

2011 FACULTY RECOGNITION:

TEACHER SCHOLARS

THURSDAY, MAY 5, 2011

11:30 – 2:00 P.M.

MARRIOTT

Luncheon

Call to Order

Dr. Chris Renne, Director, Faculty Development Center

Welcoming Remarks

*Dr. James Dietz, Acting Associate Vice President, Academic Affairs
On behalf of Acting Vice President Steven Murray*

Guest Speaker

Dr. Jeff Kuo

2010 Recipient of the Carol Barnes Teaching Award

“A lecture or a show?”

Recognition of Faculty by their Deans or Associate Deans

Recognition of SLATE Academy

Dr. Andrea Guillaume and Dr. Lynda Randall, FDC Faculty Coordinators

Closing

Chris Renne, FDC Director



Teacher/Scholar Recognition The Five Categories:

Exceptional Teaching Effectiveness:

Incorporating effective teaching methodologies into the classroom that encourages and enhances student learning.

Collaborative Teaching:

Working collaboratively with their colleagues, with industries and community institutions, and with students in order to enhance student learning.

Service Learning:

Creating substantive learning opportunities for students in the community that coincide with classroom instruction.

Enhancing International Education:

Involving students in foreign study and/or incorporating international and global issues into the curriculum.

Sponsoring Student Research and Creative Activities:

Involving students in substantive ways in their research and creative activities, which promotes student learning outside the classroom.



COLLEGE OF THE ARTS

Exceptional Teaching Effectiveness:

EVELYN CAROL CASE, Department of Theatre & Dance

Professor Evelyn Carol Case is nominated for “Exceptional Teaching Effectiveness” for using her professional experience to develop innovative approaches to voice and movement techniques for the actor. During the time period under consideration, she has worked with CSUF students in her work as a professional actress with Shakespeare Orange County, as an Instructor for the nationally acclaimed Steppenwolf Theatre Company/West, as an Instructor for the world- renowned The Second City, and through Shakespeare & Company workshops. She shares with her students her work as part of the Shakespeare Theatre Association, the Actors’ Equity Association and the Voice and Speech Trainers Association. She trained in Indonesia as part of the Bali Conservatory in mask work and Balinese dance and shares the masks and techniques with her advanced CSUF students in class. She designed a series of original masks for use in class and performance, working with internationally recognized master mask maker, Ida Bagus Anom.

MARIA COMINIS, Department of Theatre & Dance

Assistant Professor Maria Cominis is nominated for “Exceptional Teaching Effectiveness.” She has been a boon both to the undergraduate and graduate acting programs, and inestimable in the transformation of those divisions. Her wealth of experience and ongoing professional work have been a powerful source of learning for her students, as well as providing a “real world” paradigm for her pedagogic approach. She has continued and maintained significant relationships with important professional theatrical ventures, as well as fostering connections with noted guest artists in theatre, film and television. Her work, in a featured, recurring role, on the highly popular, hugely successful television series, *Desperate Housewives*, and that credits resonant impact in the classroom, is to be noted. In that regard, Ms. Cominis has been tireless in arranging for many and varied professional guest artists to offer their acumen in the classroom.

MURIEL JOYCE, Department of Theatre & Dance

Senior Lecturer Muriel Joyce is being nominated for “Exceptional Teaching Effectiveness.” During the time period under consideration, Professor Joyce has been teaching a diverse five-course load of ballet technique classes each semester and has maintained a rating of superior in teaching performance. She has been responsible for strengthening students’ ballet technique, improving their quality of ballet movements, enhancing their artistic interpretation and expanding their training and knowledge in dance. She uses her significant professional experience to create a nurturing, learning environment. Thanks to her professional connections, students have had great opportunities to work with renowned guest artists from the professional field of ballet and contemporary dance. She has contributed to CSUF’s main stages, to Grand Central Theatre, to the Student Choreographer Showcase and in off-campus performances featuring CSUF students at the Muckenthaler Cultural Center, Barclay Theatre (UCI) and Irvine Valley College. She has been an amazing addition to the CSUF Dance Faculty.

Collaborative Teaching:

ANDREW DICKSON, Department of Visual Arts

Assistant Professor Andrew Dickson has been a leader in the department in his efforts at working collaboratively with his departmental colleagues as well as other painting faculty from other CSU campuses through a series of outdoor painting trips in the Southern California area. These creative sojourns are the foundation of a potential exhibit in the works to celebrate the results, which I hope will encourage other areas to build new partnerships with educators at other colleges as well. Professor Dickson has also been active in the promotion of International Education as an Arts Course Coordinator for the Florence in Fresno Course in the Summer of 2009 and was selected to be sent to the real Florence in Italy on behalf of the CSU Summer Arts in 2010 to learn about the program’s operation and facilities for future leadership in program.



BETSY HOLSTER, Department of Visual Arts

Professor Holster has been a leader in the department in her efforts at working collaboratively with other school districts and organizations to help train the next generations of top teachers in the state. She is the Professional Development coordinator for conferences for the California Art Education Association and was presented an Award of Merit at the 2010 state conference. She also brought CSUF art education students to the last conference to meet other teachers in the visual arts and participate as student volunteers. They were highly appreciated and received a special commendation from the President of the State CAEA. She is also a member of the Higher Education Think Tank – “The intention is to bring together decision makers throughout the education community to strategically address quality arts education in post secondary teacher preparation programs in order to impact teacher practice and student learning.

Sponsoring Student Research and Creative Activities:

WILLIAM LETT, Department of Theatre & Dance

Senior Lecturer William Lett is nominated for his work “sponsoring and supervising student creative activities and promoting student learning outside the classroom.” During the time period under consideration, Professor Lett has served as a dance choreographer for CSUF students in the popular CONCERT UNDER THE STARS, the stellar CSUF public productions of the Broadway musicals MISS SAIGON, BAT BOY and RENT, the Fullerton Rotary Club Sock Hop/ Fundraiser for Boys and Girls Club of Fullerton, the Grand Central Arts Center Dance Concert, 12’ x 16,’ the New York Showcase for the Musical Theatre BFA students, the Vision and Visionaries extravaganza, the “Broadway Through The Years” fundraiser for Habitat for Humanity at St. Juliana’s Parish in Fullerton, the CSUF “Broadway Through The Years” Broadway and Barbecue Fundraiser, individual dance pieces for the Fall Dance Theatre, The Evening of Invitational Scenes – RENT, The Kennedy Center/American College Theatre Festival, Los Angeles Theatre Center and many other performances too numerous too mention.

