

2011 UNIVERSITY TEACHING AWARDS



Left, Dino Cervigni shares a lighthearted moment with his Italian literature class.

DINO S. CERVIGNI Professor of Italian

- **Faculty member** 1989
- **Field of expertise** Medieval and Renaissance literature, autobiography, religious literature
- **Little known fact** "Until recently I could not even find on any map the little town in central-east Italy where I grew up. Now, through Google Earth, I can even see the house where I was born!"
- **Teaching philosophy** "In all my courses, I emphasize not just the knowledge of key notions, dates and people, but even more so independent thinking, critical analysis and being able to express oneself clearly and correctly in speaking and writing, in the highest respect for all peoples and cultures. After 37 years of teaching, I believe that the most effective writing exercise for undergraduates is the short essay, which requires research and is supported by explanatory notes."

■ **Excerpts from award citation** "Dino has prodigious energy and this shows in all aspects of his

work. He grades with a fine-toothed comb and is always available to help students one-on-one." ... Cervigni is "remarkably well-informed, imaginative, clearly articulate and energetic." One colleague noted that some of his students have completed honors theses, many of which began as term papers in classes taken in earlier semesters. His students note that he spends an enormous amount of time assisting them with their writing: "From outline to final draft, he is there every step of the way. ... Professor Cervigni spends hours with each student, listening to our ideas, reading our papers and commenting on our ideas."

“Every class period was like listening to a beautifully composed sonata.”

Board of Governors' Award for Excellence in Teaching

Established by the Board of Governors in April 1994 to underscore the importance of teaching and to reward good teaching across the university system, the awards are given annually to a tenured faculty member from each UNC campus. Carolina's winner, Dino Cervigni, will be recognized during the May 8 Commencement ceremony.

Mentor Award for Lifetime Achievement



LENTZ

BARRY R. LENTZ Professor of biochemistry and biophysics

- **Faculty member** 1975
- **Field of expertise** Membrane and molecular biophysics
- **Little-known fact** "At 67, I am the oldest student in Carrboro's United Tae Kwon Do dojang, but it's great fun to be a student, and the kids are not only supportive but also love to teach Mr. Barry!"

■ **Teaching philosophy** "What should one do to create a top educational program? First, put the students above all else. That has been my mantra in building the biophysics graduate program and undergraduate summer course in biophysics. Second, make learning a group activity; create a community in which all participants (faculty and students) enjoy learning from each other. Third, care about people. Finally, rejoice in your students' growth and take pride in their success."

■ **Excerpts from award citation** "Barry's dedication to the students in the biophysics program is legendary. Once you're a member of that program, you're imprinted into Barry's daily thoughts, and he gives you all the time imaginable (and more) to making sure your classes go well, your rotations are fruitful and your thesis research is successful. I can think of no mentor at Carolina more dedicated to his flock than Barry." ... His "mentorship applies not only to our endeavors as scientists but also to our pursuit of happiness as people. Personally, I have met few people of Dr. Lentz's prestige that are as eager to assist in the development of the next generation of researchers, while also remaining humble enough so that he is known to his students simply as Barry."

This award, created in 1997, acknowledges a lifetime of contributions to a broad range of teaching and learning, particularly mentoring beyond the classroom.

J. Carlyle Sitterson Freshman Teaching Award



GLAZNER

ALLEN GLAZNER Chair, and Kenan Professor of Geological Sciences

- **Faculty member** 1981
- **Field of expertise** Formation of granite and the Earth's crust, crystal growth in magmas, plate tectonics and the space-time patterns of magmatism in western North America
- **Little-known fact** "In an alternate universe I am a fashion photographer."

■ **Teaching philosophy** "My favorite teaching moments come when a student realizes that many of the 'things we know' are wrong, that textbooks don't hold the answers — the Earth does — and that they can make new discoveries for themselves."

■ **Excerpts from award citation** One student wrote that Glazner's "first-year seminar class is more than just a class — it is an experience for his students." Once the first-year seminar ended, students continued to work with Glazner, and two groups presented their work at the Geological Society of America meeting in May 2010. One project won the Best Student Poster award at the meeting from 30 entries. ... Another student wrote, "Taking this class was the best decision I made last year. And I would recommend it to everyone." ... A letter of nomination from a colleague stated, "Allen is an excellent example of an outstanding researcher who loves to teach. His first-year seminars are becoming legendary, and the students' accomplishments last year are a result of both his research and teaching skills."

