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UNIVERSITY OF NEW HAMPSHIRE



FACULTY EXCELLENCE

2000

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MODELS OF EXCELLENCE

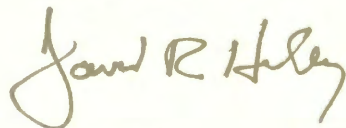
Every day UNH faculty illustrate our high academic standards as they share their talent and wisdom in classrooms and beyond. So it's no small feat when sixteen are selected as "models of excellence." They've not only achieved the standard, they've taken it to another level.

"Excellence," a publication for UNH and outside communities, celebrates annually those faculty members whose performance in the classroom, in the laboratory, or in the community has earned exceptionally high marks from colleagues and students. Nominations for "Excellence" awards speak volumes about the intellectual energy on campus and the dedication to teaching, research, and public service.

The "Excellence Class of 2000" is a select group, to be sure, but it also represents the University faculty as a whole, and a rich variety of expertise from the science of motion to the popular revival of Shakespeare.

The following profiles introduce us to the people behind the profession, their motivation and inspiration. Even if you've met them before, you're bound to learn something new—a professor with a mountain named for him, a producer for ESPN, a former pro baseball player, a technical rock climber, and a friend to the amphibians

Congratulations to the award winners featured in the following pages. You exemplify our academic ideals and challenge us to achieve excellence in our own lives.



DAVID R. HILEY
Professor of Philosophy
Provost and Vice President for Academic Affairs

THE SCHOLAR MEETS THE WRITERS

ENGLISH PROFESSOR JEAN

KENNARD keeps in her desk drawer an old class record book with a brown vinyl cover—an archive of courses she has taught at the University since 1975, every student's name handwritten, every grade recorded.

There is one course roster from the 1970s that reads like a list of stars, but who could have known then? Women such as National Book Award Winner Alice McDermott, *New York Times* writer Denise Grady, former *Esquire* editor Marilyn Johnson, novelist Ursula Hegi, writers Becky Rule and Susan Wheeler. Kennard developed the course at the students' request. It was called "The Reader Meets the Writer."

For each class, she distributed two anonymous typewritten stories: one the published story of a contemporary woman writer, the other a story written by someone in the class. "We would discuss the strengths and weaknesses of each story," Kennard says. "It was to show these gifted women that, published or not, their writing was important. No matter if their names were Margaret Atwood or Alice McDermott." It was the class where Hegi began writing her first novel, *Intrusions*.

"The experience was marvelous," McDermott remembers. "Jean's intelligence, her generosity of spirit, the incredible breadth of her knowledge of literature, made the course extraordinary."

KENNARD AND HER PARTNER, UNH ENGLISH PROFESSOR SUSAN SCHIBANOFF, HAVE CLIMBED EVERY MOUNTAIN IN NEW ENGLAND OVER 4,000 FEET IN ELEVATION, MAKING THEM OFFICIAL MEMBERS OF THE APPALACHIAN MOUNTAIN CLUB'S "4,000-FOOTER CLUB."

Most members of that class still get together regularly, last meeting in June in New York City. "Part of the reason we stay together," Wheeler says, "is because of Jean. We are incredibly devoted to her."

Kennard was the first woman to be named full professor in the College of Liberal Arts, first female department chair, one of the founders of Women's Studies, the first professor to teach a gay/lesbian literature course with colleague Jack Yeager.

While she is a consummate scholar of the 19th- and 20th-century novel; known widely for her feminist scholarship; author of three books and dozens of essays, reviews, and articles on modern British and American literature; Kennard has also worked to make the University a more equitable place for women and the gay, lesbian, bisexual, and transgender (GLBT) community. When she began teaching at UNH in 1975, there were three women in her department. She hired six more while she was department chair from 1978 to 1981. Not only hired them, but mentored each of them up through the ranks, according to her colleagues. She worked with others on salary equity for women faculty. She was the first liaison between the campus

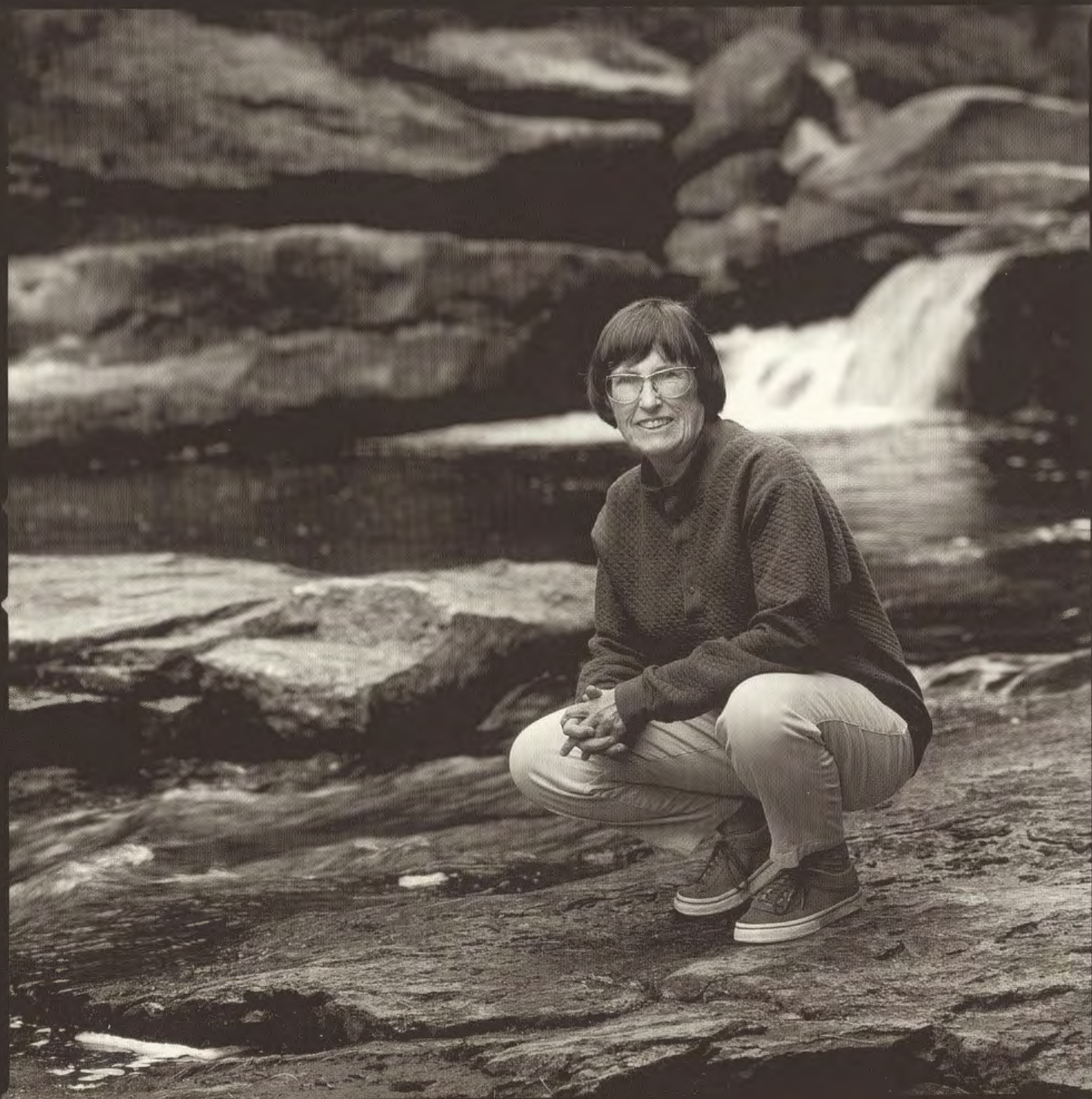
GLBT community and former UNH President Dale Nitzschke. She served as a strong bridge between a community which, in the early 1990s, felt unrecognized, if not invisible, and a president who felt beleaguered, if not baffled, by this relatively new and increasingly vocal group.

Among other awards, Kennard was the recipient of the Distinguished Teaching Award in 1986, the University Press of New England Prize in 1988, the Women's Commission Award in 1993, and a 1994 faculty award for her outstanding work in the GLBT community.

But to me, Jean Kennard was simply the best professor I ever had. Her course, called "Crazy Ladies," was demanding. We flinched at the mimeographed reading list. Most of the titles were obscure to us. Yet, we promptly devoured them, wrote papers, dared to offer ideas and argue opinions in class. *Surfacing* by Margaret Atwood, *The Diviners* by Margaret Laurence, *The Yellow Wallpaper* by Charlotte Perkins Gilman, many others. Novels we would share with our mothers. Women in the class wore thrift store capes and leather clogs. Some of us smoked clove cigarettes. Jean Kennard, chair of the English department, was our professor. We adored her. It didn't get any better than that.

—KIM BILLINGS
UNH News Bureau

DISTINGUISHED PROFESSOR



Jean E. Kennard

PROFESSOR OF ENGLISH

THERAPY FOR LIFE

MAUREEN NEISTADT'S RESEARCH ON LEARNING

THEORY for people with traumatic brain injuries has transformed how occupational therapists work with those clients. When her research on learning theory expanded to education within the field, she transformed that, too.

For decades, occupational therapists used parquetry blocks for clients with brain injuries to build perceptual skills. Theoretically those skills should transfer to basic life skills such as making coffee. But most often, the skills did not transfer. That's what interested Maureen Neistadt as a graduate student: What would be the most effective way to teach basic skills? What types of learners benefited from what types of therapies?

The associate professor recalls one client, an associational learner. "After a couple of weeks, every time he saw me in the rehab center's kitchen, he made a cup of coffee," recalls Neistadt wryly.

Although a sighting of Neistadt was not supposed to be a prompt, anyone who's met her can easily understand the association—why not make a cup of coffee and have a nice chat?

"The main thing that I liked about her as a teacher," says occupational therapist Andrew Egan '98, "was that no matter how complex the information might be, she always presented it with compassion for the client."

Occupational therapist Jim Sampson '96, collaborates on research with Neistadt while working on his master's degree. "When I asked her about her mentors," says Sampson, "she mentioned a colleague who helped her understand that it's okay to cry with a client and to honor those emotions. It doesn't have to interfere with being professional."

Neistadt first started publishing articles about "classroom to clinic" teaching in 1987. "For the past 16 years, I've brought clients into the classroom," says Neistadt. "Students respond very positively. The learning becomes real, and it's a safe

environment for them to practice. The individuals who come in are fairly articulate about their experience and can coach a student through, say, a muscle strength test. Then, the students have people to remember, rather than just a dry list of functions."

The clients learn as well. Danny, a computer programmer with quadriplegia, has been coming to Neistadt's classes for 15 years. "Sometimes students will challenge him," says Neistadt. "They'll ask him about his leisure activities and that kind of session will cause him to explore other leisure activities such as skiing."

Neistadt extends this "classroom to clinic" model further by enlisting undergraduates and novice occupational therapists as collaborators in her research.

"I always thought I'd want to do research as an occupational therapist," says senior Kristina Caron, who worked with Neistadt this past year. "Now I know I can do it."

With colleague Associate Professor Betty Crepeau, Neistadt edited the recent, highly acclaimed "OT bible." *Willard and Spackman's Occupational Therapy*, ninth edition, is organized around the questions that occupational therapy students ask as they

progress through the curriculum. It is immensely readable, salted with case studies and historical notes. "We really wanted to reassert a holistic approach," says Neistadt, "an approach that the field began with." Their approach also integrated teaching, research, and practice into a continuum.

And for that associational learner with whom she began her research, and for many others like him, he got to practice basic skills with elements that mattered to him—water, coffee, and cup. And this practice brought him closer to going home.

—CARRIE SHERMAN
University Publications

AS A CHILD, NEISTADT READ NANCY DREW MYSTERIES AFTER BEDTIME, BY THE HALL LIGHT. FAVORITE BOOKS NOW INCLUDE CATCH-22 BY JOSEPH HELLER, EVEN COWGIRLS GET THE BLUES BY TOM ROBBINS, AND ANYTHING BY BARBARA KINGSOLVER. BUT HER ALL-TIME FAVORITE AUTHOR IS LOUISA MAY ALCOTT AND HER BOOKS: LITTLE WOMEN, LITTLE MEN, AND UNDER THE LILACS.

OUTSTANDING ASSOCIATE PROFESSOR



Maureen E. Neistadt

ASSOCIATE PROFESSOR OF OCCUPATIONAL THERAPY

SOCIETY'S STORYTELLER

WHEN CLIFF BROWN was a social worker in Philadelphia, an African-American woman in her 80s, poor and infirm, told him how as a young woman in the 1930s she had walked from rural South Carolina to Philadelphia in search of a better life. The journey took her several months.

