



2011-2012

Enhancing the Practice of Teaching to
Improve Student Learning

Contributing to Undergraduate Teaching Excellence for 21 Years

The Montague-Center for Teaching Excellence Scholars

The Center for Teaching Excellence (CTE) provides resources and services to faculty in order to enhance the practice of teaching to improve student learning at Texas A&M University. The Montague-Center for Teaching Excellence Scholars Program was initiated in 1991 as a cornerstone effort in the quest for sustained excellence.

Each academic college annually selects one tenure-track faculty member for the Montague-CTE Scholar designation. These individuals, who have shown interest and evidence of excellence in teaching, receive a \$6,500 grant to encourage further development of undergraduate teaching excellence. This awards program allows our university to develop role-model faculty and to recognize excellence and promise in teaching early in a faculty member's career.

Kenneth E. Montague '37 1916-1992

After receiving his baccalaureate in Geological Engineering from Texas A&M University, Kenneth E. Montague '37, began a distinguished career in the oil business. He became president of the General Crude Oil Company in 1956, and when General Crude merged with International Paper Company, Montague became Executive Vice President of the new company. In 1980, he began his affiliation with Entex, Inc., serving as Vice-Chairman of the Board. During his career in the oil industry, Montague served as a member and, sometimes, an officer of numerous professional organizations, including the American Petroleum Institute, General Mid-Continent Oil and Gas Association Petroleum Institute, and Texas Mid-Continent Oil and Gas Association, an organization that honored Montague with the Distinguished Service Award.

Mr. Montague served Texas A&M University faithfully for many years. He worked with the Target 2000 project, the Engineering Task Force, the University Press Development Council, the College of Geosciences' Development Council, the Chancellor's Century Council, and the Geosciences and Earth Resources Advisory Council. From 1971 to 1984, Montague was an outstanding Trustee of the Texas A&M University Development Foundation. He also served as president of The Association of Former Students and the Beaumont A&M Club and received the Distinguished Alumni Award.

On behalf of the Montague family, Kenneth Montague and his wife, Judy, presented the Center for Teaching Excellence with a generous gift that created the Montague-CTE Scholars and Visiting Scholars programs in 1991. Since Montague's passing the following year, his family has honored his commitment to the students and faculty at Texas A&M University by continuing to support these programs. The Center for Teaching Excellence and Texas A&M University are greatly indebted to the Montague Family. To demonstrate our appreciation for the Montague Family, we must utilize their gift to benefit each generation of the Aggie Family, which contain lifelong learners and contributors to their communities, their university, and their world—an image defined by Kenneth Montague himself. This is precisely the intent of the Montague-CTE Scholars program.

Sandun Fernando

Dr. Sandun Fernando received his Ph.D. in 2003 from the University of Nebraska-Lincoln in Agricultural and Biological Systems. Following an academic appointment at Mississippi State University, he joined the Department of Biological & Agricultural Engineering at Texas A&M University as Assistant Professor in 2008. Dr. Fernando was recognized with Texas A&M University System Excellence in Teaching awards in Spring 2010 and 2011. He is also the recipient of his department's 2010 Excellence in Teaching Award. Dr. Fernando strives to incorporate research into the education process. To that end, several of his National Science Foundation research grants include a teaching component. One is aimed at training students from under-represented backgrounds, including women and minority groups. Dr. Fernando's research goal is to improve bio-fuel conversion technologies to a level that makes bioenergy economically viable through the development processes that take advantage of surface phenomena such as catalysis and colloidal interactions.



The primary objective of my teaching program is to facilitate learning of the principles and practices of Biological and Agricultural Engineering (BAE) so that they develop requisite knowledge, skills, and abilities to practice the BAE profession effectively. I chose a career path that includes teaching since I have a passion to see students learn. My personal definition of a teacher is a coach who facilitates students' learning and a mentor whom students can depend on whenever they run into material that is difficult to grasp. Being a researcher in a field that is continuously evolving, I myself am a student who consistently applies techniques that help me learn when I am in the classroom teaching my students.

For example, I learn best when I understand the principles or theory behind an application. In fact I have a craving to know the fundamentals well, prior to solving a practical problem. On the other hand, I find it disconcerting when I have to learn theory without knowing where it could be applied. I believe that helping students to understand the nexus of theory (science) and application (engineering) assists them in retaining material well and ultimately helps them apply concepts they learn in the classroom in solving real-world problems. Consequently, I ensure that my lecture modules have a good balance of theory and practice.

