

***Application for Undergraduate Educator Award 2017***  
***Center for Teaching and Learning***

**Submitted by: Amy V. D'Unger, Ph.D.**  
**School of History and Sociology**

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January 26, 2017

To: CETL Outstanding Educator Award Selection Committee

From: Steven W. Usselman, Chair, School of History and Sociology (HSOC)

Re: Dr. Amy D'Unger, Associate Director of Undergraduate Studies, HSOC

With great pleasure and enthusiasm, I nominate Dr. Amy D'Unger, an academic professional who serves as Associate Director of Undergraduate Studies in the School of History and Sociology, for this award. Since I am HSOC Chair, this letter will serve as both a nomination and an expression of support.

Amy D'Unger became ADUS sometime before I became chair of the school in January 2012. She had previously served as assistant director, after doing some part-time teaching and other work for the unit. As ADUS, she has primary responsibility for recruiting and advising our majors and for coordinating internships. D'Unger also teaches a one course each fall and spring semester. With a doctorate in sociology from Duke, these courses range from the introductory survey (SOC 1101) to upper-level undergraduate lecture-discussion courses on subjects such as Sociology of Crime, Sociology of Gender, and Sociology and Public Policy.

No matter what the subject, D'Unger routinely earns remarkably favorable responses in CIOS reports, with overall effectiveness scores of 4.8-4.9 in the upper level courses and a very strong 4.6 in the large survey. Her consistency across a range of course offerings speaks to the great care she brings to the classroom. This is evident in her statement about teaching, which is constructed with thoughtfulness and thoroughness. It is evident as well in comments in her CIOS reports and letters of nomination. Students especially praise D'Unger for her clarity and passion. Most emphatically, they laud her for the concern she shows for students and her accessibility outside of class. It is abundantly clear from the student comments that many students perceive D'Unger as more than a conveyor of information, but as a mentor and exemplar who genuinely cares about her students as people.

When considering her contributions as an educator, I look beyond her outstanding record in the classroom and think of her role as advisor and associate director. Through these functions, she is more deeply engaged with the experiences of our undergraduate majors than anyone else in our school. She blogs for students, organizes events, and meets with them individually. She is literally at their beck and call. Beyond this, she also pays attention to our curriculum and does a great deal to make sure students have a range of courses that will serve a variety of interests, while also moving them through the

requirements of the Institute. D'Unger stays on top of everything, serving on a variety of undergraduate committees and monitoring rules changes from the Board of Regents. For many years, she has also served as advisor to undecided majors in Ivan Allen College.

What I see all over her record is a concern with the arc of a student's experience at Georgia Tech. To be sure, classroom experiences loom large in that experience. But D'Unger is an educator who understands that learning does not stop when the whistle blows. What happens in the classroom is embedded in a larger set of experiences and in the world at large. Her commitment to those values makes her a deserving nominee for this award.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "S. W. Usselman", with a long horizontal flourish extending to the right.

Steven W. Usselman  
Professor of History and Chair

**Amy V. D'Unger, Ph.D.**  
**School of History and Sociology**  
**Georgia Institute of Technology**

**Teaching Philosophy, Goals, and Methods**

I believe that institutions of higher learning have an obligation to students to teach them material and skills that will enable them to be both intellectually and professionally fulfilled. However, it is not the responsibility of the professor to provide "personal enlightenment" to all students in her classes. Rather, it is the teacher's job to give students the tools to seek their own intellectual growth. Conversely, students have both the right and the responsibility to seek out such information. My goals in teaching are fourfold:

- to *foster critical thinking and writing skills,*
- to *inspire questioning norms* and the status quo,
- to *foster curiosity* in the students on the topics that are presented in class, and
- to *foster discussion.*

I am an advocate of "making connections." I believe that my role as a teacher is to facilitate students' ability to draw connections between the information they learn in class and their experiences and understanding of the larger world. While I cannot do this for them, I can serve as a "guide" on this path. I do not hold hands and my standards are high, yet I also see my students as complex individuals who have lives outside of the classroom that they can draw on to help them learn. Conversely, these experiences may also be impediments to their learning, which must also be recognized. Race, class, gender, sexual orientation, etc. all add complexity to each individual and the way that he or she learns and contributes in the classroom. I recognize that not all students will leave my classroom and become sociologists, criminologists, scholars of gender and inequality, etc. However, each will become a citizen in a world in which crime and juvenile delinquency are ever present and in which gender and inequality are inescapable constructs.

