

University Professors 2002-2006

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

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Thomas Chiarella, Associate Professor of English, joined the faculty as an Assistant Professor of English in 1988; he was promoted to Associate Professor in 1995. He is currently the Richard W. Peck Professor in Creative Writing. He earned his B.A. in Fine Arts and English at St. Lawrence University in 1983 and his MFA in Fiction Writing at the University of Alabama in 1987.

He has taught a broad swath of courses in English, ranging from College Writing and introductions to poetry, fiction, and creative writing to advanced courses in creative writing, children's literature, American writers and American Literature, and the contemporary European Novel. He also developed a course on the Legacy of Anton Chekhov in contemporary American fiction and drama which was cross-listed for credit in theater and English. For nearly a decade he led a Winter Term trip to New York City each year which has been a powerful and enriching experience for hundreds of students. He has also been a frequent contributor to the New Play festival.

His students write of the powerful impression he has made on their thinking, their writing, and their careers. "My first college class was [his] Introduction to Poetry. It was the best entrée I could have had into academia, and it is no coincidence that, ten years later, I am pursuing my M.F.A. in Creative Writing." "He was able to excite students about literature. He also encouraged and cultivated that excitement." "He treats his subject matter thoroughly and seriously, while still keeping students engaged." "While [he] was very encouraging, he always balanced his praise with constructive criticism." "[He] figured out how to launch a part of my brain that I didn't want to use." "He's careful with us. He leads us on. Gives us books by wonderful people.... meets with us whenever he can, pours over our fumbling attempts at stories and poems ... He tells us the most important thing is to keep living." "There were lessons, rules, ... Revise; revise from the beginning; never be clever; poems are not riddles. ... always carry a notebook."

In 1993 he was the first recipient of the Exemplary Teacher award given jointly by DePauw University and the General Board of Higher Education of the United Methodist Church. He twice was selected by the senior class to address the graduating class on the night before Commencement.

He is now in his second term as chair of the English Department. He is serving his second term on the Committee on Administration which he has chaired; and he served four years on the Committee on Faculty, which he also chaired. He filled all officer roles of his Division and has served on many committees: four years on the International Education Committee, a member of the Board of Control of Student Publications for seven years (chairing it three separate years), the Management Fellows Advisory Board, the Media Fellows Advisory Board, and the Athletic Board. He has served for the last three years as one of DePauw's representatives to the GLCA Academic Council and twice served as Advisor to The DePauw. He currently serves on the Advisory Board of the New York Arts Program and was faculty advisor to The Midwestern Review for a decade. In 1992 he was the resident director of DePauw's overseas program in Athens, Greece. He has

consistently carried one of the highest loads of advisees, both first-year students and majors.

He has published two books, "Foley's Luck" in 1992 and "Writing Dialogue" in 1998, which has since been reprinted in several international editions. He has been a frequent contributor to Esquire Magazine, Washington Golf Monthly, and Links Magazine and currently serves as Contributing Editor for Esquire Magazine. He also has served as Managing Editor and Fiction Editor for Black Warrior Review. His awards and honors for writing include a first-place award from the Short Story Journal in 1997, selections as "notable" in American Sports Writing ("Blown Away"), Best American Essays ("Vicodin, My Vicodin"), and Best American Travel Writing ("Walking to the Mall") in 2000. He was a National Magazine Award Nominee for "Vicodin, My Vicodin" in 2000 and received a 3rd place award in 2001 for "John Daly, Happy at Last," for Non-Daily Feature Writing by The Golf Writers' Association of America.

His professional colleagues have high praise for both of his books. Of "Foley's Luck" one writes, "One of the things I like ... is that it is a novel in stories, a form that is difficult to make come out whole. It is even more difficult to produce a collection that is greater than the sum of its parts. Chiarella does this." Another writes, "I first came across Chiarella's work when I read his stellar short story, 'Berard's Rapture,' in The New Yorker. ... I loved the story, but figured I'd heard the last of Berard. Happily, I was wrong. About a year later I opened The New Yorker, and there was 'Berard's Luck.' This story ... is brilliant." [Berard became Foley in the transition to hardcover.]

