



TUFFY AWARDS



2022

FACULTY RECOGNITION FOR

TEACHING



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THURSDAY, DECEMBER 8, 2022

2:00 – 4:00 P.M.

TITAN PAVILION AB

RECIPIENT MIXER AND RECEPTION

CALL TO ORDER

DR. ERICA BOWERS

DIRECTOR, FACULTY DEVELOPMENT CENTER

WELCOMING REMARKS

DR. CAROLYN THOMAS

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

RECOGNITION OF FACULTY

BY THEIR DEANS OR ASSOCIATE DEANS





COLLEGE OF THE ARTS

Juan Escalante, Department of Visual Arts

Professor Escalante's courses introduce novel technological approaches to the arts and design, such as artificial intelligence and creative coding. He produced extraordinary audiovisual materials to help students navigate steep technical learning curves. The CSUF community recognized these efforts with two VOICE awards (2021). Jurors observed: "The amount of time that went into making each video is impressive. There are strong examples of student-to-content interactions and the effective use of tech tools to increase student engagement." With the support of a FEID grant, Professor Escalante's students explore hand-gesture interfaces. Early exposure to these emerging forms gives our soon-to-be designers a competitive edge. Additionally, he produces printed materials featuring intricately designed infographics. Student response to Professor Escalante's instruction is overwhelmingly positive, as summarized by one of his students: "Taking your class reminded me of the wondrous nature of design and the power it has in the world."

Betsy Holster, Department of Visual Arts

Professor Holster advises every student, analyzes all Department credential student portfolios, and takes the time to individually place each student with a master teacher who suits their needs. The most compelling evidence of her outstanding teaching is that last year, 100% of Art Education students passed their TPE exams and received their clear credentials.

Camila Maroja, Department of Visual Arts

Hired during the pandemic to rethink the Exhibition Design program as well as teach art history, Professor Maroja contributed significantly to the curriculum of the Department, helping to bridge art history and art practices, by updating the course on Exhibition Design. Together with the Director of the Begovich Gallery, she invited over 25 speakers to campus in two years, providing students with knowledge and networking opportunities.

MIHAYLO COLLEGE OF BUSINESS AND ECONOMICS

Catherine Atwong, Department of Marketing

Catherine has designed innovative instruction to meet multiple objectives of high-impact practices, delivering over 600 HIP credits a year to the campus. Her course, "Marketing Information Technology" achieves the smallest equity gap.

Xin Che, Department of Finance

Xin Che believes that teaching the next generation of business leaders is a rewarding and fulfilling experience. He is enthusiastic about teaching because he really enjoys helping students prepare for their careers. Through his teaching, he hopes to make a difference in his students' careers and lives. At CSUF Xin has taught courses at both undergraduate and graduate levels including FIN 360 Principles of Risk Management and Insurance, FIN 320 Financial Management, and FIN 517 Managerial Finance. In 2021, Xin also won the Instructional Innovation Award from the College of Business and Economics.

**Min Choi, Department of Management**

Dr. Choi has taught operations & supply chain courses with a strong focus on high-impact practices (HIP). She received various teaching grants (including a HIP grant and several IRA grants) to incorporate business simulation games in her courses to help students apply their knowledge and skills to solve real-world problems. Dr. Choi also developed the “Logistics Management” course with industry experts’ feedback to make the course relevant to students seeking supply chain careers.

Kristin Li, Department of Accounting

Dr. Li’s pedagogy uses new technologies that provide analytical skills across all her accounting classes. For example, she uses Tableau to Visualize Data and Drive Decision-Making in her ACCT302 Cost Accounting. In another class (ACCT 422), she uses an interactive case called “Red Flag Mania-Find a Fraud” that helps students investigate fraud and internal control weaknesses in a non-profit organization. She has used a PWC’s case study to analyze company operating data including AP, PO, Inventory, Sales, etc., to find suspicious transactions with high fraud risks. What is also notable about Kristin Li is that she is a strong mentor for our students. As our school’s CPA advisor, she provides numerous CPA information sessions and one-to-one CPA and career consultations to students. She also helps students pass the CPA exam by meeting with them on a weekly basis and helping them to navigate resources provided to us by Becker’s CPA.

Jongha Lim, Department of Finance

Dr. Lim’s teaching goal is to help students embark on successful careers and become productive members of our communities. In the longer term, she aims to train students to become effective decision-makers. To achieve this goal, Dr. Lim incorporates four key values into her pedagogy: active learning and engagement, application, teamwork, and student-faculty contact. Her students most value the opportunity to learn up-to-date materials through hands-on experiences and appreciated her willingness to help students.