Teachers of sociology are faced with an interesting dilemma when attempting to help students translate sociological knowledge into practical experience. Often, students enter the classroom with an assumption that sociology is all about "stuff that we already know." It is my philosophy that it is crucial to balance the belief in helping students to integrate sociological concepts with their daily life *and* to challenge the notion that sociology is merely describing the known. I think that my teaching methods are crucial for doing this, as they focus on thinking critically and challenging what we think is "known" about the social world. *If I am able to change the way that they see the world, it is through this that I can have the greatest impact.*

**Teaching Large Survey Classes**

In the School of History and Sociology, we offer three large survey classes that fulfill Core Area E general education requirements: HIST 2111, HIST 2112, and SOC 1101. As a

sociologist, I teach only one of these, and most students who take the class are in it because it fulfills a social science elective. It is not required and is generally far afield from their major. I will never reach as many students as an instructor who teaches chemistry or math, *but I have a unique opportunity each time I teach a large class.* My students are a diverse cross-section of Georgia Tech, and they are there because they chose the class. Perhaps it they thought it was easy. Perhaps the time worked with their schedules or they had friends in the class. Perhaps they were just intrigued to learn what sociology might entail. No matter the reason, I have 15 weeks to show them why sociology is relevant, exciting, scholarly, and can change the way that they view the world. Students find the material challenging, not because of the complexity of the formulas or equations, but because I challenge them to look at themselves through a sociological lens and question what they think they “know” about themselves and society.

It can be difficult to foster participation in a class of 180 students, but one way to do it is to use lots of visual examples, as well as examples from current events—*particularly those that directly touch the students’ lives.* I integrate videos; visuals such as graphs, tables, and charts; and try to relate these with clarity and enthusiasm, and students respond very positively to this. And, despite the size of the class, I have them write several short assignments that involve the application of sociological concepts to everyday situations. Engineers who self-identified in evaluations often pointed to the relevance to their curriculum, even if they didn’t expect any. Class participation is also encouraged when students feel as if I know them (even though I’m terrible with names!), hear them, and am always available to them, whether inside the class or out.

In the four semesters that I have taught the survey class, I have earned CIOS evaluations of 4.8 (spring 2007), 4.8 (fall 2009), 4.6 (fall 2012), and 4.8 (fall 2016) out of 5.0 on the statement “The instructor was an effective teacher.” Please note that Dr. Usselman indicated in his nomination letter that I have earned a “very strong 4.6 in the large survey.” While this was true one semester, it was the lowest score that I have earned teaching the survey, and it was while I had a newborn child! A 4.5 is the lowest score that I have received in any course at Georgia Tech, from 2007 – 2017.

Below are some examples from CIOS comments about Introduction to Sociology that illustrate some of the strengths that students believe I bring to my teaching.

### **[Use of Examples]**

*I loved the way the professor taught, incorporating modern examples and videos into the lecture. It kept everyone’s attention and made the material relevant.*

*The best and easiest way for me to learn the topics was when real world examples were included in the lecture. I actually looked up a few of the topics outside of class with the extra resources provided on T-Square.*

*Dr. D’Unger is an incredible professor. She is great at explaining and has so much knowledge on the topics of the class. She finds ways to connect what we are learning to*

current events or stories which is a very effective way of teaching and keeping attention. I really enjoyed this class.

She cared so much about us that she would post extra articles after every class further discussing the topics we had looked at in lecture.\*

***\*When I teach Introduction to Sociology, I bring a PowerPoint overview, but don't pre-plan the examples that I use. Students are interested in many different things and there are often multiple examples of a phenomenon that I could use, so I let students guide where that will go. After each class, I would find relevant materials that dealt with the specific examples that emerged spontaneously in class. Over the course of the semester, I posted over 150 links, documents, stories, visuals, etc. to supplement what emerged from class discussions. Over the course of the semester, these 150+ items were accessed over 10,000 times by the students in the class. Note that this was voluntary and supplemental—students read and viewed the material simply because they were interested.***

