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COMMENCEMENT DAY SCHEDULE

UNDERGRADUATES
Arts and Sciences, Engineering, Management and Nursing
Diploma Ceremony: 11 a.m. Veale Center
Speaker: Kimi Agawa, President of the Class of 2004

GRADUATE STUDIES
Diploma Ceremony: 1:30 p.m. Veale Center
Speaker: Dean Lenore A. Kola

SCHOOL OF DENTAL MEDICINE
Diploma Ceremony: 2 p.m. Church of the Covenant
Speaker: Richard A. Collier, M.S., J.D., President of Collier, Sarner
and Associates

SCHOOL OF LAW
Diploma Ceremony: 2 p.m. Severance Hall
Speaker: Fred D. Gray (LAW '54) Senior Partner of Gray, Langford,
Sapp, McGowan, Gray & Nathanson

SCHOOL OF MANAGEMENT
Diploma Ceremony: 4 p.m. Veale Center
Speaker: E. Suzanne Sutter (MGT ’79) President, Things
Remembered Inc.

SCHOOL OF MEDICINE
Diploma Ceremony: 11:30 a.m. Severance Hall
Speaker: Anthony S. Fauci, Director of the National Institute of Al-
lergy and Infectious Diseases from the National Institutes of Health

FRANCES PAYNE BOLTON SCHOOL OF NURSING
Diploma Ceremony: 2:30 p.m. Harkness Chapel
Speaker: Deborah Parham, Ph.D., M.S.P.H., R.N., Associate Admin-
istrator for HIV/AIDS, Health Resources and Services Administration,
U.S. Department of Health and Human Services

MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES
Diploma Ceremony: noon The Temple
Speaker: Alvin Schorr, the Leonard W. Mayo Professor Emeritus of
Family and Child Welfare at the Mandel School of Applied Social
Sciences
More than 2,000 students will receive degrees during Case Western Reserve University’s 2004 Commencement Convocation at 9:30 a.m. May 16 in the Veale Center.

During the ceremony Nobel Peace Prize winner and Holocaust survivor Elie Wiesel—renowned author, Boston University professor and international advocate for human rights—will give the keynote address.

This year also marks the first in which all May graduates will wear newly designed academic regalia. Black is the basic color for gowns in the United States; Case’s new robes are a distinctive blue.

The new academic dress is modeled after the robe first worn by President Edward M. Hundert during his inauguration in January 2003.

Case’s commencement ceremony will open with an academic procession, to be led by University Marshal Robin Dubin, associate professor of economics.

During the ceremony, Case undergraduates, graduates and professional school students will have their degrees conferred. Following the convocation, diplomas will be presented at separate ceremonies, and receptions to honor new graduates precede or follow the diploma ceremonies.

Case grants degrees to qualified candidates three times each year—in August, for students who complete their programs during the summer semester; January, for students who complete their programs during the fall semester; and May, for students who complete their programs during the spring semester.

Approximately 300 students graduate in August, and 500 receive degrees in January. Students who complete their programs in August and January are invited and encouraged to attend commencement the following May.
Nobel Peace Prize winner and Holocaust survivor Elie Wiesel will give the keynote address at Case Western Reserve University’s Commencement Convocation at 9:30 a.m. May 16 in the Veale Center.

Wiesel, a renowned author, professor and advocate for world peace, will receive an honorary doctor of humane letters from Case during the ceremony.

A native of Sighet, Transylvania, now part of Romania, Wiesel and his family were deported by the Nazis to Auschwitz when he was 15 years old. His mother and younger sister died there; his two older sisters survived. Wiesel and his father were later transported to Buchenwald, where his father died shortly before the camp was liberated in April 1945.

In addition to the 1986 Nobel Peace Prize, Wiesel has received numerous awards for his literary and human rights activities, including the Presidential Medal of Freedom, the U.S. Congressional Gold Medal, the Medal of Liberty Award and the rank of Grand-Croix in the French Legion of Honor.

Shortly after winning the Nobel Peace Prize, Wiesel has established The Elie Wiesel Foundation for Humanity. The foundation’s mission, rooted in the memory of the Holocaust, is to advance the cause of human rights by creating forums for the discussion and resolution of ethical issues.

A devoted supporter of Israel, Elie Wiesel also has defended the cause of Soviet Jews, Nicaragua’s Miskito Indians, Argentina’s Desaparecidos, Cambodian refugees, the Iraqi Kurds, victims of famine in Africa, victims of apartheid in South Africa and victims of war in the former Yugoslavia.

In 1978, U.S. President Jimmy Carter appointed Wiesel chairman of the President’s Commission on the Holocaust. Two years later, Wiesel became the founding chairman of the United States Holocaust Memorial Council. He also is founding president of the Paris-based Universal Academy of Cultures.

Wiesel is the author of more than 40 books of fiction and non-fiction, including A Beggar in Jerusalem (Prix Médicis winner), The Testament (Prix Livre Inter winner), The Fifth Son (winner of the Grand Prize in Literature from the City of Paris) and two volumes of his memoirs.

Since 1976, he has served as the Andrew W. Mellon Professor in the Humanities at Boston University, where he also holds the title of University Professor. He is a member of the faculty in the department of religion as well as the department of philosophy.

Previously, Wiesel was Distinguished Professor of Judaic Studies at the City University of New York (1972–1976) and the first Henry Luce Visiting Scholar in Humanities and Social Thought at Yale University (1982–1983).
Case Western Reserve University will bestow five honorary degrees during its 2004 Commencement convocation May 16 in the Veale Center.

Recipients include Bruce Cole, doctor of humane letters; Robert P. Madison, doctor of science; Jeanette Sorrell, doctor of humane letters; Andrew Vachss, doctor of laws; and Elie Wiesel, doctor of humane letters.

**BRUCE COLE**

A scholar of Renaissance art, Cole, who received his bachelor’s degree in history from Case in 1962, is the eighth chairman of the National Endowment for the Humanities (NEH).

His relationship with NEH dates back to 1971 when he was awarded a fellowship to do research on “The Origins and Development of Early Florentine Painting.” He has served as a panelist in NEH’s peer review system and in 1992 was named by President George H.W. Bush to the National Council on the Humanities, the endowment’s 26-member advisory board, on which he served for seven years.

Cole has written 14 books, many of them about the Renaissance. They include The Renaissance Artist at Work; Sienese Painting in the Age of the Renaissance; Italian Art, 1250–1550: The Relation of Art to Life and Society; Titian and Venetian Art, 1450–1590; and Art of the Western World: From Ancient Greece to Post-modernism. Another recent book is The Informed Eye: Understanding Masterpieces of Western Art.

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In December 2001, Cole came to the NEH from Indiana University in Bloomington, where he was distinguished professor of art history and professor of comparative literature.

At Indiana, Cole also served as chairman of the department of art history at the Hope School of Fine Arts. He is a corresponding member of the Accademia Senese degli Intronati, the oldest learned society in Europe, and a founder and former co-president of the Association for Art History.

Cole earned a master’s degree from Oberlin College and a doctorate in 1969 from Bryn Mawr College. For two years he was the William E. Suida Fellow at the Kunsthistorisches Institut in Florence. He has held fellowships and grants from the Guggenheim Foundation, American Council of Learned Societies, Kress Foundation, American Philosophical Society, Center for Medieval and Renaissance Studies at the University of California (Los Angeles) and NEH.

**ROBERT P. MADISON**

Robert P. Madison, a 1948 alumnus of Case Western Reserve University, is founder and CEO of the Robert P. Madison International architectural firm. A former trustee of Case, he has received the university’s distinguished alumnus award.

The first African American to receive a degree in architecture from Case and the first in Ohio, Madison earned a master’s degree in architecture from Harvard University and studied at the Ecole Des Beaux Arts in Paris as a Fulbright Scholar in 1953.
Madison's career as an architect has been distinguished not only by the buildings he has designed around the world but also by the role he has played as a mentor.

Since Robert P. Madison International was founded 46 years ago, it has trained about 190 African-American architects and engineers, many of whom have gone on to do renwoned work, and spawned at least five other black architectural firms. In 1982 Madison founded the Ohio Association of Minority Architects and Engineers.

Robert P. Madison, a 1948 alumnus of Case Western Reserve University, is founder and CEO of the Robert P. Madison International architectural firm. A former trustee of Case, he is a recipient of the university’s distinguished alumnus award.

