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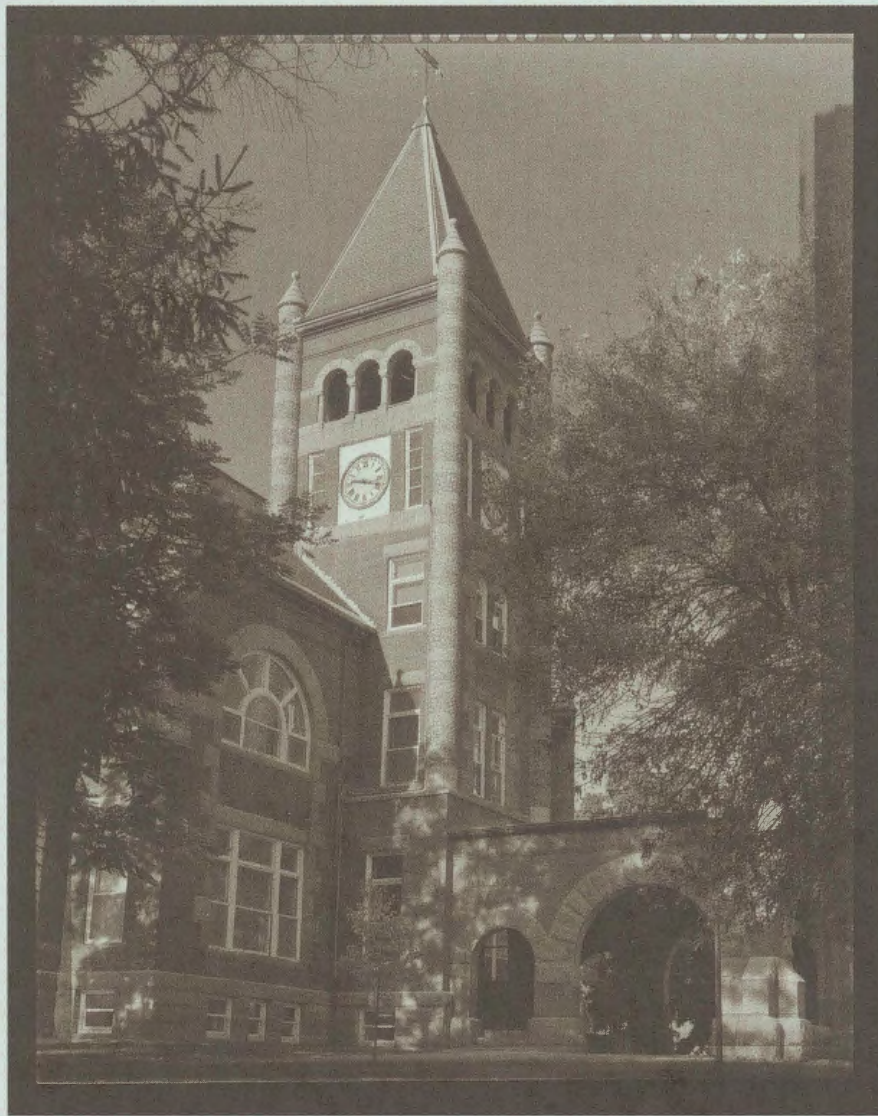
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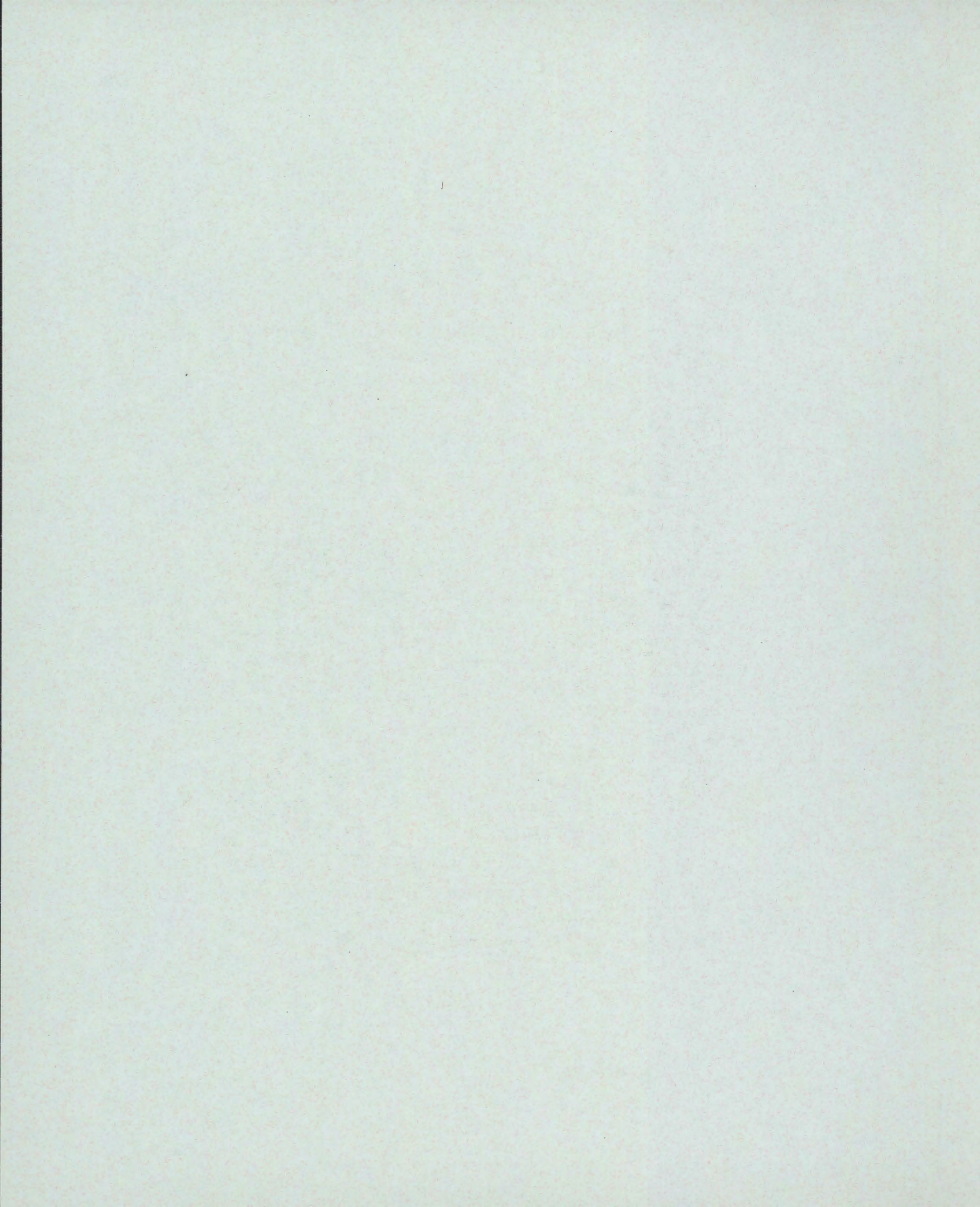
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Faculty Excellence



UNIVERSITY of NEW HAMPSHIRE

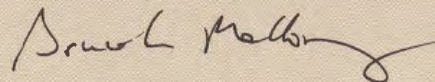


FACULTY EXCELLENCE AWARDS 2004

Welcome

THE UNIVERSITY OF NEW HAMPSHIRE IS BLESSED WITH FACULTY WHO ARE EXCELLENT SCHOLARS, DEDICATED TEACHERS, AND CARING MENTORS. EACH YEAR, WE FACE THE DIFFICULT BUT ENJOYABLE CHALLENGE OF SELECTING A SMALL NUMBER OF THOSE FACULTY FOR SPECIAL RECOGNITION FOR THEIR ACHIEVEMENTS.

THE WINNERS OF OUR EXCELLENCE AWARDS REPRESENT NOT ONLY INDIVIDUAL ACCOMPLISHMENTS IN TEACHING, RESEARCH, CREATIVITY, AND ENGAGEMENT, BUT ALSO THEY STAND FOR THE EXTENSIVE CONTRIBUTIONS MADE BY ALL OF OUR FACULTY. THESE AWARDS ARE AN OPPORTUNITY FOR US TO RECOGNIZE THE TALENT AND DEDICATION OF OUR FACULTY, AND TO LET OUR STUDENTS, DISCIPLINARY COLLEAGUES, AND PUBLIC OFFICIALS KNOW WHAT GREAT RESOURCES THE UNIVERSITY HAS TO OFFER. I AM PROUD TO BE ASSOCIATED WITH THE OUTSTANDING PEOPLE WHOSE WORK IS DESCRIBED IN THE FOLLOWING PAGES.



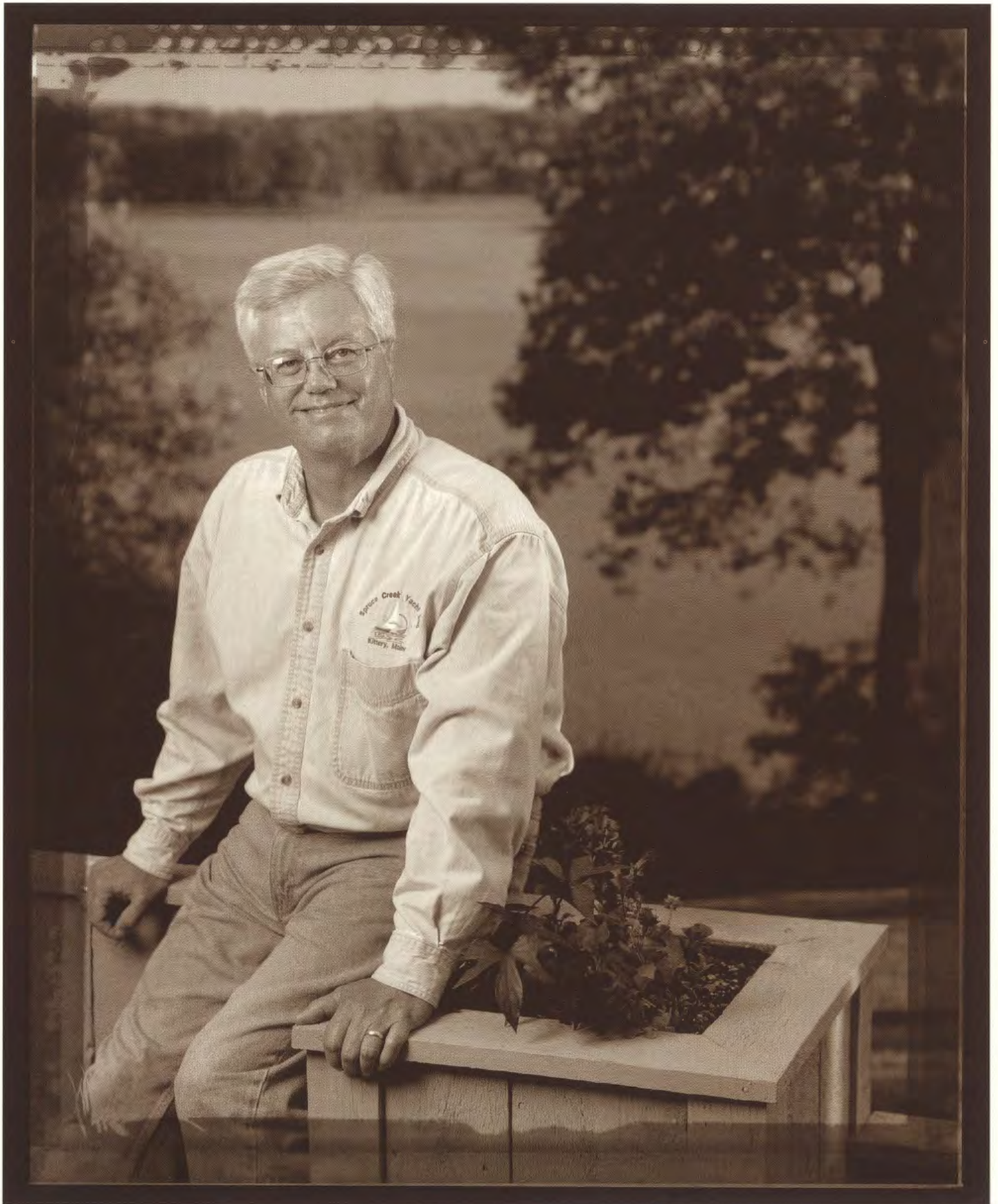
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JEFFERY M. DIEFENDORF
PROFESSOR OF HISTORY