The love I have for teaching, and for my students as individuals, evokes enthusiasm and dedication in me, becomes contagious, and stimulates in the students a desire to learn. I measure my success as a teacher by my students' success, and I have the benefit of experiencing it when I see them flourish as professionals in industry and academia.

I intend to incorporate a laboratory with renewable alcohol fuel-cells to the BAEN 301 class. A meaningful laboratory needs at least five fuel cell test kits along with volt-meters which I will purchase with the Montague-CTE award. I also plan to use part of these funds to attend a teaching conference and/or workshop(s) to gain insights on how to improve my teaching skills to become a more effective teacher.

College of Agriculture and Life Sciences



Kevin Glowacki

Kevin T. Glowacki is an Assistant Professor in the Department of Architecture and a Faculty Fellow of the Center for Heritage Conservation. He received his B.A. and M.A. in Greek and Latin from Loyola University of Chicago, and his M.A. and Ph.D. in Classical and Near Eastern Archaeology from Bryn Mawr College.

Dr. Glowacki's current research investigates domestic architecture and household activities in the ancient Mediterranean, especially on the island of Crete. He is the recipient of the Award of Excellence in Undergraduate Teaching from the Archaeological Institute of America. At Texas A&M, he teaches courses on ancient art and architectural history at both the undergraduate and graduate levels.

I believe very strongly that the learning process is a partnership between the teacher and the student, and that my role is to engage students intellectually, challenge them to consider new material and ideas, and encourage them to think for themselves and become active participants in knowledge creation. This experience can encourage students to take another course in the subject or inspire a life-long interest. It can help them to decide upon majors and career paths, or it can show them how their own special areas of expertise, such as architectural design or computer graphics, can contribute to multi-disciplinary research in collaboration with other scholars. To my mind, an excellent teacher is one who is both informed by current research and concerned with finding the most effective ways to encourage learning in others.

Dr. Glowacki will use the funds provided by the Montague-CTE Scholar Award to host visiting scholars who will speak to his students about careers in art and architectural history, archaeology, and museum studies, and to provide scholarships for Texas A&M students who will work with him on a research project (the excavation of an ancient Minoan city) in Crete during the summer of 2012.

College of Architecture

Subodha Kumar



Dr. Subodha Kumar is an Assistant Professor in the Information and Operations Management Department at Mays Business School. He joined the Texas A&M University in July 2009. Before that, he was an Assistant Professor at the Foster School of Business, University of Washington. He earned his M.B.A. and Ph.D. from the University of Texas-Dallas in 2000 and 2001, respectively, and his M. Tech. from the Indian Institute of Technology Kanpur in 1997.

Dr. Kumar's research and teaching interests include Supply Chain Management and Information Technology. He won the Student-Led Award for Teaching Excellence (SLATE) in 2010. He has taught both honors and non-honors undergraduate courses at Texas A&M with very good evaluations. In order to facilitate his teaching, he has co-authored two Harvard Business School cases. In addition, he has published 19 papers in reputed journals and 32 papers in refereed conferences. He also has a patent. Dr. Kumar is currently a Senior Editor of *Production and Operations Management Journal*, an Associate Editor of *Decision Sciences Journal*, and serves on the editorial boards of *Journal of Database Management* and *International Journal of Social and Organizational Dynamics in IT*. Also, he is co-chairing the *Conference on Information Systems and Technology* in 2011 and is an Associate Editor of *International Conference on Information Systems*.

My philosophy of teaching is to go beyond the basic responsibility of teaching fundamental contents and provide a rich experience of the real world. I strongly believe that my responsibility as a teacher is to provide knowledge that will help students in achieving their business goals. Hence, I want to develop critical thinking and problem-solving strategies in students. I cover a set of solid base theories and methodologies, and explain them with enthusiastic stories and real-world examples. In order to illustrate the applications of these theories, I invite guest speakers and use case discussions. In the classroom, I create an environment that facilitates discussion and encourages students to share their ideas. As a result of my continuous effort to improve my classes, I have consistently received good evaluations and positive feedbacks for all my classes.

Dr. Kumar will use the funds provided by the Montague-CTE Award to enhance the hands-on application activities. It will help him in improving the student involvement and engagement that are essential to his undergraduate course. He will also use this award to support undergraduate student research, which is one of the high-impact learning practices for educating undergraduates.