Mitchell Livy, Department of Economics

Since Spring 2020, Associate Professor Mitchell Livy has taught Environmental Economics, Principles of Microeconomics, Urban Economics, and Natural Resource Economics, and supervised an Honors Project. Dr. Livy engages students through active learning and critical thinking, starting each semester with a questionnaire for students to reflect on and share their preferred learning styles, career interests, and course topics they’re most interested in. The responses are used to create an inclusive and compelling classroom experience. In addition, Dr. Livy assigns projects for students to apply the concepts from class to topics that they are passionate about. Overall, Dr. Livy’s rigorous approach covers theoretical and applied material, focusing on mastery beyond rote memorization.

Hung-Yuan (Richard) Lu, Department of Accounting

Dr. Richard Lu teaches introductory financial/managerial accounting classes and a master-level accounting theory class. What is really interesting about Dr. Lu’s graduate class is that he has used a game that simulates a marketplace where the players do not have complete information about the outcomes and strategies of the other players. This game was designed to help students understand how with the use of financial accounting data, the outcomes of the game can be improved. Using a variety of in-class exercises he also introduces students to basic skills in data analytics so that they can visualize patterns and see correlations. In his introductory accounting classes, he has tailored his pedagogy in a different way. He uses lectures and discussions to help students understand the subject matter. What is commendable is his mentoring. He actively mentors students in classes to take and informs them of career opportunities in accounting.



Sinjini Mitra, Department of Information Systems and Decision Sciences

Dr. Mitra has served as the core course coordinator for “Business Analytics” which is taught by 12-15 different instructors. She led the conversion of this course to a GE and developed several components including a case study-based written assignment along with a grading rubric and template that are used by all faculty teaching the course. She also helped develop a new minor called (“Business Data Analytics”) that was launched in Fall 2022.

Gang Peng, Department of Information Systems and Decision Sciences

Dr. Peng has taught 40 sections of 7 different courses at both the undergraduate and graduate levels. All the courses he has taught, include course content that is cutting edge. He encourages students to explore the latest technology trends and work with local businesses to apply their knowledge and skills through class presentations, case studies, and class projects.

Aaron Popp, Department of Economics

Dr. Popp has developed an innovative curriculum for Econ 421: Monetary and Fiscal Policy that shows how different schools of economic thought contributed to economists' understanding of monetary and fiscal policy. He shows how these schools of thought developed in response to economic crises and deficiencies in past theories. As students learn about the schools, they develop statistical and simulation tools that help them model and understand monetary and fiscal policies' effects. Developing these tools helps close the technical gap between lower-level macroeconomics courses and the tools that economists employ to study the macroeconomy today. The tools and simulation aid students' understanding of the macroeconomic effects of the COVID pandemic, the recession during the pandemic, and the recent elevated inflation. Students also develop rules and simulations that mimic how the Federal Reserve sets the federal funds rate, which is the key monetary policy tool in the United States.

Jamie Seo, Department of Management

Dr. Seo has served as the core course coordinator for "Organizational Behavior" taught by 20 different instructors. She teaches undergraduate and MBA seminars on this topic and incorporates her work experience at Samsung into her lectures so that her students can easily apply management theories to real-life situations.

Eric Setten, Department of Marketing

Dr. Setten’s teaching philosophy is to prepare students for the workplace by meeting them where they are and helping them achieve the best possible learning outcomes. To achieve this, Dr. Setten has embraced online tools to offer maximum flexibility to students. For example, he supplements in-class instruction with videos of the lectures. Additionally, Eric has structured his courses so that he can check in with students early in the semester and, if necessary, create interventions that improve their learning.

Daniel Soper, Department of Information Systems and Decision Sciences

What sets Dr. Soper’s teaching apart is how he uses student collaboration to help students generate knowledge and make the learning applicable to real world problems. Dr. Soper has taught 11 different classes, including 39 sections of upper-division undergraduate classes and a combined 48 class sections in the College’s MS in Information Systems, MS in Information Technology, and Master of Business Administration programs.



Gergana Todorova, Department of Management

Dr. Todorova focuses on inclusiveness, experiential learning, and the use of multiple teaching modalities. She has taught successfully both at the undergraduate and graduate levels. In her teaching, she applies the newest technology and multiple simulations.

COLLEGE OF COMMUNICATIONS

Elise Assaf, Department of Communications

Dr. Assaf thrives in her courses. Students say she is “amazing,” leads “thoughtful and insightful conversations with ease,” and makes learning “something to look forward to.” She is highly engaged with students inside and outside the classroom, also chairing the Department’s Awards Committee and serving as the new advisor of the Department’s Kappa Tau Alpha Honors Society.

Carolyn Coal, Department of Communications

Carolyn Coal is a full professor in the Department of Communications. Her students find her hands-on advertising and entertainment and tourism communications courses to be vital for their career preparation. They note she is passionate about teaching and flexible in meeting her students’ needs. Professor Coal’s students regularly say her classes are among their favorites at CSUF. In addition her to expertise in the advertising industry, Professor Coal is also a noted documentary filmmaker. She has also served for many years as advisor of the Department’s popular Ad Club.