COLLEGE OF LIBERAL ARTS
DISTINGUISHED PROFESSOR

Jeffrey Diefendorf

DISTINGUISHED PROFESSOR

AS A JUNIOR FACULTY MEMBER in his second year at UNH, Jeffrey Diefendorf was a historian specializing in early modern and modern German history when he was asked in 1978 to accompany a group of alumni to Munich, St. Moritz, and Innsbruck as a faculty expert.

To his surprise, questions posed by some of the 120 alumni on the trip have focused his research ever since.

“The first day, we stopped at the main square in Munich, a city badly damaged in World War II, and everyone was admiring the town hall, which has a very famous Glockenspiel. They thought this was a beautiful old building, but right across from it on the main square was a huge concrete department store. They turned to me and said, ‘How could they rebuild this beautiful city and have this ugly concrete building here near this old town hall?’” Diefendorf says.

“I had no idea! I had no idea how the city had been rebuilt, who had done it, who had paid for it, how these decisions had been made,” he says, “and I was the supposed expert.”

After searching for information at the town library and coming up with little, Diefendorf’s interest in the topic was piqued and he began focusing his research on how Germany’s cities were rebuilt after World War II.

“In many ways, it has defined most of my career since then,” Diefendorf says. “Going along as the faculty expert on that tour has turned me into not just a German historian, but an urban historian.”

The author of two books, *In the Wake of War: The Reconstruction of German Cities After World War II* and *Businessmen and Politics in the Rhineland, 1789-1834*, Diefendorf has also edited five books, among them *Rebuilding Europe’s Bombed Cities* and *Rebuilding Urban Japan after 1945*. Now he is working on a comparative study of Cologne, Basel, and Boston in the 20th century.

Diefendorf completed his doctoral work in German history at the University of California at Berkeley and came to UNH in 1976. From 1991 to 1997 he served as the history department chair, and then became a senior faculty fellow in the office of the Dean of the College of Liberal Arts. He teaches courses on the history of Germany, Historical Methods, and the Holocaust. He has recently led a successful drive to establish an endowed fund for Holocaust education at UNH.

Cities define how most people live today, so if a city is destroyed by war, how it is rebuilt is of critical importance. “We go to cities but we often don’t pay attention to how they have evolved under normal and abnormal circumstances,” he says.

In some European cities, bullet marks are still visible on firewalls above the first floor of buildings, Diefendorf says, “but if I ask Germans what they see, they don’t see them. You learn to read a physical city for the stories it tells, and it does tell stories.”

The process of uncovering stories is multifaceted—from architecture and aesthetics to politics and financing—and provides an endless supply of questions. And it is a process that continues. In what used to be East Germany, and in the former Soviet Union, people are still grappling with how to address the damage done by World War II. Damage caused by more recent wars is causing the residents in countries such as Lebanon to cast a critical eye on the process of urban planning and rebuilding, as they try to decide what to restore and what to modernize.

“How do you define what is old? The Germans now are concerned about preserving modern architecture and post-World War II construction,” Diefendorf says. “Cities constantly change, and as people become interested in their past and how they define their identity in terms of the past, they need to understand how both the old and the new work together to make a city livable.”

—Lori Wright



ROSS J. GITTELL
JAMES R. CARTER PROFESSOR OF MANAGEMENT

WHITTEMORE SCHOOL OF BUSINESS AND ECONOMICS
OUTSTANDING ASSOCIATE PROFESSOR

Ross Gittell

OUTSTANDING ASSOCIATE PROFESSOR

WHEN HE WAS A GRADUATE STUDENT at Harvard, Ross Gittell's adviser asked him where he wanted to be in 15 years. He vividly recalls saying a public university with a triple mission—education, intellectual inquiry, and serving the state.

Fifteen years later, that's exactly where he is. "I came to UNH because I wanted to make a difference and affect people's lives to make them better. It's very inspiring to see how a first-generation college student with a business background can really change his or her own life and the lives of those around them. It's also exciting to see that your research can make a difference. I like the synergy of a land-grant institution; there is a lot of socioeconomic diversity and opportunity to have your research effect public policy."

The University's new tenure and promotion requirement that faculty show integration of their teaching, research, and service could have been modeled on Gittell's example. His seemingly effortless ability to do just that led to his recent promotion to full professor.

Gittell attributes his success to his willingness to take risks and be a team player. "Reciprocal relationships make this all happen," he says. "If you're always contributing, people are willing to give back. The main thing is to do the right thing: give, and treat people with respect. If you do these things, the right thing happens."

Happen they do. Every student entering the Whittemore School of Business and

Economics is required to take an Introduction to Business class taught by Gittell. This is no ordinary introductory class thanks to Gittell's own research and service to the state. For the last decade he has been part of an advisory team that prepares analyses and makes presentations on Wall Street that affect the state's bond ratings. As a result, Governor Craig Benson, co-founder of networking giant Cabletron Systems, is a guest lecturer in the class, as are executives from leading companies around the state and the region, including Cisco Systems, Velcro, Citizens Bank, and Liberty Mutual.

After three years of providing its top executives as a resource for students in the class, Fidelity Investments established a Community Service Awards program to recognize the volunteer activities of the students. The class requires them to do eight hours of community service as part of learning about corporate social responsibility, and the Fidelity commitment means they are eligible to win a \$1,000 grant—not for themselves, but for the nonprofit organization where they do their work.

"It is important for businesses to realize they operate in a larger society and that they have an obligation to think beyond their self to help others," Gittell says, "and it's also critical for students to understand the importance of that, and to feel the excitement of giving back."

Gittell's desire is to affect larger societal issues through his research, providing data and analysis for policy and decision makers. His work impacts the community and the state where he and his wife, Jody Hoffer Gittell, live and raise their two daughters, 10-year-old Rose and Grace, 6. "The things I talk about that bring people to New Hampshire are the things we do as a family—visit historical sites, enjoy local arts and culture, engage in politics, go to the beach, hike, and share food, conversations, and time with our neighbors and friends in our backyard, in our home, and in local restaurants and coffee shops."

One to practice what he preaches, Gittell is himself an active volunteer, serving as vice president of the New England Economic Partnership and in various roles for the Children's Alliance of New Hampshire, the New Hampshire Charitable Foundation, and NetworkNH.

Gittell is also a firm believer in collaboration. He has published articles with more than a dozen co-authors. He co-teaches an internship course with colleague Jeff Sohl and a Management of Technology class with a former executive from Autodesk, one of the world's leading computer system design and content companies. Gittell is currently involved in a three-year project to improve understanding of air quality funded by the National Oceanic and Atmospheric Administration.

—Erika Mantz



CHARLOTTE M. BACON
ASSOCIATE PROFESSOR OF ENGLISH

COLLEGE OF LIBERAL ARTS
OUTSTANDING ASSISTANT PROFESSOR

Charlotte Bacon

OUTSTANDING ASSISTANT PROFESSOR

ACCORDING TO Charlotte Bacon, her writing students have all the stories they need for a lifetime. “I tell them, ‘You are so much more than you think you are. You survived childhood.’”

And she uses exercises to help them explore their potential. In one, she asks them to tell her a story about a scar. “Metaphorically or literally. Scars don’t happen out of nowhere,” she explains. “You don’t wake up in the morning and there’s a scar. You fall out of a tree, get slashed with a knife, run into barbed wire. Why did those things happen? You have to get into action, motivation, mischievousness. I love it when characters misbehave and do wrong and fly off in funny directions. Scars are stories about bad luck, they’re about misfortune. These are often the truest stories we have.”

Bacon’s world is an intense onrush of language and ideas. She shares it with her writing students, who seem to feel they have encountered a force of nature. The scar exercise is just one of many. In others, she asks students to observe a place at three or four different times of day or night and record what they see; takes them on field trips to Jackson’s Landing to work with setting; has them write about family secrets, telling the story of something they’re not supposed to tell.

“Charlotte’s energy, talent, and conviction in the classroom are literally unbelievable,” says graduate student Joel Rice. “The

writing process is so messy and full of doubts. To have this fiery, humorous, stylish, humane advocate behind you is a blessing.”

What sort of notes does one take in a class like this? “Apart from the usual writerly truths about craft,” says graduate student Tim Horvath, “I jotted down quotes like, ‘Schama’s writing is garlicky’ and ‘90 percent of the law is devoted to possession of dogs, children, and stuff.’ She speaks with such profusion you wish a transcript was available.”

And Bacon has success after success to share. Her recent novel, *There Is Room For You*, was published earlier this year to critical acclaim. Her first novel, *Lost Geography*, was heralded as “lyrical and convincing” by the *New York Times*, and “a gorgeous debut” by *US Weekly*. And her collection of stories, *A Private State*, was awarded the 1998 PEN/Hemingway Award for First Fiction and the Associated Writing Programs Award for Short Fiction. She also received fellowships from the National Endowment for the Arts and the John Simon Guggenheim Memorial Foundation, both of which gave her time to write.

The daughter of a New York City banker/lawyer father and landscape designer mother, the Harvard- and Columbia-educated Bacon did not set out to become a writer. A doctor or a veterinarian maybe, a lawyer, or some kind of work with children. “I had the sense I was going to be connected to the world

through relationships in some way,” she says. “I had an extremely lucky life and I wanted to be thoughtful about other people’s experiences.”

For two years she worked as a counselor in a halfway house for the mentally ill. Staff were required to keep logs on what happened over the course of a shift.

“I had a colleague who always included the phrase, ‘things just fine.’ But we were in a house with nine chronic schizophrenics. Things were never just fine. So that became my challenge—to record what was really going on. To see how serious and rich you could make six lines of description.”