LAWRENCE YUN, Department of Visual Arts

Associate Professor Lawrence Yun has distinguished himself as an outstanding professor in our foundation drawing and illustration program. I am recommending Professor Yun for this award due to his record of sponsoring student research and creative activities. Just a few examples include his students Xiaoheng “Hunter” Huang and Arden Jenner were recently accepted in the 2011 New York Society of Illustrators Student Competition (a total of 205 outstanding pieces culled from 7002 submissions nationwide). Grant Mueller was selected as a finalist in the 31st Annual Student Photography Contest, sponsored by Nikon and Photographer’s Forum Magazine. Several students from his watercolor and 2D courses were accepted in both the 2010 and 2011 “Art 4 Health: Healthy Body, Healthy Mind, and Healthy Spirit” exhibitions presented by the CSUF Student Health and Counseling Center and the College of the Arts.



MIHAYLO COLLEGE OF BUSINESS AND ECONOMICS

Exceptional Teaching Effectiveness:

VIPIN AGRAWAL, Department of Finance

Professor Agrawal not only has consistently high student evaluations, but also teaches some of the more difficult courses offered by our department at both the undergraduate and graduate level. With his very effective interactive style of teaching, the department is very confident that our students are learning the most important and recent principles of corporate finance. A typical student comments: "Thank-you for being passionate about the subject. It makes us want to learn it too."

YINGYING DONG, Department of Economics

Dr. Yingying Dong received her Ph.D. in 2009 from Boston College and joined the Steven G. Mihaylo College of Business and Economics the same year. She is a very productive researcher and has published in top-tier journals in Economics. In particular, two of her papers were published in A and A+ journals in 2010 and two other papers are forthcoming in A and A+ journals. She has attended national and international conferences to disseminate her scholar work. She has also received research grants from the University Office of Grants and Contracts (OGC) and from the College of Business of Economics. Dr. Dong is enthusiastic in teaching. She has been teaching Introduction to Econometrics to undergraduates and graduates and is very keen on bringing her expertise on economic policy evaluations to classroom teaching.

HAROLD FRASER, Department of Management

Harold Fraser teaches in Strategic Management, Operations, and Entertainment & Tourism. He has shown himself to be an outstanding faculty in all of these areas. Students consistently view him as one of the best teachers in the College. Harold uses the case method to involve students in class discussions and improve their interactive and critical thinking skills, as well as high level industry executives to enhance the class experience where appropriate. As the Co-Director of the Center for Entertainment, Tourism, and the Arts, he has also been very active in developing and placing students in internships.

NEIL GRANITZ, Department of Marketing

Dr. Neil Granitz uses the latest technology in his classes; students design a launch for an Internet business. Strategic Internet marketing students are using professional web design and marketing software provided free of charge by Crexendo. In both Internet Marketing and Marketing Research, students learn using Web 2.0 tools such as wikis and Twitter; in Marketing Research class, students design collect and analyze data on a possible product launch.

GERRY GRANT, Department of Accounting

Dr. Grant exemplifies exceptional teaching effectiveness through her presentation of a variety of technological modules in her courses. She is at the cutting edge of ERP systems, of current accounting databases, and other areas of information systems. She brings her research into the class, and challenges her students to excel in their learning experiences. She is also involved in authoring a new approach to delivery of the Accounting Information Systems classes where two instructors will share the instruction across all classes, specializing in selected areas of AIS in order to become experts in their selected areas.

SHERIF KHALIFA, Department of Economics

In my research, I attempt to focus on specific problems that the Developing world is experiencing. For instance, I consider how trade liberalization and outsourcing affect labor markets in developing countries, especially wages and unemployment levels. I also focus on utilizing models that attempt to characterize the sustainable allocation of resources in developing countries where these resources are scarce and in limited supply. As much as my research attempts to use economic theory in an attempt to address real world problems, I try to adopt the same approach in my teaching as well. In my classes, I attempt to emphasize the link between economic theoretical concepts, and their applications in the real world. For example, in my Economic Development class, I try to teach students the challenges facing millions of people in the developing world. In my classes in Macroeconomics, I also try to link the models with the problems facing an economy.



DAVID LEIBSOHN, Department of Management

David Leibsohn teaches in the area of Strategic Management. During his time at CSUF, he has clearly demonstrated himself to be dedicated to student learning and development. His teaching method focuses on the use of the case method and the development of critical thinking skills. He cares greatly about individual student performance and is most often found in the company of students. One example of his focus on student development is his introduction of the time-intensive program of videotaping student presentations combined with individual review. This program has yielded significant student development.

YUE (LAURA) LIU, Department of Finance

Professor Liu has among the very highest teaching evaluations in the department, despite teaching large numbers of students in large classrooms, an important ability and an asset to the department. A typical student comments about her class that “Everything was done well. Best finance professor at CSUF!”

SHAUN PICHLER, Department of Management

Shaun Pichler teaches in Human Resources Management and Organizational Behavior. Relatively new to the MCBE, Shaun has been able to quickly develop an effective teaching approach. His dynamic, interactive style engages students and stimulates their learning. Shaun’s love for HR, his depth of knowledge, and his passion for the subject matter is immediately apparent—and all of this has enabled him to be very effective in the classroom.

TEEANNA RIZKALLAH, Department of Marketing

Dr. Teeanna Rizkallah has developed a series of video modules to support student learning in Business Writing 201 and Business Communication 301. The module received CSUF’s 2010 Advancement Assessment Award. She recently (March 2011) completed three videos in a new Oral Presentation Skills Online Module. She made use of the resources available through OASIS, and worked with Dr. Eve Himmelheber of the Theatre Department to use student talent in the videos. This Spring 2011, students from several MCBE campus clubs will participate in a photo shoot for the next set of videos, shot by a CSUF MCBE alumna.

DENISE STANLEY, Department of Economics

Denise Stanley holds a Ph.D. in Agricultural and Natural Resource Economics from the University of Wisconsin Madison. She previously received degrees from Occidental College, the London School of Economics and Oxford University. She has undertaken internship, missionary, and consulting assignments in the Dominican Republic and Central America for a variety of foundations and non-governmental organizations. She regularly teaches Managerial Economics, the Economics of Latin America, and Economic Development. Since arriving at CSUF she has published 7 sole-authored and 5-co-authored peer-reviewed articles, 6 of which have occurred since 2005. In 2007 she was the recipient of Fulbright Research and Lecturing Award. Her current research focuses include the causes of international migration from Central America and its impact on sending communities, the potential of non-timber forest products for sustainable development, and how different teaching pedagogies and class size affect student learning.

DAWIT ZEROM, Department of Information Systems & Decision Sciences

Teaching statistics to business students is not an easy task that only requires expertise in the field. Statistics is too often viewed a “boring” and “simple number crunching”. Dr. Zerom’s teaching goal at CSUF is to change students’ (often negative) views about Statistics, and to show them the excitement that is present in this field by demonstrating its relevance to various business disciplines such as finance, marketing and information systems. To this end, Dr. Zerom introduced and implemented a student-centered teaching method that emphasizes statistical thinking rather than statistical learning. This teaching technique has been proven to be very effective in improving student learning as reflected in students’ unanimously positive written feedbacks and elevated numeric ratings, among other indicators.



