2007 Faculty Excellence
2007
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UNIVERSITY-WIDE AWARDS

MICHAEL ANDREW
Distinguished Professor Award

DAVID RIPLEY
Outstanding Associate Professor

BRAD KINSEY
Outstanding Assistant Professor

LARRY MAYER
Award for Excellence in Research

GRANT CIOFFI
Excellence in Public Service

ELLEN FITZPATRICK
Alumni Association Excellence in Public Service Award

CHARLES WALKER
Jean Brierley Award for Excellence in Teaching

LARRY HAMILTON
Excellence in International Engagement

PALLIGARNAI T.VASUDEVAN
Graduate Faculty Mentor Award

TEACHING EXCELLENCE

M. ROBINSON SWIFT
Professor of Mechanical Engineering and Ocean Engineering

RENE BERGERON
Associate Professor of Social Work

MICHAEL ANNICCHIARICO
Associate Professor of Music

STEPHEN BRUNET
Associate Professor of Classics

JOSEPH ONOSKO
Associate Professor of Education

JAMES BYERS
Associate Professor of Zoology

ANTHONY TENCZAR
Associate Professor of Communication Arts

UDO SCHLENTRICH
Associate Professor of Hospitality Management

CHARLES CARAMIHALIS
Associate Professor of Food Service Management
I AM PLEASED TO PRESENT TO YOU this year's Faculty Excellence award winners. In the following pages, you will meet those members of our accomplished faculty who have distinguished themselves in their disciplines and in their work at the University of New Hampshire, as well as in state, national, and international venues.

This year's recipients reflect the full spectrum of the UNH mission, from superior teaching and mentoring to leading-edge inquiry and creative work. Their faculty peers have chosen them for this award based on their excellence in classrooms, studios, performing arts centers, laboratories, community and corporate settings, and learned societies.

Many of these award winners are working to address our world's most pressing issues, such as global warming, elder abuse, and literacy. The manifestations of their scholarship are highly diverse—a national television interview, a nautical chart, a musical composition—but they all share one thing: a commitment to scholarship that reflects the highest disciplinary and academic standards. Whether shaping the world's future teachers, molding the next generation of engineers or social workers, or helping young artists define their voices, these faculty members illustrate why they are among this University's most valuable citizens.

In this book you will begin to see how the same fire that fuels their passion in the classroom also ignites their lives outside UNH. Among the dynamic cohort is a horse breeder, kayaker, cricket player, and epicurean. They are all avid readers. As you turn the pages, you'll find out what they are reading, what books have impacted their lives, and what they think you should read. You will probably be inspired to add a few books to your own reading list. I certainly was.

Sincerely,

Bruce L. Mallory
Provost and Executive Vice President
The fine art of raising horses, sheep, and outstanding teachers

THE HIGH GREEN FIELDS of Mike Andrew's Three Crow Farm in Gorham, Maine are in full use this summer. In one paddock, four Standardbred colts are grazing; in another, a flock of Hampshire sheep run excitedly from a barn shed; another field is a virtual Standardbred nursery—four glossy mares trot uphill with four spring foals tagging behind; in yet another, a dark, intense stallion eyes the yearling fillies in the next field.

Watching from a fence is Andrew's partner, Anita, who has been accompanied on this tour of the farm by two dogs and a sheep named Little Orphan Annie that Anita saved when the mother died after giving birth.

Altogether there are 20 horses on the 65-acre farm, as well as 30 sheep and assorted flocks of chickens. The centerpiece is the 1774 farmhouse where Andrew was raised. In addition to existing structures, a new barn is going up, and he has just built a spanking new, whitewash-clean blacksmith shop where he can practice another passion, forging traditional ironwork such as candlesticks and kitchen items out of hard steel.

There is a distinct purposefulness to Mike Andrew as he conducts this tour of his property. His farm makes a bucolic picture that harks back to another time, but it is truly a modern working enterprise. His horses—11 in training now—compete in races in New England and beyond. Trophies adorn a shelf in his kitchen. A long-time owner and breeder of trotters, he is a former commissioner on the Maine State Harness Racing Commission and is currently vice president of the Maine Standardbred Breeders & Owners Association.

That is one side of Mike Andrew, former world-class polo player, gentleman farmer, trotting-horse and sheep breeder.

An earthy, grounded man of seemingly limitless depth, the other side of Mike Andrew is the Harvard University graduate, scholar, and UNH director of teacher education who calls his Distinguished Professor award "a big surprise, a big honor." But the honor is not a surprise to his colleagues, one of whom states firmly, "He loves students more than anyone I know."

Nationally, Andrew is one of the principal architects of the post-B.A. teaching internship in teacher education. The groundbreaking design for the popular five-year program was put in place at UNH in 1974. It has been turning out committed teachers—who spend their last year testing the waters by working in the classroom—ever since.

Of his classes, he enjoys Exploring Teaching the most, where "I get to hear the idealism of young teachers. The young people going into teaching today are even more talented than 40 years ago, I think." Ninety-two percent of students in the department's five-year program find jobs when they leave UNH, and almost all are still teaching five years later.

"He helped us to set clear goals for ourselves...and he was honest, approachable, and more than respectful throughout the term," one student wrote in an evaluation. "My drive to become a good teacher was heightened by Mike's love of teaching," another wrote.

"My teaching is eclectic," Andrew explains. "I do a great deal of planning, but my classes don't look like I have. I want to create a motivational climate in which students want to learn. If you have that, the rest is easy."

Andrew says he is motivated by the prospect of turning out excellent teachers. "I love to see the people coming out of our program, staying in the schools, fighting the battle, trying to make education better. That's what keeps me going."

Horses, sheep, and education? "I've always had separate pieces to my life," Andrew says. "That's just my nature. Here on the farm I am refreshed. When I go back to UNH, it helps me keep things in perspective. You can't take yourself too seriously."

—Mary Peterson
DISTINGUISHED PROFESSOR AWARD

Michael D. Andrew

Professor of Education
College of Liberal Arts

What are you reading now?
Last Child in the Woods, by Richard Louv
Evolution: The Remarkable History of a Scientific Theory, by Edward Larson
Equine Podiatry, by Andrea Floyd and Richard Mansmann

Four books you would take to a deserted island
If I were headed to a deserted island, I guess I would take the books of the world’s great religions. Religious understanding may be the key to preventing the next world war.
Hitting the high notes

ACCORDING TO DAVID RIPLEY, a successful singer is a bit like a three-legged stool. "He or she must have technique, he or she must have musicianship, and he or she must have poetic imagination; take away any of those things, and a singer simply can’t stand up as an artist," he says. "The seat of the stool—the essential element that holds the three legs together—is honesty and an honest perspective of the role of music in one's life."

Ripley’s is the voice of experience. Nearly 15 years ago, the classical bass-baritone singer found himself at a crossroads, where he needed to look honestly at the role music would play in his own life and work.

Through his work as the conductor of the New Hampshire Youth Orchestra, Ripley had been collaborating with UNH faculty and students and he had begun teaching at the University part time while still performing around the globe. When a tenure position became available, Ripley had to make a critical decision: a life dedicated to teaching or a life dedicated to performing.

Thankfully for his students, he chose the path that led him to the UNH Department of Music, where today he teaches voice and directs the opera program. Ripley knows, 15 years after making that decision, that he really chose both.

"The University has given me an opportunity to live a more multidimensional life," Ripley says. "I still have solo performances and recording projects, but they are balanced with my work, with students, and with a chance to be involved in the University community. My career has become more real and fulfilling than I had ever imagined it could be." Ripley’s most recent recordings include Ne Point Passer (To Never Pass Away), Centaur Records, Inc., 2006, and We’ll Meet Again: The Music of World War II, Boston Musical Theater, 2005.

Ripley was born to a family of musicians. His grandmother studied at the New England Conservatory, and his father began his musical training traveling with his mother twice each month from Lebanon, N.H., to Boston to study with a member of the Boston Symphony Orchestra. "The lessons were originally intended for my uncle, but when the instructor heard my father play at age eight, he urged my grandmother to find the best teacher possible for him immediately," Ripley says. "At one point, when my father felt uncertain about his abilities, he asked his teacher, ‘Can I do it?’ and his teacher told him, ‘You must.’" Ripley’s father, Robert, had a lifelong career as a cellist, first with the Cleveland Orchestra, then the Glenn Miller Air Force Orchestra during World War II and the early 1950s, and then 40 years with the Boston Symphony Orchestra.

