

Michael Lewis, Ph.D.

Curriculum Vitae

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EDUCATION

Ph.D in Chemistry 2001
University of Missouri-Columbia
Research Advisor: Professor Rainer Glaser

B.Sc. in Chemistry (First Class Honors) 1996
Saint Mary's University
Halifax, Nova Scotia, Canada

FACULTY POSITIONS

Associate Professor, Department of Chemistry 2010 – Present
Saint Louis University, St. Louis, MO

Assistant Professor, Department of Chemistry 2004 – 2010
Saint Louis University, St. Louis, MO

Postdoctoral Research Associate, Department of Chemistry and Chemical Biology 2001 – 2004
Harvard University, Cambridge, MA
Research Advisor: Professor Andrew G. Myers

ADMINISTRATIVE PROFESSIONAL DEVELOPMENT

Institute for Educational Management July 2019
Harvard University, Graduate School of Education

Institute for Administrators in Catholic Higher Education July 2018
Boston College

Ignatian Colleagues Program July 2015 – Jan. 2017
Association of Jesuit Colleges & Universities

ADMINISTRATIVE EXPERIENCE

Interim Provost July 2020 – Present
Saint Louis University, St. Louis, MO

In May of 2019 our Interim Provost unexpectedly stepped down from his role due to personal reasons. After consulting with the University community, President Pestello asked me to assume the position of Interim Provost starting July 1, 2020. In my time in the position I have worked on: (i) the University's response to the COVID-19 crisis; (ii) addressing long-standing academic planning issues at SLU; (iii) efforts aimed at addressing the increasing societal attention to diversity, equity, and inclusion.

COVID-19 Planning

Upon assuming the position of Interim Provost on July 1, I worked to ensure the smoothest possible opening of campus, and beginning of classes on August 17th. The following highlights these efforts:

- Surveyed faculty and students to determine their needs to teach or learn completely online due to pre-existing health conditions, childcare or other family considerations, travel impediments, or other reasons.
- Worked with Registrar and Facilities to ensure our classrooms met the city’s social distancing expectations. This included converting most of our events spaces to teaching spaces, which required close coordination with our Information Technologies Services (ITS).
- Worked with ITS to make sure faculty had the required technologies to successfully teach online, and in hybrid formats, during the fall semester.
- Worked with Facilities to ensure we had the proper PPE to safely open classrooms for in-person instruction.
- Worked with our Office of Institute Research to develop the dashboard the University is using to track COVID-19 on our campus.

Academic Planning and Management

Saint Louis University faces challenges, and enjoys opportunities, that must continue to be addressed regardless of the COVID-19 crisis. I have worked on the following such efforts:

- The Academic Portfolio Review Committee (APRC) process, announced by Interim Provost Gillis in the summer of 2019, is nearing the completion of their work. The charge of the committee is to ensure that (i) SLU's University-wide portfolio of academic programs is understood and managed holistically and systematically; (ii) a financially sustainable balance of subsidized and non-subsidized programs is maintained. This work, while needed, has been challenging for the campus culture. I have worked to ensure faculty understand the process undertaken by the APRC, and to make the data and information used by the committee available and transparent to all. The APRC process will result in program closures, and I have worked with the Board of Trustees to make sure they understand their role in this process. While the APRC will make recommendations to me on program closure, our Faculty Manual allows faculty to appeal certain decisions I make to the Board of Trustees. It is important the Board of Trustees engage in the Faculty Manual process appropriately, and that the faculty are given a reasonable amount of time to appeal any decisions. I am committed to both of these outcomes.
- The College of Arts & Sciences task force spent approximately ten months investigating the best organizational structure for the College. Interim Provost Gillis charged the task force with “examining and evaluating the advisability of restructuring CAS to better ensure the success of all programs, departments, and of the University.” They submitted their final recommendation to me on October 1. Initially, the plan was for the task force to submit a single recommendation, however due to the feedback from the community after their preliminary report, they ultimately submitted to me a proposal with two recommendations. Thus, I have communicated to the faculty a plan by which I will meet with all departments and constituents, in the College of Arts and Science and Parks College of Engineering, Aviation and Technology, in order to determine a final plan for reorganizing the College. At that time, I will follow the Faculty Manual provision on academic reorganization, and give the faculty time to provide alternative organizational structure suggestions for the College of Arts & Sciences.
- The University approved a new University-wide Core structure in the spring of 2020. Current efforts are aimed at implementing the new Core, and one of my most important efforts is to ensure it is properly supported, both operationally and financially. We are currently hiring a faculty member to lead the writing across the curriculum component of the new Core, and I will continue to support this important initiative for SLU.
- Our current Jesuit hiring policy does not properly incentivize academic departments to hire Jesuits. As a Jesuit University, it is imperative that we continue to be as welcoming a place as possible for Jesuit candidates. I am leading the development of a new Jesuit hiring policy, which incentivizes Jesuit hiring by