Collaborative Teaching:

FATIMA ALALI, Department of Accounting

Dr. Alali engages successfully in collaborative teaching, bringing senior professionals into her auditing classes. Each semester, Dr. Alali has partners or senior managers from public accounting firms come into her classes to give students real world examples of what auditors do. They also explain/demonstrate software that is used in firms while conducting audits. Dr. Alali is also the coordinator for the Institute of Internal Auditors program at CSUF. This program provides a way for students to earn a certificate in internal auditing and obtain internships as internal auditors in Orange County firms.

Enhancing International Education:

OFIR TUREL, Department of Information Systems & Decision Sciences

Since Professor Turel joined MCBE in fall 2007, he has taught many courses at the undergraduate and graduate levels, online and in class. His teaching evaluations have been consistently good and above the department average. In addition, his students provide very positive formal and in formal feedbacks. Beyond devoting time and efforts towards our students, Dr. Turel is committed to advancing knowledge globally. Specifically, he has coordinated a teaching project in Hanoi, Vietnam.



COLLEGE OF COMMUNICATIONS

Exceptional Teaching Effectiveness:

GENELLE BELMAS, Department of Communications

Genelle Belmas is an exceptional teacher who consistently receives excellent overall ratings, usually 3.8 or 3.9, on the Student Opinion Questionnaires. Student comments paint a picture of a professor who is accessible, caring, and interesting. Adjectives such as “excellent,” “awesome,” “amazing,” “inspirational” and “passionate” are mentioned over and over again by students in her classes. She incorporates effective teaching methodologies into her classes and promotes hybrid and online instruction in the department. She was the first to offer Communications Law online. She is co-author of *Major Principles of Media Law*, a text she uses in her courses, as well as numerous articles which have been published in some of the nation’s top law journals.

CAROLYN COAL, Department of Communications

Carolyn Coal is an innovative classroom instructor who brought new life into the Advertising Concentration curriculum with a new course, Broadcast Advertising. Her evaluations portray a classroom teacher who is constantly trying to improve her instruction. She monitors her Student Opinion Questionnaire ratings and comments and adjusts her teaching style accordingly. She continues to refine her classes to improve efficiency and learning in an effort to prepare her students for agency jobs. Her teaching evaluations are consistently high, many times hitting a 3.94 overall rating. Students write that the classroom environment she creates motivates them and encourages them to achieve their best. She is a very enthusiastic professor who has spent a great amount of time this past year working with her concentration colleagues and the industry to make changes to enhance student learning.

JASON TEVEN, Department of Human Communication Studies

In addition to earning top ratings for teaching, Dr. Teven has organized students in an innovative teaching apprentice program to assist in the delivery of instruction for HCOM 100: Introduction to Human Communication. For the last two years, he has trained apprentices in the skill areas covered in the course. Then, with his providing the instruction in a large section of the course, he has organized student apprentices as leaders of small groups of pupils who complete oral activities designed to anchor basic skills of interpersonal communication and public speaking. He has trained the apprentices to provide effective facilitation and feedback to students. Ratings of this innovative approach have been very high and assessment has indicated substantial reduction in oral communication apprehension levels. As an added benefit, many apprentices have acquired skill that has prepared them for success as graduate teaching associates in the Speech Communication masters program.

LAURA TRIPLET, Department of Communications

Laura Triplett has one of the strongest teaching records in the Department of Communications. Her overall ratings on the Student Opinion Questionnaires never go below 3.83. Professor Triplett states that each time she enters the classroom, her goal is the same: Motivate students to think by using examples to which they can relate; address topics that she knows they hold opinions about; bolster students’ self-confidence in their own intelligence and capabilities by providing positive and constructive feedback, and give each student the chance to increase knowledge. Through her grad courses, she inspires students to engage with theoretical and applied research and to take that engagement beyond the classroom to conferences and further graduate education. Her students go on to doctoral programs to train the next generation of researchers and scholars; there is no better indicator of a professor’s teaching impact than the students she mentors to educate others. Simply, she is an exceptional teacher who as head of the Entertainment Studies Concentration has been instrumental in making the new M.A. in Tourism and Entertainment Studies Communication a reality at CSUF.



Collaborative Teaching:

XTINE BURROUGH, Department of Communications

Xtine Burrough is also an exceptional faculty member whom students say is genuinely interested in their progress. She is one of the most creative and innovative members of the faculty and was the major architect in revamping the Photocommunications Concentration. She successfully wrote new courses, such as Digital Foundations, Advanced Interactive Media Design, and Capstone for Visual Communications. She also redesigned existing courses to put this concentration on the cutting edge of visual communications education. In addition, she continues to create substantive learning opportunities for students. Many of her students have won national awards and honors for work completed in her courses. Students find her classroom projects interesting, creative and meaningful.

Sponsoring Student Research and Creative Activities:

TENZIN DORJEE, Department of Human Communication Studies

Dr. Dorjee is an international specialist in intercultural communication who has received very high student evaluation ratings in his classes, coupled with very rigorous grading practices. Perhaps his greatest accomplishment in the last year has been in his enlisting students into the research craft in intercultural communication. Taking students from his classes and encouraging their completion of research projects, he designed a competitively-selected panel on "Connected Knowledge: Connecting Intercultural Communication Theories with Practice" at the 2011 Western States Communication Association in Monterey. The all-Fullerton program included Dr. Stella Ting-Toomey as Chair and Dorjee as respondent. The program featured three students who currently are in the masters program and one alumna of the program. These papers were the first presented by these students and focused on critical case studies and teaching materials developed to apply theory to practical needs of students.

HYE-KYEUNG SEUNG, Department of Human Communication Studies

Dr. Seung has made some of her greatest contributions in mentoring students and sponsoring student research on autism. As part of a project funded by the Health Promotions Research Institute, she organized a group of students to plan a project that resulted in a paper on "Breaking Barriers, Building Bridges: An Asian American Parent and Professional Perspective" presented at the American Speech-Language-Hearing Association Convention in 2010 with one student as lead author with Dr. Seung and four other students as co-authors. Working with then-student Debra Lynn Brunner, Seung guided her to completion of her first publication, "Evaluation of the Efficacy of Communication-Based Treatments for Autism Spectrum Disorders" which appeared in the November 2009 issue of *Communication Disorders Quarterly*. She also collaborated with three students in completing a paper on "Vocal Imitation Training in Children with Autism" at the 2009 American Speech-Language-Hearing Association Convention.