Claudia Evans-Zepeda, Department of Human Communication Studies

Dr. Evans-Zepeda was hired as an expert in the area of intercultural communication; in particular, she addressed a need for greater focus on Latinx cultures in the curriculum. Her identity as a Latinx scholar brings meaningful cultural capital to the department and adds richness to the experience of her students. As she is one of very few Latinx faculty, she is frequently called on to mentor, assist, and provide role modeling for our large number of Latinx students.

Russell Johnston, Department of Communication Sciences and Disorders

Dr. Johnston puts his students as his top priority, and they report his consistent availability and generosity with his time. Comments from his students are “amazing professor, always so helpful, understanding, and kind to everyone, grades the assignments quickly, always available to answer student questions about the course, passionate about what he teaches, makes the subject (Introduction to Research in Communication Sciences and Disorders) very enjoyable and organized.”

Jasmine Phillips Meertins, Department of Communications

Dr. Phillips Meertins is teaching a high-impact practice course in event planning and management, while assisting the Fullerton Arboretum with their outreach efforts. Her students describe her as “compelling,” “motivating,” and engaging,” and say her classes are the “most organized and structured” as any class they’ve taken. Dr. Phillips Meertins is also the lead faculty member of the Department’s Black CommUnity project, aimed at supporting Black students interested in communications professions.



Shanara Reid-Brinkley, Department of Human Communication Studies

Dr. Reid-Brinkley is a scholar of Black Rhetoric who is an exceptional classroom instructor. She has further taken instruction to the community, serving a crucial and national role in facilitating an online intercollegiate debate tournament co-hosted with Georgetown university, and coached the students who appeared at the intercollegiate debate showcase sponsored at the Nixon Library. She is instrumental providing coaching and instruction to the award-winning CSUF speech and debate team, which recently finished in the top 8 in the nation at the National Debate Tournament. She is a frequent lecturer and contributor to summer high school debate institutes. Over the past 2 years, her impact as a crucial voice for diversity has truly had a national impact. Even her recent scholarship, such as her 2020 book chapter titled *Debating While Black: Wake Work in Black Youth Politics* has taken her pedagogy to a far-reaching audience.

Ron Romain, Department of Communications

Ron Romain is a full-time lecturer in the Department of Communications. Since 1985, Ron has taught graphic design and digital media at Cal State Fullerton, garnering stellar student evaluations while navigating a field of constant change. In recent years, he helped lead the Department’s digital curriculum reform with keen attention to the student experience. His students describe his classes as a “joy” and note his care, compassion and commitment to helping students succeed. As one student wrote, “The world needs more Rons!!”

COLLEGE OF EDUCATION

Erin Besser, Department of Elementary and Bilingual Education

Dr. Erin Besser received the 2022 VOICE Award for outstanding and innovative teaching for a gamified course (EDEL 515). Students are given choices in how they complete assignments and can negotiate their grades in EDEL515. Students are provided with rubrics in advance and multiple opportunities for peer and instructor written and/or multimedia feedback. Dr. Besser completed 170+ hours of Professional Development, earning the Inclusive and Impact certificates, attained accessibility training, and participated in the Equitable Pedagogy Module.

Laura Keisler, Department of Literacy and Reading Education

Dr. Laura Keisler is commended for her excellence in teaching as demonstrated in positive trends in her student evaluations, her overall passion for student learning, and her sincere commitment to faculty development. Dr. Keisler led a Professional Learning Community (PLC) for undergraduate faculty who teach a GE critical thinking course (READ 290). The PLC centered their work on the implementation of just, equitable, and inclusive practices, aligning the course’s student learning outcomes with the COE’s newly developed Conceptual Framework. An important outcome of the PLC was the creation of a common assignment with a common rubric to help incorporate anti-racist pedagogical approaches in ways that maintained fidelity to the GE learning outcomes for the course. Dr. Keisler is very highly regarded by her colleagues.

Maritza Lozano, Department of Educational Leadership

In 2021, Dr. Maritza Lozano launched the expansion of Leadership Education for Anaheim Districts (LEAD) partnering with Anaheim Elementary School District and its leaders to prepare a cohort of education leaders with a focus on multilingual learners. By partnering with colleagues and educational leaders through course design and delivery of instruction, her work has strengthened departmental teaching practice. This co-instruction has provided students the opportunity to make authentic theory to practice connections as they conducted job-embedded leadership work.



Aja McKee, Department of Special Education

Dr. McKee’s teaching contributions to developing exceptional teachers are numerous and outstanding. Recognizing that successful teachers are developed via multi-faceted approaches and concepts; she intertwines disability history (from a social model perspective) with special education practices (medical model) and highlights how the intersection of these models provides a more complete picture of how we can best serve students and families. With that, she continuously advocates for the inclusion of students with disabilities in general education environments. Her inclusive education course provides a theoretical understanding as well as practical strategies students can implement in their teaching practice. Dr. McKee’s passion for the fundamental right of inclusion is contagious, and it is that passion that leads to changes in our schools and classrooms and subsequently, society as a whole.