Brown, who grew up in Virginia and was raised by Quaker parents, had heard stories about the old South and the Civil Rights Movement since he was a child. At Earlham College in Indiana, he had majored in sociology, studying under Professor Steve Butler, whose field of expertise was race relations.

Brown listened well.

"I rely on stories like that one when I teach," says Brown. "Every so often I tell my students a story or two about what it was like to be a social worker. I think it helps them to really understand some of what we read that pertains to inequality."

At Emory University, he studied with Professor Terry Boswell and expanded his interest in race relations to include labor relations. From his graduate research, Brown developed his first book, *Racial Conflict and Violence in the Labor Market: Roots in the 1919 Steel Strike* (Garland, 1998).

In this book, Brown does what he asks his students to do in their research papers. He asks: What have other researchers overlooked? What is novel about this approach? What evidence do I find most compelling?

In an era commonly known for African-American strike breakers, race riots, and lynchings, Brown's research analyzed those communities where racial coalitions were built and where violence did not occur. No one had done that before.

"So much of American history has been about violence," notes Brown. "The overriding ethos is conflict, but there are these other moments."

Brown brings this thoroughness and originality to his teaching. By the second or third week of class, he knows everyone's name, and each class is orchestrated for optimum information and participation. He expects students to be completely prepared and calls on them, freely. In turn, he returns papers promptly, often attaching an extra sheet to accommodate further typed comments, listing articles and resources that might be of further interest. In addition to office hours, he communicates by e-mail. More in-depth course information is on the Web. Semester after semester, his student evaluations come in close to a perfect 5.0.

"He can lead a class discussion so that it's student-centered," says Melissa Lassonde, a senior sociology major and editor of the sociology department's student journal, *Perspectives*. "I remember one class where we talked about school funding, the Claremont [N.H.] case, and

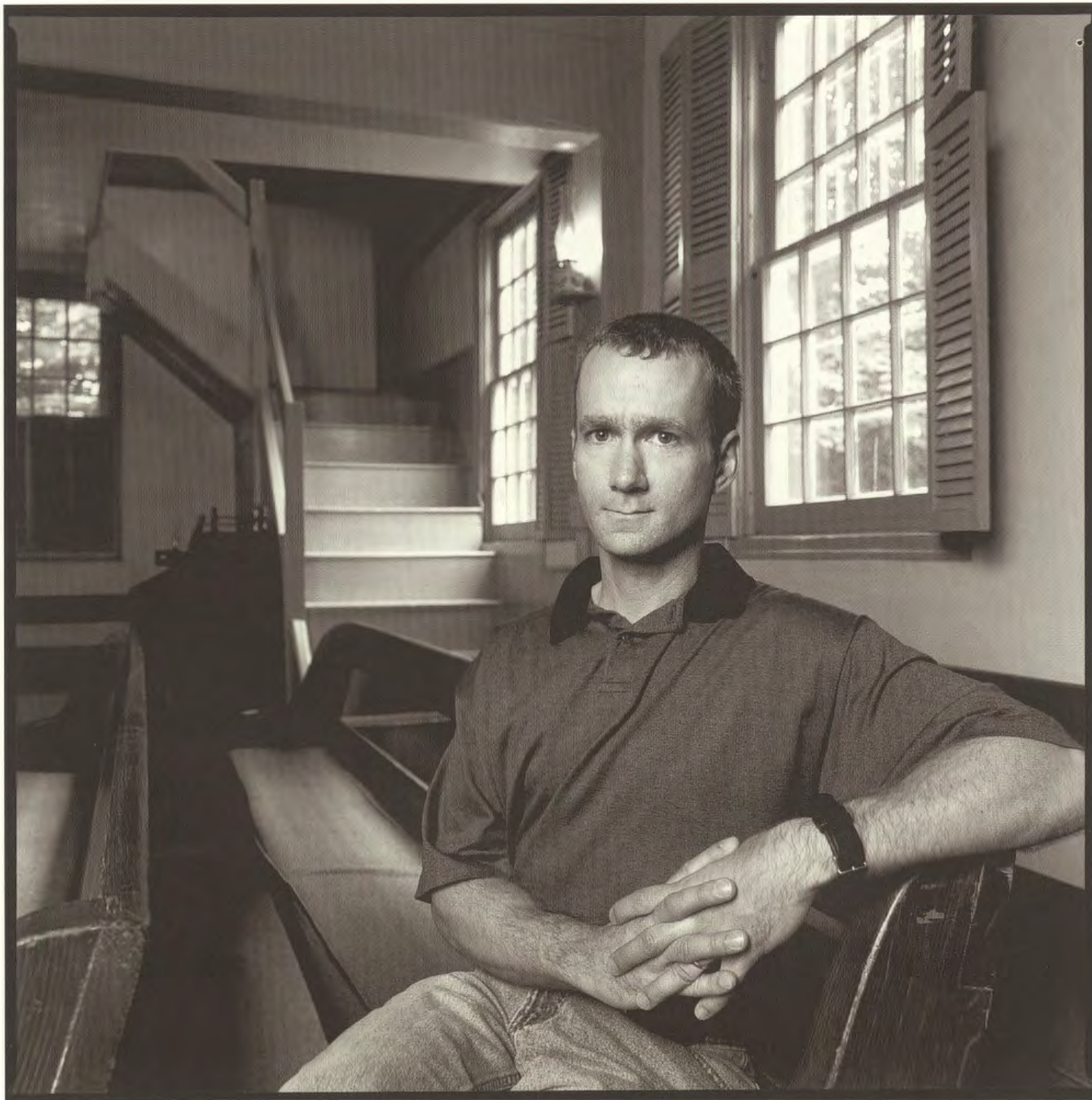
[Jonathan] Kozol's book, *Savage Inequalities*. One student, who was from Claremont, really argued that the school system there was fine and felt that she had been well educated. It was a great class."

Brown's aim as a teacher is to get students to see issues from a different perspective. "I want them to know what someone's argument is and what the evidence is," says Brown. "If they reject it, I want to know why and what their evidence is."

— CARRIE SHERMAN, *University Publications*

BROWN HAS PLAYED GUITAR FOR NEARLY 20 YEARS AND IS LARGELY SELF-TAUGHT. "I HAD A DOZEN OR SO RECORDS BY LIGHTNING HOPKINS AND FOUND I COULD FIGURE OUT HIS SONGS AND PLAY ALONG," RECALLS BROWN, WHO NOW PLAYS HIS GUITAR—A 1937 GIBSON L-00—EVERY DAY, JUST FOR FUN.

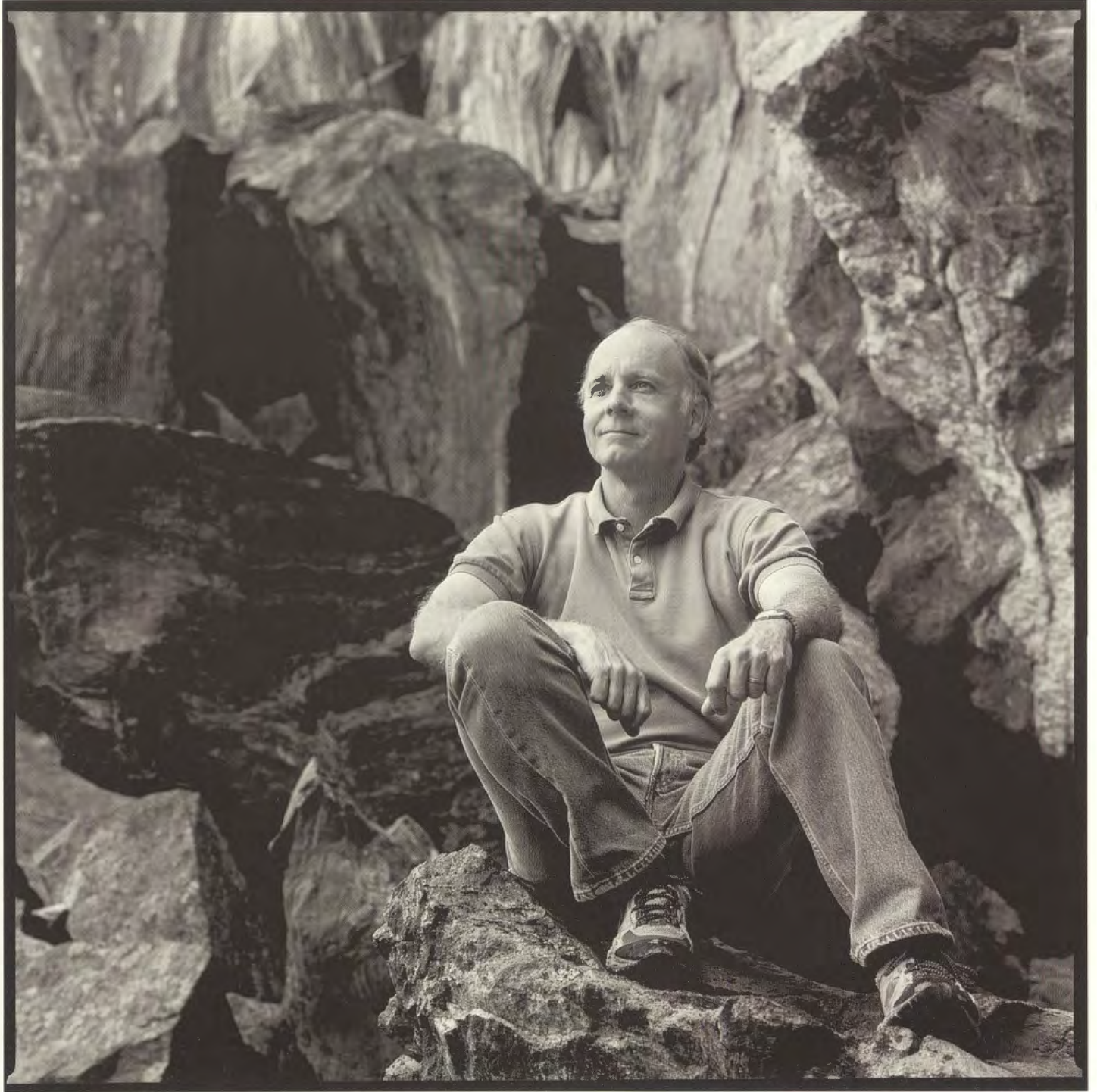
**OUTSTANDING ASSISTANT PROFESSOR
AND TEACHING EXCELLENCE**



Benjamin C. Brown

ASSISTANT PROFESSOR OF SOCIOLOGY

EXCELLENCE IN RESEARCH



Lawrence C. Hamilton

PROFESSOR OF SOCIOLOGY

STUDIES FROM THE CUTTING EDGE

UNH PROFESSOR LAWRENCE HAMILTON has a favorite classroom slide show that he calls “Heaven and Hell.” It takes a pictorial journey through two areas he has visited for his research—north Norway and northwest Russia. The Norway pictures depict the beautiful Lofoten Islands, with jagged mountains above blue fjords and small fishing villages. In stark contrast are photos from the Monchegorsk and Nikel industrial complexes on Russia’s Kola Peninsula, where acid rain has burned forests over hundreds of square miles. Still, people are reluctant to close down these polluters, which provide needed jobs.

“There are too many people living on the Kola Peninsula in the first place,” Hamilton says. “Even under the best conditions, this area could not support the current population of two million. Since the end of the Soviet era, life expectancy for men in the region has declined faster than almost any place on Earth—it’s now in the 50s.”

Geography plays a major role in Hamilton’s work as a researcher. He studies interactions between environments and social systems, in arctic regions from Alaska to the far northern Atlantic. Since 1996, with funding totaling more than \$1 million from the National Science Foundation, Hamilton has studied coastal communities in Greenland, Newfoundland, Iceland, and Norway. These places, Hamilton explains, have depended on fishing for generations, but a combination of over-fishing and environmental changes has led to crisis times. Governments, families, and individuals struggle to adapt.

Within the last few years, Hamilton’s work has received support from the National Science Foundation, the European Union, the Nordic Council, the Norwegian Polar Institute, and several funding sources in Canada.

His research includes documenting life histories of individuals and fishing families, compiling socioeconomic databases on the changing conditions in hundreds of fishing-dependent communities, and analyzing these data together with information about ecological and physical changes in the sea.

