

Cal State Fullerton

*Faculty Recognition
Teaching*

Monday, December 8, 2025

2:00 – 4:00 p.m.

Laurel MPR

Recipient Award Presentation and Reception

Call to Order

Dr. Kathleen Preston
Executive Director, Faculty Development Center

Welcoming Remarks

Dr. Amir Dabirian
Provost and Vice President for Academic Affairs

Recognition of Faculty by their Deans

Dr. Arnold Holland • College of the Arts
Dr. Sridhar Sundaram • College of Business and Economics
Dr. Jason Shepard • College of Communications
Dr. Lisa Kirtman • College of Education
Dr. Sang June Oh • College of Engineering and Computer Science
Dr. Celestina Barbosa-Leiker • College of Health and Human Development
Dr. Jessica Stern • College of Humanities and Social Sciences
Dr. Marie Johnson • College of Natural Sciences and Mathematics
Dr. Eric Hanson • Dean of the Library

College of the Arts

Kathy Baur, Department of Visual Arts

Assistant Professor Kathy Baur engages and motivates students by focusing on the creative aspects of the subject matter through the lens of diversity. The area in the Student Opinion Questionnaires that is consistently the highest across all of her classes is "Respect for Diversity". She presents the work and histories of trailblazing underrepresented artists in the field of animation. To that end, she instills in her students the value of what it means to be an artist with their own unique vision and voice. Professor Baur initiated celebratory screenings of students' final films, which take place each semester and are widely attended by the CSUF community and industry professionals.

Hunter Huang, Department of Visual Arts

Assistant Professor Hunter Huang's pedagogical innovation, curricular development, and dedication to student success are commendable. A notable aspect of Professor Huang's pedagogy is his thoughtful integration of generative AI into student projects. He equips students with the skills to use these tools intentionally and responsibly, fostering the development of individualized aesthetic concepts while improving creative efficiency. Professor Huang has developed Professional Practices in Illustration. This course, one of the few of its kind in the CSU illustration programs, will support students' transition from academic study to professional freelance careers. This initiative, along with his forward-thinking integration of AI, demonstrates Professor Huang's commitment to preparing students for the evolving demands of the illustration field.

Hyun Sook Kim, Department of Theatre & Dance

Dr. Hyun Sook Kim has received outstanding student evaluations for her inspiring and inclusive teaching. She has played a key role in strengthening the theatre program by developing a diverse and well-structured curriculum that promotes student success. Her recently approved courses, including Creative Costume Art and Cultural Diversity in Costume Design, focus on critical thinking, technical creativity, and culturally responsive teaching. Students praise her for encouraging creative freedom, incorporating current industry practices, and mentoring them in scholarly competitions like SCAR. In the course "Flat Patterning in Costume," Dr. Kim implements equitable teaching practices by allowing students to design for all body sizes, thereby challenging traditional norms. Her dedication to diversity, innovation, and student-centered learning continues to foster a vibrant and inclusive educational environment at CSUF.

Bongshin Ko, School of Music

Professor Ko has received recognition and invitations to give masterclasses at renowned institutions, including RIAM (Ireland), RNCM (England), HfMDK (Germany), Texas Cello Festival, Montecito International Music Festival, Yeosu Music Academy for the Gifted (South Korea), and Sommerakademie Neuburg (Germany). She coordinated and led CSUF study abroad programs to South Korea and Germany, offering transformative global experiences for her students. Professor Ko's mentorship extends to gifted young musicians and alumni beyond graduation: her students have secured teaching positions at universities and top schools in New York, California, and South Korea; earned orchestral roles in the Los Angeles Philharmonic and Hollywood Bowl Orchestra; and gained admission with scholarships to institutions like the New England Conservatory in Boston. Others have performed solos at Walt Disney Concert Hall, won national competitions (including CSUF's first-ever ASTA national finalist), and performed internationally. She co-authored *Cellist's Guide to Artistic Performance*, supporting future cellists and teachers worldwide.

Lawrence Yun, Department of Visual Arts

Professor Lawrence Yun has consistently demonstrated exceptional performance in teaching and a dedication to his students' success, both within and beyond the classroom. The Student Opinion Questionnaires consistently exceeded department standards. Students appreciate his knowledge, rigor, and commitment to teaching. He takes pride in having a reputation as a challenging professor with high standards and integrity. His students express gratitude for pushing them to achieve their personal best and reach their goals. His students have won scholarships, exhibited in juried competitions, and received commissions and job offers. Professor Yun is the Art Department liaison for the Watercolor West Scholarship, which is an annual scholarship awarded to students who demonstrate accomplished work in the medium.

College of Business and Economics

Mehmet Akbulut, Department of Finance

Dr. Mehmet Akbulut demonstrates exceptional teaching effectiveness across the full spectrum of finance education, from 120-student mega sections to executive MBA seminars. Drawing on professional experience as a financial analyst and auditor, combined with research expertise in empirical corporate finance, Dr. Akbulut bridges theory and practice seamlessly. In foundational Finance courses, Dr. Akbulut captivates large classes by weaving real-time financial events into lectures—from Federal Reserve decisions to earnings announcements—and contrasting firms like Nvidia versus Carvana to deepen critical thinking. In advanced courses, he excels at facilitating case-based learning by creating original cases from recent financial events, assigning current firm valuations using real-time data, and leading dynamic discussions that challenge students to think like practitioners. Students praise his clarity and real-world relevance, with many choosing Finance as their major after experiencing his transformative teaching.

Div Bhagia, Department of Economics

Dr. Bhagia has transformed challenging economics courses—such as Mathematical Economics and Research Methods in Economics—into innovative, student-centered learning experiences. Their teaching blends economics with data science, giving students hands-on experience with real-world datasets, applied research, and coding skills essential for careers in research, consulting, finance, and data analysis. Their key innovation is the development of custom course websites that extend beyond Canvas, offering interactive tools such as a Central Limit Theorem simulator and Python tutorials, which are accessible directly in browsers. These platforms provide structure, clarity, and easy access to course materials, leading students to describe them as the best they've ever used. Dr. Bhagia's approach isn't just about technology—it's about enhancing learning, boosting engagement, and building confidence. Students feel more supported, organized, and empowered to succeed. Dr. Bhagia's blend of technological creativity, accessibility, and rigor exemplifies a model of instructional innovation centered on student success.

David Cho, Department of Management

David Cho focuses on helping students to see the relevance of operations management in the real world and visualize how the concepts can be applied in real-life settings by using examples from both well-known companies and everyday life. He develops close relationships with students to create a safe and inclusive learning environment. Students routinely come to him with questions not only about their studies but also about their careers and future plans. He was awarded to be part of the “Circle of Excellence in Teaching” in the Department of Management for three consecutive years and was recognized as a “Faculty Career Champion” by students for his integration of career-oriented learning. He is currently developing a data-focused course that utilizes open educational resources for the Operations and Supply Chain Management concentration.

Ryan Gottfredson, Department of Management

Ryan teaches leadership classes crafted to ensure personal transformation. He wants students not just to know better, but to become better. Ryan’s courses intentionally pair horizontal development (building knowledge and skills) with vertical development (upgrading students’ “internal operating systems” so they can think, relate, and decide with greater complexity). Ryan designs high-challenge, high-support experiences—self-assessment, reflective practice, live case work—that consistently produce deep engagement and lasting growth. The results are evident in both outcomes and feedback. Students routinely describe the experience as “life-changing” and “transformational.” He is preparing CSUF’s largely underrepresented students with the development to change their trajectories and become ethically grounded and community-minded leaders. In his teaching, Ryan helps students become the kind of leaders our world needs.

Scott Hachey, Department of Marketing

Dr. Hachey demonstrates exceptional teaching effectiveness through scenario-based applied learning that fosters engagement, critical thinking, and professional readiness. His courses integrate active learning, AI-enhanced instruction, and real-world marketing applications. For example, in his Professional Selling class, he designed a custom AI bot that allows students to practice handling sales objections. He also collaborates with the Sales Leadership Center to connect students with industry professionals and host sales competitions, enriching student learning and skills. Scaffolding is central to his approach, building foundational skills before advancing to complex applications, such as guiding AI in Marketing students from basic prompting to developing custom AI bots. Grounded in inclusive and equitable pedagogy, Dr. Hachey creates learning environments that encourage diverse perspectives and ensure access for all students, advancing student learning and institutional impact.

Pawel Kalczynski, Department of Information Systems & Decision Sciences

Dr. Pawel Kalczynski's instruction seamlessly integrates analytical rigor with practical application, inspiring students to think critically and solve complex business problems using data-driven methods. Dr. Kalczynski's courses are thoughtfully structured, conceptually clear, and enriched by real-world case studies drawn from cutting-edge analytics research. Students consistently praise his discipline, thoroughness, accessibility, mentorship, and dedication to their success. Beyond the classroom, he advances the ISDS curriculum through innovative pedagogy and research contributions that strengthen the department's national reputation. His professionalism, integrity, and passion for teaching make him an invaluable asset to the CSUF College of Business and Economics and an exemplar of faculty excellence.