COLLEGE OF EDUCATION

Exceptional Teaching Effectiveness:

DEBRA AMBROSETTI, Department of Secondary Education

Dr. Ambrosetti is one of these professors every student remembers for how much she cares about each and every one of them as not only learners but also as human beings. Her SOQ ratings are consistently strong, averaging 3.69 over the past three years, with comments that speak to how she inspires students. Even more importantly, Dr. Ambrosetti constantly seeks ways to improve her instruction by incorporating new ideas, using technology, adopting new readings, and inviting guest speakers. She is open to sharing her teaching with colleagues and open to learning from others as well. As one of the leaders of the single subject credential program, Dr. Ambrosetti exemplifies the qualities to which we want our teacher candidates to aspire—a deep knowledge of content, pedagogical expertise, and the ability to know her students well enough to find ways to make learning relevant and accessible.

ERICA BOWERS, Department of Reading Education

Dr. Bowers has served as course custodian for READ 508 and 514, substantially updating both by refining key assignments and introducing BlackBoard functionalities. She has extensive background in professional development, which she brings to her face-to-face classroom instruction. She received 100% A and B ratings in 16 of the 22 courses taught from Fall 2007 through Spring 2010. Her grade distributions align with department and college means, indicating appropriate academic rigor. Recently, she became course custodian of the Clinic course, READ 581, introducing new approaches and methodologies. She added a “buddy system” in which graduate students observe and provide feedback to one another, and introduced videotaping of the one-on-one assessment/tutoring sessions. Dr. Bowers participated in FDC summer sessions on online instruction, created online versions of Reading courses, and taught the online 508 and 514. Her online courses are well organized and highly interactive, incorporating Screencasts, Podcasts, Blogs, and Wikis.

ANDREA M. GUILLAUME, Department of Elementary and Bilingual Education

Dr. Guillaume uses innovative methodologies such as those employing a wide variety of technologies (including document cameras, digital still and video photography, web-based learning tools, interactive white boards, audience response systems, and handheld microscopes). As the leader of the creativity-rich multiple subject credential cohort, Guillaume incorporates critical and creative thinking across the curriculum. This year her students created a 30 ft by 8 ft mural of the rain forest as students studied animal adaptations. Nearly 200 students contributed to the rain forest mural. Student ratings of Guillaume’s instruction are high. Her semester SOQ averages (not course averages but semester averages—those combining every course for the semester) range from 3.95 to 4.0. For two semesters, Guillaume’s averages were a perfect 4.0. Guillaume also leads department efforts for innovative teaching. Through Tech Boot Camp, she provides technological training for every credential student, and she guides others in arts-rich instruction.

JANICE MYCK-WAYNE, Department of Special Education

The role of instructor is to make content meaningful to each student. As an instructor, Dr. Myck-Wayne provides opportunities for students to think, reflect and expand on course content. In addition, she provides multiple methods to present content by using discussion, in class readings, video and group presentations in each of her courses. As an instructor, Dr. Myck-Wayne makes a personal connection with each student. An effective learning community requires that students feel acknowledged and valued for what they bring to the community. Every semester she adds something new and current into each course she teaches. This helps to fuel the passion she has for the content and for teaching in general. Students respond to an enthusiastic instructor, which is one explanation for her extraordinarily high SOQ ratings.



KRISTIN STANG, Department of Special Education

Dr. Stang consistently has the highest student opinion questionnaires in the Department of Special Education. Each academic year, Dr. Stang requests to teach at least one course that is new, but each semester she also teaches a graduate course that she has successfully taught over twenty-five times. In order to keep all classes current, she continuously monitors student progress, student feedback, and current trends in the field, while using multiple instructional strategies to enhance student outcomes. While teaching, she supplements course instruction with frequent additional communication, sending students readings, links, and state or national updates that relate to the topics discussed. Students repeatedly comment that her instruction has benefited their growth as a professional and that they appreciate her passion for teaching. Overall, Dr. Stang is an exceptional teacher and a teaching role model for professors university-wide.

Collaborative Teaching:

KIM NORMAN, Department of Elementary and Bilingual Education

Dr. Norman collaborated with Gale Kahn to develop and pilot what has become a one-unit seminar to support teacher candidates through the California Teaching Performance Assessment, a series of four performance-based tasks that span the program. The experiences supported students' critical analysis of the qualities of effective teaching and the assessment tasks, and their design and implementation of a series of classroom-based teaching activities to demonstrate teaching proficiency. Conducted parallel to student teaching, but outside the required student teaching experience, this project entailed working closely with students and public school partners. Over the past year, Dr. Norman collaborated with her colleague Kim Case to design and implement learning experiences for the inaugural cohort of the Combined Teaching Credential/Master's Degree Program. This project entailed collaboratively planning course and cohort-wide experiences, as well as the adaptation of course assignments to maximize connections to public school classrooms and support theory to practice connections.

KEN STICHTER, Department of Educational Leadership

Last year faculty who work in the MS in Educational Administration began a redesign of the culminating master's project involving revisions in EDAD510 and 597. After the change was announced to students, the project stalled. Dr. Stichter worked collaboratively with faculty involved to create a new syllabus for EDAD510 and prepared critical documents for courses such as rubrics. He is now involved in leading the revision of the Project Handbook. He spends time listening to colleagues and working with them to solve problems. His efforts have been critical to making this a successful effort that has the support of the program faculty. This is only one example of how he has worked collaboratively over the years to assure that students have tools they need to successfully complete their master's project. He has demonstrated consistently that he understands that leadership in teaching involves how one supports colleagues in their teaching.

Service Learning:

JENNIFER PONDER, Department of Elementary and Bilingual Education

Dr. Ponder infuses social action curriculum and service learning in her social studies methods courses. The curriculum encourages active citizenship and decision-making through thoughtful deliberations regarding an issue in the community. Critical to social action curriculum is student involvement. Students actively participate by identifying issues of concern, identifying possible solutions to those concerns, developing and enacting an action plan to address a selected issue, and evaluating their progress toward completion of their action plan. Over the past three years, at least 50 graduate students have worked with local elementary students to develop projects that focus on environmental stewardship, healthcare inequities, and conflict resolution. Approximately 150 candidates from the multiple subject credential program have been involved with projects relating to healthy living, homeless and underprivileged children in Orange County, and human trafficking. These projects reach beyond the scope of the university students' experiences and ultimately impact the communities surrounding CSUF.



COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

Exceptional Teaching Effectiveness:

UKSUN KIM, Department of Civil and Environmental Engineering

Dr. Uksun Kim has taught a wide variety of theoretical, design and experimental courses in the field of Structural Engineering. He is currently in his 6th year with the department and over the years has improved his teaching skills to become one of the highly rated faculty members in the Civil and Environmental Engineering department. He has refined and improved his teaching style to show that good teachers are not born; they are made. He is a role model to the entire CEE faculty who would like to improve their teaching skills.