Madison has won an honorable mention in the prestigious Prix de Rome Architecture Competition and commissions from the governments of Trinidad and Tobago, Jamaica, the Bahamas, Nigeria and the United Arab Emirates. He also was to design the U.S. Embassy office building and staff residences in Dakar, Senegal, as well as buildings such as the Tuskegee Institute’s Engineering and Nuclear Facility.

Known for its expertise in urban design, Robert P. Madison International, which currently employs some 50 architects and engineers, has had a hand in practically every major building project in downtown Cleveland over the past decade, from Cleveland Browns Stadium and the Rock and Roll Hall of Fame and Museum to the Louis Stokes Wing of the Cleveland Public Library.

Madison and his proteges have served as principal architects on Continental Airlines Concourses C and D at Cleveland Hopkins International Airport, the Arena at Gateway, Great Lakes Science Center, the crisply conceived and engaging stations of the RTA’s new Waterfront Line and the Langston Hughes Branch of the Cleveland Public Library.

A World War II veteran, who was awarded a Purple Heart, Madison is a trustee of the Cleveland Orchestra and Cleveland Opera. He also underwrites WCLV 104.9-FM’s “The Black Arts,” for which he writes commercial spots about black history, culture and accomplishments.

JEANNETTE SORRELL
Founder and music director of Apollo’s Fire, The Cleveland Baroque Orchestra, Jeannette Sorrell brings to the stage an unusual background as both orchestral conductor and early music performer.

As a harpsichordist, she studied with Lisa Crawford and Gustav Leonhardt and took both the First Prize and the Audience Choice Award in the Spivey International Harpsichord Competition in 1991 (competing against over 70 contestants from Europe, Japan, North America and the Soviet Union).

Upon receiving an Artist Diploma in harpsichord from Oberlin Conservatory in 1990, she joined the faculty of the Oberlin Baroque Performance Institute, where she taught from 1990 to 1994.

As a recitalist and concerto soloist, she has performed throughout the United States.

As a conductor, Sorrell studied at the Tanglewood Music Festival and the Aspen Music Festival, where she was a conducting fellow in 1990. Her teachers included Leonard Bernstein at Tanglewood and Robert Spano at Oberlin.

Her performance of Schubert’s Unfinished Symphony with the Oberlin Conservatory Orchestra in 1990 was selected and broadcast by National Public Radio as one of the “outstanding performances of the year.” In August 1997 she conducted to critical acclaim the Mozart Requiem with members of the Cleveland Orchestra.

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Sorrell’s guest engagements as concerto soloist include the Cincinnati Chamber Orchestra and the Ohio Chamber Orchestra. In addition, she made her Boston debut as guest conductor and soloist with the Handel & Haydn Society in January 2001.

She is the winner of the 1994 Erwin Bodky Award, given annually to the outstanding young performer in early music. Together with Apollo’s Fire, an ensemble dedicated to the performance of 17th and 18th century music on the period instruments for which it was written, Sorrell also received the 1995 Noah Greenberg Award from the
American Musicological Society, which is given for the outstanding project involving the collaboration of scholars and performers.

ANDREW VACHSS

A 1965 graduate of Case Western Reserve University, Andrew Vachss has been a federal investigator in sexually transmitted diseases, a social services caseworker, a labor organizer and has directed a maximum-security prison for violent youth.

Now a lawyer in private practice, he represents children and youths exclusively.

He also is the author of numerous novels, including the Burke series, two collections of short stories and a wide variety of other material including song lyrics, graphic novels and a "children's book for adults."

His books have been translated into 20 languages, and his work has appeared in Parade, Antaeus, Esquire, Playboy, the New York Times and numerous other forums.

His international literary awards include the Raymond Chandler Award, the Grand Prix de Littérature Policière, The Falcon Award from the maltese Falcon Society of Japan and the Deutschen Krimi Preis from Die Jury des Bochumer Krimi Archivs.

He serves on the board of counselors for ChildTrauma Academy in Houston, Texas, and is a past member of the Expert Advisory Panel on Catastrophic Child Abuse in the New York State Office of Mental Health.

In addition to his bachelor's degree from Case, Vachss earned his law degree, magna cum laude, from the New England School of Law in Boston, Mass., in 1975. He was a John Hay Whitney Foundation Fellow in 1976–1977 and an Industrial Areas Foundation Training Institute Fellow in 1970 and 1971.

ELIE WIESEL

An author, professor and advocate for human rights, Elie Wiesel, a Holocaust survivor, won the Nobel Peace Prize in 1986.

A native of Sighet, Transylvania, now a part of Romania, Wiesel and his family were deported by the Nazis to Auschwitz when he was 15 years old. His mother and younger sister died there; his two older sisters survived. Wiesel and his father were later transported to Buchenwald, where his father died shortly before the camp was liberated in April 1945.

In addition to the Nobel Peace Prize, Wiesel has received numerous awards for his literary and human rights activities, including the Presidential Medal of Freedom, the U.S. Congressional Gold Medal, the Medal of Liberty Award and the rank of Grand-Croix in the French Legion of Honor.

In 1978, President Jimmy Carter appointed Wiesel chairman of the President’s Commission on the Holocaust. Two years later, Wiesel became the founding chairman of the United States Holocaust Memorial Council. He also is founding president of the Paris-based Universal Academy of Cultures.

An author, professor and advocate for human rights,

Elie Wiesel, a Holocaust survivor, won the Nobel Peace Prize in 1986.

Wiesel, with his wife, Marion, founded The Elie Wiesel Foundation for Humanity, the mission of which is to advance the cause of human rights by creating forums for the discussion and resolution of ethical issues.

He is the author of more than 40 books of fiction and non-fiction.

Since 1976, Wiesel has served as the Andrew W. Mellon Professor in the Humanities at Boston University, where he also holds the title of University Professor. He is a member of the faculty in the department of religion as well as the department of philosophy.

Previously, he served as Distinguished Professor of Judaic Studies at the City University of New York and the first Henry Luce Visiting Scholar in Humanities and Social Thought at Yale University.
This year marks the first that all Case Western Reserve University graduates participating in May commencement ceremonies will don the university’s new academic regalia.

The new academic dress is modeled after the robe worn by President Edward M. Hundert at his inauguration in January 2003. Hundert’s regalia was created to be his official Case presidential robe.

The various gowns and hoods used in academic ceremonies preserve the style of their medieval origin and indicate by color and design the degree and institutional affiliation of their wearers. Black is the basic color for gowns in the United States. Case’s new robes are a distinctive blue.

The baccalaureate gown is distinguished by its long, open sleeves; the master’s by its closed, slitted sleeves; and the doctoral gown by its full sleeves trimmed with bands of velvet. The velvet on a doctoral gown may be black or a color denoting the field in which the degree was earned.

Academic hoods vary in length according to the degree earned and are lined with the colors of the institution conferring the degree. Hoods for degrees awarded by Case are lined with blue and gray.

The yoke of the hood also is faced in a color that indicates the field in which the degree was earned. Disciplines and their corresponding academic hood colors (not all programs listed are offered at Case) include:

**HERALDIC BANNERS**

Heraldic banners have their origins in medieval custom and were originally used to identify individuals and institutions during both battle and ceremony. The academic banners of Case have been designed to signify each of the current schools and colleges united by the seal of the university.

Case’s original heraldic banners were commissioned in 1974 and hang in Amasa Stone Chapel. The current academic banners were designed using the original patterns and were constructed by the Columbia Flag Company of Cleveland.

**COLLEGE OF ARTS AND SCIENCES:** Background color reversed symbolizes the arts and sciences in the field of education. The sun represents a source of energy for the college.

**SCHOOL OF MEDICINE:** The caduceus, traditional symbol of the medical profession.

**CASE SCHOOL OF ENGINEERING:** Emblems of the Case coat of arms: a gear to represent applied science or technology; a star for pure science.

**SCHOOL OF LAW:** Scales of justice balanced on the curtana, a blunted sword that is considered the sword of mercy.

**SCHOOL OF DENTAL MEDICINE:** A Greek delta for dentistry interwoven with a circle, which signifies unity, surrounding a one-serpent caduceus.

**SCHOOL OF GRADUATE STUDIES:** Two books symbolize the traditional division of learning in the arts and sciences.

**MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES:** Background signifies the change from darkness to light, from ignorance to knowledge. Wavy star represents man or life.

**FRANCES PAYNE BOLTON SCHOOL OF NURSING:** Cross within the circle is a stylized version of the pin of the school. The white Maltese Cross symbolizes the Hospitallers of St. John, caregivers to the sick and infirm from the 12th century.

