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Academic Senate Chair

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William Parker
Academic Senate Chair

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Distinguished Faculty Award for Mentorship

Abel Klein
Professor, Department of Mathematics

I was born and grew up in Rio de Janeiro. I wanted to study Mathematics and Physics so everybody said I should go to an Engineering school for University. In Brazil, university admission was based solely on entrance examinations and this led to what my family still considers my biggest achievement – placing first out of 3800 candidates to the Escola Nacional de Engenharia. The results of the entrance exams were published in the newspapers, and I still remember my grandfather carrying that newspaper clipping wherever he went. I quickly found out that Engineering School was not the place to study Mathematics and Physics, so I found myself spending my time at Rio’s Instituto de Matemática Pura e Aplicada (IMPA) and at the Centro Brasileiro de Pesquisas Físicas. Because I have always liked things to be precise, I focused on Mathematics, but related to Physics, hence Mathematical Physics. After receiving my engineering degree, I went to MIT for graduate school in Mathematics. The move was memorable for a host of reasons but, not least, the weather. I left Rio mid-January (the Brazilian school year ends in December) when the temperature was about 100°F. It was 20°F when I arrived in Boston and the streets were piled with snow.

After MIT, I took a position as an Adjunct Assistant Professor at UCLA and then as an Instructor at Princeton. I joined UCI in 1974 as an Assistant Professor. Since then UCI has grown by leaps and bounds both in size and quality. I am proud that my department is now one of the best on campus according to Academic Analytics. I am also proud to have taken part in the campus’ collective effort by serving as department chair, serving in the UCI Senate as Faculty Chair, chairing CAP, CPB and CFW, and, systemwide, serving on the Academic Council, UCAP, UCFW and UCPB.
I am deeply honored to receive the Distinguished Award in Mentorship. In my own career, I count myself as extremely lucky to have been mentored by my adviser Irving Segal among many others. The career of a faculty member, from graduate student to postdoc, assistant professor to associate professor to full professor, is essentially an apprenticeship program. We all have mentors and we all serve as mentors, and I consider this to be one of the most important and rewarding aspects of the job.
Distinguished Mid-Career Award for Service

E. Alison Holman
Associate Professor, Program in Nursing Science

As the child of a doctor and PhD-educated nurse I grew up steeped in the different ways each profession approached health and illness. I got to watch the unique philosophical approaches to health play out in front of me on a daily basis. I was also steeped in the political turmoil of the day - the Vietnam War, the Civil Rights movement, women's rights. My grandmother - one of the first women to attend medical school in this country - also had a powerful impact on me. She was a feisty, assertive, loving pediatric cardiologist who cared deeply about her patients, their families, and the public's health. Together these experiences shaped my commitment to working for the public good and powerfully influenced my choice of profession. When I was struggling with the decision to go into medicine or nursing she pushed me hard to do what I felt was my calling. And I did.

I was drawn to the nursing profession because I watched nurses work closely with patients, providing them with professional, compassionate service that would promote their well-being. There was a consistency between nursing philosophy and practice that called me. My career as a health professional began in the pediatric intensive care unit at Children's Hospital in Oakland, California. Caring for critically ill children had a powerful and lasting effect on me. I became aware of the complex set of interpersonal relationships that influence both the delivery and quality of patient care. I also witnessed the devastating aftermath of many forms of trauma such as severe accidents and family violence. Having seen far too many children killed or severely disabled by a traumatic event, I returned to school to study psychology. I wanted to understand how people cope with these experiences, with the ultimate goal of helping health professionals meet the psychological needs of patients coping with such tragedies. I wanted to find a way to prevent the morbidity and mortality associated with trauma-related health disorders. I got my Ph.D. in Health Psychology so I could conduct research and educate new generations of health professionals. I later returned to school for certification as a Family Nurse Practitioner so that I could strengthen my research with insights gleaned from ongoing clinical experience.
My creative work brings together insights from clinical practice with research findings from several fields to examine the combined health effects of psychological, physiologic, behavioral, and social responses to trauma, and identify potential strategies for early intervention that may prevent development of trauma-related disease. I have been Principal Investigator/co-PI on several community-based studies of coping with traumatic life events (e.g., fires, terrorism) funded by the National Science Foundation and the Josiah Macy Jr. Foundation. I also received the Robert Wood Johnson Foundation Nurse Faculty Scholars career development award (2010-2013), and more recently NIH funding for a 5-year longitudinal study to address genetic susceptibility and stress impacts on functional rehabilitation outcomes following stroke.