For Bacon, it is important for students to realize that becoming a writer is not a logical choice. “You don’t just wake up and think, ‘What a great thing it would be to be a writer. I’ll have such a good easy life and it will be so interesting.’”

In her writing classes, Bacon is adamant. “No matter what the level is, it’s about the basics, going back to the core of what writing is, which, from my perspective, is people moving across the land. And never neglecting the heart or the spirit of the matter—which is their lives, backgrounds, histories, sorrows, pleasures, talents, misfortunes, the legacies they carry, their mistakes, successes, the totality of who they are.”

—Mary Peterson



THOMAS M. LAUE
PROFESSOR OF BIOCHEMISTRY AND MOLECULAR BIOLOGY

COLLEGE OF LIFE SCIENCES AND AGRICULTURE
EXCELLENCE IN RESEARCH

Thomas Laue

EXCELLENCE IN RESEARCH

TWENTY-YEARS-OLD AND CHASING dual doctorates in biophysics and immunology, Tom Laue received a clear signal that it was time to slow down.

“I was walking across campus one night and just collapsed,” explains the UNH professor of biochemistry. “Turns out it was my heart. I knew I had to take it easy, so I stopped what I was doing and went to work for NASA, at the Jet Propulsion Lab Deep Space Facility.”

Laue says this without a trace of irony. At the suggestion that “NASA” and “low stress job” are not mutually compatible concepts, he laughs and then plunges into a description of his work there, thirty-odd years ago. The walls of his Rudman Hall office begin to echo with phrases that carry just a hint of science fiction, like “interplanetary quarantine,” “proton beam,” and “faulty electron gun.”

Laue wields these expressions as casually as a wrench from a tool chest in the garage, and it soon becomes clear that, to Laue, an electron gun is just a tool. It’s only that he draws from a much more impressive tool chest than the rest of us—the kind that attracts the attention of major pharmaceutical companies.

At UNH’s Center for the Advancement of Molecular Interaction Sciences (CAMIS), Laue leads a small group of people with a big mission—to develop and champion ultrasophisticated instrumentation that can be used to study the absolute properties of

molecules, work that paves the way for the development of life-saving drugs.

“I call them ‘orphan instruments,’ ” says Laue, in a reference to the federal Orphan Drug Program that insures therapeutic drugs that treat relatively small groups of people are brought to market. “They are used widely—there is no substitute for what they can do—but their development requires expertise in mechanics, electronics, optics, and computer programming—all very expensive skills. There are less than 1,000 of these instruments in the world, so there is no business model that fits these requirements.”

It could be said that CAMIS evolved from Laue’s determination to preserve one such instrument, the analytical ultracentrifuge, to which he was introduced as a graduate student. He realized then that “what I really wanted to do was build equipment. Over the years, since 1948, I’ve become the latest in a lineage of people who have carried a torch for this silly old machine.”

Laue’s “torch” eventually became a business proposal, and today, the latest model of this “silly old machine” sits on the bench in the CAMIS lab. Thanks to Laue and his team, the ultracentrifuge is now capable of exquisitely sensitive molecular analysis through its ability to detect fluorescent molecular tags.

“We can tag the gene for a protein before it is expressed and track it through the cell cycle,” says Laue. “We break the cells apart at

different stages to see what the protein is binding to; this knowledge is critical to learning how genes perform their functions.”

Eli Lilly, Amgen, Merck—the list of companies interested in such information reads like a who’s who of the pharmaceutical industry, and for good reason. Data generated by this technology has refined the formulation of therapies to treat breast cancer and toxic shock syndrome, and the instrument’s potential is only beginning to be tapped.

While Laue admits he is more comfortable with the pace and culture of university life, he is adept at bringing the resources of both sectors together to advance a common goal. In 2002, he helped to establish the Biomolecular Interaction Technologies Center, through which leading pharmaceutical firms and the National Science Foundation jointly support areas of research that are critical to the development of safe and effective drugs.

For a man who spends most days thinking how the invisible and abstract world of molecules can be made tangible through advanced technology, Laue draws his inspiration from a relatively simple act. “I have a mechanical push mower and a pretty big lawn. I start out in the morning with a problem in mind—something my students brought up, or something like that—and then I start moving. If I’m lucky, the solution might come to me.”

—Dolores Leonard



BARBARA H. KRYSIAK
ASSOCIATE PROFESSOR OF EDUCATION

COLLEGE OF LIBERAL ARTS
EXCELLENCE IN PUBLIC SERVICE

Barbara Krysiak

EXCELLENCE IN PUBLIC SERVICE

SHE DOES NOT EASILY or silently suffer policies that are adverse to the welfare of children, says Todd DeMitchell, chairman of UNH's Department of Education, of Barbara Krysiak. "Her position is unequivocal. If a society will not protect its most vulnerable, that calls into question the values of that society."

Krysiak, whose public service career spans the field of education—from sixth grade teacher, to superintendent of schools, to associate professor of educational administration and supervision—would no doubt agree with DeMitchell's representation. She says she's been called a left-wing zealot, but prefers to refer to herself as "one of only two real liberals left from the state of Massachusetts."

Krysiak grew up the oldest child of Polish mill workers in the immigrant city of Lowell, Mass. The first in her family to go to college, she credits her parents for "setting high expectations," her grandmother for giving her "a love of language and story telling," and a high school English teacher named Alice Stickney for giving her a very special gift.

"She gave me a book to read, a white leather copy of Dante's *Divine Comedy*," Krysiak recalls, illustrating how one teacher can make a difference. "I was so impressed because it was her personal copy. I remember, she said, 'This is college work. You can do it.'"

Krysiak never forgot that teacher, or the others who encouraged a spirited, blue col-

lar girl. It would set the foundation for her career—one in which she has fought tirelessly for educational equity for all children.

As a young teacher in the decade that spanned 1958 to 1968, Krysiak says her goal—at a time when 40 percent of her students quit school at the age of 16—was getting them to graduate. She spent a lot of time during and after school trying to keep her students engaged, and got a reputation for "being a very good teacher."

At age 30, she was lured to a job that would be a turning point in her life. Krysiak took a position as English teacher in the Upward Bound program at Connecticut College. Her students in the summer residential program were predominantly black girls.

"I grew up in an ethnically, but not racially, diverse community," she says. "In Connecticut, I met black people who were wealthier than I. But I also learned that the color of one's skin made a huge difference. Many of these girl's teachers—90 percent of them white—had low expectations of them. But they were chosen for the program because someone in their school felt they had potential. When given a chance to perform, these kids rose off the charts."

Krysiak quit her job at Kennedy Junior High School in Waltham, Mass., to become full-time director of the Connecticut program, where, among other things, she would mentor and recruit girls from their senior year

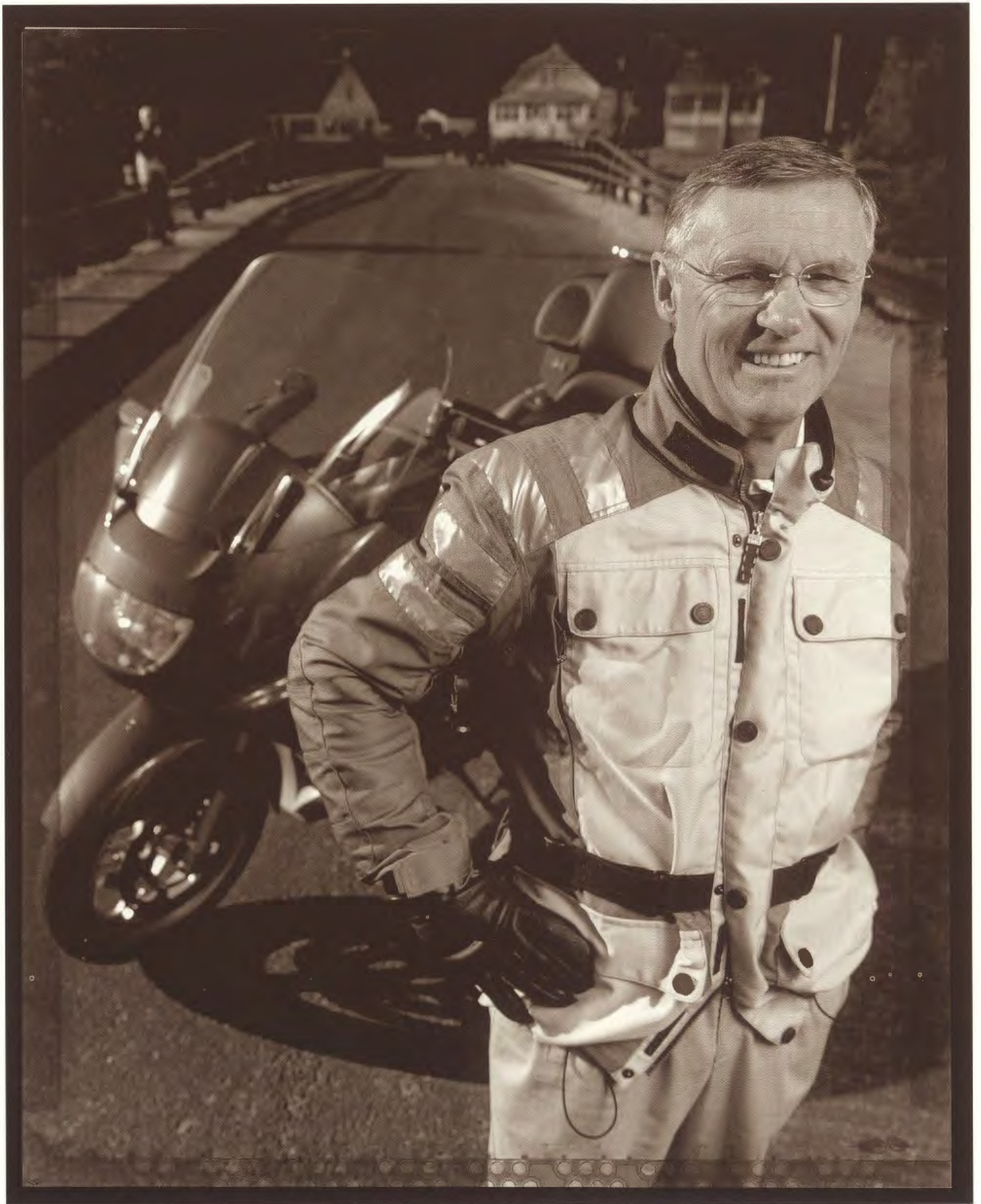
into college. When she returned to the public schools, as junior high English coordinator for Waltham, Krysiak introduced black literature and culture into the curriculum. She nearly got fired. There were many who questioned her passion for change.

"When you become a teacher, the most important thing you have is your integrity," she says. "I tell my students, 'you have to decide not only what you're willing to die for, but what hill you're willing to die on.'"

Krysiak's illustrious career includes working on curriculum reform as acting associate commissioner for the Massachusetts Department of Education to fighting for equitable school funding in New Hampshire. As a professor in UNH's educational administration program, she shares her wealth of knowledge with future school leaders. DeMitchell says he knows of no other faculty member more deeply engaged with the educational community, whether it be leading book discussions with teachers or working with school superintendents to draft strategic plans for their school districts.