Fernando Rodriguez-Valls, Department of Secondary Education

Dr. Fernando Rodriguez-Valls, exemplifies the sort of educator we want the students in our programs to become. He is generous with his time – often meeting with students in the evening (since many of them are full-time teachers) - rigorous with his expectations for student learning, and unwavering in his efforts to create environments in which students’ identities – cultural and linguistic – are valued. Dr. Rodriguez-Valls has helped to pilot and begin to normalize a plurilingual approach to teacher education by offering courses in a dual language format (Spanish/English).

Gavin Tierney, Department of Secondary Education

Dr. Gavin Tierney, creates inclusive, supportive learning environments in which his students feel safe to challenge themselves as learners and as future educators. Student responses to his instruction reflect the deep impact he makes on them and their thinking about teaching: “Thank you for challenging me...thank you for restoring my faith in teachers” and “Dr. Tierney fosters an amazing classroom community that values the voices of all – even the quiet ones like myself!” Through culturally responsive pedagogical practices, Gavin has met students where they are – particularly in the midst of a pandemic.

Carolina Valdez, Department of Elementary and Bilingual Education

Dr. Carolina Valdez's teaching is grounded in her ability to bridge critical theory and humanizing practices. Dr. Valdez's teaching fosters dialogue and collaboration to develop anti-racist and inclusive pedagogues. Because of her candor addressing various intersections of identity in her teaching, Dr. Valdez attracts marginalized students seeking mentorship in their teaching career and continuing graduate education.



COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

James Choi, Department of Computer Science

Dr. Choi's office is "always wide open,". He encourages students to visit and welcomes anyone to discuss academic and personal matters. He successfully assists students with his patience and willingness to help in and outside his classes. Dr. Choi provides stimulating academic discussions in class and students often praise his interactive teaching style. The classroom discussions often lead to solutions by students themselves.

Bin Cong, Department of Computer Science

Dr. Bin Cong incorporates activities that highlight current industry practices. Many students express gratitude in being able to apply what they've learned after graduation. His teaching method includes "*learning by doing and learning by sharing.*" Students gain a deeper understanding of why, what, and how, and during class all students participate in various learning settings. Dr. Cong's classes help to spark passion and excitement in students pursuing careers in the software industry.

Jaya Dofe, Department of Electrical and Computer Engineering

Dr. Dofe makes coursework enjoyable, fosters critical thinking, and designs hands-on, interactive, and team-based experiences. Jaya incorporates equitable pedagogy by including culturally responsive project learning, authentic experiences, and mentoring to transform the underrepresented, underserved, first-gen students in various ways that create positive college experiences. She provides students with a positive environment where they feel safe, respected, included, and open to sharing their ideas and thoughts.

Ankita Mohapatra, Department of Electrical and Computer Engineering

Dr. Mohapatra has participated in several workshops focused on teaching pedagogy which she has infused in her curriculum. Many of the high-impact activities exceed the usual expectations from faculty, such as: inviting field experts to her classes to share their experiences on career paths in wearable/implantable devices; introducing novel simulation software/tools to help students stay updated on industry trends; using alternative assignment formats; and creating a stress-free learning environment by facilitating two-way communication tools beyond Canvas.

Huda Munjy, Department of Civil and Environmental Engineering

Xenia Wirth, Department of Civil and Environmental Engineering

Dr. Huda Munjy and Dr. Xenia Wirth successfully redesigned two senior design courses for the undergraduate Civil Engineering program. The redesigned courses, first offered in Fall 2021, focus on broader civil engineering topics and allow students to apply the knowledge to real-world, large-scale engineering projects. Before Dr. Munjy and Dr. Wirth began teaching the class, the scope was limited to constructing 1 to 2-story single-family homes. They took the course to another level by assigning larger-scale projects to students comparable in scope to those done by an actual team of civil engineers. With exceptional planning and meticulously laid out details, Dr. Munjy and Dr. Wirth partnered with engineering professionals in the local industry to serve as mentors. Each student in the senior design project was paired with an industry mentor. In addition to guiding our graduating seniors in their capstone senior design courses, they both strive to lead by example, showing our students the importance of collaboration and teamwork.



Christopher Ryu, Department of Computer Science

Dr. Ryu is wholly committed to student success, especially for first-generation, underrepresented students. He has helped many students by providing them with personal tutoring in addition to everyday classroom teaching. Furthermore, he motivates students to learn and experience beyond what is taught in his classroom through various industry projects he designs, partnering with local industries. Through these projects, students naturally learn what is needed to be competitive in the industry and are connected with real-world applications.