After becoming Interim Director of the Nursing Science Program at UC Irvine, I had to shift gears and focus on program development. In collaboration with my colleagues, we created a strategic plan for the Nursing Science program; I also participated in workshops devoted to identifying the definitive UC Irvine story and prepare UC’s new strategic plan, and I participated in the UC Irvine Health Strategic Plan Development Initiative. My colleagues and I worked with UC’s Advancement team to develop materials for promoting Nursing Science to major donors. In January 2016, Chancellor Gillman announced that the Nursing Science Program would receive a $40 million gift to name the anticipated Sue and Bill Gross School of Nursing and build a new building for the school. We are now transitioning the Program in Nursing Science into a school and growing the faculty and graduate programs for our soon-to-be-school. I am profoundly grateful to the Chancellor and my colleagues for their commitment, dedication, and hard work on behalf of our program.

Throughout my career I have been extremely fortunate to receive guidance and support from great mentors and devoted family. I am deeply grateful for their encouragement. I have learned so many important lessons from them, from my students, my patients and their families, and my colleagues across the university. Thanks to all for giving me this honor.
I first encountered microbiology as an undergraduate at Brandeis University. I was excited by the challenge of designing experiments and interpreting data, so I went on to a Ph.D. in microbiology at Temple University School of Medicine. A Damon Runyon Memorial Fund Postdoctoral Fellowship to study tumor immunology in the laboratory of Prof. George Klein at the Department of Tumor Biology of the Karolinska Institute in Stockholm, Sweden was a turning point for me. The rest of my laboratory research career focused on the interface of immunology and cancer biology. I was appointed to the faculty of the UCLA School of Medicine in 1971 as an Assistant Professor in the Department of Surgery (Division of Oncology) and the Department of Microbiology & Immunology, advanced to Associate Professor in 1977, and was promoted to full Professor in 1983. In collaboration with some wonderful colleagues, we studied the biological functions of human tumor infiltrating lymphocytes – an area of investigation that anticipated and influenced a major new direction in the field.

I began to take an increasing role in academic administration, starting in 1986 at UCLA as an Associate Dean of Medicine with responsibilities in the area of academic affairs. Six years as Associate Dean led to being the Interim Dean of the UCLA School of Medicine for more than two years. I was then recruited to UCI and served from 1994 to 1998 as the Executive Vice Chancellor during the administration of Chancellor Laurel Wilkening.

I took a leave from UCI from 1999 to 2003 while I served as the Executive Director of the Federation of American Societies for Experimental Biology (FASEB) in Bethesda, MD. I became
actively involved in advocacy on issues of importance in national science policy such as funding for biomedical research, scientific integrity, and especially stem cell policy. I returned to UCI with a plan to focus on issues of science policy and research ethics. I created a new graduate course on stem cell ethics and I was the founding chair of the UCI Human Stem Cell Research Oversight Committee from 2005 until 2013. In that capacity, I helped UCI set up a stem cell research oversight policy that enabled this important area of research to grow at UCI. I also direct the clinical research ethics component of the UCI Institute for Clinical and Translational Science (ICTS), have served on the UCI Institutional Review Board (IRB) since 2003, and I currently chair one of the campus IRBs.

In 2013, I was appointed as the Interim Director of the Sue & Bill Gross Stem Cell Research Center (SCRC) at UCI and I continue in that capacity. There are 46 members of the SCRC, half of whom have their research base in Gross Hall, a facility built specifically for stem cell research. In my role as Director of the SCRC I have focused on building community relations and on expanding the SCRC capacity to support research in this promising new field.

I served on the Board of Trustees of Smith College of Northampton MA from 2003-2013 and chaired their committee on Academic Affairs. I am married to Dr. Judith Golub and we have one son and two grandchildren.
When I began graduate school, I never expected I would teach negotiations at a business school, let alone be successful and love doing it. My PhD is in social psychology, and my primary research focus is on social rules, including morals, fairness criteria, and norms. As I advanced through my PhD program, I became increasingly interested in how social rules operate when people have a lot at stake, either socially or economically. This emphasis drew me toward research in the field of organizational behavior, which focuses on human interactions in the workplace and has theoretical and methodological roots in social psychology and other social sciences. Therefore, after graduation, I pursued a postdoc position at the Dispute Resolution Research Center at Northwestern University’s Kellogg School of Management, which is a nexus for teaching and research on negotiations and conflict management. This position allowed me to broaden and extend my research on social rules to include a wide array of interpersonal aspects of negotiations. Aided and encouraged by several preeminent scholars affiliated with the Dispute Resolution Research Center, I also began teaching negotiations courses as a postdoc.