"It really comes down to this: 'The main thing is to keep the main thing the main thing,'" Krysiak says, quoting an anonymous author. "Student achievement is number one. No child should ever be made the victim of the circumstance of birth or the place he or she lives."

—Sharon Keeler



CHARLES H. GOODSPEED
ASSOCIATE PROFESSOR OF CIVIL ENGINEERING

COLLEGE OF ENGINEERING AND PHYSICAL SCIENCES
ALUMNI ASSOCIATION AWARD FOR EXCELLENCE IN PUBLIC SERVICE

Charlie Goodspeed

ALUMNI ASSOCIATION AWARD FOR EXCELLENCE IN PUBLIC SERVICE

FOR MORE THAN 25 YEARS, Charlie Goodspeed has often been the “go to” guy for officials across New Hampshire.

Selectmen have gone to Charlie when they needed a new fire station. National Forest officials have approached Charlie for help strengthening timber bridges. Transportation officials have consulted Charlie on improving high-speed guardrails.

Of course, Goodspeed doesn't do all this himself. He enlists senior civil engineering students who need to complete a “capstone” experience before graduating. At most engineering schools, this culmination of four years of learning happens in fantasyland—students design fictitious projects that never see the light of day—but at UNH, senior projects are grounded in reality.

“My whole teaching philosophy is that people learn when they have a need to know,” says Goodspeed. “When they have a special project that creates an urgent need for knowledge, plus the ability to apply it, students learn so much more.”

The reports, drawings, and presentations prepared by the students show municipalities their options before hiring a licensed engineering firm. Last year, civil engineering seniors completed the site layout and building design for a new fire station in Goffstown. “It provides a nice independent perspective on

the issues that are facing the community,” says Fire Chief Frank Carpentino. “I can tell them what we need, but the students substantiate what is correct and what needs to be reevaluated.”

The project was the second completed for Goffstown in recent years. An earlier study helped convince voters they needed a new station. “The students did a fantastic job,” says Carpentino. “The service that's provided from the college to communities is tremendous.”

The projects also give students some of their first hands-on experience with real-world problems. “Our senior project was probably one of the most rewarding things I did in school,” said Jessica Beebe, one of seven students who worked on the fire station.

The frugality of this partnership, in which students in the final stages of their education help municipalities take the initial steps of assessing projects, is worthy of Goodspeed's Yankee background. Born in Massachusetts and relocated to Maine at the age of eight, Goodspeed received his bachelor's and master's degrees in civil engineering from Worcester Polytechnic Institute. After earning a Ph.D. from the University of Cincinnati, he taught at Carnegie Mellon University. He left the top-10 engineering school after six years to move back to New England when both his parents became ill.

“I never turned back and I never regretted it,” said Goodspeed “It's been wonderful here at UNH.”

Goodspeed finds many of the projects for his students through the UNH Technology Transfer (T2) Center. He has been principal investigator for the center since founding it in 1986. “T squared” is part of a national network that provides technology, services, and education for public works departments. The T2 Road Scholar Program, which provides training on topics such as culvert installation, public relations, and tort liability, is recognized as a credential of competency by municipalities statewide. The center has distributed Goodspeed's Road Surface Management System software to more than 5,000 public works departments in seven countries.

For Goodspeed, public service isn't about recognition, but a job well done. “When it comes to sharing the limelight, he will often allow a junior faculty member, or even the students, to place their names first on publications and in press releases,” writes CEPS Associate Dean Robert Henry. “He just seems to get his satisfaction from the fact that the project was a success.”

—Robert Emro



CAROLE K. BARNETT
ASSOCIATE PROFESSOR OF MANAGEMENT

WHITTEMORE SCHOOL OF BUSINESS AND ECONOMICS
JEAN BRIERLEY AWARD FOR EXCELLENCE IN TEACHING

Carole Barnett

JEAN BRIERLY AWARD FOR EXCELLENCE IN TEACHING

THE PROFESSOR struggles to maneuver her fingers with precision on a delicate box of hollow wood, trying to achieve the right curve of her hands, the exact pressure of her fingertips. Carole Barnett is learning to play the classical guitar. And it's hard. Which is good.

Barnett believes in challenge. She's convinced there's value in the expert teacher becoming a student again. "Because when I'm in the classroom," says the associate professor of management, "I'll make a better connection with students who are struggling to understand what they hear me say."

For Barnett, teaching is a calling, something she believes she was always meant to do. She considers herself successful only if students in her classes undergo a personal awakening. "They must gain the consciousness that they have a gift," says Barnett, "as well as a moral responsibility to develop and use that gift for the bettering of the human condition."

To develop this talent, Barnett, whose training is in organizational psychology, devotes more hours to designing her classes than she does to actually teaching them. Usually, her students submit résumés and take a set of

personality tests. And then Barnett enters all the information into a spreadsheet to form the learning teams. She obsesses over it. Who would benefit from the experience of being a leader? Who needs the challenge of learning to work as a follower? What personality types would thrive from working together? "I aim to enable them to see for themselves who they are," she says, "through their own practice and behavior in their groups." Barnett also spends hours in her study creating multimedia presentations that have become valuable teaching tools. After ValuJet Airlines flight 592 crashed into the Florida Everglades in 1996, for example, Barnett assembled dozens of news clips into an integrated video presentation that delivers an unforgettable lesson in corporate accountability. Students watch as government officials and business leaders try to answer tough questions—about blame and what it really means when 4,000 human beings lose their jobs. The video ends with the Everglades funeral ceremony, where row after row after row of empty caskets are surrounded by devastated family members.

Depending on the course, Barnett's students learn why businesses fail and how people and organizations do or don't coop-

erate successfully. Learners analyze existing companies and study the qualities of effective leaders. But in the end, no matter what the class, the students themselves are the main subject. "Her course showed me how to think and how to learn," wrote one student in a recent evaluation, "and I know that I will use that forever. She opened my eyes to many things that are going on in the real world and showed me that I can make a difference."

Most students emerge from a semester with Barnett convinced that they have an important destiny. They are changed, in part, because their teacher is eager to be challenged and changed. Barnett turns to Rumi, the great 13th-century Persian poet, teacher, and theologian, to describe the process of struggle and growth that inspires her approach: "Very little grows on jagged rock/Be ground/Be crumbled/So wildflowers will come up where you are..."* And she has learned from her own experience that broken ground can be good ground, rich with possibilities. It is the ground in which great teaching—and great learning—flower.

—Suki Casanave

*Mevlana Jalaluddin Rumi, 1207-1273



IHAB H. FARAG
PROFESSOR OF CHEMICAL ENGINEERING

COLLEGE OF ENGINEERING AND PHYSICAL SCIENCES
EXCELLENCE IN INTERNATIONAL ENGAGEMENT

Ihab Farag

EXCELLENCE IN INTERNATIONAL ENGAGEMENT

WITH HIS DIGITAL CAMERA in a hip holster, Ihab Farag is known the world over as “the group picture guy.”

From Egypt and Thailand to El Salvador and Bulgaria, nary a meeting escapes digital documentation. E-mailed to far-flung participants, the results strengthen collaborations on pollution prevention, chemical risk screening, and biodiesel research in countries around the globe.

If Farag could only share his seemingly boundless source of energy with the rest of the world, many of the problems his research tackles would be solved. A professor of chemical engineering, he usually teaches two courses each semester, in addition to his prodigious outreach and research activities as the Hamel Professor of Technology and Innovation, but for the last year he has been on sabbatical. This left him time to help organize a biodiesel research group at UNH—which has sparked collaborations with Egypt and attracted the attention of the British Consulate; provide the driving force behind two cooperative agreements with the University of El Salvador and the Salvadoran Ministry of Environment and Natural Resources; and continue to support the chemical risk screening program with the Environmental Protection Agency (EPA). All this in addition to directing the N.H. Pollution Prevention Internship Program (NHP2I), which typically has him overseeing six to 15 student projects, and presenting to

the Partnership for Peace program—which has brought delegations from Tajikistan, Georgia, Belarus, and Macedonia to UNH to learn about pollution prevention.

“It keeps me active and young,” says Farag, who indeed looks much younger than his 57 years.

Given his background, it is only natural that Farag has spent much of his career reaching out to people in other countries. The child of two pharmacists, Farag moved to the United States from Cairo, Egypt, in 1969 to study at the Massachusetts Institute of Technology, where he earned a master’s and a doctor of science degree before coming to UNH in 1976.

“Having lived in another country, I appreciate things that other people take for granted, like turning on the water faucet and getting clean water,” he says. “When I travel overseas and I encounter these things, I can cope with them.”

The subject of his research also drives Farag to cross borders. “There’s no boundary to pollution,” he explains. “It’s the same challenge whether you are in the United States or elsewhere.”

Established in 1994 with the EPA and the N.H. Department of Environmental Services, NHP2I has saved companies more than \$3 million annually by providing student interns trained to reduce pollution. Farag exported the program to Thailand in 1997, forming

the International Pollution Prevention Partnership. More than 100 Thai students have been trained, and more than 30 Thai student interns have been placed at Thai facilities.

More recently, Farag supported the EPA in the implementation of computer software now used internationally to assess a chemical’s potential for persistence, bioaccumulation, and toxicity (PBT) based on its chemical characteristics. Approximately 1,500 new chemical compounds are created annually, but only a very small percentage ever have toxicological studies to determine their effect on human health. Using the PBT Profiler, manufacturers can identify chemicals likely to pose environmental concerns in product development, allowing them to choose less hazardous alternatives or plan ways to reduce environmental releases.

“These kinds of tools help companies to screen chemicals early on to see which ones raise red flags,” he says. “A lot of the problems associated with PCBs, for example, could have been identified if we had these tools earlier.”

When asked if he has ever heard the popular environmental maxim once common on bumper stickers, Farag replies, “I’m thinking globally and acting locally—on a global scale.”

—Robert Emro



RAYMOND A. COOK
ASSOCIATE PROFESSOR OF CIVIL ENGINEERING

COLLEGE OF ENGINEERING AND PHYSICAL SCIENCES
EXCELLENCE IN TEACHING

Raymond Cook

EXCELLENCE IN TEACHING

“HOW MANY GOLF BALLS can you fit in a suitcase?”

This question might not seem to have anything to do with civil engineering, but for Associate Professor Raymond Cook, the ability to make the kind of back-of-the-envelope calculations needed to answer it is what separates a good engineer from one who can put you at risk.

When calculating more germane problems, like what size I beam is needed in a roof, a structural engineer can use computers. While computers don't make mistakes, the people who design and use software do, so Cook makes sure his students can calculate a ballpark figure on their own. If the computer-generated number is out of the park, they will know to go back and recheck the calculations.

“I spend a month on how to rough out numbers because it's so critical for engineers not to trust the numbers coming out of computers,” says Cook. That's where huge mistakes can occur. You can kill people in a heartbeat.”

