

2016-17
Faculty Recognition
TEACHING





2016-17 Faculty Recognition **TEACHING**

Wednesday, October 26, 2016

12:00 noon – 1:30 p.m.

Titan Student Union • Pavilions B & C

Luncheon

Call to Order

Dr. Laura Lohman
Director, Faculty Development Center

Welcoming Remarks

Dr. Anil Puri
Interim Provost and Vice President of Academic Affairs

Keynote

The Power of Community Engagement in Our Teaching
Dawn Macy
Director, Center for Internships & Community Engagement

Recognition of Faculty

Closing

Dr. Laura Lohman



COLLEGE OF THE ARTS

Jim Jenkins, Department of Visual Arts

Jim Jenkins teaches beginning, intermediate and advanced Sculpture, Mold Making & Metal Casting, and Kinetic Sculpture. To create three-dimensional art, students study clay modeling, mold making, woodworking, plastic fabrication, vacuum forming, metal fabrication, welding, metal casting, found object assemblage, and kinetics. He is the faculty adviser for the student Sculpture Club, which last year sponsored visiting artist demos, interactive projects for Arts Week, and a community event—building a human-sized *Tuffy Titan* with recycled and recyclable materials. He accompanied club members to the International Sculpture Conference (Phoenix, AZ) to assist with their exhibition and conference presentations. With an endowed scholarship fund he initiated and secured, Professor Jenkins sponsored undergraduate students to attend a summer arts residency at Roger's Lake Art Center (Flagstaff, AZ) and three graduate student scholarships at CSUF. He is working in partnership with teachers at Fullerton Joint Union High School to develop the curriculum and facilities for a new *BEAST* program. In *BEAST*, students will study Biology, Engineering, Arts, Science & Technology to design and build motorized robots, and visit CSUF for career and professional development.

Mike McGee, Department of Visual Arts

Mike McGee is the Nicholas and Lee Begovich Gallery Director and teaches courses within the exhibition design, art history, and museum studies (certificate) programs. His students work with arts professionals to produce exhibitions and publications. Many program alumni are leaders in national and international arts organizations. This fall he will receive the 2016 Arts Orange County Helena Modjeska Cultural Legacy Award for his work with “generations of artists, curators, and museum professionals” and his “devoted mentorship.” Just this past year he collaborated with Professor Dana Lamb to partner with Nickelodeon, bringing to campus an exhibition *Happy! Happy! Joy! Joy! Art and Artifacts from 25 Years of Creator-Driven Cartoons*. He negotiated a partnership with the Laguna Art Museum for CSUF students in exhibition design, museum studies, and graphic design to collaborate on exhibitions and annual publications. These partnerships are unique and allow students to work alongside respected leaders in these fields. He founded the Grand Central Art Center (Santa Ana), a thirty thousand square foot mixed residential and educational facility that has been operational since 1999. In 2002, he founded the Grand Central Press, in conjunction with the Art Department, which has published fine art prints and critically acclaimed books and exhibition catalogs. These student engaged publications have won awards from institutions, such as the American Alliance for Art Museums, and received reviews in publications, such as the *LA Times*, *The New York Times Book Review*, *Art News*, and *Juxtapoz*.

Dr. Christopher Slogar, Department of Visual Arts

Christopher Slogar teaches Art and Civilization, Art of Sub-Saharan Africa, and Seminar in Art History. His course ART 201A (Art and Civilization to 1300: Paleolithic to Medieval) was selected into the campus-wide General Education Pathways Program. The application process was competitive and he was selected from amongst 50+ applicants for the Global Studies Pathway. To make ART 201A relevant to students, he notes modern examples of pop culture and recent news; challenges stereotypical fictions of the ancient world; addresses perennial themes, including militarism, religion, and politics; and critiques repatriation claims for looted art. In *The Art of Sub-Saharan Africa*, he emphasizes the social and historical contexts of the production, usage, collection, and display of African art broadly defined. He also discusses candidly his experiences with Nigerians, including the artists, members of traditional masquerade societies, and museum staff who have made his research possible. In the recent senior and graduate seminar, he chose a new topic following the Haitian earthquake—he wanted students to confront the overwhelmingly negative media stereotypes about Vodou (often mistakenly called “Voodoo”). He is contributing significantly to the Department’s national accreditation self-study and university-led curriculum assessment.



MIHAYLO COLLEGE OF BUSINESS AND ECONOMICS

Dr. Kazi Ahmed, Department of Economics

Kazi has extraordinary ability and willingness to teach a wide variety of courses. In the past few years, when tenure track faculty members were unable to teach required semester-specific courses, Dr. Ahmed always volunteered to teach those classes even if it required new preparations and even if those classes would be available only one time for him to teach. *No one else in the department is able to teach such a wide variety of graduate/undergraduate courses.* Kazi has taught: Intermediate Microeconomics, Intermediate Business Microeconomics, Econometrics, International Economics, Graduate International Trade, MBA Microeconomics, Graduate Microeconomics, Environmental Economics and Mathematical Economics. What is amazing is that not only does Dr. Ahmed teach these courses with utmost enthusiasm, his courses are rigorous and his student evaluation comments and statistical scores are almost always very high. He is an exceptional teacher and a highly valuable asset to the economics department.

Dr. Mehmet Akbulut, Department of Finance

In the past three years, Mehmet taught FIN320, 443 and 523. Finance is a topic that permeates our daily lives. Yet if taught abstracted from the real world, the topic quickly becomes dry and unengaging. Engaging the students in creative ways to increase their interest in the topic is a high-impact practice. The finance world offers a plethora of news and events every day, and Mehmet gladly turns them into learning opportunities for the students. To achieve this, he links the topic under discussion to current financial events using fresh examples. Another high-impact practice he uses is the effective use of technology. Instead of writing on the whiteboard, Mehmet writes on a tablet and projects it. This allows him to post the notes as PDF documents later or go back and show something that had been done earlier. Students love this. As a result of these efforts, he is highly regarded as an instructor as reflected in his excellent SOQ scores.

Dr. Catherine Atwong, Department of Marketing

In 2015, Dr. Catherine Atwong developed an online version of the core course, Marketing Information Technology. Her course was distinguished by the CSU Chancellor's Office as a CourseMatch Course for Cross-Campus Enrollment in 2016. According to CSU, this is a significant achievement. Only a small number of courses system-wide have achieved the CourseMatch status after an extensive review process. The course will be highlighted and featured in reports to state officials. In 2016, the MCBE also nominated this course to be a high-impact practice course. The Marketing Department recognizes Dr. Atwong's continuous success in curriculum innovation. During 2013-2016, she created and conducted practicums in social media and online marketing campaigns that brought in external funding to support student learning. She has also developed a partnership with IBM to enhance student skills in big data technology. In 2014, she supervised undergraduate research that successfully sent students to a research conference.

Dr. Lorenzo Bizzi, Department of Management

Lorenzo Bizzi teaches the capstone courses of strategy at the undergraduate and MBA level. He received the highest teaching evaluations in each semester. In 2015 and 2016, Lorenzo received the *all-time outstanding professor award* as the best professor honor students had in their whole academic career. His high-impact practices include practicum projects where students worked for top managers in Elon Musk's Hyperloop project, student involvement in research, MBA consulting projects to help local small businesses grow, and career mentoring. He has been coordinating the capstone courses for 3 years, increasing consistency and helping other professors implement high-impact practices. Lorenzo added weekly sessions in his classes on how diverse students can overcome obstacles to find, get and negotiate a better job. He helped many of his diverse students find jobs.



Dr. Steven Chen, Department of Marketing

Dr. Chen is involved in continual efforts to improve the class experience and incorporate high-impact practices into course curricula. The cumulative student evaluation rating across all courses within the past year is considered “Excellent” by Marketing Department standards. With respect to high-impact practices, Dr. Chen has made a purposive effort to create projects that require students to integrate local business entities (e.g. the Boiling Crab and Portola Coffee Lab). He is also in the early stages of developing two courses—Word of Mouth Marketing and Marketing Innovation— that will intermix an experiential approach with high-impact practices. He seeks to maintain high standards in teaching and create learning environments that students find valuable.