A dedicated and gifted teacher, today Ripley helps his own students approach their futures honestly. "Each student ultimately builds a mosaic that becomes his or her life," Ripley says. "The exciting thing for me is seeing how individual and varied, yet successful, the results have been."

As examples, Ripley cites two students who chose two very different, yet equally fulfilling, paths: one as a professional opera singer and the other as a music teacher. "The beauty of music is its universality in human life, regardless of the circumstances," he says. "As a teacher I try to stress this concept. Both students now have successful careers in music, and they’re each immensely talented in their own right, which is exactly how it should be."

"I try not to ‘tell’ my students what to do," Ripley concludes. "I help them to see the choice being made inside of them and support them in their honesty and courage to act on it."

—Donna Eason
OUTSTANDING ASSOCIATE PROFESSOR AWARD

David Ripley

Associate Professor of Music
College of Liberal Arts

Favorite score of all time
Sibelius's 2nd Symphony is tied with Beethoven's 5th

Four books you would take to a deserted island
1. The Bible
2. The Complete Works of Shakespeare
3. The works of Gary Larson (humor is always important)
4. The best book I could find on "how to survive alone on a deserted island"
**Putting it all together**

**AS A KID, BRAD KINSEY LOVED** to take things apart and put them back together again. When his parents' answering machine broke, he dismantled it, piece by piece, identified the tiny rubber belt at the root of the problem, and got the manufacturer to replace the belt for 30 cents.

"I just popped it in. I was used to the idea of building things," says Kinsey, a Michigan native who grew up just 15 miles outside of Flint, home to many General Motors plants. Kinsey grew up in a "hands-on" family. His aunts and uncles worked for the automotive industry and his father was an electrician on the GM shop floor. He taught Kinsey how to install brakes, change the oil, and tune the family cars.

"The automotive industry is very ingrained in everyone who lives in Michigan," Kinsey says. "I didn't really notice it until I lived in other places, places not dominated by the auto industry."

After graduating from the University of Michigan with a bachelor's degree in mechanical engineering, Kinsey moved to Vermont, where he worked for Torrington Company, a Connecticut-based large bearing manufacturer that also made steering column assemblies for automotive plants.

As a quality assurance engineer, he traveled to various automotive plants that used Torrington parts and acted as a troubleshooter when manufacturing problems arose. He also worked with Torrington's suppliers, watching their manufacturing processes and consulting on that end.

His experiences made him keenly aware of the need for engineering education "that emphasizes solutions, since that is what much of an engineer's time is spent doing," recalls Kinsey. In fact, so keen was this awareness, Kinsey decided to pursue a Ph.D. in mechanical engineering at Northwestern.

The Torrington experiences also became grist for courses Kinsey would go on to teach at UNH, such as Introductory Manufacturing Engineering, in which he infuses his teaching with real practices from the plant floor. "I was fortunate enough to have seen all the manufacturing processes in one way or another," he says.

Kinsey's machine design class presents students with a "Bag O' Junk:" plexiglass, plywood, bearings, motors, and shaft material. He then says to them, "Make something that will go 10 feet as fast as possible while simultaneously lifting a brick." Every team comes up with a different way to address the problem.

"In the classroom, I really enjoyed how Professor Kinsey applied his real-world research to the concepts we were learning," says Matthew Derov, who received his bachelor's in mechanical engineering and is working towards his masters degree. "He has been the most important figure in my educational career."

Besides the authentic class projects, Kinsey enhances lectures by involving his students in his own research on material forming. Students learn how to predict sheet metal failure, characterize stress in materials, and measure strain. They also work on projects for the Center for High-rate Nanomanufacturing, a state-of-the-art collaboration among UNH, Northeastern University, and UMass Lowell to help industries figure out how to manufacture on the nano scale.

Mechanical engineering senior Grace Hwang says, "I've experienced advanced material that most undergraduates at other universities would not normally be exposed to in their regular course work. Professor Kinsey constantly encourages me to further my interests in the field and continuously challenge myself."

Kinsey says that working alongside students in the lab is one of the most enjoyable aspects of being a professor. "It's a real opportunity to have an open-ended project," he says. "You're working together and learning together."

—Debra Johny Bear
OUTSTANDING ASSISTANT PROFESSOR AWARD

Brad Kinsey
Associate Professor of Mechanical Engineering
College of Engineering and Physical Sciences

Favorite book of all time
Zen and the Art of Motorcycle Maintenance,
by Robert M. Pirsig

Four books you would take to a deserted island
1. One of the Harry Potter books
2. Walden Two, by B.F. Skinner
3. The Bean Trees, by Barbara Kingsolver
4. The Da Vinci Code, by Dan Brown

What are you reading now?
Breaking the Spell: Religion as a Natural Phenomenon,
by Daniel C. Dennett
Man overboard

IT STARTED WITH JACQUES COUSTEAU and a book called Boy Beneath the Sea by Arthur C. Clarke, and by the time he was five years old Larry Mayer was snorkeling in his bathtub in the Bronx, New York.

In high school, Mayer earned a scuba diving license, which is not easy to do in New York City. He then plunged into oceanography as an undergraduate at the University of Rhode Island (URI) and turned down a free ride to medical school to continue his graduate and doctoral studies at Scripps Institution of Oceanography.

Larry Mayer even left his bride virtually standing at the altar to join an ocean drilling expedition that suddenly needed him. In fact, the only time Larry Mayer ever wavered in his quest to research the deep seafloor was when he became a finalist candidate to become a NASA astronaut. "Not becoming an astronaut is the one thing I regret," says Mayer. "I would have loved that."

Today, the founding director of the Center for Coastal and Ocean Mapping (CCOM) at UNH in Durham and co-director of the NOAA/UNH Joint Hydrographic Center since 2000 has come a long way from snorkeling in the bathtub. Mayer has made more than 60 sea expeditions, some of them lasting months at a time. He has totaled more than five years of his adult life at sea, researching the sediment types, habitats, and geology of the ocean floor.

"You need to go to sea with Larry to see him in his element," said Brian Calder, a CCOM research associate professor. "I've sat beside him on the boat a number of times and all of a sudden he would just start reciting poetry."

Between expeditions, Mayer has been a leading force in the development of a new mapping technology called "chirp" sonar, which offers far more granular detail of sediment composition and topography than "ping" sonar. He has helped develop advanced software, called Fledermaus, that offers 3-D visualizations of the huge volume of datapoints acquired by multibeam sonar mapping. A recipient of the Keen Medal in Marine Geology and the Distinguished Achievement Award for Outstanding International Leadership in Ocean Mapping from URI, Mayer has also served on the President's Panel on Ocean Exploration and recently chaired the National Academy of Sciences Committee, National Needs for Coastal Mapping and Charting.

"He's a classic multi-tasker," says Andy Armstrong, co-director of the Joint Hydrographic Center. "He touches everything at CCOM from Tom Webber dealing with interesting acoustic problems in high-frequency stuff, to Luciano Fonseca looking at deep water backscatter, to Colin Ware dealing with visualization. He keeps things on the rails," Armstrong adds. "He keeps us going forward in a way that's just spectacular."

Leading a team of 20 scientists, including nine from UNH, Mayer recently made his third expedition in a massive U.S. Coast Guard icebreaker to map an area of the Arctic ocean floor 500 miles north of Barrow, Alaska, known as the Chukchi Cap. The purpose of the mapping project was to survey the continental shelf north of Alaska to determine U.S. rights over the potential oil and gas reserves beneath the world's least known, but perhaps richest, seafloor.

Mayer would probably spend all of his time on a boat if he could, according to CCOM Research Professor Jim Gardner. "That's why I take him to sea with me for months at a time. He just really relaxes, and then he's happy as a clam."

—Kurt Aldag
EXCELLENCE IN RESEARCH AWARD

Larry Mayer

Professor of Earth Sciences and Ocean Engineering
College of Engineering and Physical Sciences
Director, Center for Coastal and Ocean Mapping

What are you reading now?

