

Distinguished Professor Awards 2001-2003

*In recognition of their sustained excellence in
teaching effectiveness and service.*

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Meryl Altman, Associate Professor of Women's Studies and English, came to DePauw in 1990 as Coordinator of Women's Studies with a joint appointment in Women's Studies and the Department of English. She completed her B.A. with High Honors in English Literature at Swarthmore College and her M.A., M. Phil. and Ph.D. degrees at Columbia University in English and comparative literature. Her fields of special interest were modern American poetry and feminist criticism.

In the view of members of the special review committee and of many of her colleagues, her contributions at DePauw represent the very best one might expect of a Renaissance teacher-scholar. She has been a pioneer in constructing the formal program as well as a consciousness for Women's Studies at DePauw. She has nurtured the development of major and minor programs for Women's Studies, recruited and built sustained faculty and student interest in the program offerings, and developed both the Introduction to Women's Studies course and appropriate first-year seminars. Her students recognize her as a particularly effective teacher -- reflective, stimulating, challenging, encouraging, and disciplined. She is notable in the words of one who wrote positively about her teaching "for her seemingly endless intellectual curiosity and her refusal to accept lazy thinking or conventional wisdom." Comments from this and other students attest to her profound influence on their lives. One wrote: "I have a sense that much of what I've written might sound like an ordinary recommendation, but I mean to convey more than that. She says things which lead me to rethink much of what I have taken for granted, in literature and in my life. Dr. Altman is successful in several areas that most other teachers only approach. Her teaching gifts are highly unusual, and her classes are worth taking not only for the material taught but for learning about good teaching." Another writes: "Meryl has high expectations of her students. I was impressed by the confidence she showed in us when she asked each student to take responsibility for presenting a particular poet to the rest of the class. Many professors would not take such a risk. I appreciated this responsibility, and I gained confidence in myself as a scholar."

As one of her colleagues offers in description, she also has become an effective administrator, "facilitating the intellectual and cultural work of the Women's Studies Program. She seems to be one of the significant public faces for feminism at DePauw and ranges effectively between the work of detail and conceptualization that such administrative engagements necessitate." Yet another observes that in the GLCA Women's Studies Committee meetings it is clear that "Meryl is the person to whom others on the committee look for ideas and answers. She is quiet, she is helpful, she is ferocious, she is contentious -- you never quite know which it will be. But she is taken seriously. And she's helped make other colleges take DePauw seriously, in turn.

Her departmental and University service have included a term on the Committee on Academic Policy and Planning which she also chaired, the Ad-Hoc Committee on General Education which she also chaired which developed its report in association with the North Central Association self-study several years ago, and the first-year experience planning taskforce. She currently serves on the Committee on Faculty, the GLCA Women's Studies Committee and conference planning committees and the first-year seminar committee. She has also been a leader and inspiration for organizing the faculty

research colloquium series. Her colleagues also note her effectiveness as a reviewer because she is "widely read, actively interested in a great range of topics and in their inter-relations and seemingly always educating herself in yet another new area."

Her scholarly work includes nine articles and over a dozen book reviews. She continues to progress on a book manuscript which explores Simone de Beauvoir, Doris Lessing, May Sarton and Mary McCarthy. Her colleagues note that "she has been successful in clearly defining and proposing solutions to large theoretical problems: such as the impasse in feminist theory over subjectivity and the problem for feminism of connecting the personal and the political. ... While taking on big issues, her work also shows a meticulous attention to detail." Another writes that her work "deserves to be more widely read, [because it] reclaims Beauvoir for feminism."

Françoise Coulont-Henderson, Professor of Modern Languages, French, came to DePauw in 1985 after completing her Ph.D. in French Literature at the University of Illinois. She taught French in high school for nine years between completing her B.S. at the University of Memphis and enrolling in the Ph.D. program. During that time she completed her M.A. in French Literature at Mississippi State University.

