

2019
Faculty Recognition
TEACHING





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Tuesday, November 19, 2019

12:00pm to 2:00pm

Titan Student Union



CALIFORNIA STATE UNIVERSITY
FULLERTON





COLLEGE OF THE ARTS

Carol Ashley, Department of Visual Arts

Assistant Professor Carol Ashley teaches multiple levels of digital animation classes within the Entertainment Art/Animation discipline. Within the past 2-years, she has developed 7-new courses for in-person and hybrid delivery with new content for CSUF students. With her colleagues, she has worked intensively for 3-years to develop the courses and direct pathway for a new Bachelor of Fine Art concentration in Computer Animation and Game Art (CAGA), representing over 1000-hours of exhaustive development and research effort. She has introduced a *Shotgun* delivery system to parallel animation industry processes, where students “load” their artwork for shared critique. She updates video tutorials each term as the latest software evolves and creates multiple-learning opportunities for her many students with disabilities. She has organized panel discussions of visiting professionals who voluntarily come to campus to review student portfolios, tutor students in “pitch panel” teamwork, and discuss the multiple careers in animation. She has organized students to collaborate with the University of Southern California’s Advanced Games Project and *SIGGRAPH* Educator’s Forum, and helped found the student clubs *Women in Animation* and *Polysquad*.

Andrew Dickson, Department of Visual Arts

Professor Andrew Dickson teaches students foundation-level skills, which serve most of the Visual Arts’ BA and BFA majors in freshmen & junior painting & figure painting, and senior & graduate landscape and location painting. He regularly advises the over 700-undergraduate BA majors. Many CSUF students accompany him to CSU Summer Arts classes, where he is a course coordinator and professor for summer intensive classes in Monterey (CA), Florence (Italy), and Nice (France). In a nationally competitive search, he was selected as the CSU International Program Director in Florence (Italy) and, previously, as the system-wide director of CSU Summer Arts. He develops content, hires international visiting instructors, and coordinates site needs, schedules, and culminating exhibitions. For the European cities, he arranges all aspects of content, studios, lodging, transportation, museum visits, safety training, and special foreign instructional needs. (Please note: he was particularly professional and effective in helping our students directly affected by the July 2016 Nice bombing.)

Lisa Draskovich-Long, Department of Theatre and Dance

Associate Professor Lisa Draskovich-Long Long is an actively engaged teacher and active as a professional in the field of dance with her department, student clubs, local and national conferences, and community outreach projects. Professor Long has a high Student Opinion Questionnaires (SOQ) average, which most recently was 3.9. Professor Long has demonstrate a strong commitment to student success. Past student comments have included statements such as: *“I love this class and feel I tried my hardest in her class this semester; The instructor gave both class and personal corrections that have helped me become more aware of my body control and have helped me in all of my dance classes (especially this technique); She has very clear expectations for us and works hard to give attention to every person in class; Much less favoritism than the last semester. Felt like everyone got deserved, loved attention; She is very encouraging and makes tons of comments showing corrections and calls out when dancers do it correctly; Presented the rubrics clearly”*. A strength of Professor Long’s teaching is the way she is able to incorporate technology into her pedagogy by videotaping students so they could conduct a self-evaluation that accounted for half of their grade for technique course midterms. This new practice enabled students to see successes and challenges, which cannot be observed while dancing. It is evidence that she is remaining current with practices in her field. It is commendable how Professor Long has been able to incorporate her extensive professional dance background into her teaching, which is having a positive impact on the success of our students. I gladly support her nomination for a Faculty Recognition in Teaching award at this time.



Mark Goodrich, School of Music

Mark Goodrich’s teaching record is extraordinary, exceeding normal expectations. His approach is consistently student-centered, to ensure that his students are continually developing in music and are well prepared at each step in their education. His weekly instruction is not time-driven, but goal-driven, resulting in his devoting additional effort with students inside and outside the classroom. Mark’s extra-curricular student activities enhance student learning, including field trips to LA Opera rehearsals and organizing masterclasses. Furthermore, he ensures that each student has a secure path, post-graduation. In the last three years, 90% of his students have continued (many on scholarship) to prestigious graduate schools and to professional music activities, including Boston Conservatory, Yale, University of Michigan. SOQ ratings consistently averaging 3.9. Student quotes include: “Dr. Mark is the most engaging, thoughtful, supportive teacher I have ever worked with!” “Dr. Mark is a leader who raises up other leaders.”

Håkan Rosengren, School of Music

Håkan Rosengren’s outstanding teaching record exceeds normal expectations. His goal is on each student’s developing their own path in music—be it teaching, performing, a combination, or other entrepreneurial work. Such drives the learning process: his classroom and 1:1 applied teaching is student-centered and his mentoring is holistic and personal to each student’s strengths and interests. Commitments to extra- and co-curricular learning activities are far beyond normal expectations: Håkan organizes a highly visible masterclass series wherein, four times annually, acclaimed professional musicians teach our students 1:1. His SOQs consistently average 3.9. In the last three years, at least 80% of his graduating students obtained prestigious post-graduate accomplishments: artist diploma programs (USC) and doctoral programs (UCLA and University of Miami, FL). Several undergraduate students successfully auditioned into Marine Corps, one is faculty at the National C

Hiromi Takizawa, Department of Visual Arts

Assistant Professor Hiromi Takizawa has rejuvenated the Glass Program, introduced new courses, and developed a new BFA Glass concentration. Vital to her discipline is teamwork, where students produce art using hot molten glass blowing and casting processes, such as those seen in the Netflix series *Blown Away*. Students must be well organized and work together to keep the studio safe, clean, and collaborative. Because glass is a challenging medium with major safety concerns, students often struggle with their knowledge, expectations, and the extra time required to develop basic skills. She maneuvers these challenges by building collaborative communities of students who work in teams at night and on weekends. She organizes Visiting Artist Lectures and invites students and members of the glass community to evening demonstrations. Many guests stay after the artists’ demos for the late evening potlucks she organizes with students. She organized two cultural exchanges and special projects with Osaka University of Arts from Japan, and facilitated two extended professional workshops with Artists in Residence. For multiple years, she has organized student teams who make commissions and special awards for CSU administrative leaders, including the Offices of the Governor, Chancellor, President, and HRDI.



MIHAYLO COLLEGE OF BUSINESS AND ECONOMICS

Fatima Alali, Department of Accounting

My philosophy integrates teaching, scholarship, and service to achieve student success. Since 2009, my auditing students have volunteered for reviewing the books of a local Orange County not-for-profit organization; an invaluable hands-on experience for students and to give back to the community. Additionally, in all courses, I have partners and managers from CPA firms demonstrate their proprietary audit methodology and discuss their transitioning into successful leaders. My courses' contents focuses on experiential learning using real-world cases/articles/ assignments enhancing critical thinking and analytical skills associated with strategic audit decisions and client service. Students learn using ACL software to perform audit procedures, analyzing regulatory enforcement actions, and completing the IBM Watson Data Analytics and Big Data verified-certificate assignments. I also developed and published teaching cases using public company information for use in classroom. My teaching methodology, enhances and advances students' learning in the classroom and transfers that knowledge into outcomes/job-placements.

Pedro Amaral, Department of Economics

Pedro has been teaching in the Economics Department of MCBE since Fall 2017. He has taught Econ 333 (Economic Development), Econ 431 (International Macroeconomics), and Econ 599 (Independent Graduate Research). Pedro brings in a mix of theory and practice to class. His approach involves using data analysis to validate or falsify the economic theories presented. Both his Econ 333 and Econ 431 classes have a practicum component that is intended to familiarize students with important macroeconomic and development datasets, like the National Income and Product Accounts from the Bureau of Economic Analysis and the World Bank's World Development Indicators. Student work involves accessing the datasets and using statistical techniques to manipulate and analyze the data. In all classes, he has taught so far his total mean SOQs has been exceptionally high – they have never been below 3.5, while his classes' average GPAs lie between 2.5 and 2.75.

Lorenzo Bizzi, Department of Management

Lorenzo Bizzi is associate professor of Strategic Management and teaches strategy at the undergraduate and graduate levels. He has been the coordinator of all strategic management courses of the college at the graduate and undergraduate level. In the Master's program, his students get engaged in real consulting projects, helping local businesses grow. Under his supervisions, the students won the National Small Business Institute competition. He is heavily involved in study abroad programs for the college. Professor Bizzi is also director of the Business Honors program in the college, leading a group of the 130 most talented students of the college. Since he became director of the program, the number of applications nearly doubled and the quality of the students has significantly increased. He has helped developing relationships with top company recruiters to ensure our students find placements in the best organizations.