Soul of a New Machine, by Tracy Kidder
By the book

GRANTcioffi loves to read. The first book he ever read from start to finish was Dr. Seuss's *The Cat in the Hat Comes Back*. He remembers back to the days when he and his twin brother kept up with one another during first grade at Public School 87, near the American Museum of Natural History in New York City.

His love of words has endured. Teaching high school just after college he recalls being "astounded that many kids couldn't read. It bothered me a lot," he says, "that kids doubted themselves and thought they were not as smart as other kids who loved to read." He started graduate school to study literacy and language more deeply.

An associate professor of education at UNH, Cioffi researches how individual children experience difficulty in learning to read and write. With his close colleague, John Carney, who passed away last summer, Cioffi has developed diagnostic procedures to help teachers formulate effective intervention for kids who experience reading and writing difficulty. He applauds the recent national attention on children's reading, but worries about the policy makers' focus. "We also need to teach children to write," he says, adding "Children need to learn to read and write not only to succeed in school and their professions, but also to participate in the political process." Learning to write, he says, prepares kids to exercise their First Amendment rights.

The recipient of this year's University Excellence in Public Service Award, Cioffi is best known in the region as one of the founders of Seacoast Reads, a tutoring program that matches UNH students as tutors with elementary school children. Over the last decade, one thousand UNH students have tutored as many kids in area schools. Recognizing the program's decade of service last spring, U.S. Congresswoman Carol Shea-Porter commended the organization's accomplishments with at-risk students.

Cioffi's public service extends beyond UNH and the Seacoast area. Most weeks he finds himself in schools statewide, working with teachers and children. For 20 years, he has traveled to Boston to work in the Learning Disabilities Program at Children's Hospital Medical Center, and during his summers he has even taught children's literature to teachers from Zurich, Switzerland.

"Literacy helps kids and adolescents navigate the world," he says, and recalls one of his father's lessons. "He'd say that for just about any idea, anything I wanted to do, someone had probably already figured it out and written it down. The trick was to find that book and read it."

And so it goes for Cioffi, where books continue steering his course long after those early days with Dr. Seuss. He describes his life away from the University with his family on Animal Farm (they're big fans of Orwell) as quiet, "bordering on boring, probably, to the rest of the world, but I like it." He's been known to tinker with an old Alfa Romeo or spend an evening caulking a wooden boat. According to Dean Marilyn Hoskin, Cioffi built a bicycle from junk parts and rides it to campus most days from his home in Barrington.

And, of course, he loves to read, generally favoring mysteries set in exotic locales, but, as a reading professor, any book is fair game. Recently he finished Andrew Blechman's *Pigeons: The Fascinating Saga of the World's Most Revered and Reviled Bird*. He was especially fascinated by the story of Marty, a first-class homing pigeon who didn't return home at the expected time after a 300-mile race. Her owner had given up hope until a couple of weeks later when Marty appeared on the stoop in Yonkers. The pigeon had broken her wing and walked home.

The cat in the hat came back. So did the bird. And Grant Cioffi helps a new generation welcome them home.

—kim billings
Grant Cioffi
Associate Professor of Education
College of Liberal Arts

Book you think everyone should read

*To Kill a Mockingbird*, by Harper Lee

The novel has wonderful and admirable heroes. In Atticus and Scout, and even Boo Radley, one sees the very best of justice, fair play, and honor, even in an unfair and brutally prejudiced world.

Book that shaped your view on life

*Winesburg, Ohio*, by Sherwood Anderson

Favorite book of all time

*Adventures of Huckleberry Finn*, by Mark Twain
The face of UNH

ELLEN FITZPATRICK WAS STANDING in a crowded elevator at a Boston hospital when a nurse in scrubs looked her up and down and announced, "You look just like someone I saw on television last night." Then, a pause. "Are you the person I saw on television last night?"

Ellen Fitzpatrick is the University of New Hampshire historian that millions of people have seen on TV—every night during the 2004 Democratic Convention and regularly on PBS’s NewsHour with Jim Lehrer ever since. As a result, complete strangers—a highway toll taker, a motorist at a rest stop—often recognize her. "Aren't you the professor at the University of New Hampshire?" they ask. "She has become the face of UNH for many people across the country," notes colleague Jeffry Deifendorf, who believes her work as a "public intellectual" has benefited the public, the University, and her students.

Fitzpatrick is an active scholar of American history and has written several books. But unlike most academics, Deifendorf notes, she shares her knowledge, live and on national television. She's willing to be "on call," answer unanticipated questions, and receive unsolicited advice: one viewer advised Fitzpatrick to fire her hairdresser, and a former professor contacted her for the first time in 25 years to point out a grammatical slip of the tongue and warn her to "watch your language!"

Not to mention the anxiety. "There's a moment when the lights go up," says Fitzpatrick, "and you realize it's live and you cannot afford to screw up." It's a responsibility she finds stimulating, but sobering. She takes it on because she values the opportunity to give viewers and readers a historical context for present-day politics and events.

Like many historians she knows, Fitzpatrick believes that growing up with a grandparent in the household gave her an added appreciation for the past. At 11, she watched John F. Kennedy touch down in a helicopter in her hometown of Amherst, Mass., and give a speech at the dedication of Amherst College's Robert Frost Library. That event, followed by his assassination less than a month later, gave her a keen sense of "how history happens and how quickly things change." Today she speaks of the past with a kind of reverence, as something that must not be misused for political expediency. Invoking the past is like quoting the Bible, she says. "People can always find something to support their point of view."

So Fitzpatrick points out analogies she thinks are not quite apt, such as parallels the Bush administration has drawn between World War II and the war in Iraq. She rights the wrongs of misrepresented facts, reminding viewers that contrary to "quite a bit of bluster by Democrats in the press" today, it actually took Congress a very long time to cut funding for the Vietnam War. Often, she simply uses the past to shed light on the present. On Face the Nation, when asked why second terms often seem to be jinxed, she noted second-term presidents have often "come upon the rocks of some kind of military adventurism."

NewsHour producer Peggy Robinson believes Fitzpatrick's classroom experience enhances her performance on the air: "She is able to convey a lot of information in a short amount of time with a great deal of warmth and humor." Actually, it goes both ways. In teaching Elizabeth Cady Stanton's essay "Solitude of Self" in her course on intellectual history, for example, Fitzpatrick asks students to write about "what's dated about the essay and what still resonates for those of us living in the twenty-first century." That's the same thought process Fitzpatrick goes through in preparing to speak on the air about the relevance of the past to contemporary politics. In carrying out the assignment, students can bring a bit of history to life—and also learn to think like a historian.

—Virginia Stuart
E llen Fitzpatrick
Professor of History
College of Liberal Arts

Book that shaped your view on life

As a historian in training, searching to make my own way in my discipline, I was excited by three works of history, especially: Bernard Bailyn’s *The Ideological Origins of the American Revolution*; John Higham’s *Strangers in the Land*; and Richard Hofstadter’s *The Progressive Historians*. All three are exemplary and elegant works in American intellectual history.
Cell heaven

DAVID DAGGETT ’92 is a post-doctoral fellow in the Molecular and Cell Biology Department at the University of California, Berkeley. As he prepares to seek a faculty position, he admits to having “sometimes struggled” with the decision to commit to a career that demands so much of young faculty. No sooner do such doubts creep into his mind than his thoughts turn to Charles “Chuck” Walker—his mentor who inspired him as an undergraduate at UNH to feel passionately about science and devote his life to it.

Daggett remembers the day, in 1988, when he arrived on campus, interested in the natural world but “lacking a particular passion for study, or a clear vision of what a fulfilling career might look like.” The 8 a.m. biology class, required of biology majors, was taught by Walker, professor of zoology in the College of Life Sciences and Agriculture. Within a few short lectures, Daggett sensed a shift in his feelings. Walker had Daggett “hanging on every word” and having “no trouble” getting to those 8 a.m. lectures.