Mays Business School



Jamilia Blake

Dr. Jamilia Blake is an Assistant Professor at Texas A&M University in the Department of Educational Psychology. Dr. Blake earned her B.S. in psychology, and M.S. and Ph.D. in educational psychology from the University of Georgia. She is a Licensed Specialist in School Psychology (LSSP) and a provisionally Licensed Psychologist. Her research interests examine the causes and consequences of peer-directed aggression in socially marginalized youth and familial protective factors that reduce children's engagement in aggression. Dr. Blake teaches undergraduate courses in child development and mentors undergraduate students in conducting applied psychological research in school settings. She also teaches graduate courses on diversity, emotional and behavioral psychological assessment, and crisis intervention.

I view teaching as a collaborative process, in which the instructor and student contribute to student learning by challenging and questioning well-established theories and preconceived notions about human behavior. My role as an instructor is: (a) to guide students' understanding of course content while fostering critical thinking skills; (b) to create a supportive learning environment that encourages independent thought and welcomes honest discussion; and (c) to provide examples of how research and practice, which can often seem paradoxical, are actually wedded.

I encourage students to think independently and to question the validity of well-established theories in the face of contradictory evidence or alternate theories that may better explain the phenomena under study. Given the diversity of world views and personal experiences that students bring to class, such invitations often result in lively and passionate discussions that prompt furthering questioning and critical analysis of class readings. To help students understand that research and psychological practice are intertwined, I infuse "real-world" examples into lectures, class discussions, and assignments to make learning meaningful and to demonstrate how empirical research is translated into to the professional practice of School Psychology.

Mentoring students in research is an integral part of my teaching. When mentoring students in research, my primary goal is to make research exciting. I strive to demystify the research process by involving students in all stages of the research process from study design to manuscript development so that students have confidence in their ability to conduct research independently.

Dr. Blake will use the Montague-CTE Scholar award to attend teaching and mentoring institutes at the Biennial Society for Research in Child Development and Southern Regional Education Board meetings. Dr. Blake will also use her award to support undergraduate research by funding undergraduate students' travel to national professional conferences to present their research.

College of Education and Human Development

James Caverlee



Dr. James Caverlee is an Assistant Professor in the Department of Computer Science and Engineering at Texas A&M University. Dr. Caverlee directs the infolab, a research lab founded in 2007 to study problems at the intersection of web-scale information management, distributed data-intensive systems, and social computing. Dr. Caverlee received his Ph.D. from Georgia Tech in 2007, M.S. degrees in Computer Science (2001) and in Engineering-Economic Systems & Operations Research (2000) from Stanford University, and a B.A. in Economics from Duke University (1996, magna cum laude). Dr. Caverlee is a recipient of the 2010 Defense Advanced Research Projects Agency (DARPA) Young Faculty Award, two Google Research Awards (2008 and 2010), and has twice been awarded the CSE department's Graduate Faculty Teaching Excellence Award (2009 and 2010). He has taught courses on Internet-scale data management, web search and information retrieval, and a first-year seminar on the Social Web and its impact on society.

As a computer scientist, I have the privilege and responsibility of impacting the technology and business leaders of the future, as well as building a solid socio-technical basis for students interested in law, medicine, public policy, and other disciplines for which computational thinking is increasingly a key pillar of success. My teaching and mentoring approach is guided by three core principles: (a) provide students with a foundation of knowledge, but also develop critical thinking skills that extend beyond the classroom, (b) identify a student's interest and then work ceaselessly to ignite that interest into enthusiasm, and (c) be flexible. No single strategy will work in all situations--the key is to be adaptable. In the classroom, I focus on active learning to deepen the students' appreciation of the course materials, so that students can put into real-world practice the abstract principles and fundamentals covered in the course.

Dr. Caverlee will use the Montague-CTE Scholar Award to (a) engage undergraduates on the leading edge of cloud computing through new course materials using Amazon Web Services' global computing infrastructure and (b) invite local entrepreneurs and world-renowned experts to College Station to lead invited lectures, coordinate hackathons (a hackathon is a loosely-organized programming environment that encourages creativity and collaboration), and meet with undergraduates in small group settings. By connecting our undergraduates to the opportunities and challenges of entrepreneurship, Montague-CTE Scholars support has the unique opportunity to spark a startup culture among our talented and motivated undergraduate population.

