

*The Office of the Provost
is proud to present the*

**Annual Celebration of
FACULTY
EXCELLENCE**



Monday, April 22, 2024
5-6:30 p.m.
Event Room, University Center



**SETON HALL
UNIVERSITY**

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LET NO ONE DARE
TO SAY
ANYTHING FALSE
LET NO ONE FEAR
TO SAY
ANYTHING TRUE
LEO XIII

LET GODS
TRUTH
BE OUR
GUIDE
ST. ELIZABETH
ANN SETON

Program

DINNER

WELCOME

Sona Patel, Ph.D., *Interim Assistant Provost*

INVOCATION

Father Colin Kay, *Vice President for Mission and Ministry*

OPENING REMARKS

Erik Lillquist, J.D., *Interim Provost*

COLLEGE AND SCHOOL AWARDS

**Jonathan Farina, Kristi Stinson,
Monsignor Gerard McCarren and Courtney Smith**

BRIEF INTERMISSION

COLLEGE, SCHOOL AND CORE AWARDS

**Bryan Crable, John Kip Cornwell, Vikram Dayalu,
Joyce Strawser, John Buschman and Nancy Enright**

UNIVERSITY AWARDS

ASSESSMENT AWARDS

CLOSING REMARKS

Sona Patel, Ph.D., *Interim Assistant Provost*

The Office of the Provost is pleased to sponsor Seton Hall University's Annual Celebration of Faculty Excellence to recognize the incredible achievements of the faculty in research, teaching and other areas of the academy.

Researcher of the Year



Gaia Bernstein, J.D., LL.M.

School of Law

This past year, Gaia Bernstein published *Unwired: Gaining Control over Addictive Technologies*, which shatters the illusion that we autonomously choose how to spend our time online. It shifts the moral responsibility and accountability for solutions to corporations. Drawing lessons from the tobacco and food industries, Bernstein demonstrates why government regulation is necessary to curb technology addiction. *Unwired* has garnered international acclaim and media attention. Bernstein has given talks on *Unwired* and related issues involving technology at the Federal Trade Commission, American Association of Law Schools' annual meeting, Harvard Law School, Boston University, Cornell University and numerous other venues, including the World Economic Forum in Davos.



Rong Chen, Ph.D.

*Department of Education Leadership,
Management and Policy
College of Human Development,
Culture, and Media*

Rong Chen specifically investigates the effects of education loans on college student transfer, an area of research that has both drawn attention from colleagues in the field and from policymakers. Chen has had success in grant-seeking, and in the last year saw four peer-reviewed journal publications appear—and her work was selected for presentation on a Presidential Session at the flagship conference in her discipline. Further, not only do her citations place her in the top 16 most-cited researchers at Seton Hall, but she routinely published with students in her department, a critical dimension of mentoring students into the academy.



Anne Giblin Gedacht, Ph.D.

*Department of History
College of Arts and Sciences*

Anne Giblin Gedacht's book *Tōhoku Unbounded: Regional Identity and the Mobile Subject in Prewar Japan*, makes many meaningful contributions including providing evidence that "while regions are clearly delineated on maps, the idea of what it means to be from those regions and indeed the human bodies who espouse such regional identities, cannot be contained within any cartographic jurisdiction." In addition, Giblin Gedacht published two articles, one book chapter, and supervised several undergraduate students, showing her commitment to the future of the field.



Benjamin Goldfrank, Ph.D.

School of Diplomacy and International Relations

In the past academic year, Benjamin Goldfrank produced a robust set of scholarly accomplishments and activities, alongside a record of teaching excellence and an exemplary record of service and leadership to the University. He published two peer-reviewed articles and a book review, while making eight conference presentations. In addition, Goldfrank was invited to write a chapter in the *Oxford University Press Handbook of Latin American Social Movements*. Finally, Goldfrank prepared an 11-page single spaced report on conditions regarding torture in Venezuela for an asylum case.



Sharon Ince, Ph.D.

University Libraries

Sharon Ince's research has focused on the research practices of doctoral students who are not at R1 universities. As such, her work has directly impacted how the University Libraries support and mentor our graduate students, and how we work with the schools and colleges at Seton Hall to support them in their recruiting, teaching and mentoring of successful graduate students.