This award was created in 1998 by the family of the late J. Carlyle Sitterson to recognize excellence in freshman teaching by a tenured or tenure-track faculty member in the College of Arts and Sciences.

Tanner Awards for Excellence in Undergraduate Teaching

The awards were created in 1952 with a bequest by the children of Lola Spencer and Simpson Bobo Tanner in memory of their parents. The awards recognize excellence in inspirational teaching of undergraduate students, particularly first- and second-year students.

ROBERT C. ALLEN James Logan Godfrey Distinguished Professor of American Studies

- **Faculty member** 1979
- **Field of expertise** Cultural history, popular entertainment, digital history
- **Little-known fact** "I was a judge for the international "Reigning Queen of Burlesque" competition in Las Vegas in 2009."
- **Teaching philosophy** "I am a vocal proponent and keen practitioner of 'project-based learning.' Whenever possible I structure my undergraduate courses around integrated, interdisciplinary discovery experiences that leverage individual student interests and curiosities. My classes are places where students share and synthesize learning that might take place in Wilson Library, grandmother's front porch or a Buddhist monastery in Thailand. I want students to see opportunities for learning all around them, and to see their undergraduate experience at UNC as a catalyst for life-long learning."
- **Excerpts from award citation** Allen's pedagogy encourages students to see opportunities for learning all around them, and to see their undergraduate experience at UNC as preparation for life-long learning. One student observed that Allen's comparative Australian history course was so engaging that some students wanted to continue the discussion after class — impressive given that the class meeting lasted three hours and ended at 9 p.m. "Professor Allen has a mix of Southern charm and worldly experience that make him a great teacher," remarked one former student. Another stressed Allen's affability and willingness to give extra help outside of class: "I felt like I had a standing coffee appointment with him just to chat."

SUSAN H. IRONS Senior lecturer of English and comparative literature

- **Faculty member** 1999
- **Field of research** Literature of the American South, American literature before 1900, business communication
- **Little known fact** "I'm basically a vegetarian — with one exception: barbecue. Where I grew up (Perquimans County), barbecue was a comfort food. I can still bite into a barbecue sandwich and feel good childhood associations flood over me."
- **Teaching philosophy** "My greatest strength as a teacher is my enthusiasm for my subject matter and the dynamics of the classroom. Teaching is my professional passion. I endeavor to create an intellectual climate, fuel critical thinking, insist



ALLEN



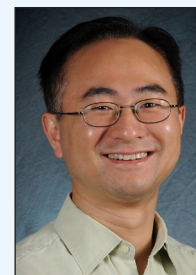
IRONS



LOEB



SAYRE-MCCORD



YOU

Inspiring ... deeply committed ... the essence of outstanding teaching

on analysis, share knowledge and mentor students. I offer my students enthusiasm, expertise, respect, accessibility, fairness and multiple challenges. Then I work to help them develop the resources and strategies to meet the challenges. It's a partnership, a collaboration, which brings rich rewards."

- **Excerpts from award citation** "Susan Irons is the rare colleague who is as charming as she is intelligent, as kind to her students as she is challenging." ... "The learning environment she creates is as inviting as it is rigorous." ... A fellow teacher sums up: "We are lucky to have this accomplished and knowledgeable instructor teaching our undergraduates. ... "As a mentor, Dr. Irons was generous with her time, her knowledge and her heart."

JEANNIE LOEB Senior lecturer of psychology

- **Faculty member** 2005
- **Field of research** Behavioral neuroscience
- **Little known fact** "I learned English from watching "Sesame Street." I still think Count Dracula is 'the man!'"
- **Teaching philosophy** "Amidst the rigors of UNC graduate school, I had almost forgotten that learning was fun. I was enthusiastically reminded of this in Dr. Abigail Panter's class, studying, of all things, statistics! I still remember my skit's topic (Cohen's effect size), but more poignantly, I've never forgotten the importance of fun when it comes to learning and retention. Today, I strive to create the same experience for my students. Doing so is absolutely my dream job!"