John Cross, Department of Finance

John has been teaching here for 12 years. In the last three years, he taught a variety of courses in personal finance and insurance, including: Fin 310, 360, 461, 462 and 463. John developed two new courses for the department: Fin 463 and Fin 361, as well as developed online courses for these two classes and for Fin 360 and Fin 461. In each semester, his SOQs for regular classes and online classes are among the highest in the department. John has had direct experience in all the areas in which he instructs. He has over 35 years of experience in the insurance industry, as a manager and as corporate counsel and this includes both home office and field experience. John has several insurance industry professional designations, including Chartered Property and Casualty Underwriter, Chartered Life Underwriter, Chartered Financial Consultant, Associate in Risk Management, Associate in Claims, and Associate in Surplus Lines Insurance. He has also been recognized by the Institutes (theinstitutes.org) as an outstanding course leader, based on his presentation of professional exam preparation courses (CPCU, ARM) insurance industry classes. Two years ago, he received an award for outstanding part-time instructor at in the Mihaylo College of Business and Economics. About a year ago, John received an award for outstanding instructor at the CSUF Irvine Campus.

Glen Hatton, Department of Accounting

Glen Hatton is one of the two “inventors” of the Fullerton accounting flipped classroom that is used for the two introductory accounting classes. Through his training and attendance at various conferences, Glen has developed a teaching method that has a direct impact on the success of students in his class. He uses an approach that incorporates outside preparation for the class coupled with lectures one day a week in class and one day a week working on case studies to develop critical thinking skills, as well as communication proficiencies. In addition to teaching two mega sections—500 students—Glen serves as the co-advisor of the Accounting Society and Beta Alpha Psi.

Jeffery Jolley, Department of Finance

Teaching has always been Jeffery’s passion and student’s benefit from that passion. In the past three years, he taught FIN320, 340, 415, 444, 462 and 542 and consistently received positive feedback from students, both written and oral. One thing that students appreciate is that Jeffery is able to bring his experiences from 30 years in the financial services industry into the classroom. When appropriate, he weaves in these experiences and uses them to illustrate practical examples of the topics covered in class. Jeffery teaches several courses that prepare students for professional exams and designations (such as the Society of Actuaries). It is pleasing that many of his students have passed these challenging exams. The SOQ results have always exceeded the department averages. Jeffery has encouraged undergraduate research by offering FIN 499 (Independent Study) each semester.



Margaret Kim, Department of Accounting

Margaret Kim is a very high-energy instructor who is dedicated to her students achieving an in-depth understanding of auditing. In pursuing her own understanding of this specialized field, Margaret interacts with the professional community, seeking their help in understand the real world of auditing, as well as inviting them into her classroom. One can see Margaret’s dedication to her students by observing her attendance at many student functions. Her dedication to teaching has a direct impact on the students she teaches by providing them with the knowledge and keys to understanding that leads to employment—often that dream job they have wanted so badly.

Dr. Chiranjeev Kohli, Department of Marketing

Dr. Kohli takes an “experiential learning” approach in his classes and is very demanding of his students. He is consistently among the most highly rated professors in the Department. More importantly, he takes major initiatives in teaching (now called high-impact practice). His latest innovation of “online video modules” used in a “flipped classroom setting” showed significant improvement in student learning (of one to two sub-grades) in the Principles of Marketing course; and it has now been adopted by all instructors teaching the course as a standard high-impact practice. This has also been showcased on the University website. He is constantly working to improve this course, because it is a required course for *all* business majors, and as such has a significant impact. He is currently working on a digital marketing simulation and a library of open source materials.

Dr. Aaron Popp, Department of Economics

Aaron has shown exceptional teaching effectiveness in teaching a notoriously difficult class, Economics 340 Research Methods, using novel assignments. These assignments replicate estimation methods of key macroeconomic statistics -- a daunting task that is not routinely taught in Econ 340. Students compute an unemployment rate for a specific subset of the population for which official government statistics are not available and gained hands-on experience working with large micro datasets. Students also worked with the dataset of the controversial Reinhart-Rogoff paper that appeared in a top-rated publication. Aaron developed an exemplary grading rubric for the class research paper, and this will benefit the entire department. He has very high SOQ scores compared with the department average. Two students from his class have each published an article in the *Undergraduate Economic Review*.

Dr. Teeanna Rizkallah, Department of Marketing: Business Communication

Dr. Teeanna Rizkallah consistently includes curricular and pedagogical innovation in her classes. Highlights over the past three years include use of ethics-based course themes using online simulations. Using the Ethics Game product, Dr. Rizkallah’s Introduction to Business Writing (BUAD 201) honors classes used the Ethics Game simulations to explore complex ethical scenarios. Dr. Rizkallah designed, with Melissa Simnitt, a hybrid, flipped course designed to satisfy the SB1440 requirements allowing the transfer of units to the CSU. Students viewed online lectures and participated in hands-on practicums in on-site meetings. Dr. Rizkallah has developed teaching modules for Executive Summaries, Business Writing Style, and Performance Evaluations. These modules are currently in use in several colleagues’ classrooms as well as her own.



Dr. Daniel Soper, Department of Information Systems and Decision Sciences

In the last three years, Dr. Daniel Soper taught a total of 17 sections of six distinct courses at California State University, Fullerton, involving nearly 400 students. Of these, 11 sections were taught at the graduate level, with the remaining 6 sections being taught at the senior undergraduate level. His overall average instructor rating for all of these classes significantly exceeds the average teaching performance of ISDS faculty during that time. Further, 10 of these classes were taught online, and the lecture videos that he created for these online classes are a great resource not only for his students, but also for other students and even instructors. His videos have now been viewed more than 1.7 million times on YouTube. Dr. Soper also supervised seven different graduate-level independent study projects between the Fall 2013 and Summer 2016 academic terms.

Dr. Atul Teckchandani, Department of Management

In Atul’s class, high-impact practices, such as collaborative assignments, capstone projects and field-based service learning, are ubiquitous. In MGMT 464 and MGMT 540 classes, students act as consultants for local organizations – helping these organizations better leverage their human resources. In MGMT 340 class, students work collaboratively to help each other understand course concepts and apply this understanding to determine the types of careers for which they are best suited. And in MGMT 465B class, students integrate their coursework in entrepreneurship and attempt to launch a business. As a result of these efforts, the SOQ scores are among the highest in the department over the past three years. Atul has received near perfect SOQ scores in multiple instances.

Dr. Sophia Wang, Department of Accounting

Sophia Wang teaches a bottleneck class—Intermediate Accounting I. In teaching her class, she incorporates a lecture/discussion style and works problems on the board so students can better understand the material. This class is the first in the series of accounting core courses, and it is essential that students have a good command of the concepts. The class has a direct impact on the students’ ability to complete a concentration in accounting. In addition, Sophia is serving as this year’s Mentee Program Coordinator, as well as overseeing the Student Initiative Program. Sophia is a very welcoming instructor as evidenced by the number of students who seek her help during office hours.

Dr. Dawit Zerom, Department of Information Systems and Decision Sciences

In the last three years, Dr. Dawit Zerom has taught both undergraduate and graduate courses, as well as several independent studies. Dr. Zerom has led an extensive department effort in core business curriculum redesign which resulted in the significant revision of two core courses offered by ISDS department with enrollment of over 2,000 students every semester. He also took the lead in the standardization of ISDS 361A and also developed extensive resources (hundreds of pages worth) needed for successful implementation of the standardization to be used by all instructors. He also developed the common exam testing framework in Titanium that facilitates the common exam preparation process. Dr. Zerom has been implementing high-impact practices in his courses that have resulted in significant increase in the quality of graduates as reflected in their continued success in job placement.



COLLEGE OF COMMUNICATIONS

Dr. Tenzin Dorjee, Department of Human Communication Studies

Dr. Tenzin Dorjee has attained outstanding teaching status in the Department of Human Communication Studies. Most of his courses, including a large lecture GE class, HCOM 320 Intercultural Communication, significantly exceed the departmental SOQ average. Notably, he achieved exceptionally high teaching ratings in HCOM 492T Intergroup Communication and HCOM 522 Graduate Seminar on Intercultural Communication. In addition to achieving the “superior” category on his quantitative scores, qualitative indicators also include praise for his teaching, noting that his style is “theoretically challenging” and “culturally sensitive.” Tenzin also guided students to present papers at annual communication conferences and co-authored peer-reviewed journal articles with them. He is actively sought out by students for advisement and mentorship due to his inspirational and connective teaching style while holding high standards of academic performance.