Anthony Chen, Department of Accounting

My pedagogy relies heavily on interaction between students and myself. I outline below some of my methodologies to enhance learning. First, I teach students about metacognition (i.e. understanding how one learns). This helps students recognize when they are simply memorizing information and not understanding its application. Second, I provide thought-provoking questions concerning accounting methods, which helps students critically think and gain a deeper understanding of concepts. Third, I “flip the classroom” by encouraging students to read my supplementary notes for difficult course topics before class. I also encourage professional development by offering incentives to attend professional events. Fourth, to accommodate the unique learning needs of each class, I allocate classroom time to work on problems with varying complexity levels. This helps ensure students don’t get left behind, but still allows more-capable students to be challenged. Finally, I frequently promote small group activities to develop analytical and practical skills.

Marcia Clark, Department of Finance

Professor Marcia Clark has become a full-time lecturer in finance since 2011, after a 27-year career in investment management. After arriving at CSUF, she quickly realized that teaching 20 year old undergraduates was much different than coaching entry level investment associates. She has gradually learned to “meet them where they’re at”, not where she expected them to be. In the past few years her teaching scores began to show the result of this effort, with semester averages ranged between 3.45 and 3.82 in the last three years, while teaching FIN 320, FIN 435, FIN 442, FIN 443, as well as FIN341 which she created and won the college instructional Innovation Award. She is also the director of the Titan Capital Management Program, winning the IRA funding for the program multiple times. She has found that effective teaching is a hard work, but the destination is worth the journey.

Jon Durrant, Department of Accounting

I teach Introductory Tax (Acct 308), which is often the only exposure to taxation for many students. This course covers a lot of detailed material in a short window; and is very challenging. I post all my content to Titanium (PowerPoints, practice problems, etc.); additionally, I record videos on difficult topics (7 video’s in total) for student review outside of class. Further, I have two tax return projects that focus on real world experiences. These projects allow students to become familiar with various tax forms as well as additional practice of complex topics before the exam. A common theme in my SOQ’s is that students felt that the tax return projects were helpful in learning the material. My SOQ’s have been above department averages and have improved in my second year. My average SOQ per semester are 3.31 and 3.34 my first year and 3.71 and 3.68 my second year.

Ryan Gottfredson, Department of Management

Ryan Gottfredson is a management professor that teaches organizational behavior and team leadership skills at the undergraduate and graduate level. Ryan sees his role as a professor as more than a job, but as a calling. He approaches his classes as a unique opportunity to develop his students to become people and leaders that can have a more positive influence on those they live, work, and associate with. Based upon his student evaluations, and his students’ comments, it is clear that he is developing his students and helping them become better people and leaders. On a four-point scale, Ryan’s students evaluate his “overall teaching effectiveness” at roughly 3.85, which puts as being among the best in the Mihaylo School of Business and Economics. Also, his students commonly label him as the best professor they have had at CSUF. Additionally, Ryan is a previous winner of the Instructional Innovation Award, for creating a service-learning project designed to practice business and leadership skills by supporting a non-profit organization that rescues children from trafficking.



Mohammad Habibi, Department of Marketing

Dr. Mohammad Habibi has demonstrated exceptional teaching performance since 2016 in his Marketing Information Technology class. In addition to teaching the latest state of the art technologies which prepares students from different backgrounds for a career in technology, he organizes a project in which student teams run a full scale online marketing campaign for real local businesses. As a result, more than 250 local businesses have been reached by his students, which raises awareness of what CSUF students can do for local businesses. Additionally, the online marketing campaigns (Outbound marketing) have been conducted for more than 50 local businesses and non-profit organizations and more than \$6000 was raised for the different projects. More importantly, students have benefitted the most and some of them have launched their career as online marketing consultants. The SOQ results for this course and Mohammad’s approach are exceptional and fall in “excellent” range according to our Department Personnel Standards. Overall, I strongly recommend Mohammad for 2019 faculty recognition for his exceptional teaching results.

Jeffery Jolley, Department of Finance

Professor Jeffery Jolley is a full-time lecturer in finance who always loves teaching in the classroom and strives to make a positive impact on every student. During the past three years he has taught quite a variety of classes: FIN 320, FIN 415, FIN 444, FIN 462, FIN 542 and MATH 120. He shares his 30 years of industry experience with each class. He is also the Coordinator for CSUF’s actuarial science program and the MS-Financial Engineering and Risk Management degree program. The actuarial program has grown dramatically over the past three years, and CSUF is now in the top 50 universities in the country per the SOA. He has been the faculty advisor to over 200 students since 2016. His SOQ results have consistently exceeded department averages, ranged between 3.6 and 3.8 each semester in the last three years. He has also received numerous compliments in the written comments, with students particularly appreciating his communication skills, his availability and his sense of humor.

Chiranjeev Kohli, Department of Marketing

Dr. Kohli —besides being a highly effective and respected teacher in the classroom—has taken the lead as the course coordinator to collaborate with all instructors teaching the course to leverage the effort. The result is continuous innovation in the Principles of Marketing course—across all sections. Over the last three years, several major changes have been implemented. These were instituted after thoroughly examining industry needs and student learning styles. Specific high impact practices were then added to keep the course on the cutting edge. Today, the course offers a customized solution based on a modular design of proven pedagogical technologies. All Principles instructors meet twice a semester to share and incorporate the best practices. Since this is a required business course, more than 2,500 students benefit from this initiative every year. Not surprisingly, the Principles team, under Kohli’s leadership has been recognized with the Innovative Instruction Award at Mihaylo College; and this practice can serve as a model for improvements in courses across the university.



Edward Lynch, Department of Accounting

Ed teaches an under graduate course in auditing called ACCT 402. He tries to inspire his students to see themselves as creative problem solvers that draw from multiple disciplines including social science, history as well as current events. Strategically, auditing may be viewed as beginning where accounting stops. In addition to requiring an advanced understanding of accounting, auditing requires the student to adopt a major paradigm shift that includes a skeptical mindset as well as the application of new standards and procedures. Ed includes the following high impact teaching practices, value-added activities and practical projects: In order to blend theory with real world knowledge, He supplements the textbook material with anecdotes from his personal auditing experience (life lessons), guest lectures from practitioners, and current events such as the auditor’s role relating to sexual harassment in the workplace. The students also have 3 hands on learning activities/cases (in teams).

April J. Morris, Department of Accounting

Ms. Morris has been instrumental in technologically evolving the Accounting Department’s curriculum as well as elevating the prominence of CSUF through her negotiations of two key Academic Alliance Partnerships with UiPath and Alteryx. Ms. Morris collaboratively works with members of industry to bring real world teaching, mentoring and problems to students. Companies participating have included: Pedego, EY, PwC, Mueller Prost, UiPath; Alteryx, Edwards Lifesciences, Smarty Pants Vitamins, Hall & Co., City of Irvine, Morgan Stanley, RKE, Irvine Company, Canterbury Consulting and more. Ms. Morris has also collaborative engaged in cross teaching technologies such as Tableau for other instructors. To improve the quality of the graduates from CSUF, Ms. Morris is actively engaged in the GAP4+1 program – a professionally driven program that recruits students from local high schools into an IVC/CSUF developed program.

Aaron Popp, Department of Economics

Aaron always gets very high SOQ ratings. But his teaching success goes well beyond his SOQ Stats. Aaron has developed a curriculum that helps students understand current economic events using tools developed in the classroom. In his Economic Research Methods class, students learn data analysis tools in demand by employers. For example, they learn how to handle large datasets by calculating the current unemployment rate from the over 100,000 individual responses of the Current Population Survey. Students’ data analysis tools help them complete their research paper project at the end of the semester in which students study a research question of their choosing. In his International Economics class, students monitor the US-China trade war with product-level data on imports from China both nationally and through Southern Californian ports. Students see that the tariff’s effects locally have been relatively smaller since the US avoids tariffing consumer goods, and local ports handle relatively more consumer goods. He also presented this data for other students at the Undergraduate Economics Association.



James Primbs, Department of Finance

Dr. James Primbs is an associate professor of finance who has enjoyed sharing his knowledge and experience with students. His enthusiasm for teaching is reflected in his high SOQ results that consistently exceed the department averages, ranged between 3.48 and 3.79 in the last three years, while teaching FIN 340, FIN 444, and FIN 541 for undergraduate and MBA students. By providing hands-on projects, drawing upon his own professional experiences, and utilizing new technologies, he works to connect with the diverse learning styles of the students. Moreover, he always seeks to emphasize the relevance of the material beyond the classroom setting. He has found that when students realize that what they are learning can directly and meaningfully impact their lives, they become far more engaged. He feels that helping to spark this excitement for learning is what makes teaching so rewarding.