Dwight Look College of Engineering



Brendan Roark

Dr. E. Brendan Roark is an Assistant Professor in the Department of Geography and the Ocean Drilling and Sustainable Earth Sciences (ODASES). He received his B.A. in Environmental Conservation at the University of Colorado and his M.A. and Ph.D. in Geography at the University of California, Berkeley. Dr. Roark's research is focused on high resolution records of climate change over the last 50,000 years with specific interest in the carbon cycle, tropical marine ecosystems, and biochemistry. He uses stable isotopic, trace element, radiocarbon, and U/Th measurements in ocean sediment cores, tropical corals, and deep-sea corals to reconstruct past ocean and climate conditions. Field locations include the Great Barrier Reef, French Polynesia, the Hawaiian Islands, and the Gulf of Mexico. He regularly works with deep diving research submersibles and ROVs. He is also director of the Stable Isotope Geosciences Facility in the College of Geosciences.

My teaching philosophy is to make the material relevant to the world in which the students live, but more importantly expand the horizons of that world by relating my own experience and my own sense of wonder. Developing critical thinking, deductive reasoning and analytical skills are important goals I strive for when I lecture. I focus on active learning inside and outside the walls of the classroom. Inside the classroom, I routinely ask students to explain key concepts to each other and work in groups to solve problems and answer their own questions after I've given them a solid foundation of important concepts and background information.

I believe the greatest impact I have is the teaching I do outside of the classroom walls, in the laboratory and in the field, where I integrate research- and writing- intensive experiences into my classes. This involves scientific investigations using real data sets and samples to ask pertinent scientific questions that relate to broader earth system processes and that are socially relevant and interesting. An important part of the student-led investigations include hands on experience with a wide variety of sampling and analytical procedures in the laboratory. Going into the field to collect and analyze data is also critical to active learning and to gaining valuable experience working in groups and real world problem solving. Given that communication and writing are critical components of the scientific process, I expect students to be able to communicate the results of their research in scientific journal format articles. I help students develop their scientific writing skills by implementing effective writing strategies that work in small time increments. My hope is that students start making the transition from answering other people's questions to asking and answering their own questions.

Funds from the Montague-CTE Scholar Award will be used to enhance teaching in the research- and writing- intensive capstone course GEOS 405 for the Environmental Geosciences degree. GEOS 405 can be enhanced by the use of more sophisticated graphing and data analysis software programs and by a strong field component with better field equipment. The improvements request for this course will also be applied to GEOG 450 and GEOG 380 as well as other courses that incorporate similar field and laboratory exercise and projects.

College of Geosciences

Steve Balsis



Dr. Steve Balsis received his doctorate in 2008 from Washington University in St. Louis, Missouri, and is now an Assistant Professor in the Department of Psychology at Texas A&M. Dr. Balsis conducts research to improve the assessment of clinical disorders in older adults. This work is timely because many of these disorders are not measured well in older adults. Further, these disorders play important roles in health outcomes, affecting not only older adults but also their families and the health care system. This year the *Association for Psychological Science* named Dr. Balsis one of the “Rising Stars” in Psychology.

In the classroom, I focus on creating a warm, open, and active learning environment where students feel comfortable to express themselves, consider possibilities, and receive constructive feedback. I attempt to create such an atmosphere to help students grow into good writers, critical thinkers, and wise consumers of information.

I pursue these goals with a great deal of respect for my students. When I engage in any writing or critical thinking exercise with my students, I do so with the belief that learning to write well and think critically naturally involve hard work and struggle. For example, when a student puts much effort into a writing assignment, but the “final product” warrants revision, I provide additional comments in a kind, constructive way. For me, it’s important to realize that the student has taken one step in the right direction of a long, arduous learning process. I find that comments written in a positive, purposeful way are received well by students, who then find it rewarding to continue to improve their writing. Further, when a student struggles to articulate a question in class, I help bring clarity to the student’s intended point in a respectful way. Recognizing that the student has engaged a critical thinking exercise, I accordingly try to encourage the student’s pursuit of clear thinking. Students tend to respond well to this type of encouragement. One student commented, “I like the way that you let us share our point of view in class, and that you don’t make us feel dumb when we speak.” This student appreciated the fact that I had respect for her role as a student.