Students say Walker is more than a lecturer when he steps into the classroom. He is a storyteller and an artist. At the start of each class, he opens up his bag of chalk and turns to the blank chalkboard, ready to paint the picture that is biology. He chooses colors to indicate specific cellular structures or families of proteins. Then he begins to tell stories, for example, of how single cells grow into specific parts of a fly’s wing and how “top” and “bottom” and “front” and “back” are genetically programmed in the fly. Walker smiles the whole time he talks, and his eyes are bright with passion for the subject.

“I don’t know how you can talk about biology and not make it interesting,” says Walker. Apparently, neither do his students. Each semester they haul themselves out of bed for introductory biology; put themselves through “cell hell,” the nickname for the upper-level cell and molecular biology course Walker co-teaches with colleague Wayne Fagerberg; and line up to work in his labs that overflow with students: high school, undergraduate, graduate, and post-doctoral all finding a welcome place in Walker’s world.

Brenton Paolella ’06 uses his notes from “cell hell” to prepare for his exams in the doctoral program in molecular biology at Dartmouth College. He remembers “a culture of learning that was everywhere” Walker presided. “Chuck would always ask, ‘What have you discovered today?’”

Lesley Kennedy ’83 has spent 24 years as a science educator at the Museum of Science in Boston. She often thinks back on how Walker influenced her career. “The most important thing was that he gave me the opportunity to do original research as an undergraduate,” recalls Kennedy. “I was totally immersed in what is now a buzz word in school science circles— inquiry!”

Today, Kennedy designs teacher programs that are used in science teaching worldwide to create the same kind of “empowering learning experiences” she had studying invertebrate zoology with Walker.

Unsurpassed in the art of classroom teaching, Walker also exposes his students to cutting-edge science by involving them in his nationally-funded research. One such study, supported by the National Cancer Institute, has probed the use of the clam as a model for human cancers like colon carcinoma and glioblastoma involving the tumor suppressor gene p53. He also involves students in his investigations that manipulate sea urchin gametogenesis and its role in urchin aquaculture.

Walker’s undergraduates routinely turn out in droves for the UNH Undergraduate Research Conference. These graduates who developed careers at places such as the Smithsonian Institution, Johns Hopkins Medical School, Cell Signaling Technology, Clarke University, Boston Museum of Science, Genzyme Corporation, and many, many others, can point to a specific conversation with Walker that buoyed or inspired them to a life of accomplishment in biology.

Where does the circle of discovery end? Says Walker, “It never does.”

—David Moore
JEAN BRIERLEY AWARD FOR EXCELLENCE IN TEACHING

Charles Walker
Professor of Zoology
College of Life Sciences and Agriculture

Four books you would take to a deserted island?

2. *Mastering the Art of French Cooking Volumes I & II*, by Julia Child

Book you think everyone should read

*The People, Yes*, by Carl Sandberg. It is about most of us.
Meaningful data

"TWO HUNDRED THOUSAND miles, or five days by car." Larry Hamilton is recounting, with a straight face, an answer given to the statistics quiz question, What is the distance between New York and Los Angeles? What troubles Hamilton is not merely that this answer—like others given to that same question—is so wrong, it's that for many people, the numbers that define the dimensions of our world have lost their meaning.

"There is this wall of innumeracy in our culture," says the UNH professor of sociology and senior fellow at UNH's Carsey Institute. "Data can represent important, tangible realities, but often numbers are just repeated or ignored without thinking. To many folks, statistics appear mechanical or boring, unconnected to real life, as if in some sense all numbers are equal."

Numbers induce the opposite reaction in Hamilton, a social scientist fascinated by how statistics can illuminate the shifting dynamics between people and the environment. For Hamilton, data sets—whether drawn from a glacial ice core or a population census—are as real and idiosyncratic as people, with stories to tell about societies’ complicated and changing conditions.

Where some might see interminable columns of figures, for example, he sees a herring fishery transforming an Icelandic village within a few decades from a struggling, near-feudal society into a thriving commercial center. He further sees how technology, aggressive fishing practices, and oceanographic change cause that same fishery to crash and bring the community to its economic knees.

"What's interesting to me are those patterns that bind different societies together, like climate and the availability of natural resources," says Hamilton. "I compare this data with population changes, technological advances, historical records, and personal stories to see how these different strands connect."

In essence, Hamilton helps to paint the very big picture of how we have lived on this planet, and what our future holds. It is work that naturally leads him to collaborate with researchers from many disciplines. It's also work that keeps him traveling, and a flip through his well-exercised passport reveals many stamps from the eight nations that stretch into the Arctic Circle, where he says "environment-society relationships are so stark."

Hamilton was first exposed to the region 15 years ago while working on a project in northern Alaska. "I was immediately drawn to the beauty of the landscapes, the amazing stories of the people, and the villages that have survived there for thousands of years." Those villages, he says, are changing rapidly today.

On Hamilton's front burner in the cold climate? Global warming. During this International Polar Year, he is working with colleagues in other nations to catalog the human dimensions of climate change in hundreds of communities, from Alaska and Canada and across the northern Atlantic to Scandinavia and Russia. The project aims to develop an overview of social trends in a time when climate and resource development are transforming the circumpolar North. Ultimately, the research will show how climate change has shaped the recent past in these communities, so their governments can help them cope with future changes.

 Asked for an early forecast of how global warming will reshape the Arctic, Hamilton, characteristically, steps back for a bigger picture.

"Climate change will manifest differently in different parts of the world," he says. "Bad farming practices make the consequences of droughts more severe, and building on low coasts increases the likelihood of disasters as storms increase and sea level rises. By our actions, we can make climate changes easier or harder on ourselves."

What's amazing to Hamilton is how long it has taken for the world to pay attention to global warming given that its advent was apparent in the data more than 15 years ago. However, he's glad that people are taking note of the numbers, and their meanings, now.

—Dolores Leonard
What are you reading now?

*Collapse: How Societies Choose to Fail or Succeed*, by Jared Diamond

**Book you think everyone should read**

A subscription to *National Geographic*. Seriously, these folks do as good a job as anyone, month after month, presenting the world, history, cultures, life, science, and the universe in words and pictures for everyone.

**Book that shaped your view on life**

*Mountaineering: The Freedom of the Hills*, by Harvey Manning
Paying it forward

AT AGE 22, IN 1975, P.T. Vasudevan took a job with the Indian Petrochemicals Corporation Limited. He’d earned his B.S. in chemical engineering in 1974 from the University of Madras and a diploma in biochemical engineering in 1975 from the Indian Institute of Technology at Delhi.

Within two years, he was in charge of one of the plants for one shift, supervising 35 to 40 employees whose educations ranged from the high school level to the college level with years of experience. The plant, which made 30,000 tons per year of Polypropylene, processed volatile hydrocarbons and was just 20 miles away from the city of Baroda.

“That’s not too far if you have a massive leak,” recalls Vasudevan in his office at UNH. He then pulls out a tattered reference book that has the properties of hydrocarbons, flow, and pressure calculations. It’s the book he used when he managed the plant.

Vasudevan knows that when something does go wrong, when suddenly you’re operating in the dark, and the instruments are blank, “You hope that people did the right design, and that safety valves will work.” And you have to know your operating manual.

“I made sure that I learned all the tricks of the trade—how to align a pump and get my hands dirty. I listened,” says Vasudevan. “I think the key thing is to treat people as colleagues, not as the boss all of the time. Running a plant like that around the clock... one mistake could endanger everyone. You all have to realize that you’re part of a team.”

Vasudevan’s experience shaped the way he works with graduate students. He understands their need for guidance and their longing to do interesting research.

It’s what brought Vasudevan to the U.S. to study for his master’s degree at SUNY Buffalo and then for his Ph.D. at Clarkson University. “My adviser at Buffalo became a mentor to me,” says Vasudevan, who has remained in touch with him for more than 20 years.

As a mentor himself, Vasudevan has stayed in touch with his own graduate students. In the past 19 years, he’s supervised 22 graduate theses and 24 undergraduate research participants. He is also a prolific scholar, authoring more than 40 papers in professional publications.

Xiangping Shen, a master’s degree student, has worked closely with Vasudevan on the development of biodiesel fuels. They plan to publish an article together. It’s research that Vasudevan has concentrated on for several years.