**WEATHERHEAD SCHOOL OF MANAGEMENT:** Represents a group of people in learning conference; a counterchange of colors signifies transfer of ideas.

**SCHOOL OF DENTAL MEDICINE:** Lilac
**ENGINEERING:** Orange
**FINES ARTS, INCLUDING ARCHITECTURE:** Brown
**FORESTRY:** Russet
**JOURNALISM:** Crimson
**LIBRARY SCIENCE:** Lemon
**MEDICINE:** Green
**MUSIC:** Pink
**NURSING:** Salmon Pink
**PHARMACY:** Olive Green
**PHILOSOPHY:** Dark Blue
**PHYSICAL EDUCATION:** Sage Green
**PUBLIC ADMINISTRATION, INCLUDING FOREIGN SERVICE:** Peacock Blue
**PUBLIC HEALTH:** Salmon Pink
**SCIENCE:** Golden Yellow
**SOCIAL WORK:** Citron
**THEOLOGY:** Scarlet
**VETERINARY SCIENCE:** Gray
When it comes to teaching, Case Western Reserve University’s Hillel Chiel believes the best thing he can do is to make himself superfluous. “I think the most important thing a teacher can do is show students that in a fundamental sense the teacher is unnecessary, by which I mean showing students that they can take advantage of the intellectual tools the teacher gives them and learn to use them themselves,” he said.

Chiel has honed his philosophy of teaching since joining the faculty of Case’s biology department in 1987. It has made him a winner of the 2004 Carl F. Wittke award for distinguished undergraduate teaching, which he will receive during commencement May 16. It was his third nomination for the award.

He currently teaches “Introduction to Neurobiology,” “Autonomous Robotics,” “Dynamics of Biological Systems” and “Computational Neuroscience.” He uses the same basic approach in each course. The first half is devoted to teaching students analytical skills and the second to helping the students apply those skills to a specific project demonstrating their mastery of them.

**MASTERY OF SKILLS**

In the “Introduction to Neurobiology” course, he said he first gives students a quantitative introduction to neurophysiology, molecular neurobiology, biophysics and neural development with the help of guest lecturers from the medical school. In the second half, he gives students recent papers from the technical literature on neural circuits and neural systems for discussion.

The final exam consists of a paper on the topic from a scientific journal and three questions: What does the data show? Does the data support the hypothesis? What experiment would you do next?

“If the students can analyze something from the technical literature that they haven’t seen before and answer those questions, they understand the material,” Chiel said.

**CRITICAL THINKING**

Chiel’s method also is meant to help students realize they need not accept everything they read in the literature. “One of the things I emphasize is that just because it’s published in a prestigious journal doesn’t mean it’s right or that it’s complete,” he said. “They have to assess it themselves using their own understanding and data they get from other sources.”

Critical thinking about a problem is as important as the facts themselves.

Created in 1964, Case Western Reserve University’s Wittke Award for distinguished undergraduate teaching 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. 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 Case’s annual undergraduate diploma ceremony.
"In 10 years, if they’ve forgotten every fact I’ve taught them, but they can still think critically, I’ve been a success as a teacher," he laughed.

**PERSONAL APPROACH**

Although Chiel's courses are lectures, he takes pains to learn the names of all his students.

"By the second week I know everyone as an individual and use their names when I call on them," he said. "I try never to embarrass a student. If they don't know the answer, I tell them that's OK, let’s move on. That way I can assess throughout the hour whether the students are following what I am saying."

Chiel's approach to teaching grows from his discomfort with the need to assign grades to students.

"It raised the fundamental question: how do I know that a student knows something?" he said. "I realized the only answer was that if someone could solve a problem that they hadn't seen before using information they had learned, then they probably really knew and understood the material."

His approach also was influenced by the teacher of a course he attended as a teen-ager in Boston, Alan Natapoff. The instructor believed anyone could learn anything if the topic was broken into small enough steps.

“And to show that theory was true, he recruited a bunch of high school students, including me, and taught us calculus. Not only did I discover that I loved math, but I saw how effective his technique could be,” Chiel said.

**QUINTESSENTIAL TEACHER**

Lane Metheny, the student who nominated Chiel for the Wittke award, calls him “clear, concise, intelligent, friendly…the quintessential teacher.

“He has impressed me with his ability to challenge his students, as well as his ability to facilitate their learning in and out of class,” Methany said. “I find that this method has been most productive for me in my undergraduate career as it develops both my knowledge and problem-solving techniques.”

Partly as a result of some of his own experiences as a student, Chiel tries to be sensitive to his students’ feelings.

"The teacher who inspires fear is usually going to inhibit students from learning," he said. "If students love the subject and are highly motivated, they will want to learn. The key thing is to create an environment in which students feel that there is support. Then they are much more willing to participate."

In addition to his teaching and research, Chiel serves on the biology department’s graduate affairs committee, is a faculty adviser to the Alpha Epsilon Pi fraternity, serves on a University Panel for Hearing Procedures and is an instructor in the National Science Foundation-funded Integrative Graduate Education Research and Training program.

**PASSIONATE RESEARCHER**

Research, however, is his main passion, and his teaching reflects that.

“In all the courses I teach I try to give students a taste for the excitement of cutting-edge research,” Chiel said. "When you give students an open-ended problem for which there is no right answer, you are getting them to do research in the classroom. They get very excited when they realize that."

**BUTLER MAKES MATH FUN FOR CALCULUS CLASSES**

By Susan Griffith
(susan.griffith@case.edu)

Christopher Butler lives by this mantra “math is easy, math is fun” and works hard to convince students in his Math 121 and 122 calculus classes for science and engineering majors at Case Western Reserve University that his principle adds up.

A math instructor in the College of Arts and Sciences’ department of mathematics, Butler works hard to keep the attention of the 230
students in his first semester calculus class, which meets at 8:30 a.m. Mondays, Tuesdays, Wednesdays and Fridays in Schmidt Auditorium—efforts that have garnered the teacher some notice as well as one of this year’s Carl F. Wittke Award winners for distinguished undergraduate teaching.

He will receive the honor, along with Hillel Chiel from the department of biology, during the undergraduate diploma ceremonies following Case’s commencement convocation on May 16.

“I want students to come to class. I want them to learn. I want them to be excited about class and have fun,” he said.

MEMORABLE MOMENTS
Butler leaves his students with memorable moments that include vivid stories to help students visualize complicated math principles that even math whizzes may need a nudge to help understand.

When watermelons are in season—and if not, he’ll use a pineapple—Butler demonstrates volume by slicing up the fruit. For those who skipped breakfast, a snack from the demonstration gives them some energy to grasp the concepts. Other classroom demonstrations include destroying rolls of toilet paper, the Inverted Vector Dance, and Norm and Norma, the friendly vectors.

“I try to keep class entertaining,” Butler said.

He has spent more than 20 years at the head of the class but explained that he constantly strives to keep students excited about math with new lesson plans.

One of Butler’s strengths is his approachability. He breaks down the teacher-student barrier with his casual conversational style as well as the relaxed atmosphere he creates during class. He insists that students call him by his first name and has even been known to wear slippers or go barefoot in class.

Whether it is in or out of the classroom, Butler leaves his door open for students who need some additional help. He said it is common to have between five and 15 students in his office at any given time. Some are there to study math; some just to hang out.

“In five years at Case, I have never seen Chris Butler turn a student away from his office,” said Ryan Macy, a Case alum and one of three people who individually nominated Butler for the Wittke Award.

HOMELIKE ATMOSPHERE
When students come to Butler’s office, they find a homelike atmosphere with a playpen and baby toys used by his 15-month-old son Michael, who is an active and vocal part of the math tutoring.

“Michael hates to see bad math; it makes him cry,” Butler said.

He never turns students away from his home, either.

“Time and time again, Chris has opened his home to his advisee students for picnics and gatherings. Each fall, he takes a large group of students to an Indians baseball game,” said one anonymous nominator, who also wrote about Butler’s efforts to learn the names of all of his students.

To aid him in this monumental task, Butler has each person’s moniker and photo rotate across his office computer throughout the day.

In addition to his personal tutoring of students, Butler also founded and continues to oversee the Math Supplemental Instruction (S.I.) program, which consists of undergraduates who work with math students in Butler’s office or in the S.I. room connected to his office in Yost Hall. The program also has scheduled sessions each Monday and Thursday night in the residence halls, where students can come to meet with Butler and the S.I. leaders for help in math.