Her teaching has been deemed by her colleagues and students to be remarkable and exemplary. She has taught successfully at all levels of language, literature and civilization, as well as foreign language methodology. Her students rate her teaching as superior, giving uniformly high scores on their evaluations. Mortar Board recognized her for excellence in teaching in 1993 and the Senior Class of 2000 recognized her as well as part of their designation of the Senior Gift.

She has dedicated herself to improving the French curriculum, particularly in expanding the course readings in African and Caribbean Literature of French Expression. She has chaired sessions at professional meetings on course design, proficiency-oriented instruction, development of writing skills, and authentic assessment. She has published half a dozen articles and a book on nineteenth century French literature, particularly Stendhal, and she has contributed several editions of a French textbook and associated workbooks. She has also authored over a dozen book reviews. Her current scholarly work explores French intertexts on Jane Austen's novels.

In her service to the department and university she has taken on many advisees, served two terms on the International Education Committee and twice served as its chair. In addition she has served on the Faculty Review Committee, the Faculty Development Committee (which she also chaired), the Management of Academic Operations Committee, the Committee on Petitions and Academic Standing, the Scholastic Achievement Committee, the Committee on Faculty, The Committee on Academic Policy and Planning, the Resource Allocation Subcommittee, and the Library Advisory Committee. Shortly after coming to DePauw she introduced a poetry contest and a French conversation hour and has moderated them ever since. She has provided steady leadership to the French student honorary society, and served last year as co-editor of the Multilingual and Arts magazine *Intégrare*. She regularly serves as an interviewer for students planning to study off campus in Francophone programs and she has participated regularly in orientation programs for students planning to study abroad. She is, in the words of one colleague, one of the key figures who provides the "solid core of the department."

She serves as a consultant reader for three journals: *Nineteenth Century French Studies*, *Modern Language Journal*, and *Contemporary French Civilization*.

Craig Paré, Associate Professor of Music and Director of Bands, came to DePauw in 1993. He earned his Bachelor of Music Education from Barrington College, his Masters of Music from Florida State University with a major in Percussion Performance and a Doctoral of Musical Arts from the University of Cincinnati specializing in Wind Conducting and Music Theory.

He has provided inspired leadership for the Music Education program and for DePauw University Bands. As recipient of the Joan Westman Battey Teaching Award, he has developed the plans and instructions for uses in certain studios of a new music technology, the SmartMusic Accompaniment System. Recently he worked with colleagues to devise a new curriculum for the Music Education program. He also has guided the DePauw Band through the production of several CD's.

His students admire his patience and his support for their learning. He is known as a dedicated adviser and as an inspired teacher. His tireless energy is noted by many as contagious, and his students are observed as responding at levels they never dreamed were possible. One of his colleague's notes: "A person of discipline, he expects the same from his students though guiding them with a firm, yet compassionate, hand."

He has also maintained an active performing role as a percussionist, including at the Spoleto Festivals in Italy and the US, as a guest with the Indianapolis Symphony Orchestra and as principal timpanist with the Terre Haute Symphony Orchestra.

His colleagues in the region readily express their gratitude and support for band and instrumental music programs in schools in the area. He has been a frequent visitor to other schools and has often served as a guest clinician to help school students with their preparation for performances and auditions. He has also included area directors in recording sessions with the DePauw Band.

In 1998-99 he received the Exemplary Teaching Award co-sponsored by DePauw University and the General Board of Higher Education of the United Methodist Church.

In service to the University he has been active as a first-year student adviser, as a member of the Committee on Administration and as a member of the Teacher Education Committee. He sponsored and coordinated solo and ensemble festivals at DePauw for the Indiana State School Music Association in 1994-1998 and again in the last several years. He has also been active in the neighboring communities, providing workshops for local wind groups. He has been a host/sponsor at DePauw for two satellite videoconferences on arts education and served as a research associate for a textbook on teaching music through performance in band.