



2010-2011

Advancing the Science and Art of Learning and Teaching

Contributing to Undergraduate Teaching Excellence for 20 Years

The Montague-Center for Teaching Excellence Scholars

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

Each academic college annually selects one tenure-track faculty member for the Montague-CTE Scholar designation. These individuals, who have shown an affinity for teaching, receive a \$6,500 grant to encourage further development of undergraduate teaching.

During the year of designation, the Montague-CTE Scholars are given opportunities to meet and collaborate with former recipients and administrators of Texas A&M University. The program allows our University to cultivate select teachers and recognize 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 to 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 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 vastly gracious and 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 life-long learners and contributors to their communities, their university, and their world—an image helped defined by Kenneth Montague himself. This is precisely the intent of the Montague-CTE Scholars program.

Astrid Volder



Dr. Astrid Volder is an Assistant Professor at Texas A&M University in the Department of Horticultural Sciences. She received a B.S. in Biology from Utrecht University (The Netherlands), a M.S. in Botany from the University of Washington, and a Ph.D. in Physiological Ecology from Utrecht University. Dr. Volder's research focuses on plant responses to environmental stress, including climate change and urbanization; she has worked in ecosystems located in the Canadian Arctic, the Northeastern US, Southeast Australia, and Texas. Dr. Volder teaches Introduction to Plant Physiology and Urban Plant Ecology at the undergraduate level and Ecology of Urban Landscapes, Root Biology and Seminar at the graduate level.

My teaching philosophy is to encourage students to apply the principles learned from my class to the natural world around them. Whenever possible, I use real world examples to illustrate the concepts discussed in class, and I try to encourage questions and discussions about the material presented in class. I try to teach the more difficult class material by breaking down large concepts, which initially look daunting, into smaller parts with many examples before building back up to the larger picture.

It is essential to me to keep the content of my classes current. By maintaining an active research program in the subject areas that I teach, I can insert the newest information into my classes. For advanced classes, I use peer reviewed research papers to teach plant ecological and physiological concepts and ideas. I often use news articles that relate to the classes I teach. This helps the students to place the ideas discussed in the class in a real life context.

*At the end of each semester, I use the student evaluations, my classroom successes, and, most importantly, my teaching failures in order to improve the class for the subsequent semester. I feel that there are still plenty of ways in which my teaching can be improved—illustrating that the teachers are not exempt from “lifelong learning”. It is my personal goal to reach the point where **all** students in my class leave the classroom with a sense of excitement and the feeling that they truly learned something valuable that is worth sharing with others.*

The funds provided by the Montague-CTE Scholar Award will allow Dr. Volder to attend professional development conferences organized by the Ecological Society of America that aim to improve teaching excellence in ecology, and to purchase new equipment for hands-on demonstrations in the classroom.

College of Agriculture and Life Sciences



Eric Dumbaugh

Dr. Eric Dumbaugh is an Assistant Professor in the Department of Landscape Architecture and Urban Planning and the program coordinator of Texas A&M's Graduate Certificate Program in Transportation Planning. He holds a Ph.D. in Civil and Environmental Engineering from the Georgia Institute of Technology, and Master's Degrees in Civil Engineering and City Planning, also from Georgia Tech. His ongoing research examines strategies for integrating mobility, traffic safety, and community livability into a holistic, context-sensitive approach to transportation system design and planning. Dr. Dumbaugh has authored more than 30 scholarly and professional works, including "Safe Urban Form," which received the 2009 award for Best Paper from the *Journal of the American Planning Association* and "The Design of Safe Urban Roadsides: An Empirical Analysis," which received the Transportation Research Board's Award for Outstanding Paper in Geometric Design in 2007. Dr. Dumbaugh teaches courses in planning methods, urban public transportation, design for sustainable transportation, and transportation systems analysis.