SANG JUNE OH, Department of Mechanical Engineering

Dr. Sang June Oh is a great motivator to his students. His classroom lectures are clear, organized, and students rave about his enthusiasm. As his student evaluations demonstrate, he is an exceptional teacher who sincerely cares about students. He holds many review sessions on Friday evenings, and often meets with students on weekends. His teaching philosophy is to infuse confidence in students, and bring out the fun element in engineering which can otherwise be dry and difficult. At the end of each semester, many students visit him and state they wished they had met him earlier so that they could have been more “energized from his enthusiasm.” Students have built such a huge trust on him that they continuously seek his advice and guidance in all areas of academics even after taking his course. As an inspiring teacher, he is most deserving of this recognition.

BINOD TIWARI, Department of Civil and Environmental Engineering

Dr. Binod Tiwari is an exceptional instructor. As his student evaluations demonstrate, he is an extraordinary talented and an effective teacher and mentor for students. Dr. Tiwari played a key role in establishing a partnership with the Johns Hopkins University to offer the “Engineering Innovation” summer program for high school students. He also took the lead in developing the “Introduction to Engineering” course that allowed undeclared students to become familiar with field of engineering and the individual disciplines within engineering. He inspires and motivates students to learn. Students have consistently appreciated Dr. Tiwari for his content-rich lectures and well organized hands-on labs. As an excellent teacher, he is most deserving of this recognition.

Sponsoring Student Research and Creative Activities:

KIRAN GEORGE, Department of Computer Engineering

Dr. Kiran George brings in several years of research and teaching in engineering disciplines, deep knowledge and a keen understanding of the local high tech industry, and is committed to involve more minorities and women in his sponsored research projects from agencies such as the NSF and ARL. As the IEEE Computer Society Student Chapter faculty advisor, he has coordinated several synergistic activities and projects. Dr. George has so far supervised 37 undergraduates on 16 student research projects, including five students from Cypress College. He has received about \$800,000 from NSF in support of his research. Dr. George orchestrates the student research projects in a manner that mimics a full-spectrum design process that is involved in a medium-sized computer engineering project in the industry. These research projects provide students with an invaluable and a motivational hands-on experience that includes independent research, creative design with realistic socio-economic constraints, and development of other essential skills imperative for their career growth.

MICHAEL SHAFAE, Department of Computer Science

Dr. Michael Shafae has involved many students in his research area of computer graphics through his courses, masters’ projects, and both undergraduate and graduate independent studies. It can be difficult to find challenging projects to which students can make a real contribution, but he has managed for several years. This year, one of his students, Tuyet Le, made a presentation of her research at the Graduate Forum that was very well-received. In addition to the actual research, he introduces his students to the professional standards that are expected of researchers, and makes clear that he expects high quality work. This starts from the initial literature search; project proposals are written that would not be out of place in journals as review papers for a specific topic. Students obtain a clear idea of what is expected in research. Dr. Shafae is an educator deserving of this recognition.



COLLEGE OF HEALTH & HUMAN DEVELOPMENT

Exceptional Teaching Effectiveness:

MATT ENGLAR-CARLSON, Department of Counseling

Matt Englar-Carlson earns the highest teaching evaluations in the Counseling Department, frequently earning SOQ scores of 4.0/100% A's in a class. The reason he has this reputation is multifaceted. Dr. Englar-Carlson has an uncanny ability to create a safe environment for students. In addition, he takes time each semester to meet with students individually, especially in courses where students are working on different projects. Furthermore, he has the ability to be remarkably diplomatic by validating a student's perspective while offering other perspectives in an open and caring way. Finally, he creates engaging class activities and relevant assignments with strong rubrics for grading; students perceive him as fair. He manages to be an outstanding instructor while contributing to the university and while being a strong scholar with a national reputation in men's issues in psychology. His work has been quoted in popular media.

SEAN HOGAN, Department of Social Work

Dr. Sean Hogan is a founding member of the Social Work department and one of our most respected teachers. Over the past three years he has produced three first authored peer reviewed journal articles and two first author peer reviewed book chapters. In addition he has two major peer reviewed presentations at national professional conferences: The Society of Social Work and Research and the Council on Social Work Education. Beyond scholarship he has been responsible for developing and maintaining our online admissions application process. This online system is far more sophisticated than the vast majority of social work admission systems in our State. He is also responsible for developing critical syllabi and courses in our research, policy and capstone sequences. He was instrumental in developing our program evaluation system for accreditation and in the drafting and review of our accreditation documents/self study.

CAPTAIN TUNG HUYNH, US Army, Department of Military Science

Captain Tung Huynh is a role model, mentor, and trainer for teaching excellence. Captain Huynh teaches the Army ROTC freshmen class in topics that include Leadership, The 7 Army Values, Ethics, Time and Stress Management, Goal Setting, Land Navigation, Effective Communications and Military Tactics. The in class land navigation and military tactics classes are then applied in hands-on field environment at local training areas. He uses his past personal experiences to convey to his cadets the importance of having a leadership base in their drive to become commissioned officers. The motivation level and camaraderie of the freshmen class is a testament to the respect that they have for him. He is well respected by all 150 cadets in the unit and his peers and subordinates for his continual hard work and dedication to the unit, the university and the United States Army.

KRISTI KANEL, Department of Human Services

Dr. Kristi Kanel had her fourth edition of her internationally and nationally used textbook, *A Guide to Crisis Intervention*, published this past year which included her original data based on a research study she conducted with Iraq war veterans enrolled at CSUF and their PTSD and depression issues. Dr. Kanel also published the second edition of *Human Service Delivery to Latinos*. Both of these books are used in courses she and others teach in the HUSR department. She was invited to contribute a chapter about her ABC model of crisis intervention to a recently published book in which the editors collected the works of therapists who have shown expertise in various counseling approaches. Dr. Kanel has displayed teaching excellence over her 28 year career at CSUF demonstrated by her consistently high student ratings of instruction, the new courses she has developed, and nine Outstanding Professor awards she has received from diverse campus groups.



DANNY KIM, Department of Health Science

As a third year assistant professor in the department of Health Science, Dr. Danny Kim has maintained exceptional teaching effectiveness as demonstrated by his average SOQs rating of 86% A and 12% B (98% A/B). The theme of student comments in his courses is that he is an amazing professor, interactive, and has a gift of integrating scientific issues with real world application. Several students have commented that his courses were rigorous and still indicated that he is the best teacher they've ever had. Dr. Kim uses a variety of teaching methodologies in his courses that encourages student learning—especially though incorporating short video clips in his detailed power points, and through the use of field trips. Dr. Kim has maintained this outstanding record while teaching seven different courses and developing three new courses: HESC416 (Global issues in Environmental Health), HESC462 (Environmental Toxicology), and HESC463 (Air Pollution and Health).

