

BOARD OF REGENTS

FACULTY AWARDS

2016–17 ACADEMIC YEAR

NOMINATION ABSTRACTS

CAMPUS-BASED AWARDS

TEACHING AWARDS

(Connecticut State Universities)

Dr. Barbara Clark
Associate Professor, Literacy, Teacher Education
Central Connecticut State University

In appreciation for Dr. Barbara Clark's work, her co-teacher Dr. Jacob Werblow, nominated her for a Teaching Award. He states that his colleague has developed an innovative aesthetic-based instructional program – a truly empowering learning and reciprocal learning experience for both the pre-service teachers and the children they serve. Dr. Clark's department chair endorses her nomination by stating evidence of exceptional and effective pedagogy, and innovative/creative instructional delivery. A former student learned to become an effective teacher after Dr. Clark took her and classmates to classrooms using poetry, creative writing, music and art to increase students' reading and writing skills. Her course sessions are designed as a lab/studio wherein teacher candidates explore methodology and framework of teaching by utilizing multiple methods, technology and classroom spatial strategies for learners. She also provides her students authentic hands-on classroom experience with feedback from experienced teachers and administrators. She hopes her students will come to love children and their work.

Dr. Christine Hegel-Cantarella
Assistant Professor, Social Sciences
Western Connecticut State University

See nomination abstract under System-Wide Awards

Dr. Maureen McDonnell
Associate Professor, English
Eastern Connecticut State University

In his nomination of Dr. Maureen McDonnell, Dr. Reginald Flood declares her curriculum initiatives have helped shift the pedagogy of the entire campus. She led the effort to transform Women's and Gender Studies from a minor course to a full-fledged major by creating and teaching new classes, giving it significant pedagogical substance. A former colleague declares she exemplifies the qualities of an outstanding teacher. She is innovative, creative, and tirelessly committed to students' well-being. A former student — and mentee turned colleague — says Dr. McDonnell has invested her life in caring for her students and advocating for their best interests and needs. A proponent of collaboration, Dr. McDonnell states: "Together with my students, I ask that we model a curious, engaged community that is committed to ideas as well as to people." She is invested in helping students to be self-reflective and hopes students' introspection cultivate a sturdy curiosity towards others and a capacity to evaluate a setting's inclusion and equity.

TEACHING AWARDS
(Connecticut State Universities)
continued

Dr. Melissa Talhelm
Associate Professor, English
Southern Connecticut State University

Dr. Scott Ellis says Dr. Melissa Talhelm is driven to strengthen teaching and that the core of her teaching is the “affect domain” – shaping one’s teaching practices and assignments to students’ prior experiences and preparation. Dr. Talhelm is well-known on campus for her workshops and faculty presentations detailing strategies for teaching, strengthening and assessing students’ reading skill across the curriculum. A student considers her an exceptional teacher who masterfully demonstrates what student-centered instruction looks like, while providing countless examples of creative and adaptive teaching techniques. A former student and advisee deems Dr. Talhelm to be one of the most genuine, intelligent and capable professors she has ever encountered. Dr. Talhelm declares: “Teaching is called a practice for a reason, and each semester, I keep practicing and sharing that perspective with my students. Good pedagogy comes from trial and error, gathering responses and feedback from students, and trying something different. It is the most exciting and intellectually challenging improvisation there is, and I prefer to be an active part of that learning process.”

TEACHING AWARDS
(Connecticut Community Colleges)

Amy Feest
Associate Professor, Business and Technology
Tunxis Community College

See nomination abstract under System-Wide Awards

TEACHING AWARDS

(Connecticut Community Colleges)

continued

Joseph Finckel
Associate Professor, English
Asnuntuck Community College

Joseph Finckel was nominated for a Teaching Award by the chair of the Community Colleges' Statewide Center for Teaching Thomas Hodgkin, who is also a professor of English at Northwestern Connecticut Community College. Professor Finckel co-authored and produced two 30-article series on practical tips for college teaching which revealed his deep understanding of issues faced by teachers and an awareness of how to assist others with dealing with these -issues. A campus colleague states that Joe challenges students with a well-crafted series of scaffolded assignments, inculcating in students a strong mastery of the material and a view of themselves as capable writers and critical thinkers. The co-author of the article series declares Joe is an excellent teacher who infests many students with his desire to learn more, modeling dedication and hard work. Professor Finckel hopes to be a lifelong student of good teaching and his teaching philosophy is a learner-centered endeavor to make English as alive, current, and as relevant to students from a diversity of ages and cultures as is possible.