The Hartford Civic Center roof collapse of 1978, for example, was attributed to an over-reliance on computer modeling. Just five years after completion, the center's roof collapsed under a heavy snow load. The arena was empty, but hours earlier it had been packed

for a hockey game. “If you start trusting computers too much, not only does your job become less interesting, but you're running all kinds of risks and you become a technician, not an engineer—you're not thinking about things,” says Cook.

Cook feels the same way about design aids—shortcuts that help engineers find solutions in less time. Instead of teaching students how to use them, Cook teaches students how to develop their own. “You can spend a lot of time teaching how to properly use a design aid. If you use it incorrectly, you can make a big mistake. And codes change, so aids become obsolete,” says Cook.

Another problem is that design aids are sometimes wrong. To illustrate, Cook takes down a thick book from the homemade shelves in his office. This dog-eared volume has tabs on at least half a dozen pages where Cook found mistakes that he reported to the publisher.

Cook's specialty is structural design, but he teaches a wide variety of civil engineering courses, mostly at either end of a student's college education—from the introductory 400 course to senior level courses in concrete, timber, and steel design.

Whenever possible, Cook will show rather than tell. His office is filled with boards, cables, and beam cross sections. “I try to fig-

ure out a way to demonstrate stuff in class,” he says, taking out a pre-stressed cable anchor used to tighten cables and demonstrating how it will slide one way on the cable but not the other. “I could explain how this works in class, but it's much easier to bring it in and take it apart.

“The biggest thing, really, is loving the material you teach. There's so much about civil engineering that is just really cool. It helps you understand the world,” says Cook.

“Look at a concrete building. You have to understand physics, because it must withstand the forces of snow and wind. You have to understand the chemistry of concrete reactions and dehydration. And there's math—how all the forces add up. If you really understand civil engineering, in particular structural engineering, you understand why trees are the way they are. I get excited about it and students pick up on that.”

They certainly do. “He has a fantastic enthusiasm that makes you interested in learning, and a great teaching method that provided me with a good base for the classes I'm taking this year,” says senior Alyssa Rezendes. “He truly seems to care about his students and what they choose to do in life.”

—Robert Emro



ROBERT J. BARCELONA
ASSOCIATE PROFESSOR OF RECREATION MANAGEMENT AND POLICY

SCHOOL OF HEALTH AND HUMAN SERVICES
EXCELLENCE IN TEACHING

Robert Barcelona

EXCELLENCE IN TEACHING

EACH YEAR Professor Ann Morgan asks students enrolled in her Leadership and Supervision class—required of all recreation management and policy (RMP) majors—to write an essay about the person who best embodies the qualities of leadership.

Although no restrictions are placed on their responses, the focus is usually on famous people or perhaps a former coach or religious leader. In spring 2004, she got a few surprises.

“For the first time in all the years I’ve taught the course, the name of a UNH colleague came up. More than once,” adds Morgan, “my students described the qualities of leadership in terms of concern for others, commitment, knowledge, and enthusiasm. And they associated these qualities with Bob Barcelona, my colleague in RMP. Obviously he has affected many students in profound ways.”

Barcelona is a prize-winning researcher and a prize-winning teacher in recreation management and policy—a field he didn’t know existed when he was a political science major at the University of Mississippi. Today, only three years into his UNH career, students flock to his courses, faculty sing his praises, and public recreation departments statewide count him a valuable partner and advocate for their programs.

They do so because of who he is as much as for what he knows. “I believe in the power

of mentor-student relationships because my mentors helped make me who I am today,” says Barcelona.

“I’ve never met a teacher more dedicated and passionate about his work,” says student Shawn O’Donaghue. Though he receives the highest marks as a teacher, Barcelona constantly retools, introducing instructional technology to his classes and inviting recreation professionals to guest lecture on managing million dollar budgets and working with city planners.

Barcelona’s current research revolves around recreational sports and physical activity. His most recent project is on volunteer training for youth sports coaches. Data collected by him and his student researchers is helping to frame a statewide youth sport coaches training program sponsored by the New Hampshire Recreation and Parks Association.

Barcelona is in demand as an adviser for RMP majors and non-majors alike in pursuit of undergraduate research opportunities. He also makes time to create hands-on learning opportunities for his department’s graduate students. A partnership with campus recreation director Denny Byrne has led to several full-time assistantships—the kind Barcelona enjoyed in graduate school—for RMP graduate students in Byrne’s office.

“I’m living proof that education and recreation are not separate,” Barcelona ex-

plains. “Both involve working closely with participants and providing them with significant learning and personal development opportunities. Denny Byrne is just as much a teacher as I am.”

People who teach recreation management and policy have to be great educators. How else to face down the wry smile of an airplane companion who learns that you earned a Ph.D. in “leisure behavior,” or the cocky upperclassman who takes your course thinking the class plays volleyball?

“Sure, RMP offers training for a specific profession that, in my case, usually involves physical activity,” says Barcelona. “But where do you draw the intellectual boundaries around any field? RMP gives us a vantage point from which to analyze any number of critical social issues, such as youth development, land-use policy, and the effect of leisure on the environment.” Barcelona says students also come away from his courses better equipped to understand social policy in an age when people use recreation to build community and improve public safety.

“In its most broad-ranging sense, the field challenges us to choose a philosophy of life,” says Barcelona. “What will you do with the time you are given?”

—David Moore



PIERO GAROFALO
ASSISTANT PROFESSOR OF ITALIAN

COLLEGE OF LIBERAL ARTS
EXCELLENCE IN TEACHING

Piero Garofalo

EXCELLENCE IN TEACHING

HE IS “ALL-KNOWING when it comes to *The Simpsons*,” says Jessica Lukas ’04 with obvious admiration. “That’s not entirely true,” the assistant professor of Italian says later, blushing. “I missed the last several seasons, and I don’t own the *opera omnia* of *The Simpsons* on video.”

Piero Garofalo’s use of the Latin term for “complete works” in relation to a popular cartoon is not entirely ironic. It reveals Garofalo’s penchant for weaving in and out of different cultures, countries, and centuries. Along the way, he provides many a common thread for students to grasp, whether they’re studying Dante’s *Inferno* or obscure Italian verb tenses. *The Simpsons*, who are very popular in Italy as well as among American college students, provide just one of those threads.

The son of an Italian father and American mother, Garofalo grew up on both sides of the Atlantic and became equally adept in Italian and English. It was more like going home than going “abroad” when he left the University of Wisconsin to spend a year at the University of Bologna, where he took a literature class just for fun. Although he entered the course as a mathematics and economics

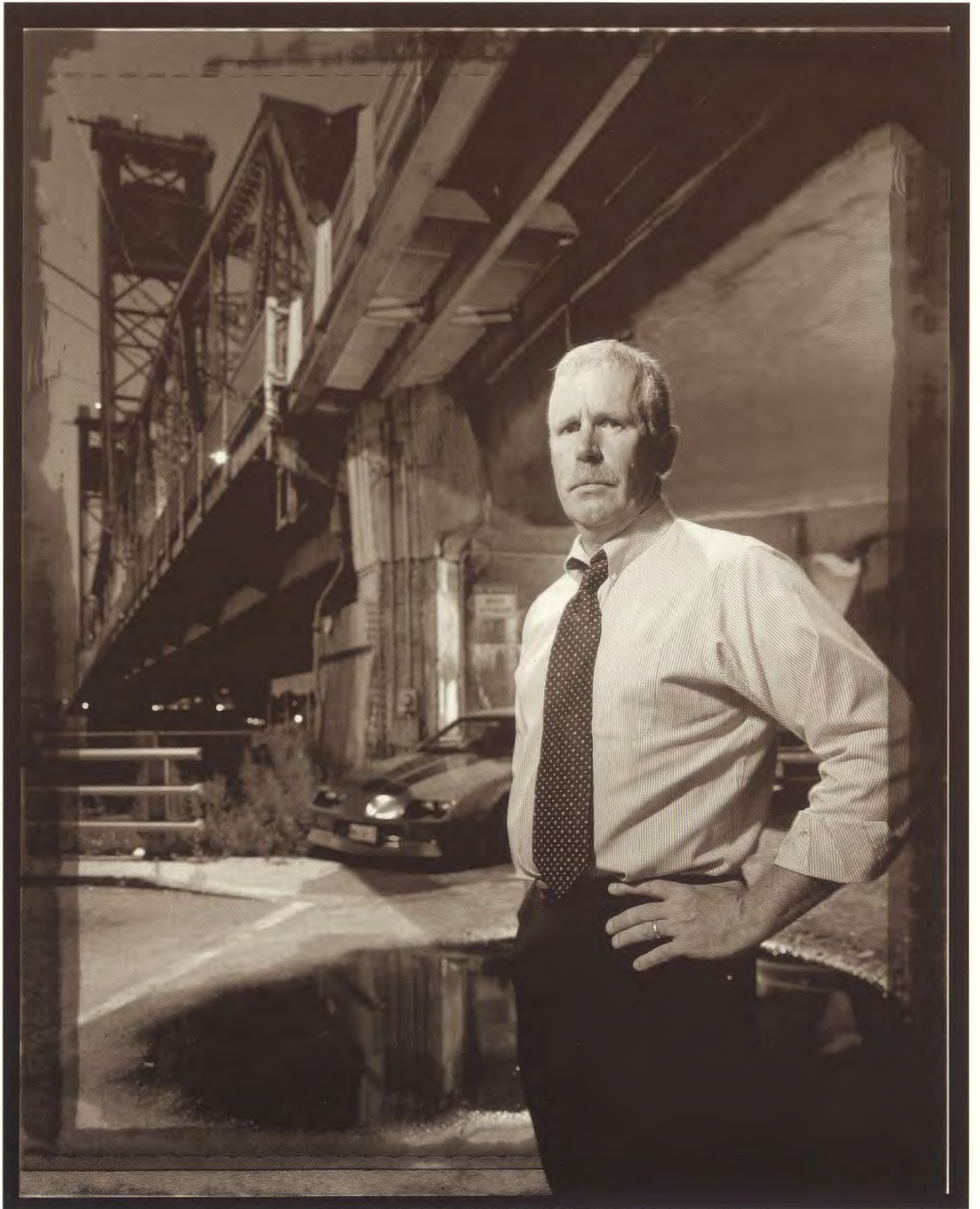
major, he emerged at the end of the year determined to teach literature. The professor not only made him think about literature in a whole new way, but used a technique Garofalo emulates today—bringing in nontraditional approaches to analyzing literature (for example, applying set theory and game theory to the stories of Italo Calvino).

Garofalo brings multiple perspectives to the material at hand in the broad range of courses he teaches at UNH, including Italian language, grammar, literature, culture, and film. Art somehow finds its way into a discussion on grammar. In a course on the history of cinema, he asks each student to analyze a film using knowledge from his or her own major—be it biology or physics. When reading Dante, Garofalo strives to give students a broad view of the poet’s world, including the economics of “usury” in 13th-century Italy, for example. But he may also quote Bob Dylan or show a video of *The Simpsons*’ episode in which Homer is punished for the sin of donut gluttony in “Hell Labs: Ironic Punishments Division”—a takeoff on the ironic punishments in Dante’s *Inferno*.