Chyungyool Kim, School of Accountancy

Dr. Chungyool Kim is recognized for his exceptional teaching effectiveness in teaching Cost Accounting. His innovative approach to teaching encourages active student engagement and the practical application of complex concepts. By incorporating in-class activities that require students to solve problems collaboratively, Dr. Kim fosters deeper understanding. His lecture slides intentionally exclude solutions, encouraging active participation, but he ensures students stay on track by sharing a completed version after class. This method enables students to focus on comprehension rather than transcription. Dr. Kim integrates technology, such as Mentimeter polling software, to further enhance engagement. This tool allows students to anonymously participate in class discussions, reducing pressure and promoting active involvement. Student comments highlight the value of his methods. Dr. Kim's well-organized and engaging classes enable students to master challenging cost accounting concepts effectively.

Kristin Li, School of Accountancy

Kristin Li has implemented a student-centered pedagogy in her accounting courses, emphasizing critical thinking, career-ready skills, and personalized career guidance, exceeding standard expectations by bridging theory and practice. In courses such as Intermediate Accounting, Cost Accounting, and Internal Audit and Control, she integrates real-world case studies on FASB research and hands-on Tableau/Excel projects, guiding students through independent research, data analysis, opinion formation, and professional writing, fostering analytical skills and confidence in communicating insights. To connect classrooms with industry, Kristin invites 4–6 guest speakers per semester from Big Four firms and local practices to share authentic experiences. Her networking efforts have secured free CIA review resources from Becker and Gleim for students, increasing accessibility. She also partners with the Career Center, creates licensure resources (e.g., CPA, CIA, CISA, CMA pathways), and serves as a guest speaker for Accounting Bootcamp events to empower students' career decisions.

Yeji Lim, Department of Marketing

Dr. Lim's teaching centers on preparing students to thrive in a world where AI is an indispensable tool. She emphasizes cultivating intellectual judgment to critically evaluate hallucinated AI responses and encourages students to explore how technology can be used more effectively rather than consumed passively. Her classes are grounded in rigorous, hands-on learning with Excel-based quantitative marketing exercises that require students to engage actively, compute, and think analytically. Assessments are intentionally challenging and designed to build discipline and persistence, while she offers steady encouragement to sustain motivation. She recognizes the diverse personal responsibilities students carry, such as family obligations and part-time work, and meets them with empathy, support, and high expectations. By combining analytical rigor with culturally responsive pedagogy, her teaching not only develops technical competency but also empowers students to approach the future with agency and confidence.

Desen Lin, Department of Finance

Dr. Desen Lin demonstrates exceptional teaching effectiveness by transforming real estate education into data-driven experiential learning. In Real Estate Principles, he builds students' foundational understanding of housing markets and prepares them for the Real Estate License exam. In Real Estate Investment Analysis, he engages students in commercial real estate decision-making using industry analytic platforms and live datasets on Southern California retail, office, and multifamily markets. Students evaluate real transactions, model project feasibility, and conduct strategic analyses, including risk assessment, firm positioning, and exit strategies. Dr. Lin integrates AI and PropTech tools such as Google Earth's Generative Design engine for optimal site planning, and AI-assisted valuation and predictive analytics of CoStar to illustrate how emerging technology reshapes investment decisions. His courses bridge academia and industry, developing analytical and technology-driven skills that prepare students to think like developers and investors in an evolving real estate market.

Taylor Mackay, Department of Economics

Dr. Mackay exemplifies outstanding teaching through a dynamic, student-centered approach in both the Capstone course and the graduate-level Applied Microeconomics course. In the Capstone, Dr. Mackay uses active learning to build critical thinking skills and connect economic concepts to real-world challenges such as California's housing crisis and climate change. The course emphasizes regression analysis using R and introduces students to modern research and causal inference methods before they develop their own capstone projects. Dr. Mackay has created original econometrics lecture notes and hands-on R coding activities, ensuring students have the skills to conduct independent analysis with confidence. In the graduate Applied Microeconomics course, Dr. Mackay integrates cutting-edge research in labor, public, and urban economics with practical R programming instruction. The final project mirrors real-world professional tasks, allowing students to build a portfolio of analytical work. This innovative blend of theory, application, and skill-building makes Dr. Mackay a truly exceptional educator.

Sinjini Mitra, Department of Information Systems & Decision Sciences

Dr. Sinjini Mitra's teaching reflects a rare balance of intellectual depth, clarity, and practical relevance. Dr. Mitra brings complex topics in analytics, statistics, and data science to life through engaging discussions, hands-on projects, and real-world business applications. Students value her ability to make quantitative reasoning intuitive and meaningful while maintaining high academic standards. She fosters a classroom environment that is inclusive, encouraging curiosity, and empowering every student to reach their full potential. Beyond her teaching, Dr. Mitra's leadership in curriculum development and her dedication to continuous improvement have elevated the quality of instruction across the ISDS program. Her enthusiasm, scholarly rigor, and genuine care for student success make her a model of teaching excellence and an inspiration to colleagues and students alike.

Mehrnoosh Reshadi, Department of Marketing

Dr. Mehrnoosh Reshadi exemplifies exceptional teaching through an inclusive, research-driven, and continuously innovative approach to learning. Her courses are highly sought after and blend theory, analytics, and real-world practice through interactive, hands-on design and open discussions that foster equity, inclusiveness, curiosity, and collaboration. She consistently receives extensive student feedback describing her classes as "inclusive," "motivating," "encouraging," and "relevant to jobs." She continually integrates new pedagogical methods, technology, and collaboration with industry and community stakeholders to enhance student engagement and skill development. Her accomplishments were recognized through 2025 College of Business Teaching Innovation Award, as one of only six recipients across the college. Dr. Reshadi empowers diverse learners to connect knowledge, cultural awareness, and critical thinking beyond the classroom, offering long-term mentorship and demonstrating pedagogical excellence.

Phoenix van Wagoner, Department of Management

Assistant Professor Phoenix takes a theory-to-practice approach to teaching, grounded in his three research pipelines (1) mental health and diversity, (2) leadership and diversity, and (3) AI and diversity. His courses blend research with lived experience, integrating workshops on well-being and mental health stigma, encouraging students to become comfortable with discomfort, and to practice vulnerable conversations. Phoenix "leads by example," sharing personal stories to foster a classroom culture of openness and care. Students describe him as a compassionate and caring professor willing to "connect the dots" for any student who needs help and support. As one student wrote, "He truly cares about each one of his students, whether it is educationally or for our well-being. He has so much love for what he does and has such an amazing spirit."

Xiaoying Xie, Department of Finance

Dr. Xiaoying Xie consistently demonstrates excellence in teaching through her commitment to student learning, innovation, and service. She teaches four courses across undergraduate and graduate levels, balancing online and in-person formats with great success. Her outstanding teaching in Insurance Company Operations, a CPCU certificate course, and Corporate Risk Management and Insurance Seminar is critical to ensuring program continuity and quality. Dr. Xie is among the few faculty members in the college teaching a CSU system-matched course, contributing to systemwide academic alignment. Her Personal Financial Management course is the first in the CBE to earn Quality Matters (QM) certification, reflecting excellence in online course design and pedagogy. She actively supports student success through career advising, industry engagement, and innovative teaching practices that enhance learning outcomes.

College of Communications

Gayle Brisbane, Communications

Dr. Gayle Jansen Brisbane has tirelessly taught all levels of broadcast journalism courses in the Department of Communications, including the capstone course and OC News. Her students regularly comment on her strong mentoring of professional skills, which are drawn from Dr. Brisbane's distinguished career in TV news. She is also the advisor for the Sports Media Certificate and developed Sports Broadcast Journalism. Dr. Brisbane enthusiastically provided 26 aspiring sports journalists with an opportunity of a lifetime, covering the 2024 Paris Summer Olympics as a study abroad program. She painstakingly promoted inclusivity by applying for and receiving a large IRA grant to support the students. The outputs of this study abroad program were published in numerous professional outlets. This project earned her the Dean's Innovation Award. Much anticipated, Dr. Brisbane is leading another cohort of students to the Milan Winter Olympics in 2026.

Cynthia King, Department of Communications

Dr. Cynthia King has made significant contributions to student learning and academic excellence in CSUF's Department of Communications over her nearly 30-year career. Dr. King creates inclusive, engaging classrooms through innovative methods tailored to diverse learning styles. Her dedication is evident in her mentorship, personalized feedback, and commitment to student success. She bridges theory and practice by integrating real-world projects with partners such as Disney, Knott's Berry Farm, and the Alzheimer's Association, providing students with hands-on experience in solving industry challenges. Beyond the classroom, she organizes industry mixers and tours, helping students build professional networks. Even in large classes, she fosters personalized learning through group work and a variety of instructional formats. Dr. King continually enhances her teaching through faculty development and has earned Quality Matters certification. She continues to demonstrate her teaching excellence through her passion, innovation, and impact.