moving financial responsibility for the hire from the department to the Provost's Office. In addition, I am working with our VP for Mission and Identity to more intentionally recruit Jesuits to our faculty.

- During the 2019-2020 academic year, President Pestello prioritized identifying scholarly areas of excellence for the University to focus its research/scholarship efforts. I am working with the Dean of Parks College of Engineering, Aviation and Technology and with the VP of Research to get faculty feedback this year, and to develop research metrics to evaluate our progress in growing our eminence in the identified areas.
- SLU's current faculty workload policy was developed in 2016, and per the policy it is now time to revisit and revise the document. I am working with the Deans and faculty leadership to revise the document so that college/department workload documents are more closely aligned with annual evaluation, merit evaluation, and promotion and tenure policies and documents.

Diversity, Equity, and Inclusion Efforts

The events of the past year have dramatically increased the focus on diversity, equity, and inclusion in all aspects of society. I have been a leader in the following DEI efforts at SLU:

- Among the sets of demands that President Pestello and I have received, increasing the number of black and brown faculty at SLU is a demand that has been made by numerous groups, including our black faculty and our black students. Working with our VP of Diversity, I implemented mandatory diversity training for faculty hiring committee members. In addition, I tasked our VP of Diversity with overseeing a group to ensure searches have appropriately diverse candidate pools before moving forward in the decision-making process. These policies are a start, and I will work with our VP of Diversity, and faculty leadership, over the coming year to codify these changes and determine what other efforts we can take to increase diversity among our faculty.
- It is becoming increasingly important to our students that we have a more inclusive curriculum, representing a greater diversity of voices and views. I am working with the Associate Provost that oversees our curriculum oversight committees, along with faculty leadership, to determine the best way to achieve this goal. In addition, as noted above, we are implementing a new University Core, and this offers a unique opportunity to intentionally design a more inclusive curriculum. I am working with our Director of the Core to ensure diversity, equity, and inclusion are central tenets to our new Core.
- SLU has had an African American Studies program for decades, and this academic year we will transition it to department status. I am working with the Program Director, the Dean of the College of Arts and Sciences, and faculty leaders to ensure this is a smooth process.
- Moved forward with the hiring process for the Faculty Fellow for Equity Issues. This position will be filled this semester.

Interim Dean, College of Arts & Sciences
Saint Louis University, St. Louis, MO

August 2019 – June 2020

Toward the end of the 2018-2019 academic year the Dean position in the College of Arts & Sciences became open. After consulting with the faculty in the College, Interim Provost Chet Gillis asked me to be the Interim Dean for the 2019-2020 academic year. My year as Interim Dean of the College of Arts & Sciences was very active, as we dealt with the following issues:

- The College needed to reduce the budget for graduate assistantships, and the Dean's Office led a transparent and inclusive process to achieve the necessary reductions.
- The University Core proposal was debated in the College's Faculty Council throughout most of the academic year, with a final vote, in favor of the proposal, taking place in March. While this was officially a Faculty Council-run process, as appropriate for such curricular revision discussions, as Interim Dean I had many meetings with various constituencies within the College. This issue raised significant tensions

within the College, from what seemed like all possible perspectives. During the meetings I had with faculty, I worked to calm fears by answering questions about how the Core might look once implemented.