Dr. Minjung Kim, Department of Human Communication Studies

Dr. Minjung Kim is an associate professor of communicative disorders. She regularly teaches large undergraduate courses of 60-70 students or more, and she holds them to a high level of rigor. Yet, students do not complain about the class size or the workload; instead, they praise her for the clarity and organization of her instruction and her genuine care for their learning. Phonetics and Speech Science courses are not easy to teach, but she connects with the students very effectively, as evidenced by the appreciative comments they write on her SOQ evaluations. Her quantitative scores are also impressive, with the vast majority of the scores in the highest two categories. Minjung’s excellence in teaching has led her peers to select her to be the current undergraduate advisor for communicative disorders.

Dr. Summer Martin, Department of Human Communication Studies

Dr. Summer Martin is passionate about teaching health communication, interpersonal communication, and research methods. As noted by a recent student, she “cares for her students beyond the classroom and fosters their intellectual capacities beyond their limits.” She has taught an undergraduate research/writing class in both a large-lecture and more traditional format. In a group project for this class, students not only design, but also implement, a research study. In teaching a graduate seminar Summer guided students through the process of obtaining IRB approval and conducting their own semester-long research projects. She was thrilled when two of her students’ resulting papers were selected for honors at a conference. Her SOQ ratings have been in the “superior” category for each class every semester at CSUF.

Dr. Gloria Monti, Department of Cinema and Television Arts

Dr. Gloria Monti teaches critical studies courses in cinema. More than that, however, she has developed and grown the critical studies curriculum remarkably in her decade at CSUF. She has written a number of new course proposals, including variable topics in genres, auteurs, and national cinemas, among others. She goes beyond just teaching her students, too. One nominator writes that she is “not only professor, but mentor, mother, friend, as needed.” Her work for her students outside the classroom includes many activities. For example, she shepherded an autistic student in publishing an essay in a national magazine, and she organized field trips to West LA theaters for Italian film retrospectives. Her students appreciate her knowledge and love of film and her genuine concern for them, as evidenced by their comments on her SOQs. One student summed up his/her admiration of Gloria by writing that she is “thorough, passionate, and sassy.”



Dr. Waleed Rashidi, Department of Communications

While Dr. Waleed Rashidi is the Department of Communication’s newest tenure-track faculty member, he is no stranger to its students. As a full-time lecturer for the past five years prior to earning his Ph.D. and being offered a tenure-track position in Spring 2016, Waleed garnered incredibly appreciative students in his entertainment and tourism and public relations courses. He teaches a variety of hands-on skills courses, including one of the department’s most significant high-impact practice courses that runs the annual Comm Week event. He also advises the Entertainment and Tourism Club, one of the university’s most popular student organizations. He also has the distinction of achieving the highest SOQ average of all full- and part-time faculty in the Department of Communications for the past several years, a testament to his excellence in teaching.

Dr. Andi Stein, Department of Communications

During her 16 years of teaching in the Department of Communications, Dr. Andi Stein has taught 18 different courses, ranging from undergraduate skills classes to graduate seminars. Her discussion-based teaching style promotes inclusiveness and helps build a sense of community within the classroom. Andi’s student evaluations consistently fall within the Department’s “excellent” category. Students have described her as someone who is “extremely passionate” and who “cares very much about the well-being of the students.” As Graduate Program Coordinator, Andi is also responsible for advising the department’s Master’s degree students. She makes a concerted effort to get to know them all so that she can help them successfully navigate their way through the program. She also mentors and counsels students by providing them with resources and advice that will enable them to be successful in their careers and lives beyond CSUF.

Bonnie Stewart, Department of Communications

Bonnie Stewart is a full-time lecturer in the Department of Communications and adviser of the *Daily Titan*, one of the university’s premiere high-impact practices. She teaches introductory reporting, multimedia reporting, and public affairs reporting, as well as the journalism capstone class of *Daily Titan* reporters. Her teaching evaluations consistently fall in the Department’s “excellent” category, and her students regularly praise her accessibility, professionalism, and dedication. Her students call her “inspirational” and say her “passion for journalism and teaching shines every time she’s in class.” In her role as *Daily Titan* adviser, Bonnie provides skillful mentorship for a student-run news organization and has led students to win more than 50 regional, state, and national awards in the last three years. She is on-call 24/7 and handles many bureaucratic and administrative functions in support of student learning. She also serves as the adviser of the Society of Professional Journalists student chapter.



COLLEGE OF EDUCATION

Dr. Tim Green, Department of Elementary and Bilingual Education

Over the past three years, Dr. Green has integrated several high-impact practices in his graduate courses. The most effectively implemented is in the category of Capstone Courses and Projects—specifically, public demonstration of competence. During the capstone course for the MS in Education with a concentration in Educational Technology, each graduate student completes a digital portfolio and a district or school-wide project that demonstrates his or her competence with the International Society of Technology in Education Coach Standards—the premier technology standards for students, teachers, administrators, and educational coaches in PK-12. Several students have used their digital portfolios and project results to demonstrate evidence of their competence and capabilities in order to move into a leadership position of site technology lead, district digital learning coach, or director of educational technology. Several have used the experience and evidence to springboard into doctoral programs or adjunct teaching opportunities in teacher credential programs.

Dr. Erica Howell, Department of Special Education

Dr. Howell has been exemplary in using her teaching to craft high-impact practices for students. In addition to having consistently excellent SOQs, Dr. Howell has implemented and coordinated a number of high-impact practice opportunities through her roles as SPED faculty and Co-Director of CSUF’s Center for Autism. Dr. Howell developed the Peer Assisted College Support (PACS) program at CSUF which pairs CSUF students with autism to peer mentors on campus. She coordinates the Center for Autism and McCoy Rigby Conservatory of the Arts No Limits Creative Classes for Special Children partnership which craft on-site fieldwork and internship opportunities for CSUF students to assistant teach cheer, tumbling, dance, or musical theatre to children with disabilities. In regard to research collaboration with students, aside from her personal scholarly agenda, she has also co-presented over ten presentations at peer-reviewed conferences and co-authored over three articles with SPED students and Center for Autism Associates. Each year the Center for Autism hosts a Social for Adults with Autism and their Caregivers that includes over 200 attendees, including at least 50 student volunteers from CSUF in which Dr. Howell is a co-coordinator.

Dr. Julian Jefferies, Department of Literacy and Reading Education

Dr. Jefferies has developed a number of high-impact practices to engage his students in understanding issues of just, equitable and inclusive education in order to reflect on unequal societal relations so as to eventually transform them. In collaboration with many units across campus (Abrego Future Scholars Program, Career Center, Titan Dreamers Resource Center, Chicana/o Studies Department) he has co-created a Learning Pathway for first generation college students. This Pathway improves their retention, exposes them to study abroad programs with a service learning component and creates a pipeline to diversify the teacher workforce. Over the last two years, he has created study abroad programs in Puerto Rico and Guadalajara, Mexico, for which he received the Community Engagement “Steward of Place” Award. Dr. Jefferies also mentors students and serves as an advisor for a graduate student group (GRADS) and undergraduate AB540/Undocumented student group (DREAM Group). Overall, he has achieved a level of “excellent” in his classes through SOQ data.



Dr. Ellen Kottler, Department of Secondary Education

Ellen Kottler (Secondary Education) teaches both face-to-face and online classes for the Single Subject Credential Program, She sets and maintains high standards for students while modelling effective teaching practices. She presents examples of what their work should look like and provides timely feedback. She diligently develops materials and resources for the TITANIum course site. She leads the department in updating The Teaching Experience: Participation course to align with new California legislation related to school funding and accountability as well as the new California Common Core Standards, English Language Development Standards and the California Assessment of Student Performance and Progress. Student opinion questionnaire comments include, “I feel that her course followed the objectives and she has indeed prepared us well for our future teaching careers. She also provided many opportunities for us to learn different technological programs as we shared our presentations, and gave great feed-back that was very beneficial.”