MATH GALA
In addition, Butler organizes the Math Gala, a five-hour studying marathon for math finals that is attended by as many as 300 students each semester. And with Ignacio “Doc Oc” Ocasio from the chemistry department, he helps the first-year students with the Hudson Relays by driving the pace car during the race.

Butler also has been nominated for Wittke Awards in 2001 and 2003 as well as a candidate for the J. Bruce Jackson Award for mentoring in 2003 and 2004. He received the Outstanding Student Adviser Award in 1999, an Undergraduate Teaching Excellence Award in 1992–1993, Mortar Board “Top Prof” Award in 1998 and the Case Alumni Association Meritorious Service Award in 2003.

He came to Case as an undergraduate in 1979.

Butler earned his bachelor’s degree in 1983 and his master’s degree in 1985, both in mathematics. He started teaching math classes during graduate school and never has stopped.
JOHN S. DIEKHOFF AWARD
FOR GRADUATE TEACHING

BIOMEDICAL ENGINEERING ASSISTANT PROF
SHOWS STUDENTS IT’S OK TO MAKE MISTAKES

By Laura M. Massie
(laura.massie@case.edu)

Case Western Reserve University’s
Dmitri Kourennyi says the best
part of being an educator is his
students’ unending quest for
knowledge.

“Our students are brilliant,”
Kourennyi said. “I am fortunate
to teach at a university where the
graduate students are simply out-
standing.”

Kourennyi, an assistant professor of
biomedical engineering at the Case
School of Engineering, was named
one of two winners of the John
S. Diekhoff Award for Graduate
Teaching.

“I am proud and honored to
receive the Diekhoff Award,”
Kourennyi said. “It has an ultimate
value to a teacher, because it is
granted by a student committee
based on student nominations,
and I’m happy to have followed in
the footsteps of other biomedical
engineering professors at Case who
have received it.”

Previous Diekhoff winners from
biomedical engineering include
professors Dominique Durand

“In most cases, I just need to
guide students, for they are already
knowledge hungry and strongly
motivated,” said Kourennyi, who
has been at Case for nearly six years.

“My main method is to stimulate in
students independent and creative
thinking. I also believe that I am
successful in another important
challenge that a teacher or mentor
faces: that is to create a research,
educational and social environment
in which students are not intimi-
dated or suppressed by a teacher’s
opinions. I encourage my students
to find a solution or design the
experiment independently.”

He also believes it is important
for faculty to be supporting and
reassuring to students—and that
it’s not the end of the world if they
make mistakes.

Oftentimes, he jokes, “my stu-
dents are right and I’m incorrect
about something. I use these cases
to show them how to learn from
mistakes...And by the way, it never
hurts.”

Kourennyi cites a popular joke
at his alma mater, the Moscow
Institute of Physics and Technology
in Russia, which asks the differ-
ence between Niels Bohr’s and Lev
Landau’s schools. The answer: Bohr
said that he never was afraid to say
to his students that he was a fool;
Landau said he was never afraid to
say to his students that they were
fools. Needless to say, Kourennyi
subscribes to Bohr’s approach.

“After all, there are only two differ-
ences between me and my stu-
dents,” Kourennyi said. “I am older
and have a little bit more experi-
ence, but my students are younger,
 fresher and in many cases brighter
and more creative.”
Kourennyi’s research, however, is very serious. His primary interest has been in neuroscience at the cellular and molecular levels, and, in particular, in mechanisms of signal processing in the eye’s photoreceptors. He also looks to have a better understanding of the role of photoreceptor ion channels and their modulation by nitric oxide and other non-conventional neuromodulators. Nitric oxide is thought to play an important role in physiological functions and pathology of the retina.

In addition, he and his students are working to develop a system that would better examine responses of retinal cells, especially photoreceptors. Until now, all research had to be conducted in darkness, but Kourennyi wants to replace the photoreceptor’s light sensitive part with a computer model—or “hybrid photo receptor”—that can help push the field forward and bring the research “out of the dark.”

“The goal of my research is to understand how vision works from a physiological point of view,” Kourennyi said. “If we can better understand how it works, we can understand the diseases that affect the retina, diminishing quality of life for millions of people.”

In addition to his research and teaching duties, Kourennyi serves as adviser to the Undergraduate Student Biomedical Engineering Society, which was named best student organization at the university in 2002–2003. But, as usual, he gives his students all the credit for making the organization successful.

“I’m proud that one of our professors of biomedical engineering has received this tremendous honor,” said Patrick Crago, the Allen H. and Constance T. Ford Professor of Biomedical Engineering and chair of the department. “The Diekhoff award illustrates the commitment and dedication Dr. Kourennyi has to education and research, as well as to the greatest interest he takes in his graduate and undergraduate students who have chosen biomedical engineering as their career path.”

Kourennyi received his bachelor’s and master’s degrees in physics and engineering from the Moscow Institute of Physics and Technology in Russia and his doctorate in biophysics from the A.A. Bogomoletz Institute of Physiology in Kiev, Ukraine.

It’s those “ah-ha” moments that make teaching a rewarding experience for Aloen Townsend, associate professor of social work at Case Western Reserve University’s Mandel School of Applied Social Sciences and a 2003–2004 John S. Diekhoff Award winner for distinguished graduate teaching.

When students understand what she is talking about—particularly in her doctoral statistics classes—Townsend said she can see “light bulbs” of enlightenment physically brightening the students’ faces.

Then there are other students, who finally figure out the statistics—after they put them into practice analyzing data for their doctoral dissertations—and come knocking on her door to deliver the news.

Townsend said those are very rewarding moments, too.

In addition to statistics classes, Townsend also enjoys teaching a course on adult development and dysfunction to future social workers. In this class, she said discussions are particularly engaging because students bring real-life examples of adult experiences and problems to class, many of which
help overturn preconceived stereotypes students might have about growing old.

A native of California where generations of her family have lived, Townsend developed an interest in understanding the process of aging and the impact of growing old from her interactions with her 90-year-old grandmother. Her grandmother had seen life change from when she first arrived in California by horse and wagon to when she witnessed—by watching television—astronauts landing on the moon.

“I was drawn to the field from a warm positive relationship with an older family member. I learned a lot from my grandmother about aging and how she dealt with it. I felt I wanted to go beyond the personal family experience.”

Her career path since earning her doctorate degree in social psychology in 1982 from the University of Michigan has taken her there.

Townsend has been at Case for the past four years—three as a faculty member and one as a senior research associate working with now retired faculty member Baila Miller. Townsend came to Case from Kent State University, where she taught in the department of psychology, and from the Benjamin Rose Institute in Cleveland, where she researched aging issues.

As one of the Mandel School’s cutting-edge researchers in aging, Townsend currently has two major research projects underway:

• As part of the Project on Death in America, Townsend and a doctoral student, Karen Ishler, are collaborating with the Hospice of the Western Reserve to develop a tool the hospice can use to evaluate how family caregivers are coping with the financial, physical and emotional strains of caring for a terminally ill relative who is 65 years old or older. She also wants to find out what resources family members are marshalling during this time. She received a Social Worker Leadership Development Award from the Open Society Institute of the Soros Foundation for this study.

• Townsend also has been working on a National Institute on Aging research project on married couples, analyzing data from three major national studies in order to understand what happens when one of the spouses becomes sick or depressed and how that impacts the other spouse. The couples range in age from their late 40s to their 90s. The three-year project was completed last year, and Townsend and a team of graduate students are in the process of writing about the findings.

Townsend said she has entered the field of aging at an exciting time, when researchers are beginning to see that people grow older in diverse ways and that adults continue to develop long past the onset of adulthood—all the way up to the end of their lives.

“That is a new perspective on aging,” she said.
By Laura M. Massie
(laura.massie@case.edu)

Ask May Wykle what the least known fact about her is, and you’ll get a surprising answer: the Martins Ferry, Ohio, native was a drummer in her high school marching band and played English horn during concert season.

That’s an interesting start for a woman who has accomplished so much in the nursing and health care profession and someone who, by her own account, came from humble beginnings but now counts Case Western Reserve University’s prestigious Frank and Dorothy Humel Hovorka Prize among her many accomplishments.

Wykle, dean and Florence Cellar Professor of Nursing at the Frances Payne Bolton School of Nursing, was nominated by her colleagues and other members of the university community.

“I am absolutely thrilled to receive this award,” Wykle said. “To be nominated by my colleagues within the university is a tremendous honor. This award affirms everything I’ve done in my career here, especially when I look at my career goals from when I started out in ‘Smalltown USA.’