Heejin Woo, Department of Management

[Exceptional Teaching Effectiveness] Since Heejin joined at CSUF in 2015, he has shown exceptional teaching performance. He primarily teaches the business capstone course for undergraduate students. Student evaluation on his classes has been the ‘Excellent’ category according to Department Personnel Standards (his SOQ scores range from 3.69 to 3.95). He does not just repeat what he taught before. To reflect the most recent real-world business examples, he has continuously updated HBS cases used in his courses. *[Culturally Responsive Pedagogy]* Beyond the classroom, he creates YouTube videos that supplement in-class education and helps students improve logical/critical thinking and business writing skills. Also, he has served as a graduate student mentor, a faculty mentor for housing and residential engagement program. *[Collaborative Teaching]* In addition, he has willingly shared his teaching materials (Syllabus and PowerPoint slides etc.) and know-how with colleagues. Several junior faculty members ask teaching advice from him.



COLLEGE OF COMMUNICATIONS

Ken Hagihara, Department of Communications

Ken Hagihara serves as a full-time lecturer in the Department of Communications and adviser of the Public Relations Student Society of America (PRSSA), one of the largest chapters in the nation. He teaches courses in public relations principles, advanced public relations writing, and the public relations management capstone class. He serves as an adviser for the student-run agency, PRactical ADvantage Communications. Since teaching at CSUF in 2015, Ken's teaching evaluations consistently fall in the Department's "excellent" category and his students regularly praise him for his dedication, professionalism, accessibility, and inspiration. His students call him an "excellent professor" and remark "he cares about his students and their career goals." Ken, recently elected into the PRSA College of Fellows, works closely with the CSUF PRSSA executive board to establish the chapter as a national leader, increasing the visibility and reputation of the chapter, the department and the university at the national level.

Zac Johnson, Department of Human Communication Studies

Dr. Zac Johnson serves as an outstanding theorist and practitioner. He was hired as our instructional communication specialist and has been outstanding in the classroom; his student ratings have achieved a departmentally-defined criteria of "superior" in 16 of his last 21 course assignments. He has developed innovating curricula, including the Sport Communication course. The top journal in his field is titled Communication Education and he has published eight articles in that outlet since 2013, including four since 2017. His other publications include articles on education and pedagogy in companion journals, such as Communication Quarterly. In sum, Dr. Johnson has been a leader in the classroom, in curricular development and in scholarship about education.

Minjung Kim, Department of Communication Sciences and Disorders

Dr. Minjung Kim serves as an extraordinary teacher. Her areas of specialization in the department of Communication Sciences and Disorders are phonetics, phonology, and speech science. These are challenging subjects to teach. One of student comments from her speech sciences course was "uplifting, insightful, and extremely intellectually fulling." Her percentage of SOQ "A" and "B" ratings has been 90 to 100%. Dr. Kim additionally enlivens potentially dry lectures with her hands-on examples and her strong rapport with students. To effectively teach phonetics, speech sounds of English, and their sound production errors, it requires exceptionally finely tuned speech perception, which is challenging for individuals who have English as their first language. Dr. Kim, as a native speaker of Korean, is even more impressive in her ability to present such important material! Truly, Dr. Kim is a highly gifted teacher, and our students recognize they are fortunate to have her as their professor!

Michelle Kurland, Department of Communications

Michelle Kurland serves a full-time lecturer in the Department of Communications and adviser of the Daily Titan, one of the university's premiere High Impact Practices. She teaches courses in writing for the advertising industry, advertising media sales, and principles of advertising. Every year, Michelle takes a group of her Daily Titan advertising students to an annual student conference where they can learn from other professionals and students in the field, as well as present best practices from the Daily Titan. Michelle has been teaching at CSUF since 2005 and became a full-time faculty member in 2016. She is a strong believer that the needs of her students come first and supporting their academic and professional growth is one of her top priorities. Students regularly praise her exceptional effectiveness as a teacher, including praising her passion, organization, preparation and feedback.



Chelsea Reynolds, Department of Communications

Chelsea Reynolds serves as an assistant professor in the Department of Communications and as an adviser to Tusk Magazine, one of the university's high-impact practice student media outlets. In 2019, Tusk was named the California College Media Association's top campus magazine for universities with more than 10,000 students. Reynolds teaches undergraduate courses in advanced magazine writing, magazine editing and production, feature reporting, sexual communication, mass media ethics, and digital reporting as well as a graduate seminar in mass media ethics. She regularly garners excellent student evaluations. Her emphasis on mental health and multicultural competence supplements her focus on career preparation and critical thinking. Reynolds has recently launched a series of Faculty Development Center workshops on trauma-informed pedagogy, and she has contributed a forthcoming book chapter about mental health in the mass communication classroom to the Association for Education in Journalism and Mass Communication Master Teaching Series.

Dan Sutko, Department of Human Communication Studies

Dan Sutko exemplifies exceptional teaching effectiveness. He developed HCOM305: Digital Media Literacy, the first online course in HCOM, the largest online course in the College of Communications, and the first course at CSUF to focus exclusively on literacies necessary for success in a digital age. Students from across the college and university take the course in fulfillment of lifelong learning GE E. Throughout the course, students engage in experiential, skills-based, peer-interaction-driven pedagogy that teaches them: attention management, information literacy, LinkedIn skills, collaborative creation, and how to leverage collective intelligence.

Ben Sztajnkrzyer, Department of Cinema and Television Arts

Ben Sztajnkrzyer (go ahead, you try pronouncing his last name) has received recognition for his exceptional teaching. Ben has been an adjunct with CTVA since 2009. He teaches a variety of our writing courses, at both the undergraduate and graduate level. This past semester his SOQs were 3.88, highest in the department. The following student comment best sums up Ben's teaching. "Excellent professor. Clearly an expert writer, very hard to have our work good enough—but that's a good thing. He expects high quality and I've learned a lot."



COLLEGE OF EDUCATION

Debra Ambrosetti, Department of Secondary Education

As an educator, Dr. Debra Ambrosetti has always felt it is her responsibility to help students to be successful in their career here and after their time at Cal State Fullerton. To this end, she has found, through research and her own experience as an educator for thirty years that the way to aid students in this journey is to incorporate effective teaching methodologies into her instruction. She creates a space that is welcoming and allows them to explore the possibilities, utilize their funds of knowledge, while feeling safe enough to take risks. This encourages students and enhances their ability to learn better. She also helped to create the Titan Future Teachers organization which is in its second year, has over 400 active members from many diverse backgrounds. This organization has helped to mentor these students as they navigate their undergraduate education while keeping them on track for graduation.

Alison Dover, Department of Secondary Education

Dr. Alison Dover demonstrates excellence in teaching through exceptional teaching effectiveness and a commitment to culturally responsive pedagogy. Since joining the Department of Secondary Education in 2016, Dr. Dover has integrated high-impact practices throughout her undergraduate, credential, and graduate courses, which students describe as academically rigorous, inspiring, and professionally relevant. Dr. Dover routinely creates opportunities for students to expand their learning beyond the university walls, challenging them to examine manifestations of (in)equity in educational policy and practice, create and publish podcasts exploring critical issues in education, and develop and implement culturally sustaining curriculum within and beyond Orange County. The impact of Dr. Dover's approach is illustrated by its reach: her students have presented curriculum at regional, state- and national conferences related to culturally sustaining and equity-oriented education, participated in collaborative research regarding multicultural and multilingual education in local school districts, and published course-related projects in scholarly journals.

Armando Garza, Department of Elementary and Bilingual Education

Dr. Armando Garza's exceptional teaching effectiveness is the product of methodological approaches that intersect culturally responsive pedagogies; contemporary issues of language, power, social justice, and minoritized students; the enactment of learning brave spaces; and the celebration of students' voices while promoting a just, equitable, and inclusive education. Dr. Garza's teaching performance has been positively impacted by "excellent" ratings on SOQs (92%), and positive students' feedback on credential and graduate courses in the Department of Elementary and Bilingual Education; he conducts revisions on his syllabi so that students' needs are pursued and met. His instruction includes purposive assignments that are meticulously aligned with high academic standards while assuring access to complex academic content. Dr. Garza's teaching honors diversity in an inclusive environment which fosters understandings of social issues that impact future educators and their K-12 students. According to his students, "his classes open students' eyes to see social injustices."



Rebecca Gutierrez Keeton, Department of Educational Leadership

Dr. Rebecca Gutierrez Keeton is in her fourth year as tenure track faculty. Her teaching was strong when she began, and has become truly outstanding. From 2016 to present, she taught 10 different masters and 7 doctoral level courses. Her average SOQ ratings over this time were at 95% A's and B's, averaging 75% A's. Her classes have regularly attracted 85-90% student of color, many first generation. Evidence of Rebecca's strong performance as a teacher goes far beyond these numbers. Her development of a service-learning project in an underserved Latinx community has enabled her students to connect with her courses in a powerful way as she develops transformative leaders in student affairs, higher education. As one student commented: "Her focus was on our learning...to make sure we didn't just memorize, but dug deep into the material and our own ideologies".

