

2014 FACULTY RECOGNITION

Teaching

Wednesday, March 26, 2014
12:00 noon – 2:00 p.m.
Titan Student Union, Pavilions A & B

Luncheon

Welcome

Edward J. Fink, Director of the Faculty Development Center

Opening Remarks

José L. Cruz, Provost and Vice President for Academic Affairs

Congratulations

Barry Pasternack, Interim Associate Vice President for Faculty Affairs

Importance of Teaching

Susan Jacobsen, Director of the University Honors Program

Recognition of Faculty

Deans and Associate Deans

Natural Sciences and Mathematics, College of

David Bowman, Interim Dean
Mark Filowitz, Associate Dean
10 Awardees

Humanities and Social Sciences, College of

Sheryl Fontaine, Interim Dean
Mitch Avila, Associate Dean
17 Awardees

Health and Human Development, College of

Shari G. McMahan, Dean
Stephan Walk, Associate Dean
13 Awardees

Engineering and Computer Science, College of

Raman M. Unnikrishnan, Dean
Susamma Barua, Associate Dean
5 Awardees

Education, College of

Claire C. Cavallaro, Dean
Lisa Kirtman, Associate Dean
6 Awardees

Communications, College of

William B. Briggs, Dean
S. Irene Matz, Associate Dean
6 Awardees

Business and Economics, Mihaylo College of

Anil K. Puri, Dean
Morteza Rahmatian, Associate Dean
13 Awardees

Arts, College of the

Joseph H. Arnold, Dean
James R. Taulli, Associate Dean
7 Awardees

Closing

Edward J. Fink

Categories of Teaching Excellence

Exceptional Teaching Effectiveness • Collaborative Teaching • High-Impact Practices



COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

Department of Biological Science

Joel K. Abraham

Collaborative Teaching

Dr. Joel K. Abraham teaches a range of graduate and undergraduate courses. In each class, from introductory non-major through graduate, he incorporates in-class discussions, student collaboration, and student engagement with primary literature. As the co-director of the Urban Agriculture Community-based Research Experience (U-ACRE), Dr. Abraham co-designed a summer course, Sustainable Urban Food Systems, with Dr. Sara Johnson (Anthropology), in which he teaches biological, political, social, and economic aspects of urban food systems and guides students through the development of independent research projects. Community engagement is an element in several of Dr. Abraham's courses, including guest lectures from local professionals, community-based student research, and lesson plan development by students for local elementary and middle schools. He has received consistently high marks from his students, who describe him as a challenging, but effective, teacher who works hard to support student learning.

Jennifer Burnaford

High-Impact Practices

Dr. Jennifer Burnaford is a leader in High-Impact Practices for undergraduates in the Department of Biological Science. From 2011–2013, her marine ecology lab group included 35 undergraduates (9 volunteers, 18 directed research students, and 8 independent research students). Her undergraduates gave five research posters (winning two awards) and one talk at national or regional scientific meetings and ten presentations at CSUF or community events. Additionally, four CSUF undergraduates accompanied her on summer research trips to Washington State, including one whom she mentored through the highly selective University of Washington Research Experiences for Undergraduates program. In 2012, she organized the first Biology Undergraduate Research Symposium, featuring student speakers involved in directed and independent research. This event launched the CSUF SUCCESS club, for which she is a faculty mentor. She helped establish and currently co-directs the Biology Undergraduate Research Student Training (BURST) program to promote and enhance research experiences in Biology.

Alison Miyamoto

Collaborative Teaching

Dr. Alison Miyamoto served as the Internship Coordinator for the CIRM Bridges to Stem Cell Research (BSCR) program for two years, and she helped design discussion and laboratory courses for the program. The collaborative BSCR program provides undergraduates with training for, and cutting-edge research internships at, Research 1 stem cell laboratories. She works with students to develop internship proposals and monitors their progress via oral and written reports. She interacts with students' supervisors on five campuses (UCI, USC, UCR, CHOC, and Stanford) to monitor progress. She recruited a chemistry faculty member to the program and continues to design experiments for the lab course in discussions with the current instructor. The program's successes have been measured by students co-authoring scientific papers, student hiring for research technician jobs in stem cell biology, and mentor surveys reporting that the majority of our students work at the level of first-year PhD students.



Department of Chemistry and Biochemistry

Phil Janowicz

Exceptional Teaching Effectiveness

Dr. Phil Janowicz has received a number of intramural grants for the creation of online material and Chancellor's Office funding for Proven Course Redesign for Organic Chemistry. He has been using a flipped classroom approach with influences from Supplemental Instruction where students work on problems in groups with the instructor's guidance. His challenging courses have received high praise from students despite their rigor. He assigns his own online problems for each class period and provides short online "screencasts" for students to view at home. For exams, he has developed an innovative approach allowing students to use their books, notes, iPads, and internet to help them solve problems in "real time." This has led to successful development of problem solving and critical thinking skills rather than rote memorizing. These methods of teaching/ assessing with technology led to his receiving the Sony Electronics Faculty Award for Innovative Teaching with Technology in 2011.

Madeline Rasche

High Impact Practices

Over the last three years, in addition to mentoring 20 CSUF undergraduates in Senior Thesis and Capstone research, Dr. Madeline Rasche has fostered a network that integrates a research-driven "Advances in Biotechnology Laboratory" course with CSUF summer internships for local community college students and high school participants. In this network, selected Biotechnology course alumni serve as research mentors for community college students, HS students, and HS teachers in CSUF summer research funded by Howard Hughes Medical Institute and STEM2 grants. Since 2011, 60 Biotechnology Laboratory undergraduates, seven community college interns, and eleven high school participants have made substantive contributions to scholarly research. Student results were featured in 14 posters at scientific conferences and two peer-reviewed publications that include three undergraduate coauthors. The network has come to fruition through collaboration with high school teacher Kristine Clarke, who integrates aspects of Dr. Rasche's research into a Dana Hills High School Biotechnology class.

Department of Geological Sciences

Brady Rhodes

High-Impact Practices

Since 2002, Dr. Brady Rhodes has involved students in international research projects through the Environmental Science Research in Thailand (ESRT) program, now called the Science and Math Research in Thailand (SMRT) program. Since 2002, 96 students (39 from geology) have traveled to Chiang Mai, Thailand and completed four-week (now six-week) research projects in laboratories and in the field working with Thai faculty mentors, Thai graduate students, and Thai undergraduate students. All 96 students completed research projects through an independent study supervisory course or an undergraduate thesis. Recently, Dr. Rhodes developed a new special course, GEOL 371 Earth Science Issues in Thailand, which will be taught for the first time in summer 2014 separately from the SMRT program. Dr. Rhodes' work with students abroad in Thailand reflects CSUF's Strategic Plan Goal #1, which includes increasing the number of students participating in international instructional experiences.



Department of Mathematics

Scott Annin

High-Impact Practices

Five students co-authored three peer-reviewed articles that Dr. Scott Annin published in 2012. A. Henning collaborated on combinatorics education research that appeared in the RUME proceedings (2012); T. Cannon, C. Hernandez, and L. Torres co-authored a publication in the *Pi Mu Epsilon Journal* (2012); and J. Maglione co-authored an article in the *Journal of Algebra and Its Applications* (2012). The latter four students received awards including an all-CSUF Outstanding Honors Thesis, finalists in the CSU Research Competition, the NSM Symposium poster competition, and two Stiel Prizes for Excellence in Mathematics. Dr. Annin also mentored two LSAMP students (I. Espinosa, another poster award-winner, and U. Alvarez) and taught an independent study course he created in graduate-level algebra for four students, two that have been accepted to prestigious doctoral programs. Three other students, N. Blackford, D. Lenders, and D. Orton, published the results of JMM and MAA-regional award-winning posters (2012-2013) in Dimensions.

