

Commencement 2008 Teaching Awards

Edward Peck Curtis Award for Excellence in Undergraduate Teaching



Thomas Krugh

For the past seven years, **Thomas Krugh** has taught the College's introductory chemistry course, the single largest lecture class on campus. During that period, the popular professor has succeeded in turning what could easily be a dreaded requirement for more than one third of the freshman class, into a class students overwhelmingly describe as "exciting," "inspiring," and a "favorite."

By all accounts, Krugh's enthusiasm for chemistry, well-organized notes, and humor make his classes a pleasure. And his extensive repertoire of live demonstrations keeps students in anticipation. A champion of innovative teaching techniques, Krugh explores the properties of buoyancy using helium-filled and hot-air balloons and illustrates redox equations with flying marshmallows. "Whether it was combusting gummy bears [or] eating sardines, Professor Krugh always found ways to keep lectures interesting," writes one of his students. Adds another: "I hated chemistry in high school, but here, with Professor Krugh, I loved it."

Over his 38-year career at the University, Krugh has been honored with virtually every teaching award from the College. In 1997, he was selected as one of the initial recipients of a Goergen Award for Distinguished Achievement in Undergraduate Teaching, and in 2000 and 2004 he was chosen as the Students' Association Professor of the Year in Natural Sciences.

G. Grayson '58 and Jane W. Curtis Award for Excellence in Teaching by a Nontenured Member of the Faculty

April Luehmann, assistant professor of education, has transformed the science education curriculum at the Warner School with the guiding principle that learning is enriched by doing. Whether she is engaging secondary school students or preparing new teachers through her Get Real! Science program, Luehmann uses a hands-on approach. To learn about scientific practices and water ecology, for instance, her students don hip waders and collect water sample from Lake Ontario. These experiences, say Warner graduates, are transformative, preparing them to teach science in much more authentic and engaging ways.

"She has [developed] highly structured, organized, down-to-earth, practical, and meaningful classes that 'practice what they preach,'" says Melisa Dettbarn, who completed her master's degree with Luehmann in 2005. "April's teaching is the ultimate model for how students learn and how teachers should be facilitating learning in their classrooms—you don't study teaching with April, you experience it."

By all accounts, an inspiring part of that experience is the energy and passion Luehmann has for the profession of teaching. "Her belief in me and my mission as a teacher made me believe that I could be a great, reflective, and thoughtful teacher on many occasions when I would have thrown in the towel," says Dettbarn.



April Luehmann

William H. Riker University Award for Excellence in Graduate Teaching



Stephen Dewhurst

Compassion and availability, along with a gift for scientific inquiry and a seemingly tireless work ethic, have made **Stephen Dewhurst**, professor of microbiology and immunology and of oncology, one of the most beloved teachers and prolific researchers at the Medical Center. Students and colleagues alike laud his "infectious enthusiasm" for science—a positive energy that pervades his lectures, his one-on-one mentoring relationships, and his leadership in the University and beyond.

Since joining the faculty in 1990, Dewhurst has spearheaded and continues to maintain several programs that enhance graduate education. He launched the Graduate Education in the Biomedical Sciences Summer Scholars program, which recruits undergraduates for a summer research experience and encourages them to apply to graduate school at Rochester. To increase diversity, Dewhurst designed and directed the Post-Baccalaureate Research and Education Program. This NIH-funded initiative, which brings underrepresented minority students to the University to take coursework and refine laboratory skills, has proven to be the University's single most effective means for attracting minority graduate students.

One of the Medical Center's most sought-after advisors, Dewhurst has served on 50 Ph.D. thesis committees in addition to mentoring 13 doctoral students of his own.