“Yes, we are publishing a paper,” Shen says. “My name will be first. Of course, I’m very happy about it. But, I actually wanted his name to be first, but he was insistent.”

Alison Dupont, now a research and development engineer at a medical manufacturing company, studied with Vasudevan as an undergraduate. “At the end of my junior year, Professor Vasudevan asked me if I had considered going to graduate school.” She told him she had, but didn’t know if the time was right. At that point, her husband and she had a four-year old child and were planning for another. Professor Vasudevan informed her of an early enrollment option where she could take two graduate courses during her senior year.

“After walking out of his office, I went straight to the Graduate School to get an application,” Dupont says.

Dupont’s family eventually expanded to three children while she earned her masters degree. She plans to earn her doctorate. Says Dupont, “I once dreamed of becoming a doctor to help save lives, but I’ve found that I can save lives through my career as a chemical engineer.”

Vasudevan recognizes that passion from his own research on biofuels. In a recent essay he concluded: “We have the potential to take the giant steps needed to make us less dependent on oil, but we must act now.”

—Carrie Sherman
GRADUATE FACULTY MENTOR AWARD

Palligarnai T. Vasudevan

Professor of Chemical Engineering
College of Engineering and Physical Sciences

Book you think everyone should read

The Alchemist, by Paulo Coelho

I came to this country nearly 25 years ago as a graduate student with one suitcase. Like Santiago in the book, I too followed my dream. This is a great novel that bursts with optimism. As the alchemist himself says, “When you really want something to happen, the whole universe conspires so that your wish comes true.” We never lose the ability to control our lives.
**Serious business**

**SIX MILES OFF** the New Hampshire coastline in the Gulf of Maine, an 84-ton feed buoy rises and falls with the swells of the Atlantic Ocean. It is attached to a grid of underwater cages holding tens of thousands of fish being raised by the UNH Atlantic Marine Aquaculture Center.

The last thing anybody wants is for this system to fail in an onslaught of 30-foot waves. And this is where M. Robinson "Rob" Swift comes in. A UNH professor of mechanical and ocean engineering, Swift was one of a large group of researchers, biologists, and graduate students to design this elaborate feeder, dubbed Aquamanna.

One miscalculation in the mooring design, one unplanned-for rogue wave, and as much as 20 tons of pelleted fish food could be lost to the sea. And so, too, could the promising future of open-ocean aquaculture.

"Engineering is serious business," says Swift. "In the end, an engineer is responsible for designing machines and structures that are strong enough to function as expected."

Swift's continuing work on this project and others enables him to connect classroom and cutting-edge science and engineering into his teaching in courses such as Ocean Waves and Tides-I and Dynamics of Moored Systems.

"I think that students need to see how their efforts in the classroom and field will apply to the world beyond the UNH campus," Swift explains, "so I try to cite examples from my research and integrate demonstrations into lectures and coursework whenever I can."

Over the years, Swift's message to his students has been that engineering is not only about calculating stresses and testing prototypes, but also about serving the public good.

Over his 30 years at UNH, Swift and his students have worked to this end: studying non-point source pollution, compliant ocean structures, and oil spill response engineering, among other areas. "We designed devices for capturing spilled oil in fast currents," he recalls, noting that four oil terminals populate the waters of the nearby Piscataqua River, where tidal currents can regularly reach four knots. "We actually had a flume set up in the ocean engineering building where we could do real oil experiments and watch the process of slick deformation."

Swift transitions smoothly between the topics of solid and fluid mechanics—a flexibility that helps him convey to students his wide-ranging expertise and enthusiasm.

He is equally at home in a lecture hall holding a large group of sophomore mechanical engineering majors in a course such as Strength of Materials, or in a small advanced graduate seminar for ocean engineering students, such as Ocean Waves and Tides-II.

Swift says that engineers need a unique "vision," and he helps them find such vision by looking beyond the surface of a structure to its physical "heart," using props and real components so they can see, touch, and test for themselves.

This hands-on teaching style is especially important for beginning engineering students who, avers Swift, often come to class focused on memorizing the "final formula" needed to solve a homework problem or answer an exam question. "Their ability to take a calculation and combine it with well-designed experiments will be what sets them apart in the workplace," he says.

"Engineers must know the critical areas of the design, understand what their calculations mean, and determine not only if a design will be safe, but how safe it will be. To do this they have to look past what is obvious to see what is happening within the machine or structure itself."

—Donna Eason
EXCELLENCE IN TEACHING

M. Robinson Swift

Professor of Mechanical Engineering and Ocean Engineering
College of Engineering and Physical Sciences

Favorite book of all time
Continuum Mechanics, by Daniel Frederick and Tien Sun Chang

What are you reading now?
Let Me Finish, by Roger Angell
SOCIAL WORK CAN BE serious business. That’s why L. René Bergeron likes to share The Chipmunk Story with her students. It’s drawn from her own experience as a social worker, when she led a discussion group of elderly, rural, and mostly poor women. A reflection about hardship brought forth one woman’s story of clubbing, skinning, and eating chipmunks when times were tough. “I began laughing, not at her or her story, but because I was focusing on this little creature,” says Bergeron. “I kept asking her, ‘How could you club a chipmunk?’”

The chipmunk turned out to be a woodchuck, a more plausible meal. Still, Bergeron lets her students chuckle at how she blew it by focusing on the chipmunk instead of the real message of the woman’s story: that her poverty forced her to hunt for dinner in the backyard. “Sometimes you have to let go of details to let the client know you are listening,” she reflects.

“You have to laugh at yourself,” she says. “Students have a fear that they’re going to make a mistake that will forever injure someone. I try to tell them that most clients are resilient. It’s this resiliency that has kept them going. It is our job to recognize it and build on it.”

Bergeron’s real-world experience—she worked as a hospital social worker for 11 years, followed by 25 years of community work on elder issues while teaching part time—is a reliable arrow in her teaching quiver. Relating her mistakes, she says, helps her students build confidence in their abilities.

By sharing examples from her own professional life, Bergeron helps students “think on their feet and stay open-minded to all possibilities,” says Sarah Gagnon ’06, who is currently pursuing a Master of Social Work degree at UNH. “I can remember having the feeling during one of René’s classes that I had the potential to make a difference in my community and that I had the confidence to push myself to achieve my personal goals.”

Bergeron uses these tales from the frontlines of social work to reassure students they can’t know everything. “Your clients are going to be as much your teachers as you are going to be of service to them.” Still, she says, if young social workers don’t approach their work with confidence, they won’t gain the respect of their clients, who are likely to be older.

It’s older clients—much older—with whom Bergeron has worked for most of her professional life. She has turned her research lens to elders, specifically the role of the social work practitioner in the elder neglect and abuse field. “Solutions to elder abuse are much more complex than with children because of the older person’s right to choose,” says Bergeron. What happens when a practitioner respects an elder’s right to refuse help, for instance, but the elder begins to have house fires, or accrue an unhealthy number of cats?

“We’re in a society that values individual rights, not the community, so we have no idea what to do with these people,” says Bergeron. “If you add an abusive perpetrator to the mix it becomes even more multifaceted. It’s fascinating and it’s volatile, and practitioners need more guidelines.”

While a half-century gap yawns between her subjects and her students, Bergeron connects the two in the classroom. To help students talk about loss, she encourages them to reflect on discussions they may, or likely may not, have had with their own grandparents about dying.

“Then I try to get them to talk about their own decision making and the losses that may have come from that,” she says. Students who have lost a driver’s license or other privileges due to drinking, lost financial stability by abusing credit cards, or failed a class by not studying, tend to blame others. Bergeron helps them move from blaming to coping, while students learn a lesson that’s valuable in social work and life.

“If they can recognize how hard it is to change,” she says, “they’re not going to be so glib in practice by saying to their clients, ‘Just change.’”

—Beth Potier
Rene Bergeron
Associate Professor of Social Work
College of Health and Human Services

Book that shaped your view on life?

*The Poisonwood Bible*, by Barbara Kingsolver

It's a wonderful book that speaks to poverty and government, the kindness of people, the great harm one's belief can cause if from a self-righteous motive... It talks about tragedy and recovery, love for family, and injury of power and control in families.