Laura Keisler, Department of Literacy and Reading Education

Dr. Laura Keisler is commended for her on-going collaborative teaching with department faculty to design and implement a new unit in READ 290. The new unit was created to support the COE JEIE initiative and to provide support for student learning in general education courses. The unit included co-development of common lessons, a common assignment and rubric and the creation of an online Dropbox archive of resources for all department faculty to access. Led by Laura, the team also took part in the data collection of the Diversity Faculty Learning Community from the office of Assessment by sharing the results of our common assignment using the FLC rubric. The results were shared with the group and with the department as a whole and are being used to inform additional changes and course improvement.

Aja McKee, Department of Special Education

Dr. Aja McKee has shown strong evidence of excellence in teaching effectiveness every semester since coming to CSUF. She incorporates Just, Equitable, Inclusive Education (JEIE) on a daily basis in all of the classes she teaches. Her research in the area of marginalization of oppressed populations is regularly examined and integrated within her courses. Thus, students are consistently given the opportunity to analyze their understanding of diverse populations and how a greater understanding of JEIE will influence their teaching. In addition, students report that their relationship with Dr. McKee greatly impacts their experience at CSUF and within their classrooms as teachers. She treats each student as an individual and highlights the value that their perspectives and backgrounds bring to a classroom. Finally, she has SOQs which are stellar and are always at the top of the department average.

Terri Patchen, Department of Elementary and Bilingual Education

Dr. Terri Patchen's exceptional teaching effectiveness is the result of a concerted integration of engaging and culturally responsive teaching strategies. Whether designing instruction for students, or creating and leading workshops for faculty, "excellent" ratings on SOQs and evaluations reveal her instruction scaffolds and supports comprehension and engagement, as well as educational and professional advance. Her teaching assures access to complex material, fosters collaboration, recognizes and values diversity in its many forms, and develops skills and capacities crucial to 21st century successes. Recent course revisions connecting experiential and service-learning activities with intensive writing projects in both undergraduate and graduate courses (face-to-face and online), further illustrate the effectiveness of her active integration of high-impact practices (HIPs). Beyond her instruction in the Department. Dr. Patchen also mentors faculty as the FDC Coordinator for Scholarly and Creative Activities, and enhances undergraduate research as a Faculty Fellow for Student Creative Activities and Research.



COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

Paul Inventado, Department of Computer Science

Dr. Inventado applies high-impact practices and evidence-based teaching strategies in his classes. He consistently receives excellent SOQ ratings that reflect his exceptional teaching effectiveness. He advocates collaborative teaching by guiding and sharing resources with new instructors. He works with industry partners like Google and GitHub to bring industry practices into the classroom to prepare students for their future careers. As Supplemental Instruction (SI) liaison, he works with SI leaders to improve student learning. In his research lab, he works with students to develop software to improve CS education. He also applies culturally responsive pedagogies he learned, working with the National Center for Women & Information Technology. He attends Faculty Development Center workshops, and participates in Google's Faculty in Residence program. Dr. Inventado is an inspiration and an asset to the department.

Sagil James, Department of Mechanical Engineering

Dr. Sagil James is an assistant professor in Mechanical Engineering who has continuously gone beyond expectations of his teaching to expand student learning opportunities and career development. Over the last three years, Dr. James has developed or substantially redesigned four courses in the areas of manufacturing. He has demonstrated a profound commitment to excellence in teaching beyond the classroom through activities, including graduate and undergraduate research mentoring, workforce education through hands-on training and manufacturing industry tours, and laboratory course innovation. He is a recipient of multiple teaching-based grants, including the GI-2025 Innovation Grant 2019 for conducting a junior design course, 2018 CSUF FEID grant for additive manufacturing undergraduate training, 2018 CSU Lab Innovations with Technology (LIT) grant for improving a junior-level laboratory, and 2019 CSU PACE innovation grant for starting an advanced manufacturing engineering certificate program. Dr. James is truly an asset to our students, exceeding expectations in many ways.

Kristijan Kolozvari, Department of Civil and Environmental Engineering

Dr. Kristijan Kolozvari's teaching contributions are of the highest quality, and his record of teaching significantly exceeds normal expectations. His teaching effectiveness is also reflected in his consistently high SOQ scores and positive feedback from students. Over the last three years, Dr. Kolozvari mentored four master's thesis and supervised six students. Through his mentorship, students presented their work at prominent professional conferences and published nine journal and conference publications. One of Dr. Kolozvari's students was recognized as the 2017 EERI Undergraduate Student Paper awardee. Another student received Outstanding Student Poster award at the 2018 SCCUR. Dr. Kolozvari supervised the EERI student chapter for three years, and he currently supervises the Structural Engineering Student Club. Through his dedication to student success and passion for structural engineering, Dr. Kolozvari is enriching the student experiences in the department.

Rakeshkumar Mahto, Computer Engineering Program

Dr. Rakeshkumar Mahto, assistant professor in Computer Engineering, extensively mentors students in research. In Spring 2018, one of the graduate students he mentored, became one of the eight selected students to represent CSUF in the statewide 32nd Annual CSU Research Competition. In 2019, another student he mentored won the 2019 Outstanding Student Scholarly and Creative Activities award. The co-chair of 2019 ITNG conference, Dr. Doina Bein, attended both talks given by Dr. Mahto's students at ITNG conference and found their presentation and research work outstanding. Moreover, his students rated him as a great mentor in Faculty Advisor of Distinction Award booklet.



David Naish, Department of Civil and Environmental Engineering

Dr. David Naish has demonstrated exceptional teaching effectiveness in a total of 12 different courses that he taught at CSUF. His innovative teaching methods challenge students to reach beyond what they previously thought not possible. In his classes, Dr. Naish incorporates high impact practices, such as hands-on activities in lecture courses, fully student-built and run experiments in lab courses, large scale practical design projects with students working in groups to develop teamwork skills, and written/oral presentations in various forms. Dr. Naish has advised six theses students, eight graduate project students, 21 undergraduate project students, three independent study students, and served on several thesis committees. His passion for nurturing student's intellectual growth is reflected in his consistently high SOQ scores and immensely positive student feedback. Through his passion for student success and commitment to implementing high-impact practices, Dr. Naish provides unparalleled student experiences in his courses.

Anand Panangadan, Department of Computer Science

Dr. Anand Panangadan has taught computer science courses at various levels – lower-division core, upper-division elective, introductory computer programming, GE, and graduate. All of these have been taught exceptionally well and this is reflected in his SOQ scores. Dr. Panangadan has provided critical leadership in improving the learning experience in CPSC 131, a course with a high DFW rate. He has organized all instructors into team-teaching. All sections now use high-quality teaching material and students benefit from SI content, even without an SI leader. He completed the IMPACT training certificate hosted by the FDC. He also received the competitive Course Redesign with Technology grant from the CSU Office of the Chancellor to apply knowledge obtained from the FDC workshops to CPSC 131. His course portfolio is now archived on CSU's Merlot system. He has also included specific topics in CPSC 313 to make it more relevant to underrepresented students.

Mostafa Shiva, Department of Electrical Engineering

Dr. Shiva is a professor in Electrical Engineering. His area of expertise is digital signal processing and communication theory. He is an avid advocate of student success in various ways. Dr. Shiva connects theories with real life examples and applications to help students learn and to motivate them. He brings to the class the most up-to-date technology and development in industry. He also incorporates project-based learning in classes to better prepare students for the workforce. He provokes critical thinking in his class and encourages students to ask questions. In addition, he extensively mentors students in their studies and career development as well.



COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

Sadeeka Al-Majid, School of Nursing

Sadeeka Al-Majid, PhD, RN is a professor who teaches research, evidence-based practice (EBP) and masters/doctoral projects. She is the kind of faculty who makes difficult content accessible and engaging. Her courses are well organized, so students readily grasp content; she uses humor to make examples relatable. She often uses her direct research experiences and her current mentoring of hospital registered nurses as real-life examples. Students in her classes are fully involved both in lecture and in class active learning opportunities. Dr. Al-Majid shows a deep personal regard for students; she is a strong advocate for them. As the lead faculty for baccalaureate, masters, and doctoral research and EBP courses, she is generous with her guidance for newer course faculty. In addition, she works with the research/EBP faculty team in evaluating teaching/learning strategies and assessment of these critical student outcomes. She promotes nursing excellence both inside and outside the classroom.

Jason Baker, Department of Child and Adolescent Studies

Dr. Jason Baker is an excellent teacher. He teaches a variety of courses in the Department of Child and Adolescent Studies including research methods, parenting, and senior seminar. Jason also mentors multiple student research assistants every semester. Jason's teaching is thoughtful, thorough, and engaging. Students rate him very highly on SOQs and comment that he is knowledgeable, passionate, invested, and engaging. Jason serves as course coordinator for our research methods course providing guidance to many full- and part-time faculty who also teach the course and he ensures that all materials for the course are up-to-date and organized. Jason is also a long-standing member of the program assessment committee helping to ensure the quality of the Child and Adolescent Studies program. Dr. Baker's contribution to teaching in the department is extremely valued.