“For one of my slide shows about the Atlantic, I start by saying, ‘this is a very large story and I’m going to begin it in the smallest place I’ve ever been—the village of Quassimiut in south Greenland.’” Hamilton sees the village as a microcosm of the human condition in the twenty-first century.

“It is located on an island in a fjord. Nothing but rocks and houses built on rocks. The village was established for cod fishing, but the cod are gone. As a Newfoundland fisherman once remarked, ‘Cod is the reason we live where we do.’ Quassimiut’s people are living on their rock, counting on a resource that is now exhausted. What is Plan B?”

AS A TEENAGER GROWING UP IN COLORADO, HAMILTON BECAME INTERESTED IN CLIMBING MOUNTAINS. HE HAS BEEN A TECHNICAL ROCK CLIMBER FOR MORE THAN 30 YEARS, AND SAYS HIS FAVORITE PLACE IS THE UTAH CANYONLANDS WITH ITS “BIG VIEWS, STARS AT NIGHT, COYOTES, AND RED WALLS.”

Hamilton’s interests take him into the Arctic because, he says, “The Arctic environment is very ‘there.’ You can’t step outdoors without it hitting you in the face. Everyday life depends on this overwhelming, dramatically changeable environment.” Global climate change, he says, will be felt first and worst in the Arctic.

“We’re linking social changes with marine biology and ocean climate, to learn about the interactions between human and natural systems,” Hamilton says of his research. “In a sense, we’re shining a social science light under the water.”

The goal this year is to bring together biological and oceanographic data that connect with the human changes already documented on land.

“Global warming is not like a thermostat that is gradually turned up,” Hamilton says. “Climatic change tends to be much lumpier than that. It might be sudden and uneven, creating winners as well as losers. Our research could teach us something about the greater changes ahead.”

—MARY PETERSON & TRACY MANFORTE
University Relations

KID TESTED, INDUSTRY APPROVED

STERLING TOMELLINI knows the recipe for Oobleck, the green goo made popular by Dr. Seuss. He can also create bubbles big enough to step inside and conjure up rainbows from nothing but black ink. But Tomellini is no magician; and his tricks are more than mere entertainment. The UNH chemistry professor is a man with a mission.

Tomellini is intent on improving science teaching in elementary schools. Which is where the Oobleck, bubbles, and rainbows come in. Tomellini's science appears in surprising packages, but each experiment demonstrates important concepts, from surface tension and buoyancy to specific gravity and chemical separations.

Tomellini's methods work, according to Sally Riley, curriculum coordinator for Rochester schools. "There has been a noticeable impact on the quality of science instruction in Rochester's elementary schools," says Riley, who was principal at the Chamberlain Street School and co-director of Tomellini's week-long Summer Science Camp for elementary school students and teachers in 1998 and 1999.

Mornings of teacher training were followed by afternoon sessions in which teachers conducted hands-on experiments with small groups of children. "This immediate practical application is often missing from professional development," says Professor Chris Bauer, who worked with Tomellini, along with UNH chemistry staff members Amy Lindsay and Kathy Gallagher and local high school teacher Barbara Hopkins.

Tomellini has also worked with Hopkins on the New Hampshire Science Instrumentation Program, explaining to high school teachers the theory and use of analytical instruments for measuring chemical samples. Participating schools bring shared instruments into their classrooms to provide students with valuable modern research experience.

Whether he's working with school children, teachers, or industry professionals, Tomellini, an analytical chemist, focuses on practical applications to solve real-life problems. "Sterling is passionate about helping others," says Howard Mayne, chair of the chemistry department. "He has devoted much of his career to being of service to those he feels are in need."

Mayne has dubbed Tomellini the "Good Samaritan" of small New Hampshire industries. When people call, he does whatever he can to help. Tomellini has been asked to study flames, analyze gases, examine water content, monitor corrosive solutions, and troubleshoot problems with analytical instrumentation. Along the way, he has even helped save New Hampshire jobs.

"Several years ago we seriously considered moving our company to Massachusetts," says Don Trenholm, president of Custom Analytical Services in Londonderry. "The relationship with Sterling and the University was a big factor in our decision to stay. We didn't want to lose that relationship. Sterling has been instrumental to our success."

His UNH students, of course, also benefit from Tomellini's outreach efforts. His relationships with New Hampshire companies have helped students land a variety of industrial positions, and many have gone on to rapid promotions at well-known international companies.

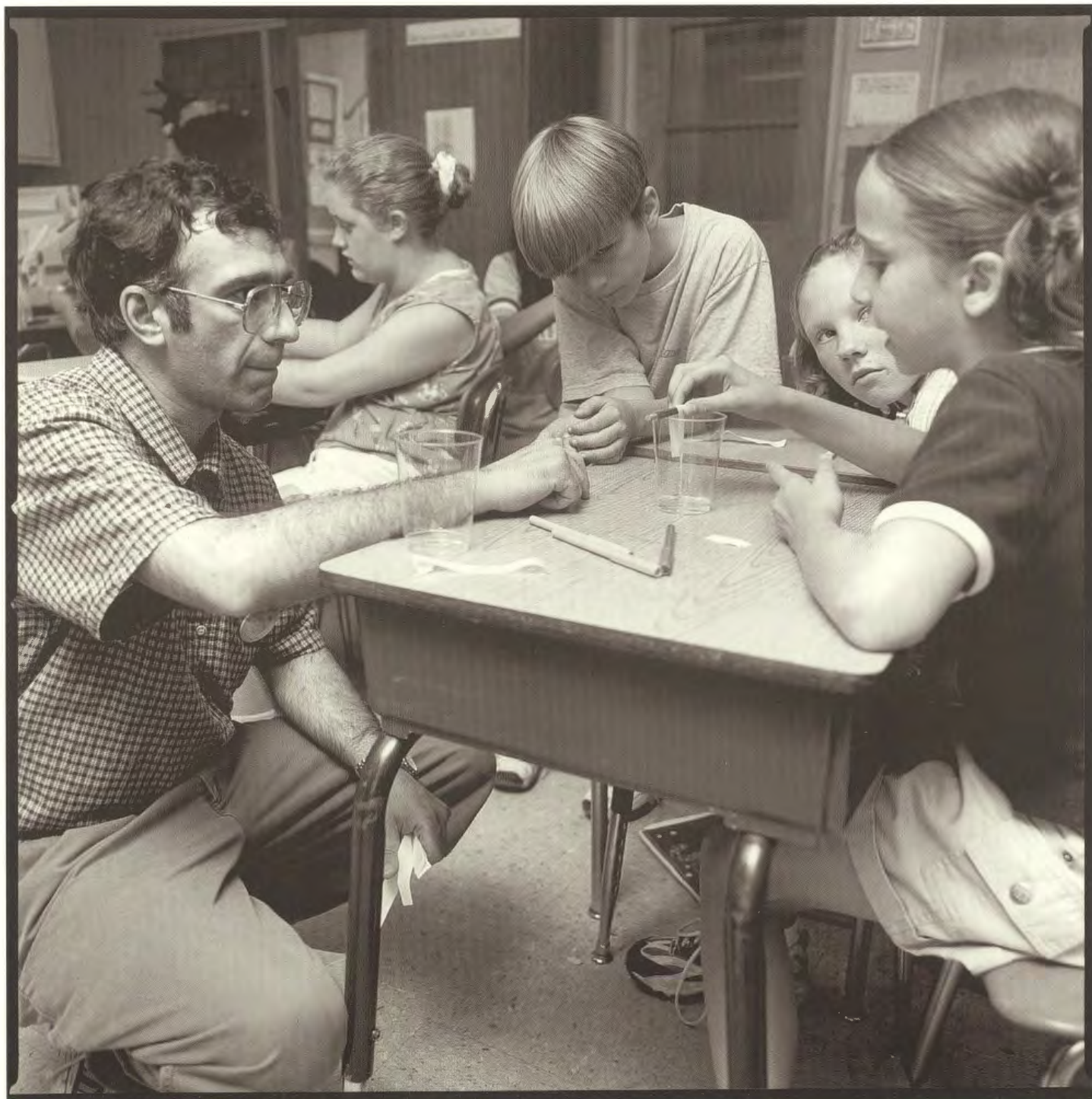
Tomellini is matter-of-fact about his outreach. "I consider it an extension of what we do here at the University," he says. "You can't expect people to be supportive of the University if they don't see what we're doing to help them." For Tomellini, "public service" is part of the job. It's just something you do—whether it's providing critical answers to industry or offering grade-schoolers a glimpse of the science of bubbles.

TO MAKE YOUR OWN OOBLECK, ADD FOUR DROPS OF GREEN FOOD COLORING TO 1 1/4 CUP WATER. ADD ONE BOX OF CORNSTARCH, THEN ADD ANOTHER HALF-CUP OF WATER. KEEP "LIFTING" THE OOBLECK FROM THE BOTTOM OF THE BOWL BY SLIPPING YOUR FINGERS UNDER IT, UNTIL AN EVEN CONSISTENCY IS REACHED. (THE MIXTURE SHOULD FLOW WHEN YOU TIP THE BOWL, BUT FEEL LIKE A SOLID WHEN YOU RUB YOUR FINGER ACROSS THE SURFACE.) DO NOT POUR OOBLECK DOWN THE DRAIN AS IT WILL LIKELY CAUSE A CLOG.

(ADAPTED FROM "OOBLECK: WHAT DO SCIENTISTS DO?" FROM THE GREAT EXPLORATIONS IN MATH AND SCIENCE TEACHERS GUIDE.)

—SUKI CASANAWE, *College of Engineering and Physical Sciences*

EXCELLENCE IN PUBLIC SERVICE



Sterling A. Tomellini

PROFESSOR OF CHEMISTRY

ALUMNI AFFAIRS AWARD FOR EXCELLENCE IN PUBLIC SERVICE



Thomas P. Fairchild

PROFESSOR OF ANIMAL SCIENCE

NEW HAMPSHIRE'S AGRICULTURAL ICON

THOMAS FAIRCHILD—extension dairy specialist, project leader, professor, former chairperson, former dean, and interim president of the University 1994-95—is at his desk scrutinizing the color photos of cows A,B,C, and D from the Jersey Class.

There are four cows in each class and three views of each cow. This is the 70th annual Cow Judging Contest 2000 run by *Hoard's Dairyman*, the “bible” of the dairy industry. One cow will be chosen Supreme Winner.

“I’d say Cow C,” Fairchild decides, after only a moment’s hesitation. “Some of my students like A, but I favor C overall.” He points to cow A. “The main thing I don’t like about this cow is that she’s a little too heavy—she’s not blended in at the shoulder and she has a lot of dewlap [loose skin hanging from her neck]. All three of these other cows are cleaner.”

The UNH team Fairchild coached this year was one of 14 college teams—out of the 119 competing—to be recognized in the May 10th issue of the magazine.

FAIRCHILD GREW UP IN WESTCHESTER COUNTY, N.Y., THE SON OF A PRESBYTERIAN MINISTER. “A LOT OF DAD’S PARISHIONERS WERE MEN IN GRAY FLANNEL SUITS,” HE SAYS. “THEY WENT TO NEW YORK EVERY DAY AND CAME BACK EVERY NIGHT. THEY WANTED TO BUY THE TROPHY HOME, THE TROPHY BOAT. IT WASN’T FOR ME.”

Cows and students are Fairchild’s passions, and in a 30-year career at UNH, the passions have usually converged. Recent case in point: after returning to the faculty in 1995—having served the University for a year as interim president—when another person might have gone into semi-retirement, Fairchild developed the nationally-recognized CREAM Program (Cooperative for Real Education in Agricultural Management), in which 20 students, most with no prior experience, have responsibility for a 26-cow milking herd. Three times each day, including weekends, students milk, feed, and care for the herd.

“You see a tremendous change in the CREAM students as the semester goes on,” says Tina Savage, assistant herd manager. “They come out of their shells, speak up at meetings. Tom is very open with the students and they feel comfortable with him.”

John and Lorraine Merrill, of Stuart Farm in Stratham, N.H., have known Fairchild since 1969, when Lorraine was a freshman at UNH and “one of the dairy members shepherded to Eastern States Exposition by Tom in his first 4-H assignment.” Lorraine says, Tom has been “an old-fashioned role model of integrity, leadership, and citizenship for the thousands of young lives he has touched.” And John adds, “Tom brings the University to every county fairground in the state.”

When he is asked to name mentors who have helped him, Fairchild does not hesitate a moment. He lists two professors—the late C. Hilton Boynton, UNH dairy science professor, and the late Jim Crowley, extension dairyman, University of Wisconsin; an administrator, Jack Lawson, former director of the UNH alumni association and USNH trustee; and Col. Posie Starkey, his superior officer at Fort Knox. He names these four reverentially, using words like “caring, genuine, forthright, honest, open.”