Justin Tran, Department of Mechanical Engineering

Over the last three years, Dr. Tran has developed two courses in the areas of engineering biomechanics and computational cardiovascular engineering. Dr. Tran’s commitment to student success goes beyond the classroom. His students praised him for student engagement and motivation as well as his availability and enthusiasm to teach outside of the classroom. Dr. Tran is an exceptional teacher, and many students regard him as one of the best professors.

COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

Natsuki Atagi, Department of Child and Adolescent Studies

Dr. Natsuki Atagi shines as a teacher and has made significant contributions to the CAS curriculum as a whole. As an instructor, Dr. Atagi utilizes a variety of methods to get students to actively engage with and critically think about the material. Students have often referred to her as their “favorite professor”. Dr. Atagi assisted with a thorough revision of the research methods course and also worked on incorporating linguistic justice into the professional communications course.

Caroline Bailey, Department of Social Work

During the period of 2020-2022, Dr. Bailey has made significant efforts to incorporate effective and innovative teaching methodologies across synchronous and asynchronous virtual learning platforms through the use of interactive video discussions, discussion boards, flipped classroom instruction, and video group projects. She served as a team leader for a core course, MSW503, which involved mentoring colleagues in course content and creating virtual curriculum and lectures for 5 sections of the course, making sure to emphasize diversity and inclusion through the use of readings authored by scholars of color, emphasizing cultural competence and inclusion in mental health, and including a video series featuring the work of prominent scholars and clinicians of color in the mental health field. Her teaching has created classrooms that inspire intellectual safety, diverse perspectives, collaborative learning, consistent student engagement, and effective development of scholars during pandemic times when students were faced with numerous challenges to educational access.

Michelle Berelowitz, Department of Human Services

Michelle Berelowitz is a talented and dedicated lecturer. Michelle produces well-organized and engaging classroom experiences that challenge students and equip them for meaningful real-world experiences in Human Services. She has a warm and welcoming spirit with students who are eager to visit her office where they report feeling welcome, heard, and important. These warm and friendly encounters are rich supplements to her teaching. Michelle has been a valuable asset to our department, our college, and our university.



Lilia Espinoza, Department of Public Health

Dr. Espinoza has a record of providing outstanding, life-altering mentoring and support to our students. Her teaching also is exceptionally effective in that she offers students opportunities for co-authorship, and she incorporates student mentoring into her research via the LINK (Leveraging Interdisciplinary Nutritional Knowledge) program, and into her service via her work with the HHD Center for Healthy Neighborhoods.

Sean Hogan, Department of Social Work

Dr. Hogan has an exceptional teaching record, teaching courses in social welfare policy, research methods, and the master's capstone projects. One student summed up his teaching performance by commenting, "His dedication to seeing students succeed in all of his classes is remarkable." In addition, he has served as a Pa'lante mentor working with underrepresented students. He provides mentorship, including access to his data, to students completing their master's capstone projects and to a student in the Senior Honors Project program.

Portia Jackson Preston, Department of Public Health

Dr. Jackson Preston mentors students to ensure they are supported and benefit from unique high-impact opportunities. She creates healthy learning communities for each course, connecting content with current events and students' lived experiences; she weaves topics of diversity, inclusion, and equity into every course module. As the only Black female faculty member in our department and one of few in the wider campus, Dr. Jackson Preston is aware of the significance of her presence for many students who feel marginalized. She has a deep, abiding commitment to expanding existing research on wellness to communities of color.

Joyce Lin, Department of Child and Adolescent Studies

Dr. Joyce Lin is an exceptional and extremely dedicated teacher who approaches all of her courses with creativity and a focus on supporting students to be successful. She designs varied assessments for student learning, helps students apply their learning to the real world, and cultivates positive relationships within her classes. She is constantly seeking ways to improve her pedagogy. Many students call her "amazing".

Mojgan Sami, Department of Public Health

Dr. Sami serves as the Internship Coordinator for the MPH graduate program. In this role, Dr. Sami volunteered to develop and spearhead a novel and critical "pre-internship" program to help students understand internship requirements, navigate university policies and procedures, and successfully search for and secure appropriate internships in a timely and successful manner. This new aspect of the program also helps graduate students obtain additional "soft skills" needed to effectively carry out their public health activities in the workplace.



COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Maria L. Bo, Department of English, Comparative Literature, and Linguistics

Already a recipient of an Honorable Mention for online classroom innovation, Dr. Bo goes above and beyond when preparing for classes. She is enthusiastic, supportive, and makes students feel at ease in classrooms and in office hours, establishing a community that opens up space for students to achieve their greatest potential.

Brian Chung, Department of Asian American Studies

Dr. Brian Chung has played a critical role in developing the Department's course resources for Area "F" that will support both students and faculty for many years to come. In his teaching, he utilizes a critical ethnic studies approach that prioritizes and encourages thinking relationally and locally across different racialized communities. Dr. Chung's pedagogical practices are noteworthy and deserving of recognition.

