

COMMENCEMENT 2003

Ferraro says graduates are waking to new day as citizens

Geraldine A. Ferraro told the nearly 2,000 graduates in the CWRU class of 2003 gathered in the Veale Convocation, Recreation and Athletic Center that they are waking to a new day in their lives and in the world, a dawn that brings with it a common set of challenges and opportunities. "Today each of you says your own good morning to your lives as educated citizens," the first national party female vice presidential candidate and a three-term Congressional representative said.



Ferraro gives the keynote address at commencement.

"Today you commence what you will now become and commence, too, your role in shaping the promise of this nation."

Ferraro, who received an honorary doctor of laws degree during the convocation, said the greatest test and highest hope for the new graduates—and for the nation—will be to help protect and strengthen the civil liberties on which this country is built.

"No matter what your national origin, age, education level or chosen field or specialty, you all share one essential thing," she said. "You—we—all have a personal stake in the direction this nation

will take in the next several years."

Ferraro, president of G&L Strategies, a consulting firm that advises global organizations, said threats on American civil liberties originate not just from outside the country by way of terrorist attacks, like 9-11, or oppression in other countries, like those the recent Iraq War addressed. These infringements on freedom also can come from

within the United States, internal dangers that include apathy and "attempts to roll back the very liberties and freedoms that make this nation mighty," like the USA Patriot Act passed in October 2001.

Ferraro said the act was "perhaps a necessary emergency measure at

an unprecedented time of attack," but what is "far more necessary today is that we remain vigilant about encroachments on the

freedom and liberty that we have so long cherished."

"And if we fail to do so, then we fail to use the tools afforded us by our education," she added. "We won't have to wait for the next Osama Bin Laden or Saddam Hussein to attack

America. We'll do it to ourselves as we undermine and dilute the very institutions of privacy and freedom that we depend on for a free and democratic society."

As a lawyer, Ferraro said she reaches for facts when she wants to make a point. But when she wants to raise her spirit, she turns



Honorary degree recipients Bruce Alberts, Richard M. Krause, Richard H. Thaler, Franz Welsch-Möst and Geraldine A. Ferraro with President Edward M. Hundert



Graduates gather outside the Veale Center.

Veale receives University's highest honor

Tinkham Veale II received CWRU's highest honor, the University Medal, during this year's commencement.

The medal is the University's highest form



Left to right: Board of Trustees Chair Charles P. Bolton, Tinkham Veale II and President Edward M. Hundert

of recognition for leadership, dedication and service to the University, to higher education and to society.

As an undergraduate at the Case Institute of Technology, Veale earned three letters in basketball and received his bachelor's degree in chemistry in 1937.

He is a member of the Case Reserve Athletic Club and served on the Honorary Committee for the Case Centennial in 1980 and as an honorary member of the Board of the Michelson-Morley Centennial Celebration in 1986-1988.

Veale has supported new facilities for athletics and physical education at the University, including the Veale Convocation, Recreation and Athletic Center, which opened in 1997.

A committee of faculty, trustees and the president select University Medal recipients. The solid silver medal bears the University seal on one side, while the reverse cites the recipient's name and the date the medal was awarded.

The CWRU Board of Trustees established the medal in 1971. It has been awarded 18 times.



your sister's eyes and your brother's face—your country—and say simply, very simply with hope, 'good morning,'" Ferraro quoted Angelou.

"You are the sisters and brothers and friends of America," Ferraro told the graduates. "It is you who will shape this country through your public choices and private acts. With the stands you take and the votes you cast, you will determine the freedoms you enjoy or those we

to poets. She cited a verse last year's commencement speaker, Maya Angelou, wrote for the inauguration of President Clinton. "Here on the pulse of this new day you may have the grace to look up and out and into

all forego. And how and when you speak up, you will decide if we remain the land of the free.

"For your parents and me, well, our morning is behind us," she continued. "But your morning has come upon you. I, for one, can hardly wait to see what you will make of this ever unfinished dream of America."



A bagpiper leads the academic procession across the Case Quad.

A message from President Hundert

On Sunday I experienced the joy of presiding over my first commencement as president of this wonderful institution. Faculty, staff and the wider University community, all of whom have been involved in the education of the nearly 2,000 graduates in the Class of 2003, have shared along with family and friends in the celebration of these students' accomplishments.

