



**Provost
Teaching
Fellows**

2015 Annual Report

PREPARED BY THE PROVOST'S TEACHING FELLOWS
STEERING COMMITTEE AND LEARNING SCIENCES

PTF 2015 Annual Report: Executive Summary

Why We're Here

The Provost's Teaching Fellows (PTFs) envision a UT-Austin campus that embraces creativity, innovation, and a passion for teaching and learning that is complementary to its mission to advance knowledge through research. We work towards three goals in service of this vision:

- Enhance student learning.
- Conduct, validate, and share scholarship on teaching and learning.
- Create a campus culture more supportive of innovation in teaching and learning.

Learn more about our rationale and Theory of Action on [page 4](#).

What We Do

The Fellows program empowers faculty to advance education in two ways: through individual initiatives that improve teaching and learning at UT, and through participation in campus-wide events that promote the quality of education and its status in the campus culture. Advised by a Senior Fellow mentor and with staff support from Learning Sciences as needed, each Teaching Fellow undertakes an individual initiative to improve teaching and learning in their own classroom, department, and College. Collectively, Fellows spearhead events that benefit the entire campus, including the New Faculty Symposium, a Teaching Colloquium, an Innovation Showcase, and monthly "Think Tanks" where faculty discuss thorny issues in a safe and collaborative environment. Our close partnership with Learning Sciences ensures the sustainability of PTF-led initiatives and events.

Learn more about what we do on [page 6](#).

Who We Are

The Fellows are hard-working, forward-thinking, community-minded faculty committed to improving teaching practice and campus culture at UT Austin. The current cohort of 40 Fellows represent faculty of all rank, 10 of 15 Colleges and Schools, and a multiplicity of disciplines and unique perspectives. At present, 25 Fellows pursue individual initiatives, and 15 Senior Fellows provide mentorship and guidance. Together, we create a community in which faculty cross boundaries to collaborate in the service of improved student learning, scholarship, and campus culture.

Learn more about who we are on [page 11](#).

An interactive, graphical version of this summary is available on the PTF website at learningsciences.utexas.edu/innovators/ptf/report.

Statement from the Chair

The members of the Provost's Teaching Fellows (PTF) program are delighted to share our 2015 annual report with our University colleagues. Consistent with our *vision* and *mission*, you will learn about innovative initiatives undertaken by our individual Fellows to enhance teaching and learning, a partnership with Learning Sciences that equips and empowers these Fellows in their exploration, and collaborations between the PTF program and other campus organizations that support campus-wide events that positively impact the broader University community. With 40 Fellows engaged in a wide range of focus areas, we have the opportunity for networking and mentoring that can advance the development of individual faculty members, their department, college/school, the University, and beyond.

This year was characterized by strong support of the campus through formal and informal events (New Faculty Symposium, Faculty Colloquium, First Friday Think Tanks, Summer Lunch Series) as well as stepping up in service to support teaching grant reviews (Curriculum Innovation Grant and Collaborative Teaching Grant submissions). This year also saw the development of a more structured PTF selection process, and adoption of a formal governance structure that will ensure consistency and sustainability for future years while providing a mechanism for broader outreach and connectivity with other University initiatives.

Fellows frequently comment that the PTF program provides opportunities to interact with faculty from across the campus who otherwise would not have met or worked together. We are committed to broadening that networking beyond the Fellows, and we very much appreciate the supportive interactions we've experienced with the larger community, as we all seek to advance teaching/learning at The University of Texas at Austin.



Pat Davis

Chair, Provost's Teaching Fellows
Professor and Senior Associate Dean,
College of Pharmacy

Rationale

History

Senior Vice Provost David Laude commissioned the Provost's Teaching Fellows program on October 14, 2013. Recognizing that true excellence in teaching innovation has its foundations in the university faculty, the inaugural group of 20 faculty, of all rank, was charged to work together to create a sustainable structure in which faculty could be incentivized to continue to develop and refine their craft, and further share their practice and lessons learned with their peers as they worked collectively to advance the teaching mission of the university. In the two years since its inception, the Program has had a positive impact on the development of our Fellows as educators, and broad impact on teaching and learning across the campus.

Vision, Mission, and Goals

The program-development task force developed an initial vision, mission, and goals. Those articulated here reflect review and revision by all PTFs in 2015.

Vision

A UT-Austin campus that embraces creativity, innovation, and passion for teaching and learning and serves as an international model for higher education.

Mission

Empower faculty to advance education through individual initiatives that improve teaching and learning at UT and participation in campus-wide events that promote the quality of education and its status in the campus culture. Partner with Learning Sciences to ensure sustainability of PTF-led initiatives and events that benefit students at UT Austin and beyond.

Goals

Program resources and activities advance three goals:

- Enhance student learning.
- Conduct, validate, and share scholarship on teaching and learning.
- Create a campus culture more supportive of innovation in teaching and learning.

On the next page, the Theory of Action articulates the connection between what is invested in the PTF program, the activities Fellows and staff undertake, what is produced, and how success is measured toward these three ultimate goals.