Beth Jameson, Ph.D., RN, CNL, CSN-NJ, FASN

College of Nursing

Beth Jameson is a stellar nurse researcher who serves as an exemplar role model for the conduct of rigorous nursing research to our students and is a strong asset to our College of Nursing. Her research grant activities are extensive. She is co-principal investigator on a grant funded by the World Health Organization for the Development of the Implementation Guidance for School Health Services (\$67,000), a CDC COVID-19 grant funded by the Virginia School Nurse Association (\$100,000), and a co-researcher on the National Nursing Workforce Study (\$135,000), funded by the National Association of School Nursing. Additional research grant initiatives include serving as the principal investigator of the Development of the Workload Instrument for School Nursing, and co-researcher for the Northeast Pennsylvania School Health Needs Assessment (\$100,000), funded through the Moses Taylor Foundation in Scranton, Pennsylvania. Additional research grant initiatives include a nationwide cross-sectional study to examine the association between district-level school nursing staffing characteristics and school districts' provision of health services for children with chronic illness, and the development of clinical guidelines for Type I Diabetes for School Nursing.



Fanli Jia, Ph.D.

*Department of Psychology
College of Arts and Sciences*

Fanli Jia published eight peer-reviewed articles (three of which he was corresponding author on) during the past year, including collaborations with five Seton Hall undergraduate students. Six of these were Tier 1 journals (top 25% ranking) and cover a broad scope with outlets that include *Community Mental Health Journal*, *Thinking and Reasoning*, and the *Journal of Environmental Psychology*. His research is international in scope and highly collaborative in nature. Additionally, he gave four presentations, most with Seton Hall undergraduate student co-authors. He also supervised six undergraduate students and one graduate student researcher.



Robert Mayhew, Ph.D.

*Department of Philosophy
College of Arts and Sciences*

Robert Mayhew's scholarship for the year was broad including leading a co-edited collection "Clearchus of Soli: Text, Translation, and Discussion," publishing three peer-reviewed articles and two essays in a collection, and presenting four papers at international conferences and prestigious Classics departments such as Cambridge University. In addition, he was awarded a Visiting Fellowship in Belgium at the Institute for the Study of the Transmission of Texts, Ideas and Images in Antiquity, the Middle Ages and the Renaissance.



Leslie Rippon, Ph.D., ATC

*Department of Athletic Training
School of Health and Medical Sciences*

Leslie Rippon's expertise is in the Scholarship of Teaching and Learning (SOTL). She studies the impact of virtual reality platforms on knowledge, skill, and competency development. Her research projects are interdisciplinary and cutting edge in nature. She has published two peer-reviewed publications, has presented at multiple national conferences, and her research has attracted over \$ 60,000 in funding. The impact of her research agenda is seen in student learning as her research protocols can be readily translated to skill and competency-based learning activities.



Ellen Scully, Ph.D.

*Immaculate Conception Seminary
School of Theology*

Ellen Scully, whose doctoral study of St. Hilary of Poitiers' Christology propelled her into patristic scholarship, has continued her exploration of the Church Fathers, with particular attention not only to the theological work of St. Hilary, but to St. Augustine and St. Cyril, as well as Marcus Victorinus. She has explored Eucharistic theology and has spearheaded studies of the methodology of Patristic theology. All of this complements her teaching, which also explores creatively the intersection of theology with other fields.



Sina Shokoohyar, Ph.D.

*Department of Computing and Decision Sciences
Stillman School of Business*

Sina Shokoohyar publishes relevant research in high-quality journals. His research leverages quantitative modeling and analytical techniques like social media mining to identify potential improvements in decision-making and operating practices, with a particular focus on enhancing sustainability. In the 2022-23 academic year, Shokoohyar published 18 peer-reviewed journal articles, three cases and ten academic conference paper presentations. His work examines challenges related to transportation and supply chains, waste management and COVID-19 pandemic impacts. Shokoohyar's scholarship positively influences business practice while enhancing the scholarly profile of Stillman and Seton Hall.