As a graduate student, as a postdoc, and as an assistant professor, I have benefitted from having outstanding mentors who modeled effective communication and discussed their choices about their teaching practices. It also is immeasurably helpful that the academic community of negotiation scholars actively invests effort in pedagogy in addition to research. My general approach to teaching and many aspects of my class have been directly influenced by many outstanding academics, including my wife, Maia Young, who is a faculty member at UCLA. Also, I have undoubtedly been influenced by my mother, step-father, brother, and grandmother, all of whom have or had careers.
as teachers and have left an indelible impression on me.

I approach the classroom as a puzzle played in real time. To find the solution, I need to determine how each student is thinking about an issue and then provide additional information in a way that resolves any discrepancy between his or her understanding and my own. I believe it is essential to engage with individual members of a class and learn about their perspective, including their grasp of the content, how they experience the various methods I use to create learning opportunities, and even the competing demands on their time. Students are more likely to accept challenges, work hard, master course material, and generally enjoy being in class when they know I am interested in what they have to say.

I am privileged to teach courses on a topic that fascinates me. I teach Negotiations in all four of the MBA programs at the Paul Merage School of Business, including our MBA program for full-time students, and our MBA programs for working professionals and executives. Students in these programs are very bright and highly motivated, which fuels the fast-paced, interactive environment I strive to create. In each class session, students negotiate a new situation with a different classmate, and these hands-on exercises are the basis for a class discussion in which I aim to link students' experiences and observations with the relevant class concepts, theoretical frameworks, and empirical evidence from the science of negotiation. Teaching in the social sciences is also fascinating because I can encourage students to share examples from their personal or professional lives, especially if they seem inconsistent with class material. Real-life examples provide additional ways for students to connect with the material we discuss, and these examples often push students think more broadly about the topic under discussion.
Distinguished Faculty Award for Teaching

Marcelo A. Wood
Professor, Department of Neurobiology & Behavior

Throughout the majority of my undergraduate career at the University of Colorado, Boulder, I was a frustrated chemical engineering student. That quickly changed the day I was given an opportunity to work in Dr. Karla Kirkegaard’s lab as part of a molecular biology course in my senior year. Within three weeks of working in her lab I was completely absorbed in a real research project and by the end of the semester I realized that molecular biology was a language that made sense to me and that I wanted to pursue a life of research. I continued my pursuit in the Department of Molecular Biology at Princeton University for graduate school. My research focus was aimed at understanding how oncogenes and tumor suppressor genes use epigenetic mechanisms of gene regulation to turn normal cells into tumor cells. Graduate school was also the first time that I had to teach and I was absolutely terrified to lead several molecular biology lab sections, especially when I had only just begun to learn about it myself. What began as sheer terror morphed into the best part of my week. But I really didn’t give teaching much thought beyond that. I had a PhD to earn.

In the last year of my graduate career, I experienced another fortunate turn of events. I was trying to find a paper on a tumor suppressor gene and instead came across a paper on memory suppressor genes. The authors drew wonderful parallels between mechanisms involved in cancer to those required for the formation of long-term memories. This led to me switching fields again and joining the lab of the first author, Dr. Ted Abel, at the University of Pennsylvania. My postdoctoral work was focused on understanding the epigenetic mechanisms underlying gene expression required for long-term memory formation, which formed the basis of my current research program. I have been at UCI, in the Department of Neurobiology and Behavior, since 2006. My
lab focuses on epigenetic mechanisms underlying memory, addiction, and age-related memory processes.

One of the most rewarding experiences I have had and continue to enjoy at UCI is teaching undergraduate and graduate students, as well as mentoring both undergraduate and graduate researchers in my lab. My first major teaching responsibility was joining the team that taught the introductory freshman biology course, which serves approximately 2000 students each year. To be honest, teaching a large lecture hall course was the last teaching assignment I wanted. I was shaking like a leaf in the wind during the first lecture. I remembered skipping most of intro biology when I was an engineer. I had a real challenge in front of me: How to make intro biology relevant and interesting. That pursuit led to group lunches with students, innumerable conversations and discussions, and ultimately a change in my teaching style and philosophy. It led me to co-develop Rocketmix with Dr. Matt Beckman at UCI, which is an online blended teaching platform. It also led to a complete change in how I presented my own research and mentor students in my lab.