Theory of Action

Our Theory of Action traces the expected impact of the PTF program from inputs, through short-term activities and outcomes, to ultimate goals. A best-practice in program evaluation, it also identifies the indicators we will use to measure our success and hold ourselves accountable.

Inputs	Activities	Outputs	Short-Term Outcomes	Indicators	End Goals
40 Fellows	Teaching Fellow initiatives and mentorship	Fellows engage in focused, collaborative work.	Excellent and innovative teaching is identified, developed.	Broad distribution of faculty engagement across colleges and departments	Student learning is enhanced.
Networks and relationships between Fellows and their faculty colleagues	New Faculty Symposium Teaching Colloquium	Fellows are aware of key teaching innovations and collaborations around campus.	Best practices and lessons learned are disseminated through events, presentations, and publications.	Projects meet milestones articulated in charters.	Scholarship on teaching and learning is validated and shared.
Learning Sciences staff and skills	Faculty Innovation Showcase	Regular cadence of faculty-driven, campus-wide events and communications	Faculty collaborate with each other more frequently and productively, across disciplines.	Products align with established standards.	The campus culture becomes more supportive of innovation in teaching and learning.
Funds for projects and fellowships (\$450,000 annually)	First Friday Think Tanks Summer Lunch series Review of grant proposals Monthly meetings and newsletters Learning communities <u>Multimedia web profiles and features¹</u>	Curated resources and contacts online		High and representative attendance at events Good reports of satisfaction and learning from events High and increasing number of nominations for new Fellows	

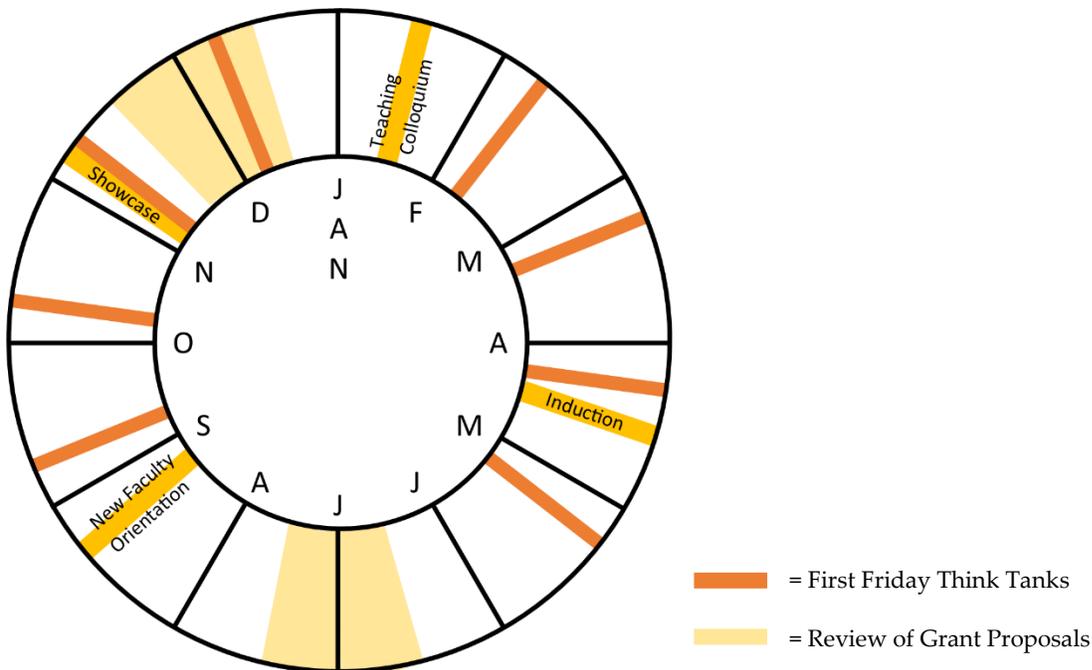
¹ <http://learningsciences.utexas.edu/innovators/provost-teaching-fellows>

What We Do

Signature Events

The PTFs foster culture change by serving as the faculty coordinators and champions of key campus events and initiatives dedicated to culture-building and teaching excellence across the University.

FIGURE: Calendar of PTF-supported Campus-wide Events and Initiatives



New Faculty Symposium

Beginning in 2015, the PTFs played a pivotal role in developing and coordinating the University-wide New Faculty Symposium, driving implementation of changes identified by the Campus Conversation Faculty Development Committee. With significant staff support from Learning Sciences and the TEXAS Extended Campus, Senior Fellow Mary Steinhardt and Committee Co-Chair Hans Hoffman led development and execution of a successful event. PTFs will continue providing the faculty leadership for this event in future years.

Faculty Innovation Showcase

During the first week of November, second-year Teaching Fellows gathered with other faculty innovators to share and celebrate their work on individual projects in a series of short presentations, discussions, and panels, open to all University faculty. Event programming and coordination were provided by Learning Sciences and Texas Extended Campus. Sharing work in this manner celebrated faculty's achievements while also building in accountability for executing promised work. Attendees left inspired and with ideas and connections to begin considering their own options

for making innovative change. The Showcase was webcast to reach a wider audience; [the recording²](#) remains available online.