Sam Behseta

High-Impact Practices

The main motivation behind Dr. Sam Behseta's joining the CSU system after his Ph.D. graduation was his passion for training and mentoring a younger generation of students in statistical sciences. In the past three years, he has supervised the research activities of 14 undergraduates, most of whom have pursued statistics at the graduate level in prestigious programs across the country. Dr. Behseta's Statistics Research Lab at CSUF welcomes young and curious minds, seeking beyond-the-curriculum opportunities to enhance their knowledge and experiences in applied statistics. By the time of graduation, his mentees are fully prepared and motivated to embark upon the challenges of graduate school. A number of his students have won awards at local and national undergraduate research conferences and competitions. Additionally, Dr. Behseta has been instrumental in forming two research groups jointly with UC Irvine, with direct participation of students from Cal State Fullerton.

Jolene Fleming

Exceptional Teaching Effectiveness

Mrs. Jolene Fleming incorporates effective teaching methodologies in the classroom that enhance student learning. One of her students said it best on the SOQ: "I liked the technology of the class and the different colors for the examples. It made [the material] easier to comprehend. Also the small group works were efficient." Mrs. Fleming has incorporated the use of an iPad and the application Notability during her lectures, using this technology to further student understanding. She consistently facilitates collaborative learning techniques that require students to work in groups to discover solutions. The students take ownership of their learning in her classroom. On the SOQs, she earns good or outstanding ratings in the overall teaching effectiveness category by over 90% of students.

Cherie Ichinose

Exceptional Teaching Effectiveness

Although only in her second year at CSUF, Dr. Cherie Ichinose has had a substantive impact on her students – and the department – in a short time: She has designed and piloted a "flipped" model for the College Algebra (Math 115) course. Dr. Ichinose created a series of online mathematics modules with which students interact prior to class so that class time can be used to explore student questions and have students work on mathematics problems in a deeper and more meaningful way. In fall 2013, using standard departmental exams, final, and common assessment rubrics required in all Math 115 sections, 76% of her students successfully completed the course with a grade of C or higher, significantly higher than the department passing rate of 60%. The impact of this success was also reflected by Dr. Ichinose's students' SOQ rating of her teaching effectiveness: 94% A/B.



COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Department of African American Studies

Siobhan Brooks

Exceptional Teaching Effectiveness

Dr. Brooks is a new faculty member in African American studies and has started to cultivate strong SOQ ratings from students who want to take her classes. She makes sure the course material is relevant to students' lives, while underscoring critical thinking, writing, and presentation skills. An example of these teaching practices is seen in her African American Studies 311 course, where students study race relations by reading and writing ethnographies. This high-impact practice enhances students' learning and prepares them for research. Dr. Brooks has mentored students working on independent projects by giving them opportunities to present their research. For example, during Black History Month she invited a student to present his research with her.

Department of American Studies

Carrie Lane

Exceptional Teaching Effectiveness

Carrie Lane is an exceptionally talented teacher. Her SOQs are remarkably high. Students give all of her classes, including GE courses and upper-division electives, our highest rating, "Excellent." In one senior capstone seminar, all 19 students rated the class as "Excellent"; in most of her classes, the number of students ranking a class as anything below "Above Average" is zero. Carrie has also significantly expanded our curriculum. In the fall 2013 semester, she submitted proposals for two new classes: "Americans at Work" (AMST 425), which explores the historical, cultural, and social dimensions of different occupations; and "Disability and American Culture" (AMST 390), a much-needed addition to our curriculum exploring the lives and experiences of disabled Americans. In addition, in 2013 one of her graduate students was awarded the Giles T. Brown Award for best M.A. thesis.

Department of Anthropology

Robey Callahan

Exceptional Teaching Effectiveness

Dr. Robey Callahan is a cultural and linguistic anthropologist with a remarkable record of teaching effectiveness, reflected in very high student evaluation scores and consistently positive student comments. Dr. Callahan effectively uses class discussion, maps, charts, graphs, photographs, film clips, and other visual aids in his lectures. Further, he actively engages his students in the materials by working to spark their interest and help them see the connections between course topics and their own lives. Dr. Callahan has a relaxed yet scholarly style that, importantly, communicates clearly to students that he respects their opinions. In seminar style classes, Dr. Callahan exhibits a deep grasp of theory, a vast range of interests, and a respect for all points of view. His incorporation of his fieldwork and other professional experience into his teaching also contributes to the active engagement of students with the course materials.



Tricia Gabany-Guerrero

High-Impact Practices

Dr. Tricia Gabany-Guerrero is a cultural anthropologist committed to engaging students with important issues of human rights and diversity. She has actively involved graduate students in her ongoing fieldwork in Michoacán, Mexico, among the Purépecha community there, with several M.A. projects, a video on obsidian tool production, student presentations and posters at conferences, and other works resulting from her mentorship. She organized a special campus event on Purépecha culture and brought ten students and their teachers from a Purépecha community in Palm Desert to attend it. She worked with students on three separate Student-Faculty Research Grants, as well as IRA grants, resulting in audiovisual research projects, a special exhibit in the Anthropology Teaching Museum, and a workshop on Purépecha culture and language. A member of the American Anthropological Association Human Rights Committee, Dr. Gabany-Guerrero has developed human rights graduate and undergraduate courses and organized a speaker series on human rights.

Asian American Studies Program

Tu-Uyen Nguyen

High-Impact Practices

Dr. Tu-Uyen Nguyen involves students in substantive ways in research and creative activities that promote student learning outside the classroom. Many of her students involved in research projects have come back to TA, gone on to graduate school, gotten jobs at community-based organizations, or continued to intern for community projects. She currently has two students hired as research assistants on the HAPI-YEP grant. Two former students, including a CSUF President's Scholar, will soon be hired for the project. About a dozen other students have done service-learning and research through the ASAM 330B class, resulting in an advocacy trip to Washington, DC. Several students have co-authored research presentations or publications in major journals. One team of students presented at the CSU Student Research Competition in 2011.

Department of Chicana and Chicano Studies

Patricia Pérez

Exceptional Teaching Effectiveness

Dr. Patricia Pérez treats her students as co-educators and incorporates reading material relevant to their lives. She also emphasizes critical thinking and improves written and oral presentation skills through her assignments. Her pedagogical approach and teaching performance have contributed to her consistent "Excellent" SOQ ratings and, in turn, to her early tenure and promotion. She has also mentored several students through research projects, independent studies, and creative works, some of which have resulted in peer-reviewed publications. Last semester, she coordinated a volunteer opportunity for her "Chicana/o Education" students: They conducted campus tours for the CSUF Migrant Family College Day, which she helped organize along with the Migrant Education Program.

Department of English, Comparative Literature and Linguistics

Cornel Bonca

Exceptional Teaching Effectiveness

Dr. Cornel Bonca is an energetic and dedicated teacher who has, over the years, taught a wide range of courses for the department. With his extensive experience publishing traditional scholarship as well as literary journalism and creative work, graduate students regularly benefit from his expertise. Undergraduates routinely speak of Dr. Bonca's enthusiasm and passion for learning. He is a devoted teacher who deserves to be recognized as an excellent instructor.



