

## **University Professors 2001-2005**

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

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**David Berque**, Associate Professor of Computer Science, came to DePauw in 1992 after completing his B.A. in Computer Science (as an Independent Major) at Haverford College and his M.S. and Ph.D. in Computer Science at Rensselaer Polytechnic Institute.

He is an inspiring teacher. The evidence lies in the enthusiastic assessments of his teaching by both colleagues who team-teach with him and students in his classes at all levels. His students uniformly praise him for the clarity of his explanations of concepts. They describe him as the best, or one of the best, professors they have had at DePauw, even as they rank his courses as rigorous, demanding, and challenging. He was invited to speak at the senior convocation the evening before commencement in both 1996 and 1998. He describes the setting up of an optimal learning environment as being "like building a chain from interconnected links. Each individual link in the chain must be strong, the connections between the links must hold fast, and the chain must be used with the understanding the even a single weak link can be disastrous. Similarly, when conducting a course it is clear that class sessions must be well-planned, assignments must be challenging but not impossible, tests must be fair, and feedback must be both timely and constructive." His students respond in kind with admiration and respect. They credit him with being one of the most influential players in their DePauw experiences and in their lives. They cite him as one of the few "deserving all 6's on a 6-point scale." And they say, as one notes, "he has a genuine concern for the students both in class and with their futures. He helps me whenever I need it."

He is well known among his colleagues for his disciplined approach to scheduling, for his prompt and efficient conduct of meetings and for his interest in promoting all aspects of the liberal arts residential community. He served on the Student Achievement Committee for six years, chaired the President's Task Force to Review University Judicial Procedures, chaired the advising committee for three years, currently serves on the first-year seminar committee, and has served as the UNIX system administrator and laboratory manager for the Computer Science Department's network of SUN workstations since the summer of 1994. He is legendary as a faculty adviser to students at all levels, with his number of advisees reaching more than 40 in several different years. He has also served as the faculty advisor to the Interfraternity Council since the spring of 1994.

In his research he has focused on the design and development of computer supported cooperative work, groupware that uses electronic whiteboards and pen-based computers to enhance the way teachers and students share written information during class. This research has been pursued vigorously at DePauw with colleagues in the department and with undergraduate collaborators. Among the co-authors on his last four papers students outnumber faculty members two to one, and he and his colleagues at DePauw have garnered NSF support to manage a site for undergraduate research in computer science for nine straight years, serving about seventy-five computer science students from DePauw and other colleges and universities. He has served as the principal investigator for the management of these summer research programs, which have received over four hundred thousand dollars of grant support. For the past six years he has been working on a prototype of a groupware system called DEBBIE (DePauw Electronic Black Board for Interactive Education), which has gained widespread recognition and acclaim.

A colleague writes: "I am very impressed by what he has been able to accomplish at DePauw. His dedication to and enthusiasm for teaching are exemplary. His investigations into ways to enhance education through innovative uses of technology have produced results, which compare favorably with, and even surpass, those obtained at "big name" graduate research institutions with their armies of graduate students and strong external funding."

He was recognized in 1997 by the Carnegie Foundation for the Advancement of Teaching as the Outstanding Baccalaureate Colleges United States Professor of the Year.

**David Newman**, Associate Professor and Chair of Sociology, came to DePauw in 1989, after completing his B.A. in sociology at San Diego State University and his M.A. and Ph.D. at the University of Washington. As a graduate student he developed a personalized system of instruction course in social psychology and organized a workshop on leading classroom discussions for new teaching assistants.

He is known, by students and colleagues, as a challenging and devoted teacher. As one of his colleagues describes it, "his career choices reflect a deeply felt and purposeful drive toward attaining excellence with students. He is cited by many students as one of the very best teachers they have had at DePauw. Everything that he does, in the classroom, in his research, in his presentations and in his service, reflects his philosophy that knowledge should be useful, relevant and inspiring. One of those who have enjoyed his classes writes: "he begins with some real-world item -- a newspaper clipping, a story about something he has recently experienced, some incident a student may have shared with them -- and engages his classes in discussion and analysis of the sociological importance of this item. ... His treatment of deviance, gender, family and social class are exceptional; and his emphases on diversity is woven throughout, a relative rare and effective approach." Another comments: "Not only is he quite knowledgeable in his field and published, he has a gift for inspiring students to learn. He challenges students to analyze their personal experiences in the context of sociological theory - not something you get with every professor."

He has been a diligent and effective servant to the department and the university. In addition to effectively advising many students, he has served on the Student Life and Academic Atmosphere Committee (including a year as chair as some of our most important and contentious policies on student and faculty conduct were drafted and approved) and the Committee on Faculty. He has served as a sexual harassment counselor and as chair of the discriminatory harassment subcommittee of SLAAC. He has also been an adviser to both fraternities and sororities.