Garofalo likes making a reference to popular culture because it “jars students into paying attention a little more closely, and then they start to listen for these sorts of things and enjoy catching the ‘in’ jokes. It also reminds them that people continue to parody, or find some sort of inspiration in, the texts we’re discussing.”

Perhaps the most famous line from the *Inferno* is the inscription on the gate to Hell: “All hope abandon, ye who enter here!” One might expect college students descending into five weeks of reading a medieval poem about Hell—either in translation or in Italian—to abandon all hope. Not so in Garofalo’s class. “It’s fun,” he says. “You don’t want to go to Hell alone. It’s much more fun to go in company.” Elisabetta Fiore ’03, who enjoyed the trip so much that she went on to visit Dante’s Purgatorio all by herself, has another explanation. “Students just can’t be disengaged,” she says, “when the professor is so passionate about the subject.”

—Virginia Stuart



JOHN T. KIRKPATRICK
DIRECTOR, JUSTICEWORKS; RESEARCH ASSOCIATE PROFESSOR OF SOCIOLOGY

COLLEGE OF LIBERAL ARTS
EXCELLENCE IN TEACHING

Ted Kirkpatrick

EXCELLENCE IN TEACHING

IT IS TUESDAY MORNING in a small, decrepit physics auditorium, and the tables are turned. All eyes are on Ted Kirkpatrick. This 8 a.m. class should be sparse (it is still early in the morning for college students); at least there should be the sounds of stretching, or yawning, or feet shuffling, but how could you, really? Think of the things you'd miss: in the first 15 minutes of this introductory criminology class, Kirkpatrick has read at least a dozen crime headlines from around the world that he has Googled before class: stolen body parts, identity theft, prostitution, hate crimes, execution, stabbing, and crimes so horrific in their details, they cannot be written here. The students, of course, love it.

"Kirkpatrick is, like, better than caffeine," whispers a student behind me.

A sociologist, Kirkpatrick has taught at UNH for 20 years, and is the associate dean for the College of Liberal Arts. He has done research in prisons throughout the United States, with a particular focus on women who kill. He prefers, he says, "the dark underbelly of the human condition...the study of the outsiders. People are driven by their better angels, not the darker angels," he says. "Even murderers are ordinary people under extraordinary pressure."

He is, he says, "an unobtrusive observer of people," and he watches them all the time: in Venice, in Budapest, on the strip in Vegas,

in Portsmouth's Market Square, in Murkland Courtyard. Kirkpatrick is the one in the Ray Ban sunglasses, smoking a cigar and drinking a Diet Coke. Sounds odd, but he's always very well dressed.

"I am not a nature kind of guy," Kirkpatrick says, "I learned my skill from my mother. We would be at the beach, or at the grocery store, and she'd nudge me and say, 'Hey, look at that guy over there.' When you start as a kid," he says, "you get pretty good at it."

While his specialty is the dark side, he also is an expert at watching college students. In his role as teacher and associate dean, he has talked to a lot of students. And as he puffs on his cigar, he watches them pass through Murkland Courtyard between classes. He can guess if they are first-year students or upperclass students. "The first-year students are so much themselves," Kirkpatrick says, "the way they move, the way they dress." Upperclass students, particularly sophomores and juniors, take on all the trappings of UNH: UNH hockey sweatshirts, UNH baseball caps. Most seniors, Kirkpatrick believes, begin to become themselves again, not looking like who they were when they arrived, but who they will become.

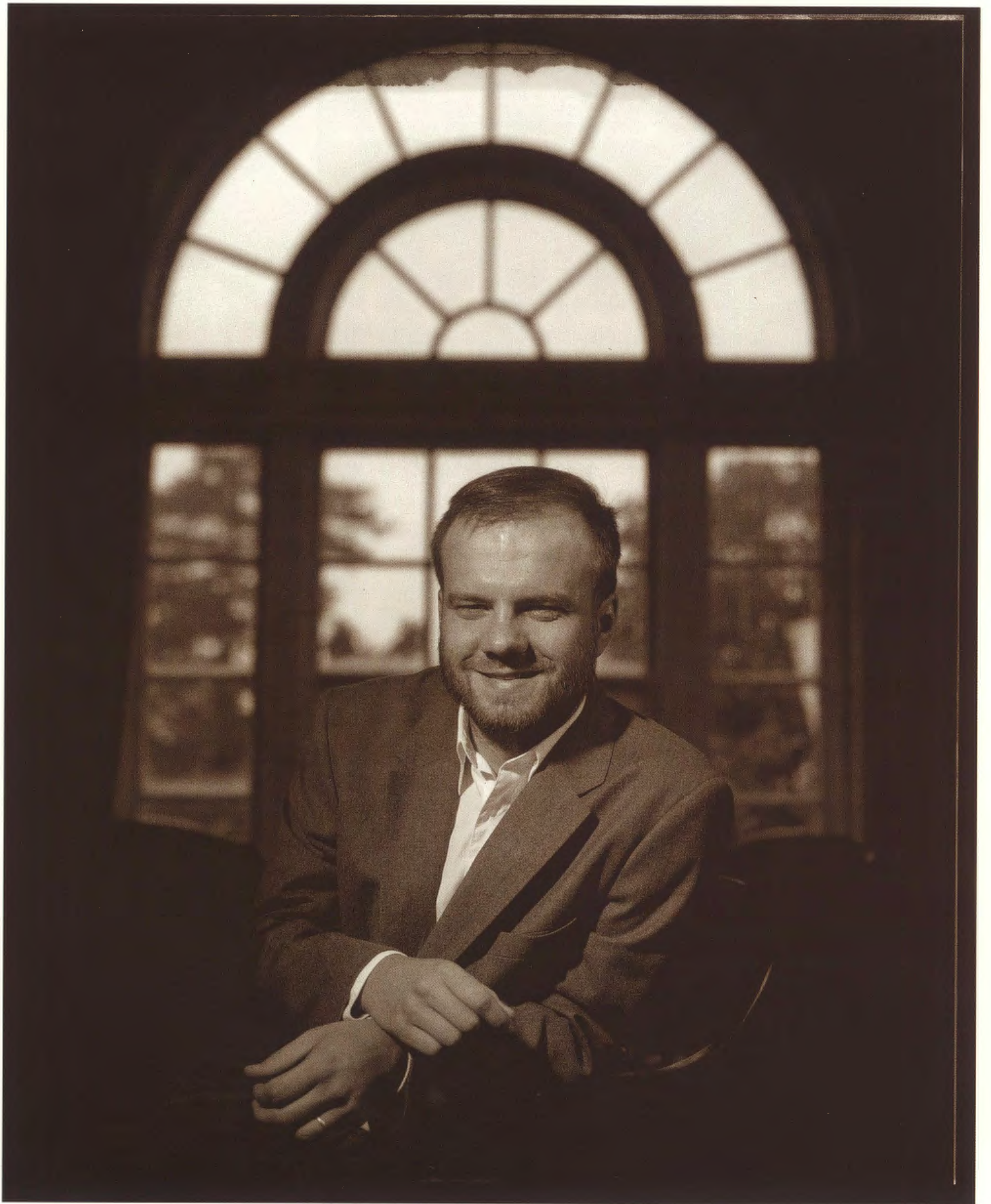
And he cares very much about who they will become. Over the many years he has been at UNH, Kirkpatrick has been sometimes a

thorn in the side of staff who work in student affairs and student life. He is passionate about students and their undergraduate experience, particularly in the liberal arts. But he holds them equally to high standards of behavior, and does not stay silent when student life issues are not confronted directly. He is invested in college students as if they were his own, and he already has three daughters and a new son. His care comes through in his one-on-one conversations with students as associate dean; it comes through, remarkably, in this large, early-morning lecture class.

The topic is the FBI's annual Serious Crimes Index. Yet, throughout the 90-minute class, he peppers his lecture with the following ideas for them: it's okay to be gay; it is not okay to riot downtown on a Saturday night; and perhaps the best lesson for a young college student in these times—if you're drunk, and you're not sure you have consent, "Don't stray from decency."

If it is true what his colleague, psychologist David Pillemer, says about one's memories of college—that the first three months are the most memorable and will stay with a person for a very long time—then the students who are taught by Kirkpatrick leave his class on this morning just a little bit more toward becoming themselves.

—Kim Billings



NICHOLAS J. SMITH
ASSISTANT PROFESSOR OF PHILOSOPHY

COLLEGE OF LIBERAL ARTS
EXCELLENCE IN TEACHING

Nick Smith

EXCELLENCE IN TEACHING

“NICK ROCKS!”

That’s the consensus on the student evaluations. This, for a philosophy professor who requires weekly 1,000-word analytic responses, up to three meaty essays a semester, and regular continual revision.

When some students hear about these requirements, they back off. But then students on the waiting list who are eager to work hard replace them. The word is out and Smith’s only been teaching at UNH since 2002.

Name the course—Advanced Topics in Philosophy of Law; Society and Morals; Philosophy of Art, or Law, Medicine, and Morals. None of them are easy. Even Smith notes that he “sometimes assigns reading that is intolerably boring on the first read.”

So, what are some key elements to Smith’s pedagogy? First, he wants to get students arguing with each other about the big questions in philosophy. To make this challenge less daunting, he learns the names of all his students within the first weeks of class. As students become more skilled in argumentation, they engage in debates where they physically occupy different sides of the room. When someone changes his mind, he or she walks to the other side. There is no middle. This exercise is not about finding a relative shade

of gray; it’s about making solid arguments. To encourage students to defend unpopular opinions, Smith explains that, “I always argue with the minority, so they will have at least one ally.”

To make a point, he’ll bring in a Tiffany candlestick along with a pay stub from his New York law firm, sparking a discussion on exchange value versus use value. Or, he’ll offer to sell grades to illustrate the concept of commodification.

Smith himself can get carried away, voice cracking, jumping up and down, expounding on a wild theoretical position. But he doesn’t often show his personal positions on issues. Often discussions from his classes spill out into the hallway and beyond.

On Smith’s Web site, he spells out his expectations in several wonderful online essays. In one, “My Insider’s Guide to Academic Success,” he describes his own failure as a first-year student, and then, how he changed his behavior. Concentration, work space, prime time, and a big one for most students, the “long-term costs of your job.” This is good sit-up-straight reading for anyone.

Although Smith’s dream job was to be a philosophy professor, when he graduated from college, he didn’t bank on it. He attributes

that to the skepticism inherent in being a first-generation college student. Instead, he earned a full scholarship to law school, graduated *magna cum laude*, and embarked on a career.

As a lawyer he worked as a public defender; an in-house counselor for a medical technology corporation; a clerk for a New York state human rights judge; a staff attorney for the U.S. Court of Appeals; and, finally, as a litigator for one of Manhattan’s largest corporate law firms. It’s no wonder that the meaning of money in law became the focus of his 2002 doctoral thesis in philosophy.

With all that, why philosophy? “I think it started when I was a preteen and several relatives died in a short time,” says Smith. “This really got me thinking about the meaning of life and the utter mystery of absolutely everything.”