Reeman Marzouqah, Department of Communication Science & Disorders

Dr. Reeman Marzouqah is an assistant professor in Communication Sciences and Disorders. Her instruction demonstrates exceptional effectiveness through evidence-based content, structured scaffolding, and active learning strategies that foster both knowledge acquisition and critical thinking. She engages students by integrating case studies, role-play, clinical demonstrations, and guest speakers, helping them connect theory to real-world practice. Her use of technology—including PowerPoint slides with references, pre-recorded lectures for flipped learning, and other digital tools—enhances comprehension and participation. Peer observations commend her clear organization, logical sequencing, reflective questioning, and ability to explain complex concepts through vivid clinical examples, while maintaining a respectful and interactive classroom environment. Her responsiveness to student feedback further attests to her excellence and dedication to continuous improvement. Dr. Marzouqah exemplifies the qualities of an innovative, student-centered educator.

Alyssa Samek, Department of Human Communication Studies

Dr. Alyssa Samek is recognized for her outstanding teaching excellence and deep commitment to student learning in the Department of Human Communication Studies. She empowers students to think critically about contemporary sociopolitical discourse within historical and cultural contexts, guiding them to produce original, impactful research. Dr. Samek teaches across undergraduate, graduate, and honors levels, bringing creativity and rigor to every course. In her graduate seminars, she has implemented innovative “ungrading” pedagogy, emphasizing reflection and growth over traditional grading. Her mentorship has helped students achieve national recognition — including guiding one student’s paper on motherhood and TikTok discourse at the Western States Communication Association Conference, and mentoring another student’s presentation on toxic masculinity at the International Communication Association preconference. Through inclusive teaching, research mentorship, and forward-thinking pedagogy, Dr. Samek exemplifies the highest ideals of faculty excellence and dedication to student success.

Dan Sutko, Department of Human Communication Studies

Dr. Dan Sutko is honored for his teaching innovation and mentorship in the Department of Human Communication Studies. He designed and launched Artificial Intelligence and Communication, the university’s first course to examine the social impacts of AI and the first non-technical course at CSUF to integrate AI as a core element of the curriculum. He also redesigned Digital Media using an equitable pedagogy framework that fosters inclusion and accessibility in digital learning. Dr. Sutko mentors graduate students to present their original research at competitive academic conferences. One of his students earned a Top Paper Award at the Western States Communication Association.

Doug Swanson, Department of Communications

Dr. Doug Swanson exemplifies teaching excellence through his transformative impact on both the public relations program and the graduate program in CSUF's Department of Communications. Over the past decade, he has demonstrated extraordinary commitment to student success, innovative pedagogy, and academic leadership. As founder of PRactical ADvantage Communications, the university's student-run agency, Dr. Swanson created one of the nation's largest and most successful experiential learning programs, serving more than 1,000 students. A dedicated educator, he has taught 54 sections of Public Relations Writing, guided 48 graduate students through their M.A. capstones, and authored widely adopted textbooks, including *Public Relations Management: A Team-Based Approach* (4th ed.). Beyond the classroom, he strengthened the college's assessment processes, co-authored two major accreditation self-studies, and served in key leadership roles, including department chair and interim associate dean. Dr. Swanson's passion for student learning, scholarly rigor, and institutional service embodies the highest standards of faculty excellence.

Ben Sztajnkrzyer, Department of Cinema & Television Arts

Lecturer Ben Sztajnkrzyer exemplifies teaching excellence and academic leadership as supervisor and chair of the MFA Screenwriting program in the Department of Cinema and Television Arts. He collaborates closely with faculty to ensure courses are intentionally scaffolded, learning outcomes are achieved, and grading standards are consistent and rigorous across the curriculum. A champion of equitable and student-centered pedagogy, he integrates process-based grading, mentorship strategies, and culturally responsive teaching into all his courses, continually updating syllabi to enhance accessibility and reduce bias. Professor Sztajnkrzyer also develops annual assessment tools to strengthen program effectiveness and student success. Beloved by his students and respected by colleagues, he teaches across both graduate and undergraduate levels — offering courses in screenwriting structure, feature writing, rewriting, and pedagogy.

College of Education

Erin Besser, Department of Elementary & Bilingual Education

Dr. Erin Besser has distinguished herself through innovative teaching strategies. She integrates AI as a learning tool throughout her courses. She co-led an AI PLC for the department. She collaborated with Dr. Campbell to reinforce learning theory in the Graduate courses "Learning Theory for Classroom Use" and Issues in the Instructional Design of Software for Use in Schools". Her courses emphasize active learning and constructivism while integrating Just, Equitable, and Inclusive Education principles and UDL. For example, in "Visual and Performing Arts Methods", students examine the importance of Chicano art for activism and create digital posters addressing ongoing social justice issues. In Issues in the Instructional Design of Software for Use in Schools," students design inclusive visual products to ensure accessibility and representation. Dr. Besser actively revises course content in response to student feedback, ensuring her teaching methods remain relevant and effective. These methods have resulted in students commending her for creating a supportive learning environment and providing detailed feedback.

Minerva Chavez, Department of Secondary Education

Thoughtful and intentional teaching and learning is a collective effort. Using the words of Paulo Freire, Dr. Minerva Chavez exemplifies the idea that "educators should not be neutral but instead serve as a catalyst for critical thinking and student liberation." Dr. Chavez designs assignments that provide students with the opportunities to co-construct knowledge by understanding their raíces culturales y lingüísticas [cultural and linguistic roots]. Through critical dialogues, students have opportunities to generate transformative education. In an era of uneasiness, Dr. Chavez fosters spaces where identities, ideas, and positions interconnect to generate energies of change and hope.

Amanda Diaz, Department of Literacy & Reading Education

Dr. Amanda Diaz exemplifies the College of Education's mission of Just, Equitable, and Inclusive Education through her student-centered teaching practices. Her transformative revision of the course, Literacy Education for Social Justice, earned it a strong reputation for its relevance, rigor, and dynamic student engagement, resulting in the course being integrated into programs across the University. Dr. Diaz' teaching style is welcoming and interactive, and creates an environment where students feel "eager to learn" and are inspired to actively participate. Dr. Diaz provides students with authentic learning experiences both at the graduate and undergraduate levels and is consistently rated excellent in teaching. Her students praise her dedication, enthusiasm, and commitment to issues of equity. Dr. Diaz is an active member of the University-wide faculty learning community, Teaching for Social Justice, where she shared her pedagogy at the FLC's inaugural Spring 2025 mini-conference.

Loretta Donovan, Department of Elementary & Bilingual

Dr. Loretta Donovan demonstrates exceptional teaching effectiveness through the integration of innovative and research-supported pedagogy, assessment practices, and technology. She has created and fostered accessible and inclusive learning opportunities for her students, which have led to impactful learning experiences. Students highlight her responsiveness and ability to foster deep and meaningful engagement. Her leadership in revamping the Teacher Induction Program has been recognized on campus, which highlights the impact she has on advancing teacher preparation. Additionally, her efforts as the co-director of the MS in Educational Technology program—nationally recognized for its excellence—further reflect her commitment to fostering inclusive technology-enhanced teaching and learning. Dr. Donovan’s record clearly exemplifies the highest standards of teaching effectiveness and innovation.

Alison Dover, Department of Secondary Education

Dr. Alison Dover has worked collaboratively with Anaheim Unified High School District (AUHSD), going above and beyond teaching nights and weekends. She co-authored our Summer Language Academy (SLA) and Saturday Language Academy (SALA) curriculum each year, as well as delivered professional learning to the SLA and SALA teachers. This curriculum was specifically designed as culturally and linguistically responsive and age-appropriate to meet the needs of newcomer scholars coming to AUHSD from all over the globe. She initiated the Spencer Foundation Grant Application and eventual award of funds, which supported partnership with CSUF and AUHSD, Project LEARN, to provide and expand culturally and linguistically responsive pedagogy and build the capacity of teacher leaders all over the District. As a part of this grant, she also built the capacity of teachers and scholars to lean into translanguaging and Youth Participatory Action Research.

Rosalinda Larios, Department of Special Education

Dr. Rosalinda Larios, teaches courses designed to prepare future educators to meet the needs of diverse learners. Her teaching philosophy emphasizes creating a safe yet rigorous learning environment grounded in Justice, Equity, Inclusion, and Engagement, and strengthened by High-Impact Practices. Through an FEID grant, she developed a new 200-level course, Accessibility in Today’s Society, to address a key gap in the curriculum. With a second FEID grant, she revised “Exploring the Intersection of Culture, Language, Dis/ability, and the IEP” to align more closely with the Department’s needs. Across her teaching, Dr. Larios focuses on equipping candidates with essential skills, including interpreting IEPs and distinguishing between language acquisition and learning disabilities. Student evaluations consistently highlight their appreciation for her creative, supportive, and stress-reducing approach to final projects.