#### **[Relevance to All Students/Majors]**

*I did not take this course because it is part of my major, but because I needed a social science and I thought Sociology would be interesting. Dr. D'Unger did a phenomenal job at keeping the class interested and focused so that I learned an exceptional amount of sociology with absolutely no prior knowledge of the subject.*

*This class was really interesting, the professor is great, and I think it's important for engineers to have this knowledge before they go into their careers.*

*She clearly knows what she's talking about and does a good job at teaching and delivering the information. Even though I am an engineering major she made this class interesting and I looked forward to learning what she had to say. She is obviously passionate about sociology and her students which I appreciate. I would recommend her to other students who are interested in this class.*

#### **[Enthusiasm and Accessibility]**

*I'm a 4th year senior, graduating in May, and you are certainly the best lecturer I have had at Tech. I intended to drop this class at the beginning of the semester since I was registered for an unnecessary number of hours, but after going to the first couple of lectures I knew that I wanted to stay in this class (I dropped another instead). Despite my major, this was my favorite class of the semester and maybe of my Tech career. I was wholly enthralled during every lecture and I learned so much about the levels of inequality and stratification we have in this country and in the world. If Tech truly care about the ability of its professors to educate and not just to unenthusiastically convey the course material, the school should be paying you more. Tech is lucky to have you.*

*She was excited to teach the class that showed in her lectures. She was passionate, asked questions of the class, and was willing to accept if she didn't know something, but always would look it up and talk about it or inform the students. She was also accessible to her students to walk in to ask questions, even outside of allotted office hours.*

## **Illustrations of Teaching Excellence**

### ***I. Class of 1969 Teaching Scholars Program***

In the fall of 2008 I was selected to participate in the Class of 1969 Teaching Scholars Program, focusing on peer-assisted learning. The following semester I taught HTS 2016, Social Issues and Public Policy, so I chose to do a research project involving peers across institutions. I collaborated with professors at Emory University and Clark Atlanta University and we developed parallel classes that focused on exhibits from writer and photographer Rickie Solinger, a visit by activist and scholar Angela Davis, and film screenings held on the three campuses. The courses were all on the themes of crime and incarceration; women and mothers in prison; and gender, poverty, and the welfare state. Students across the universities collaborated with each other and served as “consultants” on group projects, as well as participated in cross-university film screenings and a study circle on the work of Angela Davis, culminating in a talk by Davis at Emory University. At the end, the students evaluated the “value” of peer-assisted learning, particularly as applied across campuses. The results were presented in a poster session at the 2009 Celebrating Teaching Day.



### **Motherhood at the Intersection of Race and Class** RESILIENCE IN THE FACE OF ADVERSITY

*An Atlanta Consortium of Colleges and Universities and Emory Race and Difference Initiative Event*



### ***II. Thank-a-Teacher Awards***

Since 2009, I have been the recipient of seven “Thank-a-Teacher” Awards. Some excerpted comments from those award letters are below.

- [HTS 2016] *Thanks so much for going above and beyond the role of professor and creating so many learning opportunities outside of the traditional classroom!...I think the effort you make sets a great example for other professors for how they could be more engaged in the undergraduate learning experience and I know it has enhanced my own experience at Tech tremendously!*
- [HTS 3017] *I want to thank you for your support in the fall of 2009. Your support shows the true definition of a teacher, not one bound by just academic endeavors but as an asset to a larger community. Your support helped me reach where I am today. Thank you so much for your commitment as a teacher for all!*

- [HTS 2016] *Thank you so much for the passion and dedication that you have shown me these past few years...I have learned so much from you. Your classes have opened my eyes to the world and society. Thank you for your dedication and care for your students. I have loved all my classes with you.*
- [SOC 1101] *Your class has had an impact on the way I view my surroundings. It has opened my eyes to see how socially constructed many aspects of the society (and its institutions) can be, and how close to home many seemingly remote societal problems actually are. But most importantly, it has made me realize how lucky I truly am—not only to be where I am today, but also to have the opportunity of having you as my sociology professor.\**

***\*Despite having taken SOC 1101 in 2009 (the only class she ever took with me) and graduating several years ago, this student emails me, without fail, at the end of every single semester to check in, update me, and say thanks!***

### **III. Faculty Materials and Supplies Grant**

My research is on the use of involuntary sterilization in the South as a tool of social control of African-Americans, particularly during the early Civil Rights Movement. I had unique access to the medical records of every patient involuntarily sterilized in Georgia, though required grant money to pay for redaction. I had several students interested in working on the project, so I applied for and received a UROP Materials and Supplies Grant to complete the redaction. I then was able to support several undergraduate students in their research through the use of these data. One of them went on to present her work at the Southern Sociological Society meeting and the other published his research in *The Tower*.