He speaks of them as others do of him—their qualities, his qualities.

“Tom is a New Hampshire agricultural icon,” says Stephen Taylor, commissioner of the N.H. Department of Agriculture, Markets, and Food and USNH Trustee. “He is perhaps the most recognized ambassador of the University in the towns and villages of the far counties.”

A number of years ago, Fairchild was visiting farms to select calves for a sale. This was an important assignment because 4-Hers could later purchase at a discount one of the calves he picked. His oldest daughter, who accompanied him that weekend and saw how much fun he was having, said, “You mean to say you get paid for doing this?” That daughter later went on to get her Ph.D. in bovine reproduction.

—MARY PETERSON
University Publications

MIND OVER MOVEMENT

PERHAPS ONE OF THE GREATEST COMPLIMENTS a teacher can receive is having a beloved pet named after him. Ron Croce is that good. A student, inspired by him to pursue doctoral training, gave his dog the endearing name, “Croce.”

Referred to by his charges as “one of the smartest men I have ever known,” and “a mentor and an inspiration,” Croce, professor of kinesiology, has been honored twice for teaching excellence in his 15-year UNH career. What makes this guy so good?

First of all, he is really interesting.

A conversation with Croce reveals a multifaceted man whose passions range from athletics and music to science and traveling. He grew up in Brooklyn, N.Y., a young Italian boy with dreams of playing center field for the New York Yankees. Always inquisitive, he developed a love of science at a young age. “I was in awe of how scientists, with sometimes the simplest methods, could come up with discoveries that changed how we see the world.”

His father instilled in him a dedication to both academic and athletic excellence. It is fitting that Croce’s personal heroes are Mickey Mantle—the “Commerce Comet”—and Galileo—the Italian physicist and philosopher who was a pivotal figure in modern astronomy.

After receiving his undergraduate degree in pre-med and physical education, Croce traveled to Italy, where he played shortstop and outfield for several years in the Italian Professional Baseball League. “I think every boy dreams of being a ball player,” he laughs. “It was fun while it lasted.”

Croce got the teaching bug while instructing at the American School of Florence, and returned to the states where he earned his Ph.D. in the neuroscience of motor control. He became a teacher because, he says, “I get a real charge turning students on to the subject matter.”

And they, in turn, appreciate his influence. Many write of life-changing experiences. “The excitement and love of science he brought to the study of the human nervous system was contagious to such a degree that I am now pursuing a Ph.D. in neuroengineering,” writes one student. “I have had several outstanding instructors in college but only one I want to emulate,” says another. “That one is Dr. Croce.”

Asked what makes him a great teacher, Croce says, simply, that his field provides the best material to teach. Neuropsychology connects psychological and neurological factors with motor control, a discipline that investigates how the neuromuscular system learns and programs movement. It sheds light on everything from what makes great athletes great to why people, with conditions such as autism and traumatic brain injury, have particular motor problems.

“The structure of the nervous system is prescribed by about one percent of the gene pool,” Croce says, explaining that the human brain contains nearly 100 billion nerve cells, making over 100 trillion synapses. “It’s incredibly complex and involves everything from perceiving, learning, and performing actions, to the ability to be awake, fall asleep, and dream. The very essence of consciousness is embedded within the neural circuits of the brain.”

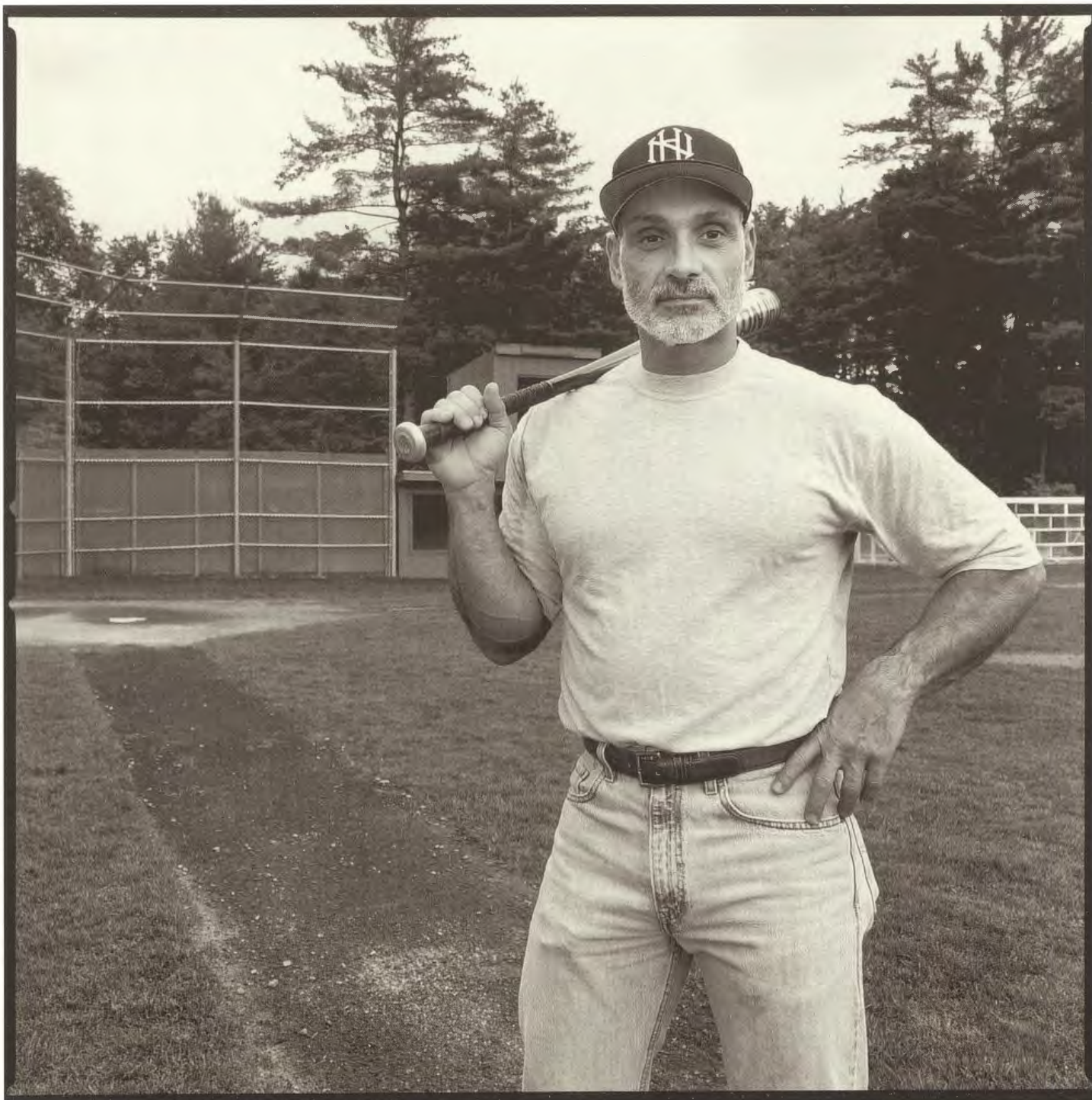
Croce admits the material can be vast and difficult for students to grasp, and he constantly struggles to balance a slew of facts with case studies that make them “real.”

Sometimes, he says, he walks out of class knowing he has “nailed it.” Other times, he misses his mark. But, like the brain and nervous system he studies, Croce is constantly adapting and evolving—as any great teacher would.

WHEN HE WAS PLAYING BASEBALL IN ITALY, CROCE ONCE DINED WITH THE GREAT YANKEE CLIPPER, JOLTIN’ JOE DIMAGGIO. HE ALSO HOLDS DUAL CITIZENSHIP IN ITALY AND THE U.S., AND HOPES TO RETIRE TO TUSCANY FOR PART OF THE YEAR.

—SHARON KEELER, UNH News Bureau

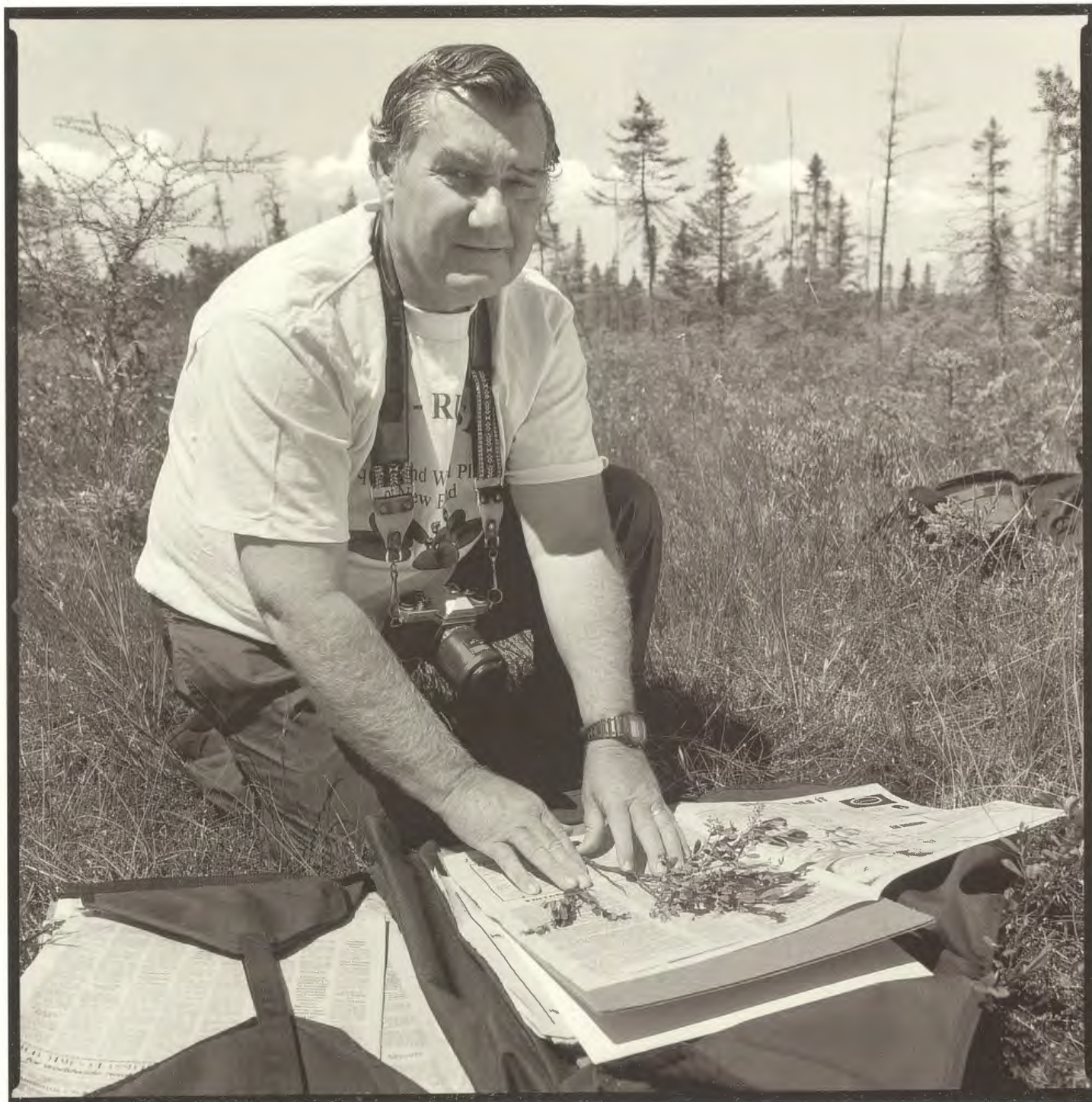
JEAN BRIERLEY AWARD FOR TEACHING EXCELLENCE



Ronald V. Croce

PROFESSOR OF KINESIOLOGY

EXCELLENCE IN INTERNATIONAL ENGAGEMENT



Garrett E. Crow

PROFESSOR OF BOTANY

INTERNATIONAL ROOTS OF RESEARCH

IN THE PHOTOGRAPH ON HIS WEB PAGE, GARRETT CROW stands knee-deep in a *curichi*, a shallow oxbow pond formed by a change in river flow during flooding, near Riberalta, Bolivia. He is surrounded by the huge floating leaves of a plant called *Victoria amazonica*, a giant water lily named for Queen Victoria.