Michele Barr, Department of Kinesiology

Dr. Barr has demonstrated exceptional teaching effectiveness over the course of the past three years within the Department of Kinesiology. In addition to very high SOQ ratings, open-ended statements by students comment on Dr. Barr's enthusiasm for the subject matter and student-centered approach to teaching. Dr. Barr utilizes a number of innovative instructional methods that engage her students, assist them remain focused during lectures and enhance their overall learning. In addition to her exceptional performance in the classroom, Dr. Barr also serves as the primary mentor for instructors and Graduate Teaching Assistants (GTAs) assigned to teach the KNES 191A Anatomy and Physiology labs. Her outstanding work in this area has resulted in her being invited to shepherd the GTA certificate program offered by the Faculty Development Center. She is most deserving of the Faculty Recognition Award for Teaching.

Nathalie Carrick, Department of Child and Adolescent Studies

Dr. Nathalie Carrick is an exceptional and dedicated teacher. Nathalie primarily teaches CAS 101: Introduction to Child Development and is course coordinator for that course. Nathalie is dedicated to making this first course in child development a valuable experience for students. Nathalie often teaches this course online and has incorporated many strategies for student engagement and understanding. Students love Nathalie's online 101 as evidenced by their SOQ ratings and comments, reporting that that the class was "amazing" and "well-organized" and that Dr. Carrick was very knowledgeable and passionate. This past year, Nathalie was also involved in developing a CAS-specific first-year experience course and is one of the faculty piloting this course. Dr. Carrick has also provided guidance to CSUF on how to incorporate students into the research process through her role as Undergraduate Research Faculty Fellow. The CAS Department is fortunate to have Dr. Carrick as part of our team.



Jasmeet Gill, Department of Public Health

Dr. Jasmeet Gill teaches Epidemiology, a cornerstone subject in the field of public health and also one that is quite difficult for students to master. Although she teaches a course focused on quantitative reasoning and what is often described as “dry” material, Dr. Gill teaches in a way that our students actually understand. At the undergraduate level, Public Health students are not typically strong in math, and their required course in Epidemiology is often one of, if not the single most, rigorous course they will take. Despite these inherent content-related obstacles to student engagement, Dr. Gill manages to draw students into the material by teaching with careful organization and pacing, practical examples, real world applications, and relevance to students lives. This is evident from the student comments amassed over the past decade teaching in our department.

Sandra James, School of Nursing

Ms. Sandra James serves as the Assistant Coordinator of the Pre-Licensure program in the School of Nursing. Her teaching methodology considers the needs of diverse learners. Nursing content can be difficult as can the transition to increased professional nursing responsibilities at each course level. Along with the fundamental and advanced critical thinking and decision-making she teaches, she includes items designed to help content integration, retention and application, as well as fun. Sandra warmly embraces cultural diversity and teaches a course, which addresses understanding and needs of various cultural groups .Students and faculty praise her for her innovative and creative teaching style. Of note, she is successfully serving as lead faculty for CSUF’s Concurrent Enrollment Program at Riverside City College. This model program promotes timely acquisition of the BSN by community college nurses. She has been key in this program’s successful first semester implementation.

Matthew Llewellyn, Department of Kinesiology

Dr. Llewellyn is an exceptional teacher who has maintained exceptionally high student ratings over the past 3 years. During this period he has led over 100 CSUF undergraduate and graduate kinesiology majors on two-week study abroad programs in Greece. In partial fulfillment of CSUF coursework, students explored the cultural and historical foundations of the Olympic Games. Dr. Llewellyn planned and implemented every aspect of the study abroad program. Furthermore, to ensure that the students participating in the study abroad program were representative of the diverse kinesiology student-body at CSUF, he was successful in receiving over \$120,000 in IRA funding to help subsidize students from minority and lower socio-economic backgrounds. Through the development of a study abroad program and new curricula, Dr. Llewellyn has worked tirelessly to articulate the importance of studying kinesiology from a sociocultural perspective. Dr. Llewellyn is most deserving of the Faculty Recognition Award for Teaching.

Lori Melendrez-Allemand, Department of Social Work

Over her tenure with the Department of Social Work, Ms. Melendrez-Allemand has taught a wide variety of courses in which she incorporates creativity, rigor, cultural sensitivity and mentoring into her teaching to help students learn and grow. She encourages students to engage in introspection, reflection and discussion making sure to teach students how to be mindful of their own biases, advocate for vulnerable populations and embrace diversity. She embodies the core values of the social work profession such as integrity, competence and commitment to service into her teaching. Year after year, her students overwhelming comment on her approachability, sensitivity and overall teaching excellence. She is constantly engaging in continuing education and community service activities as a way of continuing to enhance her teaching. It is a sincere pleasure to nominate Ms. Melendrez-Allemand for the Faculty Recognition in Teaching Award. Thank you for your consideration of Lori as a candidate.



Michelle Martin, Department of Social Work

During Dr. Martin’s time at CSUF, she has focused on how best to serve our diverse student population, developing them as scholars and leaders in the social work profession. Her teaching philosophy is guided by the work of Chicana scholar Gloria Anzaldúa, particularly work on “borderlands theory”—a real and conceptual “in between” space in which bicultural students often reside. Anzaldúa refers to bicultural students and their educators as *Nepantleras*—advocates and intermediators. Dr. Martin tries to be a *Nepantlera* for all of her students, helping them navigate their social work educations in a way that honors their existing wisdom and taps into their cultural experiences. Dr. Martin has attended several FDC diversity workshops, which has helped balance rigor with cultural sensitivity and strives to be a supportive colleague who contributes positively to our working environment.

Austin Nation, School of Nursing

Austin Nation, PhD, RN, PHN is a professor who teaches in both BSN and MSN programs. He is committed to excellence in teaching, completing a number of courses to strengthen his pedagogy. Students remark on his flexibility, accessibility (e.g., “21st century availability by text,”) and support. He routinely checks in with students to assure that his course content and approach are helpful; other faculty have looked to him for sharing of these innovative methods. For clinical courses, such community health, his students praise his ability to integrate his nursing experiences, his community advocacy, and his common-sense guidance for their benefit in clinical learning. He has mentored three student research assistants in community participatory research and helped them discover how to respectfully gather data from vulnerable individuals. He supports co-curricular activities with our Nursing Student and Alumni Associations; these activities bring additional breadth and depth to the TITAN nursing academic journey.

James Ruby, Department of Human Services

In Dr. Ruby’s classroom students are engaged in discussions, experiential exercises, engaging lectures, multi-media, and work with peers. Feedback on these efforts reflects exceptional teaching effectiveness. He teaches courses that span from theoretical and clinical to research oriented and statistical. His quality of instruction score on SOQs is above department, college, and university averages. Students emphasize support, motivation, engagement, and timely feedback. He has collaborated with his wife to develop a course that integrates acting exercises and psychodrama techniques into Human Services. Together, they offer a unique learning opportunity each spring. In 2016, he participated in the Faculty Fellows Program, aimed at increasing teaching excellence. In 2017, he received recognition from the Office of Disability Support Services for his “stellar support of students.” I know he is committed to continued excellence.



COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Lucia Alcalá, Department of Psychology

Dr. Lucia Alcalá strives to guide students to a new level of understanding of the course material while expanding their experiences. Through service-learning and community engagement, Dr. Alcalá empowers students to develop the agency and skills necessary to engage beyond the classroom and create changes. The experience of working with community members that are struggling to survive and to protect their families allow students to engage in long-term learning while making a difference in the community. Over the past three years, her students have completed over 12,000 service-learning in different community sites. Dr. Alcalá includes readings and case studies that focus on diverse and marginalized voices, and that can challenge students' expectations and assumptions about human development. Students often reflect on how 'seeing' themselves in the reading that highlights some aspect of their identity (gender, ethnicity, class, religion, etc.) has helped them realize the value of their own experiences.

Eric Carbajal, Department of Modern Languages & Literatures

Dr. Eric Carbajal earns outstanding student evaluations. Many students state that they learned as much as, or more than, expected while praising Dr. Carbajal's enthusiasm, organization, and clarity. Several describe Dr. Carbajal as a supportive instructor who promotes critical thinking in the classroom. Peer observers also recognize Dr. Carbajal's excellence in the classroom, citing his implementation of a variety of activities, use of technology, and rapport with students. Dr. Carbajal reflects on his teaching and seeks out opportunities to enhance his performance. To that end, he has attended pedagogical, technological, and advising workshops offered by the Faculty Development Center and the Graduate Studies Office/SOAR Grant Program. Dr. Carbajal's substantial contributions to the Spanish curriculum include his development of five new special topic courses for SPAN 485T Senior Seminar: Topics in Spanish American Literature, as well as a fully online version of SPAN 316 Introduction to Spanish American Civilization.