Christopher Newman, Department of Education Leadership

Dr. Christopher Newman is recognized for his outstanding commitment to doctoral teaching, innovation, and an equitycentered approach. He has designed and taught numerous Ed.D. courses, including the research methods series Inquiry I, II, and III, with a focus on critical methodologies. His teaching and mentorship have guided over a dozen doctoral dissertations exploring topics such as critical thinking in community colleges, racial equity, and inclusive STEM pathways. Dr. Newman embeds principles of justice, equity, inclusion, and excellence across the curriculum, helping students critically examine their research positionality and societal impact. His teaching evaluations consistently reflect excellence in clarity, responsiveness, and student engagement. Dr. Newman exemplifies transformative teaching that empowers scholar-practitioners to lead with purpose.

College of Engineering and Computer Science

Jaya Dofe, Department of Electrical and Computer Engineering

Dr. Dofe exemplifies excellence in teaching through innovative, hands-on, and highly interactive instructional methods. Students consistently describe her as accessible, organized, and passionate. She skillfully integrates projects, term papers, quizzes, and practical exercises, creating engaging, student-centered learning environments that balance high expectations with strong support — fostering both academic growth and student confidence. Dr. Dofe’s commitment to inclusive excellence is evident through her active participation in faculty development focused on equitable pedagogy and accessible course design, enabling her to address learning gaps and ensure success for all students. Her dedication was recognized with a FEID Award for implementing enhanced hands-on learning in the Cyber Physical Systems Security course. She was also honored by Career Center as a faculty champion for her success in connecting classroom instruction to real-world career pathways. Dr. Dofe’s impactful pedagogy, timely feedback, and emphasis on real-world application prepare students exceptionally well for both academic and professional success.

Mikhail Gofman, Department of Computer Science

Dr. Gofman has made a transformative impact on cybersecurity education, teaching, and student mentoring at CSUF. With consistently high student ratings in the past three years, he employs innovative, real-world teaching methods, including live simulations of cyberattacks and defenses in Cryptography and Network Security Fundamentals. He led the redesign of the cybersecurity concentration, aligning four courses with national standards, resulting in CSUF’s designation as a National Center of Academic Excellence in Cyber Defense Education by the NSA and DHS. Dr. Gofman has mentored over 30 undergraduate students through Independent Study, supporting real cybersecurity projects for Disney, small businesses, and nonprofits. He also founded the Orange County Cyber Innovation Clinic in Fall 2024, which offers students hands-on technical, business, and regulatory training — enabling them to earn industry certifications and practical career-ready skills at no cost, supported by industry donations and IRA grants.

Paul Inventado, Department of Computer Science

Dr. Inventado has led the redesign of Object-Oriented Programming — two core programming courses in Computer Science — by utilizing POGIL, SRC, and guardrail Generative AI tools. His approach emphasizes inclusive, feedback-driven, student-centered learning that fosters both mastery and a sense of belonging. Since Fall 2022, he has served as the lead coordinator for Object-Oriented Programming every semester, managing multi-instructor offerings that serve over 300 students per term. Under his leadership, the courses have demonstrated measurable and sustained improvements in student engagement, performance, and grade consistency. His innovative pedagogy and curricular work have been supported by multiple federal and private grants, underscoring its broader impact and recognition.

Mira Kim, Department of Computer Science

Dr. Kim demonstrates outstanding teaching effectiveness, curriculum innovation, and a strong commitment to student-centered learning in Computer Science. She has actively collaborated with CS faculty to enhance the curriculum in AI and software engineering. Despite teaching a wide range of courses, Dr. Kim consistently earns exemplary and highly positive student feedback. Her impact extends well beyond the classroom — she mentors numerous student projects that have earned major recognitions, including the Most Innovative Project of the Year at the 2025 ECS Student Project Innovation Expo, second place in the 2024 Engineering Social Justice Competition, and third place in 2025. Her instructional and mentoring efforts have also been supported by multiple intramural grants, demonstrating broad recognition of her excellence and leadership in student success.

Salvador Mayoral, Department of Mechanical Engineering

Over the past five semesters, Dr. Mayoral has demonstrated exceptional teaching effectiveness across a broad range of Mechanical Engineering courses, including fluid mechanics, engineering mathematics, and senior capstone design. He developed new course materials for Engineering Analysis and designed Introduction to Computational Fluid Dynamics, a modern technical elective that trains students in state-of-the-art numerical methods for fluid flow simulation. Across all his courses, students consistently praise his engaging teaching style, effective use of humor, thought-provoking questioning techniques, and visual media that simplify complex concepts. While maintaining rigor and high academic standards, he is widely regarded as a “tough but fair” instructor. Dr. Mayoral’s teaching blends deep technical expertise with interactive pedagogy, significantly enhancing student learning outcomes and preparing students for both advanced graduate work and industry careers.

David Naish, Department of Civil & Environmental Engineering

Over the past three years, Dr. Naish has made transformative contributions to the Department. He has developed and taught multiple new courses — including Concrete Design, Senior Design, and Computer Applications in Civil Engineering Analysis and Design — integrating hands-on learning and advanced computational tools that prepare students for real-world engineering practice. His teaching approach emphasizes student engagement, critical thinking, and practical application, and he is widely praised for making complex material accessible and motivating students to achieve at a high level. Dr. Naish’s impact extends far beyond the classroom. He provides personalized mentorship, actively advises student organizations, and recently led the Institute of Transportation Engineers student team to a first-place victory in a regional competition involving all Southern California universities. His commitment to student success, innovative curriculum leadership, and passion for applied learning make him an exemplary role model in Civil Engineering education.

Pollak Library

Jonathan Cornforth, Student Success Librarian

Student Success Librarian Jonathan Cornforth has been a leader among faculty in his role as Dean's Fellow for Instruction, where he coordinates the Pollak Library's robust Instruction Program. Jon contributes to instructional success by frequently going above and beyond in support of information literacy sessions, library outreach efforts, and offering guidance on enhancing library instruction classrooms and technology. Jon coordinates the library's Survival Skills Workshops series, hosts tours, and provides library orientations for a variety of campus groups. Jon's efforts were also key in securing approval for the Library Research Center Internship, the library's first-ever credit-bearing academic internship course for undergraduate students. Jon participated on the faculty team awarded an Experiential/Service-Learning Curriculum Development Grant in Summer 2024 that formalized internship curriculum, supporting the university's strategic goals.

Cotton Coslett, Online Learning Librarian

Online Learning Librarian Cotton Coslett has distinguished himself as a highly innovative educator, known for his dedication to students, faculty, and colleagues. He designs engaging online learning content, delivers dynamic information literacy instruction, and provides expert research assistance. Cotton's approachable style, combined with humor and warmth, creates a learning environment where students feel comfortable and confident to participate. Beyond the classroom, Cotton developed an online APA Style tutorial, which is utilized in courses across the globe, and he co-developed an Academic Integrity tutorial used by CSUF's Student Conduct. Cotton embraces every opportunity to teach, from leading a Survival Skills Workshop to hosting a library tour or providing library orientations for a variety of campus groups. Cotton also contributed to the development of the Library Research Center Internship, the library's first academic internship course, and participated in the Summer 2024 Experiential/Service Learning Curriculum Development Grant.

College of Health and Human Development

Najood Azar, School of Nursing

Dr. Najood Azar demonstrates exceptional dedication, innovation, and impact in nursing education. She creates inclusive, engaging learning environments across in-person, hybrid, and online courses, using evidence-based examples and real-world applications to make complex concepts accessible. A pioneer in inclusive pedagogy, she was the first in the program to intentionally integrate strategies supporting neurodiverse learners, applying principles of Universal Design for Learning and partnering with clinical sites to ensure equitable experiences across academic and clinical settings. Her work has measurably enhanced student engagement, retention, and success. Beyond the classroom, she mentors numerous DNP and prelicensure students, guiding scholarly projects, poster development, and conference participation. Her leadership extends nationally; she was invited to present to the Washington State Board of Nursing, sharing best practices for inclusive teaching and workforce integration for neurodiverse learners. Dr. Azar's leadership, innovation, and commitment to student success embody the highest standards of teaching excellence.