Teaching Colloquium

In January 2015, Fellows collaborated with Learning Sciences (then the Center for Teaching and Learning) and the Academy of Distinguished Teachers to offer a [Teaching Colloquium³](#) for University instructors. The event offered panels on effective teaching, practical workshops focused on implementing best practices in campus classrooms, both virtual and in person, and a conversation with the President and Provost. The next Teaching Colloquium will occur in January 2016.

First Friday Think Tanks

Led by Senior Fellow Mike Starbird and Teaching Fellow Penne Restad, Fellows and invited guests lead monthly discussions and work sessions on topics of interest to faculty. 2015 has seen seven conversations on ranging from teaching techniques (e.g. strategies for effective group work, drama-based pedagogy, etc.) to creating culture change among faculty. These events provide a safe forum for faculty to talk to each other about shared challenges and new experiments in early stages.

Review of grant proposals

The PTFs have reviewed three cycles of Provost's Office grants: two rounds of Curriculum Innovation Grants, in the fall of 2013 and 2014, and one round of Collaborative Teaching Grants in summer 2015. PTFs dedicate their hours and expertise to bringing an informed, faculty perspective on the value and likely success of project proposals, and recommend awards to the Provost's Office. Grant review is not only a service to the University: reviewers have commented that reading grant proposals develops their own understanding of innovative practices across campus.

Initiatives and Development

The Fellows influence the culture within academic units and develop their own practice through both their individual initiatives and a regular cadence of programmatic events.

2014 Initiatives

- Brian Bremen: Graduate Student Training and Support in Lower-Division Literature Classes
- Keith Brown: Peer Review of Teaching: Policy and Process
- Carol Delville: Interprofessional Healthcare Education
- Jen Ebbeler: A Comparison of Student Learning in Online vs Classroom Based Intro to Ancient Rome
- Mike Mackert: Health Communication Scholars Program
- Rick Neptune: Integrating Computational Techniques in the Mechanical Engineering Curriculum

² <http://tinyurl.com/facultyinnovationshowcase>

³ <http://learningsciences.utexas.edu/initiatives/faculty-teaching-events/colloquium/2015>

- Penne Restad: Transforming the Classroom: Engaging Faculty Step-by-Step
- Michael Scott: CS Studio: Teaching Introductory Programming to at Risk Students in a Small Class Structure
- Sean Theriault: COLA Teaching Mentorship Program
- David Vanden Bout: Data Driven Course Design: Differentiation of Chemistry Concept Retention between Standard and Hybrid Courses

These faculty shared their projects and outcomes at the Faculty Innovation Showcase.