### **IV. Ivan Allen College Teaching Award**

In spring 2016 I was awarded the Ivan Allen College Teacher of the Year Award. This is a college-wide award open to tenure track and non-tenure track academic faculty. The award is sponsored by the Ivan Allen College Student Advisory Board and supported by the Office of the Dean.

### **V. Teaching Evaluations**

I have taught a wide variety of courses at Georgia Tech, including Sociology of Crime; Sociology of Gender; Gender and Crime; Social Problems and Public Policy; and Introduction to Sociology. These have ranged in size from small seminars with 8 – 10 students to large lecture classes with 180 students. Because of these diverse class sizes and course topics, I have had to be flexible in the variety of teaching techniques that I use, as well as the expectations and assignments that I give to students.

Students report that my classes challenge them academically and make them think about things in a new way. While expressing the sentiment that my classes are "*very reading intensive*" and require a lot of work, most students felt that the "*interesting assignments*



*encourage students to want to complete them.” One student commented that, “I actually enjoyed writing the papers, which is a comment I’ve never made in college before.” A student comment that was typical of my evaluations was that the class was, “very enriching and teaches [you] to take a critical approach—something that most Tech classes do not.” At Georgia Tech, many of the students that I teach are engineers and scientists, which makes the social science material new and challenging for some of them. Many expressed a sentiment similar to this one, “this class is so different from the other classes offered at Tech that it is really eye opening.”*

I believe that my greatest achievement is expressed in this comment, made in a CIOS evaluation, from a student in Sociology of Gender in the fall of 2014:

*The best aspect of the class was the guarantee that you would learn something new and revolutionary almost every lecture.*

Results from CIOS university evaluations of undergraduate courses from spring 2007 – fall 2016 are presented below and continue on the next page. Possible scores range from 1 (low) to 5 (high) on the statement “The instructor was an effective teacher.” I have highlighted the scores from the large survey class SOC 1101, Introduction to Sociology (capped at 180 students).

<b>CLASS</b>	<b>SEMESTER</b>	<b>SCORE</b>	<b>PARTICIPATION RATE</b>
GT 1000, Introduction to College Life	Fall 2007	4.8	57%
HTS 1001, Introduction to HTS	Spring 2013	4.7	74%
	Spring 2014	4.9	77%
HTS 2016, Social Issues and Public Policy	Spring 2009	4.8	61%
	Fall 2013	4.5	77%
	Spring 2015	4.9	96%
HTS 3017, Sociology of Gender	Fall 2007	5.0	55%
	Fall 2008	4.7	91%
	Fall 2010	5.0	42%
	Fall 2014	4.9	100%
	Spring 2016	4.9	94%
HTS 3071, Sociology of Crime	Spring 2011	4.8	61%
	Fall 2015	4.9	89%
HTS 3813, Gender and Crime	Spring 2008	5.0	42%
	Fall 2011	4.8	90%
SOC 1101, Introduction to Sociology	Spring 2007	4.8	35%
	Fall 2009	4.8	43%
	Fall 2012	4.6	91%
	Fall 2016	4.8	92%

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## ***VI. Presentation on Teaching***

D'Unger, Amy V. and Shannon Dobranski. "From the Classroom to the Advising Session: Applying Teaching Techniques to Academic Advising." Best Practices in Academic Advising Conference, Georgia Institute of Technology, 2013.