Core Scholar of the Year



Roger Alfani, Ph.D.

University Core

Roger Alfani brings his hands-on research right into the classroom, as he has created and taught a Core III/CAST course focusing on his experience with refugees, linked directly to his research in Africa last summer, funded by an NEH grant. His course, entitled, ETW: Refugees, Religion Politics - 36105 - CORE 3769/CAST 3006, is directly rooted in the kinds of experiences

he had in four countries' refugee campus, where he and his co-researcher, Nicole Eggers, conducted many interviews with refugees. Alfani also benefited colleagues by sharing his insights from his research, linking them to CORE I: Journey of Transformation, at a faculty development this fall. This talk powerfully impacted the faculty who attended it.

Teacher of the Year



Megan Baumley, M.S., CCC-SLP

*Department of Speech-Language Pathology
School of Health and Medical Sciences*

Megan Baumley has developed a scaffolded clinical competency training program for the assessment and intervention of speech, language, and communication disorders. She incorporates multiple high impact learning strategies such as simulation, interdisciplinary skill labs, and role play. The impact of her teaching innovation is validated by the positive feedback received from clinical preceptors who supervised the graduate students at their respective internships. Course evaluations from students highlight the role of her programming in their clinical preparedness and competency to translate classroom and lab activities to clinical practice.



R. Joseph Huddleston, Ph.D.

School of Diplomacy and International Relations

Student evaluations of Huddleston's courses are extraordinarily high, and he is a consistent innovator in and out of the classroom. He incorporates video, podcast and interactive games in his courses and regularly invites experts in the field to give guest lectures. The Diplomacy Lab, which he founded on his own initiative, provides undergraduates with the opportunity to gain research assistance and serves as a model for the rest of the campus. Huddleston is also an extremely productive scholar and participates in extensive service to the School, the University, and the profession.



Gregory Iannarella, M.A.

*Department of English
College of Arts and Sciences*

Gregory Iannarella is an exceptional classroom teacher, innovative in his use of the most up-to-date technologies, but still deeply engaged in the traditional practices of discussion, group work, peer review, and writing practice. He also coordinates the Business Writing program, providing training and support for a large number of faculty, frequently adjuncts. This includes working with TLTC and the textbook publishers to develop an online version of the book since so many of our sections are now running online. Thus, both the students in his courses and those in the sections he coordinates benefit from his commitment to excellent teaching.



Moira Kendra, D.N.P., ACNP-BC, M.A., RN

College of Nursing

Moira Kendra has been instrumental in helping to revise and rejuvenate the Acute Care Nurse Practitioner Program at Seton Hall. Her innovations for teaching include an Acute Coronary Syndrome high fidelity simulation which not only incorporated the graduate students but also involved the senior undergraduate students. This innovation led to a greater understanding of the role of the advanced practice nurse to our undergraduates. It also gave graduate students the perspective of being the provider. She also created a Heart Failure Learning module. This interactive self-paced learning module gives students an opportunity to learn the management of heart failure in this population. Kendra's commitment to lifelong learning has also come through. She currently runs the Basic Health Assessment course through our continuing education committee and in 2023 developed a bedside ultrasound program. Both of these programs receive high praise.



Denis McLaughlin, J.D.

School of Law

Denis McLaughlin has long been an absolutely critical teacher for two required courses: Civil Procedure and Evidence. He thoughtfully guides first-year students through the complex maze of civil procedure, and he expertly teaches upper-level students the detailed rules of evidence. At times because our faculty is stretched thin, he has taught just about every upper-level student evidence. McLaughlin is always willing to step up and take on a hefty course load when there is institutional need. And he lives the 'one student' at a time motto by not letting his individualized attention slip a bit despite his large class sizes. Beyond his doctrinal teaching, McLaughlin is a luminary for trial practice, as is evidenced by our annual Denis F. McLaughlin Advanced Trial Advocacy Workshop, launched in 2020 through a generous gift by grateful alumni one of whom opined that he "would not be the attorney, or person, I am today without Denis McLaughlin's teaching and guidance."



Chintha Ranasinghe, M.D.