Dr. Michelle Vander Veldt Brye, Department of Elementary and Bilingual Education

Dr. Vander Veldt Brye’s teaching achievements demonstrate exceptional teaching effectiveness, high-impact practices, and culturally inclusive teaching. During the past three years, she has maintained an SOQ rating of “Excellent” as per her Department standards. Her teaching achievements are evidenced through the following: teaching expanded math and science methods courses in Titan EDUCATOR, conducting Math Lesson Study with faculty in the College of Natural Sciences and Mathematics, co-directing Expanding Math Access for All, and co-directing the Summer STEM Pipeline Program. Each provides students with “opportunities to discover relevance of learning through real-world application (high-impact practice – key element)” as they occurred at elementary schools identified as at-risk and focused on STEM education. By organizing, planning, teaching and reflecting at elementary sites, she was embedded in the school culture and impacted the learning experiences of elementary teachers, CSUF teacher candidates and elementary students. Learning was authentic because it was situated in a real-world context.



COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

Dr. Doina Bein, Department of Computer Science

Professor Bein is committed to student success, mentoring students, and integrating high-impact practices in the classroom. Additionally, she encourages student engagement through her novel teaching approach and integration of research problems as student projects. Furthermore, she has created extensive supplementary materials for her students. Professor Bein encourages her students to be active participants in the classroom and outside of the classroom. Her enthusiasm, passion, and leadership has resulted in the growth of students clubs such as the ACM-W with their focus on promoting, supporting, and celebrating women in computing. Tellingly, Professor Bein's student Shawn Riccardo won first place in the CSU research competition for Engineering & Computer Science. She has an active research program that many undergraduate students are excited to participate in. And she has revitalized the distributed computing curriculum for another generation of students.

Dr. Pratanu Ghosh, Department of Civil and Environmental Engineering

For the past three years, Dr. Ghosh has put a significant effort not only to convey his knowledge to students, but also to raise their learning interests and inspire their career goals. Dr. Ghosh was lauded by students for his pedagogical approach in engineering. In addition, he taught a summer course at Duy Tan University in Vietnam. He also provided lectures to a group of professionals from China on various aspects of green infrastructure and highway. Furthermore, Dr. Ghosh has served as the faculty advisor of the ASCE student chapter for the past three years. With all his endeavors, he was awarded as an Outstanding Faculty Advisor by the ASCE OC Branch for his exceptional services to our students. Outside of classroom, he advised several undergraduate students on senior design projects, mentored independent studies and summer internships which nicely blended with high-impact practices on our campus.

Dr. Mikhail Gofman, Department of Computer Science

Dr. Gofman is extremely committed to student success and holds 11 office hours weekly. In addition, he has created extensive supplementary materials (e.g. video tutorials and live and reordered weekend review sessions) for struggling students. He implemented high-impact practices in his teaching of cybersecurity. For example, he created a virtual computer lab allowing security students to learn hands-on combatting of real-world malware/hacker attacks. He is also advising the "Offensive Security Society" club which facilitates out-of-classroom learning through security competitions and industry experience. He had also involved 59 graduate and 26 undergraduate students in his security research since Fall 2013. To further facilitate out-of-classroom learning, he organized educational, student-oriented university-wide cybersecurity lectures by industry experts. Finally, he developed a network security course and is currently developing courses in web security and malware analyses.

Dr. Jidong Huang, Department of Electrical Engineering

Dr. Jidong Huang has taught over twelve different courses in Electrical Engineering at all levels. He has put great deal of effort in constantly upgrading his courses, and has ensured his course content to be very current within his discipline. He actively used high-impact practices such as group activities through hands-on experiments in his classroom and student engagement through research. Because of his dedicated efforts, his students have been placed in high ranks over a dozen statewide engineering competitions. He has been consistently praised by students as one of the top instructors in Electrical Engineering. His teaching excellence is raved by numerous students, with comments such as "Great professor, extremely helpful and always willing to help his students...Dr. Huang always has the solution to our questions...He is very organized and he makes the course easy to follow."



Dr. Salvador Mayoral, Department of Mechanical Engineering

Dr. Salvador Mayoral has taught a range of graduate and undergraduate courses since he joined the Mechanical Engineering Department in Fall 2014. He is currently serving as the faculty advisor for the CSUF Chapter of the American Institute of Aeronautics and Astronautics (AIAA), Student Aerospace Society (SAS) and Society of Unmanned Aerial Vehicle Engineers (SUAVE). He is also the co-advisor of various senior design projects. His students praise him for his knowledge of the subjects and his enthusiasm for aerospace engineering and fluid mechanics. Dr. Mayoral has introduced a new course in aerodynamics, and he is engaging students in revamping the wind tunnel laboratory. In addition, he has integrated high-impact practices data tracking into two different courses. More recently, Dr. Mayoral developed and hosted a three-week workshop on autonomous systems in Guadalajara, Mexico at the Universidad del Valle de Atemajac (UNIVA) this past summer.

Dr. Phoolendra Mishra, Department of Civil and Environmental Engineering

For the past three years, Dr. Mishra has maintained an outstanding teaching record. He has taught a wide range of civil engineering courses, including an online graduate course. He also taught a summer course at Duy Tan University in Vietnam, expanding his teaching skill in overseas. Students are motivated and inspired by Dr. Mishra and consider him as an extraordinarily organized and exceptionally effective instructor. These points are well demonstrated in Dr. Mishra's class through his use of classroom technology, conventional board work, blogs, and communication through electronic media. Dr. Mishra consistently has been constantly working to improve student success. In 2015, Dr. Mishra was nominated by the College of ECS to attend Frontiers of Engineering Education conference organized by National Academy of Engineering. He is currently working on the development of water resources engineering as a new focus area in the graduate program.

Dr. Pradeep Nair, Computer Engineering Program

Dr. Pradeep Nair is an extremely effective teacher who has contributed significantly to the mission of the University. Students appreciate his interactive style of teaching and rate him as an excellent and dedicated instructor. His dedication and excellence were recognized through the ASI Outstanding Educator of the Year award in AY 2009-10. He employs hands-on high-impact practices in his courses and has taught a HIPS-designated course. He is doing so again this semester. He has played a crucial role in shaping the curricular, assessment and growth needs of the computer engineering program over the years. He has taught 12 different courses spanning all levels, 4 of which were developed by him. He has also participated actively in FDC-sponsored teaching-related faculty development programs. As the lead faculty for the Introduction to Engineering course for Engineering Undeclared students and as an academic advisor, he continues to contribute towards ECS student success initiatives.



COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

Dr. Joao Barros, Department of Kinesiology

Dr. Joao Barros, Associate Professor, has consistently met the Department's criteria for "Excellence" in teaching. Students highlight his use of high-impact practices during his classes. For example, he incorporated Goalball, a sport for the blind, to discuss the role of vision on the control of movement. In 2003, Joao brought an actual Goalball team to teach our students; this allowed students to understand important motor control concepts as well as provided the opportunity to connect with people with different experiences. Joao also created opportunities for students to develop their ability to reach across cultures by designing an international service-learning program focused on intercultural approaches to coaching (partially funded by C.I.C.E.) and a study abroad program focused on Brazilian movement culture. Joao continuously develops his teaching skills and was recently appointed to attend the Institute for Teaching and Learning.

Dr. Rebecca Bodan, School of Nursing

Using the Chancellor's office Course Redesign with Technology grant, Dr. Rebecca Bodan made significant changes to her Health Assessment course on TITANIUM. In the first section of the course site she notes what the student needs to do to be successful. She divided the nursing assessment content into body systems. Each section (system) boasts course presentations (mini-lectures on video using "snagit") and other supplemental materials. Dr. Bodan's students review the materials prior to class. She offers creative in-class activities, such as group quizzes using Socratic method, case studies, and mock patient interviews. Integrated into the class is a virtual laboratory activity which provides opportunities for students to practice interview and exam skills. This program gives immediate and thorough feedback to the student. Dr. Bodan actively engages students through the use of technology and activities to assist them in meeting their course objectives and academic goals.

Dr. Matt Englar-Carlson, Department of Counseling

Dr. Matt Englar-Carlson has been one of the Department of Counseling's best teachers. His teaching philosophy is student-centered with an emphasis on helping students develop the intellectual, cultural, and interpersonal competencies required to be a professional counselor. Student response to his teaching has been almost uniformly positive across all courses; he was the recipient of the HHD Teaching Award in 2013 and the HHD Faculty Marshall in 2015. His teaching has been highly rated by students throughout his entire tenure at CSUF. His teaching effectiveness for every course in the past five years has ranked at a very high level. Matt has been instrumental in developing the counseling research courses and has helped transform the Final Project (COUN 597) graduate thesis-equivalency course into an academically rigorous, yet personally meaningful experience. Matt also developed his own course materials for two classes (Group Counseling, Therapeutic Modes).