Pam Fiber-Ostrow, Division of Politics, Administration, and Justice

Dr. Pam Fiber-Ostrow's contribution to the teaching mission at CSUF is unsurpassed. Notably is her creation of the successful Moot Court program. Gathering students from across the campus, this program provides the opportunity for students to simulate an appellate court proceeding. A high-impact course, Moot Court is more than a class—Dr. Fiber-Ostrow has created an experience for students to immerse themselves in a mock Supreme Court hearing to learn to craft and present oral arguments, to respond to questioning, and to hone their professional demeanor. The program repeatedly earns top awards in national competitions. Dr. Fiber-Ostrow develops close collaborations with students. She is instrumental in assisting students to fulfill their aspirations by providing academic assistance, mentoring and emotional support. Teaching is more than a job, and Dr. Fiber-Ostrow embodies the calling that brings many of us to this career.



Sara Fingal, Department of American Studies

Dr. Sara Fingal is an exceptionally effective instructor of American Studies. Her course materials are richly conceptualized and rigorous, and she is committed to fostering student learning by taking a hands-on, workshop-style approach to the classroom. Her classes tackle multiple perspectives on America’s diversity as well the continuities in American culture, using a variety of interdisciplinary sources from journalism, the history of tourism and missions, photography and music, and political activism. Her teaching integrates her research interests in California environmental history with critical thinking and writing strategies. Students have very high praise for Dr. Fingal: fully 80% of them rate her teaching as “excellent,” and they remark that her classes are “challenging” and “rigorous.” Students also note that she “takes great pride in her teaching” as well as in mentoring them. Clearly Dr. Fingal is an exemplary teacher who challenges students to participate in their own learning.

Aitana Guia, Department of History

Dr. Aitana Guia is specialist in contemporary Europe whose courses engage some of the most hot-button issues of the day (immigration, refugees, race, Islam, right-wing ideologies, civil rights, and social justice). Her courses employ the best of high impact practices. On a regular basis, Dr. Guia invites scholars, whose works the students are reading, to join the class in discussion. For the past three years, her popular Spanish Civil War class has staged various types public history events involving community partners, such as the Spanish Consul General, and campus resources, such as the University Archives/Special Collections. Students take ownership of these efforts and learn important intellectual and professional skills, such as working in an archive, conducting an interview, and programming an event/exhibition. Her energy and responsiveness resonate with students who follow her from class to class.

Veronica Herrera, Division of Politics, Administration, and Justice

Dr. Veronica Herrera truly embodies the idea of an effective teacher. In the classroom, Dr. Herrera engages a multitude of methods to deliver the material—including weekly writing assignments to help students better understand the course content. Outside of the classroom, she regularly meets with students to discuss class material one-on-one. As a result, her students regularly praise her commitment and enthusiasm in the classroom, constantly express pride in “how much” they learned in her class, and look forward to taking multiple of her courses. Despite the fact that Dr. Herrera has been teaching for nearly 15 years, she is still constantly developing or creating new assignments. As someone new to teaching, I sincerely look up to Dr. Herrera and hope one day I can be as an effective teacher as her.

Sarah Hill, Division of Politics, Administration, and Justice

Since 2017, Dr. Sarah Hill has worked with the Office of Government Relations on the experiential high impact course POSC-315, Journey in Advocacy. In class, students study the legislative process and effective means of advocacy, often hearing from expert guest-speakers. Students travel to Sacramento where they learn from legislators, staff, and alumni about public policy issues and advocate on issues most important to them. To provide this unique learning opportunity, Dr. Hill has successfully collaborated with Assembly Speaker Anthony Rendon, Assemblywoman Sharon Quirk-Silva, Assemblyman Phillip Chen, and Senator Tom Umberg, and advocacy groups such as Cal State Student Association, California School Boards Association, and League of California Cities. Students gain immeasurable benefit from the experience to discuss policy with decision-makers, which enhances their engagement and learning; importantly, several have obtained employment through class connections.



Satoko Kakihara, Department of Modern Languages & Literatures

Dr. Satoko Kakihara is an effective and successful professor who invests significant time and thought into her teaching. Since Spring 2016, Dr. Kakihara has taught 12 different preparations, most of which were upper-division Japanese courses. She also led a summer 2019 study abroad program of her design in Japan (Kyoto/Fukui/Tokyo), for which she taught a HUM course and a cross-listed PHIL/WGST course. Although she earns excellent student and peer observations, Dr. Kakihara reflects on her teaching and seeks out opportunities to enhance her performance. She has earned an FDC IMPACT Certificate, secured an FEID Award to redesign her JAPN 307 course, and worked with Affordable Learning Solutions (ALS) to lower the cost of course materials for her students. Dr. Kakihara also has made significant curricular contributions by developing two new courses: JAPN 270 Japanese Culture and Language through Manga, and KORE 380 Korean Culture and Society: K-Pop.

Alison Kanosky, Department of American Studies

Dr. Alison Kanosky is an exceptionally effective instructor of American Studies. Her courses are richly conceptualized and rigorous, and her teaching integrates recent scholarship with interdisciplinary perspectives. She utilizes a range of sources in the classroom, including film, literature, photography, ethnography, newspapers, memoir, and popular culture. Students analyze the diversity of American life and consider connections among Americans across time and region. Students have high praise for Dr. Kanosky, and 73% of them rate her teaching as “excellent.” Student comments also attested to the rigor of Dr. Kanosky’s interdisciplinary approach. “Made me think and ask questions from a completely different perspective than any other class I’ve had before,” wrote one student. “She prepares you to look at the world differently,” wrote another. One student said, “this class pushed me to find a voice and to use it,” while another affirmed that the class “expanded the way I analyze American Studies.”

David Kelman, Department of English, Comparative Literature, and Linguistics

Dr. David Kelman is a particularly devoted teacher. During the past six years he has taught an impressive sixteen different courses, including three entirely new courses he developed: Literature of the Americas (ENGL/CPLT 383), Literature in the Age of Film (ENGL 375), and The European Novel (ENGL/CPLT 384). He is particularly dedicated to one-on-one instruction: he can regularly be heard having long, detailed conversations with students about their ideas and their writing during his office hours. In course evaluations, students express appreciation for Dr. Kelman’s encouragement, his high standards, and his enthusiasm and sense of humor.

Maria Malagon, Department of Sociology

Dr. Maria Malagon is one of the most requested mentors in the department. In addition to outstanding ratings from students in her courses, Maria has supervised a disproportionate number of independent studies and graduate theses. Students flock to her office hours for one-on-one attention. In the classroom, Maria uses a critical race pedagogy that empowers students by respecting their everyday lived experiences while holding them to a high, rigorous standard. Dr. Malagon’s course designs are creative and effective at engaging students in the curriculum. She varies her assessment tools to assure valid measurement of student learning. Her teacher/scholar role inspires students to aim to post baccalaureate programs and Maria is instrumental in coaching students on how to write statements of purpose and how to choose the best path after graduation. If we could clone Dr. Malagon, we are confident we would reduce the achievement gap and improve retention rates significantly.



Craig S. McConnell, Department of Liberal Studies

Dr. Craig McConnell routinely teaches courses in a number of different modalities and programs including Liberal Studies, the Honors Program, and Environmental Studies. His teaching assignments include a demanding interdisciplinary course in the historical dimensions of Liberal Studies, history of science surveys, a seminar on Einstein and tutorials that help students develop senior honors projects. Other courses focus on film and still photography in undergraduate GE and graduate seminar settings. Whether he is helping students understand a poem, a scientific paper, or a film, Dr. McConnell excels at carefully guided discussion. His critiques of student's research and creative work have greatly enhanced the final products in both graduate and undergraduate courses. The breadth of the subjects he teaches is matched by the depth of his preparation, the care he takes in guiding critical discussion and careful attention to both the conventions and academic content of student writing.

Angela-MinhTu D. Nguyen, Department of Psychology

Dr. Angela-MinhTu D. Nguyen demonstrates exceptional and culturally responsive teaching through her use of high-impact practices, such as service-learning, and no-cost textbooks. She has extensively revised existing courses (PSYC 201: Introduction to Statistics in Psychology, PSYC 465: Advanced Psychological Statistics, PSYC 510: Research Design) to increase student engagement and has developed three new courses (PSYC 324: Cultural Psychology, PSYC 515: Meta-Analysis, PSYC 520T: Secondary Data Analysis). She emphasizes rigor, relevance, and learning using evidence-based teaching strategies. She has received positive teaching evaluations, with 94% being "excellent" or "above average" ratings, in these quantitative courses, some of the most challenging in the department. She has also led teaching conference workshops on promoting inclusivity in the classroom. She maintains an active research laboratory, where undergraduate and graduate students co-author journal articles, book chapters, and conference presentations, and have success gaining admission to master's and Ph.D. programs.

