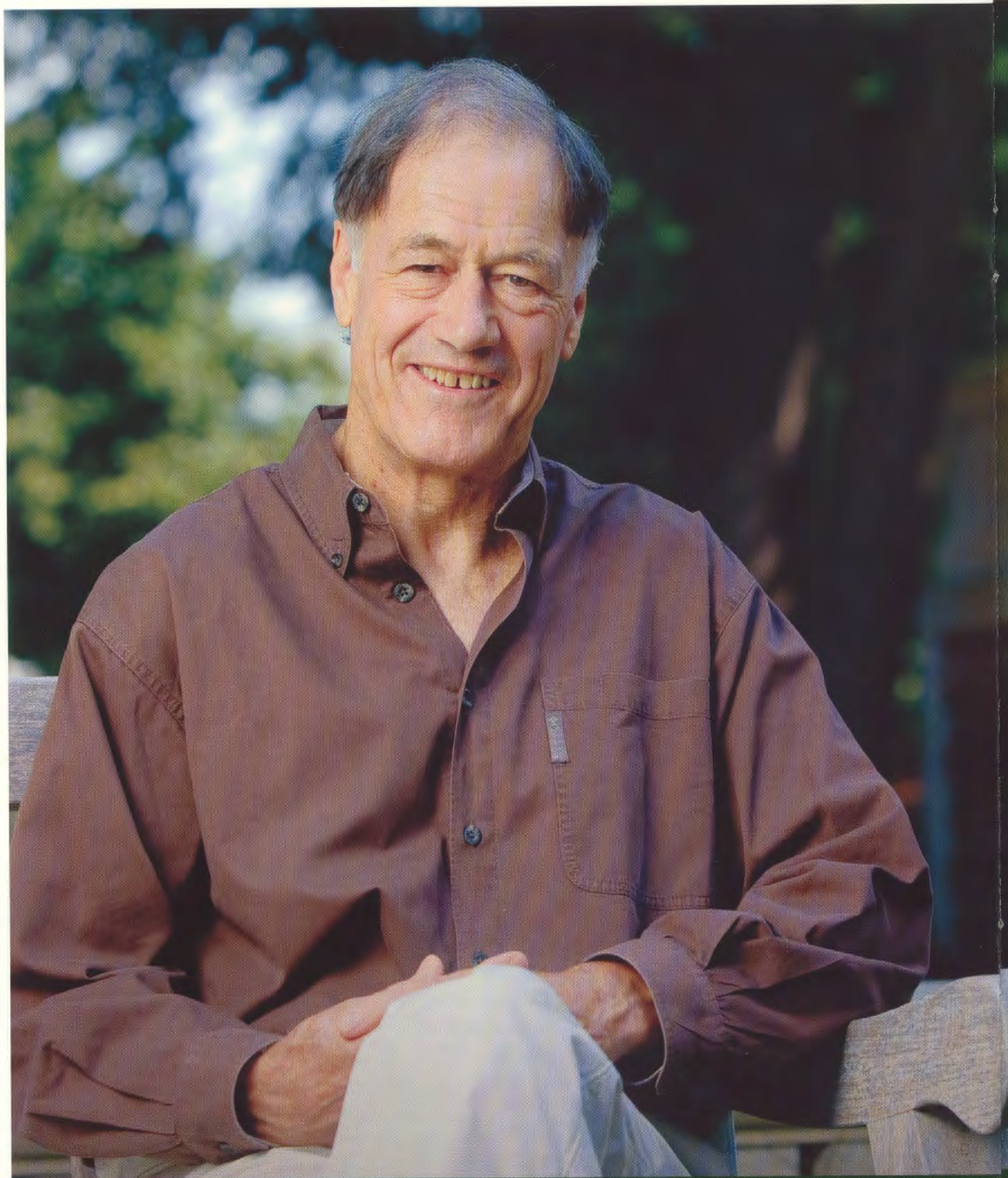
In 2007, David H. Watters, professor of English, was the recipient of the Excellence through Diversity award.

“WHEN STUDENTS
COME BACK 20
YEARS LATER AND
TALK ABOUT WHAT
THEY REMEMBER
OF THEIR UNH
EXPERIENCE,
THAT’S WHERE
PETER REALLY
SHINES THROUGH.”

—Robert Mair,
professor of psychology



Peter Fernald begins each class with five minutes of quiet reflection—signaled by the gentle ring of a chime—an innovative approach to teaching and learning that helps students focus on the work ahead.