We also have had occasions during the past week to meet in sorrow over the loss of Norman Wallace, a bright and promising MBA student who would have been among the Class of 2004. We grieve the physical injuries suffered by two others and the emotional distress of so many who were directly and indirectly affected by the attack in the Peter B. Lewis Building.

I challenge each of you to find something to carry forward from the experience. Many of us have been reflecting on how this tragedy has brought a community together—the University community, the Cleveland community and beyond.

Since becoming part of this great University, I have had many opportunities to speak to faculty, staff, students, alumni and others in large groups and individually—and I look forward to many more exchanges. Many of these conversations have focused on the vision we have set for the University.

No one can foresee the twists and turns in this remarkable journey we call life, but a vision helps provide direction. It prepares us to face challenges as well as opportunities, many of which are impossible to predict, let alone control. Norman Wallace's life has much to teach us about vision.

Norman was everything our University should stand for: scholarship, love of learning, excellence, generosity of spirit, drive, service to community and outstanding personal character and grace.

As we strive to become the most powerful learning environment in the world, we have dedicated our University community to building partnerships and serving humanity in a diverse and open environment. We have committed ourselves to experiential learning and to investing in the arts, humanities and social sciences. We have devoted ourselves to having transformational impact on all who teach, learn, discover and work here.

So out of this tragedy, I also find cause for hope—hope that from Norman's untimely death will come a renewed sense of commitment to University values and a foundation for building new bridges—bridges that will enable more to follow on the path he blazed and to continue his work. From what I've been privileged to learn about Norman from many, many conversations with his family, friends and teachers, I think he would be very pleased if his life contributed to that purpose. I think we all owe it to him to continue his legacy.

Commencement was a grand and glorious occasion for our graduates and for their friends and families. It was an honor and privilege to share in their triumph. Now let us all rededicate ourselves to the fundamental principles of teaching, learning, research and service, which are the hallmarks of a great research university, the hallmarks of Case Western Reserve.

COMMENCEMENT 2003

Youngstrom enlivens class demonstrations

by Susan Griffith (sbg4)

It's not every day that a teacher eats chalk, but Eric Youngstrom's developmental psychopathology students remember the time this assistant professor of psychology did to demonstrate the meaning of pica—an eating disorder where people consume things like paint chips or dirt.

"I thought wow! Just from his facial expressions you could tell that it didn't taste good," said Elliot Law, one of Youngstrom's former students and now a research assistant in the department of psychology. "It was very memorable."

"Apparently for all of us," added Youngstrom, who had written pica on the board and then spontaneously bit into the chalk. He recalled spending the next 30 seconds chugging down a soda pop to get rid of the chalky taste.

Law said he also won't forget the lesson on "super tasters," people who have a large number of taste buds, which may cause some anorexic people to find eating unpleasant because of the overpowering taste of food: Youngstrom used a blue marker on his tongue in an experiment to count taste buds.

Youngstrom has used a few attention-grabbers in class since his arrival at CWRU as a junior faculty member, but he said he always strives to reach the high level and standards of teaching excellence established by CWRU's faculty members.

He said learning he is a recipient of the 2003 Carl F. Wittke Award for undergraduate teaching is validation for efforts he gives to his undergraduate students in the developmental psychopathology and research methods courses. He also teaches several graduate level courses in child and family therapy, child and family



Eric Youngstrom

assessment and multivariate statistics. This was his second Wittke Award nomination.

Youngstrom said what drives his teaching is the "G thing" or "how students can generalize" what is said in class to what they will experience in their personal and work lives.

One of the most boring classes that Youngstrom had in college was his research methods class. The class was comprised of information from the textbook, a lecture with overhead slides from the book publisher, two quizzes and three exams. Youngstrom said he felt he could skip class and just read the book.

When he found out he was going to teach research methods, he said he

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CARL F. WITTKÉ AWARD

Created in 1964, the Wittke Award is named for Carl F. Wittke, who from 1948–1963 was a professor of history, chairman of that department and a vice president of Western Reserve University. He was a leader in the intellectual life of the University.