Dr. Lilia Espinoza, Department of Health Science

Dr. Lilia Espinoza, Assistant Professor in the Department of Health Science, is an inspiring teacher. She teaches HESC 411 (Promoting Health in Diverse Populations) and HESC 475 (Planning, Research and Evaluation), and her teaching philosophy emphasizes collaborative and interdisciplinary learning, emotional and intellectual engagement, and intercultural understanding. Throughout her five years she has obtained excellent student opinion ratings, and students praise her for being an amazing instructor and role model. She also supervises undergraduate and graduate students through independent research, theses, projects, and through programs such as the McNair Scholars Program, California Pre-Doctoral Program's Sally Casanova Scholars, Enhancing Postbaccalaureate Opportunities for CSUF Hispanic Students (EPOCHS), and the Health Career Opportunity Program (HCOP). She was the faculty advisor for Eta Sigma Gamma – Delta Rho and Ballet Folklorico de CSUF, and is a member of the Strengthening Opportunities, Access and Resources (SOAR) Advisory Committee, Health Professions Committee, and CHHD Student Success Team.



Dr. Gary Germo, Department of Human Services

Gary Germo, Assistant Professor, provides an academically rigorous, supportive and enriching classroom environment that promotes students’ critical thinking, self-reflection, understanding of cultural diversity, and the ability to succeed in their future endeavors. To that end, he employs a number of high-impact practices in the classroom that include collaborative assignments and projects, which foster effective communication and respect among group members. Consistent with his worldview on social justice, he has a strong emphasis on culturally inclusive teaching, highlighting the importance of valuing differences while recognizing underlying assumptions that may hinder inclusivity. He draws students’ attention to the power of language and how to be more effective in their communication, both verbally and non-verbally. Consistent with his aim to empower all of our Titan students to be intentional in their academic and personal pursuits, he has presented talks on inclusivity and diversity issues to a number of groups on campus.

Judith Hervey, School of Nursing

Judith Hervey is a full-time lecturer in the CSUF School of Nursing. She serves as the Course Resource Faculty (CRF) for the OB/Maternal Health course as well as a clinical instructor for beginning and intermediate levels of Medical-Surgical Nursing. Judy’s desire to provide nursing students with excellent clinical experiences led her to organizing a Dedicated Education Unit (DEU) at UCI Medical Center. This evidence based educational intervention involved many hours of working directly with UCI nursing staff and administration to create this joint partnership. Judy developed education classes for the DEU nurses on how to work with pre-licensure students, she taught the classes at UCI, and was the clinical faculty on-site to assist with this approach to clinical education. Judy is a dynamic and energetic educator and an excellent role model for nursing students.

Dr. Juye Ji, Department of Social Work

Dr. Juye Ji has taught/mentored 145 students in the Masters of Social Work program (Department of Social Work), as they developed year-long masters’ projects. She offers close supervision through one-on-one mentoring resulting in many positive outcomes for her students. For instance, two of Dr. Ji’s students won statewide awards for outstanding research projects in 2015. Dr. Ji’s students were among only 5-awardees statewide, after beating out competition from multiple R-1 level universities. Among the 5-awardees statewide, CSUF was the only university with more than one award winner in the competition, and both of them were Dr. Ji’s students. In addition, one of Dr. Ji’s students was a finalist for the award in 2016. Dr. Ji’s students have also completed successful abstract submissions and presentations at the highest level research conference for social work researchers in the nation. Finally, Dr. Ji’s SOQ scores in her masters’ projects courses are consistently high.

Dr. Deanna Jung, School of Nursing

As a result of being awarded a Chancellor’s Office Course Redesign with Technology grant, Dr. Deanna Jung implemented changes to the Management of the Adult with Complex Health Alterations course to increase student learning and improve critical thinking. One strategy implemented was recorded mini “pre-lectures” followed by a short online quiz. She also offers guest lecturers who are experts in the field on managing complex conditions in adults. In addition she conducts creative class activities that apply the concepts presented that week, including clinical simulations. Dr. Jung also integrated Shadow Health (virtual assessment) and Proctorio (test-taking) software to facilitate student engagement; in addition she introduced office hours and tutoring through the use of Zoom. The technology and changes in the course were developed based on student feedback, their desire to improve their critical thinking skills and academic confidence, and be able to translate those skills into the clinical setting.



Dr. Dennis Kao, Department of Social Work

Dr. Dennis Kao has been a major contributor to developing the new Aging Concentration in the Department of Social Work. He has been particularly instrumental in developing the curriculum on policy concerning social work and aging populations, has promoted the concentration at the university and among the student body, and has worked closely with the students in the Aging Concentration. In addition, Dennis has taught/mentored over 100 students in the Masters of Social Work program, as they developed year-long masters' projects. He offers close supervision through one-on-one mentoring that has resulted in positive outcomes for his students. For instance, one of Dennis' students successfully submitted an abstract (through a blind review process) and ultimately presented at the highest level research conference for social work researchers in the nation (the Society for Social Work and Research) in Washington, DC. Finally, Dr. Kao's SOQ scores in his courses are consistently high.

Dr. Janna Kim, Department of Child and Adolescent Studies

Dr. Janna Kim, Associate Professor in CAS, has had an exceptional record of teaching throughout her years at CSUF. Her teaching effectiveness is reflected in her consistently high SOQs, the preponderance of positive feedback given by students in her classes, and her record of accomplishments for outstanding online teaching. In 2014-2015, she was the CSUF and CSU-system-wide awardee for the Quality Online Learning and Teaching (QOLT) Program, for which her course was identified as an "exemplary CSU online course." Since then, her online materials have been used by the Online Education and Training (OET) department as models for faculty, and she has participated as a panelist and interviewee for professional development workshops hosted by the FDC and OET. She is also a member of her department's Diversity in Development committee, which has ensured that learning objectives across CAS courses support cultural competency and inclusiveness.

Dr. Maria Koleilat, Department of Health Science

Dr. Maria Koleilat, Assistant Professor in the Department of Health Science, is a supportive and highly effective instructor. She teaches HESC 349 (Measurement and Statistics in Health Science) and HESC 350 (Nutrition), and encourages learning by doing, stimulates group work and class participation, incorporates research and real-life examples into her lectures, uses clear and detailed class materials, and provides students with opportunities to be critical thinkers. She receives excellent student opinion ratings, and students praise her organized lectures, high approachability, and passion for teaching. She is also helping to create a new undergraduate degree option in nutrition, and developed a new course on nutritional assessment. Over the past three years she supervised a total of 13 students in her research, leading to co-authorships on peer reviewed presentations and manuscripts. She is devoted to mentoring students because of the opportunity to watch students grow academically and on a personal level.

Dr. Matt Llewellyn, Department of Kinesiology

Dr. Matt Llewellyn, Associate Professor, teaches a variety of undergraduate and graduate courses. His student evaluations for teaching are consistently exceptional. In addition to his teaching, Matt has been integrally involved with developing study abroad programs to Greece and Wales. These opportunities have given first-generation college students an opportunity to study and learn while in a foreign culture; students consistently reaffirm the positive life impact these experiences have provided. More recently, Matt mentored two first-generation graduate students in the Department's graduate program. Both of these individuals not only were accepted to doctoral programs at prestigious universities, but will receive full-funding as they pursue their degree in Sport History. Through his passion for his field and his commitment to teaching, Matt is enriching student experiences.



Dr. James Ruby, Department of Human Services

Dr. James Ruby is a dedicated teacher with SOQs well above departmental and university averages. His teaching philosophy is rooted in relationship, assuming that student success is tied to a sense of connection, both with the instructor and the content. Recently, with his wife, Nanci Ruby, MFA, Dr. Ruby developed a course entitled *Integrating Acting and Psychodrama Techniques into Human Services Training & Delivery*. In this innovative course, students are introduced to basic acting and psychodrama techniques to encourage self-awareness and learn creative strategies to promote growth and healing in their future clients. Actor training exercises are integrated into standard counseling theories and techniques. The student response has been overwhelmingly positive to the course. Many of the class experiences are examples of collaborative learning, a high-impact practice.