The funds provided by the Montague-CTE Scholar Award will allow Dr. Balsis to organize and catalogue departmental teaching resources into a small library, making these resources easily available to the members of his department for years to come.

College of Liberal Arts



Charles M. Folden III

Dr. Charles “Cody” M. Folden III is Assistant Professor of Nuclear Chemistry at the Cyclotron Institute. He received his B.S. in chemistry from Vanderbilt University in 1999 and his Ph.D. in chemistry from the University of California, Berkeley in 2004. After postdoctoral work at UC Berkeley and the National Superconducting Cyclotron Laboratory at Michigan State University, he joined the faculty at Texas A&M in 2008. His research focuses on studying the nuclear fusion reactions that lead to the production of heavy and super heavy elements, determining the chemical properties of these artificial elements, and developing new instrumentation. Dr. Folden teaches undergraduate- and graduate-level courses in nuclear chemistry and an undergraduate course in physical chemistry for chemistry majors.

The professor must find the perfect level of difficulty to ensure that the material challenges the students while not going over their head. I face this problem head-on in my undergraduate nuclear chemistry course, where the students are upper-division but come into the course with little background. The key to success in this environment is to think carefully about what the students already know, not make false assumptions, and make your expectations clear to them. The students also benefit from my style of lecturing, which focuses on engaging the students in class with numerous questions designed to help them understand that the concepts we cover are really just specific examples of physical phenomena that they already understand. Although other professors may cover more material in a single lecture, this enhances the students’ recollection six months later, and allows them to discuss the material at home with their friends and family after the course ends.

Dr. Folden will use the Montague-CTE Scholar Award to develop a new First-Year Seminar entitled “Nuclear Science and Society,” to be taught in Fall 2012. Nuclear science plays a major role in defining the modern world, and it is imperative that future decision-makers be educated with reliable information. This First-Year Seminar will combine a small amount of fundamental technical information with discussions of nuclear medicine, accidents at nuclear power plants, and the use of nuclear weapons against Japan. Funds from the award will allow Dr. Folden to spend time meeting with faculty members in other departments with expertise in these areas and to work with the Center for Teaching Excellence to enhance his ability to lead the discussions.

College of Science

Michael Criscitiello



Dr. Mike Criscitiello is an Assistant Professor in the Department of Veterinary Pathobiology at Texas A&M University. He received degrees from the University of North Carolina, East Carolina University, and the University of Miami, and was a post-doctoral fellow at the University of Maryland. Dr. Criscitiello's research merges immunology, genetics, and evolution. A focus is the early natural history of the vertebrate adaptive immune system, with particular attention given to the genetic tricks of lymphocyte antigen receptor genes (e.g. antibodies and T cell receptors), mucosal immune mechanisms in the gut, and antigen presentation. NIH grants have funded this work in shark and frog, but the Criscitiello lab also studies immunogenetics in agriculturally relevant species such as shrimp, tuna, and cattle. Dr. Criscitiello teaches a unique course in Immunogenetics and Comparative Immunology as well as contributing lectures to courses in microbiology, immunology, genetics, aquaculture diseases, mammalian genetics, and the theory of research.

Rarely am I going to be the world's smartest or smoothest lecturer on a particular subject, but I can always make it clear to my students that I am going to work very hard to arm them with the understanding of the day's concepts, and that I fully expect that goal to be reached. I do support that promise with all the office visits, emails, phone calls, and supplemental eLearning postings that are required. I believe this covenant with students fosters both great effort on their part and satisfaction with their experience in the course, despite a rigorous pace and challenging material.

Funding provided by the Montague-CTE Scholar Award will be used by Dr. Criscitiello for the acquisition of a workstation for use in his immunogenetics course for *in silico* exercises providing hands on experience in analysis of genomic loci involved in antigen recognition and presentation. The award will also allow Dr. Criscitiello to present pedagogical results and receive feedback on this course at the 12th Congress of the International Society of Developmental and Comparative Immunology in July of 2012.