George "Max" M. Dery III, Division of Politics, Administration and Justice

Professor Dery is an easy nomination to make for this recognition. When the Division of Politics, Administration & Justice had our own commencement ceremonies, we would read the names of all the faculty in attendance at the start of the ceremony. The one name that got the loudest cheers, every year, was Max Dery. This is despite the fact that he teaches one of the hardest core courses in our curriculum. His sections are always among the first to fill up, and nobody has more students during their office hours than he does. Professor Dery has previously received an HSS award; that was well-deserved, as is this recognition.

Manuel Galaviz-Ceballos, Division of Anthropology

Dr. Manuel Galaviz-Ceballos is a concerned, creative, and conscientious teacher who provides students with excellent and high-quality learning opportunities. He takes care to make his courses relevant to contemporary students by helping them to think critically about matters of social justice, anti-racism, diversity, and inclusivity. He has used innovative methods, such as holding "Anthro Cafés" online for his students.

Christopher Gibson, Department of Sociology

Dr. Gibson is student-centered, innovative, and adaptive in his teaching. He prioritizes meeting student needs and adds pedagogical strategies for optimizing student learning and access. For example, Dr. Gibson frequently employs a flipped classroom model to enable in-class application-based, collaborative work that simultaneously fosters community-building. Additionally, he centers many of his classes around challenging systems of power and inequality, incorporates a global perspective, and engages the voices and experiences of diverse scholars into his students' learning.

Eric Gonzaba, Department of American Studies

Dr. Gonzaba's courses incorporate culturally responsive, equitable pedagogies and foster a critical examination of the relationship between the past and the present. He has been a featured speaker on LGBTQ issues at CSUF and at colleges and universities across the US. He was awarded a multi-year NEH grant that brought funding for graduate students to participate in his digital project, *Mapping the Gay Guides*, a database of queer spaces in the US from 1965-1980. Through this, three cohorts of our graduate students have gained invaluable training in digital humanities.



Asya Harrison, Department of Psychology

Asya Harrison has been an innovator in our department, incorporating diversity and inclusion at a deep level in her courses. For example, she has the classroom assistants critically evaluate department syllabi to see how DEI can be better applied in the courses. If faculty want, they can get access to this feedback. In this way, she is not only teaching the students using active learning, she is working to improve teaching across our entire department.

Emily Kuffner, Department of Modern Languages and Literatures

Dr. Kuffner’s peers have praised her organization, thoroughness, rapport with students, use of appropriate teaching methods and strategies. Dr. Kuffner serves as the faculty sponsor for both the Grupo de Teatro de Español and the Spanish Club and is the recipient of a 2022 Scott-Jewett Award for Student Success and Innovation for a project involving a campus student theater festival for Hispanic Heritage Month.

Jarret Lovell, Division of Politics, Administration and Justice

Professor Lovell is a dedicated teacher who challenges his students to question their assumptions. Teaching core courses in criminal justice (like our theory course) as well as unique electives on animals and the law and civil disobedience, Professor Lovell draws students from a wide variety of viewpoints. For example, many students who are hunters enroll in his Animals, Law, & Society course; they do so knowing that their opinions are going to be challenged and that Professor Lovell will make them think and reexamine their assumptions. A number of faculty use the “Socratic Method” to teach, but Professor Lovell truly carries out Socrates’ dictum: “the unexamined life is not worth living.” If that’s true, then Professor Lovell may in fact be making his students’ lives worth living.

Craig McConnell, Department of Liberal Studies

Dr. McConnell has created both new courses and programs—including most recently his key work on developing the Science, Culture, and Society minor—and has taught a large number of courses spanning the humanities and the history of science in both the Liberal Studies Department, the MS in Environmental Studies Program, and the University Honors Program. Dr. McConnell models deep engagement with various cultural productions including literature, scientific process, and film for his students.

Mario Alberto Obando, Jr, Department of Chicana and Chicano Studies

Dr. Obando is a wonderful classroom instructor and mentor who has contributed greatly to Chicana/o Studies and to students across the university through his work as an instructor, official and unofficial research mentor, and student organization advisor. He has added currency to departmental curriculum by creating two new courses, Introduction to Central American Studies and Cariño and Memory in the Time of Pandemic. Obando’s students greatly appreciate his approach, rigor, and care when it comes to his teaching and mentorship.

Stephen O’Connor, Department of History

Stephen O’Connor is a scholar-teacher in every sense of the word. One student described Dr. O’Connor’s signature style this way: “The way the professor presented the arguments regarding the key topics of debate among scholars, and through our discussion of those sources, created an environment within the classroom where it felt as if we were/are a part of the debate.” Students consistently remark on the welcoming environment Dr. O’Connor inculcated in the classroom. Dr. O’Connor sets a high bar, and he prepares students to meet it.