All faculty members who teach undergraduates are eligible for the annual award. A committee of students interviews faculty members whom undergraduates nominate for the award and recommends winners. The awards, which carry a cash prize, are presented in the spring at CWRU's annual undergraduate diploma ceremony.

Ittner makes current events part of lessons

by Susan Griffith (sbg4)

On September 12, 2001, Jutta Ittner walked into her first-year German class and knew she had to put aside the day's lesson plans. When the United States went to war against Iraq, she had a similar experience this semester with her German 381 students in the course, "Munich-Berlin: A Study of Urban Culture."

Her ability to relate to her students, discuss such events as these and make them relevant to classroom work earned Ittner, assistant professor of German and comparative literatures, the 2003 Carl F. Wittke Award for outstanding undergraduate teaching.

Ittner grew up in Munich, Germany, in the aftermath of the Nazis and saw what happens when war, evil and hatred exist.

She said her father was a Nazi and had "known nothing but violence."

"I am from a generation who wants to turn things around for myself, my daughter and everyone else," she added.

After 9–11 and the beginning of the war this year, she gave her students a minute to pause from the media blitz of towers billowing smoke or tanks rolling across the desert to reflect upon how "if you meet violence with violence, you are part of the cycle."

She said she knows that her position as a teacher carries authority with students and never wants to dictate to them how they should feel about the war.

At the beginning of the war with Iraq, Ittner moved a lesson plan up by several weeks. She showed students the film, "The First Summer in Peacetime," made by two American GIs. The soldiers roamed the streets of Berlin in 1945 to document how Berliners were rebuilding their lives. She points out one poignant scene of a little boy, carrying a satchel, looking for someone among the rubble that once was his city.

"This is what it is like to breathe in a place that has been in war," Ittner said.

She hopes that her students will come to understand why Germany did not want to unite with the Americans in their fight against Iraq.

"I wanted to offer something to these students that each can add to more of the puzzle of the world that they are putting together," she said.

While she had finished one doctoral dissertation in German studies at Munich University, she never completed her degree and instead taught for a number of years in the gymnasium (for students 10–20 years old).

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Jutta Ittner

Shurin honored for excellence in teaching medical students

by Lois Bowers (lbowers)
and George Stamatis (gxs18)

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

Graduating medical student Joan Zoltanski

cited this William Arthur Ward quote when she nominated Susan B. Shurin for a 2003 Kaiser-Permanente Award for excellence in the teaching of medical students. Shurin received the award at the medical school's diploma ceremony.

"Dr. Shurin has inspired me, and I hope to one day emulate her by becoming a knowledgeable, responsible, empathetic clinician, an available mentor/teacher and a respectful, kind professional," wrote Zoltanski, the latest of several students to praise

Shurin's efforts through the award nomination process since her arrival on campus 26 years ago.

A professor of pediatrics and oncology at the medical school, Shurin lectures in the first-year molecular biology and development

subject committee and teaches hematology to second-year students. She also is involved with the month-long in-patient training of third-year students on the pediatric hematology/oncology unit of Rainbow Babies and Children's Hospital (RB&C), teaches an

elective for fourth-year students and previously has advised master's degree and doctorate students.

Reflecting the value that the University administration places on quality teaching, in September Shurin was appointed to a new management position in the administration, vice president and secretary of the corporation. This position, which exists at other universities, was created at CWRU as part of President Edward M. Hundert's plan to more closely

integrate the University's academic and administrative structures.

As vice president of the corporation, Shurin is a liaison between CWRU Board of Trustee leadership, individual trustees and the University president and advises the board

and president on University governance and other issues.

She was chief of the division of pediatric hematology/oncology at RB&C for 16 years until accepting the new position.

Zoltanski, whose contact with Shurin came when she was a third-year student doing her clerkship at RB&C, said, "Through respectful, thoughtful exchange, [she] discovers what the student needs to learn and teach[es] by sharing her 'real-life, experiences.'"

Zoltanski praised Shurin for making students a priority.

Just as she considers students partners in the education process, Shurin treats pediatric patients and their families as partners in the

clinical care process, Zoltanski said.