THE ULTIMATE JOB

“Being able to lead the Frances Payne Bolton School of Nursing at Case is the ultimate job for me,” she continued. “The university has provided me and our faculty and students with so many wonderful opportunities by allowing us to grow and do different things, especially in the fields of geriatrics, med-surge (surgical), psychiatric nursing and life flight nursing, among others.”

“I’m also an admirer of Dorothy Humel Hovorka and her contributions to Case, and the contributions of her late husband, Frank,” Wykle added. “She is active in the local community, particularly at Case and at Shaker Heights High School, and I’m especially appreciative that this award bears her name.”

Dorothy Humel Hovorka is a former member of Case’s board of trustees and a leader in the arts and community affairs. Her late husband, Frank, was for many years a distinguished member of the faculty in the department of chemistry at Case.

A member of the Case faculty for 35 years, Wykle is an internationally recognized expert in the field of aging and a pioneer in psychiatric nursing. Her research interests include geriatric mental health, family caregiving, minority caregivers and caring for patients with dementia and Alzheimer’s disease. She also serves as director of the University Center on Aging and Health at the Bolton School.

CAREER PATHS

Sometimes, Wykle said, she’s surprised by the turns her career has taken.

“I love nursing and love taking care
of patients. My research began in psychiatric nursing and then gradually progressed to aging issues,” she recalled. “As a nurse, I was always interested in how families and caregivers coped with patients’ or loved ones’ suffering, as well as how formal caregivers, nurses and nursing assistants communicated with patients with dementia and Alzheimer’s disease. So I focused all my research on caregiving.”

She has pursued that research and initiated educational programs internationally in Europe, Africa and Asia. One of her favorite accomplishments is helping to start a master’s program in nursing at the University of Zimbabwe in Africa. She also was appointed the first Pope Eminent Scholar, the John and Betty Pope Chair, at the Rosalynn Carter Institute for Human Development at Georgia Southwestern State University. She is currently a member of the institute’s board. She credits her appointment at the Carter Institute with giving her more insight into caregiving issues in the community.

Wykle stresses the importance of international nursing education.

“As a global society, it’s vital that our students and faculty study abroad, and remain active internationally,” she said. “We also have many international students here who become leaders in health care in their own countries. That’s critical because disease has no borders.”

ONE UNIVERSITY

Wykle has been a nurse since her 1956 graduation from the Martins Ferry Hospital School of Nursing. She earned her B.S.N. in nursing, an M.S.N. in psychiatric nursing and a Ph.D. in education from Case.

She said she’s happy that she’s spent the majority of her career at Case. She’s had offers to go elsewhere, but wanted to stay at Case because of the variety of experiences she’s been able to have at one university.

“I’ve enjoyed having a number of visiting professorships and given lots of lectures around the country and the world,” Wykle said. “But I’ve enjoyed working with students and faculty here and being at a great university. My experiences at Case have been enriching. I’ve been fortunate to see the university grow, to see the Frances Payne Bolton School of Nursing grow and to be a major part of that is exciting. I’ve seen our great students come and go and become health care leaders in the U.S. and in other countries.”

She also believes that the university’s new vision of being the world’s most powerful learning environment will bring it to the forefront.

“Until now, Case has been one of the world’s best kept secrets. Our new vision makes a lot of sense, to focus on it becoming one university,” she said, emphasizing the “uni,” for unity.” Collaboration and cooperation are the hallmark of higher education.
Mentoring a Natural Outgrowth of English Composition for Oster

By Jeff Bendix  
(jeffrey.bendix@case.edu)

Judith Oster has long found herself in the role of mentor.  

“Even as early as junior high school my friends would unload on me,” she laughed.

Oster has continued to serve as an adviser throughout her career as a professor in Case Western Reserve University’s department of English. Now she has been honored for her efforts with the second annual J. Bruce Jackson, M.D., Award for Excellence in Undergraduate Mentoring.

The Human Condition

For Oster, mentoring is a natural outgrowth of her work with students in the classroom.

“In our department, except for the core courses, classes tend to be small enough that you can really develop a relationship with students,” she said. “Students are required to do a lot of writing. I read it, and we discuss their writing a lot in conferences.

“So what happens is there’s already a conversation about literature, and all kinds of things come up in literature because it’s about the human condition,” she continued. “And students will come to my office to talk about a paper or a major, and very often that conversation develops into a mentoring relationship.”

Most of the guidance students seek, and advice she gives, focuses on academic and career decisions.

“Very often students come to college thinking they want to be this or that or their parents or friends think they ought to pursue a particular path,” she said. “Then they become very conflicted about the fact that they’re not doing so well in, say, chemistry, but they’re getting As in history. When that happens, I try to send them to the chair of the department they’re interested in.”

Liberal Arts Advocate

At times she said she feels called on to advocate on behalf of the humanities as a worthwhile course of study or career option.

“If the student is interested in the humanities and it hasn’t been made of value among that student’s friends or family, I try to show them options they may not have thought of—and that you have to be glad when you get up on a Monday morning to be doing what you’re doing.”

Oster’s advocacy played a huge role in the life of Bela Resnicoff, who nominated her for the Jackson award. After striking up a casual conversation the second day of freshman orientation, Resnicoff said she found herself turning to Oster for advice and encourage-
ment. She told Oster of her plans to transfer in order to be closer to her family. In response, “Dr. Oster lost no opportunity to point out the times I was especially excited or engaged with something I was studying,” Resnicoff wrote in nominating Oster for the Jackson award.

Oster continued to encourage Resnicoff to take advantage of all that Case has to offer. As a result, she elected not to transfer. She also added English as a major along with psychology.

Oster, Resnicoff wrote, then engaged her to examine her reasons for wanting to attend graduate school in clinical psychology, after which Resnicoff decided to apply to law school instead. She is now a first-year law student at Columbia University, having graduated from Case Phi Beta Kappa.

ROLE MODEL
William Siebenschuh, chair of the English department, occupies an office next to Oster.

“I see Judy putting in just endless hours talking to students,” he said. “She is a wonderful mentor to both students and faculty. She is completely happy to give of her time and share her experiences with everyone around her.”

Although Oster acknowledges being an empathetic listener, she is far from passive.

“If someone is talking to me, I ask them tough questions. Maybe that’s the academic in me, making distinctions among things. I’ll do it with a student’s interpretation of literature, and I’ll do it when someone comes to me with a problem. I’ll never tell a student what to do, but I’ll try to help them see the pros and cons of a situation before they make up their mind.”

Oster had a strong role model and mentor in her own academic career: Robert Ornstein, the Oviatt Professor Emeritus of English.

“I learned a great deal from him as a scholar, writer and passionate teacher and wonderful human being,” she said. “He was a world-famous scholar, and yet no freshman who came to his office was too unimportant to bother with.”

Oster says she is “thrilled” to receive the Jackson award, but adds, “The real satisfaction comes from feeling as though you’ve helped a person, even if they are not in trouble. Encouraging them when they’ve written something really good, for example. I get a lot of pleasure from the classes, from student writing and the conversations with students that I feel have made a difference.”
When Jennifer Hawkins receives her diploma from Case Western Reserve University this spring, she will fulfill a vow she made to herself: Come what may, she was going to graduate from college before her daughter.

For most students getting their bachelor’s degree that wouldn’t seem like much of a problem. But Hawkins, a department assistant and administrative manager at the Case School of Medicine who will graduate with a degree in communication studies from the College of Arts and Sciences, has been working toward it since joining the university’s staff in 1979.

During those 25 years she has taken long breaks to raise her children—now 20, 16 and 12—while her husband worked full time and attended night school toward a degree in electrical engineering.

“Family has always come first for me,” she said. “I never wanted pursuing my degree to affect my family life.”

Hawkins began slowly, taking one course at a time.

“I wanted to get a feel for what would be expected of me as a student, because I knew Case had a reputation for being demanding. I wanted to see if I could handle it,” she said.

Over the years she took courses in psychology, accounting, history and speech.

By 1997 Hawkins was ready to formally enroll as an undergraduate student, majoring in communications studies. The road has not always been smooth.

“I’ve often said, ‘Why am I putting myself through this?’” she laughed. “But then I think about the light at the end of the tunnel and the satisfaction I know I’ll get when I’m done.”

Being a nontraditional student has presented advantages as well as obstacles.

“Since I don’t live on campus, I don’t enjoy the camaraderie or support network that the full-time students do. I don’t have the study groups or the people to share ideas with,” she said.

