



**2025-2026**

**Center for Teaching Excellence**

Enhancing the Practice of Teaching to  
Improve Student Learning



## **The Montague-Center for Teaching Excellence Scholar Program**

The Center for Teaching Excellence supports Texas A&M University's educational mission by forging partnerships to inspire and sustain faculty, student, and organizational transformation through innovative, dynamic, and inclusive learning design guided by evidence-based practices.

The Montague-Center for Teaching Excellence (Montague-CTE) Scholar program was initiated in 1991 as a cornerstone effort in the quest for sustained excellence. Annually, Colleges/Schools and the Galveston campus are given the opportunity to nominate tenure-track faculty, who show early evidence of teaching excellence, to be selected as a Montague-CTE Scholar. Faculty chosen as Scholars receive a \$6,500 grant to encourage further development of undergraduate teaching excellence. This award program allows Texas A&M to develop role-model faculty and to recognize excellence 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, he 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, Mr. Montague served as a member and 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, which honored Mr. 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, he 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 where he 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-Center for Teaching Excellence Scholars award program in 1991. Since his death the following year, his son and daughter-in-law, Jim and Vicki, have honored his commitment to the students and faculty at Texas A&M University by continuing to support this program. The Center for Teaching Excellence and Texas A&M University are greatly indebted to the Montague Family. Their unique gift continues to benefit each generation of the Aggie Family, preparing lifelong learners and community contributors - mirroring the image of their benefactors, Kenneth Montague and the Montague family, including Jim and Vicki Montague.

## Alison B. Altman



Dr. Alison B. Altman is an Assistant Professor in the Chemistry Department at Texas A&M University. She earned her PhD in Chemistry from UC Berkeley. Her research program is dedicated to expanding the underexplored chemistry of elements in both molecules and materials, as such elements are at the forefront of some of the most outstanding challenges in responsible critical mineral management and quantum science. These efforts extend to incorporating these cutting-edge topics into undergraduate and graduate inorganic curriculum, including in the undergraduate general chemistry and inorganic courses. Dr. Altman considers active learning approaches key to the seamless integration of advanced topics into core curricula. She has mentored 12 Texas A&M undergraduates in independent research over the past three years, and multiple publications reflecting their efforts as coauthors are in preparation with targeted submissions for this year. To support these efforts, she completed the Center for the Improvement of Mentored Experiences in Research faculty mentoring academy. She has also received a National Science Foundation Faculty Early Career Development Program (NSF CAREER) award.

*Failure is an indelible feature of experimental science, and in my teaching practice, I strive to normalize failure by focusing on a growth mindset as a powerful foundation for my teaching philosophy. This approach, which emphasizes how an individual's ability can be cultivated over time, focuses on improvement until mastery is achieved. I worked to effectively incorporate mastery-based learning into my classes. The success of this approach is tangible in my students' achievements, including in my inorganic chemistry class that teaches a wide range of student levels and majors how the mathematical framework of group theory is a useful lens for understanding and predicting the reactivity and properties of metal complexes. This is a topic that very few students begin with any domain knowledge of, or much intuition for, and thus their mastery of these concepts by the end of the semester directly reflects an impressive shift in their thinking.*

Dr. Altman will use the support provided by this award to reinvigorate the Department of Chemistry's inorganic lab class to better align it with cutting-edge topics. She will develop new lab experiments designed to ensure some baseline exposure of all our chemistry majors to the relevance and active areas of research in solid-state chemistry through a ceramics unit for CHEM 433. Students will have the opportunity to engage broadly with this topic, gaining an intuition for how transition metals play a strong role in the color of glazes and how materials processing is a bottleneck for implementing superconducting materials. Grant funds will be used to support the purchase of a furnace/kiln, and consumable supplies (including chemicals) as well as instrument time for characterization for at least 3 years. She believes these efforts will connect broadly with students in new ways and intends to better quantify these results through student surveys.

**College of Arts & Sciences**

## Ashrant Aryal



Dr. Ashrant Aryal is an Assistant Professor in the Department of Construction Science at Texas A&M University. He received his PhD in Civil Engineering from the University of Southern California. His research and teaching activities lie at the intersection of data science and the built environment. In addition to teaching undergraduate courses in Construction Graphics and Building Information Modeling, he developed two new courses on data science for the built environment, one at the undergraduate level and another at the graduate level. His research leverages recent advances in sensing, Internet of Things (IoT) machine learning, simulation, optimization, and artificial intelligence across various applications in the built environment such as human-building interactions, digital twins, building energy retrofitting, building material optimization, personalized construction safety systems, and construction planning decision support systems.

*My teaching philosophy is grounded in the belief that active learning, coupled with hands-on experience and a focus on emerging technologies, empowers students to thrive and adapt to novel problems they may encounter in the real world. By incorporating project-based learning, fostering collaboration, and encouraging a spirit of inquiry, I aim to equip my students with the skills and confidence to navigate the technological advancements shaping the future of the built environment. Ultimately, my goal is to inspire and empower my students to become lifelong learners and innovative leaders in the construction industry. With my interdisciplinary background in Civil Engineering and Data Informatics, I aim to instill critical thinking in students for solving new problems through a data-driven, experimentation mindset, which led me to develop 2 new courses on Data Science for the Built Environment, one at the undergraduate level and another at the graduate level.*

Dr. Aryal intends to conduct Scholarship of Teaching and Learning (SoTL) research aimed at construction/engineering education using COSC 175- Construction Graphics as a testbed. The course is taken by 200-300 students each semester in our department, which presents a unique opportunity to systematically implement new teaching methods/technologies (e.g., using Virtual Reality to improve students' spatial reasoning skills) and monitor its impact on a large sample size. Part of the grant will be used to support a student researcher to develop new teaching interventions and a research methodology to implement, monitor, and assess the effectiveness of different teaching methods. Students in COSC 689- Data Science class will conduct rigorous analysis on new interventions applied to COSC 175, providing exposure to SoTL research for PhD students in Construction Science, many of whom may go on to become faculty at other universities, having a compounding effect on improving construction education.