- **Excerpts from award citation** "Outstanding," "excellent," the "exception to the rule," "exceptionally versatile," "inspiring," "incredibly enthusiastic," "engaging," "deeply committed," "superstar," "dynamo" and "the essence of outstanding teaching" are terms routinely used to describe Loeb and her work. Literally dozens of students have enthusiastically nominated her, citing the extraordinary influence she has had on their lives, even many years after graduation. One student wrote, "... As a current undergraduate instructor of statistics, I frequently ask myself, 'How would Dr. Loeb try to present this material?' Remembering how much I felt engaged as one of her students, I strive to do the same with my own students."

GEOFFREY SAYRE-MCCORD

Morehead Alumni Distinguished Professor and chair, Department of Philosophy

- **Faculty member** 1985
- **Field of expertise** Moral theory, metaethics and the history of philosophy
- **Little known fact** "I've worked as a car

mechanic, and I am a motorcyclist and a coffee lover."

- **Teaching philosophy** "Philosophy (and critical thinking) is a contact sport. You can't do it without bumping up against ideas, taking hold of them and testing their mettle. So I work to engage students actively, and reflectively, with ideas. And my aim is to give students the tools they need to appreciate, challenge, evaluate and refine the ideas about how to live, what is worth accomplishing and how the world works."

- **Excerpts from award citation** One student commented, "I was by no means a perfect student, but his lectures captured my attention. He communicated his points without dumbing down or patronizing his students. Although it was hard work, it really caused me to see things in another way, which was the most rewarding." This sentiment was reiterated in comments by one of his colleagues, who said, "Geoff is a master teacher. Many of us have learned from him that 'philosophy is a contact sport.' You've got to approach students directly, not lecture at them, but probe with them if you want them to learn how to think critically."

WEI YOU Assistant professor of chemistry

- **Faculty member** 2006
- **Field of research** Organic solar cells, organic spintronics, molecular electronics, organic electronics and devices, biomaterials
- **Little known fact** "Organic chemistry was the only chemistry course I did not end up with an A in college (I had a B), though I achieved the Tanner Award because of my teaching organic chemistry."
- **Teaching philosophy** "Engage, engage and engage! Why engage students? Because this practice will convincingly show students that you genuinely care about their own success in the subject, thus your enthusiasm will inspire the students' true interest in learning the subject. The ones who raise their hands every time you have an in-class question usually perform well; it is those who never volunteer to answer questions and flounder that need more of your attention. Effectively engaging those students is challenging, but very rewarding."
- **Excerpts from award citation** You's "kinetic energy" and his "full turbo octane enthusiasm" help him connect to students. ... He not only instills his students with a passion for studying organic chemistry, but also encourages them to start thinking like scientists. One student noted that he encouraged her to see the world of science as something to be approached with the mind of an adventurer. Another wrote, "You instructed students to develop a creative approach toward organic chemistry ... and in so doing, demonstrated how there is not just a science to organic chemistry, but an art as well."

Tanner Award for Excellence in Undergraduate Teaching by Graduate Teaching Assistants

In 1990, the University expanded the purview of the Tanner Awards to recognize excellence in the teaching of undergraduates by graduate teaching assistants.

The 2011 winners were:

- **ERIKA BAGLEY** Psychology
- **MATT CARLSON** English and comparative literature
- **NATALIE FIXMER-ORAIZ** Communication studies
- **TED GELLAR-GOAD** Classics
- **ELIZABETH GREENE** Classics

William C. Friday/Class of 1986 Award for Excellence in Teaching



MEIER

BENJAMIN MASON MEIER

Assistant professor of global health policy

- **Faculty member** 2009
- **Field of expertise** Employing human rights to realize global health policy
- **Little-known fact** "If I wanted you to know, it would already be on my Facebook page."
- **Teaching philosophy** "Working

across the Department of Public Policy and Gillings School of Global Public Health, I seek to provoke students to think

critically about the global health policy challenges presented by a globalizing world. In this new world, interdisciplinary perspectives are required to become the change that students seek. I teach my classes how to apply their disciplinary training to this interdisciplinary landscape, preparing them to become leaders in developing global policies for a healthier tomorrow."

- **Excerpts from award citation** Meier "is absolutely the best teacher I have had in my entire life, from kindergarten to my junior year of college," wrote one student. "Professor Meier is different than other professors I've had because to him, the curriculum and class is only half of his job. He is determined to help his students plan their futures and post-graduation plans

in every way he can." ... "I hold Professor Meier in such high regard because of his incredible passion for public policy and applied ethics, his innovative, humorous and engaging teaching style, and the clear personal interest he has for each of his students' success." ... "His passion, teaching techniques and genuine interest have made him the most influential teaching figure I have ever encountered," wrote another student.

