

University Professors 1999-2003

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

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Nancy Davis, Professor of Sociology and Anthropology, earned her B.A. with distinction (spent her junior year abroad in Ghana), M.S. and Ph.D at the University of Wisconsin.

She was appointed to DePauw in the Department of Sociology and Anthropology in 1977.

She is known for her inspiring and effective teaching, her wide ranging published work (both scholarly research and publications on the teaching of sociology) and broad service.

She is esteemed by her colleagues: early to work, often works through lunch, late to leave. Her students find her available; she nurtures and supports them.

On teaching her students comment that she is demanding, challenging, excellent, and stimulating, and that she sets high expectations.

"I feel that Nancy Davis goes above and beyond designing this course to fit all students' needs. She takes interest in all her students and gives them effective feedback, promoting them to work harder." "Professor Davis is great at encouraging learning and participation in class. I have received several e-mails over the course of the semester commending whatever effort I have put forth, which is an excellent way to enforce participation and interest."

Her colleagues outside of the DePauw Community have written: "I have been a fan of Professor Davis for over a decade -- ever since I read her highly influential article, "Class Identification of Men and Women in the 1970s and 1980s"... I have continued to enjoy and use her well crafted, theoretically informed, and often policy-relevant scholarship in my own work ..[and] in the classroom." I would be hard pressed to think of many other sociologists who have enjoyed such a sterling reputation in both sociological research, research on teaching and teaching. She is remarkable. She clearly is a leader in at least two subfields of sociology: social stratification and sociology of religion. ... I have met several DePauw students who have taken classes with her. I can only hope that some of my students are as enthusiastic about me as these students were about Nancy Davis. ... It is a tribute to Nancy Davis and to DePauw University that she can commit so fully to both her teaching and research and have her efforts pay off so handsomely"

From her Teaching philosophy we learn: "In my teaching I try to engage the students in a collective endeavor of: framing sociological questions; recognizing the range of competing answers; understanding how social theories can be subjected to methods of inquiry and testing; identifying the partiality and limits to knowledge; drawing connections among differing disciplinary perspectives; and discerning the precariousness of human cultures and social structures.... In all of my teaching I employ frequent and varied writing, use original research by sociologists and related social scientists, incorporate historical and cross-cultural frameworks, show human agency at work, including by seemingly powerless groups, and engage students to think about the connections between local issues and more global phenomena.

She has published articles in 'Teaching Sociology' on the challenges of teaching about inequality and on teaching capstone courses; some of her syllabi and other course materials have been published by the American Sociological Association; and she has co-authored a reader in sociology "Sociological Perspective on American Society" which is now in its second edition. She has reviewed undergraduate teaching grant applications for the National Science Foundation and hosted the Midwest student Sociology Conference twice at DePauw.

As noted by external reviewers of her work, she has contributed to three major lines of research on Moral Cosmologies and Political Belief, Changing Class Identities of Wives and Husbands, and Consciousness of Gender Inequality, each of which has led to publications in the flagship journals in sociology, The American Journal of Sociology and The American Sociological Review.

She has given of herself to extensive service on a wide variety of committees and as department chair. Of particular note has been her leadership in Women's Studies and Affirmative Action, both in the development of policies and in committee work.

Underwood Dudley, Professor of Mathematics, earned his B.S. and M.S. from the Carnegie Institute of Technology, and his Ph.D. at the University of Michigan.

He came to DePauw in Mathematics in 1967.

With all due respect to my many colleagues and my own undergraduate minor, I must say that Mathematicians are often noted for their erudition, but Woody Dudley is a rare exception, noted for his exposition as amply put in evidence by his remarks at the September faculty meeting.

His scholarship has been devoted to publications that contribute to understanding and learning of mathematics: Elementary Number Theory (still in print after 30 years), A Budget of Trisections, Mathematical Cranks and Numerology; and he served as editor for Readings for Calculus.