PETER S. FERNALD

*Professor of Psychology
College of Liberal Arts*

WHEN PETER FERNALD BEGINS class, he does something so out-of-place in an always-online, multitasking world that it finds some students squirming in their seats.

He rings a chime, closes his eyes, and commences five minutes of classroom silence. Call it meditation, but Fernald thinks of it as an invitation to a quiet, uncluttered space that facilitates learning.

“I believe important learning, learning that influences how students live their lives, often occurs in moments of silence—a time for students’ minds to reflect upon, and their bodies to resonate deeply to, what occurs in the classroom,” Fernald explains.

With 45 years in academia, Fernald has a long list of titles—textbook author, published writer, researcher, practicing psychotherapist, nationally recognized teacher, and even former UNH soccer coach.

But what colleagues and students praise most often is an informal, approachable manner that finds him sharing the same energy, curiosity, and wisdom with undergraduates as with graduate students.

Robert Mair, chair of the psychology department, notes that many of Fernald’s former students are now professors

themselves, and return to Durham as guest lecturers. “When students come back 20 years later and talk about what they remember of their UNH experience, that’s where Peter really shines through,” Mair says.

Fernald hopes his students remember him not just for “showing enthusiasm,” but for sharing his sense of “aliveness”—his risk-taking and passion for exploring better, more innovative ways to learn.

“I prefer to emphasize wisdom rather than knowledge,” says Fernald, who teaches counseling and oversees the department’s internship programs. “I have never liked the title ‘professor.’ I can share my experiences and ask questions, but I don’t have much to profess.”

When he’s not working, Fernald still enjoys serving students—dinner. He and his wife host students at their Portsmouth home, strengthening the bonds that have many returning to UNH in years to come.

—Jim Graham

R. DANIEL BERGERON

*Professor of Computer Science
College of Engineering and Physical Sciences*

“LEARNING IS MY FAVORITE PART of teaching,” says Dan Bergeron. “I get excited when I’m struggling to present some algorithm or visualization, and I realize that I don’t really understand it. The class and I have a wonderful opportunity to work through the problem together and learn something new.”

In the fall of 2007, Bergeron’s love of learning led him to develop new interactive tools to engage first-year students taking his introductory computer science class. While he begins with the fundamentals—enabling students to build a foundation for problem solving—he uses hands-on activities, such as dungeons-like games, to make abstract concepts concrete. “The conventional way to teach programming is process-oriented—first you do X, then you do Y—but we use a graphics-oriented method that allows students to see problems live on a computer screen,” he says. “Students are more likely to understand the material when they have in-class time to work on resolving problems.”

This drive also has led him to explore interdisciplinary opportunities for computer science across campus. His collaboration with colleagues at the Hubbard Center for Genome Studies is

a case in point. The team has used bioinformatics—a field that applies computer science skills to the life sciences—to bring the awesome computational power of advanced computing to the study of genomic sequencing.

To further understand these disciplines, Bergeron devoted a one-year sabbatical to taking biology and genetics classes. The experience gave him the knowledge he needed to help foster exciting new ways of learning for himself and his students.

“Computer scientists and biologists speak different languages, each with its own extensive set of acronyms, terms, and concepts,” says Lina Waller, a computer science major who completed bioinformatics research as part of a Summer Undergraduate Research Fellowship. “Professor Bergeron was very helpful in bridging the gap between the two academic disciplines.”

—Donna Eason





“THE CONVENTIONAL WAY TO TEACH PROGRAMMING IS PROCESS-ORIENTED—FIRST YOU DO X, THEN YOU DO Y—BUT WE USE A GRAPHICS-ORIENTED METHOD THAT ALLOWS STUDENTS TO SEE PROBLEMS LIVE ON A COMPUTER SCREEN.”

—Dan Bergeron



A lifelong learner himself, Dan Bergeron helps students like Lina Faller make seamless connections between computer science and other academic disciplines.

“I LEARNED TO BE MINDFUL OF WHAT IT TAKES TO ENGAGE STUDENTS AND HOW TO CRITIQUE MYSELF. I NEVER TAKE MY WORK IN THE CLASSROOM FOR GRANTED.”

—Barbara Prudhomme White



Thanks to Barbara Prudhomme White—here with Courtney Dimick and Danielle Olivieri—Stressed Out students learn to use techniques like humor, exercise, and yoga to manage stress.



BARBARA PRUDHOMME WHITE

*Associate Professor of Occupational Therapy
College of Health and Human Services*

AFTER MORE THAN A DECADE working with infants and their parents in a neonatal intensive care unit, Barbara Prudhomme White had an epiphany: while her work in a clinical setting was rewarding, what she really wanted to do was teach and conduct research.