Author of scholarly articles and reflective articles on teaching sociology, he has also authored two textbooks and an edited anthology which are widely used by students and colleagues and which have been regularly reissued. His pedagogical writing links his teaching and research in quite original ways: rather than teaching about what he has written, he writes about what he is teaching. His scholarly work on the teaching of sociology was recognized by colleagues at the University of Washington who invited him to speak to their Preparing Future Faculty colloquium in 1995. He also has been invited by colleagues at the University of Minnesota and Indiana University to speak to students on how to prepare for teaching-oriented faculty positions and to graduate school faculty members on how to write letters of recommendation for graduate students applying to liberal arts colleges.

His colleagues note that he has made extremely important contributions to the discipline of sociology and the teaching mission of institutions of higher education across the country. Skeptics of other textbooks report that his sensitively written texts have had a remarkable impact on their teaching and on student learning in their classes. Describing

one of his articles, "Overcoming Academic Cynicism", one colleague writes that this is a work that is frequently cited by others, constantly talked about, copied for colleagues, and referenced in other articles.

**Paul Watt**, Professor of Asian Studies, came to DePauw in 1989 after completing his undergraduate studies at Bowling Green State University and the International Christian University in Tokyo. After studying two additional years at Kyoto University, he earned his M.A., M. Phil. and Ph.D. at Columbia University where he also taught for eight years. He currently serves as Director of Asian Studies and also served as chair of the Religious Studies Department.

He is known by his colleagues and his students as a dedicated and inspiring teacher. He views his task as "fostering an appreciation among students for what is often called the socially constructed nature of reality, with the intent of cultivating an awareness in them of their roles as both inheritors and creators of the worlds they inhabit." He says, "in guiding students through these materials, I aim, in particular, to provide them with a clear sense of direction, to involve them personally in the work we do together, and to give them a sense of the satisfaction and self-confidence that can come from knowing a subject well." His students describe him as brilliant, respectful, stimulating and challenging. One wrote, "He has helped me redefine my beliefs in education. Under his guidance I have become an increasingly better student and have learned to appreciate the true arts of reading and writing. His teaching style and words of wisdom should be placed in a manual for all teachers." Often, it is said, he writes more on a bluebook than did the student who submitted it.

In addition to providing steady and imaginative leadership for DePauw's growing Asian Studies program, he has worked to strengthen DePauw's connection for faculty members and students to programs in Asia, most recently serving as Vice Chair of an inter-institutional project to enhance undergraduate education about India. Among his colleagues in various Asian professional societies, he is known as an effective representative and a seasoned diplomat and negotiator.

In his scholarly work he has studied religious movements in Japan as an intellectual and cultural historian. His work led to a steady stream of publications, culminating in five articles which appeared in 1999 alone. He is also making progress on three major endeavors: translations of the writings of 20th century Buddhist philosopher Yasuda Rijin, a book-length study of the life and thought of Jiun Sonja, and a monograph on Aum Shinrikyo. His colleagues consider him one of the leading scholars of eighteenth and nineteenth century Shingon Buddhism and more generally of Shingon Buddhism going back to the eight and ninth centuries. He is also a respected comparativist who is able to relate Japanese Esoteric traditions to those in China as well as those in Tibet and India. Colleagues note that the lion's share of his work has been in the field of Japanese Buddhism, principally during the Edo period 1600-1867. As a tribute to his persuasive scholarship which demonstrated that Buddhism in this period was not eclipsed by Confucianism, his colleagues point out that his efforts have led to a chapter on Buddhism in the Edo Period which will appear in the soon to be published revised edition of Sources of Japanese Tradition. He writes clearly and persuasively, both for scholars and for his students.

He has served students, the Religious Studies department and the University well over his decade at DePauw. His work has included service on the Committee on Faculty and other committees, such as, MAO, RAS which he also chaired for a year, the Faculty Development Committee, the Advising committee which he also chaired, and the committees which studied the overall first-year experience and which provided oversight of the new first-year seminar program. He helped to establish the freshman Winter Term core curriculum twelve years ago and helped to mediate the formation of the Modern Language Department four years ago. He has written several successful grant proposals which have brought grants to support the Asian Studies Program, the Asian library collection, and faculty development for our faculty colleagues. He has also helped to establish and guide the DePauw summer language institute over the last three years for citizens of Greencastle's Japanese sister city, Ota City.

Professor Watt, recipient of one of the first faculty fellowships for 1999-2002, will assume the title and benefits of University Professor upon satisfactory completion of his faculty fellowship project.