

So it's been ten years, a husband, two sons, and one doctorate later, and now I teach. The hard part is never being able to turn it off—work no longer ends when the computer shuts down each day, but rather is part of the fabric of my whole life. I might be reading the mail when I think of a great assignment for my *Professional Writing* course. My husband and I watched about a dozen movies about presidents so that I could make selections for my new freshman seminar entitled *The American Presidency in Fact, Fiction, and Film*. But now I get to make a living by talking about literature and rhetoric with smart students—what could be more fun than that?

### Timothy Klitz, Ph.D.

*W&J Associate Professor of Psychology since 2001*

As an undergraduate student at Northwestern University in the late 80s, the thought of teaching never crossed my mind. I went to the University of Minnesota to conduct research in visual perception. I enjoyed doing research, but the first time I got in a classroom as a teaching assistant, I discovered that I *loved* teaching—quite odd for someone that was, and is, pretty shy and reserved. I was fortunate enough to spend 10 years in graduate school, earning my Ph.D. but also gaining years of teaching experience. When I applied to W&J in 2000, I was happy that the psychology department thought highly enough of me to offer a faculty position.

Why do I teach? One of the most important things I've learned at W&J is that teaching doesn't just happen in the classroom. Yes, traditional teaching can happen in the classroom. Providing opportunities for students to learn the cognitively-researched reasons why cell phones and driving are a dangerous combination is one type of learning. But, learning how to read the primary source article to address that issue, and how to have an intelligent, reasoned discussion in class about the issue are also valid types of traditional classroom teaching. Perhaps more importantly, I teach because in the sciences, learning takes place in the lab where I can interact directly with my students, not only to successfully complete a research project, but also to learn the communication, writing, and quantitative skills necessary for many careers. As chair of the Committee on Health Professions, one of our most important selling points is the close contact that students have with faculty in the lab setting, and for every



science faculty member at W&J, the lab environment is no doubt one of the key reasons why we teach.

In my more than seven years at W&J, there are innumerable stories about my own advisees who have gone on to their own careers. Some of my most outstanding advisees have gone on to medical or law school, just as they had planned for years. I teach "for" these students because they need someone to push them to better their already outstanding writing skills, to explore their side interest in neuroscience, and to be accepted into the best possible medical program. There are also advisees who I've had in class only once, but who I've had the pleasure of teaching outside the classroom—giving advice on interview skills, encouraging paths not previously considered, and supporting them through successes and failures.

I teach to educate; to advise. I teach to provide students the opportunity to grow and make their own educated decisions about their life and their careers. The extra bonus is that it is incredibly rewarding for me to see students grow over their four years at W&J.

### Michael Leonard, Ph.D.

*W&J Assistant Professor of Chemistry since 2003*

There are two reasons why I teach: Dave Horn and Madeleine Joullié. In my final year of high school, I was fortunate to be granted a scholarship to attend Goucher College, where I planned to study physics. Dave Horn, the organic chemist at Goucher, happened to live in my hometown, so the College asked him to visit my high school's "honors night" ceremony to present me with the scholarship formally. When I went up on stage to shake hands with Dave, he asked me to drop by his office for coffee in the fall.

That fall, I discovered that Goucher didn't actually have physics as a major at the time. I hadn't planned to visit Dave. I assumed that he was simply being polite when he invited me for coffee. Then, a few months later, I bumped into him. Dave asked why I hadn't yet visited and promptly dragged me back there to consume some of what must be the world's strongest brew.

What began that day was a relationship that ultimately shaped my career plans. Dave suggested that I spend

some of my extra time in his lab, and within a year, I had graduated from washing glassware to typing problems that he was composing for a book. Eventually, he sent me to the University of Vermont for a summer of research with the professor from whom he had earned his Ph.D.

By the time that I graduated from Goucher, Dave had included me in his research, and we had co-authored a book of problems that he published independently. He was an attentive and accepting father figure, and he has continued to be a steadfast friend over the years. Dave taught me many things, and a few of them were about chemistry. He opened my eyes to opportunities like graduate school, and he gave unfailingly good advice that helped to shape my outlook on life. I headed off to the University of Pennsylvania intent on earning a Ph.D. so that I too could teach organic chemistry at a small, liberal arts college.

I was exceedingly fortunate to have one amazing mentor; I never would have imagined that another one was about to enter my life. At Penn, I joined Madeleine Joullie's research group. On my very first day, one of her students told me that Madeleine had taught her "how to swim with the sharks without becoming one of them." That summarizes what I learned from Madeleine more eloquently than anything else that I could write.