For Prudhomme White, the best way to prepare was to return to the classroom—as a student. “When I began teaching, I discovered that excellent teaching is a learned skill,” she says. “As teachers, we model ourselves after those we’ve had, so I crafted my graduate program to include courses on college teaching.” She sat in on classes presented by bright, engaging faculty and saw first-hand what was most effective, both for her and for the students in the class. “I learned to be mindful of what it takes to engage students and how to critique myself. I never take my work in the classroom for granted,” she adds.

Another important lesson was that her greatest teaching strength is her innate ability to draw in students. “All my classes include activities that allow students to engage with me, with each other, and with the material,” Prudhomme White notes.

One such class is *Stressed Out*, a popular course Prudhomme White developed to teach students about the human stress response. In *Stressed Out*, students learn about managing stress with time management, humor, exercise, meditation, and yoga, and how to use the positive aspects of stress. She also integrates data from her research on procrastination, stress and health, and stress in pregnant women and children with autism.

This summer, Prudhomme White worked with senior Danielle Oliveri to research the stress response in children on the autism spectrum. “Professor White was enthusiastic about working with me immediately,” Oliveri says, “and suggested that we develop a grant proposal. This experience has been much more than I expected. We know so little about autism, and I am grateful for the opportunity to help us learn more.”

—Donna Eason



ALYNNA J. LYON

*Assistant Professor of Political Science
College of Liberal Arts*

IT'S DIFFICULT TO IMAGINE that Alynna Lyon once was terrified to be a college professor because she would have to teach in front of hundreds of students. Today she is such a popular professor that her classes always fill up quickly.

"I fell in love with teaching. The students responded to me so well in the first class I taught. I loved the dialogue in the classroom with the students. Their energy and enthusiasm was infectious, and I was so inspired. I knew from that moment that I wanted to teach," said Lyon, who teaches international politics.

Students say Lyon encourages conversation and debate. She challenges them and expects them to think beyond their comfort zone. Several credit her mentoring, dedication, and enthusiasm as a major influencing factor in their decision to study international relations, both as undergraduates and in graduate school.

"Education is an art and a science. I hope to present students with an international experience that allows them to connect with current international political debates. This includes preparing students to become active citizens of a diverse, democratic society in a technologically advanced world," Lyon says.



*Lyon's award-winning
UNH Model United Nations team
represented Tanzania in 2007.*

Lyon also revived UNH's Model United Nations, an international experiential learning program that gives students the opportunity to represent a country, study current geopolitical issues, and serve as diplomats who discuss current international policy during a yearly visit to the United Nations in New York City.

Members of the 2007 UNH Model UN Team wrote of Lyon: "Under the leadership of Professor Lyon, we won the Distinguished Delegation Award for our representation of Tanzania at last year's international conference. Her service exemplifies how an academic must involve herself in the broader academic lives of her students."

—Lori Wright



“I HOPE TO
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WITH CURRENT
INTERNATIONAL
POLITICAL
DEBATES.”

—Alynna Lyon



NATIONAL MODEL
UNITED NATIONS

*By encouraging lively
discussion and debate
in the classroom,
Alynna Lyon helps
students—like those
on the Model United
Nations team she
mentors—understand
current international
political debates and
become true citizens of
the world.*

JILL A. MCGAUGHY

*Assistant Professor of Psychology
College of Liberal Arts*

VIDEO OF A narcoleptic dachshund puppy. Actor Heath Ledger's overdose death. Dolphin training techniques. They all have a place in Jill McGaughy's classroom as she works to infuse the fun, energy, and relevance necessary to get students' guard down and their interest up.

These are not easy topics she teaches—behavioral neuroscience, psychobiology, psychopharmacology—and students state clearly that they struggle to grasp the difficult science, but they also rave about her methods and dedication.

Take for instance the class that looks at the way drugs—legal, prescription ones—affect the brain. The topic of one class might come from MSNBC and another from the students' own experiences. "Students are on meds for ADHD, depression, and anxiety," she says, "They may have a grandparent struggling with Alzheimer's disease or their favorite actor has died of a drug overdose. It's all around us."

Class discussion can range from the consequences of mixing medications to research showing how thyroid problems can exhibit the same symptoms as psychiatric conditions. Knowing this science, McGaughy believes, empowers students to make better decisions.