Thus, my students have taught me many valuable lessons over the past ten years here at UCI. I feel fortunate to belong to a Department, a School, and a University that places a high value on teaching. Teaching approaches will undoubtedly change rapidly over the next 5-10 years and I look forward to again learning from our students, our pioneering Teaching Faculty, and evolving educational system.
I became hooked on chemistry as an aspiring medical student at the University of Wisconsin-La Crosse. Sitting in my organic chemistry class, I was enthralled by stories of molecules that could poke and prod biological systems, providing new insights into human biology and disease. My classroom curiosities eventually steered me into an undergraduate research laboratory, where I designed and synthesized small molecules to probe serotonin receptors. This experience changed my life, convincing me to switch career paths and pursue advanced studies in chemistry. As a graduate student at the University of California, Berkeley, I developed chemical methods to tag carbohydrates with small molecule imaging probes and visualize their distribution on cells and tissues in vivo. As a postdoctoral fellow at Stanford, I employed a combination of imaging techniques to track subsets of tumorigenic cells in models of cancer.

At UCI, I have been building on these past experiences and moving into uncharted scientific territory at the interface of chemistry, biology, and noninvasive imaging. My research team is crafting novel probes to "spy" on cells and decipher their communications in vivo. Cellular networks drive diverse aspects of human biology, ranging from immune function to memory formation. Breakdowns in these networks also underlie numerous pathologies. While cell-cell interactions play key roles in human health and disease, the mechanisms by which cells transact information in vivo are not completely understood. The number of cells types involved, the timing and location of their interactions, and the molecular cues exchanged, remain poorly characterized in most cases. We are designing and deploying custom tools to visualize such cellular networks in real time—and with molecular precision—in physiologically relevant environments. These tools address long-standing voids in imaging capabilities and are...
influencing how researchers conduct experiments involving multiple cell types and molecular features. In our own lab, we are applying the tools to studies of cancer metastases, immune function, and infectious disease.

Our research has been recognized with a variety of honors. Work from the laboratory has been published in top scientific journals and has received numerous external grants, including funding from the National Institutes of Health and the National Science Foundation. Over the past five years, I was named an Alfred P. Sloan Fellow, a Cottrell Scholar, and Camille and Henry Dreyfus Teacher-Scholar. I have also given over 70 different invited or keynote lectures since joining UCI.

One of the great joys in this profession is interacting with talented and inspiring students. In the research laboratory, I have mentored over 10 undergraduate students, 17 graduate students, and 2 postdoctoral scholars. Nearly all of these individuals received fellowships or awards to support their work. Watching them succeed in a variety of academic and post-graduate endeavors is an absolute thrill. I am equally passionate about mentoring in the classroom. I have taught a variety of graduate and undergraduate students, and have worked to expand the chemical biology curriculum at UCI. These efforts were recognized with a Dean’s Award for Distinguished Teaching. I look forward to training future generations of scientists and creative thinkers, and igniting the same spark of curiosity that I experienced as a young scholar.

I am honored to receive the Distinguished Faculty Award. Thank you to the Academic Senate, my mentors (past and present), colleagues and collaborators, and the members of my laboratory for their continued support.
Distinguished Mid-Career Award for Research

David Reinkensmeyer
Professor, Department of Anatomy and Neurobiology
Department of Mechanical and Aerospace Engineering

I grew up in Wichita, Kansas. My parents provided a very supportive and free environment. Having both grown up on farms, they allowed me to roam around the neighborhood at will, play at the local stream, bike all over the city, and use power tools. Church was important to my family, and played a crucial role in giving me a sense of wonder, finding dignity in human frailty, and causing me to ask “What are my gifts and how do I use them to help make the world a better place?”.

My third grade teacher, Mrs. Carol Dewoskin, interested me in generative activities. She had us write poetry, and I still enjoy reading and writing poetry. She also ran an invention contest, which made me want to be an inventor. In high school I spent a lot of time building board games, robotic wooden toys, and my own video games. It was during this time I also started hiking, a pleasure I am passing down to my three children, Will, Anna, and Luke.

My high school counselor suggested I apply to MIT, which I had not heard of. At MIT, I became interested in neuroscience, and in particular how the brain controls muscles. In graduate school at Berkeley I was fortunate to have an advisor, Steve Lehman, who allowed me considerable independence in developing projects. I became interested in trying to use robotics to help people with a disability, in part because I assisted a friend with cerebral palsy in cooking and eating once per week. My lab mate Pete Lum and I built some of the first robotic devices to enhance physical rehabilitation after a stroke. We didn’t know what we were doing, but the important point is we tried something new. I was fortunate to be mentored by Zev Rymer in the neuroscience of rehabilitation at the Rehabilitation

UCI
Institute of Chicago as a postdoctoral fellow. My wonderful wife, Andrea, who I met at Berkeley, earned an MS degree in Occupational Therapy during this time, and it has been stimulating to have overlapping career interests.