"I witnessed Dr. Shurin working with families whose children had a variety of life-altering/threatening diagnoses," she said. "I saw the intense trust that these patients place in her and how she respected that trust through hard work, honesty, study and compassion. For these families, her long-term, proven availability of intellect and spirit was essential to continuing on through the disheartening and confusing path of terminal illness.

"Her example has become a personal benchmark for me as I enter the practice of medicine," added Zoltanski.

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Susan B. Shurin

Several medical faculty receive recognition

In all, seven medical school faculty members received special recognition at the medical school's 2003 diploma ceremony. In addition to Susan B. Shurin, also receiving Kaiser-Permanente Awards for excellence in teaching are clinical faculty member Louis B. Rice, professor of medicine at the VA Medical Center, and pre-clinical faculty members George R. DUBYAK, professor of physiology and biophysics at the medical school, and Thomas A. MURPHY, associate professor of medicine at MetroHealth Medical Center.

Receiving Gender Equity Awards for exemplifying "the principal of gender equality in their teaching" and promoting "a gender-fair environment for education and training of women physicians" were pre-clinical faculty member Barbara Freeman, assistant professor of anatomy at the medical school, and clinical faculty member Michael McFarlane, associate professor of medicine at MetroHealth.

Receiving the Health Care Foundation of New Jersey Humanism in Medicine Award for demonstrating "the highest standards of compassion and sensitivity in their interaction with patients" was faculty member Douglas Van Auken, assistant professor of family medicine at MetroHealth and a 1997 alumnus of the medical school.

COMMENCEMENT 2003

Brown revolutionizes teaching methods in physics class

by Susan Griffith (sbg4)

Robert Brown has created "a revolution" in the way he teaches his physics classes at Rockefeller Hall.

The Institute Professor of Physics—and one of this year's John S. Diekhoff Award winners for excellence in graduate teaching—steps to the head of the class when it comes to changing the old and bringing in new ways of teaching.

In teaching some 27 courses at the graduate and undergraduate levels over the past 30 years, he has moved away from the lecturing and note-taking format. Someone pausing outside his classroom door may find that one minute things can be quiet as Brown explains physics and next the classes erupts into conversation and is abuzz with activity.

Brown said more than 15 years ago he started to find a new satisfaction in teaching as he engaged in new ways of reaching students in his freshman physics honors classes. He now implements those teaching strategies in his most recent course on the physics of imaging at the graduate level.

"What is really revolutionary is that what I'm doing with my undergraduates, I am now doing with the graduate students. And they like it," Brown said.

These teaching methods are coming under the scrutiny of Brown's former honors physics student Kathleen Andre Harper (B.S. '93, M.S. '96). Harper is now a postdoctoral fellow at Ohio State University (OSU), continuing research started as a doctoral student at OSU. This past semester, she collaborated with Brown in an experiment to analyze the effectiveness of his teaching.

Brown said as Harper was learning about the art of teaching, she took a new interest in the innovations she recalled from Brown's classes.

They plan to write about their research findings in order to share the information with other teachers.

"While we are improving our classes with this and that thing, I worry that students have to work twice as hard with

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Robert Brown discusses imaging devices with his graduate students Timothy Eagan (left), Tanvir Baig (standing) and Tesfaye Kidane (right).

JOHN S. DIEKHOFF AWARD : The Diekhoff Award honors John S. Diekhoff, who served CWRU and Western Reserve University from 1956–1970 as professor and chairman of English, dean of Cleveland College, acting dean of the graduate school and vice provost. The awards, which carry a cash prize, are presented at CWRU's graduate studies diploma ceremony.



Niels Otani mentors graduate students in addition to teaching courses in biomedical modeling, computation and theory.

Otani emphasizes enthusiasm, mentorship

by Marci Hersh

Niels Otani, associate professor of biomedical engineering, said while he was in school, he was fortunate to have had enthusiastic teachers who held his interest in the classroom. He describes one of his past professors as so excited and animated that being in his class was like watching aerobics exercises in front of the blackboard. Otani has received one of

the 2003 John S. Diekhoff Awards for excellence in graduate teaching.

"I am very honored to win this award," Otani said. "There are lots of different teaching approaches, but enthusiasm in the classroom and strong mentorship are what I strive for. The entire department of biomedical engineering is very dedicated to mentoring students and helping them to succeed. We even have a full time staff

member dedicated strictly to helping students find co-op opportunities, internships and jobs."