Students enter urban planning seeking to enhance the quality of cities and regions. My success as an instructor hinges on my ability to link my course material to students' intrinsic educational objectives. I employ case-based learning techniques to highlight and then to demonstrate how the concepts and methods presented in my classes can be used to understand the real-world issues. I take a very pragmatic approach to teaching, and view usefulness as being the real measure of a course's value. As such, each of my classes tasks students with applying the course material to examine and address a real-world planning problem. Rather than having a pre-defined "solution," these course problems task students with developing unique and innovative solutions to contemporary planning issues, often in an interdisciplinary, team-based framework designed to replicate the complexity of professional practice. My goal is to not only provide students with the requisite knowledge to be successful practitioners, but to also provide them with the confidence that comes from practical experience in addressing real-world problems.

Funding provided by the Montague-CTE Scholar Award will be used for the acquisition and synthesis of background material for the development of new course problems, as well as for authoring a course reader on transportation and urban design.

College of Architecture

Kelly L. Haws



Dr. Kelly Haws is an Assistant Professor in the Department of Marketing at Mays Business School. She joined Texas A&M in the summer of 2007 after completing her Ph.D. in Marketing at the University of South Carolina. Dr. Haws earned her Bachelor's Degree in Business Administration in 1999 and her M.B.A. in 2000 from Mississippi State University. Dr. Haws worked in the mortgage industry subsequent to her MBA and served as a full time faculty member at the University of South Carolina Sumter where she taught accounting, finance, and marketing.

Dr. Haws' research focuses on consumer psychology and goal-related behaviors, such as spending and eating self-control. Her research has appeared in the *Journal of Consumer Research*, *Journal of Marketing Research*, and the *Journal of Public Policy & Marketing*. She has twice won the Student-Led Award for Teaching Excellence (SLATE) teaching award at Texas A&M. Dr. Haws teaches courses in analyzing consumer behavior at both the undergraduate and graduate level.

*Active involvement, relevance, and fun are the foundations of my teaching philosophy and help me to foster a challenging and enthusiastic learning environment. I seek to get to know each of my students on a personal level in order to build mutual respect and increase their desire to actively participate in class discussion. I believe that students learn best when they play a significant role in their own education through a classroom environment characterized by **active involvement**. Students are required to bring current examples of issues in the news and discuss how these topics are relevant to the course concepts, advancing communication skills.*

*Active participation promotes understanding the **relevance** of the theoretical course concepts within their lives and their futures. My goal is to use relevant examples and illustrations (theirs and mine) to help students develop the critical thinking, communication skills, and other competencies essential for their future success. Finally, I feel it is very important for students to have **fun** while they are learning. Students learn best when course materials come to life in an enjoyable and memorable way, again by focusing on student involvement and relevance. The skills practiced in class will translate to a competitive advantage for students when they are seeking their first job after graduation or advancing their education through a graduate program.*

Dr. Haws will use the Montague-CTE Scholar Award to enhance the hands-on application activities designed to improve the student involvement and engagement that are essential to her undergraduate courses.

Mays Business School



Erin M. McTigue

Dr. Erin McTigue, an Assistant Professor in the Department of Teaching, Learning and Culture, joined the Texas A&M community in August 2006. She received her B.A. in psychology and her teacher certification from Wellesley College. After teaching in elementary and middle schools, Dr. McTigue studied at the University of Virginia where she earned her M.Ed. and Ph.D. in Curriculum & Instruction with an emphasis on Literacy Education. Her research focuses in two main areas: helping students comprehend informational science texts and images as well as promoting students' self-efficacy when facing academic challenges. Dr. McTigue teaches courses in diagnosing and assessing reading difficulties and seminars, and, using two grants from the National Science Foundation, is currently working toward enhancing undergraduate engineering education at A&M.