- The work of the Academic Portfolio Review Committee continued during my year as Interim Dean, and I continued as a member of the committee. I worked to make sure the data and information used to represent departments and colleges was appropriate for the units within the College of Arts & Sciences, and for units in all Schools and Colleges.
- Long-standing issues in the College of Arts & Sciences led to a Task Force being formed to investigate the best organizational structure for the College. I worked with the College's Faculty Council to advise the Interim Provost on the Task Force membership, and I met with the Task Force to answer their questions as they worked toward their recommendation to the Provost.
- The faculty in the College of Arts & Sciences increasingly desire fiscal transparency at all levels, and during my time as Interim Dean I shared the Office of Business and Finance (OBF) profit and loss report for the College. In addition, I applied the OBF financial approach to the College's departments and shared this with the faculty. Finally, I worked with Dean colleagues to refine how we financially evaluate academic units.
- Worked with the Humanities chairs and faculty, and Development leaders, to develop a case statement to fundraise for a Humanities Institute. In addition, I worked with Natural Science faculty, in collaboration with the Dean of Parks College of Engineering, Aviation and Technology, and Development leaders, on a case statement for STEM fundraising. Had COVID-19 not dramatically altered our work, I would have moved these projects further, and began working with the Social Sciences on a case statement for fundraising in their areas.
- The Deans collectively worked to increase graduate net tuition revenue during my year as Interim Dean, and I represented the College appropriately on this topic. Graduate education in a College of Arts & Sciences is primarily designed to generate knowledge, not revenue. However, there are some areas within the College where graduate program revenue generation is an appropriate goal, and in these cases I worked with the appropriate chairs and program directors.
- Worked with the Assistant to the President for Mission and Identity on a Mission-based service study abroad program with a sister Jesuit Institution, St. John's College, in Belize City, Belize. This is a project that developed over a number of years. During my time as Interim Dean of the College of Arts & Sciences we made significant progress toward starting the program in Fall 2020. It was delayed due to the COVID-19 crisis.

COVID-19 Response

Like almost all of higher education, SLU moved its education completely online in the middle of March, 2020 in response to the COVID-19 pandemic. The following items highlight my work during this time:

- Member of the senior leadership team of vice presidents and deans the President and Provost relied on to make the decision to move to online education for the remainder of the spring semester.
- Worked with Dean colleagues, the Provost, Provost's Office colleagues, and faculty leaders to develop student and faculty policies required by the pandemic, including:
 - Instituting pass/low pass/no pass grading
 - Extending the probationary period for tenure-track faculty
- Worked to ensure faculty were well informed on the fast-moving decisions to move our students out of the dorms, and back to their off-campus homes, and begin teaching online.

- Found the funding to extend graduate assistantships, and health care, for graduate students within the College of Arts and Science. Support that was scheduled to end in April or May was extended until the end of June.
- Communicated to our ITS and our teaching center the faculty needs for online learning. In addition, I communicated to faculty in the College the opportunities to learn how to engage in new technologies for online learning (such as Zoom and Respondus), and the opportunities to participate in workshops on online pedagogies through our teaching center.
- Worked with the chairs overseeing teaching and research wet-labs to develop protocols for reopening laboratories. Research labs were able to begin opening in late May, and we had in-person teaching labs in July.