Kate Bayhan, School of Nursing

Dr. Kate Bayhan exemplifies innovation, inclusivity, and excellence in teaching. She has designed and delivered courses across prelicensure and doctoral levels in multiple modalities, integrating case studies, interactive games, reflective journaling, and NCLEX style practice. She consistently creates inclusive, student-centered environments where learners feel safe to explore, question, and grow. This past year, she implemented an innovative AI assignment to help students examine large language models and personal bias and revised a doctoral course to align with equitable pedagogy principles. In classroom and clinical settings, she fosters critical thinking, hands-on learning, and academic curiosity. She advances equity by embedding DEI statements, inclusive language, and gender-diverse case examples into syllabi and developing culturally responsive simulations showcased in classrooms, hospitals, and national forums. Student feedback highlights her warmth, intelligence, clarity, and genuine investment in student success—hallmarks of exceptional teaching.

Gordon Capp, Department of Social Work

Dr. Capp led the creation of a program approved by the California Commission for Teacher Credentialing for students pursuing careers in School Social Work. For many years, students invested additional time and money after graduation to complete post-MSW programs to practice school social work. Now, CSUF MSW students can complete all credential requirements while they complete their degree, accelerating their entry into school social work jobs and eliminating additional cost for the credential program. Our program also required the creation of a new course. Dr. Capp created "Social Work Practice in School Settings," a course that includes content in P-12 policy, clinical practice in school settings, and trauma-informed school-wide programs that foster equitable school environments. Our program prepares students with the experiences and coursework to begin their school social work careers, supporting the mental health of students, families, and staff members, and strengthening school communities.

Guadalupe Díaz Lara, Department of Child & Adolescent Studies

Dr. Díaz Lara exemplifies exceptional teaching effectiveness through innovative, reflective, and research-informed instructional strategies that engage students in meaningful learning. Through collaborative teaching, she has contributed to revising a course to increase the focus of course materials on anti-bias, the influence of social policy on children and families, and the connection between children's development and the colonization history. This collaboration enriches the curriculum and inspires students to apply their knowledge beyond the classroom. Equally notable is her dedication to culturally responsive and equitable pedagogy. She intentionally designs inclusive learning environments that honor students' diverse experiences and reflect the lived experiences of her students. Dr. Diaz Lara is also committed to helping students use AI ethically and effectively. In 24/25 she was a participant in the WAC LIAISONS AI and Teaching Faculty Learning Community. Dr. Díaz Lara's teaching advances inclusive education that transforms students' lives and strengthens our broader, diverse communities.

Lilia Espinoza, Department of Public Health

Dr. Lilia Espinoza provides exceptional mentoring to students through training activities conducted with her USDA-funded LINK grant to create an academic pipeline across five HSIs aimed at expanding and diversifying the Latine nutrition and chronic disease prevention workforce. Dr. Espinoza is highly sought by students. During the past three years, she mentored 17 students in connection with her training grant, Sally Casanova Scholars, McNair Scholars, CSU Chancellor's Office California Doctoral Incentive Program, independent study, and other department programs. She has involved students in research through two funded extramural grants and three intramural awards, all of which have built-in financial support for students. Her mentoring has included scientific presentations and papers. Dr. Espinoza copresented eight scientific papers at conferences with her mentees and published a paper on mammography screening among African American women with another mentee. Finally, Dr. Espinoza has developed a new course in Latine Health in response to student interest.

Gary Germo, Department of Human Services

Dr. Gary Germo creates a supportive, academically rigorous, and enriching learning environment for his students while going beyond standard teaching expectations by dedicating significant time to supporting faculty in their instructional practices. In 2023, he co-created the Science of Learning and Equity-Faculty Learning Community workshop series, a 6-part pedagogical program focused on empirically driven strategies for effective learning and equitable grading and assessment practices, with consideration for the diverse experiences of students. Dr. Germo continues to co-facilitate this impactful program each semester through the Faculty Development Center. Dr. Germo continues his ongoing efforts to incorporate effective methodologies that promote student learning.

Christine Kaford, School of Nursing

Dr. Christine Kaford exemplifies exceptional, collaborative, and culturally responsive teaching. Since 2019, she has served as resource lead instructor for multiple upper-level undergraduate courses, supporting faculty and enhancing student engagement in Critical Care and Capstone learning. She integrates technology—including AI, media, Canvas Studio, and embedded quizzes—to modernize instruction and improve outcomes. Collaborating with colleagues across the curriculum, she strengthens continuity and validates assessments through transparent teaching and item analysis. She promotes interprofessional learning by partnering with Chapman University's Pharmacy and Physician Assistant programs to teach advanced cardiovascular life support and cardiac arrest care. As Faculty Advisor for the Nursing Student Association, she mentors students and leads summer bootcamps on EKG interpretation, mock code blues, and career readiness. Her teaching reflects a deep commitment to equity, innovation, and student success across diverse learning communities.

Tricia Kasamatsu, Department of Kinesiology

Dr. Tricia Kasamatsu is a Professor in the Department of Kinesiology. She has played an integral part in the creation and development of the MS in Athletic Training (MSAT) Program. Recently, she helped develop new courses, one of which she teaches about social determinants of health and athletic trainers' role in navigating the healthcare system and providing wholeperson care. Most noteworthy is her work as the MSAT Coordinator of Clinical Education. In addition to seeking out, vetting, establishing, and maintaining clinical agreements with sites across Los Angeles and Orange County, she's also responsible for onboarding clinicians to the MSAT program, leading annual preceptor training on clinical instructional strategies (e.g., feedback, debriefing, understanding Gen Z), developing assessment instruments to track students' clinical progression, and conducting site visits. In Fall 2025, she is excited for MSAT students to observe at Hoag's Orthopedic Surgery Center and to complete a rotation with our new partners at TitanMed.

Do Kyeong Lee, Department of Kinesiology

Dr. Do Kyeong Lee focuses on turning coursework into meaningful, applied learning. Since 2023, she has mentored 8–10 undergraduates each year through the full research pipeline— data collection, data cleaning, analysis, and dissemination—which has led to student presentations at regional and international conferences and to several students earning paid research internships at other institutions. Second, to bridge theory and practice in the Motor Development course, she designed a community-engaged outreach program that, for the past three years, has placed students in real settings to observe motor development and apply course concepts with structured guidance and reflection. Together, these efforts elevate student learning and professional preparation while strengthening CSUF’s community impact through rigorous, hands-on experiences that align with the program’s learning outcomes.

Erica Lizano, Department of Social Work

Dr. Erica Lizano has led the development of the curriculum for the Bienestar Social Work with Latinx Certificate Program that equips students to provide culturally competent and bilingual services to Latinx communities. This curriculum includes emphasizing cultural humility, linguistic accessibility, and equity in service delivery. A central component is the creation of graduate-level courses such as International Social Work to Puerto Rico, which engages students in both English and Spanish and explores the intersections of culture, language, identity, and practice. Beyond coordinating the program, Dr. Lizano also teaches as a bilingual and bicultural educator, modeling inclusive pedagogy and bridging classroom learning with real-world application. Her commitment is to cultivate future social workers who can honor the strengths and complexities of Latinx clients while addressing systemic barriers to service. This program not only broadens students’ skills but also strengthens the profession’s capacity to serve diverse communities effectively.

Lohuwa Mahmuda, Department of Public Health

Dr. Mamudu’s exceptional teaching record significantly exceeds normal expectations of faculty. He has advised, mentored, and trained 54 students from January 2023 to August 2025 in conducting various research projects in cancer, mental health, chronic diseases, Alzheimer’s disease, and health disparities through involvement in mentorship programs and labs. At least five students have enrolled in his independent study class each semester. Students engage in a complete research experience from designing a research study to extracting, managing, analyzing, and presenting data at conferences and publications. They work individually and collaboratively, conducting higherlevel, advanced research and engaging in thought-provocative discussions on health disparities, which helps build their criticalthinking, analytical, and teamwork skills. Students extract data from cancer and other publicly available databases and apply complex analytical techniques. Under Dr. Mamudu’s mentorship, at least ten students have contributed to American Public Health Association newsletters, and six have coauthored peer-reviewed research articles.

Olga Mejia, Department of Counseling

As an Associate Professor in the Department of Counseling, Dr. Olga Mejía has been teaching graduate students for over 20 years and is deeply invested in providing culturally responsive and linguistically appropriate mental health services to the community. She is the Founder and Director of the *Ánimo: Latinx Counseling Concentration*, whose purpose is to train bilingual, bicultural, culturally responsive, and social justice-oriented professional counselors to meet the mental health needs of the Latine/x community. Now in its eighth year, *Ánimo* is training this much-needed workforce and has garnered several local, national, and professional awards and recognitions as an innovative program that utilizes cutting-edge, nationally accredited curriculum. Dr. Mejía is also a Licensed Psychologist, bilingual, and bicultural, with extensive clinical experience in university counseling centers and community mental health settings.