Otani teaches courses in biomedical modeling, computation and theory. While his research is focused on bioelectricity of the heart, he works hard to simplify everything he teaches.

"We handle a lot of equations in the courses I teach, but I believe that all of them have a simple

concept behind them and this is what I convey," Otani said.

"For example, one way to simplify my research is to think of the heart as an electrical circuit," he continued. "Within this electrical circuit analogy, you can simplify even more by thinking of Kirchoff's current law, a standard rule which every engineering student must learn, as a rule

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Wright believes in an open-door policy

by Paula J. Baughn (pjb14)

Arlet Wright believes in an open door policy—literally.

Her peers and the hundreds of students she has befriended in her more than 10 years at CWRU said that accessibility is just one of many things that makes Wright such a great mentor.

Often, Wright will make the time to talk to a student in need, even if it means she has to work through her lunch, stay late or come in on the weekend to finish a project.

"If my office door is open and I'm not busy, come in and we'll talk, get to know each other," she said.

Wright, program coordinator in the Office of Multicultural Affairs, has been selected from among 30 nominees as the first recipient of the J. Bruce Jackson, M.D., Award for Excellence in Undergraduate Mentoring.

"There is so much that I can say about Arlet Wright because she has made a long lasting impression on my life," wrote ReShaundra Suggs, a CWRU senior who nominated Wright for the award. "She has motivated me in times of struggle and challenge, she has been a shoulder to lean on in times that I needed comfort, but most of all she has always been there to offer great

words of wisdom no matter what I was facing in my life."

"I was so excited when I first heard the news," Wright said, "and I felt so honored to have been chosen among all the many nominees."

A self-described "people person," Wright said talking to all age groups comes easy for her. But, sometimes, with students in particular, it is often more important for mentors to open their ears rather than their mouths.

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Arlet Wright

FRANK AND DOROTHY HUMEL HOVORKA PRIZE

Dorothy Humel Hovorka, a member of the CWRU Board of Trustees and a leader in the community, established the Frank and Dorothy Humel Hovorka Prize in 1994 in memory of her late husband Frank, who was Hurlbut Professor and CWRU chemistry department chair.

Ostrach explores weightlessness of space

By Marci E. Hersh (meh10)

Simon Ostrach, the Wilbert J. Austin Distinguished Professor of Engineering at CWRU and director of the National Center for Microgravity Research on Fluids and Combustion based at CWRU and NASA Glenn Research Center, has a passion for weightlessness in space.

He has completed 14 flights aboard NASA's exclusive KC-135, a modified Boeing 707, four-engine turbojet used to flight test during short periods of microgravity. And this year, he expects to fly aboard the coveted craft again and become the oldest person ever to do so.

Ostrach has been awarded the Frank and Dorothy Humel Hovorka Prize for his exceptional achievements.

Ostrach will receive the prize for his outstanding contributions to microgravity transport phenomena research, significant contributions to NASA's aeronautics program and his role as an outstanding educator. He will be the eighth winner of the prize, which is accompanied by a \$5,000 award.

Ostrach's career as an engineer, scholar, scientist, teacher, author and University leader on microgravity research in space spans five decades. He is a double alumnus of the University of Rhode Island, having received his bachelor's degree in science in mechanical engineering in 1944 and his master's degree in engineering in 1949. He also received two degrees in applied mathematics from Brown University—the Sc.M.

in 1949 and doctorate in 1950.

He joined the Case Institute of Technology (now the Case School of Engineering) in 1960 as a professor of engineering and was appointed head of the Division of Fluid, Thermal and Aerospace Sciences. Before that, he was an aeronautical research scientist for



Simon Ostrach

the National Advisory Committee for Aeronautics, a research associate at Brown University and chief of the fluid physics branch at the former NASA Lewis Research Center now NASA Glenn. In 1970, Ostrach was named the Wilbert J. Austin chair and

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J. BRUCE JACKSON, M.D., AWARD

To honor the late Dean Carl F. Wittke who was his mentor during his undergraduate years at Adelbert College, J. Bruce Jackson, a medical doctor who graduated in 1952, established the J. Bruce Jackson, M.D., Award for Excellence in Undergraduate Mentoring. The award recognizes the outstanding advising and mentoring of undergraduate students by a CWRU current or emeritus faculty or staff member.