"I love that my time in the lab can have a real impact," she says. "There are a lot of kids medicated for ADHD, but no one knows the long-term effects of these drugs because they are so new. Studying rats in the lab means we can see in just 18 months what we would have to wait 40 years for in a human."

Not only do her students have the opportunity to work in her lab doing research, their work there has led them to coauthor articles in prestigious journals. And when McGaughy realized there wasn't a place in the curriculum for students to learn the literature that was shaping their research, she instituted a weekly Journal Club—on her own time—that allows students to discuss real scientific journal articles and give them the big picture context.

"Jill's student evaluations have been extremely and consistently high the kind that any faculty member would be delighted to achieve," says Edward O'Brien, professor of psychology. "And yet, this only seems to inspire her to become even better. Our discussions are never around how well she's done; instead they center on what she thinks she can do differently to improve student learning."

—Erika Mantz



“I LOVE THAT MY
TIME IN THE LAB
CAN HAVE A REAL
IMPACT.”

—Jill McGaughy



*Classroom work
comes alive in the lab
for Jill McGaughy's
students, where they
conduct research and
see for themselves how
chemicals affect the
brain and behavior.*

“I KNOW A LANGUAGE CLASS IS WORKING WHEN WE’RE OPERATING IN GERMAN AND SOMEONE MAKES A JOKE AND EVERYONE LAUGHS.”

—Mary Rhiel



The Music Hall, in Portsmouth, is one of Mary Rhiel's favorite movie venues, and Rainer Werner Fassbinder is one of her favorite German film directors.



MARY E. RHIEL

*Associate Professor of German
College of Liberal Arts*

MARY RHIEL CALLS FINDING her way to teaching German a historical accident.

In Wisconsin, where Rhiel grew up, knowing a second language was viewed as exotic. Of course, the notion fascinated her. After earning her bachelor's degree, Rhiel bought a one-way ticket to Europe and vowed not to leave until she was fluent—at the time, in what language didn't matter.

Eventually she studied at the renowned Goethe Institute. Then she landed a job with a company where she heard and spoke German daily. And that was that.

"I loved speaking German," Rhiel says. "When I came home three years later, I went to the University of Wisconsin to get a degree."

What Rhiel loves about teaching—language, literature, and film courses—is the insights she gets from her students.

"Learning a new language along with its critical vocabulary takes real commitment," Rhiel says. "I know a language class is working when we're operating in German and someone makes a joke and everyone laughs. The class congeals and the students are really communicative. That's magic."

A past chair of the President's Task Force on the First Year Experience, Rhiel has an affinity for students just starting out. And she, too, continues to be adventurous. She's a founding member of the European cultural studies major, cofounder of the cinema studies minor, and a well-regarded scholar of German filmmaking.

"I've always had my fingers in film," says Rhiel. "Films are a link to what's going on in history. Students learn how various techniques—like lighting—are used to create meaning. Films are a way to understand a particular moment in time."

German films offer an alternative perspective, giving students the chance to see their own culture in another light. "The goal," says Rhiel, "is to get students actively involved, to relax and try new things whether that's language or ideas."

"Be it second-language methodologies, film, or literary texts," says Lori Hopkins, associate professor of Spanish, "Professor Rhiel's approach to teaching always resists falling into a pattern."

—*Jody Record*

WILLIAM W. MAUTZ

*Professor of Natural Resources
College of Life Sciences and Agriculture*

HE SPEAKS FOR THE LORAX. The 550 students enrolled each semester in Contemporary Conservation Issues and Environmental Awareness are assured of a couple of things by Bill Mautz. First, every class begins with “hot music,” which most times is Dixieland jazz. And, on the final day of the course, he will read *The Lorax* by Dr. Seuss out loud to them. *The Lorax*, a fable about human impact on the environment, was Mautz’s favorite book when his three sons were little. His copy, the one he uses in class, has a very worn cover.