Dr. Lenny Wiersma, Department of Kinesiology

Dr. Lenny Wiersma, Professor, teaches eight different courses that span the undergraduate and graduate curricula of the Department. Teaching is a central focus for Lenny; his efforts have produced student instructor ratings of “Excellent” throughout his career. He utilizes various strategies to engage students in the learning process and provide increased exposure to high-impact practices. Examples include establishing peer mentors between graduate and undergraduate students to facilitate achievements of goals by utilizing skills and concepts covered in the Applied Sport Psychology course or peer teaching opportunities in the Teaching Nontraditional Sports course. Lenny continues to explore new ways to improve his teaching, most recently he co-taught a graduate course with a colleague and spent the semester learning effective approaches to team teaching. He is staunchly committed to providing quality instruction to students and teaching remains a passionate aspect of his work in academia.

Dr. Shelli Wynants, Department of Child and Adolescent Studies

Dr. Shelli Wynants, full-time lecturer, has a 20-year exceptional record of teaching at CSUF. She is an exemplary lecturer, and is an asset to the department and the university. She excels in her teaching ability, in both face-to-face and online teaching environments. She is committed to student success and receives extremely high ratings on student opinion questionnaires while at the same time expecting excellence from the students. Shelli continually works on her professional development and also completed her doctorate in Educational Leadership. In 2016, she was awarded the Outstanding Teacher for the College of Health and Human Development, her online course was QM (Quality Matters) certified for excellence, and she was certified as a QM Peer Reviewer. She also created an online disability awareness and certificate program for faculty on Universal Design for Learning instructional strategies.



COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Dr. April Brannon, Department of English, Comparative Literature, and Linguistics

Dr. Brannon administers the teaching credential program in the English Department, counseling students, interviewing candidates, and managing field placement. She teaches ENGL 302, Advanced Composition/Rhetoric for Teachers, offering high-impact practices for future middle and high school teachers, including the production and presentation of video autobiographies, family interviews about bilingualism, and power points for lesson plans. In ENED 442, Teaching Language in the Secondary School, April observes student teachers and meets with them and their supervising teacher; course work includes problem solving of “real-world” classroom issues. For the past four years Dr. Brannon has led the Appalachian Trail summer program—another high-impact practice—and taught ENGL 306, Intermediate Creative Writing. Schedule permitting, she teaches ENGL 105, Introduction to Creative Writing, this semester with 50 students who meet for lecture and small weekly writing workshops (another high-impact practice). Such impressive teaching engagement, creativity, and effectiveness make her most worthy of recognition.

Dr. Margie Brown-Coronel, Department of History

Dr. Brown-Coronel’s Public History Practicum class partnered with the Heritage Museum of Orange County to develop and install an exhibit entitled, “Taking a Stand: Legacies of Latina Activism in Southern California.” The exhibit highlighted the activism of four Latina activists who stood up for their beliefs in various ways and left a lasting legacy of activism in Southern California. Under her guidance, her students prepared for the exhibit by reading scholarly works and learned about best practices in exhibit development and programing. They gathered source material for the exhibit, took charge of the budget for its design and installation, developed educational materials aligned with the goals of the Museum as well as California Common Core standards and created guides for museum docents. Finally, they organized the opening of the exhibit featuring the past-President of the American Historical Association, Professor Vicki Ruiz along with the four activists featured at the museum.

Dr. Ellen Caldwell, Department of English, Comparative Literature, and Linguistics

Long recognized as a dedicated and demanding professor—yet much beloved by students—Dr. Caldwell has consistently sought out opportunities for high-impact practices that occur outside the classroom. Under Dr. Caldwell’s direction, in 2015 a graduate student won the prestigious Outstanding Student Scholarly and Creative Activity Award for her research into Urdu literature. Dr. Caldwell shepherded that student’s research, which is currently under review at a scholarly journal. She is currently the faculty mentor for a Sally Casanova Pre-Doctoral Scholar. For her abiding commitment to high-impact educational practices both inside and outside the walls of the classroom, Dr. Caldwell is surely deserving of this recognition.

Dr. Russ Espinoza, Department of Psychology

Dr. Russ Espinoza’s teaching effectiveness is outstanding. He has been teaching PSYC 202 (Research Methods in Psychology), arguably one of the most difficult undergraduate courses to teach in our department. He has been PSYC 202 faculty coordinator and has lead faculty members teaching this course. Dr. Espinoza has consistently earned some of the highest student evaluations in the department. In fact, he has always exceeded the average ratings in the department and was voted Professor of the Year by psychology students twice. In addition, Dr. Espinoza has included high-impact practices in his teaching by having one of the largest labs in the department. He is currently mentoring 14 undergraduate and 4 graduate students. Finally, because his research is on prejudice, he has developed his own course (PSYC325: the Psychology of Prejudice and Discrimination) that examines culturally relevant and an inclusive understanding of racial and ethnic issues.



Dr. Cora Granata, Department of History

In 2015-2016, Professor Cora Granata led an innovative, high-impact service learning project that culminated in a high-profile, student-organized oral history festival called Long Table Los Angeles in March, 2016. This project brought Berlin's long-established Lange Tafel (Long Table) festival to Los Angeles for the first time, thanks to the initiative of Prof. Granata and her student team. Granata was able to implement this project through professional contacts she forged with political officials in the Berlin city government and in Los Angeles, as well as her ties with a Berlin-based non-profit called Lange Tafel that organizes oral history festivals focusing on immigration stories. Funded in part by the City of Berlin and CSUF Instructionally Related Activities Funds, Long Table Los Angeles drew Cal State Fullerton students from a wide-variety of majors, including History, American Studies, Marketing, Communications, Linguistics, Women Studies, Music, and Health Sciences.

Dr. Enric Mallorquí-Ruscalleda, Department of Modern Languages and Literatures

Dr. Mallorquí-Ruscalleda, Assistant Professor of Spanish, has a proven record of exceptional teaching effectiveness, use of high-impact practices, and student mentoring, particularly of first-generation Hispanic students of which he himself was. Recognized as the 2015 H&SS Outstanding Untenured Faculty member, Dr. Mallorquí-Ruscalleda has taught 23 different course preparations with consistent "Superior" SOQ ratings as established by MLL Department Personnel Standards, redesigned 10 classes, and developed a new graduate course (SPAN 556). He has led four independent studies and an academic internship, as well as mentored a total of 35 CSUF students from various disciplines to present and publish their research in peer-reviewed venues. With his support, three Sally Casanova Pre-doctoral Scholars spent two months at Harvard. He involved 17 students in the auxiliary tasks of organization of the AATSP Conference held at CSUF (Spring 2016), and currently serves as faculty advisor for two undergraduate journals.

Dr. Gabriela Nuñez, Department of Chicana and Chicano Studies

Dr. Nuñez has proven the high quality of her teaching in the wide variety of courses she has taught and the high marks she has received on student evaluations and peer observations. She has a great rapport with students, is passionate and employs a number of technological tools to engage her students. In addition, in the four years since she has joined our faculty, Dr. Nuñez has pushed for collaboration and innovation in the curriculum that focus on interdisciplinary and comparative approaches. For example, she has worked on new course proposals including a class on comparative ethnic literatures and another titled "Chicano Food Cultures," which examines the representation of food systems in fictional and non-fictional writing. Both courses address a large gap in our department curriculum.

Dr. Nancy Panza, Department of Psychology

Dr. Nancy Panza has demonstrated exceptional teaching performance. On average, 96% of her SOQ ratings across all semesters were excellent or above average. Dr. Panza received these high ratings despite teaching Psychological Testing, a required 400-level course that most students find quite challenging and despite having a class GPA distribution slightly below the mean GPA for the department. Outside the classroom, she has had over a dozen students work on independent study and thesis projects and boasts a 100% success rate of mentoring students in their acceptance to graduate programs, with many going on to gain admission to highly competitive Ph.D. programs in Clinical Psychology.