PAMELLA OLIVER, Department of Child and Adolescent Studies

Dr. Pamela Oliver's teaching is focused on evidence based practice, which means she creates a positive learning environment in which students are actively engaged and thoughtfully self-assessing their learning. She uses a wide variety of teaching methods such as student response systems so that she can continually assess learning. She develops a classroom atmosphere that promotes intellectual safety for all students. She is well known for having high, clearly communicated expectations for students. Students respond positively to her teaching, as evidenced by student opinion questionnaires. As CAS Assessment Coordinator she has been instrumental in program-level evaluation of students' learning and facilitation of curricular and instructional strategy changes as needed. She is committed to continual improvement in her teaching as demonstrated by her involvement in many workshops and conferences, including the FDC Online Summer Training Institute and SLATE (Student Learning and Teaching Excellence) Academy.

ELAINE RUTKOWSKI, Department of Nursing

Dr. Elaine Rutkowski is a role model for teaching excellence. She incorporates real life examples that help students master and remember content. Incorporating health-promotion, a key concept in the School of Nursing philosophy, into classes she challenges students to personally adopt healthier lifestyles. Some students have lost (and kept off) fifty pounds, others have stopped smoking. This activity provides a lesson in the difficulties in changing habits and "walking in the patient's shoes" and the lesson significantly strengthens the student's ability when facilitating patient's coping with disease. Knowing first-hand the difficulties in modifying lifestyle habits creates empathy and more effective teaching and intervention as a nurse. Students note how Dr. Rutkowski engages them in the material frequently citing her as "the best instructor I ever had", "I enjoyed the class, not so much the material but the way she presented it". Some refer to her courses as life changing events.

Sponsoring Student Research and Creative Activities:

JARED COBURN, Department of Kinesiology

Dr. Jared Coburn's accomplishments transcend the categories for the Teacher Scholar recognition, but are particularly noteworthy in the area of sponsoring student research and creative activities. His integration of students into his own ambitious research agenda (76 peer-reviewed publications since 2005) and his support of student master's theses are in abundant evidence, particularly in the numbers of students with whom he has co-authored conference papers and publications. Since 2008, 50 students have presented peer-reviewed presentations and posters at professional meetings. In this same period, students served as coauthors with Dr. Coburn on 20 peer-reviewed publications in scholarly journals, including one student who has published six peer-reviewed journal articles and a book chapter. Indeed, it appears students are following in Dr. Coburn's footsteps as a Cal State Fullerton alumnus, with three having continued on to doctoral programs in the past three years. In summary, Dr. Coburn is a gifted scholar and teacher whose achievements and work ethic are a model for both students and faculty.



COLLEGE OF HUMANITIES & SOCIAL SCIENCES

Exceptional Teaching Effectiveness:

KRIS BEALS, Department of Psychology

Dr. Beals demonstrates remarkable dedication to students in and outside the classroom. She receives extraordinarily high student ratings while at the same time maintaining high expectations for performance. She maintains an active research program, in which both undergraduate and graduate students actively participate, often coauthoring conference presentations and published articles. She also actively mentors student organizations. Kris is one of the founders of CSUF's Lavender Work Group and various other organizations supporting the LGBT community on campus. In the Psychology Department, she has been the advisor for Psi Chi, the national honor society. Kris has immense enthusiasm for education, which elicits intense devotion from students.

APRIL BRANNON, Department of English, Comparative Literature, and Linguistics

Our English Education coordinator, Dr. Brannon is teacher of teachers. Since she arrived at CSUF in 2007, Dr. Brannon has prepared over 200 credential students for careers in teaching through the methods and content courses she regularly offers, the interns and student teachers she supervises each semester, and the extensive mentoring that she provides not only to credential students but to the numerous students who seek her career advice. For her students, Dr. Brannon's expertise is best demonstrated in her actions and her own engaged, interactive, reflective pedagogy. She not only knows the scholarship on effective pedagogy, she employs it. There is no better way to prepare students for successful careers in teaching than to be the successful teacher they will emulate.

MATTHEW CALARCO, Department of Philosophy

Professor Calarco is well loved and respected by his students both for his stimulating teaching style and his erudite scholarship. He has developed an effective pedagogy with which he encourages students to engage in critical reading and critical thinking. Usually he first reconstructs arguments for students during lecture, and then encourages them to locate aspects of those arguments that are incoherent or untenable. Once they have identified what is problematic about an argument, he would urge them to improve on it, or to develop an altogether different approach to solving the issue at hand. He deeply respects students' abilities for creative and critical thought, and has encouraged them to express their opinions openly. Professor Calarco is also conscientious in seeking self-improvement by attending pedagogical workshops and reading the journal *Teaching Philosophy* regularly to get new ideas for course content and pedagogical approaches. He is truly a star teacher in the Philosophy Department.

AARON GOETZ, Department of Psychology

Dr. Goetz shows remarkable dedication to students in and outside the classroom. He receives extraordinarily high student ratings while at the same time maintaining high expectations for performance. He maintains an active research program, in which both undergraduate and graduate students actively participate, often coauthoring conference presentations and published articles. He also actively mentors student organizations. Aaron has started a new student organization dedicated to interdisciplinary research in evolutionary psychology. Aaron has immense enthusiasm for education, which elicits intense devotion from students.

ADAM GOLUB, Department of American Studies

Dr. Adam Golub is a gifted classroom instructor. He teaches a wide range of courses, and students consistently report that his courses are well organized, challenging, and thoughtfully presented. They also described Dr. Golub as a knowledgeable, concerned, approachable and enthusiastic instructor who encourages them to think deeply about the subject matter at hand. He effectively integrates lectures with open but focused class discussions. Integrating many of the new electronic resources into his course presentations, Dr. Golub also provides an open, inquiry-based, student-centered environment that is rich in analysis of primary and secondary sources, which includes literature, music, film, television, the visual arts, material culture, and contemporary news media. Finally, and most notably, his students also remarked on the ways in which he sharpened their critical writing, reading and thinking skills. It is clear that Professor Golub has an excellent rapport with his students, and that they greatly value what they learn in his courses.



JUAN ISHIKAWA, Department of Modern Languages and Literatures

During his five and a half years at CSUF, Dr. Ishikawa has taught a total of seventeen different courses in the areas of Spanish, Portuguese, and Latin American Studies. Beyond the wide breadth of courses he has taught, these assignments have forced him to remain informed of current trends, events, and issues on Latin America. Furthermore, since the courses taught have included both upper and lower division, Dr. Ishikawa has learned how to adopt different teaching methods as well as material to be most effective in classes. The results of his efforts have been positive and his SOQs (approximately 93% of A's and B's), and student comments reflect this. Peer evaluations of his classes have also been solid and he has been rated as "superior" constantly for the past five years.