Priya Patel, Department of Kinesiology

Dr. Priya Patel, Assistant Professor in Kinesiology, has demonstrated exceptional teaching effectiveness in biomechanics courses. These courses are typically perceived as challenging by students. Despite the perceived difficulty, she effectively transforms challenging biomechanical concepts through innovative pedagogy: securing funding to integrate wearable sensor technology equipment directly into lecture courses, creating peer-led study sessions, implementing collaborative "circle time" discussions for real-world problem-solving, and maintaining systematic accessibility standards with extended office hours to support diverse student needs. Beyond the classroom, she has mentored 12 undergraduates from multiple departments across CSUF and 3 graduate students on independent research projects, resulting in presentations at regional and national conferences. She has secured intramural funding multiple times and participated in the PATH program for three consecutive years, providing sustained interdisciplinary research mentorship.

Amirah Saafir, Department of Child & Adolescent Studies

Dr. Amirah Saafir is recognized for her innovative use of scholarship as pedagogy. Through the *Black Barbie Screening and Symposium*—a campus-wide initiative she co-designed—she transformed her research on identity and representation into a dynamic, inclusive learning experience. Drawing from her role as a featured researcher in the NAACP Image Award-winning and Emmy-nominated *Black Barbie* documentary, Dr. Saafir created opportunities for students to engage with complex social concepts through research, media, and dialogue. She integrated the project into coursework, mentored students in conference planning and independent research, and fostered interdisciplinary collaboration across campus. Dr. Saafir's mentorship led to national student presentations, media features, and funded research. Extending beyond CSUF, she has used the documentary as a launch point for community and faculty learning, modeling how culturally relevant scholarship can deepen critical thinking, equity, and belonging in education.

Mojgan (Mo) Sami, Department of Public Health

Dr. Mojgan Sami teaches courses in health promotion, community health, and global health. She has demonstrated outstanding teaching through an innovative, community-engaged pedagogy implemented through a series of Social and Health Justice Tours throughout Orange County. These tours are immersive, applied learning experiences that connect students in public health with frontline organizations addressing issues such as housing, urbanization, racial solidarity, environmental justice, and health equity. The tours foster deep student engagement with local changemakers, bridging classroom theory with real-world practice to understand the historic patterns of health disparities. Dr. Sami partners with community organizers to ground her teaching and research in the local context. Her teaching integrates participatory action research frameworks, empowering students to critically examine systems of oppression and envision transformative change with communities. She mentors students in interdisciplinary research and supports their development as public health practitioners, focusing on addressing the social and structural determinants of health and well-being.

College of Natural Sciences and Mathematics

Scott Annin, Department of Mathematics

Dr. Scott Annin delivers riveting mathematics lectures that bring students flocking to his classes. They praise his energetic and active classroom, his accessibility, and his eagerness to help them learn. Despite high expectations and demanding workloads, Dr. Annin remains one of the department's most sought-after instructors. His talent for teaching is also growing on his YouTube channel, where students around the world seek to learn from Dr. Annin's video content. In 2024, Dr. Annin created a video compilation to accompany his popular co-authored text, *Differential Equations and Linear Algebra*. Dr. Annin has also mentored several additional student projects in recent years, resulting in manuscripts, posters, and conference presentations. A champion for undergraduate research, Dr. Annin has been affiliated with the Southern California Conferences for Undergraduate Research throughout his career, co-directed the conference twice at Cal State Fullerton (2014 and 2023), and starting in 2025, is President of the organization.

Derdei Bichara, Department of Mathematics

Dr. Derdei Bichara is a very accomplished teacher in the Department of Mathematics. He teaches a wide range of undergraduate courses, from every course in the calculus sequence to senior-level courses on programming and mathematical modeling, and makes notable contributions to the Graduate Program in Computational Applied Mathematics. Over the past few years, he has consistently taught three different graduate courses: *Applied Analysis*, *Foundations of Numerical Analysis*, and *Scientific Computing and Applications*. Each of these courses is fundamental to preparing students for technical careers in industry. Notably, Dr. Bichara uses *Foundations of Numerical Analysis* and *Scientific Computing and Applications* to teach students the mathematical essentials for developing, analyzing, and applying computational methods. In course observations, it is also very clear that he prioritizes student learning and consistently creates an inclusive classroom environment. Both his teaching style and teaching flexibility are serious assets to the mathematics department.

Catherine Brennan, Department of Biological Science

Dr. Catherine Brennan is recognized for contributions in Introductory Cell and Molecular Biology. With college support, Dr. Brennan developed an online platform to engage students in practicing and applying concepts introduced in class. She particularly emphasizes connections among topics, from energy to genetics to medicine, to deepen students' understanding of cellular function and increase their interest and enthusiasm for the learning process. She guides students in the psychology of learning, including study skills and dealing with failure and test anxiety. Her emphasis on rigor and mastery, combined with student support, has helped eliminate equity gaps. Students comment, "Brennan inspired me to get into biology! Her class is tough, but you will learn more there than anywhere else." "She cares about her students' success, and the passion she has is amazing!" "Her efforts to help each student succeed were very kind ... she has the ability to reach each student".

Nicholas Brubaker, Department of Mathematics

Dr. Nicholas Brubaker is an exceptional educator and mentor who exemplifies the teacher-scholar model. Teaching courses ranging from first-year calculus to graduate mathematical modeling, he fosters a welcoming classroom environment by building genuine rapport with students, encouraging their intellectual curiosity, and providing thoughtful feedback. His commitment to student success extends beyond the classroom through his mentorship of over two dozen research students across topics in fluid mechanics, space flight dynamics, sports analytics, and constrained optimization. Through this work, Dr. Brubaker helps students develop professional skills and empowers them to confidently navigate challenging scientific problems.

Esther Chen, Department of Biological Science

Dr. Esther Chen teaches Genetics and Microbiology courses for Biology majors and mentors both undergraduate and Master's students in hands-on research skills in Microbial Genetics research lab courses. Dr. Chen cares deeply about student learning and success, taking the time to learn students' names in large lecture courses, sharing her enthusiasm for biology, establishing clear course expectations, continuously updating course materials, and challenging students to think rigorously about topics with realworld applications. With public trust in science currently under attack and the rapid increase in biomedical information provided directly to consumers, Dr. Chen believes that scientific literacy is imperative for healthy living in the modern world. Both in Dr. Chen's classes and research lab, students practice scientific literature analysis, critical thinking skills, and laboratory techniques that equip students for successful careers in Biotechnology, Teaching, Medical School, Dental school, and other health professions.

Jolene Fleming, Department of Mathematics

Jolene Fleming demonstrates exceptional teaching effectiveness through her innovative implementation of the flipped classroom model and her strong collaboration with colleagues to enhance instructional practices. After receiving the Dean's Great Idea Grant, Jolene developed an asynchronous Canvas course and facilitated in-person training sessions for 35 faculty members, ensuring the widespread adoption of this evidence-based instructional approach. As a result of these efforts, nearly 4,000 students across approximately 90 sections of college algebra are experiencing the benefits of flipped learning in the Fall 2025 semester. Her work exemplifies collaborative teaching, as she actively partners with colleagues to refine course design and supports faculty in creating engaging, student-centered learning environments. Additionally, Jolene's commitment to culturally responsive and equitable pedagogy is evident in her focus on increasing access and success for all students, particularly in a gateway course required for mathematics, business, and STEM majors. Her efforts have significantly improved student engagement and achievement.

Ally Fry-Petit, Department of Chemistry & Biochemistry

Dr. Fry-Petit has established herself as an outstanding and caring instructor in the Department of Chemistry and Biochemistry. This award nomination recognizes Dr. Fry-Petit's significant contributions to the curriculum, notably the redesign of CHEM 120B Laboratory (the second semester of General Chemistry), which focuses on quantitative and qualitative analysis and elementary physical chemistry.

Matheus Guerrero, Department of Mathematics

Since joining CSUF in Fall 2023, Dr. Matheus Guerrero has demonstrated exceptional teaching effectiveness through student-centered instruction that bridges statistical theory with real-world application. As an instructor for the graduate Statistical Consulting Course, he seamlessly integrates research with learning, mentoring students to think critically, communicate ethically, and apply statistics to authentic problems. His collaborative teaching extends beyond the classroom through the Statistical Learning Exchange, connecting students with industry professionals, and through his AI-Based Learning Activities project to close learning and equity gaps across STEM disciplines. A StatsForward Fellow with the American Statistical Association, Dr. Guerrero models integrity, transparency, and inclusion. His enthusiasm, creativity, and commitment to student success exemplify the highest standards of teaching excellence at California State University, Fullerton.

Paula Hudson, Department of Chemistry & Biochemistry

Dr. Hudson has established herself as an outstanding and caring instructor in the Department of Chemistry and Biochemistry. This award nomination recognizes Dr. Hudson's significant contributions to the curriculum, particularly the redesign of Introductory General Chemistry, which is designed for students with a limited background in chemistry who plan to take additional chemistry or other science courses.