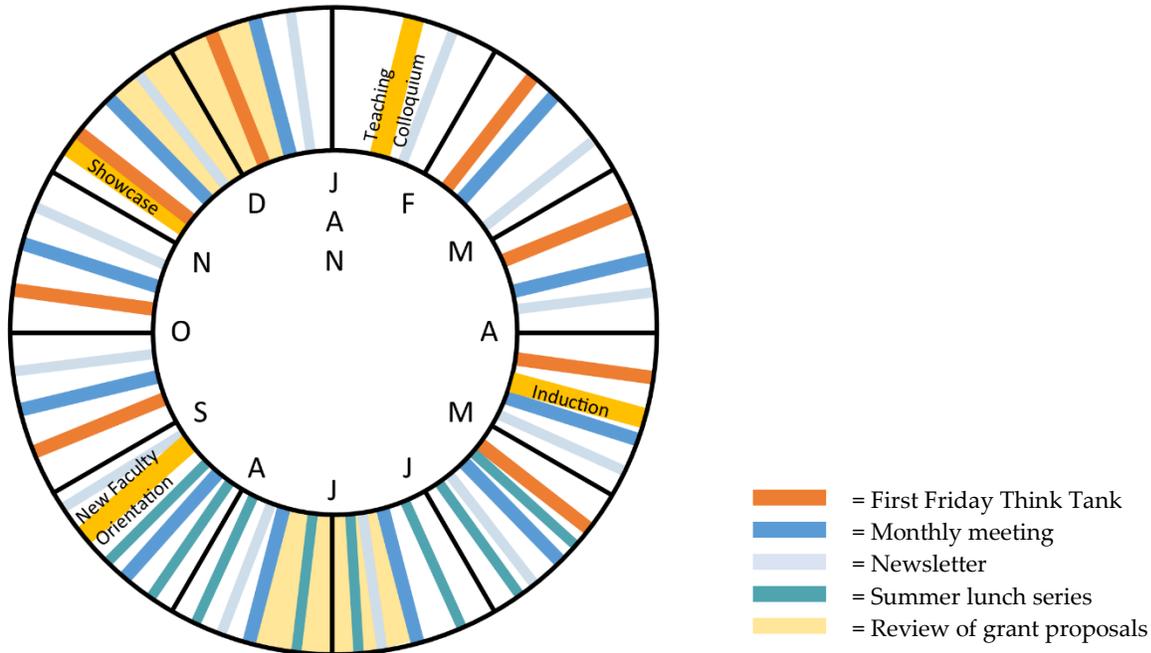
2015 Initiatives

- Renee Acosta: Use of standardized patients in observed structured clinical exams (OSCE) for second-year pharmacy students in a self-care laboratory course.
- Tasha Beretvas: Dynamic Practice and Assessment System for Statistics Course(s)
- Courtney Byrd: Clinical Advancement in Simulated Environments
- Janet Davis: Animals, Sustainability, and the Environment: A Portable Service Learning Initiative
- Katie Dawson: Drama-Based Pedagogy: Refinement and Alignment for the University Context
- Juan Dominguez: Learning by Teaching and Sharing: Giving Back to the Texas Community
- Cynthia LaBrake: Creating online resources to assist in the development of Peer Learning Assistant courses, including optional curricula to meet the Ethics and Leadership Flag requirements.
- Sanford Leeds: McCombs Student Journal
- Brad Love: Peer Coaching: Setting Examples to Build Teaching Innovation
- Adam Rabinowitz: Nanosourcing: semantic tools to involve students in citizen science and online data publication
- Sonia Seeman: Supporting Underrepresented Groups
- Carolyn Seepersad: Freshman Introduction to Research in Engineering (FIRE)
- Christopher Shank: Professional development for undergraduate students majoring in the biological sciences
- Lydia Steinman: Nutrition in the Kitchen

Regular activities

In addition to spearheading campus-wide events and individual initiatives, PTFs work together and on behalf of the University on a regular basis throughout the year.

FIGURE: Calendar of all-PTF Meetings and Events



All PTFs participate in the following regular events (included in graphic):

Monthly meetings: Fellows meet monthly to share information and weigh in on decisions that affect the program.

Monthly newsletter: PTFs and Learning Sciences collaborate on a monthly newsletter highlighting projects, events, successes, and opportunities.

Summer lunch series: During the summer of 2015, Fellows participated in a regular series of lunches to allow the newest cohort of Fellows to share ideas and get feedback on their nascent initiatives from peers and mentors. Attendees were energized, and new Fellows benefited from concrete suggestions.

Web profiles and videos⁴: Fellows participated in written and video interviews to share plans for and lessons learned from their initiatives, as well as reflections on teaching and learning. Interviews prompted reflection, and the web presence serves as a permanent showcase of the PTF values and accomplishments.

⁴ <https://learningsciences.utexas.edu/innovators/provost-teaching-fellows/meet-the-fellows>

Select groups of PTFs also participate in the following regular events (not included in graphic):

Steering Committee meetings: Members of the Steering Committee meet twice each month to discuss PTF operations and opportunities for partnerships, and to chart the course for upcoming meetings and initiatives.

Working groups: To plan events or propose significant programmatic changes, Fellows opt in to smaller working groups that meet separately to conduct work and report back to the group.

Learning communities: Several Fellows participated in an inaugural learning community on [peer evaluation](#)⁵, under the leadership of Keith Brown and Pat Davis and with support from Julie Stewart in Learning Sciences. This group produced a number of concrete materials and a successful model for replication.

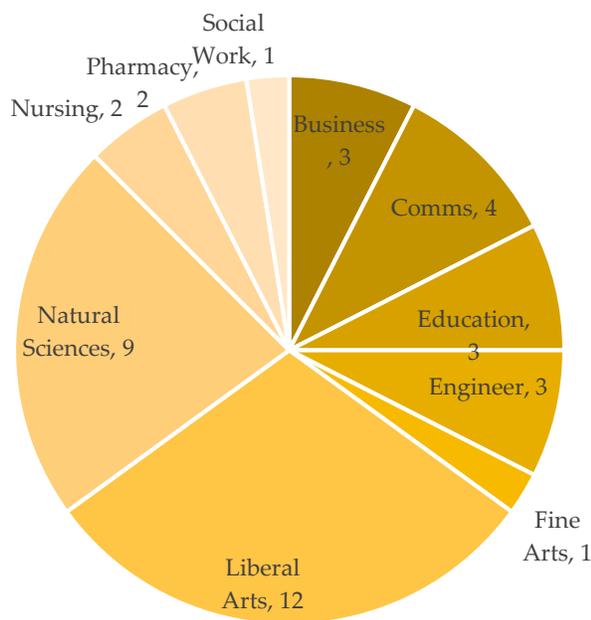
⁵ <https://learningsciences.utexas.edu/teaching/professional-development/peer-review-teaching>