Ellen Caldwell

Exceptional Teaching Effectiveness

Dr. Ellen Caldwell has long been one of the standout teachers in the English department. Her courses are known to be exceptionally rigorous but also exceptionally rewarding. She has accomplished the unusual feat of actually making academic rigor attractive to students. Her commitment to teaching continues outside the classroom, as well. She regularly has long, detailed conversations with students in her office, making suggestions about their studies, continuing a conversation that was begun in class, or marking up yet another essay draft. She is a deeply committed, uncommonly talented teacher who deserves to be recognized for her instructional excellence.

Department of History

Gayle K. Brunelle

High-Impact Practices

For several years now, Dr. Gayle Brunelle has been offering a Paleography workshop that is open to all students and draws anywhere from 10 to 20 each year. She teaches the students a wide range of early-modern scripts, based on digitized manuscripts, and utilizes iPads in collaborative deciphering exercises. Students are enthusiastic about this unique, hands-on experience, as well as the insights they gain from Dr. Brunelle’s extensive archival work.

Department of Modern Languages and Literatures

Jan Eyring

High-Impact Practices

Dr. Janet Eyring has worked for the past 13 years incorporating service-learning into two of her classes -- TESL 510 and TESL 515. Students have produced learning logs and reports on their experiences assisting ESL teachers in the local adult schools. They have also brought back materials to enrich lectures and discussions in the classroom. Additionally, she has organized trainings for students in other classes in the TESOL Program, the Department of Modern Languages and Literatures, and other departments on campus. As a result, hundreds of students have had the opportunity to deepen their knowledge of theories and apply concepts from their graduate and undergraduate courses into real-life settings. Dr. Eyring will also be adding three more service-learning classes to the new Undergraduate TESOL Certificate, so this will be an ongoing learning/ teaching project.

James Hussar

Exceptional Teaching Effectiveness

During his six years at CSUF, James Hussar has proven his versatility by teaching 18 different preparations (45 courses overall) across three programs—Spanish, Portuguese, and Foreign Language Education (FLED) — in addition to directing ten Portuguese students in independent studies. An average of 3.785 on SOQ statistical summary mean scores places James comfortably within the “Superior” rating range (3.50 to 4.0) as established by MLL Department Personnel Standards. SOQ written comments also convey the students’ satisfaction with his teaching: most claim to have learned more than they expected, and many compliment James’s enthusiasm for course material, his clarity and organization, and his encouragement of student participation. Colleagues visiting James’s classes have recognized the care with which he plans his lessons, describing a classroom setting in which a variety of activities, grouping strategies, and technologies are implemented effectively, and praising James’s strong rapport with his students.



Department of Philosophy

Andrew Howat

Exceptional Teaching Effectiveness

Professor Andrew Howat has demonstrated impressive pedagogical innovations in numerous courses, ranging from 100-level GE courses to 400-level courses for Philosophy majors. Research consistently shows that students learn more when they are actively engaged in shaping their own learning. Accordingly, Professor Howat has employed diverse student-led activities such as presentations, group work, and more recently an exercise he invented called QOD. Each week, half of his students post on an online forum 24 hours prior to class. Their posts provide either a short but substantive question (Q) about the content of the required reading, an objection (O) to a theory or argument contained therein, or a defense (D) of a particular point of view relevant to the discussion. The remaining students respond to these QODs during an open class discussion, which Prof. Howat moderates.

Department of Psychology

Kris Beals

Exceptional Teaching Effectiveness

Dr. Kris Beals is an exceptionally gifted instructor, having received multiple teaching awards, the most recent being the ASI's Outstanding Educator of the Year for H&SS for 2011-12. In recent years, Dr. Beals has taught four different classes: PSYC 351–Social Psychology, PSYC 452–Psychology of Relationships, PSYC 456–Psychological Study of the LGB Experience, and PSYC 520T–Graduate Seminar in Interpersonal Relationships. The last three classes Dr. Beals created herself. Her mean rating of instruction by students is an outstanding 3.62 out of a possible 4.00. A remarkable 96% of her students rated her as excellent or above average. Her expectations and grading are generally consistent with department standards. She has also been very active as a master's thesis chair and as a mentor to undergraduate independent study students.

Joanne Stohs

Exceptional Teaching Effectiveness

Dr. Joanne Stohs regularly teaches PSYC 110– Critical Thinking, PSYC 314–Abnormal, and PSYC 495–Fieldwork. She has taught Critical Thinking through the honors program. She has also taught PSYC 495 online. Therefore, she is able to teach a diverse range of classes to a variety of students in multiple media. Dr. Stohs' teaching philosophy is grounded in universal design, which emphasizes an individualized approach to teaching diverse students. Students manifestly appreciate Dr. Stohs' teaching methods, as indicated by the very strong ratings of her instruction. Typically, at least 90% of students rate her as “above average” or “excellent.” Her mean student rating is well above the department average.

Susan Sy

Exceptional Teaching Effectiveness

In recent years, Dr. Susan Sy has taught three different classes: PSYC 311–Educational Psychology, PSYC 520T–Graduate Seminar in Ethnic Identity Development, and PSYC 421–Psychology of Immigration, the last two being courses she created. Dr. Sy combines a Socratic teaching style with active learning opportunities. Student ratings of her instruction have a mean of 3.46 out of a possible 4.00. On average, 87% of Dr. Sy's students rate her as excellent or above average. These ratings are particularly impressive considering (a) that she generally teaches large sections of her classes and (b) that her grading standards are very rigorous. For her undergraduate classes, Dr. Sy has a mean GPA of 2.34, well below the department mean for upper division courses of approximately 2.70. Student comments are likewise very positive. They praise Dr. Sy's enthusiasm and humor, despite the challenging nature of her classes.



Department of Sociology

Alan Emery

Exceptional Teaching Effectiveness

Dr. Alan Emery uses a variety of modalities to deliver content and assess learning in his Sociology of City Life class. He incorporates effective teaching methodologies for both online and in-class environments. He records his lectures with voiceovers that contain pictures to illustrate elements of city life. Student learning is assessed using multiple methods, including creative discussion boards, multimedia presentations, rigorous papers, and tests. Requiring students to demonstrate knowledge in a variety of ways is an effective teaching methodology, particularly for online formats. For example, students read William Foote Whyte's methodology of studying urban interactions. They visit a place where people congregate and observe them using Whyte's methodology and write their observations. In a photo presentation assignment, students identify a concept of theoretical interest and then find photos to illustrate the concept. They present their findings using PowerPoint, combining both photos and analysis. The feedback from students is overwhelmingly positive.

Berna Torr

High-Impact Practices

Dr. Berna Torr secured funding for 12 students to present their research at the Pacific Sociological Association Meetings in 2013 and 2014. She led 24 students in research projects through supervision courses. She co-authored an academic publication, 3 presentations, and a poster with students at academic conferences. She has chaired 17 master's committees over the past three years and has been an instrumental committee member on 15 others. She has also sponsored students for Sally Cassanova Predoctoral Fellowships. Dr. Torr was awarded an FEID grant to improve the teaching symposium course, adding seminar meetings and expanding mentors and schools. She developed a program with Marlene Gallarde, Chair of Sociology at Mt. SAC, where CSUF students perform mock teaching demonstrations and interviews at Mt. SAC. As a result, teaching internships have been awarded to CSUF students the past two years, and seven past participants are teaching at Mt. SAC.

COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

Department of Child and Adolescent Studies

Nathalie Carrick

High-Impact Practices

Dr. Nathalie Carrick's active program of research examining early cognitive development provides students the opportunity to engage in all aspects of conducting research. Students assist on designing research questions, creating testing materials, collecting data on young children in schools or the CAS research lab, and analyzing data. Her students have presented findings at multiple regional and national conferences, including the American Psychological Association and Western Psychological Association, and have been co-authors on manuscripts. Dr. Carrick's students have placed in the CSUF Student Research Competition and been awarded several FDC and ASI research grants. In addition to mentoring her own students, Dr. Carrick organizes events on campus to highlight students' research and creative activities, including the Student Research Competition, in which she works very closely with students to prepare them for the CSU-system wide event, and Student Creative Activities and Research Day.



Shu-Chen Jenny Yen

Exceptional Teaching Effectiveness

Dr. Shu-Chen Jenny Yen is an innovative instructor who constantly refines her teaching materials and class activities to create high-impact learning experiences for her students. She incorporates a variety of technologies (including document camera, interactive web-based learning tools, Echo 360, and Camtasia) into her classes to improve her teaching efficiency as well as to respect students' diverse learning styles. Her teaching evaluations are consistently high with remarkable comments on her teaching effectiveness. She is an enthusiastic professor who spends a great deal of time mentoring students in career and graduate school choices. It is common to see a group of students sitting on the floor in her office to study before exams. She also challenges students to get out of their comfort zones and expand their college experiences to include studying or teaching abroad.

Department of Counseling

Mary Read

Exceptional Teaching Effectiveness

Dr. Mary Read is a full time lecturer who goes above and beyond in her work. She consistently earns high student evaluations despite being rigorous in her grading. In her role as Clinical Training Director, she establishes relationships annually with new agencies, maintains existing relationships, makes sure students, instructors, and supervisors meet our accreditation and licensure requirements, and advocates helping students choose the "best fit" for their clinical experiences. She mentors students to earn a stipend of \$18,500 and a full time job upon graduation; usually 4 of the 10 awards in Orange County go to our students because of her mentoring. She also brings alumni to campus to make connections and help students obtain employment. Her mentoring often continues for the 2-3 years until our alumni take their licensing exam.

Department of Health Science

Lilia Espinoza

Exceptional Teaching Effectiveness

Dr. Lilia Espinoza is a passionate, dedicated, and effective teacher as demonstrated by her SOQ ratings (between 92%-98% A/B). Through teaching, she encourages and seeks emotional and intellectual engagement, intercultural understanding, and interdisciplinary learning. Student comments describe Dr. Espinoza as an amazing professor who is interactive and has a gift of integrating scientific issues with real-world applications. Several students have remarked that her courses were rigorous and still indicated that she was the best teacher they ever had. In addition to teaching HESC 411 (Promoting Health in Multicultural Populations) and HESC 475 (Health Science Planning, Research and Evaluation), Dr. Espinoza has advised many undergraduate and graduate students through independent research and projects/ theses. Dr. Espinoza is also a mentor through CSUF's Enhancing Postbaccalaureate Opportunities for CSUF Hispanic Students (EPOCHS) and serves as Chair of the KHS Student Success Center Committee.

Joshua Yang

Exceptional Teaching Effectiveness

Dr. Joshua Yang is dedicated to providing rigorous courses that incorporate an array of pedagogical approaches and teaching strategies to foster student learning and the "capacity for analytic creativity through guided mastery." Dr. Yang has taught four different courses: HESC 440 (Determinants of Health Behavior), HESC 475 (Health Science Planning, Research and Evaluation), HESC 481 (Globalization and Health), and HESC 465 (Introduction to International Health). His recent SOQ ratings are excellent (>90% A/B ratings). Student comments indicate that Dr. Yang is up-to-date, presents subject matter in an effective manner, is highly interested in student learning, is very helpful and approachable, and challenges them to think, not just memorize. They find his teaching style unique, fun, and engaging; they appreciate his detailed feedback on assignments; and they are grateful for his encouragement of student interaction. Most importantly, although many students indicate Dr. Yang's courses are very difficult, they appreciate the challenge.



Department of Human Services

Joe Albert Garcia

Exceptional Teaching Effectiveness

Dr. Joe Albert Garcia creates an inviting and even entertaining learning environment in which students participate at multiple levels with individualistic and collaborative learning activities, including making linkages between the course content and their future careers as human services providers. Within his interactive learning environment, students engage in critical thinking, scholarly exploration, self-reflection, and assessment. He utilizes a variety of teaching strategies, providing many opportunities for giving and eliciting student feedback that he then creatively uses in response to students' voiced needs. Dr. Garcia's teaching excellence is also evident in SOQ ratings that are consistently "very high" with excellent comments about his deep care for all his students, his openness to new ideas, and his positive role modeling.

Lori Phelps

High-Impact Practices

Dr. Lori Phelps serves as a role model and guide for students. She teaches five different courses in the Substance Abuse track – a track that she developed. The classes include both face-to-face and online delivery, demonstrating Lori's innovative orientation to teaching. Her course materials are well organized with clear objectives and content that reflects rich student learning opportunities. Student SOQ's consistently range from "very high" to "excellent." Lori is commended for her involvement with the California Association for Alcohol/Drug Educators (CAADE), for which she served as President for many years and for which she organizes the annual conference. She is especially commended for her sponsorship of numerous student research projects, some of which are presented at the CAADE conference each year.

Department of Kinesiology

Matthew Llewellyn

Exceptional Teaching Effectiveness

Dr. Matthew Llewellyn is completing his fourth year in Kinesiology. Over this time, he taught 25 courses with three new preparations in: Philosophy of Human Movement; History of Sport, Games and Culture; and Sport Sociology. Matt's teaching performance, based on SOQ data, is the highest rated in the department. He averaged 86% A and 12% B scores over the last three years for a combined 98% A and B scores. He employs a variety of teaching methods that promote dialogue and questioning in his classes with frequent confirmations of student opinion and engagement using "clickers"; he incorporates meaningful historical and cultural video clips; and he requires extensive thoughtful writing assignments. He integrates his high-quality scholarly work into his teaching. Matt is able to ignite an interest and dare I say passion in our students for the history, philosophy, and sociology of sport and human movement.

Scott Lynn

Exceptional Teaching Effectiveness

Dr. Scott Lynn is completing his 6th year in Kinesiology. Over this time, he taught five new preparations including: Movement Anatomy; Principles of Human Movement; Biomechanical Analysis of Human Movement; and Advanced Study in Biomechanics. Scott's teaching performance, based on SOQ data, is the second highest in the department. He has achieved combined A and B ratings between 94 and 96% every semester over the last three years. He has been able to maintain his teaching effectiveness even in double sections of 115 students. Scott has a skill set in the assessment of human movement patterns and prescription of corrective exercises that serves Kinesiology well. He teaches these skills in his classes, and he and our students then apply them through his lines of applied and clinical research, in sport settings (such as with the Los Angeles Kings), and in the allied health professions.



School of Nursing

Kathleen Griffith

High-Impact Practices

As an expert clinician, Ms. Kathleen Griffith uses her experience to implement multidimensional strategies into her teaching. These include the use of best evidence strategies, such as the National Patient Safety Goals, to improve patient outcomes and reduce harm. In the leadership laboratory class, she guides students in using performance improvement methodology to address actual patient care problems and improve patient safety and outcomes. This collaboration with a partner long-term care and rehabilitation facility has expanded clinical site opportunities for the School of Nursing. It has also increased student's marketability as employers value this competence in new graduates, a skill not typically found in graduates from other schools. In multiple classes, Ms. Griffith incorporates the use of informatics and health technology to address patient care problems and improve outcomes for individual patients and at the systems level.