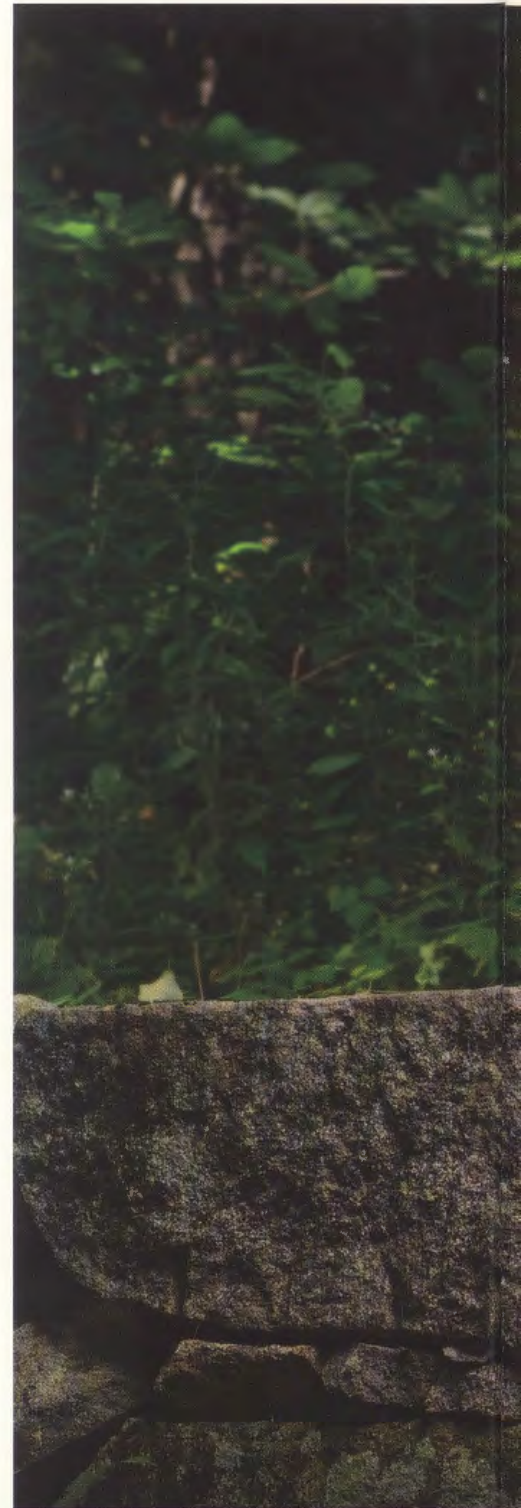
Mautz admits he was nervous when he first began reading the story to his class five years ago. On the surface, he says, it might not seem like a big deal for a guy to get choked up reading a kids’ book. “It’s easy to say, but let me tell you, this was a huge challenge for me. Fortunately, it turned out to have an equally huge reward,” says Mautz. “After the first time, I was approached by two young guys working at Home Depot who said something like, ‘Hey doc, nice touch with the Lorax today.’ And then another student I ran into at the fish market said something similar.”

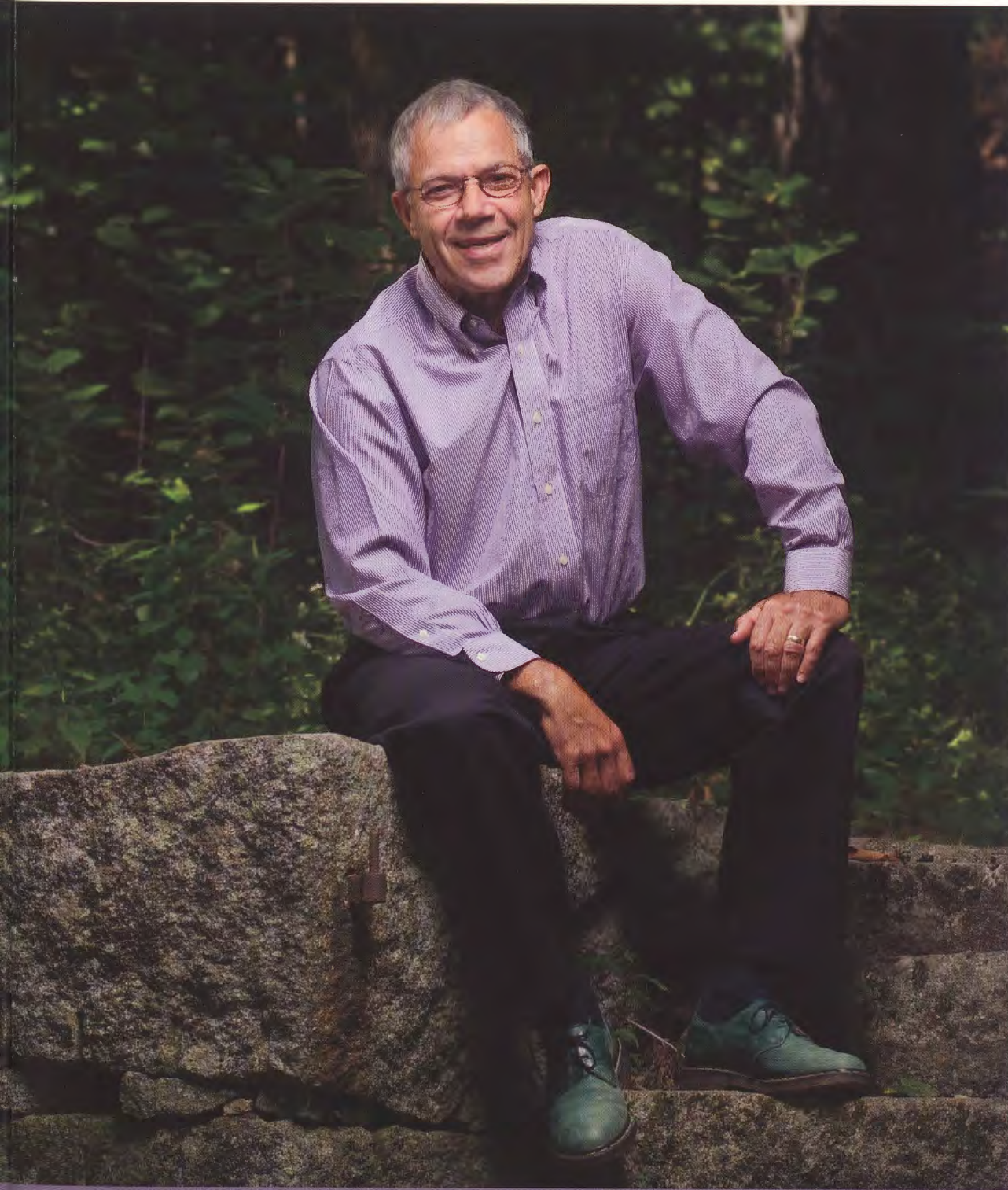
Generally, first-year students and sophomores take Mautz’s course; 95 percent are nonscience majors. “I like the idea of exposing those in the nonsciences to current conservation issues,” says Mautz. “But my single most important goal is to help them with their thought process—to contemplate questions like how do you know what you know? Who and what do you, or can you believe?”