A systematic botanist who specializes in aquatic plants, Crow looks absolutely comfortable in the *curichi*. "I'm always comfortable wherever I go," says the professor of botany, whose experience with plants is international. For nearly three decades, with collaborators and students, he has published numerous scientific papers based on data from expeditions to Canada, southern Argentina and Chile, Russia (the Caucasus and Siberia), Moldova, the Crimea (Ukraine), Bolivia, Mexico, and Costa Rica. His work involves ongoing cultural and international interactions, and many return trips overseas.

Since 1981, he has worked with USA-Russia scholarly exchanges. During the summer of 1993, he led a five-week botanical expedition in south-central Siberia, where 50 collection sites were visited. During the summer of 1994, the Americans hosted the Russians for a five-week, 77-site expedition in New England, where UNH served as a base of operations.

"I think a lot of us in botany have a very broad outlook," Crow comments, "because some plants have a wide distribution. We're always interested in how our plants compare with those in other areas."

CROW'S FIRST EXPEDITION AS A GRADUATE STUDENT WAS A TWO-MONTH TRIP TO TIERRA DEL FUEGO IN 1971. ON ISLA DE LOS ESTADOS, AT "THE END OF THE WORLD," THERE IS A MOUNTAIN NAMED FOR HIM CALLED "MONTE CROW." "I'M THE ONLY PERSON WHO'S EVER CLIMBED IT," HE SAYS.

In 1999-2000, Crow spent a year's sabbatical in Costa Rica. His research was based at the Instituto Nacional Biodiversidad, where he conducted aquatic plant field research and wrote a bilingual *Guide to Aquatic Plants of Palo Verde National Park in Costa Rica*. Reconnecting with a long-time friend and UNH alumna, Professor Claudia Charpentier, he also co-taught a course on Tropical Aquatic Plants at Universidad Nacional, writing and presenting his lessons in Spanish.

One vivid memory he has of the course was a three-day field trip last October with 15 students to the biological station at Palo Verde National Park, a huge swampland set aside for the protection of Costa Rica's great diversity of water fowl.

"We took the kids out into the swamp right up to their armpits and collected a whole lot of plants, brought them back, and used the key that I had just finished for identifications. The next day we went out and did it again."

The students were both testing his guide and using it as a tool in the field. "We all learned a lot from each other," he says. "It was wonderful."

Back home, Crow is also director and curator of UNH's Hodgdon Herbarium, which houses 194,000

specimens of vascular plants and marine algae. Specimens from this important research collection are loaned to researchers from around the world.

Among his courses, Crow has co-taught a popular international affairs course, introducing students to new ideas about science and biodiversity. According to Professor Cathy Frierson, director of the Center for International Education, this course has become an important forum for encouraging students "to pursue as internationally active an academic career as they can structure."

"Dr. Crow makes a conscious effort to study a country's language and immerse himself in its culture," says Sheila McCurdy of UNH's Center for International Education. "He was also among the earliest faculty to become involved as a mentor for the nationally recognized International Research Opportunities (IROP) program."

One of those students, UNH senior Brook Caughlin, recently returned from Costa Rica. "Thanks to Dr. Crow," she says, "I'm now graduating with international research experience."

—MARY PETERSON
University Publications

THE WIDE WORLD OF SCIENCE

KIM BABBITT insists that students in her Vertebrate Biology course use Latin names to identify all the native amphibians, reptiles, and mammals in New Hampshire. "It's not a spotted salamander, it's an *Ambystoma maculatum*. I tell them this is how scientists speak," she says. "I don't give them any credit for common names."

In her Wildlife Techniques course, she gives no exams. Instead, because most students struggle with writing, that's exactly what she assigns: a research paper, an essay, a journal, and a group project complete with a proposal and a mini-symposium. She requires them to write research papers in the format of peer-review journal articles. "It teaches them professionalism," she says.

Think she's harsh? Think again. Babbitt's students rave about her. "I found her to be so clear, so fun, so enthusiastic; and it's such a hard subject," says Adrienne Johanson, a Vert Bio student last spring. "She actually made learning Latin names fun."

BABBITT SPENT HOURS AS A YOUNG GIRL CATCHING FROGS, COON HUNTING, AND FISHING FOR BROOK TROUT, AND SHE DEVELOPED A PASSION FOR TEACHING EARLY. BY THE AGE OF 13, SHE WAS LECTURING ABOUT ECOLOGY TO HER 6-YEAR-OLD SISTER, WHOM SHE BRIBED WITH POPSICLES TO SIT AND LISTEN.

Enthusiastic is a word most everyone uses when they describe Kim Babbitt. Energetic is another. Despite her research load—conducting three projects of her own, supervising the work of six graduate students, and writing for such well-known journals as *Animal Behaviour* and *Oecologia*—Babbitt always makes time for her students. And they line up outside her door, usually for assistance with the writing assignments.

She values scientific writing as much as scientific method. "When you do science, you're part of a big community. You don't do anything in isolation." She tells her students, "My job is not only to make you a better scientist but to make you a better writer. I want you to get a job when you get out of here."

She pushes students to explore fields in which they have little prior knowledge. During hunting season, Wildlife Techniques students must spend half a day at a deer registration station assisting N.H. Department of Fish and Game biologists, taking measurements and tagging carcasses. That's a tough assignment for people opposed to hunting but invariably upon their return, she says, they tell her it was worthwhile.

Considered an authority on amphibian ecology and deformities, Babbitt has inspired "a small army of graduate students who do very careful, high quality work," says Chris Evans, associate professor of natural resources.

She also sponsors a Summer Undergraduate Research Fund student every year, and this summer she brought two undergraduates to Florida to work on her amphibian project there. "Because I do both field work and experiments, students who work with me are exposed to the methodologies used in both approaches," she says. "What a lot of people skip is the extensive fieldwork, but fieldwork is the cornerstone for a career in wildlife ecology."

She should know. Babbitt earned her B.S. in wildlife management at UNH; 12 years later, she was back in Durham, Ph.D. in hand, to teach. It was her first university position. "I wanted to come to a place that values undergraduate teaching," she says.

Within two years, she was named Outstanding Teacher by the Department of Natural Resources. Now, another two years later, she has won the Teaching Excellence Award for her college. Not bad for a first job.

—MICHELLE GREGOIRE, UNH News Bureau

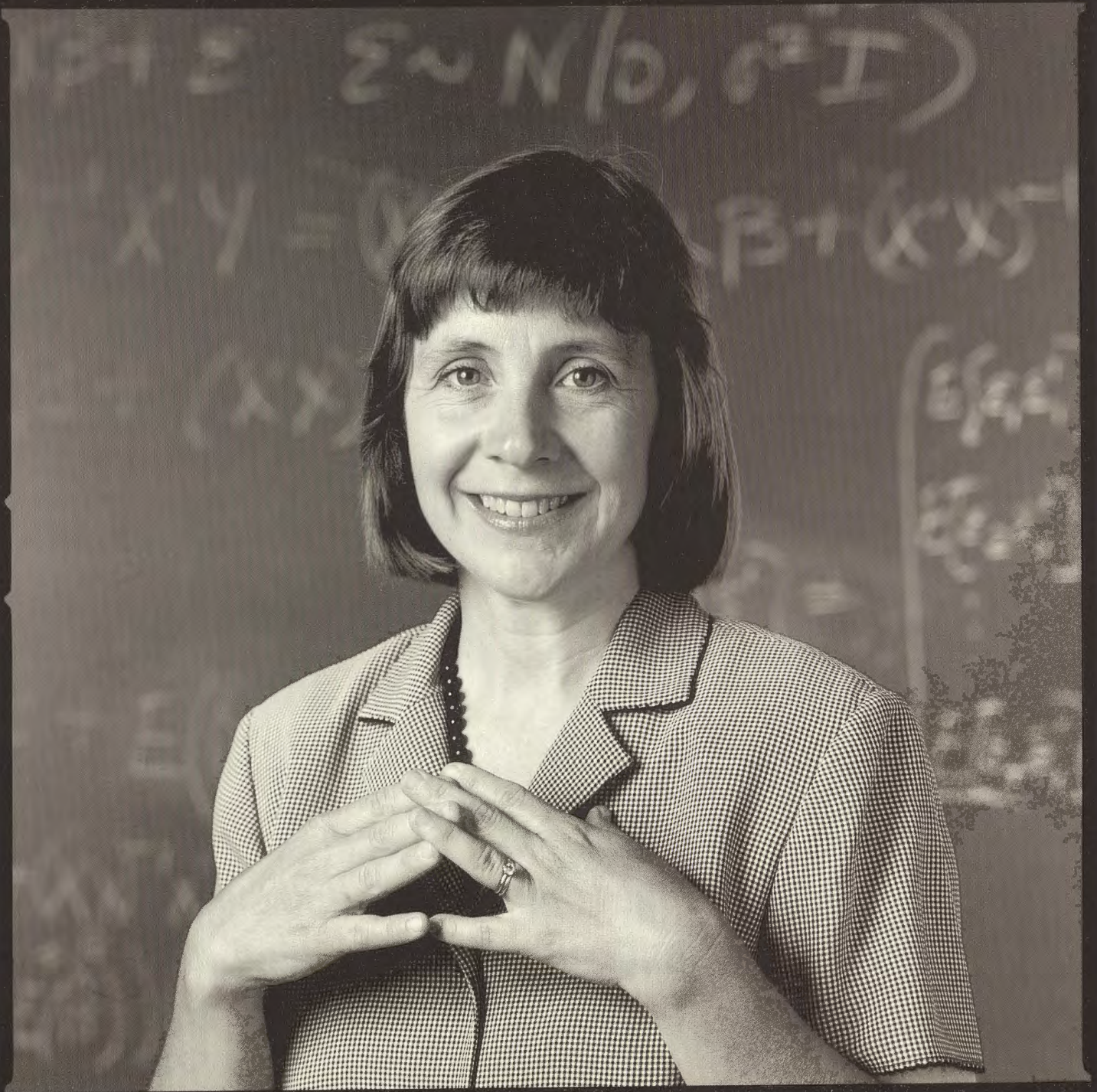
TEACHING EXCELLENCE



Kimberly J. Babbitt

ASSISTANT PROFESSOR OF ECOLOGY

TEACHING EXCELLENCE



Karen Smith Conway

ASSOCIATE PROFESSOR OF ECONOMICS

EXCELLENCE ON DEMAND

LAST FALL, KAREN SMITH CONWAY walked into her Principles of Microeconomics class with a couple of Diet Cokes. She held up one of the cans and offered a price. "How many of you are willing to pay 10 cents for this Coke?" About 25 students raised a hand. She raised the price to 20 cents, and a few hands went down. Conway kept raising the price; when she got to 67 cents, only two hands were in the air. She handed over the sodas, collected the cash, and told the class it had just learned how to derive a demand curve.

This experiment was one of the first Conway had used and she is adding more to the curriculum. "Students really remember the concept that goes with it," she says. "Even though I can typically involve only a handful in the experiment, I had the distinct feeling that everyone in the room was engaged." That's an accomplishment in a class of 120.

Conway speaks succinctly and rapidly while lecturing, and she outlines major points on the blackboard. She projects pure energy. She demands total attention. She packs a huge amount of material into a 15-week semester, but she's also very responsive to her students. Brendan Burke, who took her graduate-level Econometrics course, says, "She can really tell if people are having a hard time with something and she comes up with alternate ways to help people understand."

Econometrics I, Conway admits, "is known as sort of the killer course in the first semester. It's a hard course because students come in with such hugely varying backgrounds." Most have what she calls "a cookbook knowledge of statistics"—they know how to use a model but they don't know how it's derived.

Her homework assignments are tough but she allows students to collaborate. Sometimes the answers can be 20 pages, recalls Andrew Houtenville. Now a data administrator at Cornell University, Houtenville took two graduate courses with Conway and worked as her teaching assistant for two years. "Students don't mind that she expects a lot because she puts in a lot of work herself," says Houtenville. "When she grades exams and these big, long homework assignments, she spends hours, writing long comments."

Tough, but fair. "An A in any course should really mean something," she says. "An A- is a very, very good grade." The average grade in her Principles class is a C+.