**College of Architecture**

## Boone Bowles



Dr. Boone Bowles is an Assistant Professor of Finance in the Adam C. Sinn '00 Department of Finance at Mays Business School, Texas A&M University. He received his PhD from the Kenan-Flagler Business School at the University of North Carolina Chapel Hill. Dr. Bowles works with the Full-Time MBA, Flex Online MBA, and BBA programs at Mays, where he teaches courses in Corporate Finance and Money & Capital Markets. His courses are known for their rigor, clarity, and emphasis on real-world applications. He is an active mentor, advising multiple student organizations, helping students prepare for case competitions, and writing letters of recommendation that support their admission to graduate programs and placement in top firms such as Dell, American Airlines, and Bank of America. His research on how markets process information directly informs his teaching, exposing students to frontier research and sharpening their ability to connect theory with practice.

*My teaching philosophy is simple: be demanding and caring to move students from knowing to doing. I set high expectations and pair them with clear structure, timely feedback, and personal support so students leave with durable skills and an analytical framework they can use the next day. A typical class is lean and applied: we open with a brief check-in, connect a current market story to the day's subject, and then work in a mini case that requires students to apply financial concepts, explain their reasoning, and defend a decision. I design for clarity and accessibility—worked examples, concise roadmaps, and multiple ways to participate. Learning is reinforced with frequent low stakes checks and rigorous exams that reward preparation and judgment rather than memorization. I run a deliberate improvement loop: I solicit mid-course feedback, meet with students, and, on the day, I submit final grades, compile a list of concrete adjustments to carry into the next term.*

Dr. Bowles will use the grant to create a free set of short “finance basics” videos and practice sheets for undergraduates in FINC 381, with a few crossover topics for FINC 612. The idea is simple: if students can replay a clear explanation at home, class time can be spent doing more cases, decisions, and feedback. The videos will be of him explaining concepts and working problems at his desk with a virtual whiteboard. The grant will cover a small recording kit (mic, lights, screen-capture), professional captions and transcripts, and simple hosting on Texas A&M platforms, so everything stays free. He will track impact with brief before/after checks, a few linked exam questions, short student surveys, and simple usage stats, and update the videos accordingly. He will also share the materials with colleagues, offer a short walkthrough, and submit the required brief report showing how the videos improved learning and freed class time for higher-level work.

**Mays Business School**

# Heng Cai



Dr. Heng Cai is an Assistant Professor in the Department of Geography in the College of Arts & Sciences at Texas A&M University. She earned her PhD in Environmental Science with a focus on Geographic Information Science from Louisiana State University. Dr. Cai is an innovative and dedicated educator whose teaching and mentoring have impacted students tremendously. She teaches both undergraduate and graduate courses on geographic information systems (GIS) and technology. She has secured three education grants to modernize GIS curricula and integrate real-world problem solving. She also mentored many students whose work led to awards, internships, and permanent positions. In 2024, she received the Early Career Research Fellow Award from the National Academies of Sciences, Engineering, and Medicine’s Gulf Research Program.

*I am devoted to fostering curiosity, confidence, and real-world readiness among students. (1) Creating engaging learning environments: I make complex concepts approachable and rewarding by using relatable, real-world examples that ease apprehension and build lasting confidence. (2) Tailoring to diverse learning needs: I provide layered resources that ensure both beginners and advanced learners are challenged and supported. (3) Innovative teaching practices across formats: I incorporate interdisciplinary case studies, balance synchronous and asynchronous learning, and use a “learn and teach” model that empowers students to mentor peers, create learning materials, and develop leadership skills. (4) Learning by solving real-world problems: I design labs and projects that link theory to practice, preparing them for careers. (5) Integrating cutting-edge technology: I continually update courses with advanced knowledge, ensuring students remain competitive in a rapidly evolving field.*

Dr. Cai will use the funds to enhance undergraduate learning through three initiatives. First, two annual undergraduate poster competitions on the first floor of the O&M Building, providing a public platform for students to showcase projects and research. These events will strengthen students’ technical, communication, and presentation skills, foster collaboration, and inspire a culture of inquiry and teamwork. Second, support for selected undergraduate researchers in GEOG491: Undergraduate Research to present their work at professional conferences. This investment will raise the visibility of student research, expand professional networks, and prepare participants for graduate studies and careers. The remaining funds will be dedicated to enhancing GEOG390: Principles of GIS, a foundational course enrolling over 150 students each semester.