Elizabeth Keefe
Associate Professor, College Advancement Studies & Humanities
Gateway Community College

Department Chair Michelle Breaker nominated Elizabeth Keefe for a Teaching Award for her initiative in leading a number of instructional activities and "her selfless dedication to her students and their education." A colleague considers professor to be an exceptional teacher. "Her lessons are topical while rooted in classical and new best practices, her demeanor open and welcoming while demanding respect, her assignments demanding and also interesting." Another colleague, who considers Professor Keefe to be her mentor, is thankful for her "patience and guidance" and recognizes Liz for her "unbending dedication, professionalism, and innovative work." Professor Keefe declares: "Understanding and addressing students' individual needs in reading and writing is an essential skill ... there is not just one prescribed model for teaching effective reading and writing, so I try to keep my teaching methods current and fresh, retooling as necessary. The collaborations, presentations and course redesigns I have been involved with provide evidence of these attempts to stay current."

TEACHING AWARDS

(Connecticut Community Colleges)

continued

Janet Hall

**Assistant Professor, Computer Science
Quinebaug Community College**

Janet Hall was nominated by a colleague and office mate who is also one of her former students. Christopher Parden states he is lucky to have access to her wealth of knowledge and being able to witness her advising students and collaborating with other campus personnel. A current student, who is teacher at a local high school, declares that Jan Hall's greatest attributes are her caring personality and friendly disposition. Professor Hall, whom she has known for many, many years, helped her create the high school's computer science curriculum. The Dean of Academic Affairs and Student Services says Jan "has always been one of our leaders breaking down barriers in the usage of latest technologies for not only students but also our faculty." Professor Hall is acknowledged as a leader in the development of the institution's online curriculum, its Credit for Prior Learning Portfolio assessment process, and a number of other computer applications. A dear colleague for over 20 years states, "Jan is well-loved by students who appreciate her patience, care and attention."

Dr. Eva Jones

**Associate Professor, English
Middlesex Community College**

Dr. Steven Minkler, Dean of Academic Affairs, –nominated Dr. Eva Jones by crediting her leadership in developing a new Honors Program that has become a signature academic offering at the college. As the program's coordinator, "it is an expression of her genuine desire to create a community of learners that support one another through meaningful professional relationships, relevant scholarship, and a belief in each student's capacity to succeed." A colleague in the English Department declares Dr. Jones is an outstanding professor who "engages all learning styles, employs active learning strategies, and blends technology in a balanced way ... logically and creatively." Another colleague states students that take one of Dr. Jones' classes routinely seeks out opportunities to take other courses with her, "they respect her, enjoy learning from her, and speak of her with tremendous fondness and affection." Dr. Jones reflects that "education, as an institution is a social necessity because it enables growth, development, and sustenance ... I am still motivated to build, connect, and empower students in all that I do.

TEACHING AWARDS

(Connecticut Community Colleges)

continued

Dr. Daniela Ragusa
Associate Professor, English
Capital Community College

Dr. Daniela Ragusa was nominated by Department Chair Dr. Jeffery Partridge, who is impressed and often amazed at her teaching abilities which she continually seeks to improve, and cites her varied curriculum development activities which has impacted every student at the college and significantly influenced the pedagogy of its writing faculty. A collaborating colleague has witnessed Dr. Ragusa's unrelenting efforts to reform and restructure the college's writing curriculum from a traditional model to a more innovative "Genre Approach" which takes into consideration the perspective and learning needs of the students. Professor Ragusa is considered "a consummate professional whose creativity, compassion, and contemplative spirit sets a true example for all faculty to follow." Dr. Ragusa credits her graduate teaching assistance at Southern Connecticut State University as establishing the foundation for successful teaching. She tries to be sensitive to students' needs and strives to advance their understanding both of the humanities and what it means to be humane.

Laura Turiano
Assistant Professor, Psychology and Human Services
Housatonic Community College

Dr. Edward Keane, a former supervisor, nominated Laura Turiano who makes her classes a "true learning community" wherein she blends enthusiasm for her students and teaching responsibilities with a sound philosophy of learning that radiates and inspires her students. A colleague states that Professor Turiano innately understands the idea of "intentional teaching," planning and implementing curriculum with much thought and consideration for learning theory and practice, and following up with assessment and careful reflection. A former and future student thoroughly enjoyed her classes, high expectations of students and "real life" relevance of her instruction and extra-curricular activities. Another student appreciates Laura Turiano's creation of a safe, "no-judgement" zone wherein she respectfully engages students and cultivates an open exchange of dialogue. Professor Turiano reflects that in order to be an effective teacher, one must use innovative and creative instructional delivery. She is an avid proponent of active learning, as her learning strategies include field visits, practical application, observational interpretation, project-based learning, and formative and summative assessments.