Of "Writing Dialogue" one colleague writes [it] "is a useful, accessible manual with intelligent exercises for a writing workshop for undergraduates (or beginning or intermediate writers of any age). ... One of the things I admire about this book is that Chiarella uses examples taken from writers he admires, from his own efforts (both successful and unsuccessful) and from those of his students. It is the best way of saying 'we're all on the same mountain. Even getting halfway up is honorable work.'" Another writes, "I ladle myself a big helping of humble pie and tip my hat in admiration." This colleague wrote that he had been approached to write something called Writing Dialogue, which he passed as it was both impossible in scope and vague in design. "Imagine my chagrin when in 1998 [my editor] mailed me a copy of Chiarella's book with a note saying, '...I hope you like this guy's take on it.' Did I! Chiarella's pithy book is a marvel of clear writing, eclectic examples, and straightforward, practical advice. I have used it often in my classes and lent it so often to grad students I've now had to buy several copies."

Mac R. Dixon-Fyle, Professor of History, joined the faculty in 1988 as Associate Professor of History. He was promoted to Professor in 1996. He earned his B.A. with Honors in History at the University of Sierra Leone in 1972 and his Ph.D. in History in the School of Oriental and African Studies of London University in 1976.

At DePauw he restarted a program in African history that had been dormant for ten years prior to his appointment. He has designed and taught courses in ancient and modern Africa, African nationalism, African cultures, South Africa, Slavery in African History, Economic

Transformations in Africa, and Violence in African History. He notes that, "although he was raised in a system where 'the lecture' held supreme sway, and the weekly one-hour tutorial was often the student's sole opportunity of being heard, I soon learned from my senior colleagues in the department of the imperative for greater exchange between professor and student on a daily basis in the liberal arts milieu. Classes, I was counseled, went best where students believed themselves empowered to participate fully in the process of discovery, through debate and discussion, with the professor fulfilling the role more of facilitator, than ex-cathedra pontificator. This took some getting used to, and my first semester at DePauw was, arguably, my most difficult, due to the challenges of pedagogical adjustment that I faced. ... Progressively, I got into the mode of the introductory lecture, inevitably followed, on a daily basis, by some class discussion, with the last day of class being devoted fully to the latter. To combat the difficulty of the student who desired discussion but was reluctant to do the reading, I adopted the system of appointing weekly discussion leaders in all of my classes."

His students describe his classes as fascinating, his mastery of the material as vast, his willingness to provide help outside of class as inexhaustible, and the impact of courses with him as memorable. "He always sets up the big picture so that the students do not get lost in the details." His students describe him as opening a vast new range of topics and information, giving them a more worldly perspective, provoking life-long interest and curiosity about Africa and the African diaspora, and enriching their lives. He was twice voted Outstanding Professor by the Student Academic Council. Many faculty colleagues wrote in admiration of his high principles, his dedication to effective pedagogy, his carefully reasoned arguments, and his dedication to student learning.

His record of service includes a term on the Committee on Faculty and a term on the Committee on Management of Academic Operations of which he is currently chair. He served as Director of the Black Studies Program for eight years and continues to be active on its steering committee; he served as acting chair of the History Department. He served on the International Education Committee and the Faculty Appeals Committee. He is W certified, has taught first-year seminars, and carries a heavy load of advisees. He was an active participant in the Mellon-funded study group on Civic Responsibility and served as a panelist and commentator for the Crimmel lecture by Deborah Toler.

His research has concentrated on four areas of African historical review, namely, Southern Zambian nationalism, military politics in independent Africa, the African diaspora in the Niger delta, and a composite review of the history of Sierra Leone. He has published two

books: "A Saro Community in the Niger Delta, 1912-1984: The Potts-Johnsons of Port Harcourt and their Heirs" in 1999 and, with Earl Conteh-Morgan, "Sierra Leone at the End of the Twentieth Century: History, Politics, and Society," also in 1999. He has also published ten articles in leading scholarly journals and eleven book reviews.