*Department of Biological Sciences
College of Arts and Sciences*

Chintha Ranasinghe consistently surpasses expectations in her commitment to students. Her passion for education is evident in the exceptional efforts she puts into her teaching, aiming not only for student success but also for their mastery of the subject matter. Ranasinghe has gone the extra mile by establishing various support mechanisms, including an anatomy website, online bootcamp, models for the anatomy and physiology lab, and contributing to the AD-Instrumentation in the physiology program, alongside co-authoring a Lab Manual. These initiatives reflect her unwavering dedication to enhancing student learning and retention.



Golbarg Rekabtalaei, Ph.D.

*Department of History
College of Arts and Sciences*

Golbarg Rekabtalaei brings her expertise in Middle Eastern History to a variety of courses including surveys that meet Core requirements and specialty courses that encourage deeper interest such as History of Iran. Students leave her courses excited saying things like "This course really deepened my interest in this field. If Middle Eastern Studies were added as a major instead of a minor, I would change my major." and "An amazing professor, honestly one of my top three at Seton Hall. I'm taking a class I don't even need to just so I can have her as a professor again!"



Renee Robinson, Ph.D.

*Department of Communication Media
and the Arts
College of Human Development,
Culture, and Media*

Renee Robinson is a passionate and engaged faculty member, whose record involves course development and innovation, the integration of new technologies, and a strong mix of introductory, advanced, and graduate courses in her teaching assignments. Further, Robinson has been leading the redesign of our Oral Communication course in collaboration with COMA colleagues. Her work is not only crucial to the updating of this course to reflect 21st Century technologies, but also to the establishment of appropriate consistency across all sections of the course and the clear communication of Oral Proficiency standards across campus.



Chad Thralls, Ph.D.

University Core

Chad Thralls has had an extremely positive impact on both his own students, who enthusiastically supported this nomination and who gave him excellent evaluations overall, but also through sharing his use of contemplative pedagogy in faculty development, thereby impacting the teaching of his colleagues. He also teaches Core I, Core II, and Core III, so his impact on students is wide-ranging.



Danielle Zanzalari, Ph.D.

*Department of Economics and Legal Studies
Stillman School of Business*

Danielle Zanzalari challenges her students through a variety of engaging learning activities. She assigns presentations and papers even at the intro level, because she believes students should think critically about the economy and apply basic economic principles to the pressing questions of today. Her approach motivates students to apply their economic learning to the problems they face daily. This year, Zanzalari's students wrote thought-pieces for newspapers on current economic topics. She edited more than 20 op-ed entries for students, who sent them to newspapers around the country.



**Reverend Monsignor
C. Anthony Ziccardi, S.T.D., S.S.L.**

*Department of Biblical Studies
Immaculate Conception Seminary
School of Theology*

Monsignor Ziccardi is widely acclaimed for the quality of his teaching by members of every kind of student at Immaculate Conception Seminary, from seminarians through diaconate students and religious to lay women and men, by both graduates and undergraduates. His teaching brings students to encounter the best of scholarship while at the same time keeping the pastoral aims of seminary education in view. At once demanding and merciful, he brings a personal touch and a dry sense of humor to his teaching that endears him to his students.

Adjunct of the Year



Anna Folckomer, L.Ac., DAOM

*Department of Physical Therapy
School of Health and Medical Sciences*

Anna Folckomer is the lead anatomist and instructor for three professional programs (Physician Assistants, Physical Therapy, Athletic Training). Her teaching style and assessment strategies in class and dissection labs incorporates a range of high impact learning strategies.

She organizes an Annual Convocation of Thanks event to honor the cadaver donors for the anatomy lab. In line with our catholic values, graduate students reflect and appreciate the human dimension of the learning experience. Her excellence in teaching is validated by the exceptionally high and consistent course evaluations across all three professional programs.



Angelo Gingerelli, M.B.A., M.Ed.