As a teacher to pre-service teachers, I am constantly aware that I am teaching on two levels: the material that we are covering and, also, as a model to my students. If, through the use of a dull lecture, I advocate the importance of student engagement in their future classes, I am being both ineffective and ironic. This makes me highly conscious of the decisions that I make as a teacher, but also prompts me to promote similar meta-cognition in my students. I believe that being reflective is essential for becoming an effective teacher. Therefore, I work to promote this stance by challenging my students to analyze their own learning and the teaching of others. I encourage them to question the decisions that I make as a teacher right in the moment. For example, I may ask them, "Why did I possibly decide to group our class in this manner today? How was this effective? In what ways was this ineffective for you as the learner? What may be a better approach?" Additionally, through this type of meta-cognition, I continually strive for improvement to display that teachers of all levels of experience need feedback and reflection in order to grow.

Dr. McTigue will use the funds for two newly launched projects assessing the improvement of undergraduate education students. The first project measures the effective use of Interactive White Board (IWB) technology in undergraduate classrooms. This will compare the use of active learning strategies in classes with and without IWB to enable professors to use this new technology more effectively. Specifically, the funds will be used to attend IWB trainings, acquire additional IWB hardware, and survey development. The second project will be the development and implementation of a large-scale, online survey regarding current teachers' knowledge of promoting their students' self-efficacy within challenging learning environments. The funds will provide access to professional listservs in order to recruit participants for the online survey. The findings will directly inform effective instruction of pre-service teachers in this area by identifying areas of need within teacher knowledge.

College of Education and Human Development

Carl Laird



Dr. Carl Laird is an Assistant Professor in the Artie McFerrin Chemical Engineering Department at Texas A&M University. He received his B.S. in Chemical Engineering from the University of Alberta and his Ph.D. in Chemical Engineering from Carnegie Mellon University in 2006. Dr. Laird's research interests include large-scale nonlinear optimization and parallel scientific computing. Focus areas include chemical process systems, homeland security applications, and large-scale infectious disease spread. Dr. Laird has been the recipient of several teaching and research awards, including the prestigious NSF Faculty Early Development (CAREER) Award. Dr. Laird teaches courses in numerical analysis, process modeling and dynamics, process control, and control system analysis and design.

The majority of undergraduate engineering students seek a university education to develop new opportunities: the opportunity to obtain a rewarding job upon graduation, the opportunity to pursue graduate studies and embark on a career in research, or simply the opportunity to better understand the world around them. As an educator, it is my responsibility to provide qualified students with everything they need to succeed in their endeavors.

In the classroom, we must strive to do the best job we can in order to ensure that our students are competitive when they leave our campus. This means we need to seek out current research to improve our teaching methods. We also need to obtain continuous feedback during the course. To facilitate feedback, I ask questions during lecture and encourage active involvement. Furthermore, I do not schedule regular office hours but set aside several hours each week to meet with students in the computer lab and work with them on their homework. This gives me feedback on my teaching and gives the students additional assistance.

I have had several exceptional teachers in my life, each with their own individual talents and strengths. However, there is one thing they all had in common—they truly cared about their students. I know that students notice when their teachers care. I noticed. This factor alone can have the most profound effect on students' motivation to learn and succeed.

Dr. Laird will use his Montague-CTE Scholar Award to develop forum and wiki software and teach students to contribute to online technical communities. Online technical communities provide an excellent opportunity for students to conduct life-long learning. Furthermore, they provide a unique opportunity for our graduates to contribute to society and its understanding of science and engineering.

Dwight Look College of Engineering



Julie Newman

Dr. Julie Newman is an Assistant Professor in the Department of Geology and Geophysics. She received her B.A. from Oberlin College and her M.S. and Ph.D. degrees in Geological Sciences from the University of Rochester. Dr. Newman's research focuses on the strength and behavior of the Earth's crust and mantle with a particular interest in ancient fault zones. She has studied fault zones in New Zealand, France, Greece, and many parts of the United States. She teaches courses in structural geology, geologic writing, and physical geology.