Rob Robinson, Division of Politics, Administration and Justice

Most faculty propose to do research with their sabbaticals. Dr. Robinson used his sabbatical to reduce the student costs for their texts from \$200 to zero. In his field, casebooks are the common form of text. These require keeping up with recent rulings, knowledgeably editing court opinions, and framing them for the readers. Professor Robinson's sabbatical was used to produce a zero-cost version of one of these; his hundreds of hours save our students hundreds of dollars each. Recognizing his teaching is one way to acknowledge his selfless dedication.

Jasamin Rostam-Kolayi, Department of History

Dr. Rostam-Kolayi is an exemplary teacher and mentor, both in and out of the classroom. As one student summed up "the content, instruction, and assignments are new, creative, and engaging." Her distinctive style of teaching makes students feel that they are active partners in the learning process. Her warmth, generosity, and open-mindedness create a welcoming classroom environment. Dr. Rostam's students see her as more than a teacher, but also their mentor and champion.

Kristin Rowe, Department of American Studies

Professor Kristin Rowe offers courses which utilize culturally responsive, equitable pedagogies and foster a critical examination of race in popular and social media. She led a workshop for the Black Student Union and organized and presented for our two American Studies forums on "Race, Power, and American Studies." Inside and outside the classroom, Professor Rowe's teaching deepens our students' perspectives on race and media and the US.

Devon Thacker Thomas, Department of Sociology

Dr. Thacker Thomas is an amazing classroom instructor whose contribution to department curriculum and pedagogy is far-reaching. Within her classes, she consistently incorporates application-based assignments, service learning, and team-based, problem-based learning and is committed to making these high impact practices available to our majors. She serves as a mentor to graduate students both on thesis projects and toward pedagogical training, as well as to undergraduates working on honors and McNair theses.

Hiromi Tobaru, Department of Modern Languages and Literatures

Dr. Tobaru has worked extensively with part-time faculty to coordinate course requirements and co-requisites. As Chair of the MLL Outreach Committee, Dr. Tobaru is the lead organizer of the spring student conference for the second year in a row; and for the Spring 2022 conference, she organized the Japanese Speech Panel.

Jennifer Trevitt, Department of Psychology

Dr. Trevitt has been teaching for a number of years at CSUF but is continually updating the pedagogical methods she uses. For example, she currently uses the flipped classroom in some classes, as well as giving students many low-stakes assignments rather than a few high-stakes assignments, both things that have been shown to improve learning. She has also standardized and improved aspects of our PSYC 300 course. She teaches some of the most difficult courses in our department, yet students love her classes.



Kenneth Van Bik, Department of English, Comparative Literature, and Linguistics

With a conscientious, thorough, and detailed approach, Dr. Van Bik introduces students to linguistic concepts and helps them establish connections between the knowledge they acquire and their everyday experiences. Further, he encourages students to be service-minded by modeling his own engagements in professional service and service to the community. Students comment on his dedication, his enthusiasm, and his interest in and support of their educational journeys.

Elise Wang, Department of English, Comparative Literature, and Linguistics

Dr. Wang's innovative, encouraging, well-structured teaching allows students to encounter challenging materials and work their way toward mastery. In carefully scaffolded lessons, she guides students toward pushing their boundaries, expanding their knowledge base, and recognizing and embracing their skills. Whether practicing Middle-English, exploring paleography, or drafting an 18th century style daily newspaper, students enthusiastically embrace the work.

Ash Woody, Department of African American Studies

Dr. Woody urges their students to use critical thinking skills in research and writing. They use interactive activities in class, such as writing groups, peer reviews of student work, and discussion boards. Dr. Woody teaches our Ethnic Studies Research and Writing course and our Ethnic Studies Seminar, which offers students career development skills. One of Dr. Woody's students is considering grad school as a result of being in their class. I highly recommend Dr. Woody for this award.

Mugdha Yeolekar, Department of Religious Studies

Dr. Yeolekar provides multiple means of engagement such as office hours, zoom meetings for asynchronous courses, and field visits. She works with students collectively focusing on current news about social justice and world religions. The conversations based on real-world issues are useful for creating cultural competence and critical consciousness among her students.

COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

Sinan Akçiz, Department of Geological Sciences

The Department of Geological Sciences recognizes Dr. Sinan Akciz for the strong role he plays in teaching our field classes, including Field Methods, Structural Geology, and Field Camp. Many students come into our program with little outdoor experience, and Dr. Akciz patiently teaches them wilderness and geologic skills in classes that take up many of his weekends (Field Methods) or several weeks of his summer (Field Camp). Most impressively, Sinan shifted our field program to an online mode during the pandemic and was so successful that several other schools from around the country adopted his online exercises. Sinan also recognized that many of our students who were stuck at home during the pandemic required field participation to qualify for professional certifications and he worked with them to make up mandatory field experiences. Dr. Akciz is a patient, caring instructor who always goes above and beyond to help our students.