Rebecca Otten

Exceptional Teaching Effectiveness

Dr. Rebecca Otten is Coordinator of the Bachelor of Science in Nursing program. Her creativity and enthusiasm enhances the quality of the curriculum. An example of a learning activity she uses is her development of a unique and creative simulation scenario on death and dying. Students commented that this helped them become more comfortable in dealing with such clients and improved their clinical practice. In another example, Dr. Otten created a simulation scenario requiring critical thinking with multiple tasks requiring prioritization and implementation (nurses are often challenged with this in practice and employers seek such skills in employees). In a third example, Dr. Otten incorporated a mock trial that included negligent acts where students had to complete a root cause analysis and apply ethical caring principles. Students recognize Dr. Otten's teaching effectiveness with comments such as "great teaching strategies," "best professor I ever had," and "made going to class worthwhile."

Stephanie Vaughn

Collaborative Teaching

Dr. Stephanie Vaughn serves as the Coordinator of the Registered Nurse to Bachelor of Science in Nursing (RN to BSN) program. She epitomizes collaboration, working with internal and external constituents to optimize student learning. Driven by new accreditation standards, she led colleagues in completing a major curriculum revision to best prepare students to practice in the changing health care environment. As part of this revision, she led focus groups with healthcare facility community partners to identify employer needs of graduates. Additionally, she worked with eight community college (CC) partners to create a Jumpstart program, identifying roadmaps to reduce extraneous CC courses and providing access to courses that students complete prior to CC graduation. This program facilitates a smooth transition from CC to CSUF while meeting national mandates to increase the percentage of baccalaureate-prepared nurses. Dr. Vaughn has also collaborated with multiple students on their independent studies and capstone projects.



Department of Social Work

David Cherin

Exceptional Teaching Effectiveness

Dr. David Cherin has developed a teaching style that encourages engagement and receptivity among his students. They state that Dr. Cherin makes complex concepts understandable and that they gain an enormous amount from his wealth of knowledge in a variety of fields. Those in his Death and Dying course also mention that, while the topic is not pleasurable to address (they have cried often during class), Dr. Cherin makes the subject matter engaging and interesting. A professor once said that to be a good teacher one has to “put the cookie jars on all of the shelves.” In other words, teachers have to translate the curriculum in a way that students at all levels can access. Higher-achieving students must feel challenged, while simultaneously, lower-achieving students must be able to comprehend the information. Dr. Cherin has mastered the art of placing “the cookie jars on all of the shelves.”

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

Department of Civil and Environmental Engineering

Phoolendra Mishra

Exceptional Teaching Effectiveness

Dr. Phoolendra Mishra joined the CEE department in fall 2012 as an Assistant Professor. He received the highest SOQ score for spring 2013 and fall 2013 in the department. His teaching effectiveness is demonstrated by the numerous positive comments from students, such as, “He is very organized and on task,” “He did not waste time in class,” and “He answered every question effectively.” Dr. Mishra also showed his exceptional teaching effectiveness in an online class, where he developed impressive presentation materials even though it was his first time teaching in a web-based environment.

Computer Engineering Program

John Faller

High-Impact Practices

Prior to joining Cal State Fullerton in 2011, Dr. John Faller gained several years of research experience during his graduate studies and through his participation in the NASA Postdoctoral program. He has incorporated this experience in the classroom and uses it to engage students and enhance their learning. He also conducts research with students outside of the classroom. This has resulted in several of his students presenting at local conferences. Dr. Faller and one of his students were selected for participation in the U.S. Department of Homeland Security Summer Research Team Program for Minority Serving Institutions. They worked with the National Center for Border Security and Immigration at the University of Arizona and conducted research for an automated interviewing and detection system in summer 2013. Faller also consistently receives high student evaluations, which are a testament to his talent and effectiveness as a teacher and mentor.



Department of Computer Science

Kevin Wortman

High-Impact Practices

Dr. Kevin Wortman has taught six different classes. His students praise him highly for his knowledge of the subjects and class preparation. Student comments include positive remarks, such as, “Prof. Wortman is EXTREMELY helpful no matter what the problem is. He is always willing to help when needed and/or makes time to help. He makes education his primary goal and will always go to extra lengths to accomplish this task.” Dr. Wortman was heavily involved in streamlining the course sequence for three computer science courses, CPSC 120, CPSC 121, and CPSC 131. He took the lead in coordinating Supplemental Instruction for these courses. Supplemental Instruction has improved student retention substantially. He is serving as the Supplemental Instruction Coordinator for the current semester. His contribution to our undergraduate program significantly impacts student success.

Department of Electrical Engineering

Shahin Ghazanshahi

Exceptional Teaching Effectiveness

Dr. Shahin Ghazanshahi consistently receives high ratings for her teaching performance. The scores for all the courses she has taught are consistently well above the department average. Students complement her for her fairness, caring, enthusiasm, teaching effectiveness, and knowledge of the subjects. In addition, they note her ability to motivate and encourage them to learn. During the past three years, Dr. Ghazanshahi has taught an average of 150 students per semester, which is more than any other faculty in the EE Department. She has made substantial improvements in the electrical circuit laboratory course and also in the engineering probability, numerical analysis, and linear systems courses. All these classes are well accepted and liked by our undergraduate and graduate students. Dr. Ghazanshahi has made significant contributions to our programs and has served our students and local technical community well.

Department of Mechanical Engineering

Chean Chin Ngo

Exceptional Teaching Effectiveness

Dr. Chean Chin Ngo provides outstanding instruction in all of his classes. Students describe his teaching in glowing terms, indicating that he is one of the most knowledgeable and well-organized faculty in the department. They appreciate his structured class atmosphere, clear presentation of subject matter, and fairness in grading. Although his courses are rigorous, students find them enjoyable and often comment that he is one of their favorite professors. In addition, Dr. Ngo makes other important instructionally-related contributions through his effective advising of both graduate and undergraduate students and through his curricular contributions. He has already developed and taught two new graduate courses during his short time at Fullerton.



COLLEGE OF EDUCATION

Department of Educational Leadership

Ron Oliver

Exceptional Teaching Effectiveness

Dr. Ron Oliver teaches primarily in the Doctor of Educational Leadership Program. During the past three years, his SOQ ratings have consistently been among the highest in the program. The following typify student comments: “Great readings, activities, and lectures! By far, it was the most meaningful and important class that I have had.” “Excellent opportunity for discussion, furthering our thinking, and extending our knowledge.” “What an eye-opening and inspirational course!” In addition to teaching, Dr. Oliver has chaired a large number of dissertations, and student feedback for this work has been equally positive and enthusiastic. Dr. Oliver is a model teacher and a strong teaching mentor for other faculty in the department.

Department of Elementary and Bilingual Education

Timothy Green

Collaborative Teaching

Dr. Timothy Green has collaborated with Dr. Loretta Donovan for the past five years as they have co-directed and taught in the Master of Science in Educational Technology program. The program has grown significantly during this time—from one cohort of 25 students to four cohorts (approximately 100 students total) as of the 2013 fall semester. Dr. Green has worked closely with Dr. Donovan to revamp the program by moving it to a 100% online delivery system, matching course objectives with the ISTE Technology Coach Standards, and adapting course assignments and experiences to ensure that students are able to combine theory with practice as they effectively integrate technology in student-centered ways in the classroom. Drs. Green and Donovan have also collaborated on the development of a new graduate course that will be part of an educational technology graduate certificate (currently under university review) for teachers who have the M.S. degree.