RESEARCH AWARDS

(Connecticut State Universities)

Dr. Corinne Blackmer

**Associate Professor, English and Judaic Studies
Southern Connecticut State University**

Department Chair, Dr. Michael Shea nominated Dr. Corinne Blackmer and remarks that she has an impressive record of scholarly achievements and notes that she has presented at a number of international, national and regional conferences, and has continued her career-long commitment to her fields with books, articles in specialized encyclopedias and book reviews. A Brandeis University colleague states that Professor Blackmer “possesses a superb mind marked by genuine intellectual curiosity – a scholar of exceptional integrity and accomplishment.” A fellow recipient of the Schusterman Fellowship at Brandeis, who was a referee of a recent book proposal submitted by Dr. Blackmer, observes that her writing is “beautiful and engaging” and is confident the forthcoming book will “generate tremendous interest across fields in ways that the best ‘interdisciplinary’ works does.” Dr. Blackmer reveals her prolific writing and publication in recent years have been propelled by inspiration and life’s circumstances; and that her work as a minority lesbian Jewish feminist academic “reflects all parts of me: my lived experience, my teaching, and my passions as a scholar.”

Dr. Martin Mendoza-Botelho

**Associate Professor, Political Science
Eastern Connecticut State University**

Dr. Nicole Krassas calls Dr. Martin Mendoza-Botelho “an active scholar with a vital and relevant research agenda. She cites his publications and notes “editors of scholarly books who are experts in the field have sought him out for contributions.” One of those editors, a professor in Denmark, considers Dr. Mendoza-Botelho to be a brilliant scholar who has made significant contribution to his field with work of the highest quality, relevant and grounded on crosscutting theory. A mentee, who is now a first-year assistant professor at Cal Poly Pomona, notes Dr. Mendoza-Botelho’s work for international organization and states Martin has used his impressive practitioner background to develop his research agenda on matters of socioeconomic and political development. Professor Mendoza-Botelho comes from “a society that faces many social, political and economic challenges” – the motivation for his studies and research. He reflects that he continues deeply involved in issues of institutional building in developing countries. “I consider this area of study highly relevant in my discipline ... considering the vast majority of developing countries are still struggling to find the political stability that might lead to economic and social prosperity.”

RESEARCH AWARDS
(Connecticut State Universities)
continued

Dr. Michelle Monette
Assistant Professor, Biological and Environmental Sciences
Western Connecticut State University

Department Chair Dr. T. Patrice Boily summarizes her nomination of Dr. Michelle Monette by stating she is a “highly productive scholar who publishes regularly in high-impact journals, who supports her research activities through grants, who involves undergraduate in meaningful research projects, and who is highly regarded by colleagues within and outside of the university.” A UConn colleague credits Professor Monette’s insights for the successful outcomes of their collaborative research in morphology. Her research advisor during her doctoral studies at UMass declares her “work is some of the most exciting research that has ever been done in my lab” and that she continues to be a collaborator. A Yale University colleague notes Dr. Monette won a very competitive fellowship award from NIH, taking an innovative approach to the problem to achieve a scientific breakthrough. The paper on this investigation was awarded Paper-of-the-Year by the American Journal of Physiology-Renal Physiology. Professor Monette reflects that in a broad sense, “my research seeks to understand how animals adjust physiological function when faced with changes in their environment.” She purposefully involves undergraduate students in research projects, affording them learning opportunities to be co-authors with her.

Dr. Linda Reeder
Associate Professor, Manufacturing & Construction Management
Central Connecticut State University

See nomination abstract under System-Wide Awards

SCHOLARLY EXCELLENCE AWARDS

(Connecticut Community Colleges)

Amely Cross

Assistant Professor, Chemistry/Physics

Asnuntuck Community College

Michelle Coach, Department Chair and the 2013-14 recipient of the BOR Teaching Award for Asnuntuck, nominated Amely Cross for her contributions to the college that includes creation of an introductory physics course. She conducted all the research for the course, created the syllabus and curriculum and then implemented the course. She is currently developing a biochemistry course for the college. A colleague and office mate cites a journal article co-written by Professor Cross as an example of her commitment to teaching and learning and to science. In her reflective statement, Professor Cross describes the experiment presented in the journal article. More than a hundred chemical reactions of solvent free reduction were conducted before the final reaction, published in the paper, were observed. "This is a great and exciting opportunity because I was able to use this as an example on how the scientific method works and why we should be perseverant, since it was not until the last reactions ran that we obtained the desired products of the reaction."