Associate Provost

January 2019 – August 2019

Saint Louis University, St. Louis, MO

My return to the Associate Provost position (following five months as Acting Provost) marked a significant change in my Associate Provost role. In addition to resuming nearly all of my previous duties (enumerated below), I became a more regular advisor to the new Interim Provost (who was hired to serve a non-renewable, 2.5 year term, but stepped down for personal reasons after 1.5 years), and I retained several of the key responsibilities I assumed as Acting Provost, including the following:

- At President Pestello's request, I continued to participate as a member of the President's Cabinet and University Leadership Council, as I did while serving as Acting Provost.
- Continued to provide leadership on a major, institution-wide academic budget reduction and reallocation effort, working closely with the Provost, Provost's Office (Office of Institutional Research, Enrollment and Retention Management), Deans, and Faculty Senate.
- Represented the Provost's Office on the Academic Portfolio Review Committee, which is described above.
- Continued to help lead efforts throughout Academic Affairs to accommodate SLU's largest freshman class ever for Fall 2019. This included working with Deans, Chairs, the Provost, and CFO to facilitate needed course/section additions and additional faculty hires.
- Continued to provide leadership within the Provost's Office for the work on gender equity issues. This included working with the Faculty Gender Equity Committee during the spring semester, as they began their efforts, to select co-chairs and ensure they had the necessary resources to carry out the agenda they identified for the coming year. In addition, I worked on forming a search committee to hire a Faculty Fellow for Equity Issues.

Acting Provost

August 2018 – December 2018

Saint Louis University, St. Louis, MO

After consultation with deans, Faculty Senate leadership, senior cabinet members, and others, the President appointed me as Acting Provost. As evidenced in the highlights offered below, I was charged to advance several major initiatives in a brief time, some of which were highly charged and critical to the success of the University:

- Worked with our Vice President of Research to establish and initiate processes for governing a new, \$50M gift to enhance research at SLU. This included founding faculty committees to evaluate applications for research support, and to evaluate how funds would be used to hire and retain highly research productive faculty. Finally, I addressed concerns related to donor intentions for the use of the funds.
- Implemented recommendations of the Faculty Gender Equity Task Force, including the creation of a standing Faculty Gender Equity Committee and Faculty Fellow for Equity Issues position in the Provost's

Office. In addition, I led the University's partnership efforts with the National Center for Faculty Development and Diversity (NCFDD) as a means of enhancing mentorship for female and underrepresented minority faculty – particularly those at the mid-career, associate professor level.

- Led a major, President-mandated budget reduction initiative throughout Academic Affairs. This included working extensively with deans and Faculty Senate leadership to determine reductions – in under-subscribed curriculum offerings and related adjunct and non-tenure track faculty – that provided both significant operating budget relief as well as funds to reallocate for strategic investment in high-demand programs. It also involved collaborating with deans, as well as leadership of the Office of Institutional Research and the Faculty Senate, to develop metrics for determining programs' comparative financial and operational performance. I consulted and regularly communicated with faculty, chairs, deans, the University Leadership Council (President, vice-presidents, deans, student leaders, etc.), and key members of the Board of Trustees to ensure transparency in all related data analysis and decision-making. Finally, I worked with the President, Chief Financial Officer, and senior cabinet members to ensure that academic budget reductions and reallocations aligned with University-wide budgeting efforts.
- Worked with the Office of Institutional Research to develop academic metric dashboards to help the Provost's Office, Deans, and Department Chairs utilize real-time data and dynamic reports to better manage their units. Dashboards address course DFW rates, net-tuition revenue, and student enrollment and retention.

Associate Provost

September 2013 - August 2018

Saint Louis University, St. Louis, MO

My work as an Associate Provost spanned the breadth of not only academic affairs but all university-wide operations. Our Provost's Office team approaches our work systemically to advance SLU's mission and strategic plan. Key areas of work, and related specific accomplishments, are highlighted below:

Faculty Development

- Oversee the Reinert Center for Transformative Teaching and Learning, staffed by a Director, an Associate Director, three Instructional Designers, an Office Manager, and two Graduate Student Assistants. The Center offers numerous programs that advance faculty teaching abilities, including: the Ignatian Pedagogy Institute and Academy, the Culturally Responsive Teaching Academy, and the Online Teaching and Learning Institute. In addition, the Center offers one-on-one services for faculty, curriculum development and teaching evaluation assistance for departments/colleges, and more.
- Beginning in Fall 2016, I co-chaired the Provost's Office-Faculty Senate Mid-Career Faculty Development Committee. The committee partnered with Harvard University's Collaborative on Academic Careers in Higher Education (COACHE) to assess SLU faculty needs and develop a campus-wide approach to developing mid-career faculty. Specifically, the group's charge calls for addressing the needs of mid-career faculty who have historically not progressed from the rank of associate professor to professor, especially female faculty and underrepresented minority faculty. One outcome of this work was the partnership with the National Center for Faculty Development and Diversity (NCFDD), described above.
- Redesigned, and refined, SLU's New Faculty Orientation programming. Of particular emphasis was the development of programming to help new faculty understand, and learn how to engage in/advance, SLU's distinct mission, grounded in our Catholic, Jesuit educational heritage. Also, increasingly emphasized scholarly balance among teaching, research, and service/clinical work – with a renewed focus on developing and evidencing excellence in teaching.
- In 2015, I created a distinct orientation program for adjunct faculty, conducted each semester; this was the first such University-level program for adjuncts, which has successfully established new expectations for engagement with adjunct faculty institution-wide.

- Beginning in 2015, I initiated a Faculty Writing Fellows program that matured into disciplinary and interdisciplinary faculty writing groups. The administration of the program was turned over to our Office of the VP of Research in the Fall of 2017.
- Redesigned and lead a year-long New Department Chair Development program that included: training sessions/workshops on accessing and using available online tools to manage departmental finances; utilizing the expertise of the Reinert Center for Transformative Teaching and Learning; engaging the Office of the VP for Research and the Chief Mission Officer to help manage and develop their departmental faculty.

University Community and Mission Efforts

- During the Fall of 2014, the Saint Louis region, and Saint Louis University, were engulfed in protests related to the killing of Michael Brown in the nearby community of Ferguson. I helped organize faculty to answer phone calls, blog posts, Facebook posts, and Twitter posts from students, parents, alumni, and concerned Saint Louis University community members regarding the safety of the campus. The faculty response team was particularly active during the week-long occupation of our campus by protesters, and following the decision to not indict the police officer who killed Michael Brown. I also helped organize a group of faculty to supervise the University Church so it could stay open to the community 24/7 in the days leading up to and following the decision to not indict the police officer.
- From July 2015 to January 2017, I participated in the AJCU Ignatian Colleagues Program (ICP). My Mission Project was a proposal to integrate the work of our Reinert Center for Transformative Teaching and Learning and our Chief Mission Officer to devise a program to help faculty develop integrated, interdisciplinary courses/programs – specifically those from humanities and non-humanities disciplines.
- An outcome of my AJCU ICP Mission Project was work with a History faculty colleague, our Assistant to the President for Mission and Identity, and a Reinert Center colleague to develop the Mentoring for Mission in Teaching Program. The program was supported through multi-year funding from the Lilly Fellows Program, and ran from the summer of 2018 through the end of 2019.

Faculty Affairs: Hiring, Contracts, Workload Policies, Promotion & Tenure Processes

- Responsible for the Office of Faculty Affairs, which had varying levels of staffing over the years, including an Office Manager, Data Coordinator, and a part-time support staff member. The office coordinates the faculty hiring process and faculty contracts, administers the promotion and tenure (P&T) process, and administers the sabbatical and research leave processes. Under my leadership, the office:
 - streamlined the electronic MOA process
 - digitized faculty files
 - initiated the process of bringing the P&T process fully online
 - began recoding faculty types
 - reworked processes and language involving adjunct faculty contracts
 - converted tenured faculty from yearly contracts to a continuous contract
 - moved all contracts and related notifications online
- During the 2016-2017 academic year, I led a group of Academic Affairs, Human Resources, and General Counsel's Office staff that assessed and modified the collection, maintenance, and reporting of data necessary to comply with OFCCP regulations.
- Starting in 2016, I led the Provost's Office work with the Faculty Senate to ensure that college- and department-level faculty workload policies meet the criteria of the University faculty workload policy.