Dr. Jeanette Reedy Solano, Department of Comparative Religion

Dr. Solano has been exemplary in integration and implementation of high-impact pedagogical practices. She exposes CPRL 110 students to Hinduism during fieldtrips to temples, fosters collaborative, creative and dramatic projects and makes history come alive in CPRL 352 “Great Debates.” She participated in the GE Global Pathways project for two years, and her commitment to global awareness is evident in her courses. In Spring 2016, Dr. Solano taught a senior capstone course on Religion and the Arts, that required a rigorous, multi-stage research paper, which culminated in each student creating an original work (music, poetry, painting), and was shared/performed at the “Senior Showcase” she hosted in her home. Serving at CSUF since 2001, Dr. Solano is passionate, creative, dedicated, and deserves to be recognized for her excellence in Teaching.

Dr. Jasamin Rostam-Kolaji, Department of History

Dr. Rostam-Kolaji consistently receives among the highest student evaluations in the department and is a gifted advisor and mentor. Almost all of her teaching duties include classes on controversial topics in Middle Eastern history. Students praise her ability to expose them to ideas and concepts in a “realm outside of what they are used to.” She regularly teaches our senior seminars wherein students work with each other and her in producing high-quality papers suitable for publication. Students praise Dr. Rostam-Kolaji in these senior seminars for exposing them to research methods and primary sources that allow them to analyze the Middle East and its complexities far better than what they can “read about in the news.” Her students’ papers are regularly published in our student journal, *The Welebaethan*, and have frequently served as the basis for subsequent MA theses.

Dr. Zia Salim, Department of Geography

Although he is only in his third year at Cal State Fullerton, Zia has proven himself to be an exemplary teacher. His teaching effectiveness is evident in exceptionally high SOQ scores and student comments. Students commend Zia for being a “great teacher” from whom they “learned a lot.” He is described as “passionate and engaging,” and “very enthusiastic and knowledgeable.” Zia incorporates high-impact practices into his courses, including collaborative projects, intensive writing, and field-based learning. In addition, Zia actively encourages student research and participation in professional conferences.

Dr. David Sandner, Department of English, Comparative Literature, and Linguistics

From 2013-2015, Dr. Sandner organized a number of collaborative, research-oriented, writing-intensive projects for his classes. Undertaking experiments in the digital humanities, Dr. Sandner’s students designed websites: *Philip K. Dick in Orange County* in 2014 and *SF at CSUF* in 2015. Dr. Sandner also created the 2016 *Philip K. Dick Conference* on campus. Graduate students helped organize and ran the day-to-day operations. Graduate students from here and across the country gave papers on panels with senior scholars. A Student Symposium track had undergraduates giving and discussing papers. Collaborating with the Art Department and with English students, he curated a Special Collections display in the Atrium Gallery on CSUF’s science fiction holdings in 2016, while students from the art department, directed by Professor Cliff Cramp, produced a complementary art show. In that time he posted SOQs well above his department’s summary scores for every term.



Dr. Setsue Shibata, Department of Modern Languages and Literatures

Dr. Setsue Shibata, Professor of Japanese, is a dedicated and engaged teacher. Her SOQ statistical summary mean scores place her comfortably within the “Superior” rating range as established by MLL Department Personnel Standards. Student comments indicate that Dr. Shibata effectively presents information, demonstrates a keen interest in student learning, relates well to students, and promotes critical thinking. They find that her classes contextualize learning in “real-life situations.” Through teaching, Dr. Shibata encourages intellectual engagement, intercultural understanding, and interdisciplinary learning. She also spends a great deal of time mentoring students to participate in various learning opportunities such as speech and essay contests and student conferences. In the past three years, Dr. Shibata has worked to expand learning opportunities by submitting two new course proposals, establishing bilateral study abroad programs with two universities in Japan, and creating new teaching materials and placement tests.

Dr. Karen Stocker, Division of Anthropology

Dr. Karen Stocker is a cultural anthropologist with expertise in education, tourism and heritage, cultural identity, narrative traditions, and development. Over the past three years, she has taught courses from the introductory to the graduate level, both on campus and off, in traditional and in innovative ways. In addition to teaching the foundational course for cultural Anthropology on a regular basis, she has also taught courses that offer high-impact practices to smaller groups of students. Her course on Culture and Education was featured recently in the Titan Magazine for offering students a choice in how to learn, either in a standard classroom-based approach, or in a hands-on way in collaboration with artists in residence from the Grand Central Art Center. She has offered two other courses to students on the HSS Study Abroad Costa Rica program, where she is able to turn her longstanding anthropological field sites into non-standard classrooms for students seeking experiential learning, immersed in Costa Rican culture, thus connecting research, teaching, and experiential learning.

Dr. Jennifer Trevitt, Department of Psychology

Dr. Jennifer Trevitt teaches very demanding courses, including PSYC 300 (Intermediate Research Methods and Statistics), PSYC 306 and 306L (Biological Psychology lecture and lab), and PSYC 475 (Psychopharmacology), as well as the occasional graduate seminar class (most recently Hormones and Behavior, and Nutritional Psychology). Despite the fact that these courses have a reputation for being very rigorous, Dr. Trevitt consistently receives high SOQ ratings. Many students have commented that although her class(es) were some of the hardest they have taken they were also the ones they enjoyed the most, and learned the most from. Further, Dr. Trevitt teaches and mentors students in her laboratory. She typically has 5-10 undergraduate and graduate students working in her lab. In addition to working on specific research projects, she hosts weekly lab meetings during which her students learn basic laboratory techniques, give presentations, and learn how to apply for grants.

Dr. Jennifer Yee, Asian American Studies Program

Dr. Jennifer A. Yee demonstrates outstanding teaching through her multi-year, high-impact curricular innovations and community-engaged pedagogy and scholarship. Dr. Yee has worked since 2008 with our community partner, the Orange County Asian & Pacific Islander Community Alliance (OCAPICA) to establish ASAM 230: Civic Engagement Through AAPI Studies, a service-learning course that places CSUF students as mentors in local high schools, as teaching and research assistants, and as community outreach volunteers and election monitors. In Fall 2016, ASAM 230 became the first designated service-learning course (designed, not converted) to be approved for G.E. status in CSUF’s history. Dr. Yee also presents with OCAPICA colleagues at conferences on their community-based pedagogy and intends to co-author an article on a conceptual framework for long-term sustainable university-community partnerships during her sabbatical this year. For her consistently high-impact approach to serving the community through teaching, we nominate Dr. Yee for this Outstanding Teaching recognition.



COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

Dr. Catherine Brennan, Department of Biological Science

Dr. Catherine Brennan, an assistant professor in Biological Sciences and an outstanding teacher, has taught courses and actively revised curricula across all levels of the biology major to emphasize development of student critical thinking skills and self-reflection. Dr. Brennan's courses are highly structured, providing all students, including first generation and underrepresented students, with the tools they need to succeed. She has revamped Biol 303, Intermediate Cell Biology, to emphasize the development of scientific analysis and to focus on current themes in cell biology, an improvement that was as popular with students, as evidenced by significant increases in her SOQ scores, as with faculty. Dr. Brennan's upper division courses develop scientific skills through written and oral analysis of journal articles and scientific data. Dr. Brennan mentors 5-6 undergraduates in her research laboratory, meeting with individual students two to four times per week, including one who became a 2016 CSUPERB Presidential Scholar.

Dr. Todd CadwalladerOlsker, Department of Mathematics

For the past six years Dr. Todd CadwalladerOlsker has been a leader in the Department of Mathematics in developing the Supplemental Instruction (SI) program. He serves as the SI math faculty liaison to the SI Center and is responsible for all aspects of SI development, including recruiting and training SI leaders. Dr. "C" regularly teaches both graduate courses for future teachers as well as SI-based courses such as calculus. Ninety percent of his SOQ student ratings are consistently in the highest two categories, and students recognize that he cares deeply about their success. Dr. C is committed to CSUF's pledge to help Titans reach higher by his continued efforts to broaden high-impact practices such as Supplemental Instruction.

Jolene Fleming, Department of Mathematics

Jolene Fleming's use of high-impact practices has increased student learning, engagement and achievement in the Math 115 (College Algebra) and Math 125 (Pre-calculus) courses. Fleming implemented the high-impact practice of a flipped classroom beginning in spring 2014 and has participated in the Office of the Provost's high-impact practice training since fall 2015. Upon earning a grant from the Chancellor's office to sustain success with the Math 115 and Math 125 courses, she trained 12 part-time faculty instructors to implement the flipped model. The training includes a pre-semester flipped model in-person preparation course and peer observations. Fleming observed the instructors in their classrooms and invited them to observe her as well. This professional development has expanded the reach of the high-impact practice to a total of 21 sections of Math 115 and Math 125 and over 700 students per semester.