The award was created by members of the 1986 graduating class to recognize faculty who have exemplified excellence in inspirational teaching. It is named in honor of William C. Friday, who devoted a lifetime of service to the University as president of the University of North Carolina system.

Distinguished Teaching Awards for Post-Baccalaureate Teaching and Mentoring

This award was first given by the University in 1995 to recognize the important role of post-baccalaureate teaching.

GREGORY FLAXMAN Associate professor of English and comparative literature, adjunct professor of communication studies

- **Faculty member** 2003
- **Field of expertise** Theory: philosophy and critical theory, psychoanalysis, narrative theory and aesthetics; cinema: film and genre theory, classical Hollywood and post-classical American cinema; literature: postwar American fiction, postcolonial literature
- **Little-known fact** "My first job out of college was as a film reviewer for The Boston Phoenix."

- **Teaching philosophy** "Whatever the discipline, whether I'm working in philosophy, literary theory or film studies, I'm committed to teaching challenging texts that defy common sense. In my experience, students at almost every level respond to the challenge of theoretical difficulty and formal innovation — but they do so on the condition that I meet this challenge myself. Only when I demonstrate rigor and responsibility as a teacher can I expect as much of students. Ultimately, the classroom remains the best test for the clarity of my own thinking and writing."

- **Excerpts from award citation** Flaxman distinguishes himself as a teacher and a mentor not only through his charismatic teaching, but also through his extreme passion and dedication to mentoring doctoral students. He consistently puts forth the extra effort and demonstrates "unflinching support and advocacy for graduate students, and immense generosity of time and spirit."

MELISSA SHAFFER MILLER Assistant professor of special education in the School of Education

- **Faculty member** 2007
- **Field of expertise** Special education: prevention and remediation of academic and behavioral difficulties
- **Little-known fact** "I lived in Alaska for two years where I had the unique opportunity to work with at-risk students and students with severe disabilities in a wilderness survival program."
- **Teaching philosophy** "I teach and advise students so that I model not only best instructional practices in special education, but also skills necessary to become future leaders in the field of education. This is accomplished by teaching in ways that motivate, challenge and support student learning, while also



FLAXMAN

MILLER

NELSON

PAUL

emphasizing the importance of leadership. I balance between presenting theory and opportunities for practice, because knowledge cannot be created without theory and without theory there can be no application that generates knowledge."

- **Excerpts from award citation** One student wrote that Miller "continues to challenge me, and continues to remind me that teaching is so much more than instruction. It is developing trust through compassion and sincerity. Without trust, teaching is handicapped. Dr. Miller has my full trust and because of this I am confident in pushing toward my goal knowing that I am not alone in my endeavor. This type of inspiration is truly contagious and should be admired and rewarded." ... Another student wrote, "You feel loyal to her and to UNC. She motivates you to want to be better as a human being, a woman/man, a participant in society, and a leader in the profession."

ALAN NELSON Professor of philosophy

- **Faculty member** 2006
- **Field of expertise** History of modern philosophy
- **Little-known fact** "After a 35-year moral commitment to being vegetarian, I've recently become vegan."
- **Teaching philosophy** "Graduate students need to be confident in their work while being rigorously self-critical. The right balance can be very difficult to achieve. I try to help them find it by judiciously combining positive guidance with constructive criticism."
- **Excerpts from award citation** Nelson "has an almost

preternatural ability to understand his students' needs, strengths and weaknesses, and in light of this, he possesses a seemingly limitless ability to elicit the best work from his students." ... He has worked tirelessly to foster intellectual community among students and to push each student to "proceed with confidence." His students feel that "he seems to understand the individual changing needs of each of his graduate students as they progress through various stages of their professional development." ... Nelson is tirelessly patient with students who seek to better understand the field of philosophy. ... "It is quite extraordinary to be involved with a school of thought that is almost a movement."