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Youngstrom

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struggled with the idea of teaching the class he disliked in college, but now he said he uses the methods every day in his research projects on psychopathy in adolescence and a new five-year study of bipolar disorders or manic-depression in children and adolescents.

"Even if research wasn't a part my career, I enjoy it so much that I'd do it as a hobby," Youngstrom said.

Today his research methods class starts off with a telepathic experiment that involves the illusion of magic—or Youngstrom making telepathic tries at guessing which cards student pick and with students having to come up with some ideas about what was working and what is not working as an introduction to psychological research.

Students also design a survey comprised of three questions from each student that is then given to another psychology class. As the students learn about statistical analyses and other information, they use the survey as a base for class discussion and a research paper.

Each student must also do an experiment growing radishes. Students can design their own test. Past experiments have ranged from talking or yelling at the plants to what kinds of music stimulate plant growth. Instead of exams, the students make a poster presentation similar to the ones presented at conferences.

Shurin

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Shurin said, "It's fun integrating all of the aspects of patient care when teaching at the bedside. Sometimes, you're dealing with pharmacology, sometimes with physiology, with economics, with what it means to be a doctor."

CWRU medical students previously elected Shurin to the Alpha Omega Alpha medical honor

society, and her abilities as an educator also were recognized by the clinical faculty at RB&C when she received a Golden Stethoscope Award a few years ago.

"I like helping not only students but people at all levels," Shurin said.

She's taught residents and physicians through grand rounds, continuing medical education and

other programs at RB&C, Fairview Hospital and MetroHealth Medical Center, as well as at national courses offered by the American Academy of Pediatrics and workshops through the Society for Pediatric Research and Ohio State University.

Her patient care efforts recently were recognized when her peers

named her to the list of "Top Docs" compiled and published by *Northern Ohio Living* magazine.

Shurin has been teaching medicine since she was a student at Johns Hopkins University School of Medicine, but her experience teaching in general began at her small New York high school.

During that time, Sputnik was

launched, and many Americans felt that the country had fallen behind in the teaching of science. Shurin began watching college-level physics programs. Her teachers discovered that she knew more about some aspects of the subject than did they, so she started assisting with the instruction.

Ittner

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She came to CWRU in 1992 as a lecturer. During her first years at CWRU, faculty members in the department of modern languages and literatures encouraged her to complete her doctorate. Currently she teaches all levels of German.

In the fall, she will teach her first English-speaking class, which will be a University seminar in the SAGES program that will examine Berlin as a place of private and collective memories. This spring semester's Munich-Berlin class, which was conducted totally in German, was a pilot of the seminar class developed with a Glennan Fellowship.

Since coming to CWRU, Ittner said the department has been extremely supportive of her efforts to integrate new offerings for students interested in German classes. She has developed a three-week summer study Munich Program and has established the Max-Kade Workshop, which brings visiting scholars or artists to CWRU for two-week seminars. In September, Ittner has invited filmmaker and author Harald Friedl from Salzburg to campus for a German cinema course, "Reconstructing Reality," about German, Austrian and Swiss documentaries and historical films.

This year was the third time that Ittner was nominated for the Wittke Award.

Brown

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all they have to do. My goal is to find a way that we can teach more efficiently so that they get more out of the time we have together and out of the exercises we do," Brown said.

Brown calls his classroom changes "revolutions," meaning significant departures from the way he used to do things. Among them:

- Prepared lecture notes that he hands out at the beginning of each class.
- Every 10 minutes the class breaks for an in-class exercise that reflects what was just taught and gives Brown feedback.
- E-mailed homework hints are sent to all students in a conversational tone that walks them through the assignments as though they had come to his office with a problem and needed his help.
- In preparation for the exam, he gives students a round of exercises that are more challenging and demanding and

do not have the hints to help them.