I have had a great experience being a professor at UCI for 18 years. My greatest pleasure has been being a co-discoverer with the 20 Ph.D. students who have worked in my lab. I also enjoy teaching undergraduates, and run a large robotics competition each year. I have had excellent collaborators including Profs. Jim Bobrow, Steve Cramer, Mark Bachman, and Kelli Sharp. Vicky Chan is the research physical therapist who runs our clinical work with care and excellence.

My group has now been involved in research grants totaling over $20M, and has published over 160 peer reviewed papers, which are highly cited worldwide. We have made over thirty robotic devices to test various scientific hypotheses about neural recovery. Two practical highlights are that my laboratory invented an arm exoskeleton and computer gaming system that is now in use in over 700 hospitals worldwide, and is a $40M product licensed from UCI by a Swiss company, Hocoma. Peer-reviewed studies of the device’s efficacy have now been published for spinal cord injury, multiple sclerosis, humeral fracture, and stroke and the French government is studying the device in a large, multi-site randomized control trial. My former Ph.D. students Nizan Friedman and Danny Zondervan, along with Prof. Mark Bachman and I, started a company in 2013, Flint Rehabilitation Devices, focused on developing innovative neurorehabilitation technology. The first product, the MusicGlove, is a wearable sensor for retraining hand function after stroke and spinal cord injury, and is now in use by over 1000 individual users and hospitals. We are currently transferring more inventions from UCI to Flint for improving neurorehabilitation, including a new type of wheelchair that we hope revolutionizes inpatient stroke care, and a “fitbit” for the fingers.
Distinguished Faculty Award for Research

John R. Miles
Professor, Department of English
Religious Studies Program

For the full Jack Miles hagiography, I refer any interested parties (Hi, Mom) to the “About” section at www.JackMiles.com. But now that I have been honored against all odds by the Distinguished Faculty Award for Research, the hour is come for a soul-cleansing confession: my academic career has been a string of failures.

In 1974, Loyola University of Chicago terminated my first academic appointment when I espoused the position, in a public disputation, that the Pope could, on solidly Catholic grounds, liberalize the Church’s position on abortion.

A year later, at the University of Montana, I chose unemployment over further association with my supervisor, a gentleman later fired for embezzlement.

I then said goodbye forever to academe, as I thought, and happily passed the next twenty years in book publishing and journalism, relenting only to apply for and improbably win a Guggenheim Fellowship in 1990-1991.

In 1995, with storm clouds now gathering over print journalism, Claremont Graduate University made me the surprise offer of an administrative position. That very year, my book God: A Biography, my Guggenheim project, won a Pulitzer Prize. Good news! Alas, a year later, the dean who had hired me was fired, and amid the rejoicing the faculty declined to give me a tenured appointment, thus invalidating my right to remain in the administration. So concluded my third failure.

Caltech stepped in with a one-year appointment as Mellon Visiting Professor, during which I won its teaching award, a rare honor for a humanist. Might this lead, I dared dream, to a
permanent appointment? The answer was no. A fourth failure.

While I was at Caltech, Boston University offered me its newly created Luce Foundation chair in Bible and literature. But then I published an op ed piece urging the Senate to take the impeached Bill Clinton back into the national family as the father does his Prodigal Son in the Gospel of Luke. Suddenly, BU fell silent. Days later, the all-but-final offer was withdrawn by email.

Just then, the chancellor of the Cal State system was named CEO of the J. Paul Getty Trust and invited me to join him there as Senior Advisor. In 2002 – in the biggest surprise of all – I was named a MacArthur Fellow. But then my Getty boss was ousted for abusing his expense account, my position as his supposed advisor was eliminated, and I was unemployed on my 64th birthday.

How then did I make it to UCI? It was the idea of a madman – Michael Ryan, director of the MFA poetry program at UCI. Nine years ago, without my knowledge, he proposed hiring me as a distinguished professor to the dean of the School of Humanities, to the chair of the English Department, and then finally to me as we stood next to the dumpster behind the Humanities Instructional Building after I presented a lecture that he had arranged and introduced. The notion was quite preposterous, but poets are all crazy—that’s why we love them and need them – and remarkably it happened that I was hired.

Subsequently, with splendid support on all sides at UCI, I managed to bring the huge Norton Anthology of World Religions to completion in 2014, followed by a six-volume college edition in 2015, and most recently a companion website. Finally, in June 2016, three days before my retirement, I learned that I had won UCI’s Distinguished Faculty Research Award.

Thank you, Michael, and thank you, UCI, for ruining my record.
Committee on Scholarly Honors and Awards
2015-2016

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