**College of Arts & Sciences**

## Michelle Kwok



Dr. Michelle Kwok is an Assistant Professor in the Department of Teaching, Learning and Culture in the College of Education and Human Development at Texas A&M University. She received her doctorate from the University of Michigan in Educational Studies with a focus on Literacy, Language, and Culture. In her research and teaching, Dr. Kwok supports the development of high-quality teachers who are prepared to teach in linguistically diverse classrooms through literacy instruction. Currently, she is studying how linguistics-informed strategies improve undergraduate preservice teachers' skills in teaching math word problems and their preparation to teach increasingly diverse student population. She is also pioneering a virtual study abroad program, the first of its kind at the university, which will offer global education opportunities to students without a travel requirement.

*My teaching is centered around three core principles. First, I engage in high-impact practices, which are fundamental, research-based teaching methods known to improve student learning outcomes. Second, I am dedicated to supporting students in connecting theory to practice. This means creating learning opportunities where students can apply complex and abstract academic concepts directly to real-world scenarios, bridging the gap between what they learn in the classroom and what they experience in the field. Finally, I intentionally design my curriculum to improve content alignment across my courses, field work, and the broader teacher education program, ensuring a cohesive learning experience. I am dedicated to continuous improvement and aim to model for my students the kinds of deep self-reflection needed for teaching in a complex and ever-changing world.*

Dr. Kwok will use the grant to extend the mentorship she provides graduate student instructors to undergraduate students. This includes opportunities like co-teaching, feedback on their teaching, and mentoring them through aspects of research design and writing. Grant funding will allow her to bolster these efforts to support undergraduate students in similar kinds of mentoring opportunities. Undergraduate researchers could support data collection, organization, and preliminary analyses. Undergraduate preservice teachers who are hired would benefit from learning how to deeply analyze examples of instruction and think metacognitively about the findings as it relates to their own development as a teacher. This study can thus support connections between university courses and field experiences, contributing to a greater understanding of what it takes for preservice teachers to implement what they learn in their university courses to their classroom teaching.

**College of Education & Human Development**

## Jaesung Lee



Dr. Jaesung Lee serves as an Assistant Professor in the Wm Michael Barnes '64 Department of Industrial and Systems Engineering in the College of Engineering at Texas A&M University. He received his PhD in Industrial and Systems Engineering from the University of Wisconsin-Madison. His research focuses on data-driven modeling and statistical learning for Artificial Intelligence/Machine Learning (AI/ML) in complex engineering systems, with applications in advanced manufacturing and healthcare. He is Associate Editor of the Journal of Intelligent Manufacturing and serves as departmental liaison and contributing member for the College of Engineering's AI Working Group. Dr. Lee designed and launched DAEN 210: Uncertainty Modeling, the core introductory course for Texas A&M's new Data Engineering program, and revitalized ISEN 350: Quality Engineering by introducing collaborative problem-solving sessions, R-based computational labs, and survey-driven instructional improvements. He actively mentors undergraduates, graduate students, and capstone teams, with one undergraduate already co-authoring a manuscript submitted to a premier journal.

*My teaching philosophy is grounded in the conviction that students learn most effectively when rigorous theoretical foundations are paired with practical applications supported by active engagement, reflection, and continuous improvement. Student success and consistent feedback highlight the value of this approach and have guided the evolution of my teaching practice at Texas A&M University. Drawing on my own industry experiences, I contextualized these tools within practitioner workflows, helping students see exactly how statistical methods operate in real-world decision-making. I also explicitly integrated my research expertise in artificial intelligence and machine learning. Student success and feedback consistently affirmed that my teaching, anchored in active learning, reflection, professional relevance, and disciplinary breadth, directly benefited learners. These achievements position me strongly for continued instructional excellence throughout my career.*

Dr. Lee plans to utilize the Montague-CTE Scholar Award to establish a sustainable Data-Driven Project Library that embeds industry-style datasets and project-based learning into his undergraduate courses, DAEN 210 (Uncertainty Modeling) and ISEN 350 (Quality Engineering). The funds will support the curation and simulation of datasets that reflect realistic process variability, reliability, and demand-forecasting scenarios, enabling students to engage directly with messy data rather than simplified textbook problems. By investing in reusable teaching assets, structured project pipelines, and rigorous evaluation, the initiative will measurably enhance undergraduate learning and create a model that continues well beyond the duration of the award.

**College of Engineering**

## Rita Esuru Okoroafor



Dr. Esuru Rita Okoroafor is an Assistant Professor in the Harold Vance Department of Petroleum Engineering in the College of Engineering at Texas A&M University. She earned a PhD in Energy Resources Engineering from Stanford University and brings 15 years of industry experience to the undergraduate program. Dr. Okoroafor teaches the core course Formation Evaluation (PETE 321) each spring and developed a new undergraduate elective in Carbon Capture, Utilization, and Storage (CCUS), alongside graduate offerings in CCUS and Subsurface Engineering for Sustainable Energy. Her teaching integrates datasets from her industry experience and research in subsurface energy systems. She integrates adjacent disciplines such as analytical geochemistry and geomechanics into petroleum courses, giving undergraduates a unified, energy resources skill set.