Heath Hightower

Associate Professor, Human Services

Quinebaug Valley Community College

Dean of Academic Affairs and Student Services Alfred Williams nominated Heath Hightower for his leadership and research for the development of the college's Student Support Program – the delivery of services to students suffering from mental health issues. Professor Hightower's development of mental health sessions to inform staff, faculty and students has been instrumental in the redesign of the college's Human Services degree program. The institution's director of student services cites Professor Hightower's development of the college's protocol for assisting students struggling with domestic violence and sexual assault, and his training faculty and staff on usage of this protocol. Colleagues, in supporting his nomination, disclosed Professor Hightower's community outreach activities which include convening a regional Behavioral Health Summit and speaking engagements at local high schools. In his reflective statement, Professor Hightower states: "My scholarly pursuits take many forms: classroom teaching, course and program development, college leadership, internal and external community service, and independent research."

Dr. Rachel Milloy

Assistant Professor, English

Norwalk Community College

See nomination abstract under System-Wide Awards

SCHOLARLY EXCELLENCE AWARDS

(Connecticut Community Colleges)

Burton Tedesco

Assistant Professor, Theater

Naugatuck Valley Community College

Dr. Lisa Dresdner, Associate Dean for the college's Liberal Arts division, nominated Burton Tedesco for his collaborative leadership and continuous professional development to improve his knowledge and expertise. A colleague lauds their cross-disciplinary collaboration wherein Tedesco's classes stage a dramatic production being studied in English composition and literature classes. The engaging exchanges among the two groups of students deepen their understanding and appreciation of the material. In a joint statement, two students laud Professor Tedesco through his theatric productions by a one-man theater department, as being able to "tie various departments within the school, while encouraging friendships and connections between the music, dance, theatre, and digital arts majors." In his reflective statement on his teaching philosophy, Professor Tedesco states that as an instructor, he strives in a liberal arts environment. "I find a true sense of excitement in exposing students to new cultures and art forms. My role is to transform the essence of the theatrical arts into skills and reinforce these skills so that students can apply them to practical use in all majors and careers.

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NOMINATION ABSTRACTS

SYSTEM-WIDE AWARDS

System-Wide Adjunct Faculty Teaching Awards

Dr. Leonardo Kurachi-Ubé

**Adjunct Faculty, Biology
Gateway Community College**

Dr. Leonardo Kurachi-Ubé was nominated for an Adjunct Faculty Award by his colleague Louise Petroka who describes him as “exceptional.” She discloses that Dr. Kurachi-Ubé taught himself to use Blackboard and acquired effective online teaching skills through classes and workshops. Dr. Leonardo Kurachi-Ubé developed an online Introduction to Biology course, collaborated on the development of a hybrid course on Human Cadaver Dissection, and has made a number of other contributions to the college’s online instruction, including web-enhancements, digital lectures and study guides. Another colleague describes him as “compassionate, thoughtful, and fair in his approach to instructing students of different academic abilities.” The department chair says he displays effective pedagogy across the breadth of courses he teaches, demands excellence, and is dedicated to meeting the needs of students. A student declares: “I personally feel the motivation to excel in all my classes because Dr. Kurachi’s consistent support and ability to instill confidence in his students.” A second student remarks: “Professor Kurachi conveys the importance of all material and his light-hearted humor at times makes it enjoyable and creates a healthy learning atmosphere.” Dr. Kurachi-Ubé reflects that he enjoys teaching every day, tending to his students’ interest and needs. “My classes are challenging and demanding but my students find it motivating and I feel rewarded by their response.