The most effective aspect of my teaching is the respect that I afford to my students. I find that students respond by respecting their own abilities and academic endeavors. My primary goal as a teacher is to guide students in their learning of geologic concepts and processes through an emphasis on the scientific method. I hope to enable students to evaluate and contribute to science after they complete their degrees.

My experiences as a student and as an instructor have taught me that learning must be an active process. To facilitate active learning, I have integrated inquiry- and research-based experiential learning opportunities into my courses. Through investigations of real data sets, students are required to combine quantitative work with open-ended questions that relate the data to large-scale geologic processes. When these exercises are completed, students have already begun to think about the processes responsible for the data sets, and are active participants in follow-up discussions. Because writing is one of the most active forms of learning, I expect students to report their results in writing. I help students focus on the relationship between the structure of scientific papers and the process of carrying out scientific research. The process of writing is a critical step that aids students' understanding of geologic processes.

The funds provided by the Montague-CTE Award will enable Dr. Newman to purchase supplies for hands-on, inquiry-based class activities. Funds will also be used to support undergraduate student research, which is recognized as one of the high impact teaching practices for educating undergraduates.

College of Geosciences

Stephanie A. Houghton



Dr. Stephanie Houghton is an Assistant Professor in the Department of Economics. A native Texan, she received her B.A. in Economics and B.S. in Business Administration from Trinity University in San Antonio. She received her Ph.D. in Economics from Duke University before joining Texas A&M in 2008. Dr. Houghton's areas of specialization include industrial organization and applied microeconomics. Her research focuses on firms' entry and pricing behavior, the nature of spatial competition, and the role of distribution networks, especially in the discount retail and supermarket industries. She has taught courses ranging from introductory microeconomics to Ph.D.-level industrial organization.

As a teacher of economics, I want my students not only to understand and apply the tools of economic analysis but to develop into discriminating consumers of analysis offered by politicians, the media, and the business community. Whether they are economics majors planning to pursue graduate study or students taking my course to satisfy a curriculum requirement, they will encounter opportunities for economic thought in their everyday lives. It is my goal to help them recognize those opportunities and, moreover, to have fun in the process.

One of the greatest challenges is to connect with students who approach learning in different ways and come into a course with different backgrounds. To overcome this challenge, I ask numerous questions during each lecture and encourage my students to do the same. Wherever possible, I give real-world examples of the theories and link the class material to current events and policy discussions. When equations and proofs are necessary in lectures, I try to provide explanations of the underlying economic intuition, so the math becomes more than just an exercise in moving numbers around. I am also a firm believer in learning by doing. In my Principles of Economics class, I conduct classroom experiments to allow students to test and apply economic theories. Some are as simple as a card game to illustrate the free-riding problem that occurs with public goods. For others, I take the class to our department's Economic Research Laboratory to engage in computerized auction simulations—a hands-on process that brings textbook supply and demand curves to life. These experiments are especially effective in terms of enhancing student understanding and sparking interest in the course material.

Dr. Houghton plans to use the Montague-CTE Scholar Award to enhance the student learning experience in her writing-intensive Economics of Antitrust and Regulation course. In particular, she is developing classroom experiments and competitive strategy games that will help students apply concepts discussed in the course. She also plans to bring practitioners to the classroom for discussions about their work in competition policy and economic litigation consulting.

College of Liberal Arts



Kim-Vy H. Tran

Dr. Kim-Vy H. Tran began her appointment as an Assistant Professor in the Department of Physics and Astronomy in January 2009. She is also currently a Swiss National Science Foundation Advanced Fellow at the University of Zurich. After receiving her Ph.D. in Astronomy & Astrophysics from the University of California at Santa Cruz in 2002, Dr. Tran was a postdoctoral fellow at the Swiss Federal Institute of Technology, an NSF Astronomy & Astrophysics Fellow at the Harvard Smithsonian Center for Astrophysics, and a NOVA Fellow at Leiden University. Dr. Tran uses large ground-based telescopes (Giant Magellan Telescope, Very Large Telescope) as well as space-based observatories (Hubble Space Telescope, Spitzer Space Telescope) to trace how galaxies form and assemble their stars over cosmic time. This semester, Dr. Tran is teaching Astronomy 111, a new course over modern astronomy.