*I design courses where students move deliberately from observation to interpretation to action: they access authentic datasets, model using transparent calculations before advanced software, and communicate technical recommendations that acknowledge uncertainty. Three habits anchor this approach: (1) Conceptual mastery grounded in first principles; (2) Professional practice through real data, industry software, and standards; and (3) Reflection that strengthens metacognition and teamwork. I balance traditional clarity with innovation: structured notes, worked examples, and transparent rubrics are paired with guided questioning, brief in-class problems, think-pair-share, and checks for understanding. I assess learning continuously through homework, quizzes, and in-class discussions, and I provide timely, actionable comments that students use on the next task. I encourage questions, rotate roles in teams, and monitor early analytics to reach out to students who need support. My goal is for every student to leave with a durable understanding, professional confidence, and workplace-ready skills.*

Dr. Okoroafor will enhance PETE 321 Formation Evaluation by building a safe, table-top "logging" system that lets undergraduates see and generate the very measurements they interpret, directly addressing student requests for tutorials, clearer labs, and visibility into how tools produce logs. This system will integrate three low-cost modules that mimic field tools: (1) a resistivity cell with controllable brine salinity to visualize Archie-type behavior; (2) an ultrasonic time-of-flight track to illustrate "sonic" transit through rock; and (3) a density measuring station (bulk/grain density via displacement) to link core density to wireline density-neutron interpretation and porosity estimates. She will use purchased cores representative of Texas formations so students can observe lithology-specific responses. Each lab includes a 10 minute screen-capture micro-tutorial, a Canvas pre-lab checklist, and starter files that mirror our industry software workflow. Learning impact will be tracked with a pre/post concept inventory on "measurement → interpretation," brief confidence scales, lab completion time, and error-rate analytics.

**College of Engineering**

## Madelin Ong



Madeline Ong is an Assistant Professor in the Management Department in Mays Business School at Texas A&M University. She earned her PhD in Business Administration from the Stephen M. Ross School of Business at the University of Michigan. She has taught a wide range of undergraduate and master's-level courses at Texas A&M, the University of Michigan, the Hong Kong University of Science and Technology (HKUST), and Singapore Management University (SMU). This international teaching experience has enabled her to connect with students from different backgrounds and adapt her approach to different learning contexts. She has contributed to the advancement of scholarship in management education and learning. Recently, she was the lead author of a paper published in *Academy of Management Learning & Education*, a premier journal that sits at the intersection of management scholarship and pedagogy. She also serves as a reviewer for the journal, contributing to the advancement of rigorous research on management education and the broader scholarly community.

*My teaching philosophy centers on creating an engaging and interactive environment. I incorporate a range of teaching methods so that students can engage with concepts in different formats. I use experiential role-play activities that bring abstract concepts to life. They make the material more interesting and memorable, and give students a safe environment to take risks, make mistakes, and maximize their learning. I value the real-world application of course concepts and strive to help students see the practical relevance of their coursework. I challenge students to actively develop practical skills they can carry into their careers and lives, and to continually strive for excellence. Outside of class, I meet with students during office hours to provide career guidance, including strategies for salary negotiations. In class, I present both classic and contemporary research in management, along with relevant studies from fields like psychology and behavioral economics.*

Dr. Ong will use the grant to enhance undergraduate learning by creating a repository of freely available teaching cases (e.g., role-plays, exercises) accessible to all Texas A&M students. She plans to involve undergraduate students in co-developing these materials, providing them with hands-on experience in educational research and pedagogical design. The open-access materials will be incorporated into her courses, reducing reliance on costly, copyrighted materials produced by other institutions (e.g., Northwestern, Harvard) and ensuring that all students can engage fully with high-quality, relevant learning resources. Comprehensive teaching notes will be developed to enable other instructors to easily adopt and integrate these materials into their courses where appropriate. The cases and accompanying notes will be made freely accessible to instructors throughout the Texas A&M system.

**Mays Business School**

## Nate Veldt



Dr. Nate Veldt is an Assistant Professor in the Department of Computer Science and Engineering at Texas A&M. He received his PhD in Mathematics with a concentration in Computational Science from Purdue University. He is known both for his record of international research distinction and his ability to bring that research into the classroom in a way that excites and empowers undergraduates. Dr. Veldt actively integrates teaching and research. He introduces students to cutting-edge applications of algorithmic theory, such as using maximum flow to analyze social networks or MRI scans, showing students how abstract concepts connect to real-world problems. He has also mentored undergraduates through honors theses and research projects, several of which led to interactive visualization tools now incorporated into his teaching. His recognition for teaching excellence includes a 2025 Texas A&M Institute of Data Science (TAMIDS) Course Development Award.

*Three principles that guide my teaching are (1) make learning interactive, (2) make learning personal, and (3) connect course content to real applications and research-level topics. My methods include typing up partial lecture notes that the students fill in with me during class, frequent in-class polls for students to engage with new content just after learning it, and interactive team problem-solving and proof-writing activities during lecture. My students' first assignment is to submit a short video where they tell me their name and anything else to help me remember them. I then make a point of learning their names as soon as possible, even when I have 100 or more students. Despite the simplicity of this principle, it has been very effective in increasing class engagement, and students always comment on how they appreciate this practice. Especially for a theory-focused course like CSCE 411, I believe it is helpful to dedicate some time to discussing applications as well as connections to ongoing research level topics. These can bring the topic alive to students and get them excited about exciting questions related to the course content that are still being explored.*

Dr. Veldt will use the award to fund undergraduate students conference travel to present on joint research projects. One challenge with covering these types of costs is that the projects he works on with undergraduates are not always directly related to research projects he already has funding for. Having more flexible funding for undergraduate travel will allow him to choose research projects for students based primarily on what interests them and what is most likely to get them engaged in research. This is far better for them than being restricted to topics relating to funded projects he is working on, which may or may not involve research questions that undergraduates can meaningfully contribute to within the span of 1-2 semesters.