**Montague-Center for Teaching Excellence
Scholars**

1991–2012

College of Agriculture & Life Sciences

Christine Townsend	Agricultural Education
Chris Skaggs	Animal Science
Rosana Moreira	Agricultural Engineering
Clyde Munster	Agricultural Engineering
David Scott	Recreation, Parks & Tourism Sciences
John Siebert	Agricultural Economics
Wesley Ramsey	Animal Science
Ann Lee Kenimer	Agricultural Engineering
Kim E. Dooley	Agricultural Education
Scott Osborn	Agricultural Engineering
Richard Gallagher	Agricultural Economics
Craig Coates	Entomology
Roel Lopez	Wildlife and Fisheries Sciences
Barry Boyd	Agricultural Education
Todd Watson	Forest Science
Tanya Pankiw	Entomology
Amanda Stronza	Recreation, Parks & Tourism Sciences
Manda Rosser	Agricultural Leadership, Education & Communications
R. Karthikeyan	Agricultural Engineering
Astrid Volder	Horticulture
Fernando Sandun	Biological & Agricultural Engineering

College of Architecture

Leonard Smith	Construction Science
Tom Woodfin	Landscape Architecture
Ed Burian	Architecture
Valerian Miranda	Architecture
Mardelle Shepley	Architecture
Robin Abrams	Architecture
Chang-Shan Huang	Landscape Architecture & Urban Planning
Tonya Hynds	Construction Science
Nancy J. White	Construction Science
Ifte Choudhury	Construction Science
John A. Bryant	Construction Science
Anat Geva	Architecture
Christopher Ellis	Landscape Architecture & Urban Planning
Richard Burt	Construction Science
John Alexander	Architecture
Ming-Han Li	Landscape Architecture & Urban Planning
Yilmaz Hatipkarasulu	Construction Science
Yauger Williams	Visualization
Nancy Klein	Architecture
Eric Dumbaugh	Landscape Architecture & Urban Planning
Kevin Glowacki	Architecture

Mays Business School

Jeffrey Conant	Marketing
Anne O’Leary-Kelly	Management
Uday Murthy	Accounting
Kurt Bretthauer	Business Analysis
Martha Loudder	Accounting
Peter Dacin	Marketing
Paige Fields	Finance
Annie McGowan	Accounting
Michael Wilkins	Accounting
Jing Zhou	Management
Peter Rodriguez	Management
Michael Wesson	Management
Wendy Boswell	Management
Christopher Porter	Management
Elizabeth Umphress	Management
Alina Sorescu	Marketing
Haipeng (Allan) Chen	Marketing
Dechun Wang	Accounting
Kelly L. Haws	Marketing
Subodha Kumar	Information & Operations Management

College of Education & Human Development

Lynn Burlbaw	Educational Curriculum & Instruction
Joyce Many	Educational Curriculum & Instruction
Rafael Lara-Alecio	Educational Curriculum & Instruction
Hector Ochoa	Educational Psychology
Pamela Morales	Educational Psychology
Gwendolyn Webb-Johnson	Educational Curriculum & Instruction
Georgia Frey	Health & Kinesiology
Susan Bloomfield	Health & Kinesiology
Cathleen Loving	Educational Curriculum & Instruction
Lauren Cifuentes	Educational Psychology
Patricia Goodson	Health & Kinesiology
Robert Capraro	Teaching, Learning & Culture
Paul Batista	Health & Kinesiology
Ranjita Misra	Health & Kinesiology
Laura Stough	Educational Psychology
Caroline Ketcham	Health & Kinesiology
Kimberly Vannest	Educational Psychology
Mary Margaret Capraro	Teaching, Learning & Culture
John Singer	Health & Kinesiology
Erin M. McTigue	Teaching, Learning & Culture
Jamilia Blake	Educational Psychology

Dwight Look College of Engineering

Peter Keating	Civil Engineering
Harry Ploehn	Chemical Engineering
Reza Langari	Mechanical Engineering
Jeffrey Trinkle	Computer Science
Marvin Adams	Nuclear Engineering
Jorge Leon	Engineering Technology
Nancy Amato	Computer Science
Karen Butler	Electrical Engineering
Rainer Fink	Engineering Technology & Industrial Distribution
Amy L. Epps	Civil Engineering
John Valasek	Aerospace Engineering
David Ford	Chemical Engineering
John Keyser	Computer Science
Amarnath Banerjee	Industrial Engineering
Yu Ding	Industrial Engineering
Kelly Brumbelow	Civil Engineering
Zoubeida Ounaies	Aerospace Engineering
Scott Socolofsky	Civil Engineering
Timothy Jacobs	Mechanical Engineering
Carl Laird	Chemical Engineering
James Caverlee	Computer Science & Engineering