Book you wish you had written

*The Whole World is Watching: A Young Man Looks at Youth’s Dissent*, by Mark Gerzon
Shining his light

WHEN ASKED A SERIES of questions about books and reading, jazz pianist, composer, and Associate Professor of Music Michael Annicchiarico was quick to acknowledge that his answers were slightly "off-beat." If Annicchiarico were headed for a deserted island, he would not take books to keep his mind occupied, but the scores of four composers.

That's not to say books don't also play a role in his life. The first line of Theory of Harmony, by Arnold Schoenberg sums up how Annicchiarico feels about teaching. "There has to be a give and take in the classroom, Annicchiarico says. "You are not the master and the students clay to mold into your image. The light comes into you and you try to shine it out again. It's a shared experience."

Annicchiarico says that even after 22 years of teaching at the college level students still surprise him. In a recent music theory class he handed out an assignment he'd used in many classes. "One of the students came up with a version I had never thought of. It was perfectly acceptable, made sense, and it bowled me over. I went home and spent a while thinking about all the possibilities based on what she had done. The day you think you've learned everything is the day to quit. I teach for the give and take and back and forth. Some semesters I think I learn more than my students."

His student evaluations suggest otherwise. Page after page recognizes not only his knowledge and enthusiasm, but also his persistent commitment to spend as much time as necessary to make sure every student is successful, giving countless hours outside of class and searching out different ways to present the same information. One student wrote, "I have always felt it really mattered to Professor Annicchiarico that I had a positive experience as a student at UNH." Another put in a pitch for him to have a larger office, noting that during office hours "there isn't room for as many that want to come." Unable to find a textbook that presented the material he felt was appropriate without the fluff, Annicchiarico put together a $10 manual that many of his colleagues now use.

"It's just intriguing," Annicchiarico says, "to look at a very complicated composition. I wonder, how did a composer ever hear that to write it down? It's like magic."

Despite his wonder, Annicchiarico does his own share of creating magic. He regularly writes compositions and arrangements, including original pieces for the UNH Jazz Band and Wind Ensemble. "As a composer, my job is to know what each instrument is capable of as well as what the particular group of musicians is capable of. I try to accentuate the positive."

"The first time you hear a group play your piece, it's frightening," he admits. "You don't know if the musicians will understand the music or play it well. But when you hear it working, it's really incredible to listen to something that a part of you made come alive."

—Erika Mantz
EXCELLENCE IN TEACHING

Michael Annicchiarico
Associate Professor of Music
College of Liberal Arts

Four scores you would take to a deserted island

1. Something by J.S. Bach
2. Something by Verdi
3. Something by Schoenberg
4. Something by Frank Zappa
   (A Bill Evans recording would be wonderful, as well...)

Music you wish you had written

One of the fugues of The Well-Tempered Clavier, by J.S. Bach

Score you think everyone should listen to

Everyone should listen to Beethoven's Fifth Symphony because it is a work of genius.
Et tu, Brunet?

IN THE COMMON AREA outside Associate Professor Stephen Brunet’s office in Murkland Hall, the tables are filled each day, and into the evenings, with students. This is “classics central,” home of a program respected equally for its quality and consideration for students. “We’re tough. We hold high expectations,” acknowledges Brunet, who makes it a habit to keep his door open for the inquiring minds outside.

Brunet wants his students—and the program—to succeed. The ancient Greeks, with their “winning is everything” mentality, would admire his drive. The California native received his Ph.D. from the University of Texas in 1998 and joined the UNH faculty that same year. He feels lucky to have been in the position to help hire his colleagues and build the program with them. “We all came in together and share similar interests and can cover a broad range of subjects.” It’s a collaborative environment, yet challenging in a small department, where faculty rarely teach the same course twice. Brunet is optimistic about the growing enrollments in his Latin courses. Those numbers could translate into future Latin teachers, something Brunet feels the world urgently needs.

The challenge of mastering the ancient languages (“the weirder, the better,” says Brunet) is a big draw for students interested in linguistics, and he points with pride to the fact that the UNH classics program is one of the few in public higher education to offer Hittite and Sanskrit.

While essential, the languages are not enough. “Classics students have to know everything,” he says. “There’s far more to the field than reading the texts. They need to know ancient history. They need a good cultural background to understand the literature and the art.”

Brunet says that some are drawn to the classics for deeper insights into their own areas of scholarship. “There’s no way to understand English literature without understanding Greek literature,” he explains. “Students of Milton or Joyce need to understand classical mythology to fully appreciate the references.”

As a graduate student, Brunet thought his scholarship would focus on ancient philosophy, but when he was asked to teach a course on ancient sports, he realized that his true interest was in the historical development of the Greek and Roman games. “To understand the Greeks you have to understand their attitudes toward competition,” he says. Such esoteric topics as dwarf gladiators, ancient boxing, and chariot racing fall within the arena of his scholarship, and his expertise has made him a commentator and consultant for several films and documentaries.

His students admire him without reservation. “He is never merely a teacher of the topic. He is a mentor of the mind, and a staunch supporter of each student as a whole,” says classics major Michelle LeBlanc.

Brunet takes his teaching seriously and believes that personality and passion are implicit in the mix. “Most of the best teachers are 110 percent of whoever they are. They are memorable because they are unusual, or opinionated, or have their own particular character,” he says. And so is for him. His students fondly recall his famous Ablative of Separation dance. And once, while teaching in Ascoli Piceno with the UNH-in-Italy program, his students wore suspenders—his trademark wardrobe accessory—in emulation, to complete their Carnevale costumes.

That his students trust him enough to accompany him on their mutual educational odyssey amazes him. “What I can accomplish is very much due to the efforts of my students. Although I do not say it often enough, I greatly appreciate students’ willingness to take on challenging assignments that in the end help them better understand the ancient world. We attempt to give the whole classics story. It’s a complex subject with different aspects. There’s something for every one of our students.”

—Sarah Aldag
Homer's *Iliad* and Plato's *Republic*.

It has been said, rightly, that all philosophy is a footnote to Plato since he dealt with nearly all the issues with which philosophers still wrestle. Likewise, all western literature follows in Homer's footsteps since the human condition—why we make good and bad choices, what loyalty do we owe to our friends and ourselves, and whether one can escape one's fate—is the subject of this brilliantly crafted poem.
Preparing teachers

Unlike most people, Joe Onosko's biological makeup includes a particular gene—the teaching gene. His grandfather, three great aunts, mother, and stepfather were all teachers, so it was only natural for Onosko to turn his passion for history, philosophy, psychology, political science, and art into a career as a high school social studies teacher.

Always assuming he would teach in the public schools, his journey to become a college professor was serendipitous—his critique of a journal manuscript written by the School of Education dean at the University of Wisconsin resulted in a research assistantship and graduate study.

Throughout his career, Onosko has strived to positively impact social studies education and schooling more generally. His research has focused on authentic learning: creating school environments that challenge and engage students intellectually, and help them find meaningful connections between classroom ideas and the world today.

"The more time I spent in schools, the more I realized that teaching was less about transmitting information and pontificating from the podium, and more about connecting with kids through dialogue and addressing a much larger segment of their lives. His goal is to "help them become competent adults able to deal with personal and social issues, and to motivate them to find their voices and participate in public life."

Onosko is active in state level educational policy and social studies curricula. He chaired the writing of the United States history and world history sections of the newly-adopted New Hampshire Social Studies Framework. He and a history department colleague, Judith Moyer, have secured $2.6 million in federal funding over seven years to support "History in Perspective," a project designed to improve the teaching of U.S. history in our nation's public schools.

"My goal is to get students to justify the positions they hold regarding the many issues we examine, whether it be conceptualizing intelligence, deciding if it's appropriate for teachers to share their views on controversial issues, or supporting a national curriculum rather than 50, separate state curricula. I want them to develop the analytic tools—and confidence—to examine and critique ideas and points of view that are being advocated by experts," Onosko says.

He also wants students to understand that most topics in education involve numerous contested issues. Experts and concerned citizens disagree on the facts, value priorities, remedies, and compromises. "This is generally somewhat of an awakening for them," he says.

By exploring a range of viewpoints on issues with would-be teachers, Onosko helps them develop their own philosophies and classroom practices. This, in turn, better equips them to enter classrooms where they will encounter students, fellow teachers, administrators, and parents with diverse views.