One of his professional colleagues in assessing his work wrote: ...[his writing] is full of wit, genuinely helpful teaching advice and pointers to good ancillary reading.

He was honored by the Mathematical Association of America with The Trevor Evans Award for expository writing in 1996 and recognized again in 1998-99; he was selected in 1999 from among over forty interested colleagues as Editor of the College Mathematics Journal for a five-year term.

He was the fifth "Po'lya Lecturer" named by the Mathematical Association of America, appointed for a two-year term beginning in 1995 to give three lectures each year.

He was previously recognized by DePauw for his scholarship by the Minar Award.

He has served on essentially every major, and most minor, committees of the University. He served a 3-year term as Secretary of the Faculty back when it was even more work than it is now, and he served an additional year after his term was up because a replacement could not be found at first; he has twice served as department chair, and he taught computer science and astronomy when colleagues in those fields were not available.

From his Teaching philosophy we learn: "A great truth about education is that everything works and that nothing works. "By the way, I'm convinced that just about all DePauw teachers are effective. And there are almost as many ways to be effective as there are teachers. I've seen many of my colleagues in action over the years, most recently in the Mathematica Workshop, and they have almost always impressed me. Some of the things that they do I couldn't do, and some of them I wouldn't want to do, but they do them well, and I know that they are effective."

He takes pride in student accomplishments large and small without tumbling into cynicism: citing from a student in Quantitative Reasoning... he had learned a lot in the

course, he said, and he now saw that mathematics didn't just consist of formulas. That counts as effective teaching.

He is valued by the nation as well, invited to comment on NPR (twice) and widely quoted (and photographed) in a New York Times article last spring.

Wayne Glausser, Professor of English, earned his A.B. at the University of California at Santa Cruz, and his M. Phil. and Ph.D. at Yale University.

He came to DePauw in English in 1980.

Indiana Professor of the Year in 1989. Outstanding Professor at DePauw 83-84. Edward Minar Award for scholarship in 1999.

He is the author of "Locke and Blake: A Conversation across the Eighteenth Century" which was published last year.

He has served on numerous committees including Chair of the Committee on Faculty for three years, Chair of the English Department, Chair of a task force on Athletics and Physical Education, Chair of the Faculty Development Committee and Chair of the Committee for the Management of Academic Operations.

You his colleagues report your deep respect and admiration; letters came from colleagues across departments and divisions. It is a powerful message to us all that his teaching and scholarship are so broadly know and admired. Perhaps this is best summed up by comments from one of his colleagues in the English Department: "His courses are the most inventive, the most substantial and the most intellectual courses taught in the department."

He reports in his teaching philosophy statement that he bases his pedagogical efforts on four points: I decided many years ago to assume that all students who appear in my classes are capable of doing intelligent, sophisticated and intellectual work.

My second and third points relate to the twin pillars of my teaching strategy: discussion and writing ...although I am convinced that classes heavy in discussion are ultimately much better, the art of discussion is extremely difficult, ...I try to focus discussion on a question genuinely interesting to me, and I do everything I can to avoid embarrassing a student in discussion. I try to assign as much [writing] as I can bear... I do lots of work in class showing techniques of brainstorming. Grading essays is the one part of my job that, frankly, I dread,... but some valuable things are difficult, and that's just the way it is.

I've always tried to blend my teaching with my research, [blending] ideas and questions that I've been thinking about in my own writing.

Students report he is demanding and exciting: "students feel he makes them feel they have important contributions to make; he can make some of the most boring (things) the most interesting in the world; he is the ideal college professor, they should all be like him. Even more remarkably, he always make his students feel that they are shaping his ideas just as much as he is shaping theirs..."

Scholars who have reviewed his work report: "his particular strengths as a literary scholar are his philosophical sophistication and historical interests, well illustrated by several of his published essays and papers."

Another noted: "reading over his materials reminded me of strengths that I had long recognized in him, his extraordinary clarity of mind, his impressive combination of informed scholarship and fresh critical insight and the attractiveness of his prose..."