He loves student evaluations and cherishes the ones that begin with “I did not want to take this class but I had to...and now...” or “I’ve always considered myself to be an anti-environmentalist but...”

“These sorts of things make me think I am being at least somewhat successful with meeting my goals for the course,” says Mautz, “and this is always a good feeling.”

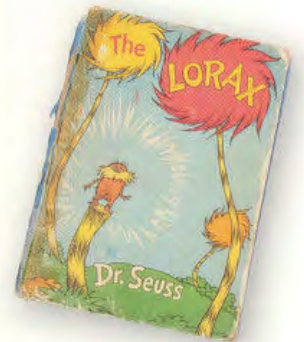
—Kim Billings





“HEY DOC, NICE TOUCH WITH THE LORAX TODAY.”

—One of Mautz’s students

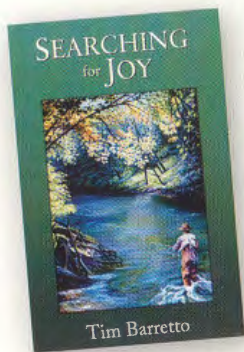


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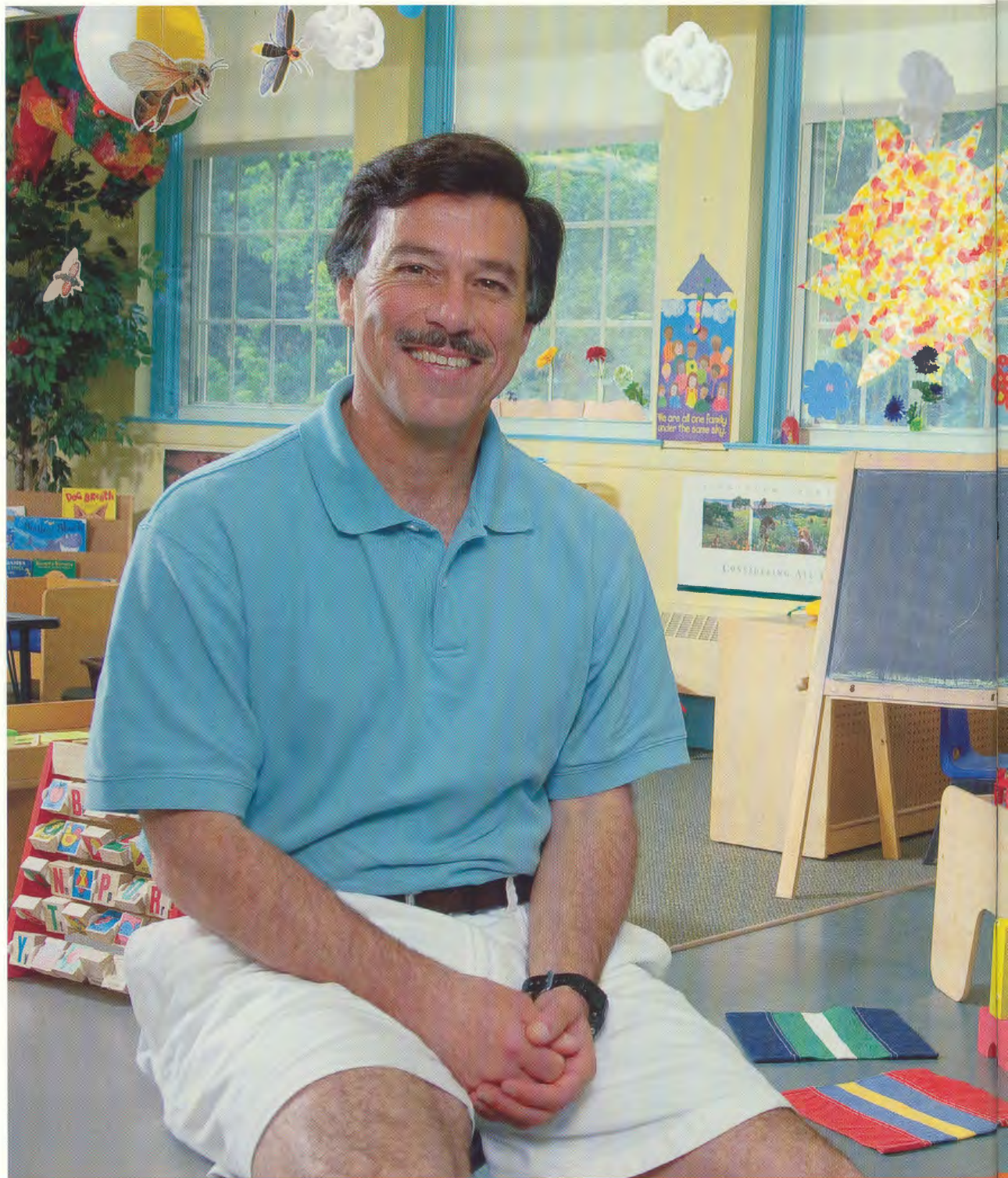
A sentimental favorite with Bill Mautz, *The Lorax* moves the teacher and his students alike with its simple, compelling message: “UNLESS someone like you...cares a whole awful lot...nothing is going to get better...It’s not.”

“THIS IS A WAY
TO TEACH
PEOPLE HOW TO
TAKE ACTION;
HOW TO TAKE
ON LEADERSHIP
ROLES.”

—Tim Barretto



A percentage of sales from Tim Barretto's first novel, Searching for Joy, will go to the HUB Family Resource Center and to Seacoast Hospice. A community leader by example, Barretto helped found the HUB Family Resource Center in Dover.



TIMOTHY E. BARRETTO

*Associate Professor of Community Leadership
Thompson School of Applied Science*

MANY, MANY YEARS AGO, Tim Barretto volunteered with a state agency whose goal was to prevent child abuse. What he learned from that experience was this: his strength isn't in direct service, it's in words.

It was a valuable lesson that still guides him today as he weaves the passions of his life—teaching, service, and scholarship—into one broad cloth. Students, he says, witness him doing all three.

In 2000, he and colleague Kate Hanson cofounded the Community Leadership Program for students who want to become community leaders and activists. Among other things, students learn how to write public service announcements, press releases, and newsletters. The program won a Spirit of New Hampshire award in 2007.

“We felt there was a need for something in academia for those who want to be involved in changing the world in a positive way,” Barretto says. “This is a way to teach people how to take action; how to take on leadership roles.”

One of the founders of the Healthy Universal Beginnings (HUB) Family Resource Center in Dover, a nonprofit organization that provides support to

families, Barretto continues to serve on the group's board of directors.

Last year, his first novel, *Searching for Joy*, was published, leading to numerous readings around the state—an extension of the public speaking class that he teaches. The book, which deals with a middle-aged man who is diagnosed with prostate cancer, has also resulted in Barretto participating in several discussions on cancer. (Ten percent of the sales from his book will go to the HUB Family Resource Center and 10 percent to Seacoast Hospice.)