- Once the test is taken, he lets students revisit it, with the option of redoing any missed questions. Each question has an explanation of how Brown arrived at the answer and asks for the student's input in how they had solved the problem and why it is different from his method.
- In questionnaires handed out after each test, students are asked to answer two questions—what do you need for me to do differently in order for you to learn more effectively and what do you *not* want me to change?
- Undergraduate sophomores, juniors and seniors can serve as teaching assistants, which reinforces what they have learned and helps them put it into practice.
- At the graduate level, Brown explores real industrial applications of physics while exposing students to the academic side of the discipline.

Otani

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that says whatever flows in, has to flow out. We can understand many of the details of how the electrical system of the heart works in this way."

Otani advises two graduate students and teaches graduate level courses while also teaching undergraduate courses in biomedical signals and systems and engineering modeling in the department of biomedical engineering. This year, he also was nominated for two other teaching awards: the Carl F. Wittke Award for undergraduate teaching and the University's Undergraduate Student Government award for engineering teaching.

"I take an eclectic but dedicated approach to teaching and enjoy mentoring students," Otani said. "I think it's important to focus on looking out for students as people first. It is my job to teach students to conduct research, steer them in the right direction when it comes to research experience and help them to make choices that best support their career decisions."

Otani maintains frequent office hours and said students frequently stop by during the workday. He also attends student social events like picnics and bowling outings.

"I understand that my students have to balance their academic life with their social life," he said. "I like to keep this in mind from my own past experience as a student. When I was a student, I was really very lucky to be exposed to professors with enormous enthusiasm. I learned a lot about teaching, both as an undergraduate at The University of Chicago and as a graduate student at Cornell University."

Otani received his doctorate in physics from University of California, Berkeley.

"I learned from wonderful professors who knew it was important to share their excitement about the material they were teaching with the class," Otani said.

"I am now fortunate to be working with a great department," he added. "The department of biomedical engineering has its roots in mentorship, and I'm proud to be here."

Wright

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"I'm also very observant and listen a lot. I mean I really listen," she said.

CWRU students aren't the only ones touched by Wright's talents.

"Arlet's greatest gift is in her outreach to students," said Colleen Barker-Williamson, director of Thwing Center for student activities. "Mentoring is only one

outcome of the relationship she has with students. She reaches deeply into their souls and impacts them forever. She treats them with respect and always challenges them as she advises them or simply converses with them. This proves to the student that she listens—really listens to what they are

saying. I learned to do this from her. She continues to mentor me every day."

No matter where she works, Wright, who has held positions in the CWRU bookstore and student affairs office as well as in multicultural affairs, said she always seems to draw students with something to share.

"As a clerk, a secretary, even at the bookstore, I've always had students come up and talk to me if they needed something," she said.

Kent J. Smith Jr., director of multicultural affairs, said he was not surprised to hear that Wright had won the Jackson Award for mentoring.

"Very few people can top her energy, and her smile is infectious," he said.

Wright counts Smith and Barker-Williamson among her own mentors. She said Smith; her husband, David, who is manager of AV services in the law library; the late Dorothy Pijan, who was

director of Thwing Center; and Beverly Davis, a personal friend who works in the CWRU bookstore, have made the most impact in her life because they are "the people who believe in me the most." "I don't always believe in myself," Wright said. "It's funny. I can encourage others, but sometimes I need a push, too. At sometime in our lives we all need mentors and advisers, and we all need to find these mentors and cherish the ones we already have."

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Ostrach

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Distinguished Professor of Engineering.

In 1993, NASA awarded Ostrach its Distinguished Public Service Medal, the highest honor NASA confers on someone who is not employed by the government. He was honored for his extensive contributions to NASA space science, including pioneering research in the behavior of fluids in low gravity, public advocacy of U.S. efforts to conduct science experiments in space and the development of two successful space experiments.

Ostrach was the principal investigator of the surface tension driven convection experiment conducted on board the United States Microgravity Laboratory-1 (USML-1) in 1992 and USML-2 in 1995. The experiments collected scientific data on the convective flows created by the surface tension of fluids in a low-gravity environment.

He served two, four-year terms as home secretary of the National Academy of Engineering and is a member of its program advisory board. He also was a member of the National Research Council Board of Governors and has been a member of the Ohio Science and Engineering Round Table, among others. In 2001, Ostrach was elected a fellow of the American Academy of Arts and Sciences.