PAUL LEVESQUE, Department of Comparative Religion

Dr. Levesque's rotating schedule includes nine different courses, and he consistently receives the highest SOQ ratings in our department. Students comments include "best professor on campus"; and "best class in my college career"; and "this class really made me think." His instructional strategies include student participation and rigorous research. He has taught online since 2007, receiving such comments as: "this was bar-none the best online course I have ever taken and I have taken quite a number of them." Also: "Of all the online courses I've taken in the past, this one has been, by far, the most organized, structured and instructionally clear... Prof. Levesque's presentations which were later supported by the videos and the CD material reinforced his lecture and gave additional clarity to any question, if any....I would definitely recommend the course (actually, I think it should be part of the core curriculum), but I would especially recommend Prof. Levesque."

LISA TRAN, Department of History

Throughout her career, Dr. Tran has been primarily interested in student success and in presenting the history of China in new and diverse ways. She has taught numerous different courses and proposed several new ones. Her repertoire covers a wide swath of Chinese history from the late imperial age into the 21st century. She teaches courses as disparate as Chinese law, issues of concubinage, and historical theory. Furthermore, she has taken a lead in improving the modern world civilization course and has held tutorials on how to successfully manage a large section. Dr. Tran uses a wide range of tools to motivate her students: technology such as PowerPoint, period music, and video clips. She has students role play to better understand the difference between capitalism and Marxist socialism. She encourages students to give her drafts of written assignments which she returns with extensive comments. She is a role model for the student-centered and engaged faculty member.

Service Learning:

TU-UYEN NGUYEN, Asian-American Studies Program

Last year, through a campus-community partnership and service learning course (AAPI Community-Based Community Health & Field Studies), developed in collaboration with the National Asian Pacific American Women's Forum (NAPAWF) and funded through The California Wellness Foundation, Dr. Nguyen guided student research and writing, which resulted in her students' publication of a peer-reviewed article in the *Californian Journal of Health Promotion*. The students also presented their paper with Dr. Nguyen at The California Wellness Foundation Conference on Women's Health and The Southern California Sexual Health Research Roundtable. The students' paper was also accepted through double-blind review into the 14th Annual CSU Teaching Symposium, and they are finalists in this year's CSU Student Research Competition in Fresno. For her work promoting student research and learning outside the classroom, Dr. Nguyen received the Outstanding Service-Learning Instructor Award from the CSUF Center for Internships and Community Engagement (May 2010).



Enhancing International Education:

CORA GRANATA, Department of History

Dr. Granata has been active in a number of areas that enhance CSUF's international profile and reputation. For example, she has used her senior research seminar as a vehicle for students to conduct interviews with survivors of World War II. This project will become part of the permanent collection of CSU Fullerton's Center for Oral and Public History. Further, Dr. Granata has served on university-level committees dealing with international education, including chairing the University International Education Committee. Perhaps Dr. Granata's greatest contribution to international education has been her work as coordinator of the European Studies Program. Under her leadership, it has consistently sought to bring notable speakers from the U.S. and abroad to our campus so that our students may become more aware of the world around them.

Sponsoring Student Research and Creative Activities:

BRENDA BOWSER, Department of Anthropology

Since joining us three years ago, Dr. Bowser has made student success a priority, most notably by substantive engagement of students with her research and promoting student learning outside the classroom. One example is that Dr. Bowser has trained and supervised students to curate and analyze artifacts from ORA-64, a 9,000-year-old archaeological site from Orange County. Based on this research, Dr. Bowser and her students created hands-on activities and educational materials for K-12 children to be used during "Archaeology Day" and "The California Indian Plant Uses Program," a regular series of public educational classes at the Fullerton Arboretum. Working with Dr. Bowser, undergraduate and graduate students have gained valuable research skills and logged thousands of hours of experience in the laboratory, the field, professional presentations, and service-learning projects.

JOCHEN BURGTORF, Department of History

Dr. Burgtorf has been active in many areas regarding student research: the *Welebaethan*, the History Student Association, and the history honorary, Phi Alpha Theta. As examples, he recently went as faculty adviser to the Southwest Social Science Association annual meeting with fifteen students who presented scholarly papers and participated on panels. More importantly, was his spending his Spring break in Minnesota with nine students. They went to study medieval manuscripts at St. John University outside Minneapolis. When asked how the students could do this since medieval European manuscripts were written in Latin, he responded that he had been voluntarily teaching the students Latin on Saturdays for two years! The students will use this experience to finish their masters' theses. One of them has already been accepted into a Ph.D. program at Northwestern University, in Evanston, Illinois.

PATRICIA A. PÉREZ, Department of Chicana and Chicano Studies

To exemplify, in 2008, as the Principal Investigator for the Engaging Latino Communities for Education research project, Dr. Pérez led a team of seven budding undergraduate scholars from Santa Ana College, CSUF, and UC Irvine. The culmination of this project was a research report entitled, "Undocumented college dreams: The college choice process of Latina/o AB 540 students." More recently, she incorporated a serving-learning component into a new course she developed in her expertise titled, "Chicana/o Education." The course provided the opportunity for students to put on an education symposium and art showing, as well as volunteer at least 10 hours of community service. As part of their final research paper students were asked to reflect on their experiences employing class concepts.



COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

Exceptional Teaching Effectiveness:

PAULA HUDSON, Department of Chemistry & Biochemistry

Dr. Hudson has excelled in teaching rigorous courses across our curriculum, including second semester general chemistry, quantitative analysis (lecture, lab, and workshops), and upper division atmospheric chemistry. The second semester general chemistry class is quite diverse in that it also includes Biological Science and pre Health Professions students as well as engineering, geology, physics, and computer science majors. Dr. Hudson has clearly put extraordinary effort in preparing and developing her courses and makes innovative use of technology (including Blackboard, online homework components, and animated PowerPoint lectures). Her efforts to enhance student learning by the creation of additional handouts and problem sets for review and peer learning are also noteworthy. Dr. Hudson is a highly respected and popular instructor, with outstanding SOQ ratings. While acknowledging the difficult material covered, student comments about her teaching are overwhelmingly positive and praise Dr. Hudson's energy, enthusiasm, organization, fairness in grading, and willingness to help.

PATRICK KIMANI, Department of Mathematics

Dr. Kimani is a mathematics educator who mainly teaches mathematics content courses for student teachers. Dr. Kimani understands that his role as a teacher-educator puts him in a position to empower his students with a deep understanding of the concepts they will teach and to model best practices of teaching. He balances these two roles by designing student-centered lessons that draw his students in as active learners. Students are not only able to solve challenging problems, but they are also able to engage in mathematical discourse which is very important for future/practicing teachers and gain confidence in their abilities as doers of mathematics. Dr. Kimani has published in both teaching and research oriented journals, actively worked toward enhancing teacher professional development through two MSP grants, and made presentations at national and regional conferences and local venues to guide mathematics teachers toward better pedagogy.