**College of Engineering**

# Ty Werdel



Dr. Ty J. Werdel is an Assistant Professor in the Department of Rangeland, Wildlife and Fisheries Management in the College of Agriculture & Life Sciences at Texas A&M University. He earned his PhD in Horticulture and Natural Resources from Kansas State University. He teaches Techniques of Wildlife Management (RWF 408/608), Wildlife Tracks and Signs (RWF 402/602), and Special Topics in Traditional Ecological Knowledge (WFSC 681), blending applied field techniques with innovative, inquiry-based learning. A hallmark of his pedagogy is the Aggie Squirrel Project, a student-led research initiative using live capture and Global Positioning System (GPS) telemetry to study campus wildlife. His mentorship has supported 14 graduate and 6 undergraduate students, who collectively earned 30 awards exceeding \$240,000 and coauthored 33 conference presentations. Dr. Werdel developed a unique course on Traditional Ecological Knowledge (TEK) and coauthored a textbook chapter on TEK adopted at R1 institutions.

*My teaching philosophy centers on the belief that students learn best when they are engaged as active participants in their own education. I aim to create inclusive, hands-on classrooms where theory is inseparable from practice, and where students are challenged to apply what they learn to real-world problems in wildlife management. I design my courses to balance rigor with support, asking students to stretch themselves while knowing they are part of a collaborative, respectful learning environment. A hallmark of my approach is experiential learning, from field-based projects like the Aggie Squirrel Project to classroom simulations, I want students to leave not only with knowledge, but with the confidence to use it in professional settings. Ultimately, my philosophy rests on the conviction that education should empower students not only to master content, but to discover their own capacity to contribute meaningfully to science and society.*

Dr. Werdel will use the award to expand experiential learning opportunities for undergraduates through the installation of video-enabled nest boxes for the Aggie Squirrel Project. The boxes will provide continuous, real-time footage of Eastern fox squirrel nesting, parental care, and behavioral ecology on campus, generating an unparalleled dataset for students to analyze. Undergraduates will be directly involved in every stage of the project, from installing the boxes and maintaining equipment to designing observational studies, coding and managing video data, and linking behavioral observations to ecological concepts introduced in lecture. This project will transform passive learning into active inquiry by immersing students in the process of hypothesis development, data collection, and interpretation of animal behavior in real-world contexts providing a template for scaling experiential research into wildlife curricula.

**College of Agriculture & Life Sciences**

**Montague-Center for  
Teaching Excellence Scholars**  
(Colleges / Schools when awarded)

**1991–2024**

## **Agriculture & Life Sciences**

Felipe Aburto	Soil & Crop Science	2024-2025
Daniel Spalink	Ecology & Conservation Biology	2024-2025
Jacquelyn K. Grace	Ecology and Conservation Biology	2023-2024
Sushil Paudyal	Animal Science	2023-2024
Robert Hardin	Biological and Agricultural Engineering	2022-2023
Anjel Helms	Entomology	2021-2022
Janie McClurkin Moore	Biological & Agricultural Engineering	2020-2021
Jessica Leatherwood	Animal Science	2019-2020
Kathrin Anson Dunlap	Animal Science	2018-2019
Vishal M. Gohil	Biochemistry & Biophysics	2017-2018
Carmen Gomes	Biological and Agricultural Engineering	2016-2017
Michelle Lawing	Ecosystem Science & Management	2015-2016
Margaret Glasner	Biochemistry & Biophysics	2014-2015
Jennifer Williams	Agricultural Leadership, Education, & Communication	2013-2014
Kyle Woosnam	Recreation, Park, & Tourism Sciences	2012-2013
Fernando Sandun	Biological & Agricultural Engineering	2011-2012
Astrid Volder	Horticulture	2010-2011
R. Karthikeyan	Agricultural Engineering	2009-2010
Manda Rosser	Agricultural Leadership, Education, & Communication	2008-2009
Amanda Stronza	Recreation, Park, & Tourism Sciences	2007-2008
Tanya Pankiw	Entomology	2006-2007
Todd Watson	Forest Science	2005-2006
Barry Boyd	Agricultural Education	2004-2005
Roel Lopez	Wildlife & Fisheries Sciences	2003-2004
Craig Coates	Entomology	2002-2003
Richard Gallagher	Agricultural Economics	2001-2002
Scott Osborn	Agricultural Engineering	2000-2001
Kim E. Dooley	Agricultural Education	1999-2000
Ann Lee Kenimer	Agricultural Engineering	1998-1999
Wesley Ramsey	Animal Science	1997-1998
John Siebert	Agricultural Economics	1996-1997
David Scott	Recreation, Park, & Tourism Sciences	1995-1996
Clyde Munster	Agricultural Engineering	1994-1995
Rosana Moreira	Agricultural Engineering	1993-1994
Chris Skaggs	Animal Science	1992-1993
Christine Townsend	Agricultural Education	1991-1992