Then why argue? “Argumentation brings us closer to the truth,” he explains, “and understanding a simple insight can change the trajectory of our lives. In this sense, philosophy can feel like a religious experience, but hopefully without the dogma.”

—Carrie Sherman



FRANK G. RODGERS
PROFESSOR OF MICROBIOLOGY

COLLEGE OF LIFE SCIENCES AND AGRICULTURE
EXCELLENCE IN TEACHING

Frank Rodgers

EXCELLENCE IN TEACHING

"I DON'T BOOK TEACH, I teach from my experience," says Frank Rodgers.

After close to 20 years in the classroom at UNH, he is still gathering new experience.

A United States citizen with dual citizenship in England, Rodgers took a leave of absence from the University of New Hampshire in 1998 to accept a three-year position as chief of the National Laboratory for Enteric Pathogens, the Canadian equivalent of the Centers for Disease Control. At the same time, he was directing the Pan American Health Organization Program, a 22-country initiative to evaluate the ability of the South and Central American countries to detect disease. All because he saw it as a professional challenge.

Even Rodgers' arrival at UNH was a challenge. The third of four boys born in Belfast, Ireland, his family left that religiously torn country for Australia and then England, where he received his Ph.D. and met his wife, Chris. In England, he worked for six years in the Central Public Health Laboratory focusing on herpes virus infections and the diagnosis of smallpox; and then for 10 years as a tenured faculty member at the University of Nottingham Medical School working on Legionnaire's Disease. Rodgers first came to the United States in 1982 to present a paper in Boston, and a drive up the coast and across the Kancamagus Highway convinced the couple, with their two small children, to move across the ocean.

"I've always been a little bit footloose," he says with a laugh. But the decision was the right one. They raised two daughters, Vikki and Paula, in Dover. Rodgers beams with pride when he talks about them, quick to point out that they both graduated from UNH and both married UNH graduates. One daughter is now pursuing a Ph.D. in plant ecology at Boston University; the other a Ph.D. in marine biology at the University of Maryland/Smithsonian Institute.

When Rodgers talks about his work, the words can quickly become incomprehensible for the nonscientist. But like any good teacher he can just as easily make his subject understandable for anyone. He says pathogenic microbiology is a form of microbial detective work, a little bit like the television show *CSI*. It's about identifying a disease and finding out how it is being spread and what you can do to stop it.

"If you can find out what vehicle is spreading a particular disease—for example, a food product that people are still buying—you can reduce its impact," Rodgers explains. "It boils down to health and money. The financial impact can be vast, ranging from lost productivity to the cost of treatment."

Rodgers and three other faculty members have taken on a new challenge. They will team teach a new general education course called Germs 101. Although still a work in

progress, it grew out of a desire to fill a void in the Gen Ed options that are open and accessible to liberal arts majors. "Everyone needs to understand how a disease can spread," he says. "Germs are all around us."

There is little doubt the class will be both fun and informative. How couldn't it be when paper bags of M&Ms are used to show how sexually transmitted diseases spread and the number of foods made of microbes is uncovered on a trip to the grocery store?

"To me this award is a vindication of what I'm doing," Rodgers says. "It makes me feel fantastic, like the students are saying 'yeah, we recognize what you're doing and we like it.' I think I must be doing something right."

Rodgers certainly isn't lacking in recognition. He is the only microbiologist at UNH to be elected to the American Academy of Microbiology, has served as editor of the American Society for Microbiology's peer-reviewed journal, and has a long list of publications and grants, but it is his ten "E" concepts for teaching, that he calls his "guiding lights." They are framed and hung in a place of prominence in his office: enthusiasm, experience, engagement, excitement, encouragement, entertainment, effort, excellence, empathy, and empowerment. The implementation of these is what makes teaching work for him.

—Erika Mantz



BARBARA J. JAGO
ASSISTANT PROFESSOR OF COMMUNICATION ARTS

UNIVERSITY OF NEW HAMPSHIRE MANCHESTER
EXCELLENCE IN TEACHING

Barbara Jago

EXCELLENCE IN TEACHING

THE TEACHING EXCELLENCE AWARD represents not only a professional accomplishment for Barbara Jago, but a personal one as well. Four years ago, Jago, assistant professor of communication arts, found herself combating a major depression so deep that it stole her joy in teaching and in life itself. She had to take medical leave in the middle of a semester, abandoning the students so dear to her and the colleagues she respected. She struggled in the intervening year to regain her equilibrium through counseling and medication.

"This award was: 'You did it... You came back really strong!' It's nice enough to get the award, but when you add that extra layer on, it's especially nice," she says.

Jago specializes in relational communication, teaching Introduction to Interpersonal Communication, Communicating in Families, and Narrative, among other courses in Manchester's Communication Arts program. She studies how people make sense of their lives through storytelling, most often using autoethnography—a methodology that examines the personal as a lens through which to explore the cultural, social, and political.

Sitting at the kitchen table in her Manchester apartment, she radiates vitality—from her alert eyes and flowing strawberry-blond

hair to the lithe body movements that reflect her passion for swimming and lifting weights. She had greeted her visitor at the door in blue shorts and bare feet, leading the way across the pine floor, all forward motion, past the "Cats Rule" water dish, to the kitchen at the end of the hallway.

"My classes are very hands-on and interactive—the award came to me but also, by extension, to my students," she says. "Without them it would have never happened."

It's difficult to talk so frankly about someone's inner pain, but Jago's calm, open and receptive manner inspires confidence that the conversation will be a shared journey, one that she is willing and able to undertake. As much as she looks forward today, she's not afraid to look back and hope that her experience will help others.

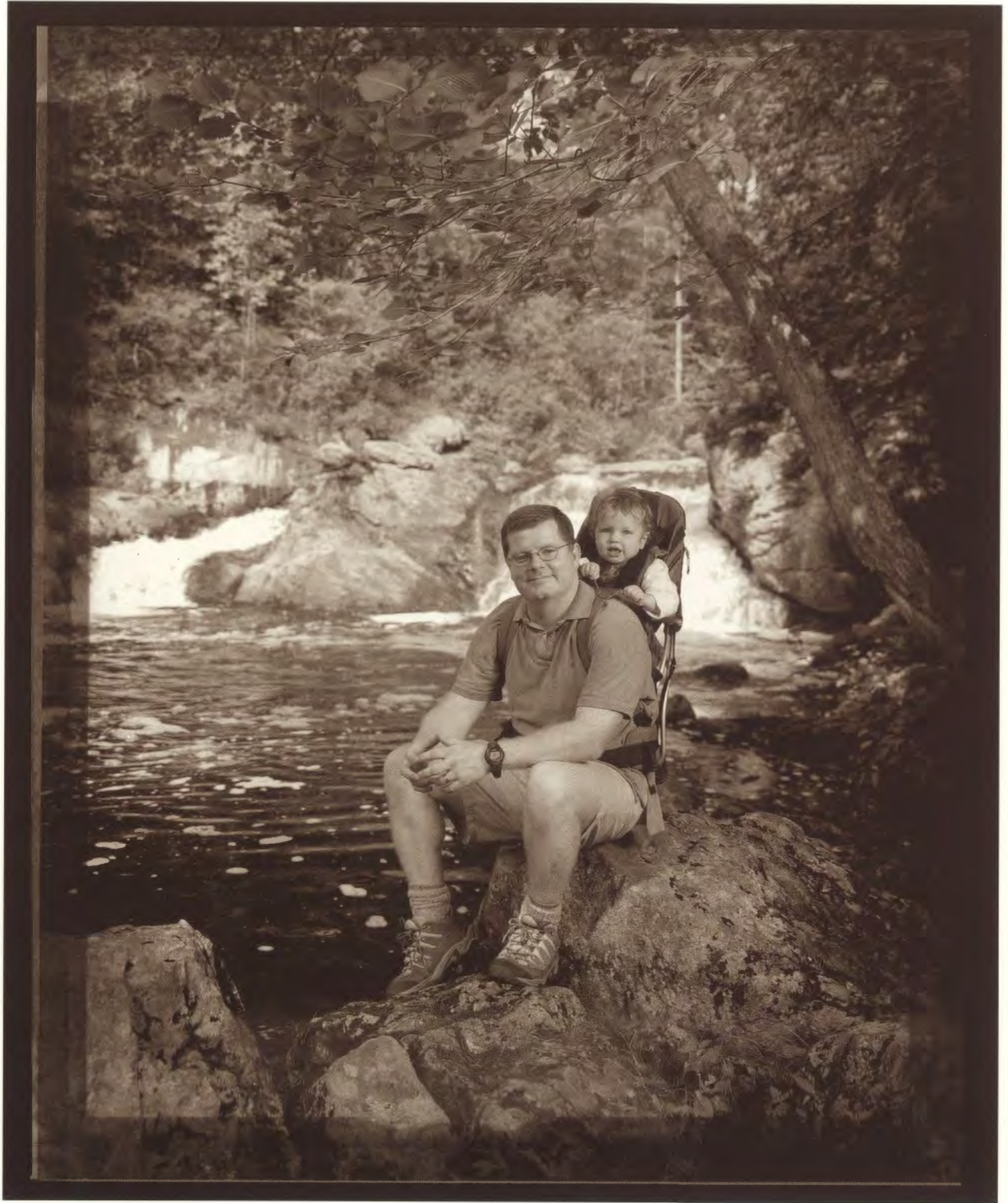
When her depression mystified the doctors by not responding initially to medication, Jago reached deep within and turned to writing. "Writing was part of the process of coming out of the depression," she says. She went on to complete an autoethnographic story titled "Chronicle of an Academic Depression" that was published in the *Journal of Contemporary Ethnography*, December 2002.

"I'm not exaggerating when I say that Barbara Jago changed my life," says Daniel Edwards, a psychology major and nontraditional student. "She encourages you to write and share your experience in a way not taught in other classes. I really learned so much from her. If I remember one professor, it will be Barbara Jago. She's so real, so honest, and so willing to share."

"I was so happy to see her get that award," adds Edwards. "She is willing to put her vulnerability forward and use that as a position of strength. If you don't learn anything else, she models that there is strength in vulnerability."

"What comes out in Barbara's teaching is both passion and a genuine dedication to open, respectful yet critical inquiry," writes former student Valerie Brown. "She's willing to step out of that comfort zone... but at the same time she's always respectful of students' intellectual and emotional positions, and the ethical space of the classroom."

—Denise Hart



JOHN R. BECKER BLEASE
ASSISTANT PROFESSOR OF FINANCE

WHITTEMORE SCHOOL OF BUSINESS AND ECONOMICS
EXCELLENCE IN TEACHING

John Becker Blease

EXCELLENCE IN TEACHING

IN TEACHING, there is the “ah ha” moment.

It’s the moment when something clicks in a student’s mind and he or she “gets it.” It’s what John Becker Blease, assistant professor of finance, strives for when teaching students and what he experienced as a student when searching for his academic path.