JOHN E. PAUL Clinical associate professor of health policy and management in the Gillings School of Global Public Health

- **Faculty member** 2005
- **Field of expertise** Health care organization behavior
- **Little-known fact** "Peace Corps service in Nepal provided my first 'up-close and personal' introduction to the challenges of public health."
- **Teaching philosophy** "In graduate and professional schools, teaching and mentoring are two sides of the same coin. Mentoring, therefore, is an integral part of my teaching philosophy. Additionally, my work and management experience, along with that of the students, provides examples relevant to discussions and activities in the classroom. My teaching and mentoring philosophy drives me to be enthusiastic, experience-based, collaborative and technologically savvy. These characteristics are continually developed and refined through interesting and productive engagement with my students."
- **Excerpts from award citation** Paul actively explores new teaching methods and emerging technologies to best help his students learn, and to prepare them for successful careers in health-care policy and management. ... Beyond being an accomplished teacher, Paul sincerely cares about his students. He frequently participates in and supports student-led events. Whether it is meeting after hours, continued contact with and mentoring of recent early-career graduates, or sharing his wife's home-baked cookies, Paul distinguishes himself as "fostering excellence with a warm heart." Shared learning and collegiality are critical for the intellectual community he strives to nurture.

"Fostering excellence with a warm heart"

About the awards

This year, the 53-member Teaching Awards Committee considered nearly 400 nominations for awards to honor distinguished teaching by faculty and graduate students at the University.

Throughout the process we were deeply impressed with the number of faculty and graduate students engaged in teaching undergraduates and graduates using diverse strategies — inside and outside the classroom walls.

Committee members shared their stories of the innovation with which faculty pursues the University's teaching mission, according to its 1789 charter: "To consult the happiness of a rising generation, and endeavour to fit them for an honourable discharge of the social duties of life, by paying the strictest attention to their education."

It has been an honor to serve as chair of one of the hardest-working committees on campus; it has been a great privilege to help identify the work of the 23 award recipients who received special recognition this year. We are all in debt to the winners, all the nominees, and the members of the Teaching Awards Committee for their extraordinary work at Carolina.

— Rachel Willis, committee chair;
Bowman and Gordon Gray Associate
Professor of American Studies

Johnston Teaching Excellence Awards



AUSTELL

TODD L. AUSTELL

Assistant professor of chemistry

- **Faculty member** 1998
- **Field of expertise** Chemistry education: general, analytical, organic; curriculum development and the use of technology in the classroom; academic advising for science majors
- **Little-known fact** "Including both my graduate and undergraduate education, I was enrolled as a UNC-CH student for 24 semesters."

- **Teaching philosophy** "My strategy as an instructor, adviser and mentor of students is based on four principles: abundant accessibility, personal transparency, instructed responsibility and an attempt to emulate the love of Jesus in how I treat all students. Once a student recognizes you are genuinely interested in helping them reach their maximum potential on the campus and in life, I believe the avenues available for real education are opened wide. I try to not just stimulate excitement in students about the importance of science in their lives, but more importantly to help them 'learn to learn' effectively in the university environment. This often involves helping students make the significant changes in their study habits necessary to achieve the highest academic goals."

- **Excerpts from award citation** Austell is "the reason why students become chemistry majors." ... Several students remarked on his ability to advance weaker students while challenging top students, reflected in his excellent evaluations. ... He speaks their language and uses pertinent examples to make organic chemistry interesting and relevant to students' daily lives. ... One student wrote, "Not only does Dr. Austell share with us his passion for science, but he also teaches us what we need to do to be successful at UNC and in life."



OCHOA

TODD RAMON OCHOA

Assistant professor of religious studies

- **Faculty member** 2008
- **Field of expertise** Religions of the African Diaspora; currently writing an ethnography of an annual Old Dahomey-inspired and Kongo-inspired feast in rural central Cuba.
- **Little-known fact** "I like to walk in the Old Chapel Hill Cemetery. I learn a lot about this community, its past struggles and moments of overcoming, there."

- **Teaching philosophy** "My teaching is problem-driven, which is to say I'm not asking students to look for answers or solutions. We're talking about religious studies, so this is extraordinarily important. The only given is that there is no end-point, no perfect formula, and this opens thinking. Together, our task is to refine problems, make them more interesting, accessible, complex. Remembering my own undergraduate years, I never lose sight of the fact that the university can be a place of moving inspiration but also of deep alienation. Students are working through incredible learning and life experiences, both positive and negative, and I try to connect to as much of it as I can. If I can make a problem relevant to the everyday lives of students, then learning becomes a life practice and, as such, unlimited."