Madeleine leads by example. As the first woman organic chemist appointed to a tenure-track position in a major university in the United States, Madeleine redefined tenacity. Her work ethic is unparalleled, which was an inspiration as I struggled during many long days in the lab. Madeleine pushed all of us in the group to give our very best, but at the same time, she was exceedingly compassionate. When a professional or personal problem arose, Madeleine was the first one to offer help. She has been supportive of me well beyond what I deserve. Madeleine and her husband actually went so far as to donate to W&J to support students in my summer research group. Her generous spirit and unswerving loyalty have sustained me through many difficult times.

So, why do I teach? It's quite simple really. There is no way that I can ever begin to repay the kindness that Dave and Madeleine have shown me over the years, but maybe I can help to carry on their tradition of mentoring. I hope that, one

day, I can be half as good at teaching as they are.

#### **Jim Longo, Ph.D.**

*W&J Professor of Education since 1996  
and Chair of the Education Department*

I like teaching because I love learning. I enjoy teaching because my students have taught me that there are many ways of learning, many ways of being smart, and therefore many ways for me to learn how to be an effective, creative, and successful teacher. If I approach teaching as a cognitive dialogue between myself and my students, then the opportunities for learning are multiplied by every lesson I plan, every class I teach, and every student I meet. Teaching provides multiple opportunities to be tested by my students—and for me to test them. If my classroom is a safe, yet challenging learning community, it provides innumerable situations to grow, to be enlightened, and to be renewed.

Teaching is the best job on earth if you love it; and the worst job on earth if you do not. I love it.

**"... there is  
within me  
an innate desire  
to teach."**

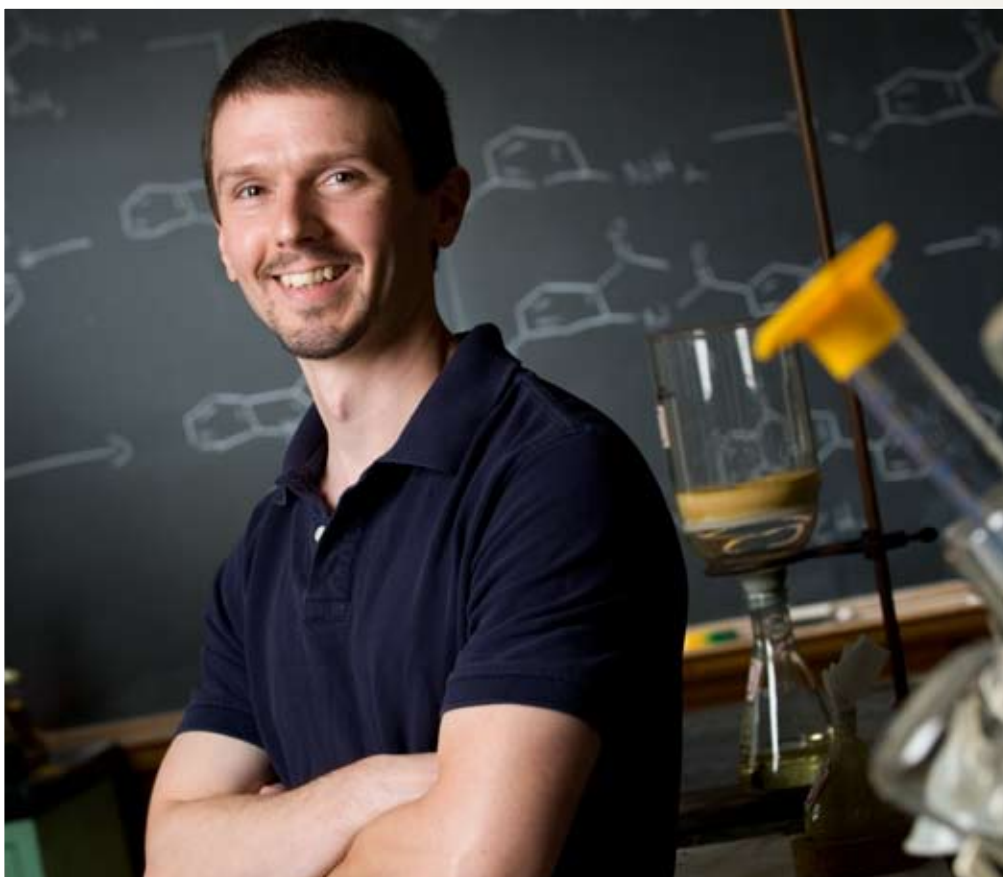
– Dr. Matthew N. North

#### **Jim McNutt**

*W&J Adjunct Professor of Art since 1987*

I have been an adjunct instructor in photography at W&J for 21 years and counting, and it never gets old. Working with students has been extremely rewarding. It keeps me young. I always chuckle watching young adults dance around like youngsters after watching their first roll of film being developed!

It's extremely rewarding working with a student who has very little understanding of composition and lighting as he or she discovers images that were always right in front of them, but never realized it. I often sit with a student who says "I don't get it—I don't see it," but by the end of the semester, he or



*Michael Leonard, Ph.D.*