Dr. Kristy Forsgren, Department of Biological Science

In her short time as an Assistant Professor in the Department of Biological Science, Dr. Kristy Forsgren has already demonstrated outstanding qualities as an instructor. She secured funds from the Chancellor Office's Course Redesign initiative to incorporate innovative, high-impact practices into the curriculum for Mammalian Physiology (BIOL 362). Her use of Daily Queries, case studies, group activities and Socratic discussions have assisted students in mastering course content. Peer reviewers have universally praised her teaching style, especially her frequent interactions and rapport with students in all of her courses. Kristy has mentored 20 undergraduate and graduate students in independent research projects in her laboratory. Her mentorship has clearly enhanced their successful academic development and allowed them to garner seven Best Paper/Poster awards at national and regional conferences of significance. In the classroom and the laboratory, Kristy is deeply committed to the implementation of high-impact practices that significantly benefit CSUF students.



Dr. John Haan, Department of Chemistry and Biochemistry

Dr. John Haan joined the Department of Chemistry and Biochemistry in Fall 2011. He recently earned early promotion in part for his outstanding contributions to teaching not only in the classroom but also in his research laboratory. He has taught a broad range of courses including CHEM 100, a general education Survey of Chemistry course for non-majors; CHEM 315 and 316, our major Quantitative Analysis lecture and laboratory courses; CHEM 411C, a five-week instrumental analysis lecture and laboratory course on separations; CHEM 411D, a five-week instrumental analysis lecture and laboratory course on electrochemistry; and CHEM 511, a graduate level advanced analytical chemistry lecture course. Dr. Haan has been praised by students as an instructor "...who forces you to think for yourself rather than just give you advice or answers. I believe he is preparing his students for careers in life."

Dr. Vali Memeti, Department of Geological Sciences

Dr. Vali Memeti is commended for exceptional efforts in increasing teaching effectiveness in geology major classes and research group through high-impact practices. She has dramatically increased hands-on experiences to explain difficult geologic concepts. In 'Earth Materials' students go on field trips visiting mines, museums, institutes and collecting minerals in the field all paid by Memeti's IRA grant. Students study specimen of minerals/rocks in labs and build complex crystal models. In semester-long research projects, they use analytical methods to analyze minerals in sand, learn how to write scientific papers and present posters. Her thesis students get full research experiences ranging from modern field and lab work to presenting at conferences (13 abstracts in 2016) and writing peer-reviewed publications (three in preparation). She has done field research with students in Argentina with Argentinian and USC colleagues, and continues efforts to fund international experiences. Memeti regularly participates in public outreach teaching about volcanoes.

Dr. Thomas Murphy, Department of Mathematics

Dr. Tom Murphy emphasizes conceptual understanding and real-world applicability, while balancing technical competence. He has students engage in small group work, collaborate, and reflect on their learning. Dr. Murphy sets and communicates high expectations, requiring a significant investment of time and effort for his courses, but then provides ample opportunity for students to discuss mathematics with him. He provides meaningful feedback to improve their performance and understanding. The number of students attending office hours, talking with him outside of class, and choosing to enroll in another course with him evidence Dr. Murphy's effectiveness. He also has recruited and mentored several research students to engage in original mathematical research on open and interesting problems as is expected of professional mathematicians. These are high-impact practices.

Dr. Misty Paig-Tran, Department of Biological Science

Dr. Misty Paig-Tran joined the Department of Biological Science in 2014 and immediately transformed the curriculum of one of our most popular courses, *Human Anatomy*, which is taken by students interested in health professions from across campus. She modernized both the lecture and laboratory by adding on-line study aids and revising the lab manual. Misty collaborated with UCI to replace cat dissections with investigations of human cadavers, a rare experience for undergraduates. At the end of each semester, she organizes a memorial for students to show gratitude to the anonymous cadavers through personal letters, drawings, etc. Misty mentors numerous undergraduate and graduate students in research on the comparative biomechanics of marine fishes, providing a high-impact opportunity for students to get involved in exciting, cutting-edge research. The considerable media attention she received for her work on oarfish and manta rays makes her a role model for young women interested in science.



Dr. Nilay V. Patel, Department of Biological Science

Stem cell research is the fastest growing sector within the field of biomedical research. Dr. Nilay Patel is a pioneer in training students to become stem cell biologists. He has developed the Bridges to Stem Cell Research (BSCR) program, which utilize many high-impact practices. The primary criteria for acceptance into the BSCR program is student’s interest in stem cell biology and understanding of scientific method (53 students; GPA range 2.6 – 3.9). Dr. Patel teaches and mentors these BSCR scholars to (a) master many techniques used by stem cell biologists, (b) critically analyze research articles, (c) develop concept maps, experimental strategies, timelines and an internship proposal, (d) communicate their knowledge in formal and informal settings, (e) learn leadership skills and project management tools, and (f) be an independent thinker. CIRM recently funded the BSCR program with \$3 million to expand the training and fund up to 50 more interns until 2022.

Dr. Matthew Rathbun, Department of Mathematics

In the three years that Dr. Matthew Rathbun has been at CSUF, he has raised academic standards and created a substantial record of student success through innovative teaching methodology and active outreach. A notable example of this has been his sterling work with his mentee Evan Amoranto; their cutting-edge work will soon be released as a joint peer-reviewed publication. Dr. Rathbun has also been centrally involved in improving student engagement in research seminars and colloquia, thus boosting the culture of emphasizing high-impact educational practices for our students. Dr. Rathbun has achieved excellent evaluations whilst simultaneously challenging his students. His emphasis on group work and reflective writing forces students to actively engage with the subject. Students value his high standards and insistence on rigor. Dr. Rathbun has been centrally involved in new course designs, and also has substantially revised the content taught in several upper level courses.

Dr. Laura Smith, Department of Mathematics

Dr. Laura Smith is a tremendous teacher-scholar who has integrated her research into her classroom instruction. Her classes epitomize high-impact practices as she provides lower-division students with a combination of exquisitely constructed lectures and memorable active learning activities, while guiding students in the major with collaborative project-based learning assignments inspired by research questions obtained from her contacts in local industries. Her students finish knowing how to program, conduct research, write, edit, and revise—essential skills for our graduates. Laura has revitalized our applied mathematics concentration with her commitment to student mentoring. Whereas most department members work hard to support two or three research students at a time, Laura has mentored well over twenty during the past three years. She is a supportive colleague always willing to share her teaching materials, listen to our teaching issues, offer positive feedback, and give constructive advice. Dr. Smith typifies the CSU Fullerton ideal.



UNIVERSITY EXTENDED EDUCATION

Dr. Sylvia Henel, American Language Program

Dr. Sylvia Henel is a full-time lecturer with a record of outstanding achievement in teaching for the American Language Program. Dr. Henel's signature high-impact practice has been to take her classes every semester to a campus theatrical performance: students read the play beforehand, attend the performance together, and analyze it afterward in class. Accompanying the statistically excellent SOQ reports that Dr. Henel has consistently earned (along with similarly positive feedback from administrative observers) over the last three years, student comments on the theater event have been frequent and invariably enthusiastic. These provide evidence not only of teaching effectiveness but also of cultural inclusiveness, given that the ALP student body is exclusively international. In addition, Dr. Henel has long served as either the skill-area lead for composition instructors or as the proficiency-level lead for our highest instructional level, roles in which she has become a trusted guide for her colleagues.

Congratulations to the 2016 Center for Internships and Community Engagement Service Learning Mini-Grant Recipients

Ms. Lisa Draskovich-Long, Department of Theatre and Dance

Dr. Ryan Gottfredson, Department of Management

Dr. Cora Granata, Department of History

Dr. Julián Jefferies, Department of Literacy and Reading Education

Dr. Sara Johnson, Division of Anthropology

Dr. Jarret Lovell, Division of Politics, Administration and Justice

Dr. Risto Marttinen, Department of Kinesiology

Dr. Tu-Uyen Nguyen, Asian American Studies Program

Dr. Dennis Siebenaler, School of Music

Dr. Ying-Chiao Tsao, Department of Human Communication Studies

Dr. Chris Ruiz-Velasco, Department of English, Comparative Literature, and Linguistics