Internal and External Compliance, Assessing Online Education Capacity

- Starting in 2014, I was the Provost's representative on the Faculty Manual Revision Committee. Major efforts included addressing issues with faculty contracts and promotion and tenure policies.
- From 2014-2016, I led a group of faculty writing a chapter of our HLC mid-cycle self-study regarding Criterion 3 (Teaching and Learning: Quality Resources, and Support).
- During the 2015-2016 academic year, I led a group of faculty, IT personnel, Provost's Office personnel, and Student Development personnel in completing the Online Learning Consortium's online education scorecard.
- During the 2016-2017 academic year, I chaired the national search for the Dean of the School for Professional Studies. Our success in intentionally hiring an individual who could play a leadership role in enhancing the University's online education capacity has paid multiple dividends for SLU.
- Starting in the Fall 2017, I worked with the Dean of the School for Professional Studies and a group of faculty to develop the University's strategy for enhancing our online education capacity in a manner consonant with SLU's standards for academic excellence, all HLC expectations, and our Jesuit educational heritage.
- As the Provost's Office liaison on the Learning Technology Advisory Committee, I led efforts to represent faculty needs and concerns in all major academic technology discussions, planning efforts, and software/hardware/service agreement implementations. I also directly advised the Provost and CIO on the most critical academic technology issues.

Adjunct Unionization Efforts

- From Fall 2014 to Spring 2016, I led the Provost's Office work with Deans, the Office of General Counsel, and the Chief Mission Officer throughout early stages of the adjunct faculty organizing efforts. This included extensive one-on-one, group, and open forum meetings with adjunct faculty, faculty leaders of the unionization efforts, and union officials.
- During the 2016-2017 academic year, I was the lead academic on the team (with General Counsel personnel and a College of Arts & Sciences Associate Dean) negotiating the adjunct union contract with the SEIU. The SEIU represents our College of Arts & Sciences and School of Education adjunct faculty.
- Beginning in Fall 2017, I worked with the General Counsel's Office and the SEIU to operationalize the union contract.

PUBLICATIONS

Note: Listed here are only publications from the past seven years; for my career, there have been 42. H-index: 19. Total citations: 847.

Use of HPLC retention to investigate new P descriptors designed to represent ion- π interactions. Christina S. Bagwill, Selina Wireduaah, Brian Cusworth, Joshua Korba, Charles C. Kirkpatrick, Michael Lewis, and Apryll M. Stalcup* *J. Liq. Chromatogr. Relat. Technol.* **2020**, 43, 83-93. (10.1080/10826076.2019.1667822)

The Effects of Varying the Substituent and DNA Sequence on the Stability of 4-Substituted DNA-Naphthalimide Complexes. Elizabeth Jolley, Laura K. E. Hardebeck, Yi Ren, Miranda S. Adams, Michael Lewis, and Brent Znosko* *Biophys. Chem.* **2018**, 239, 29-37. (10.1016/j.bpc.2018.04.008)

Modern Computational Approaches to Understanding Interactions of Aromatics. Michael Lewis*, Christina Bagwill, Laura Hardebeck, and Selina Wireduaah. Monographs in Supramolecular Chemistry No. 20, Aromatic Interactions: Frontiers in Knowledge and Application, Eds. D. W. Johnson and F. Hof, *Royal Society of Chemistry*, **2017**, 1-17.