Who We Are

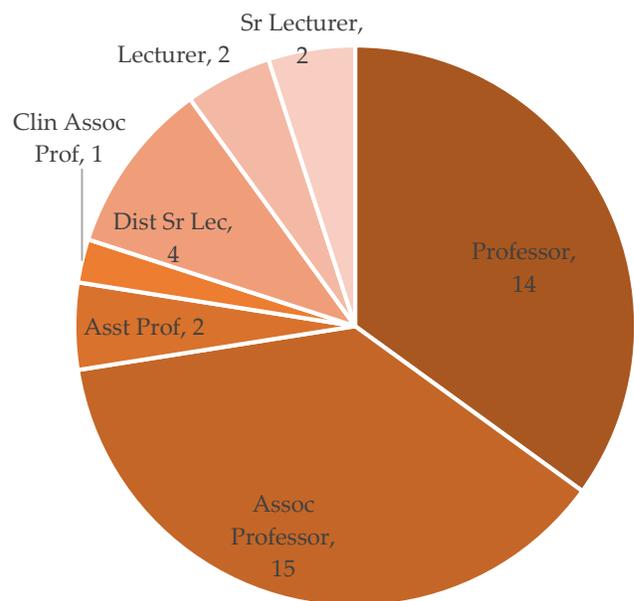
Two types of fellowships comprise the PTF program: Fellows and Senior Fellows. Fellows pursue individual initiatives to enhance their own teaching practice and contribute to a culture of innovation. After two years, Fellows may become Senior Fellows, who provide mentorship to others on their individual initiatives. Both contribute to program leadership, event planning, and working groups. At the conclusion of their terms, Senior Fellows may continue involvement in certain program activities as Alumni.

Fellows represent ten of fifteen Colleges and Schools at UT Austin. Not currently represented are the Schools of Law, Information, Architecture, Geosciences, and Public Affairs. Seeking to represent the entire campus, PTFs are actively recruiting in those Schools. More than half of Fellows come from the Colleges of Natural Science (9 Fellows) and Liberal Arts (12 Fellows), which is roughly proportional to those Colleges' share of UT Austin's student population. More than two-thirds of Fellows are Full or Associate Professors; Lecturers at all levels comprise 20% of Fellows.

Fellows by College or School



Fellows by Title



Success Stories

Designing and implementing a formal program evaluation to measure impact is a goal of the next academic year. Fellows anticipate this will identify areas to invest additional effort and confirm anecdotal reports of great work and far-reaching impact. A selection of those anecdotal but suggestive success stories follow.

- **PTFs contribute to College-wide planning, advancement, and collaboration.** College of College of Natural Sciences Dean Linda Hicke meets with the College's PTFs several times a year and challenges us to address teaching needs and goals in her five-year-plan for the College. She adopted our suggestions for mentoring new faculty and facilitated our meeting incoming assistant professors. She has also invited PTFs to serve on her CNS working groups for design of innovative teaching space and undergraduate curriculum. In the College of Liberal Arts, Fellow Sean Theriault piloted a teaching mentorship program between the Academy of Distinguished Teachers and new faculty. Said Dr. Theriault, "I expected that the new teachers would learn a ton from the experienced teachers. What I never expected was how much the experienced teachers would learn from the new teachers!"
- **PTFs publish research based on their work as Fellows.** The journal *Health Communication* accepted for publication an evaluation of Fellow Mike Mackert's initiative, the Health Communication Scholars Program, designed to train future health communication researchers in the pursuit of external funding. With support from Learning Sciences, Fellow Jen Ebbeler also plans to publish the results of her initiative: an analysis of her Introduction to Ancient Rome students' learning in online vs. face-to-face environments.
- **PTFs experiment with teaching strategies that lead to better student learning.** Fellow Juan Dominguez piloted a technique in which students mastered information about a neurological or psychological disorder and then taught others in their community (friends and family with little or no higher education) that material. Students reported better engagement with material and richer learning.
- **PTFs develop their own teaching practice and identity in a creative, constructive community.** "The PTF initiative has made a transformative impact both on my personal identity as a UT faculty member as well as my research and practice," reports Fellow Katie Dawson. As a Fellow, she has begun to bring her research on the use of [active and creating teaching strategies](#)⁶ into her own classroom, and helped other faculty consider its application in their teaching. Dr. Dawson has found that the PTF program, uniquely on campus, "invites positive, constructive exchange between colleagues in a dynamic professional learning community that isn't complicated and burdened by hierarchies of rank, access and power."
- **PTFs contribute to University-wide innovation initiatives.** PTFs have reviewed hundreds of applications for Provost's-Office grants, including two years of Curriculum Innovation Grants and one year of Collaborative Teaching Grants.

⁶ <http://www.utexas.edu/cofa/dbi/>

Governance Structure: Steering Committee

While the first year of the Program was directed by an informal core of actively-engaged PTF members, that core determined that continuity and succession planning required the development of a formal governance structure.

Working interactively with the all Fellows, a Task Force developed a proposal that was approved by the full body and implemented for 2015-16. The 2015-16 PTF Steering Committee is as follows:

Chair: Pat Davis

The Chair provides the voice and vision for the PTF program, chairs monthly meetings, liaises with Learning Sciences, assigns ad hoc committees as needed, and prepares monthly statements for the newsletter and a program annual report.

Chair-Elect: Mike Mackert

The Chair-Elect is responsible for overseeing the new PTF selection process and for editing the monthly newsletter.