On the other hand, she added, “I feel like the other students and the professors learn something from me when I speak in class. Some of the professors have told me they really appreciate my contributions.”

Hawkins had been on course to graduate in 2005. But she received a jolt several years ago when she realized her college-bound daughter would receive her diploma the same year.

“There was no way I was going to share the spotlight with her,” she said, “so I mapped out a schedule that allowed me to graduate earlier.”

Her choice of communications studies grew out of her upbringing. Her family came to the United States from Jamaica when she was 12. Her father, she said, was “old school.”

“The way I was raised, the father ruled the nest, and children weren’t allowed to express themselves,” she said. “I think that’s why I chose a subject where I could do that. I also like great orators. I grew up listening to the speeches of President Kennedy and Martin Luther King Jr. I enjoyed listening to Michael White give speeches when he was mayor (of Cleveland) and to my husband, Michael, who is a gifted speaker as well and an anointed part-time minister in our church. I realized if you can speak well, you can achieve a lot.”
By Jeff Bendix (jeffrey.bendix@case.edu)

For Case Western Reserve University senior Ken Franko, two is definitely better than one.

The double major studying aerospace engineering and Spanish, who will graduate from Case this spring, found out in early April that he won a $25,000 scholarship from the Hertz Foundation.

Several weeks later he learned he also had been named a Fulbright Scholar.

Franko also is taking advantage of a new model of liberal learning taking shape at Case, where “renaissance students” merge the liberal arts with science, engineering and technology in unique ways.

The prestigious Fulbright scholarship will enable Franko to spend the 2004–2005 academic year studying pollution modeling at the University of Chile in Santiago. The Hertz Foundation scholarship is to support his graduate studies in aerospace engineering at Stanford University. He will defer enrolling at Stanford until the fall of 2005.

At Case, students like Franko don’t just learn, they experience education. And Franko, a native of Oxford, Conn., spent the second semester of his sophomore year studying in Chile.

“I learned how to write and read Spanish in high school, but I wanted to learn how to speak it by immersing myself in it,” he said.

Franko also is taking advantage of a new model of liberal learning taking shape at Case, where “renaissance students” merge the liberal arts with science, engineering and technology in unique ways.

“Ken’s outstanding work exemplifies our university’s strengths in the humanities as well as the applied sciences,” said Margaret Robinson, dean of undergraduate studies at Case. “We are very proud of the recognition he has received for his work in both areas.”

By Susan Griffith (susan.griffith@case.edu)

What do you do when you want to provide direct social services to people in the field but you realize your talents are as an administrator?

Sara VanSlambrook found a way to bring the two together. During commencement ceremonies May 16, she will become Case Western Reserve University’s first graduate to receive the Masters of Business Administration (M.B.A.) and the Masters of Science in Social Administration (M.S.S.A.) through the new dual-degree program at Case’s Weatherhead School of Management and Mandel School of Applied Social Sciences.

“In my work and experience, I’ve often felt there was a disconnection between the people providing services in the field and those making the administrative decisions in human services,” VanSlambrook said. “I wanted to make that jump between the two by gaining a stronger background in the provision of social services by studying social work and focusing on my interest and talents in administration with the business degree.”

Combining the rigors of graduate school in management and social work meant an extra three semesters and course loads of 17 credit hours or more each semester. For her efforts, VanSlambrook received scholarships from Weatherhead and the Mandel School.
Her contributions to both schools earned her the Allen C. Holmes Community Service Award and the Theodore M. Alfred Distinguished Service Award from the management school’s alumni association. She will receive the Alfred Award during the diploma ceremony for Weatherhead graduates.

SERVICE TO THE COMMUNITY

Despite her heavy course loads, VanSlambrook still found time to participate in community service and campus activities. At Case, undergraduates and graduate students have unparalleled opportunities to combine theory and practice through “experiential learning,” integrating action learning inside the classroom with real-world work experiences outside.

During her first year at Case, she concentrated on classes at the Mandel School, where she served on the executive board of the school’s Student Coordinating Board and was a student representative on its curriculum committee.

That year, she also began to volunteer with the Weatherhead Tax Assistant Program, which helps low-income families prepare their tax returns. In the second year, she began to coordinate volunteers for the program, and this year served as its director. The program has as many as 90 Weatherhead student volunteers that work with more than 20 community agencies and assist an average of 200 families a year in preparing tax forms.

This past year, VanSlambrook was also elected to serve as vice president for community service for Weatherhead’s Graduate Business Student Association, where she coordinated activities to link volunteer-minded M.B.A. students with service opportunities on campus and in Greater Cleveland.

PLACEMENTS IN THE FIELD

VanSlambrook’s field placements for the Mandel School were at the United Way, where she worked and volunteered to assess funding requests for child care centers and analyzed trends in Cleveland human service agencies, and at Interfaith Hospitality Network (IHN). IHN serves homeless families staying at churches in various communities. At IHN she helped provide services ranging from developing guest policies and grievance procedures for residents to surveying volunteer satisfaction to conducting intake interviews for homeless families.

After her IHN field work ended, she—and her husband, Greg—continued to volunteer, welcoming homeless families staying at St. Dominic’s Catholic Church on Van Aken Boulevard in Shaker Heights, Ohio.

VanSlambrook also has had several internships while at Case. She has worked at the International Partners in Mission, the Local Initiative Support Corporation and even at Huntington National Bank—where she applied her talents in both social work and business.

In addition, she gained consulting experience as a team member that facilitated the design of a strategic plan for the Stockyard Redevelopment Organization on the near westside of Cleveland.

FRANCES PAYNE BOLTON SCHOOL OF NURSING

NURSING PH.D. CANDIDATE GIVES BIRTH, GIVES BACK TO HER NATIVE COUNTRY

By Laura M. Massie (laura.massie@case.edu)

Safaa Salem gave birth to her third child on April 11. She went into labor the day after she turned in her completed Case Western Reserve University nursing doctoral dissertation on the effects of nonpharmacologic techniques for labor pain in Egyptian women—and one week after she won a Case Research ShowCASE 2004 award for the outstanding graduate student research poster.

A 39-year-old native of Alexandria, Egypt, Salem is a woman immensely dedicated not only to her family and learning about the role of the nurse in caring for women in pain but also to her country.

“I like the nursing profession and caring for people,” Salem said. “I like gaining knowledge of health and disease. My focus has been on nonpharmacologic methods of relief because women in labor in Egypt do not receive sedatives in public hospitals there. I wanted to study nonpharmacological methods of pain relief and selected music because it is easy to use and safe for the mother and her baby. There are no side effects for either.”

A SIGNIFICANT EFFECT

Salem, who will receive her doctorate from Case’s Frances Payne
Bolton School of Nursing May 16, found a significant effect during her research—that music reduced the sensation and distress of labor pain during three hours of early labor. In her study, she used the same music tapes that have been found to be effective for relieving pain and inducing sleep in other populations.

“Some (Egyptian) women didn’t care for the type of music we selected, which was mostly classical and easy listening,” Salem said. “But we still found that the music was just as effective during the labor of Egyptian women. Music takes the edge off, particularly in the first three hours of the first stages of labor.”

In order to continue her research, Salem has written a proposal for postdoctoral study to the American Association of University Women. She proposed to learn about other nonpharmacological methods of labor pain and to teach these methods to midwives to use with poor women delivering babies at home in Egypt.

**EQUIPPED TO CONTRIBUTE**

In addition, her candidacy and dissertation chair, Marion Good, associate professor of nursing, said Salem, who will be one of few Egyptian nurse researchers with expertise in randomized controlled trials, is equipped to contribute to policy decisions in Egypt.

“Safaa is an extraordinary woman who came to Case during the busy childbearing phase of life to study hard and excel in order to help other women in her country who suffer and need to relieve labor pain in healthy ways—for both the woman and her baby,” Good said. “She’s also an outstanding student who identified a problem of great concern to nurses and their women patients and to her country and came to Case to become a researcher who could find solutions for labor pain in her people.

“She also will be one of a few American-educated doctorally prepared nursing leaders in Egypt,” Good added.

**A LEADER IN NURSING**

Case is not the only place where Salem’s contributions have been recognized. In addition to her Research ShowCASE award, the Maternal Child Health Center in Menoufiya Government in Egypt has honored her for her efforts toward better patient care, for teaching and for her work as a clinical adviser for student practice with women in the prenatal and labor departments.

If her postdoctoral proposal is funded, Salem and her family’s return to Egypt will have to wait. But, she said, she and her family definitely will go back to their native country once her studies are completed.