Virginia (Ginny) Isava, Department of Geological Sciences

Dr. Virginia Isava is an amazing educator. Always at the forefront of pedagogical techniques, Dr. Isava's classes are engaging and interactive. Moreover, Ginny creates a learning environment where students feel heard and safe to express their ideas, both of which foster student participation and enhance student learning. Finally, Dr. Isava's leadership in and commitment to the collaborative Geology Peer Mentoring program are exceptional. This unique department program is aimed at preparing students for future success by matching them with geology major mentors. Making this program effective requires considerable time and dedication. Ginny strives to maximize this new program's effectiveness through an unwavering commitment to program evaluation, assessment, and improvement.

Hope Johnson, Department of Biological Science

Dr. Hope Johnson is excited to share her passion for microbiology with the students enrolled in her courses. She sets high expectations and provides an active learning environment for the students when teaching at multiple instructional levels. Her General Microbiology course is known for its interesting subject matter as well as its rigor, as students are expected to apply their new knowledge, for example, by analyzing current research. The Advanced Microbiology Lab, developed by Dr. Johnson as part of the Course-based Undergraduate Research Experiences program, permits students to investigate a chosen project from the ground up, providing a true semester-long research experience. Dr. Johnson also provides a meaningful learning and mentoring experience for the General Microbiology Lab instructors by giving feedback on their teaching, developing assessment skills, discussing classroom challenges, and providing an open and supportive environment. Additionally, she has trained and mentored seventeen students in her research laboratory over the last two years.

Nabila Tanjeem, Department of Physics

Dr. Nabila Tanjeem exemplifies exceptional teaching. She has taught courses at both the introductory and advanced levels and has received exceptional feedback from students and peers. Dr. Tanjeem is a champion of high-impact practices, incorporating research projects and experiences into all her courses. At the introductory level, she developed a CURE module in which students analyze real experimental data from her lab using the skills they learned in the course. She has incorporated projects into several upper-division courses that empower students to further explore questions that interest them the most. Students value the experiences they had during her courses. In particular, they praised the course structure, the projects, her accessible explanations, and her willingness to help students.

College of Humanities and Social Sciences

Lucía Alcalá, Department of Psychology

Dr. Lucía Alcalá stands out as an exceptional educator and a vital part of the CSUF community, distinguished by her unique teaching approach, which is rooted in liberation psychology. Her classes invite students to become active participants in learning, encouraging them to question traditional psychological frameworks and power dynamics, thus fostering critical thinking and a diverse, decolonized understanding of psychology. Her influence is profound; students consistently report transformative experiences in her courses. One graduate student praised Dr. Alcalá for enriching their understanding of cultural approaches to psychology, while another undergraduate highlighted how her teaching reignited their passion for learning after a personal setback. Dr. Alcalá's commitment to student empowerment and innovative pedagogy not only enhances academic success but also inspires students to embrace diverse perspectives.

Shelly Arsneault, Division of Politics, Administration & Justice

In her 20+ years at CSUF, Dr. Arsneault has taught more than ten different courses serving students in political science, public administration, and criminal justice at both the undergraduate and graduate levels. Recently, she has served as a faculty member in the Honors Program, including teaching in the Honors Study Abroad Program in Florence, Italy, during the summer of 2025. Students enjoy Dr. Arsneault's engaging teaching style, often remarking that she "makes a boring subject fun." In addition to study abroad, she has taught a number of other high-impact practice courses through the DC Scholars Program, Public Administration Internship, Social Justice and Equity Transfer Cohort, and the City Management Fellowship Program.

Brenda Bowser, Archeology Program

Dr. Bowser's work, produced from January 2023 to August 2025, focused on teaching and led the development and redesign of six core courses and programmatic learning objectives in the B.A. and M.A. in Anthropology to incorporate contemporary issues of ethics and diversity in the field in both subject matter and pedagogy. As part of this effort, she developed and taught a new graduate course, Decolonizing Archaeology, on the development of decolonizing approaches in archaeology. It emphasizes ethics, institutions, global communities, and key concepts in archaeology done with, by, and for descendant communities, including collaboration, sovereignty, land, persistence, resistance, resilience, refuge, settler colonialism, decolonization, and Indigenous epistemologies and knowledge. She developed and taught Anthropology's first intensive writing course in the major for the B.A., a pilot course that revamped an older version of History of Theory in Anthropology to reorient it to a non-canonical approach based on critical theory and up-to-date course materials. Additionally, she led the assessment and course redesign efforts across the three subfields (archaeology, cultural anthropology, and evolutionary anthropology) to revise the four required M.A. courses in theory, methods, and research design, focusing on the course descriptions, learning objectives, and accessible outcomes.

Margie Brown-Coronel, Department of History

Dr. Brown-Coronel's teaching centers on creating accessible, equitable, and collective learning experiences. She makes history relevant and accessible by having students complete a "personal history." Dr. Brown-Coronel has been instrumental in pioneering the department's signature "History In Action" courses. As a mentor, her support and guidance teach students how to transfer their academic skills to life and endeavors after graduation. Dr. Brown-Coronel's courses offer students hands-on experiences in the methods and practices of history, extending beyond academic assignments and the classroom. In her public history courses, students develop interpretive materials, including an interpretive plan, education programming, a pop-up exhibit, and a digital exhibit on Environmental History for California State Parks. To deliver these projects, students learned about exhibit design, curation, and label writing, as well as community engagement, museum education, and project planning, while also exploring digital platforms. In the last five years, she has chaired ten MA projects and/or theses, served on ten MA project committees, and served as a reader for ten MA comprehensive exams.

Kate Burlingham, Department of History

Dr. Kate Burlingham regularly teaches the department's transfer cohorts in Historical Thinking. She skillfully manages the unique pedagogical challenges of helping community college students transition successfully to university-level work. She has developed robust online courses that maintain academic rigor while ensuring accessibility and inclusivity. Beyond her core expertise in US history, Dr. Burlingham has demonstrated remarkable flexibility by teaching world history courses, expanding her scholarly reach to meet departmental needs. Most notably, she has recently decided to undertake the critical work of revitalizing and preserving African history courses, which are facing retirement, ensuring continued curriculum diversity. Dr. Kate Burlingham's teaching repertoire literally spans the world. In the classroom, her warmth, empathy, and generosity touch the lives of students in immeasurable ways.

Dan Cook, Division of Politics, Administration & Justice

Since joining the faculty as a lecturer in 2011, Dan Cook has consistently demonstrated effective teaching in some of the most challenging courses in the Criminal Justice major. Dan is highly regarded and beloved by his students, for proof one need look no further than the ever-present line outside his office. He blends his legal knowledge with his experience as a public defender to teach students about their fundamental constitutional rights in courses such as Civil Liberties, Search Seizure, Interrogation I & II, and Constitutional Law, in addition to courses on aspects of the criminal justice system, such as Substantive Criminal Law, Courtroom Evidence, and Capital Punishment. More recently, Dan created Concepts of Criminal Law to serve as the required introductory law class within the major.

Montserrat Fuente-Camacho, Department of Modern

Dr. Montserrat Fuente-Camacho delivers equity-centered, research-informed teaching that integrates Universal Design for Learning and neurodiversity within a communicative, content-based approach. She coordinates lower-division Spanish, building ready-to-teach Canvas shells and adopting a lower-cost, engaging digital textbook to standardize quality and expand access. She designs high-impact, community-facing projects—for instance, the student-led *Acción poética*, which mobilizes social-justice poetry exhibited at the Pollak Library—and uses technology purposefully, having secured the Platino Educa platform through the Pollak Library to integrate film across the curriculum. Her collaborative practice includes mentoring students in SUREA and EG-RSCA, as well as supporting colleagues through peer observations and feedback. She continually refines her practice through extensive professional development focused on online quality, equitable pedagogy, and neurodiversity.

James García, Department of Psychology

From 2023-2025, Dr. García made significant contributions to the Psychology Department by introducing innovative courses focused on the health/well-being of marginalized communities. First, the Psychology of Racial/Ethnic Health examines the psychological and behavioral factors contributing to health disparities among communities of color. This course incorporates high-impact practices, such as a mock poster conference where students present their posters to the department at the Titan Student Union each semester. Additionally, Dr. Garcia played a crucial role in creating/proposing the Latina/o/x Psychology Course. Recently, he proposed a "Foundations of Health Activism for Psychology Students" course to empower psychology students as leaders in addressing health disparities. This course will explore how psychology equips them with tools to tackle these disparities and connect them with community health activists.

Trina Greene, Department of African American Studies

Professor Green is an innovative instructor engaging students in politics affecting Black communities at Cal State Fullerton. Last semester, Trina organized an event entitled "Black Beyond the Ballot," which explored the impact of California's ballot measure results on Black communities. The students were divided into groups, where each group was assigned a ballot measure and presented views from political groups that were either supportive or opposed to the issue, as well as its impact on Black communities and families. Students discussed issues such as same-sex marriage (Prop 3), School Bonds (Prop 2), Minimum Wage (Prop 32), Rent Control (33), Climate bonds (Prop 4), and Involuntary Servitude (Prop 6)."