Riley Casper, Department of Mathematics

Dr. Riley Casper is an outstanding, creative, and thoughtful instructor who is able to get the best out of his students. Mixing a dry, sharp wit with cutting-edge discovery learning strategies, Dr. Casper's presentations reveal the essence of the material in a way that exudes the joy he has in doing mathematics, and the promise of joy to those who join him on the journey. A budding master of his craft, Dr. Casper has students excited to do math. And the best is yet to come!

Joya Cooley, Department of Chemistry and Biochemistry

Dr. Joya Cooley uses a variety of approaches in her lessons with an emphasis on active learning. Dr. Cooley regularly surveys student attitude toward her teaching pedagogy and has already made reflective improvements based on student feedback in her two years at CSUF. In addition to her classroom culture, Dr. Cooley has mentored students in senior research projects, supporting development of student projects, writing, and presentations.

Kristy L. Forsgren, Department of Biological Science

Dr. Forsgren strives for excellence in teaching by providing quality instruction that is enjoyable yet challenging. She received a Virtual and Online Innovations and Curricular Enhancements (VOICE) Award for Student Engagement and was nominated by a student for a Titan Excellence Award. In addition, Dr. Forsgren's research laboratory is an extension of her classroom; she teaches students how to conduct research with a hands-on approach that builds self-confidence and better prepares them for the workforce and/or graduate/professional programs.

Kristin Kurianski, Department of Mathematics

Despite arriving in a virtual teaching environment, Dr. Kurianski has thrived in her courses. Not only was she recognized in the Student Engagement Category as part of the 2021 Virtual and Online Innovations and Curricular Enhancements (VOICE) Award- but she was again recognized in 2022 in the Content Engagement Category. Dr. Kurianski is the founding Faculty Advisor for the Student Chapter of the Society for Industrial and Applied Mathematics (SIAM) at CSUF.

Alison Miyamoto, Department of Biological Science

Dr. Miyamoto redesigned the core Biol 151 course so that students watch an online lecture and answer questions about the videos prior to attending class. Students earn points for participating in discussions on the online forum with questions about the material, questions from their videos that they got incorrect, or any topics that they want to discuss at the next in-person meeting. As a result, students are more prepared and ready to have in-depth discussions about the current material during class time. Dr. Miyamoto incorporated group projects where students drive the topics based on their personal interests and then these presentations are shared with the class. This was widely embraced by the students. As a result of these major overhauls, the overall class GPAs and SOQs have improved (even during the pandemic). Dr. Miyamoto has continued improving her pedagogy, completing multiple training courses including ACUE Microcredential-Active Learning, QLT Online Teaching, CSUF Equitable Pedagogy, Advanced QLT Online Teaching, OET Blended Flipped.



Jeffrey Olberding, Department of Biological Science

Dr. Olberding redesigned the curriculum of a non-major physiology course centered on active student learning to increase equity for students, all while making the transition from virtual to in-person instruction. In addition, Dr. Olberding switched the textbook to a freely available e-text that is both more appropriate and improves access for students. Dr. Olberding adapted learning objectives, which allowed him to reduce the amount of traditional lecturing and include 15-30-minute individual, group, or class activities into each 75-minute lesson.

Stephanie Reed, Department of Mathematics

Dr. Stephanie Reed has shown strong evidence of excellence in teaching effectiveness every semester since coming to CSUF. She creates a classroom community where all students feel comfortable participating. Dr. Reed makes challenging topics accessible to all her students. Students often mentioned that she makes them comfortable while at the same time, attention is made to building relationships. Dr. Reed is also a member of the mathematics DEI committee and incorporates Just, Equitable, Inclusive Education (JEIE) daily in all the classes she teaches. She is well-liked and respected by her students.

Students comment that Dr. Reed goes well beyond what is expected of her.

Shoo Seto, Department of Mathematics

Dr. Seto helped build the Math Circle and Problem-Solving Seminar as extracurricular outlets for our students growing as mathematicians and problem solvers. We invite you to check out his original creator content on YouTube, where he brings mathematics to a wide audience by leveraging social media. Even early in his career, Dr. Seto is reminding us all exactly how far a Titan can reach.

Anael Verdugo, Department of Mathematics

Dr. Verdugo has mentored numerous students on undergraduate research, many of which have gone on to graduate programs, produced publications, or given presentations at national and regional conferences. He developed a new seminar on “Professional Development for Math Majors.” Dr. Verdugo is an inspiration to many students.

Sachel Villafañe-Garcia, Department of Chemistry and Biochemistry

Dr. Villafañe-Garcia designed a new graduate course, Research Methods in Science Education. Each course taught by Dr. Villafañe-Garcia has a specific student population and set of learning objectives. She is mindful of student needs and designs each course with targeted teaching strategies so that all students have the resources to be successful. Sachel’s goal as an educator, is for students to take ownership of their learning while creating an environment where students can be engaged in their learning, gain confidence, and succeed.

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