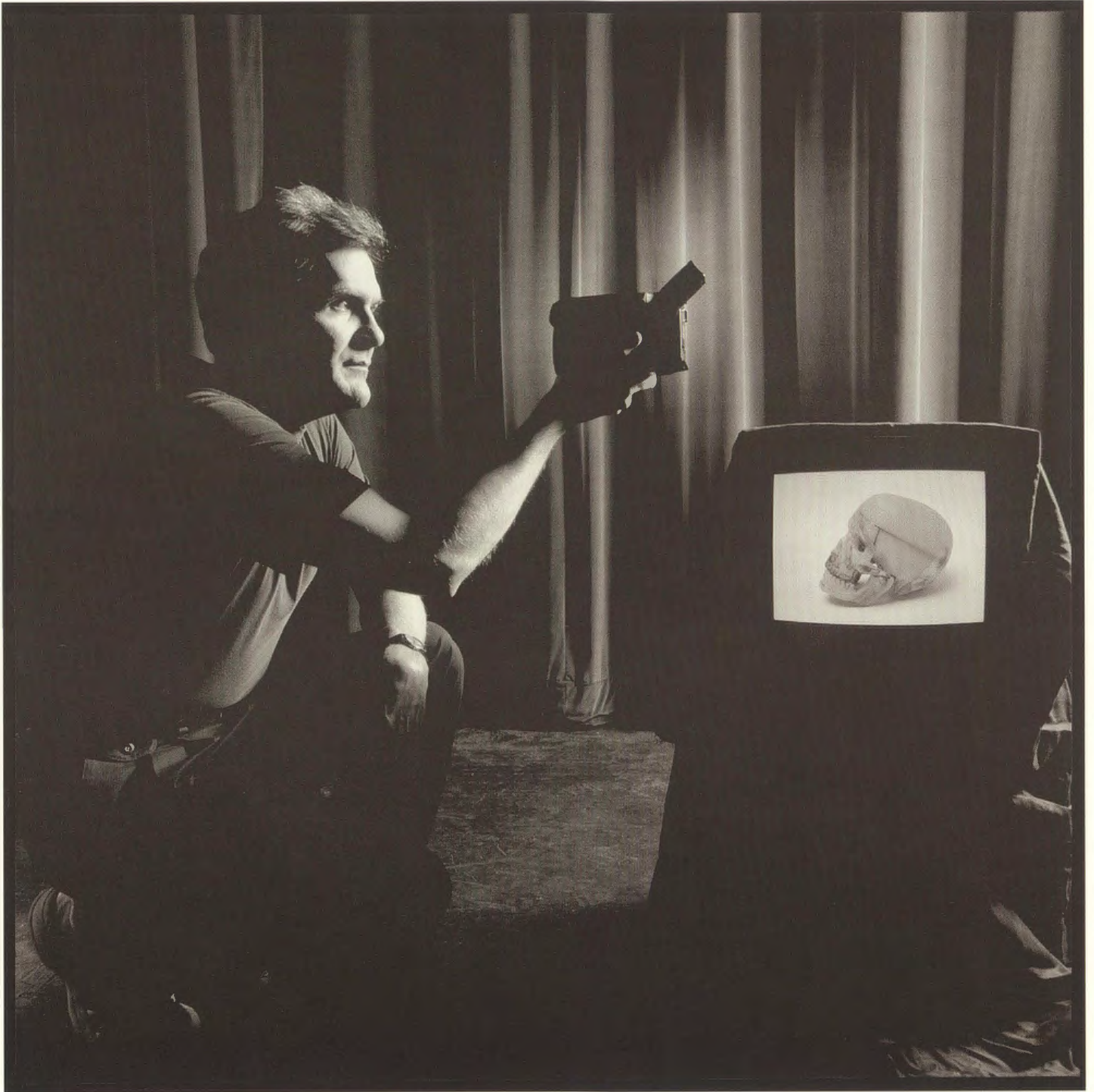
If students recall what they have learned in her class when they read the newspaper, she has succeeded, says Conway. "A lot of the students are going to be business majors. I want the rest to be educated voters, to be able to think critically about what's going on in the economy."

She has a passion for public finance and she weaves a bit of it into her Principles of Microeconomics class, showing how government influences behavior and introducing elements of the tax system. "I like to emphasize the times when the market doesn't do well," says Conway. "The real world's a lot more complicated than our models."

—MICHELLE GREGOIRE, *UNH News Bureau*

CONWAY'S "LAST BIG ADVENTURE" WAS BICYCLING ACROSS COUNTRY WITH HER HUSBAND IN 1992, TRAVELING 3,600 MILES IN NINE WEEKS. SPONTANEOUS AND CAREFREE, THEY SET THEIR ROUTE DAILY. THEY BEGAN THE TRIP IN OREGON AND ENDURED AN 11-DAY STRETCH OF COLD RAIN BUT KEPT RIDING. THE LAST DAY, THEY DIPPED THEIR TIRES IN THE ATLANTIC OCEAN BEFORE RIDING THREE BLOCKS HOME TO THEIR APARTMENT IN LYNN, MASSACHUSETTS.

TEACHING EXCELLENCE



Douglas M. Lanier

ASSOCIATE PROFESSOR OF ENGLISH

POP GOES THE BARD

“TO BE OR NOT TO BE—
Let’s have a conversation.”

SOUNDING UNWITTINGLY ELIZABETHAN, Associate Professor of English Doug Lanier wants to get his Shakespeare in Popular Culture class talking about the 1942 film by Ernst Lubitsch.

It’s not the “Shakespeare in Love” romance of Gwyneth Paltrow and Joseph Fiennes, but Lanier promises that film is coming up. In fact, the last two weeks of class are dedicated to the 1990s and the beginning of yet another Shakespearean revival that continues in 2000 with Michael Almereyda’s *Hamlet* and Kelsey Grammer on Broadway in *Macbeth*.

Lubitsch’s *To Be or Not To Be* casts Jack Benny as a pompous Shakespearean actor plotting to assassinate Hitler. Despite the grim World War II topic, the film mocks Hitler from the opening scene in Poland, 1939.

Why Shakespeare—and hammy Shakespeare, at that? And why Hitler? The connection, Lanier explains, is bad theater.

“Lubitsch takes Hitler’s fearsome image of authority and portrays it as theatrical sham,” Lanier tells his students. “This film uses comic over-acting, for which Shakespeare had come to be associated, as a political weapon.”

But don’t take his word for it.

More than anything, Lanier wants students to think independently, question assumptions, and analyze what influences their opinions.

Back in his office, flanked by a poster of a strikingly hip Bard in dark glasses and a t-shirt, Lanier explains that he is fascinated by Shakespeare’s unlikely status as a cultural icon. Pop Shakespeare is an ideal subject to teach because most everyone has an opinion of his work—be it admiration, criticism or confusion. “Paradoxically, everyone thinks they own Shakespeare, which makes students more willing to challenge scholarly interpretation,” he continues. Even so, many accept the stereotype of Shakespeare as high-brow. “Where do students pick that up? What is the history of that image?”

Since teaching drama always involves performance, Lanier will occasionally have his students play out scenes. But he pointedly avoids—and encourages his students to avoid—the regal tone and clipped diction of “proper” Shakespeare. It’s a cliché that obscures many other ways to interpret Shakespeare.

In fact, Shakespeare or not, much of what Lanier teaches is open to interpretation. Rochelle Lieber, chair of the English department, recalls a recent first day of class when someone spotted Lanier on his way to teach Medieval Drama. “He was seen carrying two bulky costumes—a medieval knight’s armor and a horse costume,” she says. “We aren’t sure what he planned to do, but it must have been riveting.”

Assuming his students would be unfamiliar with Medieval drama, Lanier says he broke the ice by casting them as actors in a mock play. “I handed out scripts and, in British tradition, we put on a play as ordinary village people.”

Lanier says that introduction established community among the students who had to decide how to stage a death, among other things. “How should you kill the dragon? Should it be gory? Comic? Tragic?”

The graduate class on pop culture also buzzes with discussion as students dissect the Lubitsch film. With 20 years in education, Lanier appears comfortable as both professor and facilitator, jumping in only when necessary.

Like actors, we constantly reinvent Shakespeare to fit our own image, Lanier reminds his students. If all the world’s—and all the classroom’s—a stage, Doug Lanier wants his students to play their own parts in it.

—TRACY MANFORTE, UNH News Bureau

LANIER WORKED HIS WAY THROUGH COLLEGE AS A NIGHT WATCHMAN AT A NURSING HOME AND AS A KEYBOARD PLAYER IN A DISCO BAND. HE ALSO WORKED AT AN EXPERIMENTAL POULTRY STATION, WHERE HE COUNTED EGGS AND CLEANED UP AFTER THE CHICKENS. “I COULDN’T EAT CHICKEN FOR SIX MONTHS AFTER THAT,” HE SAYS.

CONDUCTING A LIFE IN MUSIC

WHEN ASKED WHY he received a Teaching Excellence Award, Associate Professor of Music Peter Urquhart seems genuinely perplexed. “I’m not sure what I do differently,” he responds. “I just try to make sure students talk to me, deal with me. When they don’t, I say, ‘I’ve noticed you are not with me, not present in my class. Let’s get together.’ It’s important they know someone is paying attention.”

Reaching out to students and challenging them to do their best has earned Urquhart a reputation as a tough teacher. Yet, as Andrea Veal, a member of the UNH Chamber Singers, points out, he willingly goes the extra mile alongside his students. “It’s been my overwhelming experience that he’s very concerned about students and bends over backward to help us,” she notes. “Professor Urquhart is so educated in his field, yet at the same time he’s incredibly patient with those who are just starting out.”

His dedication to the profession notwithstanding, Urquhart sees teaching as a spin-off of his true passion: music. “I went into teaching because I love music, which is about sharing excitement with others. Musicians are teachers by nature. That’s probably why musical ability travels in families,” he explains. “Take the Bachs. Their name means ‘stream’ or ‘brook.’

People thought of them as one continuous flow of music, a stream of composers. That’s really how music thrives: person-to-person.”

Urquhart’s career has been a study in this philosophy. His mother, an accomplished pianist, encouraged him to take piano lessons at age five. From there, he moved on to oboe, classical guitar, voice, and conducting. As an undergraduate, he organized Princeton’s first co-educational *a cappella* group. After college, he began several early music ensembles, and while earning his doctorate in music from Harvard, he founded Capella Alamire, a Cambridge-based, Renaissance group whose first recording won a Noah Greenberg Award from the American Musicological Society. Five recordings followed.

Urquhart’s passion for music extends to his research on sharps and flats in music written before 1600. While musical scores can allow for individual interpretation, generally composers will specify elements such as pitch. Yet in early music, the pitch notation is not always specific. Signs for sharps and flats were not often used. As a result, people today interpret the pitch in their own way, a practice known as *musica ficta*, because of the medieval rules the practice is thought to represent.

Urquhart’s research emphasizes “how this music ought to sound, based on the context provided by the written notation. We should assume that Renaissance composers had a particular sound in mind when they wrote this music. If we study the music’s counterpoint—the comparison of one line against another—we can recover the composer’s intent. There are patterns.”

His conclusions, which he plans to publish in a book, are at odds with most musicologists’ interpretations. “People regard this music in terms of harmony, but this concept came later. I’ve found it contains more dissonance, more clash.”

Why buck tradition to resurrect the intent of musicians who have been dead for 500 years? “When I teach counterpoint,” Urquhart says, “I am handing down a tradition that began around 1500 to students studying in the year 2000. Everything that happened in between is related. That’s what motivates this research. It’s like building a bridge to the past.”

—DOLores JALBERT
University Publications

IN 1973, URQUHART FOUNDED PRINCETON’S FIRST CO-ED A CAPPELLA GROUP, THE KATZENJAMMERS. ABOUT THE SAME TIME HE MET HIS FUTURE WIFE, EMILY, BUT IT WASN’T UNTIL A KATZENJAMMER REUNION 20 YEARS LATER THAT THEY MET AGAIN. BY THE 25TH REUNION, THEY WERE MARRIED AND BROUGHT DAUGHTER SOPHIA.

TEACHING EXCELLENCE



Peter W. Urquhart

ASSOCIATE PROFESSOR OF MUSIC

TEACHING EXCELLENCE



Glen P. Miller

ASSISTANT PROFESSOR OF CHEMISTRY

THE CHEMISTRY OF TEAMWORK

WHEN IT COMES TO BASKETBALL, GLEN MILLER knows how to pick his players. Give him \$50 million and he can put together an all-star NBA team that just can't be beat. In an online game called Fantasy Basketball, he tied for first place among 50,000 contestants from around the world in 1999.

Acting as general managers, the contestants make up rosters, adjusting their picks once a week, and then receive points based on the real-world performance of their NBA players.

Miller, an assistant professor of chemistry, manages his class in a way that any coach might admire. In the highly technical subject of organic chemistry, for example, his people skills won him the award for excellence in teaching.

"He cared about us. He knew who we were," recalls Jessica Kesty, a junior majoring in biochemistry. "If we did poorly on a test, he'd say, 'What's wrong? I know you can do better.'"