Jan. 27, 2017

To the Award Committee,

It is with the greatest pleasure that I support Dr. Amy D'Unger's nomination for the Undergraduate Educator award. Dr D'Under has been serving as the primary academic advisor for the School of History and Sociology since 2007 and teaches a range of courses in the unit including Introduction to Sociology as well as smaller, more specialized classes such as Gender and Sociology, Gender and Crime and Social Issues and Public Policy. I am quite familiar with Dr. D'Unger's considerable achievements in teaching and advising, having worked closely with her since I was appointed Director of Undergraduate Studies in HSOC in fall of 2014. She is, without a doubt, among the most talented instructors we have and the teacher I would consistently rank at the top of the unit in terms of her impact on students' lives. She has also been recognized at the College level: Last year she won the Ivan Allen College Teacher of the Year Award

Dr. D'Unger's teaching aims to impact student learning and lives by changing the ways that they see the world. She does this by eschewing a top down format opting instead for a more interactive approach to pedagogy which treats learning as a shared endeavor between student and teacher. This approach can present a challenge in large classes, such as Intro to Sociology which consistently maxes out at 180 students when Dr. D'Unger teaches it. However she actively responds to this challenge in creative ways by choosing a diversity of materials—including videos, popular culture and current events—to bring the big questions of Sociology home more intimately to her students, something they respond to based on her outstanding teaching evaluations for that course.

While I have not observed this approach in action in a large class, I have observed her in a 3000 level course, Gender and Sociology, where, in a lecture about gender as a constructed social category she showed students a video about a couple in Canada who are raising their five year old child "gender-free" (they are not disclosing the biological sex of their child) and the surrounding controversy about the couple's approach to child rearing in the press. The discussion following the video clip was one of the liveliest and most skillfully moderated I have ever seen at Tech. Dr. D'Unger was particularly skilled at giving students room to voice their reactions thoughts, building on those and then bringing them back to ways they might think sociologically about the issues that a "gender free" child raises in a society in which gender is pervasive. I learned a tremendous amount about how to run such a discussion from her and plan to implement some of her strategies in my own courses.

Another technique Dr. D'Unger employs to impact student learning is to bring students to the world outside the classroom and to bring the world to the students where they learn. Both of her Sociology of Crime and her Gender and Crimes class included visits to incarceration facilities and I happened to hear a group of students talking about it afterward in the hallway outside my office. They were excited and discussing what they had seen, making connection to previous lectures as well as their own lives and perceptions about crime and criminals. For her Gender of Sociology class recently she brought Jessica Lynn, President and Founder of Your True Gender (transgender rights) as a guest speaker.

As her research project for the Class of 1969 Teaching Scholars Program on peer assisted learning she had students visit and write reflectively about an exhibit on mothers and incarceration from writer and photographer Rickie Solinger and attend a talk at Emory by activist and scholar Angela Davis. This project had the added benefit of involving students and faculty from Emory and Clark Atlanta which allowed students to exchange ideas with peers from institutions and social backgrounds different from their own.

More than any other instructor I know, Dr. D'Unger is committed to supporting students with disabilities. I think most faculty approach accommodations for disabled students as a set of procedures to follow. From

what I have seen of how she has worked with students with disabilities in her courses, Dr. D'Unger sees, as one former major with a disability put it, "the whole student" and those accommodations as simply an organic part of the work of educating. In a practical sense what that means is that she is proactive in finding solutions and supports as challenges arise. In one case involving a student on the Autism spectrum who was in one of Dr. D'Unger's class and also taking one of my courses, that meant working intensively with the student's support team which included his therapist, family members and staff on campus.

Although this is primarily a teaching award, I would be remiss if I did not mention Dr. D'Unger's other achievements as her contributions to teaching in the School of History and Sociology and the Institute go far beyond her activities in the classroom. As associate director of Undergraduate Studies she has played a significant role in the development of curriculum, including minor programs. She was a key person, for example, in the development of a minor in Social Justice, which is a shared minor between HSOC and LMC approved in Fall 2015. The minor is designed for undergraduate students who are interested incorporating an in-depth awareness of social issues and problems that they can then take with them out into the world as they pursue careers in areas such as law, social work, activism, non-profit work and corporate responsibility. It is not an exaggeration to say that without Dr. D'Unger's efforts, the minor would not have been developed and come together as it has; she shepherded it throughout every stage of the approval process with the vision, diligence and savvy which is characteristic of all her work.

She is, additionally, an award winning advisor at both the national and institute level. In 2011 she was named Tech's outstanding academic advisor for 2011 and later that year she was honored as an Outstanding Academic Advisor by the National Academic Advising Association, a distinction accorded to only 35 college level academic advisors nation wide. She is particularly skilled at supporting students facing particular challenges in their academic careers because of illness, social pressures, the death of a family member or issues of difference and diversity. I have been told by more than one of our majors that were it not for Dr. D'Unger's support and guidance they would not have been able to successfully complete their degree programs.