Terri Patchen

High-Impact Practices

Dr. Terri Patchen’s teaching is predicated on assuring students acquire the critical thinking and collaborative skills integral to 21st century success. Her instruction develops students’ abilities to: work collectively; analyze and use technological resources; communicate effectively across multiple platforms; conduct fieldwork; and appreciate diversity. Dr. Patchen’s courses are writing intensive, reflecting her commitment to high-impact practices, a commitment she has increasingly directed to supporting undergraduate student research. Awarded an Intramural Grant in 2013 to fund a student researcher, Dr. Patchen also enhances undergraduate research as a Fellow for Student Creative Activities and Research. In this instructional leadership role, she directs the campus-wide Student Research Competition and the Student Creative Activities and Research Day, and is a member of the Southern California Council on Undergraduate Research Conference taking place at CSUF this fall. Mean student opinion evaluations of Dr. Patchen have regularly exceeded 90%, exemplifying her exceptional teaching effectiveness.



Department of Reading

Donna Padgett

Exceptional Teaching Effectiveness

Donna Padgett's teaching has been exceptional since she began her career at CSUF. She has touched the minds, lives, and hearts of thousands of students. In the past three years she has consistently been rated as excellent on her SOQs. She has been honored by student athletes as Faculty of the Year – the highest award student athletes can give a professor. She has also been recognized for her commitment to student success for first generation and often struggling learners. Donna ensures that all learners obtain the essential skills and cognitive strategies to ensure persistence and academic growth. A comment that highlights Donna's effect on students comes from last semester's evaluations, "You are a truly wonderful professor who teaches with such passion. Every student needs a professor like you at least once in their academic life. Out of my three years at CSUF, you definitely stood out from the rest."

Department of Secondary Education

Ellen Kottler

Exceptional Teaching Effectiveness

Ellen Kottler teaches both online and face-to-face courses for the Single Subject Credential Program, including a prerequisite course. 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 sites. She leads the department in updating courses to align with the California Commission for Teacher Credentialing Standards. Furthermore, she shares her current research from her recent publication, *The Teacher's Journey: The Human Dimensions* (2013). SOQ comments describe Mrs. Kottler as "organized," "knowledgeable," "effective" "passionate," "enthusiastic," and "dedicated to her work and her students." She "presents class content clearly and simply," helping students not only "remember the material and methods" but also apply their learning "to real-life situations." She makes students feel like their success as teachers is "her priority."

Department of Special Education

Erica Howell

High-Impact Practices

Dr. Erica Howell earns a high proportion of excellent teaching evaluations and is integrally involved in supporting CSUF undergraduate and graduate students in research and creative activities outside the classroom. In fall 2012, she was awarded a faculty/ undergraduate research grant and developed the Peer Assisted College Support Program (PACS) for CSUF students with autism spectrum disorder (ASD). Students at CSUF with ASD meet bi-weekly with CSUF peer mentors to troubleshoot challenges related to college attendance for students with ASD. Furthermore, Dr. Howell incorporates students who work in the Center for Autism Education Core (she is co-director) in research and presentation opportunities. One Education Core Associate presented at the Learning Disabilities Association of America conference, and she is mentoring six additional Associates on submitting proposals to a local autism conference where they will display their current research and creative activities.



COLLEGE OF COMMUNICATIONS

Department of Communications

Beth Georges

Exceptional Teaching Effectiveness

Beth Georges has been a lecturer in the department since 2002 and is recognized for her exceptional teaching effectiveness. She teaches a variety of courses in the journalism concentration, including COMM 202/ Reporting for the Mass Media. She relies on her extensive background in television news to show students the realities of the broadcast business – and the many changes it is undergoing. She holds students responsible for producing work that is consistent with industry standards. Her knowledge and expertise are valued by students, and students frequently report that her class is “an enjoyable and enriching experience.”

Waleed Rashidi

High-Impact Practices

Waleed Rashidi is a lecturer in the Entertainment and Tourism concentration. He has been teaching in

Communications since 2008 (when he completed his master’s degree in the department). He took on the responsibility for COMM WEEK in 2013 and is especially worthy of recognition for this high-impact teaching practice. COMM WEEK (COMM 497T) offers an unparalleled opportunity for students to acquire hands-on event planning experience and deal with all the challenges and frustrations that the “real world” workplace will bring them. Waleed is engaged with and well-liked by his students, and COMM WEEK is consistently one of the students’ favorite courses.

Diane Witmer

Collaborative Teaching

Dr. Diane Witmer has taught in the department since 1997. She exemplifies the model of collaborative teaching that we hold in such high esteem at CSUF. Dr. Witmer has taught almost every course within the public relations concentration. She has written four books, including *Public Relations Management: A Team-Based Approach*, which we use in our COMM 464B classes. She has earned the recognition of “fellow,” the highest honor bestowed by the Public Relations Society of America. She has robust professional relationships with scholarly and professional colleagues, both locally and nationally, and used these contracts to enhance her exemplary teaching in the classroom.

Department of Human Communication Studies

Edith Li

Exceptional Teaching Effectiveness

This is Dr. Edith Li’s final semester at Cal State Fullerton. After more than 30 years in the classroom, she is retiring. She has been a superb teacher throughout her career. During the past three years, the period for this award, she has earned the highest overall student ratings of any faculty member in the Communication Disorders degree program. Her mean rating for all classes was 3.77 on a four-point scale. Moreover, she garnered those ratings while teaching one large section every semester. She typically teaches 150 students per term. Dr. Li truly shines in 400-level classes and 500-level clinical practicums, where her student ratings are at or very near 4.0. The Communication Disorders program will struggle to find someone to replace her who possesses the same depth of knowledge in neurogenic communication disorders, along with her remarkable teaching skills. She is energetic, enthusiastic, and in control in the classroom.



Erika Thomas

High-Impact Practices

Dr. Erika Thomas deserves special recognition for her work as the Director of the Forensics Program, a co-curricular activity that features intercollegiate speech and debate competition. Debate is a high-impact practice that promotes student involvement and commitment to learning through active competition. The very nature of competitive debate extends learning beyond the traditional classroom, increases socio-political awareness, and leads to greater civic engagement. Dr. Thomas has done a wonderful job of using community outreach to recruit debaters from less privileged high schools. She encourages cultural, ethnic, and gender diversity on the squad. The Forensics Program is also interdisciplinary in its majors; nearly half the debaters are non-majors. Dr. Thomas endorses a “walk-on” policy: Any student can try out for the debate team. Debaters compete in novice, junior, and varsity division, based on skill level. The debate training they receive prepares them for careers in law, politics, and other advocacy careers.

Department of Radio-TV-Film

Edward J. Fink

Exceptional Teaching Effectiveness

Dr. Ed Fink has amassed some of the highest overall teaching evaluation scores in the Department of Radio-TV-Film from spring 2011 to spring 2013. He became head of the Faculty Development Center at the beginning of the fall 2013 semester, so he did not teach during that term. One student’s comment on the SOQs sums it up: “He is a great teacher, grades fair, tells you like it is.” He also brings the profession to the classroom by the outstanding guest speakers he invites to campus. His classroom performance and his caring attitude are valued by students. They particularly appreciate that he is a great cheerleader for CSUF and encourages students to get involved with many activities on campus.