(10.1039/9781782626626-00001)

Predicting the Strength of Anion- π Interactions of Substituted Benzene: the Development of Anion- π Binding Substituent Constants. Christina Bagwill, Christa Anderson, Elizabeth Sullivan, Varun Manohara, Prithvi Murthy, Charles C. Kirkpatrick, Apryll Stalcup, and Michael Lewis* *J. Phys. Chem. A* **2016**, *120*, 9235-9243. (10.1021/acs.jpca.6b06276)

A Computational Model for Predicting Experimental RNA Nearest-Neighbor Free Energy Rankings: Inosine-Uridine Pairs. Elizabeth A. Jolley, Michael Lewis*, and Brent M. Znosko* *Chem. Phys. Lett.* **2015**, *639*, 157-160. (DOI: 10.1016/j.cplett.2015.09.005)

Engaging Organic Chemistry Students Using ChemDraw for iPad. Layne A. Morsch* and Michael Lewis* *J. Chem. Educ.* **2015**, *92*, 1402-1405. (DOI: 10.1021/acs.jchemed.5b00054)

Effect of Intercalator Substituent and Nucleotide Sequence on the Stability of DNA- and RNA-Naphthalimide Complexes. Charles A Johnson, Graham A. Hudson, Laura K. E. Hardebeck, Elizabeth A. Jolley, Yi Ren, Michael Lewis*, and Brent M. Znosko* *Bioorg. Med. Chem.* **2015**, *23*, 3586-3591. (DOI: 10.1016/j.bmc.2015.04.030)

Predicting the Cation- π Binding of Substituted Benzenes: Energy Decomposition Calculations and the Development of a Cation- π Substituent Constant. Selina Wireduaah, Trent M. Parker, Christina Bagwill, Charles C. Kirkpatrick and Michael Lewis* *RSC Adv.* **2014**, *4*, 62061-62070. (DOI: 10.1039/C4RA08638D)

Implementing the ChemDraw iPad App in the Chemistry Classroom. Michael Lewis* *Emerg. Educ. Tech.* **2013**, Sept. 26. (<http://www.emergingedtech.com>)

Predicting DNA-Intercalator Binding: The Development of an Arene-Arene Stacking Parameter from SAPT Analysis of Benzene-Substituted Benzene Complexes. Laura K. E. Hardebeck, Charles A. Johnson, Graham A. Hudson Yi Ren, Michelle Watt, Charles C. Kirkpatrick, Brent Znosko*, and Michael Lewis* *J. Phys. Org. Chem.* **2013**, *26*, 879-884. (DOI: 10.1002/poc.3184)

Effects of the Aromatic Substitution Pattern in Cation- π Sandwich Complexes. Selina Wireduaah, Trent M. Parker, and Michael Lewis* *J. Phys. Chem. A* **2013**, *117*, 2598-2604. (DOI: 10.1021/jp309740r)

INVITED LECTURES

Note: Listed here are only invited lectures from the past seven years; for my career, there have been 22.

Faculty Development Issues Important to Academic Leadership. Sixth North American Faculty Development Conference, Chicago, Illinois, March 14-16, 2017.

Arene-Arene Interactions: Theory and Applications in DNA-Intercalator Binding. Invited by Professor Radu F. Semeniuc, Department of Chemistry, Eastern Illinois University, Charleston, Illinois, September 28, 2017.

Mid-Career Faculty Development. Michael Lewis, Fifth North American Faculty Development Conference, Chicago, Illinois, March 22-24, 2017.

The Development of Ion- π Substituent Constants. Invited by Professors John P. Toscano (Johns Hopkins University) and Dina C. Merrer (Barnard College), 36th Reaction Mechanisms Conference, Saint Louis, Missouri, June 26-29, 2016. (co-authors: Christina Bagwill and Selina Wireduaah)

Building, Sustaining, and Growing Faculty Development Programs. Michael Lewis, Fourth North American Faculty Development Conference, San Diego, California, April 6-8, 2016.