In a year-long organic chemistry class of about 25 students, Miller does get to know everyone. "By the time we're midway through the first semester, I know who knows what and who doesn't, who's been working hard and who hasn't." And he's not afraid to use that information. "If students come to my office with concerns about their performance, and I know they haven't been reading the book or doing the problems, I let them know I know. And I make them feel guilty about it!"

Organic chemistry, with its slew of complex formulas and reactions, is indisputably difficult. Miller emphasizes the logic of the chemistry and the creativity needed to solve problems. But good old-fashioned hard work usually distinguishes the winners in this course.

Miller uses some of his team-management skills to help more of his students do well. "I try to identify people who have a strong work ethic and are interested in the subject. Some need a little push; they would not come to my office or to a help session unless I suggest it. Once they get into a routine of going, it can make a world of difference."

Those students aren't the only ones with a strong work ethic. "The review sessions were from 8:30 to 10 P.M.," recalls biochemistry major Heather Moher, "but Professor Miller would stay until 11, if there was still a question."

A few of the students who needed that extra push became A students. Others—who would have been C or D students—earned B's, with encouragement and hard work.

As a fantasy general manager, Miller doesn't always put his money on the A+ players either. In the 2000 Fantasy Basketball playoffs, many other virtual GMs

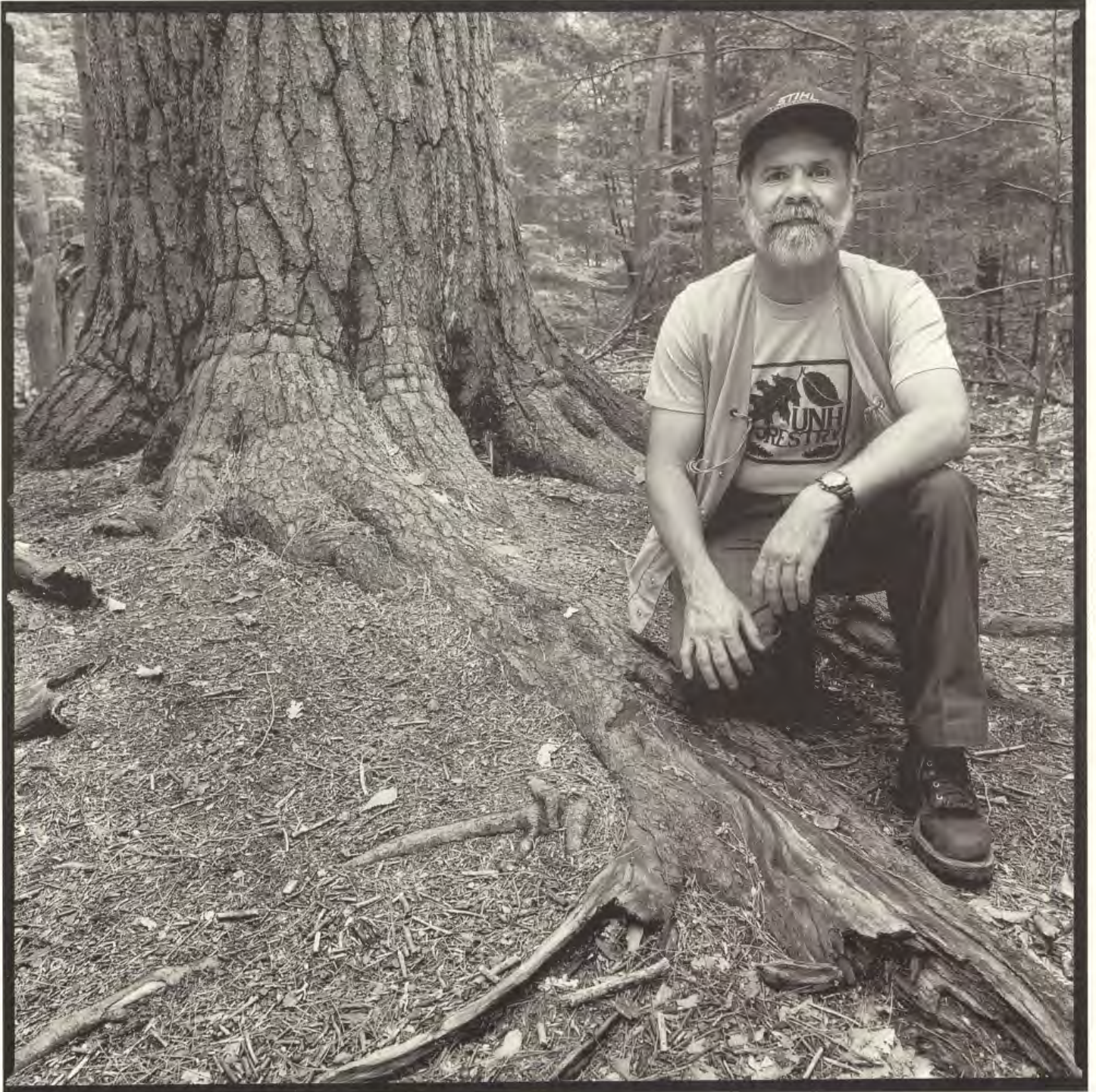
selected Los Angeles Lakers center Shaquille O'Neal at the beginning of the tournament, figuring he was the best player. He was also the most expensive player. "Whenever you pick him up, you're committing a lot of dollars to him," Miller explains. So Miller put off acquiring O'Neal until right before the Lakers played the Phoenix Suns, a match-up that favored O'Neal because the Suns didn't have as strong a center.

The strategy worked, and for a while Miller was ranked number one among a half-million online general managers worldwide. Bad luck and injuries knocked him out of the top this year. But at UNH Miller is still number one with many students—for coaching them through a challenging season of organic chemistry.

— VIRGINIA STUART, *College of Engineering and Physical Sciences*

MILLER IS KNOWN FOR BEING AVAILABLE TO HIS STUDENTS, EVEN IF THEY STILL HAVE QUESTIONS AT THE END OF A LATE-NIGHT REVIEW SESSION. BUT THERE WAS ONE TIME WHEN HE SKIPPED OUT EARLY. "HE WALKED IN ALL FLUSTERED AND STARTED TO WRITE ON THE BOARD," RECALLS A STUDENT, "AND THEN HE SAID, 'I HAVE TO GO—MY WIFE'S HAVING A BABY!'"

TEACHING EXCELLENCE



Matthew C. Chagnon

ASSOCIATE PROFESSOR OF FOREST TECHNOLOGY

FIT FOR THE FOREST

IF FOREST TECHNOLOGY PROFESSOR MATT CHAGNON had been along when the SS *Minnow* started its ill-fated three-hour tour, the castaways of Gilligan's Island would have been much better off. "No matter what happens, Matt is ready," laughs Don Quigley, his friend and fellow faculty member in UNH's Thompson School.

Even when he's just taking a group of students out for a two-hour forest ecology lab, Chagnon leaves nothing to chance. His Buck folding knife is on his belt. The pockets of his cruiser vest are crammed with the tools of his trade: a clinometer to measure the heights of trees, a compass, pencils and markers, flagging tape, a field notebook. He makes sure he has matches, insect repellent, a bug net, and toilet paper. He loads his red backpack with a first-aid kit, socks, rain gear, and homemade beef jerky.

Chagnon's motto mimics the Boy Scouts': Be prepared. "I was in the Boy Scouts for a week when I was a kid," he says. "I left because they were nowhere near prepared enough."

He approaches teaching with the same care and attention to detail. "I'm not one for walking into class and winging it," he says. "I have everything ready—all the handouts stapled, all the teaching aids prepared—the night before. That makes it easier to handle any unexpected situations that come up."

An "unexpected situation" might mean 10 inches of slush and a driving north wind on the morning of a field trip. "In lots of programs, the students don't go out if the weather's bad. But I've been in some really tough conditions in this business, and I take my students out no matter the weather. If you're going to have a career in the outdoors, there are times when you'll have to work in the cold and the rain and the snow. They have to understand that."

Thompson School teaching award nominees are chosen by secret ballot by the students; a committee then chooses the winner from among the nominees

from the seven departments. Chagnon has won the award twice in the four years he's been eligible. "Everybody knows Matt," says committee member Garret Dubois, who graduated in May. "He makes it fun. That's why everybody wants to be in his class. He knows what he's talking about, and he knows how to get the point across to everybody in the class."

WHEN HE'S NOT IN THE CLASSROOM, CHAGNON OPERATES GRANITE STATE LUMBERJACK SHOWS WITH THOMPSON SCHOOL PROFESSOR DON QUIGLEY AND ALUMNUS RICH HALLETT '91. THE THREE DEMONSTRATE PROFESSIONAL LUMBERJACK SKILLS AND PRODUCE PROFESSIONAL LUMBERJACK COMPETITIONS.

Chagnon finds it easy to relate to his students, in part, because he's a Thompson School grad himself. He attended UNH in the early '70s, but dropped out to work at a sawmill. In 1977, he enrolled in the Thompson School and earned an associate's degree. Then he worked as a surveyor for a few years until a job as a lab assistant brought him back to UNH. Eventually he was asked to teach a class in dendrology, and he's been teaching ever since.

Early in his career at the Thompson School, Chagnon had to balance his job with his own schoolwork, completing a bachelor's degree in forestry at UNH in 1986 and a master's in 1988. Today he balances teaching with work as a professional forester, volunteer service on industry committees, and his own business organizing lumberjack competitions for ESPN.

"My dad taught me to work hard, but also that work can be fun for me and my students. If it weren't fun, I wouldn't do it." Chagnon knows no better way to spend his time than walking through the woods with a group of students on a crisp fall day, sharing his lifetime of experience.

—MAGGIE PAINE, *UNH Alumni Publications*

TEACHING EXCELLENCE



Elizabeth L. Crepeau

ASSOCIATE PROFESSOR OF OCCUPATIONAL THERAPY

A PATTERN OF ACCOMPLISHMENT

A SCRAP QUILT HANGS IN BETTY CREPEAU'S OFFICE. Bits of cloth purchased from a favorite fabric shop, a bright blue from her mother, a purposely chosen red, a hint of orange from her stash. A beautiful balance of shape, pattern, color.

Take another look and the apparent symmetry gives way to a sense of motion as the shapes and colors alternate arbitrarily.

"There's a randomness, but it isn't random," says Crepeau. "Sure, you're working with a design, but you have a great deal of freedom. Look closely, it's not symmetrical. I've tried to create movement."

As she talks about the joy she derives from quilting, Crepeau quickly stitches into the conversation her other passions—teaching, research and writing, mentoring, gardening.

The major assumption of occupational therapy is that activity or occupation is important in sustaining health. "The material I teach is very central to who we are as human beings," she says after a session of OT 514, *Meaning of Human Occupation*. "Human occupation is the stuff we do every day. Things that shape our lives, habits we have, tasks we do. All of these things are our occupations."

Crepeau's students look at occupational therapy from every angle. They talk about the topic from a theoretical perspective. They read about motivation, culture, socioeconomics, and occupation. At the same time, they write in a journal, chronicling "their own life trajectory."

CREPEAU LAUGHS AS SHE REMEMBERS HOW SHE AND MAUREEN NEISTADT CAME TO EDIT THE NINTH EDITION OF WILLARD AND SPACKMAN. "IT JUST SORT OF HAPPENED ONE DAY AT THE PHOTO COPIER," SHE SAYS OF ANOTHER "ACCIDENTAL" MILESTONE OF HER CAREER. "MAUREEN ASKED IF I WOULD BE INTERESTED. OF COURSE I SAID YES. THAT'S HOW WE WENT FROM USING THE 'BIBLE' TO EDITING IT."

"A client comes to the therapist first as a person," Crepeau explains. "Then you deal with the injury, disability, or illness and what the person makes of the experience. Now that you have this injury, now that you're in a wheelchair for the rest of your life—what can we do to enable you to do those things that are really critical to who you are?"

"That course keeps me up at night," she says of OT 514. "The material is very dynamic and with different students each year, I have to teach it in a different way. Teaching is always about responding to the student, the person."

The threads of Crepeau's current research and writing—clinical reasoning and occupation—show clearly the changing nature of the field. She's recently published a paper with a student in which they take a life history approach to examine the challenges faced by a man as he reveals his homosexuality. This fall, she hopes to begin a community-based study combining life history and social geography.