Sr. Fellow #1 (with preference for Immediate Past Chair): Ruth Buskirk

The Immediate Past Chair assumes responsibility for the January Teaching Colloquium and Annual Showcase.

Sr. Fellow #2: Mary Steinhardt

2nd Year Fellow: Carol Delville

1st Year Fellow: Sandy Leeds

The 1st Year Fellow representative oversees orientation and onboarding of new Fellows.

Ambassador: Lori Holleran-Steiker

The Ambassador liaises with other key faculty groups and initiatives across campus, such as the Academy of Distinguished Teachers. The Ambassador also assumes responsibility for coordinating the New Faculty Symposium.

Staff Liaison: Leslie Hall

The Staff Liaison ensures execution on all PTF commitments and serves as a bridge to Learning Sciences, engaging and overseeing staff as necessary in service of program and project goals.

The Steering Committee meets every two weeks to discuss initiatives specific to the Fellows and opportunities for collaboration, engagement, and/or leadership with other programs and organizations across the campus. In addition, the Steering Committee sets the agenda for the monthly meetings of the full PTF.

Staff

Since summer 2014, Learning Sciences staff have supported the program in the following roles:

- Program development and staff oversight: Leslie Hall, Senior Project Manager
- Program coordination and communication: Rebecca Bohnert, Program Coordinator
- Web presence and Fellows' profiles: Mike Wallace, Product Manager and Instructional Consultant
- Charter review for new initiatives: Leslie Hall, Rebecca Bohnert, Josh Walker, Director of Faculty Development and Learning Design; Stephanie Corliss, Program Coordinator for Research and Evaluation; Ken Tothero, Director of Education Technology Tools; Sejal Shah, Technical Project Manager; Phil Long, Associate Vice Provost for Learning Sciences
- Event planning, design, and coordination: Anne Braseby, Instructional Consultant; Karron Lewis, Associate Director for Instructional Consultation; Sunshine Barber, Marketing and Events Coordinator with TEXAS Extended Campus; Mike DeLeon, Media Coordinator
- Learning Community participation: Julie Stewart, Assessment Specialist

PTFs and Learning Sciences look forward to more robust collaboration and integration in future years.

New Fellows Selection

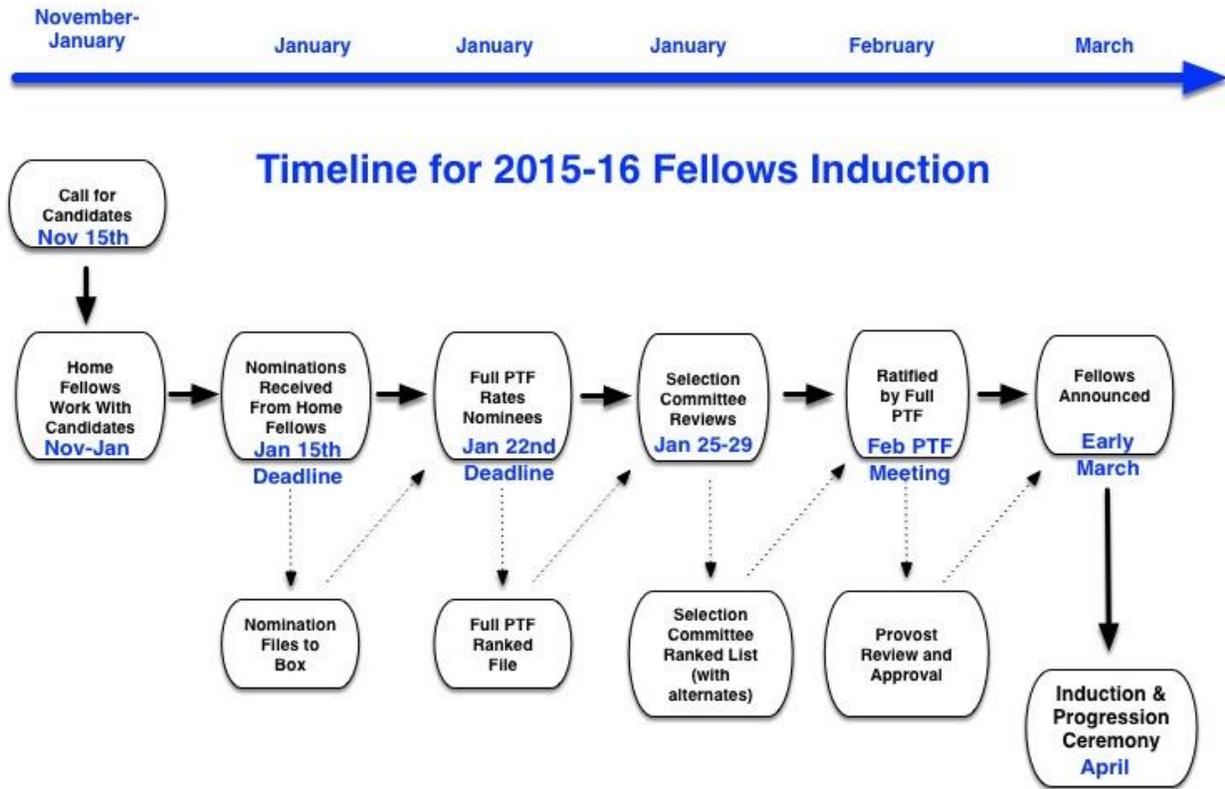
With leadership by Chair-Elect Mike Mackert, the PTFs have devoted a considerable amount of energy this year to improving the process of selecting a next cohort of Fellows.