Predicting Experimental RNA and DNA Nearest-Neighbor Free Energy Rankings. Invited by Professors Jonathan Rhoad (Missouri Western State University) and Jeff Woodford (Missouri Western State University), Advances in Computational Chemistry Symposium, 50th Midwest Regional Meeting of the American Chemical Society, Saint Josephs, Missouri, October 21-24, 2015. (co-authors: Brent Znosko and Elizabeth Jolley)

Mobil ChemDraw in the Classroom. Michael Lewis, ChemDraw 30 Year Anniversary Symposium, Cambridge, Massachusetts, June 25, 2015.

Predicting Relative Arene-Arene Stacking Binding Strengths: Applications in DNA-Intercalator Binding. Michael Lewis, Invited by Professor Sundeep Rayat, Department of Chemistry, Ball State University, Muncie, Indiana, Department Seminar Series, April 2, 2015.

Understanding, and Predicting the Strength of, Non-Covalent Interactions of Aromatics via Energy Decomposition Calculations. Invited by Professor John Adams (University of Missouri – Columbia), Computational Chemistry Symposium, 49th Midwest Regional American Chemical Society Meeting, Columbia, Missouri, November 13, 2014.

Predicting the Strength of Arene-Arene Interactions: Applications in DNA-Intercalator Binding. Invited by Professor Roy Pereira, SJ, Department of Chemistry, St. Xavier's College – Autonomous, Mumbai, India, Department Seminar, September 12, 2014.

Arene-Arene Interactions: Theory and Applications in DNA-Intercalator Binding. Invited by ACS Student Affiliate, Department of Chemistry, Truman State University, Kirksville, Missouri, Department Seminar Series, January 31, 2014.

RESEARCH FUNDING

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| National Institutes of Health (Co-Investigator – \$454,203) Understanding the thermodynamics and structure of RNA secondary structure motifs | 2016 – 2019 |
| Air Force Office of Scientific Research (Co-Investigator – \$259,416) DURIP: High Throughput Computing | 2010 – 2011 |
| Research Corporation for Science Advancement (Principal Investigator -- \$45,000) Effects of Substitution on Arene-Arene Interactions | 2008-2011 |
| American Chemical Society, Petroleum Research Fund (Principal Investigator – \$40,000) The Scope and Chemical Relevance of Anion- π Interactions Involving Aromatics: Computational and Solid State Studies | 2007 - 2008 |
| Research Corporation for Science Advancement (Principal Investigator -- \$43,086) Effects of Substitution on Arene-Arene Interactions | 2005 – 2008 |
| National Center for Supercomputing Applications (Principal Investigator – 1,550,000 SUs) The National Center for Supercomputing Applications awarded these service units (SUs) on various super computers, through six grants, to support research projects on non-covalent interactions of aromatics. | 2004 - 2011 |

TEACHING HONORS

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| Faculty Commitment to Experiential Learning Award (Nominee) Saint Louis University, St. Louis, MO | 2013 |
| Teaching Fellow, Reinert Center for Transformative Teaching and Learning Saint Louis University, St. Louis, MO | 2011-2013 |
| William V. Stauder, S.J. Award for Excellence in Teaching in the Natural Sciences Saint Louis University, St. Louis, MO | 2009 |
| Faculty Excellence Award (Nominee) Saint Louis University, St. Louis, MO | 2007 |

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| Graduate Teaching Scholar University of Missouri-Columbia, Columbia, MO | 2000 |
| Donald K. Anderson Graduate Student Teaching Award University of Missouri-Columbia, Columbia, MO | 1998 |

STUDENT MENTORING

Graduate Students Mentored in Research Group: 9
 Graduate Students Mentored in Certificate in University Teaching Program: 3
 Undergraduate Students Mentored in Research Group: 35
 High School Students Mentored in Research Group: 15
 Contributed Seminars by Mentored Graduate and Undergraduate Students: 28
 Contributed Posters by Mentored Graduate and Undergraduate Students: 70

PROFESSIONAL MEMBERSHIPS

American Chemical Society
 American Association for the Advancement of Science
 Sigma Xi, The Scientific Research Society
 Professional and Organization Development (POD) Network
 Associate of American Colleges and Universities
 American Conference of Academic Deans