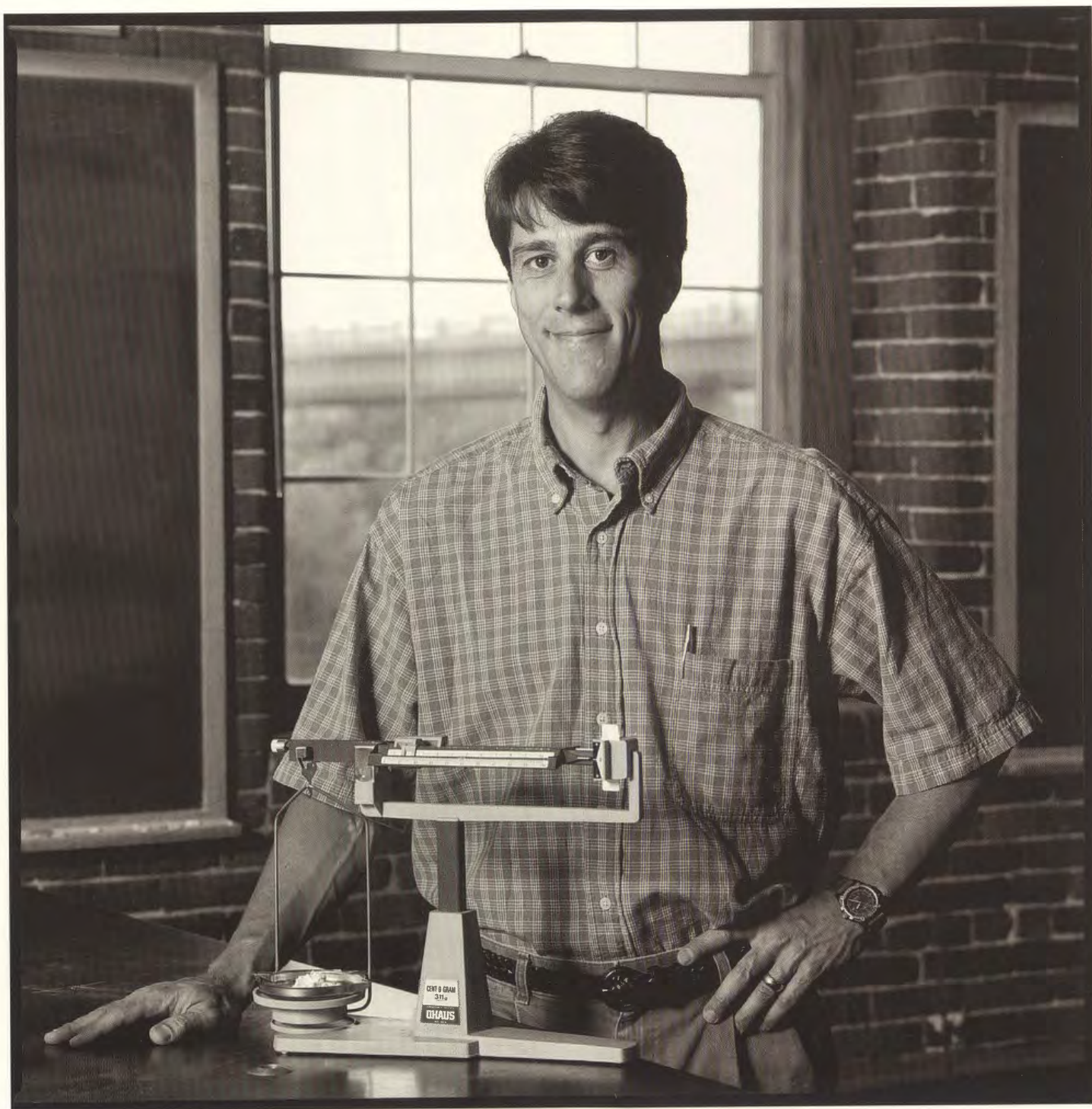
"The questions I ask are not directly clinical," she says of her work. "But asking them helps therapists think in a different way."

Crepeau's goal to refocus her students' thinking reaches beyond Durham. She and Maureen Neistadt, also receiving an Excellence Award, edit the "bible" of occupational therapy. The ninth edition of *Willard and Spackman's Occupational Therapy*, known as "the purple book" by students nationwide, reflects their philosophical approach—to "the real world practice of occupational therapy."

Crepeau's 33-year career in teaching and research, which she says began by accident and "just sort of evolved," has become a patchwork of accomplishment, not unlike the quilts she creates in her precious spare time. "I didn't want it to take over my life," she says of her own occupation, which has taken her from a therapy position in Salinas, California, to department chair at UNH. "Of course, it has. Problem is . . . I really like everything I do."

—MICHAEL JONES
University Publications

TEACHING EXCELLENCE



John A. Niese

ASSISTANT PROFESSOR OF CHEMISTRY

CREATING CLASSROOM CHEMISTRY

Why does a glow-in-the-dark plastic frog glow?

Why does the ice on your front walk melt when you throw salt on it?

How does a laser work?

QUESTIONS LIKE THESE START MOST OF JOHN (“JAY”)

NIESSE’S CHEMISTRY CLASSES, and they get right to the heart of both students’ experience and this professor’s approach to teaching chemistry.

“I try to help people understand a little more about the world around us,” he says. “Chemistry seems abstract, but everything you touch or see is made of chemicals. People understand what they can relate to.”

Helping people understand is what Niesse does best. He teaches at UNH’s Manchester campus and doesn’t encounter many chemistry majors, since a chemistry degree is not offered at Manchester. For Niesse, this is an appealing challenge. “I like teaching non-majors, because that’s where you can make a real difference,” he says. “Many students are intimidated by chemistry, so it’s great to help them enjoy a class they thought they’d dislike. I like to watch them be surprised by their own success—it helps students feel better about themselves.”

Niesse’s passion for teaching and commitment to his students have earned him the Teaching Excellence Award for UNH Manchester. It’s quite an honor for a young teacher who just earned his Ph.D. in chemistry from UNH in 1998 and has been teaching full-time for only two years.

LOOKING FOR EXTRA HELP AND CAN’T FIND PROFESSOR NIESSE? IF IT HAPPENS TO BE JANUARY, AND THE SUN HASN’T YET RISEN, TRY BOW LAKE OR LAKE WINNIPESAUKEE, WHERE NIESSE LIKES TO SPEND HIS PRE-DAWN WINTER MORNINGS ICE FISHING. “IT’S HARD TO FIND THE TIME, BUT I LOVE IT,” HE SAYS. “IT’S A DIFFERENT WORLD OUT ON THE ICE.”

Niesse credits his teaching ability to his experience at UNH, particularly with his own adviser, Howard Mayne, chair of the UNH chemistry department.

“I had good examples of excellent instructors,” he says. “I never had any formal education classes, but I learned a lot seeing faculty take a real interest in their students, and the chemistry department’s focus on both research and teaching was a good fit for me. I also learned that it’s not an ‘us and them’ thing. When I teach, it’s not my class or their class, but our class. And watching Howard, I learned that there’s no reason not to have fun in the classroom.”

He is modest about the teaching award, saying, “there are so many fine instructors here, and I could give you a list of 30 things I could do better in the classroom,” but his students are clear in their assessment of his teaching. In his evaluations, Niesse’s students are positive, but perhaps more notably—they are grateful.

“Dr. Niesse is the cure for students who suffer from math and science anxiety,” writes one student. “He made something I thought would be impossible very enjoyable,” says another. Niesse is especially proud to see comments like those. “That’s one of the things that makes teaching so rewarding,” he says. “I’ve always had a knack for explaining, so I’m not sure that teaching was a choice for me—it’s the way I’ve always lived. Teaching at the college level, I can catch students at a really important time in their lives—you can touch so many people through teaching. And this is my chance to share my fascination with the chemical world with other people.”

“UNH Manchester is a very positive place,” he says. “The atmosphere here is one of curiosity and love for learning. That comes from the students, and it’s contagious.”

—DANIELLE MOSTOLLER, *University Publications*

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FACULTY EXCELLENCE

Kimberly J. Babbitt

TEACHING EXCELLENCE, COLSA
B.S., University of New Hampshire,
1984
M.S., Texas A&M University, 1988
Ph.D., University of Florida at
Gainesville, 1996

Photographed on June 22, 2000,
at the Old Reservoir, University
of New Hampshire, Durham, NH

Benjamin C. Brown

OUTSTANDING ASSISTANT PROFESSOR
AND TEACHING EXCELLENCE, COLA
B.A., Earlham College, 1987
M.A. and Ph.D., Emory University,
1992 and 1996

Photographed on June 5, 2000, at the
Friends Meeting House, Dover, NH

Matthew C. Chagnon

TEACHING EXCELLENCE,
THOMPSON SCHOOL
A.A.S., Thompson School, 1979
B.S.F. and M.S.F., University of
New Hampshire, 1986 and 1988

Photographed on June 23, 2000, beside
the Ben Thompson tree, College Woods,
Durham, NH

Karen Smith Conway

TEACHING EXCELLENCE, WSBE
B.A., Eastern Illinois University, 1982
Ph.D., University of North Carolina at
Chapel Hill, 1987

Photographed on May 19, 2000,
in her classroom at the University of
New Hampshire, Durham, NH

Elizabeth L. Crepeau

TEACHING EXCELLENCE, SHHS
B.S., M.A., and Ph.D., University of
New Hampshire, 1966, 1988, and
1994

Photographed on June 22, 2000, at her
home in Newmarket, NH

Ronald V. Croce

JEAN BRIERLEY AWARD FOR TEACHING
EXCELLENCE

B.S., Brooklyn College, 1973
M.Ed., Temple University, 1975
Ph.D., University of New Mexico, 1983

Photographed on June 19, 2000,
at Beckwith Field, Dover, NH

Garrett E. Crow

EXCELLENCE IN INTERNATIONAL
ENGAGEMENT

A.B., Taylor University, 1965
M.S. and Ph.D., Michigan State
University, 1968 and 1974

Photographed on July 12, 2000,
at Heath Pond, Ossipee, NH

Thomas P. Fairchild

ALUMNI AFFAIRS AWARD FOR EXCELLENCE
IN PUBLIC SERVICE

B.S., University of New Hampshire, 1959
M.S. and Ph.D., University of
Wisconsin, 1961 and 1964

Photographed on June 1, 2000, with
Lorraine and John Merrill and "Celeste,"
a Brown Swiss, and "Rocket," a Holstein,
at Stuart Farm, Stratham, NH

Lawrence C. Hamilton

EXCELLENCE IN RESEARCH, SOCIOLOGY

B.A., University of California at
Santa Barbara, 1970
M.A. and Ph.D., University of
Colorado at Boulder, 1974 and 1978

Photographed on May 16, 2000, at
Rumney Mountain, Rumney, NH

Jean E. Kennard

DISTINGUISHED PROFESSOR

B.A., University of London, 1958
M.A. and Ph.D., University of
California at Berkeley, 1966 and 1968

Photographed on June 6, 2000, at her
home in Franconia, NH

Douglas M. Lanier

TEACHING EXCELLENCE, COLA
B.A., Stetson University, 1977
M.A. and Ph.D., Duke University,
1980 and 1988

Photographed on June 19, 2000,
at Johnson Theatre, University of New
Hampshire, Durham, NH

Glen P. Miller

TEACHING EXCELLENCE, CEPS
B.S. and Ph.D., Clarkson University,
1987 and 1991

Photographed on June 9, 2000, at
the University of New Hampshire,
Durham, NH

Maureen E. Neistadt

OUTSTANDING ASSOCIATE PROFESSOR
B.A., SUNY at Binghamton, 1972
M.S., Columbia University, 1975
Sc.D., Boston University, 1991

Photographed on July 3, 2000,
at her home in Haverhill, MA

John A. Niesse

TEACHING EXCELLENCE,
UNH MANCHESTER
B.S., Washburn University of Topeka,
Kansas, 1991
Ph.D., University of New Hampshire,
1998

Photographed on June 26, 2000, in his
chemistry classroom, University of New
Hampshire at Manchester, Manchester, NH

Sterling A. Tomellini

EXCELLENCE IN PUBLIC SERVICE
B.S., University of Rhode Island, 1979
Ph.D., Rutgers University, 1985

Photographed on June 9, 2000,
at the Chamberlain Street School,
Rochester, NH

Peter W. Urquhart

TEACHING EXCELLENCE, COLA
B.A., Princeton University, 1974
M.M., Westminster Choir College,
1978

M.A., Smith College, 1982
Ph.D., Harvard University, 1988

Photographed on June 5, 2000, at his
home in Eliot, ME, with his 12-year-old
stepdaughter, Kristen