Astronomy is a gateway science that can be used effectively to teach students what science IS and what science IS NOT. As the oldest of the physical sciences, astronomy provides many examples of how a single discovery can challenge existing paradigms and revolutionize scientific thought. With this perspective, my goals are to have my students: 1) Understand the basic tenets of the scientific process (observe, hypothesize, predict, and test); and 2) Understand that science is an intrinsic part of everyday life and not just limited to the classroom.

My approach towards teaching is to be energetic, enthusiastic, approachable, well-prepared, and flexible. To promote an engaged learning environment, I employ teaching strategies such as student participation hands-on demonstrations, break-out working groups, and in-class polling. I consider my goals realized if my students continue to be curious about the universe and how science abounds in our daily lives long after they have graduated.

Dr. Tran will use the Montague-CTE Scholar Award to procure new equipment to be used in both the ASTR 111 lectures and lab. The primary challenge in teaching basic astronomy is having students grasp the 3-dimensional (3D) universe, especially because most of the time is spent inside a classroom. The following 3D live demonstration tools are examples of equipment that can be easily transported with the added advantage of not being dependent on night-time weather conditions: 1) Celestial Globe—a celestial sphere that shows constellations; 2) Sunspotter—a portable, sturdy telescope designed for easy and safe viewing of the Sun; and 3) Homestar Planetarium—a tool that projects 120,000 stars onto the ceiling and shows motion due to the Earth's rotation for specific dates.

College of Science

Terje Raudsepp



Dr. Terje Raudsepp is an Assistant Professor in the Department of Veterinary Integrative Biosciences at Texas A&M University. She received her degrees from Tartu University in Estonia and from The Swedish University of Agricultural Sciences in Uppsala, Sweden. Following graduation, she was a postdoctoral researcher at the Royal Veterinary University in Copenhagen, Denmark. She joined Texas A&M University in 2001 as an Assistant Research Scientist and became an Assistant Professor in 2005. Dr. Raudsepp's research interests include animal cytogenetics and genome analysis. She is currently teaching biomedical genetics, animal genomics, and cytogenetics.

Teaching is a challenge. It is a continuous process of interaction and learning both for the students and the teacher. It is never complete for either.

Teaching is an art of delivery. I strongly believe that, regardless of the topic, things can always be explained in a simple and clear way. A good teacher starts from the basics but moves gradually towards the 'bigger picture'.

Teaching requires dedication and inspiration; the task of a good teacher is to inspire and motivate students—to make them interested in the subject and not just grades.

Teaching is a very rewarding experience. It is a great pleasure to work with motivated and talented students; however, helping problem students get back on track can be even more gratifying.

As a teacher, I have a high sense of responsibility for my students, the university, my profession, and myself. I always keep in mind that we are teaching a generation of students who are destined to be future doctors for our families, veterinarians for our pets, teachers for our children. They might even become our colleagues in research. Naturally, we want them to be highly knowledgeable, ethical, and responsible professionals.

The funds provided by the Montague-CTE Scholar Award will allow Dr. Raudsepp to acquire high-speed and -capacity workstations and dedicated software to give students first-hand analysis of animal genomes. In particular, these tools will allow the students to visualize the presence of large scale structural variations between individual animal genomes and to determine how these variations might be associated with diseases, disorders or phenotypic traits.

College of Veterinary Medicine & Biomedical Sciences

Montague-Center for Teaching Excellence Scholars

1991 - 2011

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

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

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

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

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

College of Geosciences

Will Lamb	Geology
Wyndylyn 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	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

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

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

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

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