“My husband and family and Dr. Good have been extremely supportive of my studies and the time I spend on my research,” Salem said, adding that her husband and 8-year-old son (her oldest child), as well as her fellow Arabic doctoral students, supported her by attending her dissertation defense in March—when she was eight months pregnant.

“I will return to Egypt to teach and continue my research and publish on nonpharmacologic techniques of labor pain,” she said. “It’s important for me to give something back to my country.”

**MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES**

**MANDEL SCHOOL GRAD GIVES BACK TO COMMUNITY WITH ART, HEART**

By Laura M. Massie (laura.massie@case.edu)

Maria Armijo-Whetsel, who will graduate from Case Western Reserve University’s Mandel School of Applied Social Sciences May 16, is a social worker, artist and community activist. And those skills have become so integrated in her work that she can’t do one without the other.

“My art and my involvement in the community are so intertwined,” she said. “It goes along with what I want to do in the future, which is to develop community-based arts and other educational programs that encourage youth to become active participants in their community.”

One day before Case’s commencement ceremonies, Armijo-Whetsel will show her artwork at the “Emerging Visions” art exhibit in Columbus, Ohio.

A fiber artist whose work involves creating pieces from tapestry, embroidery and other texturized materials, Armijo-Whetsel will present three tapestries, one sculpture and one embroidery piece for “Music in the Air,” an arts program of the Columbus Recreation and Parks Department and co-sponsored by the Ohio Latino Arts Association and two Columbus-area financial institutions.

Armijo-Whetsel said she merges art, literacy, social action and engagement to help create innovative, grassroots programs that inspire a sense of community. Interestingly, the job she starts after graduation—as office manager for Cleveland-based Red (an orchestra) has her headed in the right direction.

“My job at Red will incorporate my love of the arts, literacy and community activism,” she said.

Red bills itself as “an orchestra with a difference.” An orchestra that provides a new kind of classical music experience to the
Cleveland area. Its name comes from the words the orchestra uses to emphasize its innovative concept: to redefine orchestral programming, redesign the live concert experience and help audiences rediscover classical music.

COMMUNITY CONNECTIONS

Even before she joins Red, Armijo-Whetsel already has made an impact in several communities and schools throughout Ohio.

The 32-year-old Honduran-born graduate student, who was raised in the Dayton, Ohio, suburb of West Carrollton, has created and implemented community-based programs for disadvantaged children and their families in Cincinnati, Ohio.

As an undergraduate fine arts major at the University of Cincinnati, she started several arts-integrated literacy programs for grade school students enrolled in Cincinnati Public Schools. The programs involved tutoring, getting the children involved in community gardening, writing journals and, of course, art.

But Armijo-Whetsel said she needed something more so she would be better equipped to work more effectively with children and to encourage them and their parents to give back to their communities.

“After working in the Cincinnati Public Schools and other community agencies, I realized in order for youth and families to become more engaged in their communities, I would need to understand better how a community functions,” said Armijo-Whetsel. “This realization led me to Case Western Reserve University.”

PERSONAL POWER

She chose the Mandel School because of its nationally recognized programs in community development, where students learn to use their personal power to direct, influence and manage a community-based organization, in addition to administrative work. Grassroots organizing and economic development are the focus for using empowerment-based strategies and emphasizing citizen participation.

Once she got to Case, Armijo-Whetsel plunged head first into community work in Cleveland. At Case, students don’t just learn, they experience education so they are prepared and engaged to serve humanity.

She currently serves as an art and culture committee member for Convencion 2004, a conference for Hispanics from Northeast Ohio to come together and learn about the opportunities, programs, business and cultural activities for Hispanics. In addition, she has held two important internships: as a community organizer for Organize! Ohio, a statewide organization that promotes aggressive community organizing, and served as a communication intern at the Mandel School’s Center on Urban Poverty and Social Change.

She continues to use her art to raise awareness of community-based programs around the state. She recently finished a piece that will be auctioned off at a benefit for Public Allies, an AmeriCorps program based in Cincinnati that provides paid apprenticeships to young adults who are interested in becoming community leaders. The auction, “Take a Seat at the Table,” features work by young Ohio artists who were asked to decorate a chair in any creative fashion they see fit.

It took Armijo-Whetsel two months—working nearly 20 hours a week—to complete the chair, which will be decorated in ribbons and crocheted materials.

INTERDISCIPLINARY IMPACT

Her intense work with art and community has drawn admiration from colleagues and fellow students at the Mandel School who view her as someone who won’t—and shouldn’t—follow a singular path.

“While a master’s education implies some level of specialization, I think Maria resisted any narrowing of her interests, which has and will serve her well,” said Jeff Hagan, director of communications for the Mandel School’s Center on Urban Poverty and Social Change. Armijo-Whetsel served as a communications intern in his office this academic year.

“She’ll bring compassion for human beings to her work in the arts, just as I’m sure she’d bring an artistic sensibility to work in social services,” Hagan continued. “A humanist can be described as either someone concerned with human welfare, or a student of the arts. Maria is a humanist in both senses of the word.”

“A humanist can be described as either someone concerned with human welfare, or a student of the arts. Maria is a humanist in both senses of the word.”
Andrés and Christina Nelson Perez make a good match. He’s a student at the Case Western Reserve University School of Law who is interested in human rights and environmental law, while she’s a Case School of Medicine student with a passion for international law, international adoption and pediatrics.

The husband and wife team who want to help make the world a better place both graduate from Case May 16.

**DYNAMIC DUO**

Andrés and Christina, who both lived in Virginia, met while undergraduates at the College of William and Mary, where they earned their bachelor of arts and bachelor of science degrees, respectively. They married last September.

Christina got a head start on her husband four years ago when she started medical school at Case, and Andrés joined her a year later to undertake his three years of law school education.

Upon graduation, the duo will set out for a year of humanitarian and environmental work before Andrés takes the bar examination and before Christina begins her residency in pediatrics.

The first stop on their one-year journey will be the Netherlands. Andrés has a three-month internship with the Appellate Chamber for the Rwanda and Yugoslavia War Crimes Tribunal at The Hague. Christina will do medical mission work for the Roma or gypsy people living in the country.

**SECOND HONEYMOON**

Despite the challenging work ahead, Andrés said the next year will be like a second honeymoon for the two since they likely will have more time to spend together than when they were immersed in their law and medical school studies.

“In the two years before we got married—while we lived a stone’s throw from each other—we’d only see each other every three days or so because of our school schedules,” Andrés said. “Even though we’ve been married this year, we still didn’t get to see each other much.”

Just as he is looking forward to spending more time with his wife, Andrés is excited about his internship with the war crimes tribunal.

He already is familiar with the legal intricacies of war crimes. What he describes as one of his most memorable and rewarding experiences at Case has been his preparations of a legal memorandum for the Office of the Prosecutor for the Special Court of Sierra Leone, a memo that addresses atrocities during that country’s civil war. The Special Prosecutor referred to Andrés’ memorandum numerous times when responding to former Liberian dictator Charles Taylor’s attempt to dismiss his own indictment for war crimes.

“It was fascinating for me because I was creating a real world effect on a really serious global issue,” Andrés said. “It is laudable that Case’s law school makes it possible to do such things.”

After the Netherlands, the Case graduates will head for Latin America where Andrés, who served two years as co-president of Case’s Environmental Law Society, will concentrate on his second interest in law—the environment—with plans to work in either Patagonia, Argentina or Costa Rica.

Christina will work in a medical clinic while becoming more proficient in her Spanish. She also will interview for residency positions in preparation for their return to the United States.

“Since I am interested in international medicine, I wanted to choose a field that could be used to help people anywhere in the world,” Christina said. “I also feel that one can really make a difference in pediatrics because you can try to prevent kids from doing harmful things—like smoking—before they even start.”

**EXPERIENTIAL EDUCATION**

Both Christina and Andrés already have completed internships and volunteer work overseas in their areas of interest. At Case, students don’t just learn, they experience education so they are prepared and engaged to serve humanity.

Last summer, Andrés worked for the Foundation for Human Rights Initiative, a non-governmental organization in Kampala, Uganda, that is dedicated to abolishing the death penalty in the
country and is a watchdog of prison conditions. Andrés interviewed numerous inmates on death row and visited several local police stations and jails with the support of a Cox International Law Center Fellowship and a Saul S. Biskind Fellowship.

In his first summer in law school, he interned at the Center for International Environmental Law, studying the effects of climate change on native Arctic people.