“Part of my head is always thinking, how can I use this in my teaching or my writing?” Barretto says. “One of the most important things we learn is what are our strengths and what are our limits. I can speak in public, I can write, I can get on boards, and I can try to change policy. I think I've learned to practice what I teach and teach what I practice.”

—Jody Record



STEPHEN R. PUGH

*Associate Professor of Biology
University of New Hampshire, Manchester*

UNH MANCHESTER'S URBAN CAMPUS is not exactly the Coe College Wilderness Field Station in Ely, Minnesota.

"The one place where I love to teach—and simply love to be—is the field station in Minnesota," says Pugh. It's the largest, most pristine wilderness area in the Eastern U.S. and Pugh has a long history there: as a college student when he met his wife Barbara; as part of the support staff after graduating from college; and as a faculty member teaching summer courses.

But Steve Pugh has created a small-scale learning laboratory in Manchester that operates on the same principles.

"There is no better place than in the field to teach a class on the ecology of mammals," says Pugh. "For example, you can give a lecture about beaver feeding strategies, or you can sit in a canoe for an hour watching a beaver devour a maple sapling." For Pugh, science is a way of thinking, observing, and testing to explain natural phenomena. This method becomes a tool to "tease apart the science from the rhetoric."

Just outside of Manchester, on Hackett Hill Road, is Cedar Swamp, an 800-acre preserve. When Pugh joined the faculty at UNH Manchester in 1998, his

goal was to transform the associate's degree in biological sciences. At the swamp, he created a field site for learning and research in the study of biology, ecology, and genetics.

Last year, as chair of the college's science and technology division, Pugh successfully championed a proposal for a bachelor's degree in biological sciences. Now, students can continue their studies and complete their biology degrees in small classes that guarantee one-on-one interaction with professors without having to transfer to another school.

"Many of Steve's students say that he has a gift for taking challenging and detailed course content and making it lucid and nonintimidating," says John Sparrow, a colleague and associate professor of psychology. "Of course, in the world of science education that's an extraordinary challenge, and Steve manages to accomplish that feat semester after semester."

—Ginger Lever





“... YOU CAN GIVE
A LECTURE ABOUT
BEAVER FEEDING
STRATEGIES, OR
YOU CAN SIT IN A
CANOE FOR AN HOUR
WATCHING A BEAVER
DEVOUR A MAPLE
SAPLING.”

—Steve Pugh



*Steve Pugh teaches
that observation skills
must be practiced in
the field. Here students
Nour Ali and Christa
Zimmerman conduct
research at the Cedar
Swamp Preserve in
Manchester.*

“WITHOUT ALL OF
THE INFORMATION,
PEOPLE DON'T
TRUST ONE
ANOTHER.
ACCOUNTING IS
THE INFORMATION
THAT CROSSES THE
BRIDGE.”

—Emily Xu



*Let's make a deal...
Emily Xu's
students learn
that information
generated by
accounting is the
foundation of all
critical business
decisions.*

EMILY XU

*Assistant Professor of Accounting
Whittemore School of Business and Economics*

DURING THE FIRST WEEK OF her graduate-level accounting course, Emily Xu likes to perform an “experiment.” She divides the class into two groups: buyers and sellers. She gives each group some information, sends them off, and asks them to negotiate a deal.

What’s the product?

A used car.

What’s a used car got to do with accounting?

That is precisely the question Xu knows her students will ask. By Xu’s own admission, accounting, especially as it relates to capital markets—and the focus of her research—can be dauntingly analytical. It can be as difficult to teach as it is to learn.

When the class is back together, she tallies up the results. “In the past four years, only once was a deal successful,” she says. The whole idea is that agreements are difficult to reach because of “information asymmetry,” a concept put forth by Nobel Prize-winning economist George A. Akerlof.

“So here comes the importance of accounting,” says Xu. “In a capital market, you have buyers (investors) who want to purchase shares and sellers (companies)

who want that income. But, without all of the information, people don’t trust one another. Accounting is the information that crosses the bridge.”

Her students get it and they get her. Xu helps them see how putting together seemingly disparate pieces of accounting information can provide a wealth of information about a company.

“Her upbeat personality keeps a challenging class interesting,” notes a student. “I liked her eagerness,” notes another. “If I weren’t graduating, I would want to have her as an instructor again,” says a third. That’s high praise for this professor who, as a non-native speaker, thought at first that she wouldn’t do well in a classroom setting.

—Sarah Aldag



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