It is for all these reasons that I believe Dr. D'Unger should be honored for her impacts on and contributions to student learning at Tech.

Sincerely,

Laura Bier

Director of Undergraduate Studies

School of History and Society

Sarah Scott

HTS Major 2013-2017

26 January 2017

To whom it may concern:

Dr. D'Unger has been my advisor from the very beginning of my time at Georgia Tech, and I have taken a number of classes with her. I can say confidently that in my three years at Tech I have met few other members of faculty who are as accessible and care as deeply about her students as she does. She is always readily available for assistance, both in her capacity as a professor and as an advisor, and is an excellent communicator. I feel incredibly lucky to have professors who are as reasonable and reliable as Dr. D'Unger is. The classes I have taken with Dr. D'Unger have been very interesting and well conducted; she is very passionate about the material she teaches, conveys her material well, and is very clear of her expectations of students. The material she teaches is not only relevant for sociology majors, but for everyone who would like to understand more about the way society and politics function in American society. If a student has an extra interest in the material she is teaching, she goes above and beyond to help him or her gain a greater understanding. For example, I am personally very interested in one of Dr. D'Unger's research topics, so she invited me to attend a lecture about this topic at Emory University with her. She is always, kind, caring, and professional and is one of the people I rely on most to help make sense of the bureaucracy of academic life, and she has consistently given me good advice. My favorite thing as an HTS major is the excellent faculty we have in this department, and she is no exception. She has been one of the most exceptional faculty members I have encountered at this Institute and I feel that she deeply deserves extra recognition for her efforts.

Sincerely,

January 25, 2017

Dear CETL Awards Committee,

I heartily recommend Dr. Amy D'Unger who was my dedicated and amazing teacher, wise advisor, warm friend and confidant throughout my years as a student (now graduate) of Georgia Tech. Dr. D'Unger is more than just a teacher to me. While I've thoroughly enjoyed taking as many of her classes as I physically could because she is an outstanding teacher, she is also an outstanding person who really cares about her students. She wants her students to succeed in the classroom and helps them by providing thought-provoking, exciting discussions and by giving feedback on papers (even when it is the weekend before the Monday it's due), but she also tries her best to make sure that her students are taken care of as whole people. While academically she is by far one of the best teachers I've ever known, it is her outside of the classroom help that personally matters more to me. As a student, I knew that I could always count on her to support me whether that involved offering an office to cry in or fulfilling a need for career advice.

It was Dr. D'Unger who I turned to for guidance on how to handle a sticky situation with a company with whom I had recently interviewed. I felt the company had asked me inappropriate questions about my marital status and my fiancé during my interview, and I was uncertain as of how to proceed. Dr. D'Unger puts guiding students as a priority and has as much open availability with her students as she can through accessible walk-in hours and through the online advisor scheduler, and she was available for me to see her the same day. Dr. D'Unger spent time with me hashing out all my options and my possible responses. After discussing with her my concerns about how the company was not the best fit for me, I followed her feedback to send a short message declining their offer to proceed to the next hiring step, which satisfied my immediate need to respond to the company. This enabled me to buy myself time to cool my fuming angry head, and it gave me room to take the time I needed to craft a business appropriate follow up email with my feedback and recommendations (far more graciously worded than my would-be-disastrous original first draft response I wrote directly following the interview). Looking back now as an alumna, I genuinely appreciate having Dr. D'Unger as a resource - in all my moments as a HTS major but in particular at this situation. When I was in her office, many variables were going through my head: I needed a job after graduation and this company was the first so far to have invited me to the second hiring step, the job I interviewed for was in a significantly higher salary range than my seeable other job options at that time, if I went through with the second hiring step it would be more practice for future interviews, giving them my honest feedback may result with their cutting off future employment opportunities in their industry if I were to change my mind and want to work for this company, and I had the gripping identity crisis of if I did not tell them why I was so deeply offended would I then be acting as a passive bystander in our patriarchal society where that interviewer would not have asked me