**HIGHEST GRADE**

At Case, Andrés has been honored with the Stanley I. and Hope S. Adelstein Environmental Law Award for penning the best student paper in environmental law and the Center for Computer Assisted Legal Instruction Excellence for Future Award in 2002 for having the highest grade in the International Environmental Law Seminar. He also taught in the StreetLaw program at Shaw High School in East Cleveland.

As part of the primary care track during her first year at the medical school, Christina did a summer research project in Costa Rica, “Health Status and Living Conditions of Nicaraguan Immigrants in Costa Rica.” She interviewed Nicaraguan immigrants about the problems they faced in order to design a new aid center to meet their needs.

She also founded a human rights and environmental club at the medical school, called World, that explores social issues in medicine.

**SCHOOL OF MEDICINE**

**MEDICAL STUDENT FINDS FULFILLMENT IN HIV/AIDS WORK**

By Lois A. Bowers (lowis.bowers@case.edu)

As an undergraduate at Haverford College in Pennsylvania, Jill Beck, who is now a Case Western Reserve University School of Medicine student, formed her own major—social medicine—by grouping courses in anthropology, sociology and biology.

“I found myself interested in all of these classes that incorporated the social and cultural aspects of medicine, health and disease,” she said.

Her interests led her to participate in an HIV/AIDS education group that performed theater workshops for Philadelphia-area middle school and high school students.

“I started in the group sort of as a fluke—I saw a flier up and went,” said the St. Paul, Minn., native. “From there, my interest in HIV/AIDS just continued. It made sense. AIDS is a disease that incorporates so much social and cultural stuff of medicine; it just brought together everything I was interested in.”

Beck’s efforts related to HIV/AIDS persisted after college, when she spent a year coordinating volunteers and performing other duties at a Chicago organization that provides food to people living with the disease.

“It was a great year and helped me solidify my desire to go to medical school,” she said.

As a medical student at Case, Beck expanded her interests to include international medicine, working in a clinic in Honduras between her first and second years of medical school and, during her fourth year, traveling to Kenya with classmate Joe Zickafoose to work with a physician in an orphanage for HIV-positive children for six weeks. They also visited the national hospital there.

“It was an overwhelming and wonderful experience that left me with more questions than answers,” she said.

One thing the primary care track student who graduates this spring does know is where she’ll be completing the next step in her medical training. She’ll do her pediatrics residency at Rainbow Babies & Children’s Hospital.

“I enjoy taking care of children within the framework of their families and their communities,” Beck said.

After her residency, she plans to work in general pediatrics or critical care.

Outside of the classroom, Beck has been a “Big Buddy” to an elementary student, through a program of Big Brothers Big Sisters of Greater Cleveland and the Case School of Law and has nurtured her creative side through
a pottery class at the Cleveland Institute of Art.

Case is creating a new model of liberal learning that inspires “renaissance students,” who merge the liberal arts with science, engineering and technology, and professional education in ways that uniquely position them to serve humanity—and to enjoy life.

“The classes are free to medical students,” she noted. “It was a great outlet when school got stressful.”

[SCHOOL OF DENTAL MEDICINE]

HOMETOWN DENTAL GRAD TO TAKE UP PROFESSION IN CLEVELAND

By Susan Griffith (susan.griffith@case.edu)

Lucia Johnson, who was born and raised in inner city Cleveland, will choose the path less traveled when she graduates from the Case Western Reserve University’s School of Dental Medicine May 16—she’s going nowhere.

Dentists are vanishing from urban areas in Northeast Ohio. Francis Curd from the Case dental school has tracked the number of inner city dentists who have either closed their doors forever upon retirement or have followed the migration of people to the suburbs over the past decades. There’s a lot of them.

But Johnson, 25, won’t be one of them. She plans to stay in her hometown and practice her profession.

Her mentors—Curd and Jefferson Jones at the dental school, as well as Joseph Walker, her own dentist at the Superior NEON Health Center—have inspired her to plant her profession in the community where she already has personal roots.

As an integral part of her future practice, Johnson said she also will spend time educating school children and teens about oral health and the dental profession to inspire them to pursue careers in dentistry and possibly practice in urban areas.

Johnson entered Case in 1997 after graduating from Collinwood High School in Cleveland.

During her first year as an undergraduate, she met Jones. He helped her choose the courses that would help her get into and succeed in dental school.

She graduated with a bachelor’s degree in biology in 2001, at which time she already had one year of dental school under her belt. She enrolled in the Senior Year in Professional Studies Program at Case. This program allowed her to take her first year of dental school in her senior year of college after meeting her major requirements.

And Jones has been with her every step of the way through dental school, too. Now, as part of her community service after she graduates this spring, Johnson wants to help prepare students in high school and college to succeed in dental schools like Case and in their dental careers—passing along the favor Jones extended to her.

But her interest in oral care goes back even further than Jones’ influence.

While Johnson was growing up, her mother made it mandatory that she and her seven siblings brush their teeth twice a day and regularly visit the dentist at the NEON center. An avid swimmer, lifeguard for the City of Cleveland and former member of the girls’ track team at Collinwood High School, Johnson said she has always made being in good health an important goal.

And she knows oral care is an essential part of overall health.

“Parents have to teach their children about oral health,” said Johnson, who has volunteered in Cleveland schools with the dental school’s Healthy Smiles Sealant Program and on her own as a health educator.

Johnson also has been among the Case student dentists participating in the Give Kids a Smile Day program with the Greater Cleveland Dental Society, the Ohio Dental Association and the Boys and Girls Club of Cleveland.

Her work in promoting oral health in the city has taken her all the way to Washington, D.C. She was invited by East Cleveland dentist and National Dental Association President Joy Jordan to testify before the Congressional Black Caucus on
the need for more urban dentists and on finding ways to increase the number of minorities at dental schools as a way to cope with the growing problem of access to oral health care.

Johnson also has served as vice president of the Student National Dental Association. At Case, she was a member of the Black Professional Student Alliance and a member of the American Student Dental Association.

ATHLETICS

GRADUATING STUDENT-ATHLETE KEEPS IT ALL IN THE FAMILY, ALL IN UNIVERSITY CIRCLE

By Creg Jantz (creg.jantz@case.edu)

Picture this: Case Western Reserve University soccer player John “Jack” Edmonson weaving in and out of artifacts on the marble floor of a museum as if they were orange cones on a soccer field full of green grass.

“That would make for a great Nike commercial,” he joked.

Far fetched? Not really, considering the business major who will graduate from Case this spring has grown up in places where historical objects are stored.

Edmonson’s father, James, is the chief curator at Case’s Dittrick Museum of Medical History. His mother, Christine, works across the street at the Cleveland Museum of Art as an art historian and librarian.

“At age 5 or 6, he was pushing his kid sister along the museum’s storage aisles on an office chair,” James said. “He never smashed into anything—thankfully!”

Being raised in museums runs in the family.

Jack’s grandfather—his mother’s father—Joe Ennis, was head of restoration at the Hagley Museum in Delaware, the site of Du Pont’s original powder works.

“Like his mother, Jack grew up on museum grounds,” James said. “With both of us being involved in the museum field, he had a lot of unique opportunities many other people probably didn’t.”

Christine put the children in art classes on Saturday mornings. That kind of dwindled as soccer picked up more and more and her son would go away for tournaments. But for as long as Jack can remember, Saturday mornings were reserved for the arts.

“We would pick a theme class and go on a quarterly basis,” he said. “We would make masks and stuff like that and bring them home. Since my mom worked there, we also got sneak peaks at all the shows with the art bigwigs.”

An aspiring bigwig himself, Jack made the migration down the hill from Cleveland Heights, Ohio, to University Circle after graduating from Heights High in 2000.

His parents didn’t require that he go to Case, even though as a child of an employee he could receive free tuition.

Jack said his Case education will give him a great head start, which a lot of young people would love—and one his younger sister Patricia also will enjoy. She is a sophomore art history major at Case, following the career path of her parents.

“She loves the museum world,” said James. “We tried to get her involved in athletics, but she wanted to go in a different direction. She works right now with an art conservation group in Shaker Heights restoring old paintings.”

After he graduates, Jack will look for work in an industry he is interested in, like golf or skiing resorts. He said he will not just take a job because it’s there. That’s a trait that he has learned from his father.

“My dad loves going to work, he loves going in every single day,” Jack said. “Working in a museum, he doesn’t get paid that well, but his heart’s in it. And I am looking for the same type of situation.”

So the student-athlete’s loves will grow from art to soccer and, soon enough, to his job.