Dr. Kate Miller

**Adjunct Lecturer, Biology
Middlesex Community College**

Dr. Patrick Bryan, a departmental colleague, nominated Dr. Kate Miller for an Adjunct Faculty Award having observed her using innovative learning strategies through inquiry based projects that motivate, engage, and connect with students. He states: “The effort to run research projects and presentations with freshman students is a Sisyphean task ... unending and sometimes frenetic ... Dr. Miller does not choose the easy path, she chooses the best path for her students.” Another colleague notes that Dr. Miller blends her research interests and environmental advocacy interests into her course work, providing her students a unique learning experience. A co-teacher finds a common thread in her teaching to be her commitment to students’ success in learning and her careful attention to the best pedagogical delivery for the material in fun but challenging ways. A colleague from another discipline observes Dr. Miller’s commitment to students and service to the college to far exceed contractual obligations. She always works to improve her teaching and student engagement, employing active learning and service learning strategies with enthusiasm and patience. Dr. Miller’s teaching philosophy is summarized as such: “Each course I teach is a team project – I am the coach and coordinator, and each student is an important team member. Though our roles are different, our overall goals are the same: to help each student attain the skills, experience and knowledge to meet their academic, professional and life goals.”

System-Wide Scholarly Excellence Award

Dr. Rachel Milloy
Assistant Professor, English
Norwalk Community College

Department Chair William O'Connell nominated Dr. Rachel Milloy for her working knowledge of the most current practices in composition and rhetoric that informs the department's collective practices. As the Writing Coordinator for the college, she spends over 100 hours a year in facilitating or supporting professional development workshops. In addition, "she routinely makes herself available through sharing her syllabi, her assignments, and her time with anyone who wants to try something different that will create a more dynamic learning experience for our students." One departmental colleague notes Professor Milloy used her research skills to build a central Genre Writing (Blackboard Learn Resource Center) site – "a wonderland of resources on genre, rhetoric, and the pedagogy of writing instruction." Her colleagues attest that she has been able to gently persuade others with the value of her approach in using different writing modalities that encourage students to think creatively and independently about what writing means to them. Another departmental colleague applauds Professor Milloy's leadership in the department's revision of its freshman English curriculum. Elements of the new curriculum includes digital literacy pedagogy that she developed in collaboration with students – a far-reaching effort to engage students with the writing process to foster a love for learning through the technological realm. The outside interests in the new curriculum generated in part through a conference presentation has led Dr. Milloy and her campus colleagues to consider publishing a textbook for other composition faculty working with underrepresented, underprepared, and linguistically diverse student populations. In her reflective statement, Dr. Milloy states: "While I identify first and foremost as a teacher, I strongly believe that much good work happens 'behind the scenes' through administrative efforts, colleague partnerships, and especially through scholarly research. I see a reciprocal relationship between my teaching interests and scholarly pursuits: my research is practical and aims to address students' needs as people living – and writing – in a digital word."

System-Wide Research Award

Dr. Linda Reeder

**Associate Professor, Manufacturing & Construction Management
Central Connecticut State University**

Program Coordinator Dr. Bob Emiliani nominated Dr. Linda Reeder for her deep understanding of the needs and demands of the architecture, engineering, and construction industry. He describes her as a prolific researcher, author and editor. He further notes that the quality of her scholarly work has earned Professor Reeder a national reputation: she has authored one book, contributed to two books, edited two books, edited and contributed to two reports, written a case study, and co-authored 11 eleven conference presentations. A licensed architect, Dr. Reeder has been elevated to the College of Fellows of the American Institute of Architects (AIA) in recognition of her scholarship and other contributions – a professional honor earned by less than three percent of the organization’s 85,000 membership. Peer recognition of Dr. Reeder’s research is substantiated through letters supporting her nomination by external colleagues. The president of Boston Architectural College knows Dr. Reeder in her capacity as editor of the *Architect’s Handbook of Professional Practice* which he considers “the most important publication of the AIA” that is “routinely referenced by practitioners and is commonly used as a textbook in professional practice classes across the United States.” The associate dean and chair of the Department of Architecture at the University of Hartford has known Dr. Reeder for nine years and is impressed with her writing output – “she is prolific and insightful, and her writing style is clear in conveying technical information.” An influential representative of the design and construction industry and a professional practice instructor at Yale University’s School of Architecture has known Dr. Reeder as a former student and colleague. He believes the future of the industry is dependent upon cross-disciplinary work that connects design methodology, sustainable outcomes, and new models of practice enabled by technology to which Dr. Reeder’s contributions speak to both her insights and skills in this difficult combination of questions that are so critically needed. In reflecting on her scholarly works, Dr. Reeder notes her primary audience is practitioners in the design and construction industry. “My mission is to create and share knowledge that allows architects and constructors to do their work more sustainably and more profitably.” Much of Professor Reeder’s scholarship is based on case analysis – “investigating, analyzing, and synthesizing lessons learned by practitioners.” According to a reviewer, her most recent book, *Net Zero Energy Buildings: Case Studies and Lessons Learned*, provides exactly the information designers, builders, and building owners need today: detailed, technical information on how net-zero-energy performance is being achieved in state-of-the-art buildings.”