The process, which will be piloted in January 2016, begins with "Home Fellows" within each College or School identifying promising candidates, gauging their interest in the program, obtaining approval from the Dean and Department Chair, and then preparing a brief application statement outlining candidates' qualifications and project interests. All Fellows have an opportunity to review applications and weigh in on the full list of candidates by responding to a survey. A small selection committee composed of Home Fellows then meets to discuss candidates and recommend a final list of 10-15 nominees, which are ratified by the full Fellows membership and approved by the Provost's Office.

Number of Active and Alumni Fellows

When the 2015-16 cohort of Fellows is inducted, the program will reach its planned capacity of approximately 50 members. In future years, new cohorts will replace outgoing Senior Fellows as active members although exiting Senior Fellows may still participate in certain activities as Alumni.

FIGURE: New Fellows Selection Process



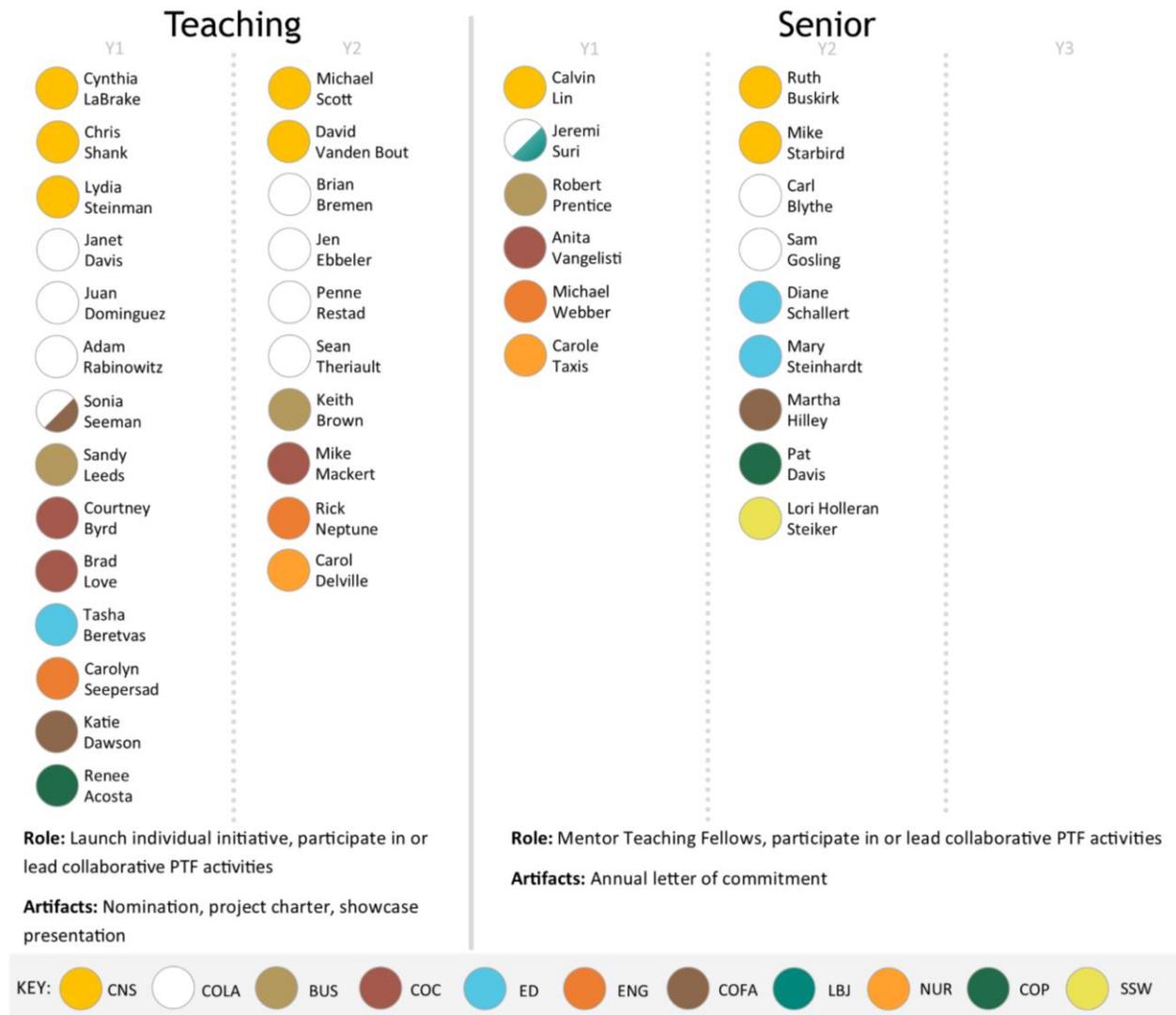
pjdavis/documents/Fellows_Selection_Process_Revised 11-8-2015