College of Geosciences

Will Lamb	Geology
Wyndilyn Von Zharen	Maritime Environmental & Business Law
Vatche Tchakerian	Geography
Thomas Iliffe	Marine Biology
Bruce Herbert	Geology
Daniel Sui	Geography
Benjamin Giese	Oceanography
Anne Chin	Geography
Hongbin Zhan	Geology & Geophysics
David Sparks	Geology & Geophysics
James Pinckney	Oceanography
Judith Chester	Geology & Geophysics
Donald Collins	Atmospheric Sciences
Charles Lafon	Geography
Thomas Olszewski	Geology
Wendy Jepson	Geography
Jennifer McGuire	Geology & Geophysics
Debbie Thomas	Oceanography
Steven Quiring	Geography
Julie Newman	Geology & Geophysics
Brendan Roark	Geography

College of Liberal Arts

Valerie Balester	English
Colin Allen	Philosophy
Pamela Matthews	English
Gary Varner	Philosophy
Nehemiah Geva	Political Science
Abran Salazar	Speech Communication
Jeffery Cohen	Anthropology
Mary Bucholtz	English
Vanessa B. Beasley	Speech Communication
Lowell Gaertner	Psychology
Kimberly Brown	English
Joseph Jewell	Sociology
Antonio La Pastina	Communication
Elisabeth Ellis	Political Science
Leon Couch	Performance Studies
Michael Koch	Political Science
Kathryn Woodard	Performance Studies
Jennifer Bizon	Psychology
Colleen Murphy	Philosophy
Stephanie A. Houghton	Economics
Steve Balsis	Psychology

College of Science

Nina Caris	Biology
Jeffrey Morgan	Mathematics
Vincent Schielack	Mathematics
Ellen Toby	Mathematics
Sherry Yennello	Chemistry
Denise Kirschner	Mathematics
Daniel Romo	Chemistry
Rekha Thomas	Mathematics
Victoria DeRose	Chemistry
Laura Anderson	Mathematics
Jonathan McCammond	Mathematics
David Toback	Physics
Eric Simanek	Chemistry
Winfried Teizer	Physics
Alexi Sokolov	Physics
Jairo Sinova	Physics
Alexei Safonov	Physics
Rainer Fries	Physics
Alan Dabney	Statistics
Kim-Vy H. Tran	Physics & Astronomy
Charles M. Folden III	Cross-Departmental/Nuclear Chemistry

College of Veterinary Medicine and Biomedical Sciences

Theresa Fossum	Small Animal Medicine & Surgery
Brad Weeks	Veterinary Pathobiology
Dawn Boothe	Veterinary Physiology & Pharmacology
Keith Chaffin	Large Animal Medicine & Surgery
Lisa Howe	Small Animal Medicine & Surgery
Laurie Jaeger	Veterinary Anatomy & Public Health
Louise Abbott	Veterinary Anatomy & Public Health
Karen F. Snowden	Veterinary Pathobiology
Joan R. Coates	Small Animal Medicine & Surgery
Robert Kennis	Small Animal Medicine & Surgery
Karen E. Russell	Veterinary Pathobiology
Peter Rakestraw	Large Animal Medicine & Surgery
Jeffrey Musser	Veterinary Pathobiology
James Herman	Veterinary Physiology & Pharmacology
Dan Posey	Large Animal Medicine & Surgery
Maureen McMichael	Small Animal Clinical Sciences
Gladys Ko	Veterinary Integrative Biosciences
Virginia Fajt	Veterinary Physiology & Pharmacology
Ashley Saunders	Small Animal Clinical Sciences
Terje Raudsepp	Veterinary Integrative Biosciences
Michael Criscitiello	Veterinary Pathobiology

College of Medicine

Don Self	Humanities
Joan Quarles	Human Anatomy & Medical Neurobiology
Gary McCord	Human Anatomy & Medical Neurobiology
Jerome Trezeciakowski	Medical Pharmacology & Toxicology
Steven Peterson	Medical Pharmacology & Toxicology
Vernon Tesh	Medical Microbiology & Immunology
J. Martin Scholtz	Medical Biochemistry & Genetics
Sarah Yuan	Surgery & Medical Physiology



Texas A&M University

Center for Teaching Excellence
533 Blocker Building
4246 TAMU
College Station, TX 77843-4246
(979) 845-8392
FAX: (979) 845-9242
Email: cte@tamu.edu
Online: <http://cte.tamu.edu>