## Architecture

Benjamin Ennemoser	Architecture	2024-2025
Zhipend Lu	Architecture	2023-2024
Dongying Li	Landscape Architecture & Urban Planning	2022-2023
James Michael Tate	Architecture	2021-2022
Alejandro Borges	Architecture	2020-2021
Youngjib Ham	Construction Science	2019-2020
Juan-Carlos Baltazar	Architecture	2018-2019
Negar Kalantar	Architecture	2017-2018
Jun-Hyun Kim	Landscape Architecture & Urban Planning	2014-2015
Kunhee Choi	Construction Science	2013-2014
Xuemei Zhu	Architecture	2012-2013
Kevin Glowacki	Architecture	2011-2012
Eric Dumbaugh	Landscape Architecture & Urban Planning	2010-2011
Nancy Klein	Architecture	2009-2010
Yilmaz Hatipkarasulu	Construction Science	2007-2008
Ming-Han Li	Landscape Architecture & Urban Planning	2006-2007
John Alexander	Architecture	2005-2006
Richard Burt	Construction Science	2004-2005
Christopher Ellis	Landscape Architecture & Urban Planning	2003-2004
Anat Geva	Architecture	2002-2003
John A. Bryant	Construction Science	2001-2002
Ifte Choudhury	Construction Science	2000-2001
Nancy J. White	Construction Science	1999-2000
Tonya Hynds	Construction Science	1998-1999
Chang-Shan Huang	Landscape Architecture & Urban Planning	1997-1998
Robin Abrams	Architecture	1996-1997
Mardelle Shepley	Architecture	1995-1996
Valerian Miranda	Architecture	1994-1995
Ed Burian	Architecture	1993-1994
Tom Woodfin	Landscape Architecture	1992-1993
Leonard Smith	Construction Science	1991-1992

## Arts & Sciences

Christopher T. Bonner	Global Languages & Cultures	2024-2025
Jason Crider	English	2024-2025
Yue Zhang	Meteorology	2024-2025
Regine Marie Mills	English	2023-2024
Daniel Tabor	Chemistry	2023-2024
Heather Thakar	Anthropology	2023-2024
John Casellas-Connors	Geography	2022-2023
Sara Di Caglio	English	2022-2023
Xin Yan	Chemistry	2022-2023
Sarah McNamara	History	2021-2022
Christina Belanger	Geology and Geophysics	2021-2022
Quentin Michaudel	Chemistry	2021-2022
Defne Över	Sociology	2020-2021
Kathryn E. F. Shamberger	Oceanography	2020-2021
Jonathan T. Sczepanski	Chemistry	2020-2021
Joshua DiCagallo	English	2019-2020
Julia Reece	Geology and Geophysics	2019-2020
David Powers	Chemistry	2019-2020
Rumya Putcha	Performance Studies	2018-2019
Christopher J. Nowotarski	Atmospheric Sciences	2018-2019
Anne Shiu	Mathematics	2018-2019
Anna W. Wolfe	Communications	2017-2018
Anita Rapp	Atmospheric Sciences	2017-2018
Lei Fang	Chemistry	2017-2018
Keith Ulmer	Physics & Astronomy	2016-2017
Laura Estill	English	2016-2017
Robert (Bobby) Reece	Geology & Geophysics	2016-2017
Kelly Graf	Anthropology	2015-2016
Dan Goldberg	Geography	2015-2016
Jennifer Marshall	Physics & Astronomy	2015-2016
Kristan Poirot	Communication/Women & Gender Studies	2014-2015
Michael Ewers	Geography	2014-2015
Steven Wheeler	Chemistry	2014-2015
Amy E. Earhart	English	2013-2014
Oliver Frauenfeld	Geography	2013-2014
Joseph A. Sorg	Biology	2013-2014
Hoi-eun Kim	History	2012-2013

Michael Tice	Geology & Geophysics	2012-2013
Ricardo Eusebi	Physics & Astronomy	2012-2013
Steve Balsis	Psychology	2011-2012
Brendan Roark	Geography	2011-2012
Charles M Folden III	Cross-Departmental/Nuclear Chemistry	2011-2012
Stephanie A. Houghton	Economics	2010-2011
Julie Newman	Geology & Geophysics	2010-2011
Kim-Vy H. Tran	Physics & Astronomy	2010-2011
Colleen Murphy	Philosophy	2009-2010
Steven Quiring	Geography	2009-2010
Alan Dabney	Statistics	2009-2010
Jennifer Bizon	Psychology	2008-2009
Debbie Thomas	Oceanography	2008-2009
Rainer Fries	Physics	2008-2009
Kathryn Woodard	Performance Studies	2007-2008
Jennifer McGuire	Geology & Geophysics	2007-2008
Alexei Safonov	Physics	2007-2008
Michael Koch	Political Science	2006-2007
Wendy Jepson	Geography	2006-2007
Jairo Sinova	Physics	2006-2007
Leon Couch	Performance Studies	2005-2006
Thomas Olszewski	Geology	2005-2006
Alexei Sokolov	Physics	2005-2006
Elisabeth Ellis	Political Science	2004-2005
Charles Lafon	Geography	2004-2005
Winfried Teizer	Physics	2004-2005
Antonio La Pastina	Communication	2003-2004
Donald Collins	Atmospheric Sciences	2003-2004
Eric Simanek	Chemistry	2003-2004
Joseph Jewell	Sociology	2002-2003
Judith Chester	Geology & Geophysics	2002-2003
David Toback	Physics	2002-2003
Kimberly Brown	English	2001-2002
James Pinckney	Oceanography	2001-2002
Jonathan McCammond	Mathematics	2001-2002
Lowell Gaertner	Psychology	2000-2001
David Sparks	Geology & Geophysics	2000-2001
Laura Anderson	Mathematics	2000-2001
Vanessa B. Beasley	Speech Communication	1999-2000
Hongbin Zhan	Geology & Geophysics	1999-2000
Victoria DeRose	Chemistry	1999-2000