His scholarly colleagues have been effusive in their praise of his published work. Of his monograph one writes, "It is a work of real scholarship detailing the rise and decline of the community against the changing fortunes of Nigeria, making it an important contribution to Nigerian history, as well as to the history of the Sierra Leone diaspora. He writes with the sympathy and understanding of someone writing about his own people, but is still detached enough from them to treat them critically." Another writes, "It is an empirically detailed study of one place and one time, which has explanatory powers for other places and other times." Of his co-authored work, a colleague writes, "[it] is a work of a different kind, and illustrates his versatility as an historian. Here he has broadened his field from the necessarily academic focus of a monograph to that of a popular history book..."

Wade N. Hazel, Professor of Biology, joined the faculty as an Assistant Professor of Zoology in 1981; he was promoted to Associate Professor of Zoology in 1987 and Professor of Genetics and Evolutionary Biology in 1995; he currently serves as Professor of Biology. He earned his B.S. in Biology in 1974, his M.S. in Zoology in 1976 and his Ph.D. in Zoology in 1980, all from Virginia Polytechnic Institute and State University (Virginia Tech).

He has taught a wide range of introductory, intermediate and advanced courses. He also taught an interdisciplinary course Introduction to Interdisciplinary Research in the Sciences: Artificial Life with Gloria Townsend.

His students consistently, over many years and many different courses, testify to his inspired teaching, his patient explanations, his devoted mentoring of their projects and research, and his high standards and expectations for their accomplishments. He is noted for encouraging questions, debates and discussions. "His enthusiasm for the subjects he teaches sparked discussion outside of the classroom. ... [he] encouraged all questions and an open dialogue among members of the class." Students respect his knowledge and admire him for the respect he shows them in return. His excellence in teaching has been recognized by many student groups, including the Academic Council, Student Congress and Mortar Board. Author of twenty papers in refereed journals, frequently with student co-authors, he has studied models for selection and evolution among butterflies in field and laboratory experiments, and he has worked on theoretical models for his observations with students and with Rick Smock in the Mathematics Department. He has given twenty-nine presentations at international, national and regional meetings, including three invited symposium presentations. Thirty-five DePauw students have completed research projects with him resulting in eleven student presentations on their research at regional and national meetings. One student wrote, "I spent much of the summer feeding caterpillars and catching butterflies, but [he] made sure that all of his research students understood the science behind the project, taking time out from our work to explain concepts and to answer questions. After we gathered data and he helped us interpret it, he gave me the opportunity to write the rough draft of the research paper under his guidance." Another wrote, "My continued interest in research was sparked by my experience with Professor Hazel, who allowed me to see that I could form a question and discover an answer and push the limits of science." He is clearly a model colleague in the use of research endeavors as education for his students and in the engagement of students in research leading to discoveries meriting publication.

He is now in his fourth year of service as chair of the Biology Department (formerly the Biological Sciences Department). He served on the COF subcommittee on Student Evaluations, the Scholastic Achievement Committee, the CAPP subcommittee on Admission and Financial Aid, the Task Force on Advising, the Student Conduct Board, the Science Research Fellows Steering Committee, the Faculty Development Committee (which he chaired for one year), the Scholastic Achievement Committee (which he chaired for one year), and the Committee on Administration (which he chaired for one year).

He has also worked to improve science education in local schools through the Advisory Council for Science Education and the STeP Program for local science students and teachers.

He has been a productive and thoughtful scholar for 20 years, his work appears year-in and year-out in scientific journals and professional conferences. His scholarly colleagues speak not only of the volume of his research productivity, but of the novelty and significance of his work in evolutionary biology. His most significant contributions are in the evolution of threshold traits, the means to understand and model such things as twinning in humans and animals, flowering in plants, survival, size and color dimorphism. His experimental work on butterflies and barnacles has helped to illustrate his arguments. His theoretical paper on a polygenic model for evolution of conditional strategies is described by one expert in the field as "a novel approach and a fundamental advance in the modeling of conditional strategies." His experimental and theoretical work is widely cited by others in the field.