TABLE: Home Fellows

Fellow	College or School
Rick Neptune	Cockrell School of Engineering
Mary Steinhardt	College of Education
Martha Hilley	College of Fine Arts
Penne Restad	College of Liberal Arts
Ruth Buskirk	College of Natural Sciences, Jackson School of Geosciences
Pat Davis	College of Pharmacy
Carole Taxis	LBJ School of Public Affairs
Sanford Leeds	McCombs School of Business, School of Law
Anita Vangelisti	Moody College of Communication
Jen Ebbeler	School of Architecture
Mike Mackert	School of Information
Carol Delville	School of Nursing
Lori Holleran Steiker	School of Social Work

List of Fellows

FIGURE: Fellows' Status in Program, by College/School



Senior Fellows

In the program's first two years, 15 Senior Fellows were invited to join the program at the Senior Fellow level, to complete the cohort and provide guidance and mentorship to Fellows. In future years, most or all Senior Fellows will come from the ranks of Fellows who have completed their individual initiatives and are interested in continuing in the program.

Entered 2013-14

1. Carl Blyth, Associate Professor, College of Liberal Arts, Department of French and Italian
2. Ruth Buskirk, Distinguished Senior Lecturer, College of Natural Sciences, Department of Molecular Genetics and Microbiology

3. Pat Davis, Professor, College of Pharmacy
4. Sam Gosling, Professor, College of Liberal Arts, Department of Psychology
5. Martha Hilley, Professor, College of Fine Arts, Butler School of Music
6. Lori Holleran-Steiker, Associate Professor, School of Social Work
7. Diane Schallert, Professor, College of Education, Department of Educational Psychology
8. Mike Starbird, Professor, College of Natural Sciences, Department of Mathematics
9. Mary Steinhardt, Professor, College of Education, Department of Kinesiology and Health Education

Entered 2014-15

10. Calvin Lin, Professor, College of Natural Science, Department of Computer Science
11. Robert Prentice, Professor, Red McCombs School of Business, Department of Business, Government and Society
12. Jeremi Suri, Professor, Lyndon B Johnson School of Public Affairs and College of Liberal Arts, Department of History
13. Carole Taxis, Associate Professor, School of Nursing
14. Anita Vangelisti, Professor, Moody College of Communication, Department Communication Studies
15. Michael Webber, Associate Professor, Cockrell School of Engineering, Department of Mechanical Engineering

Teaching Fellows

Entered 2013-14

1. Brian Bremen, Associate Professor, College of Liberal Arts, Department of English
2. Keith Brown, Professor, School of Business, Department of Finance
3. Carol Delville, Assistant Professor, School of Nursing
4. Jen Ebbeler, Associate Professor, College of Liberal Arts, Department of Classics
5. Michael Mackert, Associate Professor, Moody College of Communications, Stan Richards School of Advertising and Public Relations
6. Rick Neptune, Professor, Cockrell School of Engineering, Department of Mechanical Engineering
7. Penne Restad, Distinguished Senior Lecturer, College of Liberal Arts, Department of History
8. Michael Scott, Senior Lecturer, College of Natural Science, Department of Computer Science
9. Cathy Stacy, Lecturer, College of Natural Sciences, Department of Statistics and Data Science [resigned from Fellows Fall 2015]
10. Sean Theriault, Associate Professor, College of Liberal Arts, Department of Government
11. David Vandebout, Professor, College of Natural Sciences, Department of Chemistry

Entered 2014-15

12. Renee Acosta, Clinical Associate Professor, College of Pharmacy
13. Tasha Beretvas, Professor, College of Education, Department of Educational Psychology
14. Courtney Byrd, Associate Professor, Moody College of Communications, Department of Communication Sciences and Disorders
15. Janet Davis, Associate Professor, College of Liberal Arts, Departments of American Studies and History
16. Kathryn Dawson, Assistant Professor, College of Fine Arts, Department of Theatre & Dance
17. Juan Dominguez, Associate Professor, College of Liberal Arts, Department of Psychology
18. Cynthia LaBrake, Senior Lecturer, College of Natural Sciences, Department of Chemistry
19. Sanford Leeds, Distinguished Senior Lecturer, McCombs School of Business, Department of Finance
20. Brad Love, Associate Professor, Moody College of Communications, Stan Richards School of Advertising and Public Relations
21. Adam Rabinowitz, Associate Professor, College of Liberal Arts, Department of Classics
22. Sonia Seeman, Associate Professor, College of Liberal Arts, Department of Middle Eastern Studies and College of Fine Arts, Butler School of Music
23. Carolyn Seepersad, Associate Professor, Cockrell School of Engineering, Department of Mechanical Engineering
24. Christopher Shank, Lecturer, College of Natural Sciences, Department of Marine Sciences
25. Lydia Steinman, Distinguished Senior Lecturer, College of Natural Sciences, Department of Nutritional Sciences