"I would like to see a social studies profession that presents, in a fair-minded way, the multiple viewpoints that exist in various areas of public controversy," he says. "I would hate to see the profession degenerate into a competition between the left and the right to see who can get more teachers into social studies classrooms."

For Onosko, taking a pluralistic, democratic approach to social studies education and encouraging teachers to have an open exchange of ideas in their classrooms supports his strong belief that educators have a responsibility to improve society.

"I think young people today are as concerned about our country and the world and as committed to helping young people as any generation. That's what keeps me enthusiastic and hopeful. If I lost faith in their potential to become outstanding teachers, I don't know what I'd do," he says.

—Lori Wright
EXCELLENCE IN TEACHING

Joseph Onosko
Associate Professor of Education
College of Liberal Arts

Book you wish you had written
James Loewen's Lies My Teacher Told Me

What are you reading now?
The Republican War on Science, by Chris Mooney

Book you think everyone should read
Ernest Becker's Pulitzer Prize-winning The Denial of Death.
Full immersion

AS YOU READ THIS, halfway across the world a parasite slowly bores its way into the shell of the Sydney cockle, one of Australia’s native clam species. Once inside the limestone, the critter is sheltered, but the shell is weakened, leaving the clam vulnerable.

Suspected to be at the root of this problem, and others, is the invasive marine alga, *Caulerpa taxifolia*, which creates a cozy refuge for such parasites, helping them find new host species, such as the clam. Jeb Byers, UNH associate professor of zoology, is using a grant from National Geographic this year to investigate the problem at the University of Wollongong (UOW) on Australia’s east coast.

“Very little is know about how *Caulerpa* affects native Australian systems,” says Byers. He’s about to change that. Byers and UOW colleagues are examining the effects of the invasive seaweed in the estuaries of New South Wales. They will develop tools to identify invaders and vulnerable sites, quantify rates of spread, and determine means of intervention. The results of their work will inform marine ecologists, government agencies, conservation organizations, and invasive species biologists in Australia and worldwide.

It would be an understatement to say that Byers takes a “hands-on” approach to his field. He is in the water, in the weeds, behind the microscope—on the front lines. And he is not satisfied unless his students are there beside him. “Well-designed participatory research can infuse students with a genuine enthusiasm for learning,” he says. Every course he teaches at UNH—from ecology to marine biology—involves a heavy dose of field research and equal time in the lab.

This “full immersion” teaching style bodes well for his students, who say, “He not only teaches us the subject matter, he teaches us to love it.”

Byers’ research centers on how non-native species affect native marine systems. His students play a big part in these efforts. He is an active adviser to Ph.D. candidates, graduate, and undergraduate students. At any given time you’ll find four or more students in his lab studying species interactions.

Senior biology major Anna Malek says it was Byers’ encouragement that sent her to Appledore Island last summer on a National Science Foundation research fellowship at the Shoals Marine Lab. “Before I went out, he taught me about marine gastropod and parasite ecology and helped me plan out the summer research project,” says Malek, who researched the affect of trematode parasites on the common periwinkle. “He would come out to Appledore and spend the wee hours of the morning—4 a.m.—in the intertidal area helping me set up and carry out my experiments.” She says through the process, she learned the research methods, writing techniques, and data analysis necessary for successful research. “From the very beginning Jeb expressed heartfelt interest in my growth as a marine biologist and provided the guidance and support to make it happen.”

Malek is one of many who has benefited from Byers’ passion. Another student says, “Professor Byers leaves me constantly amazed about the world of plants and animals and how species interact both positively and negatively with each other.”

Byers will bring his infectious enthusiasm back to UNH next year, adding an “Invasive Ecology” course and a sub-tropical twist to his core curriculum. He says his future teaching will be enriched by the Australian experience, not only because it will add a new dimension to his knowledge, but also because it will create broadened opportunities for student research in new areas.

—Gretchen Forbes
Book you think everyone should read

*At the Water’s Edge: Fish with Fingers, Whales with Legs, and How Life Came Ashore but then Went Back to Sea*, by Carl Zimmer (the best science writer currently practicing)

Zimmer explicates the most important and unifying concept in biology—evolution—in incredibly lucid and compelling detail using a topic (marine fish and mammals) that excites everyone.
REWIND 92 YEARS. In a 75,000 square-foot facility in the heart of the Queen City, amid the whirring and chugging of heavy machinery, 17,000 laborers turn out 164,000 miles of cloth annually for the Amoskeag Manufacturing Company, among the world's largest textile factories at its peak in 1915.

Today, the massive looms have been replaced with cutting-edge digital video editing stations, recording decks, and media widgets. Students donning headphones maneuver a moving image on a computer screen, fingers flying deftly across the colorful keyboard as they capture, cut, zoom, and otherwise revise their work within the video editing lab at the University of New Hampshire at Manchester (UNHM) on the banks of the Merrimack River.

"This idea of transforming a place where people once had to be in order to survive, into a place where they want to be in order to learn, was part of what attracted me to UNHM," says Anthony "Skip" Tenczar, associate professor of communication arts.

Tenczar was recruited by UNHM in 2001 to establish the lab and create the curriculum for the film-video component of the Communication Arts program, which prepares students for careers in film, radio, journalism, public relations, advertising, counseling, and others. Six years later, it is "producing" award-winning young filmmakers who have become regulars on the festival circuit.

Tenczar came to the University an award-winning film/videomaker, having produced such films as I Keep on Walking, a documentary about one woman's struggle to reclaim her life after institutional confinement; and Soviet Workcamp, which chronicled an international work camp and aired on the Discovery Channel. His road to teaching was paved by more than 20 years working at the junction of education and film, beginning at MIT's cable system in the late 1970s, where he collaborated with famed avant garde media artist and poet Aldo Tambellini.

He spent more than a decade in the cable television industry, producing educational content, training station staff, and overseeing the programming for 20 Massachusetts cable television stations. Later, as a freelance videographer, he worked on content for NBC Nightly News, the Today Show, and ESPN, among other major outlets.

He has been making films along the way, working across many genres, from documentary and narrative to corporate and experimental. "I don't want to make the same film over and over," he says. His efforts have garnered nearly two dozen festival awards over the years, including the "Best Experimental Film" awards at the New England Film and Video Festival and the Syracuse International Film Festival for Listen, the result of a more recent Tambellini collaboration.

Today, his students learn, create, and practice their artistic and technical skills at his side. This semester, they are out taking advantage of all Manchester has to offer in a Community Media Production course that Tenczar created.

"It's a very hands-on program," Tenczar says. But the secret to his success might be in his "hands-off" approach. "I can lead them and help them discover their styles," he says, but the creative license is theirs. "I'll work with a student on virtually anything," even if it is a theme he's not thrilled about, which is sometimes the case. "I'll help them make the best film possible within what they want to make," he adds, always asking, "Is it good enough in your mind? Can you make it better?"

His philosophy pays: Communication Arts students regularly screen films at regional festivals, including Erin Powers, whose film about people who put their hair in dreadlocks, Idread, won the audience award for "Best Student Documentary" at the New England Film and Video Festival. Other former students work in Television City film labs, at community TV stations, for the Motor Racing Network, and NBC.

They attribute their success to Tenczar's passion. "I like being in the classroom," he says, "and want my students to have a good time even while working hard. I love what I do."

—Tracey Bentley
EXCELLENCE IN TEACHING

Anthony Tenczar
Associate Professor of Communication Arts
UNH Manchester

Favorite films
Raging Bull, by Martin Scorcese
Man with a Movie Camera, by Dziga Vertov
Black TV, by Aldo Tambellini and Meshes of the Afternoon by Maya Deren

Film you wish you had made
The Gleaners and I, by Agnes Varda

Film every American should see
Why We Fight, by Eugene Jarecki (2005)
Old world, new school

EARLY ON, UDO SCHLENTRICHS set some ambitious goals. His life’s dream and plan were one and the same: learn everything possible, build an impressive career, and share his expertise.