Tu-Uyen Nguyen, Department of Asian American Studies

Dr. Tu-Uyen Nguyen is an exceptional teacher who incorporates innovative pedagogy and high-impact methodologies to inspire students to learn and expand their empathy in culturally-responsive ways. She developed and taught the first "study away" Vietnamese American Experience course (ASAM 220) at CSUF in 2016, accompanying students for a week-long trip in Little Saigon to learn about Vietnamese American culture and communities. She has taught two ASAM service-learning classes, working with several community-based organizations locally and nationally as collaborative teaching and research partners. She respects her students as co-educators and has mentored many with research projects, conference presentations, master's theses, internships, and independent study projects. Dr. Nguyen's SOQs are consistently outstanding with the highest ratings. Many of her students comment on how Dr. Nguyen's classes are their favorites and how she inspires them with her passion, enthusiasm, and dedication to helping students learn and contribute in positive ways with their communities.



Zia Salim, Department of Geography and the Environment

Dr. Zia Salim has team-taught GEOG/SOCI 456 (Immigrant Orange County) with Dr. Berna Torr (Sociology) (Spring 2017, Fall 2018), integrating field trips and GIS workshops with in-class lectures and discussion. The course included panels of external speakers from the community and academia. This team-taught course provided the enrolled Geography and Sociology students with a valuable interdisciplinary opportunity. In addition, Dr. Salim focuses on experiential learning: he has a track record of developing project-based learning experiences that expose students to real-world issues. Students in his urban geography courses have completed final projects for external clients (the City of Anaheim in Fall 2016 and CSUF Facilities Management in Fall 2017). Finally, his ongoing collaboration with other CSUF faculty and with community members in the CSUF/Community Collaborative on Homelessness informs his teaching in several classes, as well as the development of a library guide on homelessness that draws on perspectives from several disciplines.

Patricia Schneider-Zioga, Department of English, Comparative Literature, and Linguistics

Dr. Schneider-Zioga is the Graduate Adviser for the Linguistics Master's program, and is an exceptionally dedicated teacher. She regularly teaches courses on Linguistics Fieldwork (LING 492) and Research Methods (LING 501), and developed a new General Education course, Languages of the World (LING 102). She develops assignments that are unique to the course content—including online discussions, student presentations, essays, exams, and even opportunities for undergraduate students to conduct field research in Linguistics—and ensures those assignments are carefully evaluated. In course evaluations, students laud Dr. Schneider-Zioga's communication skills, her passion for her subject, her extensive knowledge, and her overall enthusiasm.

Kay Stanton, Department of English, Comparative Literature, and Linguistics

Dr. Kay Stanton is an expert in Shakespeare and the Early Modern period. Her classes on Shakespeare (ENGL 316), Elizabethan Poetry and Prose (ENGL 452) or her graduate seminars on Shakespeare's Tragedies and Histories (ENGL 571T) are always full of engaged learners. She is an active and engaged professor who is known for her scrupulous, attentive feedback on student writing. Because every English major is required to take a course in Shakespeare, Dr. Stanton has played an integral role in educating many thousands of English majors, in the process showing a generation of future English teachers how to bring Shakespeare to life in the classroom. In course evaluations, students regularly praise Dr. Stanton's passion, her in-depth knowledge and understanding of Shakespeare, and her unwavering dedication to student learning.

Devon Thacker Thomas, Department of Sociology

Dr. Devon Thacker Thomas is an outstanding teacher on every metric used: effectiveness, approachability, and pedagogy. Sociology Department Personnel Standards (DPS) specify a rating of "excellent" if all SOQs for all classes equals an average of 85% A's and B's with over 40% A ratings; Devon's "%A+B" average is 85% with 64% A ratings across all questions for all classes. She creates an environment conducive to the learning processes of all students by building a sense of safety, community, and curiosity. As a seasoned teacher, Dr. Thacker Thomas employs varied pedagogical practices, provides clear learning objectives and expectations, and builds rapport and community with students by learning individual names and interests. She has contributed significantly to our curriculum by adding courses ranging from capstone senior research seminar to courses on violence against women and girls. She generously mentors students in independent studies and supervises graduate student thesis and projects beyond expectations.



Lisa Tran, Department of History

Dr. Lisa Tran is a specialist in modern China whose teaching strikes a balance between rigor and support. She puts much thought and time into designing intellectually challenging lower-division and upper-division courses, online and face-to-face, that build skills and content, while offering regular feedback and assessment. Her lower-division world history courses are effective in dispelling perceptions of GE as irrelevant by having students connect course content to today's world. Her HIST 400B: "Concepts of World History," aimed at History majors who want to be teachers, employs the latest approaches to world history thinking and pedagogy. As a teacher who takes mentoring and advising seriously, Dr. Tran has also recruited and supported a new cohort of students to the interdisciplinary Asian Studies Minor. Students respond positively to her enthusiasm for the subject matter and the structure of her courses.

Jennifer Trevitt, Department of Psychology

Although Dr. Jennifer Trevitt teaches some of the most difficult courses in the Department of Psychology (Intermediate Research Methods and Statistics, Biopsychology, Biopsychology Lab, and Psychopharmacology), she consistently receives high ratings and praise from her students. She includes high-impact practices in all of her classes including the creation of structured notebooks, real-life application exercises, in-class review, and capstone projects. Every semester she hosts an intensive review session at her home for the students in her biopsychology lab class in preparation for a practical neuroanatomy exam. Many students have commented that attending the review session was one of the best experiences they have had at CSUF! Dr. Trevitt is also highly involved in student mentoring activities and has served as a mentor for programs such as MARC, Sally Casanova Scholars, McNair Scholars, and the newly created HUM100 course.

Justin Tucker, Division of Politics, Administration, and Justice

Dr. Justin Tucker has been an effective teacher in some of the most topically difficult courses for our majors. He begins each class with a discussion of current events (case studies) and encourages students to apply course material to the news events that are unfolding around them. In Spring 2019, his policy analysis class partnered with the City of Anaheim Public Works to use the city's data to estimate the potential costs and impacts of a difficult policy choice. Students conducted and wrote the analysis, which included six in depth case studies of cities with similar policies. Students gave high praise for the applied nature of the class and how it helped them understand the real dynamics of policy analysis. He consistently receives high praise from students on his SOQs for making sense of difficult material and creating an enjoyable and dynamic learning environment.

Mugdha Yeolekar, Department of Religious Studies

Dr. Mugdha Yeolekar incorporates technology in her classrooms very effectively through the use of photos, music, and videos. She creates virtual collaborative works paces for students using google docs where students post their research about contemporary issues in practice of religion. Her teaching methods include experiential learning through field visits to religious places and student-led learning through "flipped classroom" approach, making her teaching effective. Dr. Yeolekar has collaborated with several scholars by bringing guest speakers (Islamic outreach leaders, Buddhist monks) to her own classroom, lending her expertise to other colleagues on campus (Solano's class), and by co-teaching courses (Hum 100). Dr. Yeolekar creates an inclusive classroom environment by including culturally responsive materials in her curriculum, having students work in small groups, and inviting students to share their personal journeys in classroom.



COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

Wylie Ahmed, Department of Physics

In his relatively short tenure at CSUF, Dr. Ahmed helped with the design and implementation of two new courses: CNSM 101 "Think like Einstein" and PHYS 305 "Physics of Sound". Both these courses are designed for non-physics majors and are supposed to introduce CSUF students to physics concepts in a simple, non-technical way. Dr. Ahmed used his previous class expertise along with his research expertise to achieve this goal. For the past few years, Dr. Ahmed taught several times our introductory calculus-based mechanics class. He consistently earned very good SOQ scores, with students praising him for his knowledge and his efforts to explain complicated physics concepts using clear life-based examples. Dr. Ahmed mentored a significant number of undergraduate and graduate students in his research lab. Many of these students are non-physics majors, proving the interdisciplinary research in his lab.

Joe Carlin, Department of Geological Sciences

Dr. Joe Carlin, Assistant Professor of Geology, has taught a range of GE, major, and graduate students in 7 different classes, including GEOL 101, which almost exclusively serves non-science majors, CNSM 101 for first-time NSM freshman, GEOL 333 and GEOL 310T, which include Geology/Earth Science majors and non-majors, and GEOL 381 and 510T for Geology/Earth Science undergrads and graduate students, respectively. Dr. Carlin worked with other NSM faculty and the Dean to develop and implement CNSM 101, revised the curriculum in GEOL 333 (Oceanography) to include 4 field trips (2 on boats), and 10 new lab activities (2 of which are conducted at local beaches), and established GEOL 381 to address a departmental need for a discipline-specific techniques class. Finally, Dr. Carlin advised the thesis projects of 13 undergraduate students over the past 5 years, which have resulted in multiple student conference presentations at national meetings and 1 peer-reviewed publication.