Collaborative Teaching:

MATH CUAJUNGO, Department of Biological Science, Assistant Professor of Biology

Dr. Cuajungco has been involved in several teaching collaborations to enhance student learning at CSUF. In 2009, as a pioneering course instructor for the Program in Applied Biotechnology Studies/Master of Biotechnology, he led and developed challenging graduate course topics in consultation with two other instructors—Spiros Courellis (Computer Science) and Ping Du (Allergan, Inc., a biotech company). He also collaborated with Maria Linder (Chemistry and Biochemistry) and led the HHMI Weekend Research program, which provides research experience to community college and high school students every year. Finally, Dr. Cuajungco helped his colleagues, Amybeth Cohen and Bill Hoese, establish and direct the Research Careers Preparatory program, which introduces undergraduates to the scientific enterprise at the very early stages of their college experience. In 2010, he helped his colleague, Nilay Patel, kick-start the Bridges to Stem Cell Research program by participating in recruitment and mentoring participants, as well as co-teaching a course that catered to program participants.

BARBARA GONZALEZ, Department of Chemistry & Biochemistry

Dr. Gonzalez effectively collaborates with colleagues in CNSM, across the campus, and worldwide in developing innovative curriculum and evaluating the educational components of projects, such as with our Howard Hughes Medical Institute (HHMI) Program and our CSUF Catalyst Center for research in science and math education. Dr. Gonzalez has also substantially improved scheduling and administration of the Chemistry Placement Exam (CPE), which determines if students should enroll in CHEM 120A or the remedial CHEM 115. Her efforts have resulted in the improvement of passing rates in these gateway courses. Dr. Gonzalez was also recently awarded an NSF Noyce Project DUE grant entitled "Teaching as a Primary Profession (TaPP) in Biology and Biochemistry" which supports the development of highly qualified STEM teachers for the U.S. workforce—a critical national need. This interdisciplinary and collaborative award supports undergraduate science majors to earn undergraduate degrees and to complete the credential program at Fullerton.



ARMANDO MARTINEZ-CRUZ, Department of Mathematics

Dr. Martinez-Cruz is an outstanding classroom instructor. He brings his engaging personality to the classroom – and his students feel his passion for mathematics and teaching. His student comments on the evaluations reflect this as they are extremely positive, with a large cross section of students rating Dr. Martinez-Cruz as the best instructor they have ever had. His students feel his passion for mathematics and for teaching, and he serves as an outstanding model for future teachers. Dr. Martinez-Cruz' teaching extends beyond our classrooms and into our community. He is a frequent visitor at local schools. He is an excellent supervisor for our student teachers and lends his teaching expertise to their professional development. Dr. Martinez-Cruz work on funded projects also has taken him to various schools where he mentors, trains and advises secondary teachers. He has been a regular guest speaker at schools and for school district events.

Service Learning:

NILAY PATEL, Department of Biological Science, Assistant Professor of Biology

Dr. Nilay V. Patel is the Director of the Bridges to Stem Cell Research (BSCR) program. The BSCR program is funded by a \$1.28 million grant to Dr. Patel from the California Institute for Regenerative Medicine (CIRM). The goal of the BSCR program is to provide the students with technical knowledge and research skills through coursework so that they can easily transition to and excel in a stem cell work environment. The ten BSCR Scholars in the first of the three cohorts have completed a stem cell research-focused curriculum at CSU-Fullerton in 2010. The curriculum included the Techniques in Stem Cell Biology course, which was funded by a grant to Dr. Patel from the National Science Foundation in 2008. The BSCR Scholars are currently engaged in a 7-month, full-time research internship in stem cell labs at UCI, USC and CHOC and are enrolled in internship- and research-related courses at CSU-Fullerton.

Sponsoring Student Research and Creative Activities:

BRANDON BROWNE, Department of Geological Sciences

Dr. Browne is an outstanding classroom teacher who is beloved by his students (his average overall SOQ score is approximately 3.8), but he truly shines in his mentoring of student research. He has been by far the most active thesis advisor in a department that prides itself on student-faculty research. He has supervised the completion of nine undergraduate theses and two graduate theses in his four years at CSUF. He is currently supervising an additional four undergraduate and three graduate thesis students. This clearly exceeds Department expectations and is an impressive achievement by any standard. It is the Department's belief that Dr. Browne's passion, skill, and dedication to teaching are unrivaled in this or any other department at Cal State Fullerton.

JENNIFER BURNAFORD, Department of Biological Science, Assistant Professor of Biology

Since 2009, Dr. Burnaford has built her lab to include 3 graduate students and 7 undergraduates (3 taking upper-division independent research and 4 taking lower-division directed research). In addition, one upper-division undergraduate mentors 11 freshman volunteers who each commit 3 hours per week to research in her lab. Every independent research student has successfully applied for at least one research grant (undergraduate total \$2150, graduate student total \$4550), and each has attended at least one regional or national scientific conference with one graduate and one undergraduate student having presented posters at each of these meetings. Two undergraduates have presented their research to community groups (at Crystal Cove State Park and Newport Back Bay Science Center). Lastly, two undergraduate students accompanied her on a 4-week research trip to Friday Harbor Laboratories (WA) in summer 2010, where they conducted independent laboratory research and assisted her and a graduate student with long-term field projects.



ANGEL PINEDA, Department of Mathematics

Dr. Pineda is an enthusiastic instructor who truly cares about his students. Students comment that they appreciate his enthusiasm for mathematics, his caring attitude, his availability, and the extra effort that he brings to his teaching. They also comment that his class meetings are well prepared and organized. In addition to his successful and effective in-class activities, Dr. Pineda has directed nine students in research projects that have resulted in several presentations at regional and national conferences. Currently, four of those students are being funded through an NSF grant that Dr. Pineda was awarded by the Center for Undergraduate Research in Mathematics. Also, for two summers Dr. Pineda has taught a numerical analysis course as a volunteer lecturer at the Royal University of Phnom Penh, Cambodia. In 2010, through a grant from NSF and support from CNSM, he was able to take a CSUF graduate student to assist him.

**Completion of the
Student Learning and Teaching Excellence Academy
Inaugural Cohort – Strand I**



Eugene Fujimoto
Susan Gaitan
Joe Albert Garcia
Maryanne Garon
Laurie B. Giesenhagen
Leslie Grier
Harmonie A. Hawley
John H. Marshall
David Naish
Tu-uyen Nguyen
Pamella Oliver
Marsha Orr
Heather K. Osborne-Thompson
Georgianna Ravenna
Sue Robertson
Judy Smith
Jenny Zhang