System-Wide Teaching Award

(Connecticut Community Colleges)

Amy Feest

Associate Professor, Marketing

Tunxis Community College

Department Chair Candace Carbone describes Amy Feest as “a remarkable teacher, dedicated program coordinator, peer mentor, and motivated professional.” Student-centered and technologically savvy, Professor Feest has strengthened the curriculum by fostering growth in the usage of ePortfolio and Open Educational Resources, and expanding technological applications for teaching and learning. The director of the college’s dual enrollment program credits Professor Feest with playing a leading role in rebuilding the program, ensuring the quality of instruction and course content and strengthening existing relationships with high school partners. A colleague notes Professor Feest is constantly innovating and improving her courses so that they become more effective. This colleague regards Professor Feest as her mentor and observes she “fully understands why students find her open, honest, and helpful as they pass through her office and classes.” The president of the college’s business club declares it has been a pleasure to get to know Professor Feest as teacher, advisor, and friend – “it is refreshing and encouraging to meet faculty members that take such a devoted interest in their students’ lives.” In her personal reflection on teaching, Professor Feest recalls having to make quick shifts in her teaching when confronted with a class of academically underprepared students. After attending a summer instructional skills workshop, she learned the importance of adapting to different learning styles, providing greater detail in assignments, employing hands-on learning experiences, increasing the frequency of quizzes, shortening lectures, and other adjustments. Upon realizing the financial limitations of many of the college’s students, Professor Feest began to investigate free Open Educational Resources. She edited a number of sources to fit course outcomes and successfully added all of the modules onto Blackboard. Professor Feest continues to find ways to expose students to the benefits of ePortfolios as a mechanism for personal-branding incorporating a platform for their best work, reflections on their personal and academic growth and areas that a future employer would most likely examine in making hiring decisions. Amy Feest considers her contributions to the adoption of Business Administration as a TAP Transfer degree program. She believes the agreement will provide students with a solid business education at the associate degree level, opening doors for a business career even for those who do not go on to complete a bachelor’s degree.

System-Wide Teaching Award

(Connecticut State Universities)

Dr. Christine Hegel-Cantarella

Associate Professor, Anthropology

Western Connecticut State University

Departmental colleague Dr. Carina Bandhauer nominated Dr. Christine Hegel-Cantarella for “her creative pedagogy and effective teaching style, her meaningful role as not just an advisor, but a mentor to our students, her consistent and thoughtful work to build cohesion within our department, as well as her positive influence on students.” In their letters supporting Dr. Hegel-Cantarella’s nomination, three students confirm Dr. Bandhauer’s observations. One student states, “Professor Hegel-Cantarella transformed the classroom with creative and innovative approaches to enhance student engagement into a comfortable setting allowing everyone to easily exchange thoughts, affording me opportunities to step out of my comfort zone and go beyond the syllabus.” Another student credits Dr. Hegel-Cantarella with sparking her interest in subjects she had never seriously considered before and with contributing to a newfound desire to learn. After taking four courses with Dr. Hegel-Cantarella, this student describes her as having exceptional communicative ability, accommodating to students of all learning types, and employing collaborative methods including projects that stray from standard norms but which supply students with multiple skill sets, having an overarching purpose. The third student fell in love with anthropology after taking Professor Hegel-Cantarella’s introductory course and making it her major. She says Dr. Hegel-Cantarella is engaging and multifaceted, providing students with a variety of academic and non-academic sources and teaching them to demonstrate comprehension of course material. Professor Hegel-Cantarella feels honored to teach and mentor so many students who inspire her with their curiosity, creativity, and willingness to exceed her expectations. She reflects that her overarching aim is to cultivate a classroom experience in which students have a strong stake in their own learning – students invest in their own learning when they feel that the professor is invested in them and students learn best when they are truly invested in the topic and goals of a course. Dr. Hegel-Cantarella notes: “Like any savvy investor, students are more likely to put time and energy when they can anticipate the rewards. I use the syllabus to clearly communicate the aims and expectations of my courses, which I see as a commitment to honesty that acknowledges students’ need to know what the semester holds ... I design my syllabi with an awareness that knowledge and confidence will gradually accrete throughout the semester.”