Merri Lynn Casem, Department of Biological Science

Merri Lynn Casem, Professor and Department Chair, played a significant role in the design, development, and implementation of CNSM 101, *Think like Einstein*. CNSM 101 represents a unique collaboration between faculty from each of the five departments in CNSM. The course provides incoming math and science majors with an immersive experience in critical thinking presented in a context that promotes their ability to establish a sense of identity and belonging in their major. Dr. Casem contributed to the instructional design of the course and provided leadership through the general education certification process and initial fall 2018 offering of the course. She continues to collaborate in the updates for the fall 2019 version of CNSM 101. Dr. Casem is also working with faculty from HHD, HSS, and MCBA in an effort to establish *Explore Core*, a campus-wide model for collaborative, multi-disciplinary undergraduate instruction based on the CNSM 101 instructional design.

Adam Glessner, Department of Mathematics

In his words: I want to challenge my students with perplexing problems, expose them to the tools used to solve those problems, and then get out of the way. While I often use a flipped classroom model, lecture is generally replaced by reading rather than videos, as I find that reading comprehension is one of the most overlooked skills in undergraduate mathematics. In my grading system, students are assigned scores based on their current mastery of various content standards. Mastery is always assessed in person to ensure integrity and can come in the form of short quizzes, longer exams, or oral discussions during office hours. When a student's mastery level increases, I raise their grade accordingly. This helps create equity as the question isn't when a student learns the material, but rather if they learn the material.



Michael Groves, Department of Chemistry and Biochemistry

Assistant Professor Michael Groves joined the Department of Chemistry and Biochemistry in Fall 2016 and he has consistently performed at a high level in all the courses he has taught. In all his courses, Dr. Groves works hard to make the experience better by being prepared himself and by having the students be better prepared. To achieve the latter, he has focused much energy on establishing helpful videos for the CHEM 120B (General Chemistry II) lab classes and by using a flipped classroom model for the Physical Chemistry (CHEM 361A/B) lecture courses. The YouTube videos he prepared to help students prepare for the lab were well-liked by the students and considered useful. The videos have also become part of the CHEM 120B lab instructor training. Students' written comments in each of the classes he taught consistently mention his positive attitude, patience, willingness to help and hold extra office hours, preparedness, and organization. The statistical summaries of Dr. Groves' evaluations are excellent: above the department mean in every category for every section taught, and frequently in the top quartile. Dr. Groves is very serious about improving student learning and has attended numerous FDC workshops and other training courses to expose himself to high-impact pedagogical practices and how to apply them successfully in his courses.

Jessica Jaynes, Department of Mathematics

Dr. Jaynes has a clear goal when she teaches her classes; that is to present students with a well-structured, high standard and engaging curriculum in which they learn fundamental concepts through critical thinking and communication. She strives to ensure that students acquire a strong foundation in which they build new concepts. In order to do so, she feels strongly about the involvement of students in research. The determination that propels her research also inspires her teaching. It is her passion to promote research and support students to perform interdisciplinary collaboration both in and out of the classroom. As an interdisciplinary researcher herself, she aims to encourage students to think outside of the classroom and view statistical topics in the perspective of their discipline. Her goal is to get students to explore various new areas, thus preparing them to be efficient researchers and contributors to higher education and society.

Niroshika Keppetipola, Department of Chemistry and Biochemistry

Associate Professor Niroshika Keppetipola joined the Department of Chemistry and Biochemistry in Fall 2013. She recently earned promotion as a result (in part) of her outstanding contributions to teaching not only in the classroom but also in her research laboratory. She has taught a broad range of courses including CHEM 105, a general education Molecules of Life course for non-science majors; CHEM 423A and 422, our major Biochemistry lecture and laboratory courses; CHEM 421, a one semester Biological Chemistry course for non-majors; and graduate courses in Protein Biochemistry and Nucleic Acid Biochemistry. Students describe Dr. Keppetipola as someone who wants students to succeed, with a positive attitude towards students, helpful and passionate. The latter observation was also made by colleagues who observed her lectures and were very impressed with the energy level, student involvement and clarity of the material that was presented. Dr. Keppetipola's evaluations are consistently among the best in our Department, regularly exceeding expectations.



Alison Marzocchi, Department of Mathematics

Dr. Marzocchi's courses for future mathematics teachers model collaborative classroom environments for effective 21st century instruction. Identified as a leader in collaborative and active teaching practices, Dr. Marzocchi has brought her expertise outside the walls of her own classroom to facilitate faculty professional development within CSUF and across the country. She has been awarded several grants to improve university mathematics teaching, and to facilitate cross-college collaboration to improve student learning in bottleneck courses. She was awarded three prestigious fellowships for teaching, which have provided additional opportunities to enrich her classroom. In the words of a former student, "Dr. Marzocchi has done an excellent job designing lessons that truly help us feel like we are part of a learning community. She genuinely cares for her students and has a passion for teaching...She is a blessing to me and to all of the future teachers in her class" (Spring 2019 SOQs).

Andrew Petit, Department of Chemistry and Biochemistry

Assistant Professor Andrew Petit joined the Department of Chemistry and Biochemistry in Fall 2016 and he quickly established himself as one of the Department's favorite instructors. He has regularly taught CHEM 120B (General Chemistry II) lecture and the calculus-based physical chemistry (CHEM 371A/B) lecture series. He has also taught or contributed to several other courses in the Department, including the Physical Chemistry course for BA Chemistry and BS Biochemistry students (CHEM 361B), the Career Options in Chemistry and Biochemistry (CHEM 190) course and the Physical Biochemistry graduate course (CHEM 543), the CHEM 120B laboratory course, and CHEM 325 (Inorganic Chemistry). He is strongly committed to providing students with a rigorous yet meaningful education that is built upon understanding and being able to visualize difficult and abstract concepts. The use of technology has been incredibly impactful and a very useful tool for showing real-world applications of this material. His evaluations are excellent: above the department mean in every category for every section taught, and frequently in the top quartile. Students' written comments in each of the classes he taught consistently mention his enthusiasm, passion, and respect for students. Students also laud his preparedness, and mention that he creates a friendly, open atmosphere.

Valerie Poynor, Department of Mathematics

Dr. Poynor creates an effective learning environment by bringing positive energy to the classroom and utilizing technology to enhance student experience. Dr. Poynor feels that it is especially important to show one's own passion towards the course subject and to provide real life examples/experiences. She utilizes a Surface device to annotate on lecture slides directly. The slides provide formulas, figures, wordy definitions, etc. so that more time can be spend discussing concepts and working out problems step by step in real time. "She was very friendly and liked to joke with the students, it make[s] the class fun. I really liked the tablet and how you could write on the slides, it made the lecture very easy to follow and you could draw very helpful pictures." – Math 338 student. "[S]he took the time to add [to] the [book] material, which made the class very interesting and effective" – Math 534 student.



Parvin Shahrestani, Department of Biological Science

Parvin Shahrestani, Assistant Professor of Biology, combined her research and teaching interests to redesign Biology 306 (Biology of Aging) and develop a new course, Biology 483 (Evolutionary Genomics and Aging). Across multiple non-majors and majors Biology courses, she consistently earns outstanding SOQ scores; students and peers commend her great rapport with students and her implementation of project based learning into her courses. Dr. Shahrestani is dedicated to growth as a teacher, as evidenced by completion of FDC certificates for IMPACT, Mindfulness in Teaching, and Advising, and interdisciplinary collaborations supported by an FEID grant. In her evolutionary genomics research laboratory, Dr. Shahrestani mentored graduate and undergraduate students through four co-authorships on peer-reviewed publications and seven co-authorships on a published illustrated children's book. Her diverse laboratory mentored students in the STEM², URE, RCP, and BD3 REAP Programs. The Shahrestani lab excels in community outreach, bringing science awareness to the Orange County community.

Ryan Walter, Department of Biological Science

Ryan Walter, Assistant Professor of Biology, teaches courses ranging from non-major surveys through graduate-level seminars. His peers describe his teaching as highly effective and engaging. Dr. Walter's approach to cultivating an accessible and engaging classroom atmosphere all starts with a healthy dose of humor to connect with students. His teaching style straddles the traditional lecture format coupled with focused active learning to engage students. Dr. Walter's incorporation of his own research into his lessons provides a strong foundation immersing students directly in the day-to-day challenges of a small biology research laboratory—from how to first ask that important question to designing meaningful testable hypotheses and experiments. He consistently receives outstanding SOQs from his students, who describe him as a challenging and caring professor. Dr. Walter's instruction extends beyond the classroom as he facilitates CSUF's subtidal SCUBA research program for graduates and undergraduates, providing logistical and safety support topside and underwater.



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Bio

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