MIHAYLO COLLEGE OF BUSINESS AND ECONOMICS

Department of Accounting

Randy Hoffman

High-Impact Practices

In fall 2011, Mr. Hoffman took the challenge of introducing a new format for ACCT 201B–Managerial Accounting. He implemented the flipped classroom, which resulted in reducing a bottleneck caused by students needing to repeat the course multiple times. Mr. Hoffman teaches approximately 500 students each semester. Combining classroom lectures with small group case sessions allowed him to integrate critical thinking and group work. He created blackboard lessons, developed cases appropriate for a case-based approach to learning, and generated seating charts and attendance guidelines to make the strategic changes more easily adaptable for students. He knows the material very well and is able to communicate it in a manner that enhances student learning. He must continuously upgrade the deliverables. He trains student assistants each semester and conducts regular meetings to explain the classroom format. He interacts well with students and always challenges them to perform better.



Hung-Yuan (Richard) Lu

Exceptional Teaching Effectiveness

Dr. Richard Lu has taught ACCT 201A – Undergraduate (Honors) Financial Accounting, ACCT 301A – Intermediate Accounting, ACCT 502 – Seminar in Accounting Theory, and ACCT 510 – Graduate Financial Accounting. He has combined rigorous teaching methods adapted to his students’ learning styles. He demonstrates high standards for his classes while also receiving good evaluations. Students note that he is knowledgeable and uses proper English. One student referred to him as Super Supreme! An example of Dr. Lu’s exceptional effectiveness is serving as the adviser to a number of graduate students, assuming the role of mentor as they work on their final research projects. Additionally, he encouraged his students in ACCT 502 to attend the 2013 CCRG conference to incorporate topics discussed in a research paper. Dr. Lu is committed to student success and seeks to innovate and enhance student learning through new techniques.

Department of Economics

Larry Howard

Exceptional Teaching Effectiveness

Dr. Larry L. Howard has incorporated three teaching innovations into his undergraduate courses. First, to increase student participation and understanding of course material during class lectures, wireless response card technology was utilized to develop a series of in-class questions. This innovation provided students with instantaneous feedback regarding their understanding of key concepts and an opportunity to participate in class while preserving their anonymity among classmates. Second, to increase student writing performance, artificial intelligence software technology for essay assignments was introduced to help students understand how to improve their writing. This innovation provided students with instantaneous feedback on revision goals for their essays and allowed a greater number of revisions. Finally, adaptive learning software technology was introduced for homework assignments to provide students with individualized guidance in identifying the concepts with which they were struggling before attending class lectures and taking examinations.

Sherif Khalifa

High-Impact Practices

Dr. Sherif Khalifa incorporates global issues into the curriculum. He teaches an undergraduate course in Economic Development, in which students are exposed to issues of economic prosperity and the challenges facing the least developed countries. To enhance their understanding of these issues, students use economic intuition and international data to determine the factors that cause a country to be underdeveloped, and they suggest practical solutions to get the country out of the poverty trap. Dr. Khalifa also designed a new interdisciplinary graduate course that sheds light on the economic, political, social, cultural, institutional, and historical factors that determine economic performance. Students are exposed to the intellectual contributions, the debates, the techniques, and the datasets that allow them to write research papers in this area. These classes expose students to global issues that have a significant impact on today’s world.



Department of Finance

Yue Liu

Exceptional Teaching Effectiveness

Dr. Yue Liu joined CSUF in 2006 and has taught on both the Fullerton and Irvine campuses. Her class sizes range from 40 to 240 students. Her teaching of the large sections of FIN 320, the core finance course offered to all business students, is instrumental in increasing the students' passing rate in a bottleneck course and, therefore, their graduation rate. Her SOQ statistics are always well above department averages. Her class materials are very organized and are effectively conveyed with course outlines available on course websites. During the lecture, she significantly elaborates and extends those outlines. Students especially like the way she makes difficult topics easier by approaching challenging problems from multiple angles. She is the only Finance faculty to teach in the On-Line Degree Program and is very well received. Students comment that "she has been the best professor in the CSUF online program so far."

Department of Information Systems and Decision Sciences

Panayiotis Skordi

Exceptional Teaching Effectiveness

Improvement in his workbook, ongoing re-evaluation of teaching techniques, and classroom research learning environments have helped raise Professor Skordi's evaluation averages over the last three years from 3.7 to 3.9. In 2011, he was recognized as the best part-time instructor for teaching performance by the business college. His teaching strategy includes intervention by encouraging student office visits and remedial plans of action for under-performing students. His plans include: a subject's developer background to generate students' greater interest and connection with the material; real-world examples and class-generated demonstrations; data visualization using colored images to convey concepts; encouraging student-student interaction; providing immediate feedback so students can assess their competence; high expectations; and professor-student interaction during class, in office hours, and via email.

Ofir Turel

Exceptional Teaching Effectiveness

Dr. Ofir Turel realizes that our students can benefit from breaking the silos of business disciplines because in real business settings there is no such thing as "pure" discipline-based projects, such as "pure" information systems or "pure" marketing projects. Thus, he joined forces with the marketing department to develop and deliver the first multidisciplinary cross-departmental course in the MCBE. The course is called "Marketing Analytics: Decision Making in the Information Age." It covers applications of decision sciences to typical marketing tasks such as customer life-time value assessments, prediction, segmentation, positioning, and designing new products and services. This course has been co-taught with the marketing department (with Dr. Thomas) and has been a great success, with very positive student comments, full classes, and employment success stories.



Department of Management

Gerard Beenen

Exceptional Teaching Effectiveness

Gerard Beenen joined the management department in 2009. He teaches undergraduate and graduate courses in the field of organizational behavior. His students know him as an innovative instructor who introduces course concepts with real-world examples, experiential learning, and role-playing exercises. His teaching innovation extends to course development and experimentation. For example, he recently developed the first online organizational behavior undergraduate course for the Cal State Online degree completion program. Although online courses typically receive lower student ratings, his course received an overall rating of 3.71 out of 4.00 when he launched it last summer. Professor Beenen is also the first faculty member in the management department to offer a flipped course model.

Lorenzo Bizzi

Exceptional Teaching Effectiveness

Lorenzo Bizzi teaches the capstone courses in strategic management at the undergraduate and graduate levels. His teaching philosophy is focused on learning as training for the mind to think. He challenges students' thinking, bringing to class live events that shocked the business world the previous week. His teaching approach is based on emotional transference and on interpreting students' reactions to content, constantly readjusting the teaching style depending on students' sensitivity. He brings his experience in strategic consulting to help students work with local organizations and solve their major strategic problems to significantly improve profitability. He is an active scholar with publications in top outlets. Professor Bizzi is profoundly devoted to helping students. Last semester he was rated as an excellent source of help by every single one of his students.

Jennifer Chandler

Collaborative Teaching

Jennifer Chandler modeled her MGMT 470 class after reality TV show "Shark Tank" by pairing student groups with Hollywood industry executives for a semester-long project. Together, executives, students, and the instructor develop management plans for "spin-offs" of actual movies, television shows, video games, books, applications, or music albums. Executives visit the classroom to meet with the entire class, while smaller team collaboration meetings take place both face-to-face and virtually during class time, workplace visits, Skype, chat, or IM. Students, executives, and the instructor become a learning community, which has helped to develop internship and professional placement opportunities. This intense collaboration deviates from traditional learning by enabling students to connect with mentors via an experiential project and by combining the instructor's academic expertise with executives' industry experience. Students highly appreciate Professor Chandler's class as evidenced by their SOQ evaluations.

Department of Marketing

Steven Chen

High Impact Practices

Dr. Steven Chen works with Pi Sigma Epsilon, which embodies service learning. PSE has worked on over a half dozen client projects with community businesses, including retail site analysis for a new coffee store, a marketing plan for Dialogue on Teahouse, and an online marketing and customer acquisition plan for Arirang Korean BBQ. Additionally, Dr. Chen provides his students with internationally-oriented pedagogical experiences. For example, he coordinated MBA students (MKTG 519) to collaborate with DIALEGO, a German social media consulting firm. He has also advised honors' student research that has international scope, including a Southeast Asian Marketing Plan for the Lollapalooza Music Festival and an analysis of travel motivations of Generation Y travelers.