Mathew Haskins, Department of American Studies

This year marks Professor Mathew Haskins' 25th year of teaching at CSUF. Over that time, he's offered an array of American Studies courses that introduce students to the complexity of American history and culture. His exceptional classes help students see that America's story is neither singular nor simple and that it is always evolving. He teaches that nothing in the past was inevitable—chances, choices, and circumstances shape events—and encourages students to grapple with complicated questions of power and resistance as well as the fragile, non-linear nature of progress. He explains the dangers of presentism, the urgency of intersectionality, and the moral responsibility that comes with studying the past. Above all, Professor Haskins aims to bring a sense of wonder to his classes, showing students that the past offers us an escape from the constraints of the present and the space to imagine a different future.

Sarah Hill, Division of Politics, Administration & Justice

Dr. Hill's classes are both engaging and well-organized; her students note that she teaches with great enthusiasm. In both public policy and state & local government courses, Dr. Hill incorporates political science theory with applications to current events. Dr. Hill also regularly teaches high-impact courses such as the public administration internship and a course on advocacy that includes a trip to Sacramento and the California Capitol. In addition, she is known for the development of innovative curricula, such as the Social Justice and Equity Transfer Cohort and a course on Diversity in Public Management.

Ariella Horwitz, Department of American Studies

For nearly a decade, Professor Ariella Horwitz has offered engaging, innovative, well-organized courses in American Studies. She regularly refines and updates her courses in response to student feedback and developments in the field of higher education more generally. Her assignments help students think critically and creatively about course content, encouraging them to draw connections between class materials and their own lives and to bring what they've learned home to their friends, family, and community. Dr. Horwitz's intellectual range and pedagogical expertise are evident in each of the eight different courses she has taught for our department, from lower-division online GE courses to senior research seminars. She is also deeply committed to students' well-being and has been a valued contributor to our department's social justice forums.

Robert Neis, Department of English, Comparative Literature & Linguistics

Instructor Neis has supported and inspired students in composition courses for many years. With a wry sense of humor, an incredible capacity for empathy, and an insightful and thoughtful approach, he meets students where they are and then engages them in questioning that opens up their thought and writing processes into increasing awareness and sophistication. This capacity to think thoroughly, creatively, and analytically provides students with multiple ways to see and to reimagine the possibilities of their subject matter and their writing approaches to it. Instructor Neis is also an amazing colleague, one who engages in thoughtful conversations in the Department's break room as well as during departmental professional development.

Edward Piñuelas, Department of English, Comparative Literature & Linguistics

Dr. Piñuelas has significantly expanded the department's curriculum offerings by designing new courses and reframing established ones. To support student learning, Dr. Piñuelas remains mindful of the importance of establishing a collective classroom, a community space. His teaching materials repeatedly reveal the ways he lays foundations and frames of reference effectively, as well as scaffolding explorations of increasing complexity. Throughout his courses, Dr. Piñuelas inspires students to take on difficult subject matter that sparks complex responses. Across his syllabi, assignments, and discussion questions, he invites students to critical engagement and deeper thought.

Zia Salim, Department of Geography & the Environment

Since 2023, Dr. Salim has taught 100-, 300-, 400-, & 500-level courses, including a new FirstYear Experience course that he developed. His teaching prioritizes experiential learning (in one high-impact activity, students researched the ECS Lawn's trees), creativity (in another high-impact activity, students contributed to articles subsequently viewed 575,000 times), and collaboration. Dr. Salim has co-taught with faculty from the Sociology and History departments, including in Washington, D.C. (DC Scholars). His courses have resulted in two conference posters and a peer-reviewed article submission, all of which were coauthored with students. He coordinates six sections of Introduction to the Natural Environment, training and mentoring new instructors, and creating the course's lectures, labs, field trips, and exams. Students describe his courses as "hands-on," engaging," and "fun." Students routinely cite Dr. Salim's centering students and "enthusiasm," "passion," and "excitement" for teaching and Geography.

Davorn Sisavath, Department of Asian-American Studies

Davorn Sisavath, a dedicated teacher-scholar, places effective teaching at the heart of the learning process, viewing the classroom as a dynamic space that fosters curiosity, inquiry, critical and creative thinking, and inclusivity. Committed to student success, Sisavath actively engages with evolving instructional methods and technologies, including professional development through the Faculty Development Center, such as completing the Equity Pedagogy Module and Accessible Instructional Materials training. Understanding the importance of equitable access, Sisavath collaborated with the Pollak Library's Open Educational Resources Librarian to curate affordable learning materials for the Introduction to Ethnic Studies course. This inclusive approach reflects Sisavath's personal journey as a first-generation college student and professor, and informs a pedagogical philosophy rooted in empathy, accessibility, and academic excellence.

Karen Stocker, Cultural Anthropology Program

Dr. Stocker is known for her experimental teaching models and engaged student support. For example, her Culture and Education (ANTH 350) class collaborated with the Cog-nate Collective several times, resulting in public art interventions, gallery exhibits by students, and a write up in the book *Regionalia*. Regularly taught courses such as Gender in Cross-Cultural Perspective (ANTH 323) are attuned to contemporary literature and everyday lived experiences taught through feminist pedagogies in which students co-construct the curriculum. At the graduate level, Dr. Stocker employs a colonial/decolonizing model in Methods and Theory in Cultural Anthropology (ANTH 513), privileging Black, Indigenous, and People of Color (BIPOC) views of anthropological theory with minimal “traditional” perspectives unless seen through the lens of BIPOC scholars and theorists. Dr. Stocker has customized her Special Topics ANTH 504 curriculum to fit students’ individual areas of foci and created a new graduate level course focused on reading and writing ethnography. Her teaching extends beyond the classroom as she prepares our students to become future anthropology instructors themselves, with timely and critical pedagogical approaches.

Ken Van Bik, Department of English, Comparative Literature & Linguistics

Dr. Van Bik is a consummate teacher, one who repeatedly considers and reconsiders courses to maximize student learning. Additionally, Dr. Van Bik considers his courses and student learning in a larger context than that defined by his classroom. He sets students up with skills of critical thinking and analysis to better prepare them for the complicated problems and concerns they will face post-graduation. Of special note is the many occasions on which Dr. Van Bik has included students in his research. The recipient of an NSF grant, he involved students in his research for the semesters of the grant, broadening their experiences and challenging them in their learning.

Brandi Wells, Department of English, Comparative Literature & Linguistics

Dr. Wells approaches their creative writing courses not only as an educator but also as a creator. Presenting and connecting students to various modes of creativity from which to generate work and connect to cultural contexts, Dr. Wells also models creativity in the approaches taken when presenting the material. Thinking through and remaking classes provides students with examples of continually expanding creative capacities. Dr. Wells also encourages students on their creative journeys, checking back in with them many months after they have completed courses. This dynamic, evolving, continually generative pedagogical space that Dr. Wells creates ensures that students in classes remain aware of emergent creativity throughout a semester, while also taking that generativity with them to rely on long after they’ve completed the courses.

Carlos Yebra López, Department of Modern Languages & Literatures

Between January 2023 and August 2025, Dr. Yebra López's teaching contributions spanned three institutions: University College London, the University of Oxford, and California State University, Fullerton. He designed and taught innovative courses on Ladino, Haketia, and other marginalized Spanish-related languages, linking linguistic structures with issues of identity, colonialism, and social justice. At CSUF, he created new course topics such as Language, Power, and Activism and Marginalized Languages of the Global Hispanophone, integrating digital revitalization and decolonial perspectives. Dr. Yebra López's pedagogy emphasized inclusivity, mentorship, and active learning through debates, fieldwork, and collaborative projects. He guided undergraduates in publishing, research, and career preparation, securing multiple grants to support their work on Nahuatl and Ladino. Recognized for engaging, well-structured classes, he consistently received outstanding student evaluations and peer reviews, with many describing his courses as among their best academic experiences.

Mugdha Yeolekar, Department of Religious Studies

Dr. Mugdha Yeolekar has made extraordinary contributions to teaching and innovation in Religious Studies. Through her participation in "Using AI as Your Faculty Assistant to Reimagine Course Concepts", she has demonstrated a forward-thinking commitment to integrating cutting-edge technology into the classroom, making complex ideas in religion accessible and engaging. Her courses on Religions of the World, with a special focus on South Asia, reflect a rare blend of intellectual rigor and inclusivity. In September 2024, she notably brought to campus a renowned scholar of Hindu goddesses, offering students an exceptional opportunity to engage directly with contemporary research on Hinduism. Her pedagogy embodies a deep belief in the power of diverse voices and experiential learning. By merging technology, scholarship, and intercultural dialogue, Yeolekar exemplifies the best in transformative teaching and continues to inspire both her students and colleagues across the university.