- **Excerpts from award citation** When trying to describe Ochoa with three words, most students used "inspiring," "engaging" and "creative." Students raved about his talent to develop their abilities beyond the scope of his class: He "allows you to see the utility and construction of religion in a way that can be applied to all areas of life." Another student added: "Never before have I been challenged and compelled to think so deeply about a subject matter." He is described as a "terrific listener" by the department chair and students alike.

CHAPMAN FAMILY AWARDS

The Chapman Teaching Awards were created in 1993 with a gift by Max Carrol Chapman Jr. '66 on behalf of the Chapman family, to honor distinguished teaching of undergraduate students.



BERGER

MICHELE TRACY BERGER

Associate professor of women's studies

- **Faculty member** 2002
- **Field of expertise** Women's political participation on HIV/AIDS issues; community based, intergenerational HIV/AIDS prevention programs for mothers and their adolescent daughters; the professionalization of women's and gender studies students

- **Little-known fact** "I am a professional coach and creative writer. In 2004, I launched The Creative Tickle®, a coaching practice that helps individuals and organizations to understand and harness the power of creativity. I write a blog called 'The Practice of Creativity': micheleberger.wordpress.com."

- **Teaching philosophy** "My teaching has focused on providing students opportunities to define, develop and exercise their creative thinking and creative problem-solving skills. The utility of creative thinking is no longer just for artists; it is a critical competency for the 21st century. Recent surveys of employers suggest that graduates' creativity skills are often underdeveloped. My classes work to develop interdisciplinary thinking, imagination and innovation so that students are prepared to apply their training to current technological, political and societal challenges."

- **Excerpts from award citation** Berger is an exemplary teacher, whether in making a large class feel like a conversation held in an intimate space or in promoting a meaningful discussion about the complex assignments she places in front of more advanced students. ... The manner in which she shares what she knows proceeds from a wellspring of generosity and enthusiasm.



HOGAN

KELLY HOGAN

Lecturer of biology

- **Faculty member** 2004
- **Field of expertise** Using technology and active learning in large introductory biology and genetics classes
- **Little-known fact** "My Italian grandmother taught me that the best dinner guests are the ones that eat the most."
- **Teaching philosophy** "Students prefer passive lectures, but should I

please and entertain them or teach and challenge them? I enjoy discovering new ways to stop talking at 400 students and actively include them in their learning. I continually tell the students why I am trying to engage them. For example, using technology, I can give students instant data about their collective capacity to teach each other if I poll them before and after peer-teaching time. I now judge the success of my lectures on the amount of noise I can generate."

- **Excerpts from award citation** Displaying boundless energy that seems effortless, Hogan packs each class period with an unending series of active inquiry activities that engage students in ways that keep each one individually involved. Clearly one who pours herself into her teaching, Hogan continuously displays a highly organized and masterful use of a wide range of pedagogical methods and innovative technologies. In addition to her exceptional talents and creativity as a teacher, she also serves as an unofficial mentor for Carolina Covenant scholars, particularly those majoring in the sciences. She is committed to ensuring that all students have the greatest opportunity to perform to their full abilities.



LENSING

GEORGE LENSING

Mann Family Professor of English and Comparative Literature

- **Faculty member** 1969
- **Field of expertise** Twentieth century British and American poetry
- **Little-known fact** "For the past 16 years, I have been president of the Inner-Church Council Housing Corp., owner of 78 units of affordable housing at two locations in Chapel Hill, now in the middle of a \$4 million rehab."

- **Teaching philosophy** "I hope that some of my own love of poetry, particularly that of the 20th century, carries over into my teaching. Over the years I have changed my own sense of how best to teach it. I used to think that the purpose of the professor was to connect the students directly with the poem and its contexts and then get myself out of the way. I saw myself as a kind of transparent and almost invisible agent. 'The poem is not about me, but about itself,' I used to say. Now I'm much more involved through my own personal reactions, one who, I like to think, has read and reread the poems and come to know and love them. This brings a certain performative aspect into teaching. In addition to what I say about the poem, the poet and the culture surrounding both — and I have plenty to say about all three — it is finally my personal commitment to the poem that most directly engages the students and makes them want to appropriate it to their own lived experiences."

- **Excerpts from award citation** Generosity is a word often used to describe Lensing's teaching. He shares his time and insights with patience, good humor and care, and his wit and caring nature have fostered inspired learning for decades of undergraduates.