those questions if I were a man, which could then lead to other women having to experience the same horrible situation. Dr. D'Unger helped me cut through all the variables and make the best possible choices. In hindsight if I could have a redo, I would do everything the same. I am now gainfully employed at a respectable company with great benefits doing a job that has positive impacts on people and where I have the possibility of building a career, I have no regrets about how I handled myself with the disturbing company in question, and I feel good about myself in having positively impacted other women's interview experiences, given that after my feedback I doubt that the interviewer will ask the same questions again or will at least now be informed of the potential impacts his questions may have. Going forward, I will also be able to carry forward a valuable lesson from Dr. D'Unger's guidance: don't send reactionary angry emails, instead take the time to think through my actions (without having to learn this the 'hard way' of actually sending an angry email and dealing with the consequences).

Without having Dr. D'Unger in the School of History and Sociology, I would early on have left the department and possibly the university, which looking back now on, I am completely dumbfounded by my previous uncertainty of majors and how I could have ever felt anything but happiness and pride as a History, Technology, and Society major. I have a disability that impairs my ability to learn a foreign language, but Dr. D'Unger worked her magic and got me an approved exception of substituting Modern Languages classes that were taught in English for the usual language requirement. She always goes the extra step. She not only cared about my academic path inside the classroom with my ADAPTS accommodations, but she understands that I am a multifaceted person that doesn't always fit exactly in the expected lines. This isn't to say that she ever expected any less of me, quite the opposite. She pushed me out of my comfort zone to do things that I never thought that I could do before. She encouraged me to go present as an undergraduate student at the Southern Sociological Society Annual Meeting conference in New Orleans because she had confidence in me even when I did not have confidence in myself.

On my Georgia Tech Exit Survey, there was a question asking what person had made the biggest influence on my being successful at Georgia Tech and I put Dr. D'Unger. The world would be a better place if there were a million more Dr. D'Ungers. Unfortunately there's just one, which means that I am one seriously lucky person to be able to know Dr. D'Unger. She is quite a deserving candidate, and it is my honor to nominate her for this award.

Elizabeth Warden

Georgia Institute of Technology Alumna, Highest Honors

Major: History, Technology, and Society

Minor: Women, Science, and Technology

Research Option Designation

My name is Wills Dunham, and I am a Chemical Engineering student at Georgia Tech, and I am writing to express my full support for Dr. Amy D'Unger's nomination for the Undergraduate Educator Award. I first met Dr. D'Unger while enrolled in her Sociology 1101 lecture class, which had well over 150 students. Despite the large size of the class, Dr. D'Unger did an excellent job of teaching the material while keeping in mind the sensitive nature of the subject she taught. Sociology by nature covers some of the most delicate racial, economic, and cultural issues within our society, issues which undoubtedly have personally touched more than one student who sat in her lecture hall that semester. However, I always felt that Dr. D'Unger took care to treat all of these problems with the respect that they deserve, all while making sure to present the altering points of view surrounding divisive topics without a hint of bias. At the same time, she did an excellent job of keeping the class engaging to a large group of students with a diverse set of interests with her selections of interesting complementary reading materials, stories of her past experiences in academia, and references to her current research.

Even considering her exceptional skills as a lecturer, I believe what really makes Dr. D'Unger stand out is her commitment to her students. The first time I tried to schedule an office hour with her, the scheduling software was having technical issues, and she took the time to troubleshoot with me and made sure I got my appointment. At the time, I was seriously considering transferring to another school, because I did not feel fulfilled by what I was working with at Georgia Tech. Dr. D'Unger sat down with me for a long meeting and later sent me a long, well thought-out email detailing several different academic and extracurricular opportunities that played a big part in my decision to not transfer. And I do not think that this attention was unique to me; I frequently heard her call out many students by name and have personal conversations with them as well.

I have many friends who only took sociology because it is required to prepare for the MCAT but wound up walking away from Dr. D'Unger's course with a new-found interest for the social sciences. Personally, before taking the course, I was not very interested in sociology, but Dr. D'Unger showed me how much the subject really applies to me, so much that I am currently looking into further incorporating it into my degree with either healthcare policy or medical sociology. Dr. D'Unger is a wonderful professor with a true passion for both the subject she teaches and the students who learn from her, and she is the ideal candidate for the Undergraduate Educator Award.

Wills Dunham

Undergraduate Student