Rekha Thomas	Mathematics	1998-1999
Mary Bucholtz	English	1998-1999
Anne Chin	Geography	1998-1999
Jeffrey Cohen	Anthropology	1997-1998
Benjamin Giese	Oceanography	1997-1998
Daniel Romo	Chemistry	1997-1998
Abran Salazar	Speech Communication	1996-1997
Daniel Sui	Geography	1996-1997
Denise Kirschner	Mathematics	1996-1997
Nehemiah Geva	Political Science	1995-1996
Bruce Herbert	Geology	1995-1996
Sherry Yennello	Chemistry	1995-1996
Gary Varner	Philosophy	1994-1995
Thomas Iliffe	Marine Biology	1994-1995
Ellen Toby	Mathematics	1994-1995
Pamela Matthews	English	1993-1994
Vatche Tchakerian	Geography	1993-1994
Vincent Schielack	Mathematics	1993-1994
Wyndylyn Von Zharen	Maritime Environmental & Business	1992-1993
	Law	
Colin Allen	Philosophy	1992-1993
Jeffrey Morgan	Mathematics	1992-1993
Valerie Balester	English	1991-1992
Will Lamb	Geology	1991-1992
Nina Caris	Biology	1991-1992

## **Mays Business School**

Sarah Stuber	Accounting	2022-2023
Bradford F. Hepfer	Accounting	2021-2022
Jon M. Stauffer	Information & Operations Management	2020-2021
Christopher Yust	Accounting	2019-2020
Matthew Ege	Accounting	2018-2019
James Abbey	Information & Operations Management	2017-2018
Michael Withers	Management	2016-2017
Sarah Rice	Accounting	2015-2016
Stephen Courtright	Management	2014-2015
Sean McGuire	Accounting	2013-2014
Nate Sharp	Accounting	2012-2013
Subodha Kumar	Information & Operations Management	2011-2012
Kelly L. Haws	Marketing	2010-2011

Dechun Wang	Accounting	2009-2010
Haipeng (Allan) Chen	Marketing	2008-2009
Alina Sorescu	Marketing	2007-2008
Elizabeth Umphress	Management	2006-2007
Christopher Porter	Management	2005-2006
Wendy Boswell	Management	2004-2005
Michael Wesson	Management	2003-2004
Peter Rodriguez	Management	2001-2002
Jing Zhou	Management	2000-2001
Michael Wilkins	Accounting	1999-2000
Annie McGowan	Accounting	1998-1999
Paige Fields	Finance	1997-1998
Peter Dacin	Marketing	1996-1997
Martha Loudder	Accounting	1995-1996
Kurt Bretthauer	Business Analysis	1994-1995
Uday Murthy	Accounting	1993-1994
Anne O'Leary-Kelly	Management	1992-1993
Jeffrey Conant	Marketing	1991-1992

## **Bush School of Government & Public Service**

Maddalena Cerrato	International Affairs	2023-2024
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## **Education & Human Development**

John A Williams III	Teaching, Learning, & Culture	2024-2025
Marc Goodrich	Teaching, Learning, & Culture	2023-2024
Andrew Kwok	Teaching, Learning, & Culture	2022-2023
Idean Ettekal	Educational Psychology	2021-2022
Daniel H. Bowen	Ed'l Administration & Human Resource Development	2020-2021
Sara Raven	Teaching, Learning, & Culture	2019-2020
Carly Blustein Gilson	Educational Psychology	2018-2019
Natasha T. Brison	Health & Kinesiology	2017-2018
Lisa Bowman-Perrott	Educational Psychology	2013-2014
Mandy Rispoli	Educational Psychology	2012-2013
Jamilia Blake	Educational Psychology	2011-2012
Erin M. McTigue	Teaching, Learning, & Culture	2010-2011
John Singer	Health & Kinesiology	2009-2010
Mary Margaret Capraro	Teaching, Learning, & Culture	2008-2009
Kimberly Vannest	Educational Psychology	2007-2008

Caroline Ketcham	Health & Kinesiology	2006-2007
Laura Stough	Educational Psychology	2005-2006
Ranjita Misra	Health & Kinesiology	2004-2005
Paul Batista	Health & Kinesiology	2003-2004
Robert Capraro	Teaching, Learning, & Culture	2002-2003
Patricia Goodson	Health & Kinesiology	2001-2002
Lauren Cifuentes	Educational Psychology	2000-2001
Cathleen Loving	Educational Curriculum & Instruction	1999-2000
Susan Bloomfield	Health & Kinesiology	1998-1999
Georgia Frey	Health & Kinesiology	1997-1998
Gwendolyn Webb-Johnson	Educational Curriculum & Instruction	1996-1997
Pamilla Morales	Educational Psychology	1995-1996
Salvador Hector Ochoa	Educational Psychology	1994-1995
Rafael Lara-Alecio	Educational Curriculum & Instruction	1993-1994
Joyce Many	Educational Curriculum & Instruction	1992-1993
Lynn Burlbaw	Educational Curriculum & Instruction	1991-1992