He seems to have succeeded. The Austrian-born son of a college professor and prima ballerina, Schlentrich has explored the world while building a jaw-dropping résumé in the field of hospitality management. Today, his students at the UNH Whittemore School of Business and Economics are among the many benefactors.

At age 19, Schlentrich took a job on a Swedish American luxury liner, setting sail on a 90-day around-the-world cruise. It was the beginning of a life full of hard work and high adventure. On the high seas, he met Howard Johnson, founder of the hotel franchise, who encouraged his budding interest in a hospitality career.

After an apprenticeship at a five-star German hotel and degrees from the renowned Lausanne Hotel School and Cornell University’s School of Hotel Administration, Schlentrich set out to build the career of his dreams.

He went to work for Hilton International, where he launched and managed hotel properties from New York to Sydney and developed the food and beverage operations at Manhattan’s World Trade Center. In 1974, he co-founded the Omni Hotels corporation. Over the next 15 years, he managed five first-class properties, including London’s Dorchester Hotel, among the world’s top three luxury hotels at the time.

Today, UNH hospitality management majors benefit from what Schlentrich gives back—a wide-ranging expertise in old- and new-world hospitality, and a life steeped in rich experiences.

“Shaping well-rounded students is extremely important,” he says. “I try to give students examples from my life, showing them the importance of finding good mentors and gaining a strong knowledge base that will lead to better opportunities in the industry, and lead to a more fulfilling life.”

He sends his students outside the classroom to experience the hospitality industry’s many facets—from the restaurants to the front desk—through internships. They work at world-class hotels such as Marriott’s Wentworth by the Sea, Omni’s Parker House Hotel in Boston, the Ritz-Carlton in Hong Kong, and the Four Seasons in Hawaii.

In the industry, Schlentrich is very much in demand. Consulting projects keep him immersed in the business and sharp in the classroom. His students benefit from these projects, through direct involvement or classroom case studies. Recently, an entire class worked on developing the plans for a popular new bistro-style restaurant in Portsmouth. Schlentrich says such projects help students “see the value in what they do and they become more committed.”

“There is a lot of peer pressure to land a high-level, high-paying job right after graduation,” Schlentrich says. He encourages students to follow their passions rather than chase the money, and says that “being passionate and patient, and learning as much as possible” about every aspect of the industry, gives graduates a bankable résumé.

But it’s the lessons of his father, the lessons he has followed throughout his own life so far, that he imparts most passionately: success is not an entitlement, it must be earned every day. Find work that you are passionate about. Have fun, and share your knowledge and success with others. “That’s been my life dream,” says Schlentrich. “And so far I’ve lived a life beyond my wildest dreams.”

—Patrice Russell
Four books you would take to a deserted island

1. John Lofty Wiseman’s SAS Survival Handbook: How to Survive in the Wild, in Any Climate, On Land or at Sea would have to be number one because otherwise I couldn’t read the others!

2. The Bible

3. War and Peace, by Leo Tolstoy

4. A thick book with empty pages so I could write down my thoughts and experiences during my undisturbed time on the island
**Born to be wild (about teaching)**

CHARLIE CARAMIHALIS STILL thinks of himself as a kid, 23 years after he began teaching culinary arts at the Thompson School. And, after all this time, he still reaches that point every summer when he can't wait for classes to start up again.

"In that way, I don't really feel like I've grown up," Caramihalis says. "I go off and do something for the summer and when Labor Day comes, that signals a new year for me and I look forward to going back to school. That to me is a sign I've found something I love."

That something springs from his lifelong passion for food. And when it comes to teaching the subject, his favorite moments are when he can join in and get his hands messy.

"I like to get right in and work with the kids. If you're going to be a good manager, you have to practice what you preach," Caramihalis says. "If that means you have to wash dishes because the dishwasher didn't show up, you wash dishes."

His summer job as seasonal manager of the Cape Neddick Lobster Pound in Maine gives plenty of opportunities to walk that talk. His motto? "Expect the unexpected. That's one of the key elements of survival in the hospitality business," Caramihalis tells his students.

"You have to be prepared for controlled bedlam," he says.

While his style may be laid back and easygoing, he tries to impart discipline. Students will say that means getting to work on time, but Caramihalis strives to make them understand it is much more than that. Discipline, he says, is a state of mind.

"I want them to see that it's everywhere. If they walk into a restaurant and everything is running smoothly, that's discipline," Caramihalis says.

Caramihalis learned discipline early on when, as a 14-year-old, he spent his days working alongside his fisherman father and spent his nights in the kitchen of a local restaurant—the same one where he now spends his summers.

"I got up at 4 a.m. and pitched bait," Caramihalis says. "We'd sell our catch to the Cape Neddick Lobster Pound. They were looking for someone to work at night and I wanted the job. I'd work all day then go to the restaurant and work the grill. I fell in love with it right away."

Caramihalis describes himself as someone who's comfortable in his skin. He thinks that is why he's good at what he does. It's a mindset he tries to impart to his students.

"I tell them to think hard about what in life is important to them besides a career," he says. "When they first graduate and get that great job, it's very exciting. But there are a million different types of jobs in our business. I want them to understand they can pick one that fits their lifestyle."

In 1994, Caramihalis was reminded that teaching, and the freedom it provides that working in the restaurant business did not, was the right lifestyle for him. That's when his brother, Christopher, one of his four brothers who had followed in their father's footsteps, was lost at sea.

"It makes you realize what's important in life," he says, listing coaching his son's high school wrestling team and being able to attend his daughter's dance recitals as top priorities. And then adding, "Not only do I love teaching but it allows me to be the person I want to be."

—Jody Record
Book you think everyone should read

*Searching for Joy*, by my friend and Thompson School colleague Tim Barretto. It’s about enjoying life to the fullest each day and the joy of family relationships. The book also forces the reader to face his or her own mortality and the struggle we all have in realizing that nobody lives forever.

Favorite book of all time

*The Old Man and the Sea*, by Ernest Hemingway
MICHAEL ANDREW
The fine art of raising outstanding teachers
Mike Andrew shows off a spring foal in the fields of Three Crow Farm.

DAVID RIPLEY
Hitting the high notes
David Ripley's home is the stage and especially so at Johnson Theatre with one of his favorite accompanists, music colleague and pianist, Arlene Kies.

BRAD KINSEY
Putting it together
Brad Kinsey in his Kingsbury Hall lab, really does enjoy playing Legos with his daughters Julia (left) and Emma, and wife Susan.

LARRY MAYER
Meaningful data
Far from the Arctic communities he studies, Larry Hamilton ponders his backyard in Lee, N.H. with his wife Leslie and dog Jack nearby.

PALLIGARNAI T. VASUDEVAN
Paying it forward
Make that playing it forward. P.T. Vasudevan plays cricket with members of the India Association of New Hampshire at Kingston State Park.

M. ROBINSON SWIFT
Serious business
Rob Swift at the engineering tank in the Jere E. Chase Ocean Engineering Laboratory.

ELLEN FITZPATRICK
Face of UNH
Ellen Fitzpatrick caught live and on camera at her Newtonville, Mass. home.

CHARLES WALKER
Cell heaven
Chuck Walker during a pictorial lecture on the remarkable mitochondrion organelle at McConnell Hall during Principles of Biology.

CHARLES CARAMIHALIS
Born to be wild (about teaching)
Charlie Caramihalis straddles his Harley Davidson Sportster 1200 outside the Cape Neddick Lobster Pound in Cape Neddick, Maine.

STEPHEN BRUNET
Et tu, Brunet?
In the foyer at Murkland Hall, Stephen Brunet and his son, Christopher, hold a replica of a Corinthian helmet.

JOSEPH ONOSKO
Preparing teachers
At Mill Pond in Durham, Joe Onosko enjoys nature.

JAMES BYERS
Full immersion
Jeb Byers and UNH senior Anna Malek get their feet wet on Appledore Island at the Isles of Shoals.

ANTHONY TENCZAR
A cut above
Skip Tenczar is on location in downtown Manchester with communication arts major, Tavia Goldstein.

UDO SCHLENTRICH
Old world, new school
Udo Schlentrich visits UNH hospitality management intern Nicholas Meli and manager Sophie Ludi at the Wentworth by the Sea Hotel and Spa in New Castle, N.H.

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