Yuna Kim

Collaborative Teaching

Dr. Yuna Kim teaches MKTG 353, Marketing Information Technology, which provides students an opportunity to gain hands-on experience in social media content creation and metric analysis, incorporating major projects each semester. The class manages a “live” social media community for the Marketing department and participates in a global competition sponsored by Google. During the spring semester, students form teams and rotate among four social media platforms (Facebook, Twitter, LinkedIn, YouTube) to promote the Marketing department to current CSUF students and alumni. During the fall semester, students enter the Google Online Marketing Challenge, where students create online marketing campaigns for a business client using Google Adwords, Google+, and a \$250 budget provided by Google. By working on these projects, students gain practical skills necessary to develop effective social media marketing strategies.

Marketing/ Business Communication

Teeanna Rizkallah

High Impact Practices

Dr. Teeanna Rizkallah routinely looks for innovative ways to use technology and cutting-edge pedagogies to engage and challenge her students. In 2011-2012, she completed a set of six videos designed to teach students presentation skills; these videos are currently in use throughout the MCBE. During 2012, she completed the Train the Trainer certificate series and has incorporated much of the participant-centered training she received into her teaching. To improve her class discussion management skills, she studied case analysis method at the Harvard Business School in May and June 2013. Recent classroom projects include using business simulations in a lower-division honors course (fall 2013) and flipping an experimental upper/ lower division hybrid course (in progress spring 2014). She is currently developing a template combining narrated lectures and other technology resources to simplify instruction of the hybrid course in future semesters.

COLLEGE OF THE ARTS

Department of Art

Kyung Sun Cho

High-Impact Practices

Professor Kyung Sun Cho’s students produce paintings and drawings of exceptional beauty and complexity. Her teaching includes global-learning activities such as a collaborative collage project. In its first weeks, sophomore-level students research contemporary artists and bring to class hundreds of international magazine and print images. They then barter and trade to collect “sets” of similar subjects. This assignment creates community, empathy, and mutual support. Students work alongside one another to make large collage drawings. They conduct small group critiques and discover shared processes and concepts. Since many of her assignments foster “personal vision,” Professor Cho discusses biography, culture, race, gender, and the “difficult differences” that are part of diverse worldviews. She also advises the students’ painting club, organizes visiting artist lectures, and assists student with their exhibitions in campus and regional galleries.

**Linda Kroff***High-Impact Practices*

The unexpected installations of Professor Linda Kroff's students often surprise the campus community. Overnight, two trees may be transformed into posts holding a wall of plastic wrap, the same amount of plastic used in one day in the campus cafeteria. Professor Kroff's students collaborate for eight weeks to develop mixed media and digital installations. They work within teams and tight budgets, use environmentally safe practices, and follow campus policies and procedures. Her restrictions reflect those which students will encounter as professionals. Professor Kroff conducts portfolio reviews, mock interviews, and student-activity sessions outside of class. She advises the student photography club and annually takes a group of students to the national Society for Photographic Education conference. With her assistance, students have made research presentations at this conference.

Nobuhito Nishigawara*High Impact Practices*

Professor Nobuhito Nishigawara can be found at all hours with clay on his hands, assisting students with their projects or the proper way to run a lab. He manages the Art Department's ceramics facilities, doing the "grunt work" of repairing kilns, unclogging sinks, cleaning potter's wheels, and mopping floors. Yet, he also involves students in a Master-in-Residence-like program—engaging them in all aspects of his creative practice—from buying clay to creating magical sculptures to shipping crates to international museums. Students learn how to "throw" pottery, manage a business, and create masterworks. The quality of their artworks reflects their collaborative processes in this shared studio-intensive experience. Professor Nishigawara also advises the student ceramics club, arranges visiting artist demonstrations, and annually takes a group of students to the California Conference for the Advancement of Ceramic Art.

Department of Music

Mitchell J. Fennell*Exceptional Teaching Effectiveness*

Director of Bands Mitch Fennell is highly respected for his teaching of ensembles, conducting, and repertoire. During his tenure he has worked not only with CSUF students, but as guest conductor with the California All-State Band, the Southern California School Band and Orchestra Association Honor Bands, and the Colorado All-State Band. He has guest conducted at the Seoul Conservatory of Music, the Seoul National University, and the Jeju (South Korea) Festival Wind Orchestra. Dr. Fennell started the Master's Degree in Conducting at the Piaget Institute, and served as Artist-in-Residence at the National Conservatory in Lisbon, Portugal. He has greatly enriched the musical lives of countless music majors in CSUF's wind bands through their performance at California Band Directors National Association regional conferences, California Band Directors Association conventions, the All-Japan National Band Convention, the Jeju International Wind Ensemble Festival, and in tours of Germany, Portugal, and coming this spring, China.

Jean Ferrandis*Collaborative Teaching*

Jean Ferrandis spent his entire life and career in Paris before coming to teach at CSU Fullerton. One of the most widely renowned flautists in the world, Ferrandis has quickly gained the respect of music students and faculty as a consummate teacher. Flute students come to study with him from throughout California, the United States, and the world. International students from his studio add a valued dynamic to the Department of Music. Professor Ferrandis has introduced a form of collaborative teaching in which students in his flute studio not only attend a one-on-one lesson with him each week, but they all attend each other's lessons as well. Thus they learn from each other, reinforce their own learning, and break down barriers regarding performance anxiety and accepting positive criticism. One student in a recent course evaluation wrote that "his inner humility and his determination to improve himself is a great example."



Department of Theatre and Dance

Eve Himmelheber

Exceptional Teaching Effectiveness

Ms. Himmelheber continues to excel in her teaching duties as a highly accomplished director and teacher of acting, styles, and musical theatre performance. She also produces the New York City BFA showcase, which entails a host of detailed, specialized teaching to maximize the talents of the senior Musical Theatre, Bachelor of Fine Arts class under her aegis. Ms. Himmelheber's directing work for the department provides unique and valuable teaching and learning experiences for all students involved with each project. She is adroit at handling a variety of genres, as evidenced in her superior work on pieces as diverse as *Chemical Imbalance*, *A Jekyll and Hyde Play*, *Xanadu*, and the time-honored musical classic, *Carousel*. This versatility has been essential in Ms. Himmelheber providing a thorough, well-rounded pedagogy within the professional training module. Her teaching in the upper level Musical Theatre Workshop and Advanced Acting classes is exemplary.

Debra Lockwood

Exceptional Teaching Effectiveness

Professor Debra Lockwood continues her excellent teaching work in the fields of Lighting Design, Stage Management, and Production Management. Many former graduate and undergraduate students who were under Ms. Lockwood's charge are now teaching and working in professional positions: Pilobolus Dance Company, The Geffen Playhouse, and South Coast Repertory, to name a few. This attests to Ms. Lockwood's sterling commitment to meticulous training and pedagogy. She has provided invaluable "real world" teaching opportunities via professional mentoring and visiting guest artists. She has developed and implemented important new curriculum, including a much-needed course in emergent technology. Her own design work within the program for dance, dramas, comedies, and musicals, consistently provides invaluable hands-on teaching and mentoring experience. Ms. Lockwood is peerless in her ability to recognize and promote teaching moments large and small, beyond her rigorous work in the classroom.