## **Engineering**

Hrayer Aprahamian	Industrial Engineering	2024-2025
Jeeun Kim	Computer Science & Engineering	2024-2025
Garrett McKay	Civil & Environmental Engineering	2023-2024
Shreya Raghavan	Biomedical Engineering	2022-2023
Theodora Chaspari	Computer Science & Engineering	2021-2022
Matt Pharr	Mechanical Engineering	2020-2021
Daniel Alge	Biomedical Engineering	2019-2020
Patrick Shamberger	Materials Science & Engineering	2018-2019
Alaa Elwany	Industrial & Systems Engineering	2017-2018
Xiaoning Qian	Electrical and Computer Engineering	2016-2017
Gretchen Miller	Civil Engineering	2015-2016
Jodie Lutkenhaus	Chemical Engineering	2014-2015
Dylan Shell	Computer Science & Engineering	2013-2014
Erick Moreno-Centeno	Industrial Engineering	2012-2013
James Caverlee	Computer Science & Engineering	2011-2012
Carl Laird	Chemical Engineering	2010-2011
Timothy Jacobs	Mechanical Engineering	2009-2010
Scott Socolofsky	Civil Engineering	2008-2009
Zoubeida Ounaies	Aerospace Engineering	2007-2008
Kelly Brumbelow	Civil Engineering	2006-2007
Yu Ding	Industrial Engineering	2005-2006

Amarnath Banerjee	Industrial Engineering	2004-2005
John Keyser	Computer Science	2003-2004
David Ford	Chemical Engineering	2002-2003
John Valasek	Aerospace Engineering	2001-2002
Amy L. Epps	Civil Engineering	2000-2001
Rainer Fink	Engineering Technology & Industrial Distribution	1999-2000
Karen Butler	Electrical Engineering	1998-1999
Nancy Amato	Computer Science	1997-1998
Jorge Leon	Engineering Technology	1996-1997
Marvin Adams	Nuclear Engineering	1995-1996
Jeffrey Trinkle	Computer Science	1994-1995
Reza Langari	Mechanical Engineering	1993-1994
Harry Ploehn	Chemical Engineering	1992-1993
Peter Keating	Civil Engineering	1991-1992

## **Medicine**

Sarah Yuan	Surgery & Medical Physiology	1999-2000
J. Martin Scholtz	Medical Biochemistry	1998-1999
Vernon Tesh	Medical Microbiology & Immunology	1997-1998
Steven Peterson	Medical Pharmacology & Toxicology	1995-1996
Jerome Trezeciakowski	Medical Pharmacology & Toxicology	1994-1995
Gary McCord	Human Anatomy & Medical Neurobiology	1993-1994
Joan Quarles	Human Anatomy & Medical Neurobiology	1992-1993
Don Self	Humanities	1991-1992

## **Performance, Visualization & Fine Arts**

Tianna Uchacz	History of Art and Craft Technology	2023-2024
Felice House	Visualization	2016-2017
Jinsil Hwaryoung Seo	Visualization	2015-2016
Yauger Williams	Visualization	2008-2009

## **Veterinary Medicine & Biomedical Sciences**

Jessica Galloway-Pena	Veterinary Pathobiology	2021-2022
Sarguru Subash	Veterinary Pathobiology	2020-2021
Annie Newell-Fugate	Veterinary Physiology & Pharmacology	2018-2019

Jayanth Ramadoss	Veterinary Physiology & Pharmacology	2017-2018
Sakhila Banu	Veterinary Integrative Biosciences	2016-2017
Maria Esteve-Gassent	Veterinary Pathobiology	2015-2016
Sarah Hamer	Veterinary Integrative Biosciences	2014-2015
Waithaka Mwangi	Veterinary Pathobiology	2013-2014
Michael C. Golding	Veterinary Physiology & Pharmacology	2012-2013
Michael Criscitiello	Veterinary Pathobiology	2011-2012
Terje Raudsepp	Veterinary Integrative Biosciences	2010-2011
Ashley Saunders	Small Animal Clinical Sciences	2009-2010
Virginia Fajt	Veterinary Physiology & Pharmacology	2008-2009
Gladys Ko	Veterinary Integrative Biosciences	2007-2008
Maureen McMichael	Small Animal Clinical Sciences	2006-2007
Dan Posey	Large Animal Medicine & Surgery	2005-2006
James Herman	Veterinary Physiology & Pharmacology	2004-2005
Jeffrey Musser	Veterinary Pathobiology	2003-2004
Peter Rakestraw	Large Animal Medicine & Surgery	2002-2003
Karen E. Russell	Veterinary Pathobiology	2001-2002
Robert Kennis	Small Animal Medicine & Surgery	2000-2001
Joan R. Coates	Small Animal Medicine & Surgery	1999-2000
Karen F. Snowden	Veterinary Pathobiology	1998-1999
Louise Abbott	Veterinary Anatomy & Public Health	1997-1998
Laurie Jaeger	Veterinary Anatomy & Public Health	1996-1997
Lisa Howe	Small Animal Medicine & Surgery	1995-1996
Keith Chaffin	Larger Animal Medicine & Surgery	1994-1995
Dawn Boothe	Veterinary Physiology & Pharmacology	1993-1994
Brad Weeks	Veterinary Pathobiology	1992-1993
Theresa Fossum	Small Animal Medicine & Surgery	1991-1992

### **Texas A&M University, Galveston**

David Hala	Marine Biology	2022-2023
Ashley Ross	Marine and Coastal Environmental Science	2021-2022
Cassia Bömer Galvão	Maritime Business Administration	2020-2021
Jessica Labonté	Marine Biology	2019-2020
Maria Pia Miglietta	Marine Biology	2016-2017
David Wells	Marine Biology	2015-2016
Karl Kaiser	Marine Sciences	2014-2015





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