“I greatly enjoy that ‘ah ha’ moment. You can tell when a student suddenly understands an idea—and most good instructors get a great deal of joy out of seeing that moment,” says Becker Blease, who received the Whittemore School of Business and Economics Teaching Excellence Award.

To Becker Blease, teaching students who fundamentally understand what he is teaching—not those who do well by memorizing what they need to know—is a gold mine. They are the students who not only leave UNH with a degree, but with an education.

“I definitely know the students who remind me of myself, and I don’t want them to do what I did,” he says, referring to his method of learning as an undergraduate. It wasn’t until Becker Blease started his Ph.D. that he fundamentally understood how to learn.

“If I have any skill in the classroom, I think a lot of it comes from being on the side of the equation of the disinterested student. I know the professors who did not bore me,” he says.

Becker Blease joined the Whittemore School in fall 2001. He did his doctoral work in finance at the University of Oregon, and received bachelor’s degrees in history from the University of New Hampshire, and in finance and insurance from the University of Florida.

His current research focuses on the governance of corporations. “The recent scandals in the business world have heightened interest in how best to govern a corporation. Is there such a thing as a ‘good’ board of directors, and if so, what is it? My research attempts to answer this question,” he says.

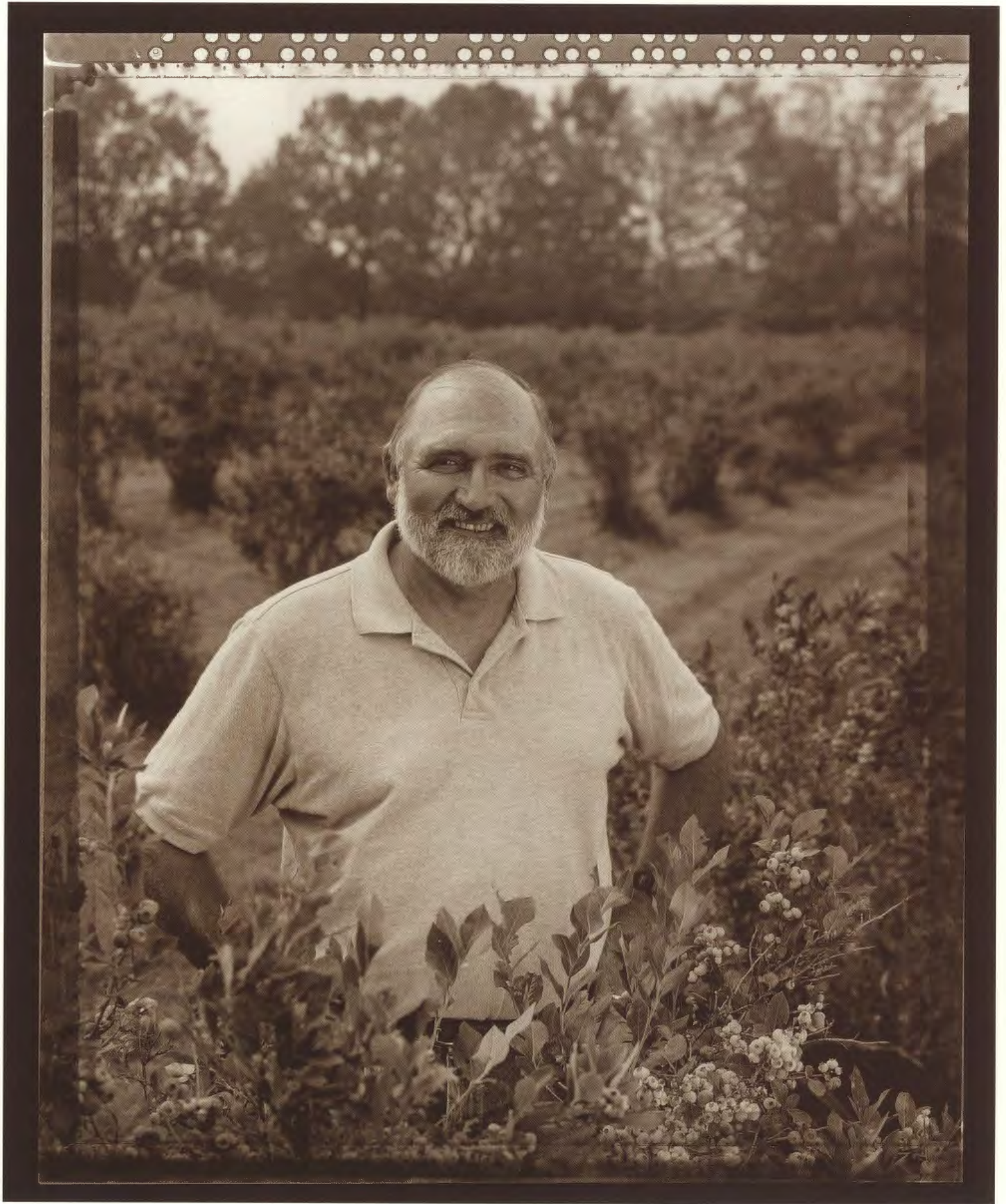
This professor works to engage students in conversations about finance and how to organize their knowledge to solve everyday business problems. It’s a method of thinking he learned from one of his undergraduate mentors at UNH, Greg McMahon, associate

professor of history. This kind of thinking—creating a framework for the big picture that allows details to fall into place—not only works in the classroom, but also in life.

“There is absolutely no way, as a professor, that I can teach students everything they need to know. What I try to do is to teach them to teach themselves, providing them the critical and analytical ability to approach a new situation, take their knowledge and apply it in a unique way to resolve the situation,” he says.

While a Ph.D. in finance can be lucrative in private industry, Becker Blease always knew his career would be in academia. “I knew with absolute certainty that this was what I wanted to do. I love the exploration of the topic and issues surrounding managerial motivation. But I also really enjoy teaching. I love the process of education far too much to have walked away from it,” he says.

—Lori Wright



JOHN C. BOZAK JR.
EMERITUS PROFESSOR OF FORESTRY

THOMPSON SCHOOL OF APPLIED SCIENCE
EXCELLENCE IN TEACHING

John Bozak

EXCELLENCE IN TEACHING

AS A YOUNG MAN, John Bozak spent several years in the western Oregon Cascades, working with the U.S. Forest Service in old growth forests of Douglas Fir and Western Red Cedar. Some trees were well over 200 feet tall and greater than 10 feet in diameter at chest height. Many were 400-500 years old, or even older. More recently, in North Carolina's Joyce Kilmer Memorial Forest, he recalls the stands of ancient Tulip (or Yellow) Poplars and describes them as "huge and magnificent specimens."

"What has always impressed me is the tremendous responsibility we foresters—and the public as well—have in managing, conserving, and protecting these ancient trees whose natural life spans are many times our own," Bozak says.

As a professor of forest technology for the past 36 years, the heart of Bozak's work has been teaching his students to appreciate the complexities and responsibilities of sound forest management. "We've always taught our students that forest resources—the wood, wildlife, soil—are renewable and useful," he says, "but the real challenge is to underscore the importance of making our forests sustainable."

Keenly aware of increasing pressure on New England's land base, Bozak encourages

his students to put their knowledge and skills together to create viable solutions. In one course, students develop a long-term management plan in partnership with a private landowner. The result is a two-way education that benefits all participants. "It's a little bit of insurance that good management will continue," he says. "Even though the forester may change, or the landowner may change, that plan stays with that piece of land." That is important, particularly in New Hampshire where currently 10,000 acres are lost to development each year.

Providing hands-on opportunities is typical of Bozak's pragmatic approach. "He has real experience in forestry," says Stephen Eisenhaure, a recent Thompson School graduate and current master's degree candidate in Natural Resources. "It's a lot easier learning from someone when you know they've done it before and done it well."

"He's an amazing teacher," adds Bozak's colleague, Associate Professor Kate Hanson, "effective and patient—and he treats both students and peers with respect."

And don't forget his sense of humor, adds Geoff Jones, director of Land Management for the Society for the Protection of New Hampshire Forests, who has known Bozak

as a professor, a colleague, and a friend. "He's always had a wonderful way of inviting people to learn," he says of the punster who is famous for sprinkling his lectures with jokes and funny cartoons.

Now Bozak says that it's time to shift gears. He has retired and will certainly miss the close-knit environment of the Thompson School. But, he says, "I have a woodlot to manage and our 75-acre farm in Maine. The one my wife, Christine, grew up on."

As perhaps his final official duty, Bozak served as faculty marshal at Commencement. True to form, he couldn't resist surprising his listeners by infusing his remarks with poetry. On this occasion he chose former UNH professor Clark Steven's poem "Something About a Tree." "It draws some parallels between the natural world and ourselves," he told his audience. Steven's second verse seemed written expressly for Bozak:

*If I could learn to alternate the days
Of strong production with the days of rest
And in my older years provide the best
Of strength, of beauty, and of shaded ways
How fortunate indeed my life would be,
If I had all the power of a tree.*

—Sarah Aldag

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JEFFRY M. DIEFENDORF

Photographed on June 10, 2004, at his home in Kittery, Maine, overlooking Spruce Creek.

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ROSS J. GITTELL

Photographed on August 4, 2004, in Manchester, N.H.

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CHARLOTTE M. BACON

Photographed on June 24, 2004, in her back yard in Portsmouth, N.H., with son, Toby, and dog, Dylan.

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THOMAS M. LAUE

Photographed on August 9, 2004, in his back yard, Lee, N.H.

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BARBARA H. KRYSIAK

Photographed on September 21, 2004, at Morrill Hall, University of New Hampshire.

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CHARLES H. GOODSPEED

Photographed on September 14, 2004, at the site of the Mill Street Bridge Project, Epping, N.H.

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CAROLE K. BARNETT

Photographed on September 3, 2004, on her back porch, Portsmouth, N.H.

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IHAB H. FARAG

Photographed on August 19, 2004, in the studio, Photo Services, University of New Hampshire.

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RAYMOND A. COOK

Photographed on July 2, 2004, in his yard with his daughter Ana and son Thomas, West Newburyport, Mass.

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ROBERT J. BARCELONA

Photographed on August 17, 2004, in the Hamel Recreation Center, University of New Hampshire.

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PIERO GAROFALO

Photographed on September 14, 2004, in front of the Strand Theater, Dover, N.H.

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JOHN T. KIRKPATRICK

Photographed on August 31, 2004, under the Memorial Bridge, Portsmouth, N.H.

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NICHOLAS J. SMITH

Photographed on September 9, 2004, in the faculty lounge, Hamilton Smith Hall, University of New Hampshire.

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FRANK G. RODGERS

Photographed on July 29, 2004, with his daughters Vikki and Paula, Pine Hill Cemetery, Dover, N.H.

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BARBARA J. JAGO

Photographed on August 10, 2004, near Wallis Sands State Beach, Rye, N.H.

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JOHN R. BECKER BLEASE

Photographed on August 27, 2004, with his daughter Lena at the Isinglass Falls, Gonic, N.H.

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JOHN C. BOZAK JR.

Photographed on July 23, 2004, at Berry Best Farm, Lebanon, Maine.

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