*Department of Educational Studies
College of Human Development, Culture,
and Media*

Angelo Gingerelli's passion for education and for his students is evident in his course evaluations, student demand for his courses, and in his chairperson's

glowing report on his performance. Gingerelli's courses are routinely full, and serve students across the University. Students report that Gingerelli is an inspiring presence in the classroom, whose dedication to students is fully evident, and whose innovative course content is strongly motivating to them. He dedicates individualized attention to his students, and his willingness to maintain high standards while personalizing their pursuit of goals is a clear hallmark of his work with our students.



Henry Karwowski, J.D.

School of Law

To great acclaim by students, Henry Karwowski anchors two important law school courses: Secured Transactions and Bankruptcy and Creditors' Rights. Key to Karwowski's success in the classroom is his ability to take complex areas of commercial law and deconstruct them into clear, cogent lessons. He also draws on personal "real world" experiences in connection with explaining legal concepts so that they are less abstract to students. Karwowski also helps prepare students for their future as practicing lawyers by describing what it is like to practice law and what lawyers really do, including references to missteps he has made in practice, so students can avoid them. Equally importantly, Karwowski makes himself readily available to students, even though he has a very demanding full-time practice.



Kim Lamana-Finn, Ph.D.

*Department of Psychology
College of Arts and Sciences*

Kim Lamana-Finn has taught three different courses to a total of 321 of undergraduate students since she started at Seton Hall in 2019. The student demand for Lamana-Finn's classes is very high. They fill quickly, are typically over-enrolled by several students and have large waitlists. Students value Lamana-Finn's engaging and supportive manner of teaching. A student's letter of support noted this saying "Dr. Lamana-Finn implemented a multitude of unique strategies to keep students interested and engaged. These include, but are not limited to, raising a virtual child, in-class debates, using interactive Pear Deck slide shows, and hosting Kahoot! and Quizlet Live games.



Gregory Licciardi, M.B.A.

*Department of Marketing
Stillman School of Business*

Gregory Licciardi leverages his experience as a marketing professional to deliver an exceptional class experience. His approach focuses on applied learning, and his discussions, activities and assignments are drawn from his deep professional expertise. He earned the ACUE teaching excellence certificate last year, completing more than 24 modules on inclusive learning and high engagement teaching. Licciardi also volunteers at Stillman Open House events and serves as an evaluator for Stillman's M.B.A. Launch Experience weekend. He engages beyond Stillman by serving as an Executive Coach for the Buccino Leadership Institute.



Teresa Nwaneri, M.S.N., RN

College of Nursing

Teresa Nwaneri guides her “future nurses” as if they were her own family members. She makes it her priority to remember their names and learn with them. She offers as many opportunities as possible to students so they can correlate what they hear in the classroom with what is seen in the clinical area.

Students have consistently commented on how the extra efforts by Nwaneri have helped them make the connections between theory and nursing practice. Students have also stated their admiration of her knowledge and clinical experience, but most importantly how they know she cares about them. One student mentioned how much she looked forward to her clinical time with Nwaneri because “she lifts the spirits of everyone on the unit.”



Father Roberto Ortiz, S.T.L.

*Department of Systematic Theology
Immaculate Conception Seminary
School of Theology*

Father Roberto teaches courses that constitute the backbone of Systematic Theology. He teaches Christology and Trinitarian theology, which lie at the center of Dogmatic Theology, and he teaches Christian

Anthropology, which ranges from Creation through salvation history with sin, redemption and grace at the center, and continues into the study of the “last things,” Eschatology. Despite the scope of the courses he teaches, his students, be they seminarians, candidates for the permanent diaconate, lay students or men and women from religious communities, express great appreciation for the quality of his teaching.

Excellence and Innovation in Teaching 21st Century Skills



Karla Foy, J.D.

School of Law

Karla Foy is a core member of our Lawyering faculty. Lawyering is a year-long course that provides students with opportunities to exercise and receive intensive feedback on a broad range of practical lawyering skills including research, writing, interviewing, counseling, negotiation, and oral advocacy. Lawyering is also a key part of our efforts to provide education to our students on bias, cross-cultural competency, and racism. Foy's success in teaching this critical, wide-ranging course is clear from the enthusiasm voiced by her students who praise her creation of a "warm and welcoming" classroom community paired with rigor and investment in their progress. In addition to Lawyering, Foy also serves as the school's Director of Bar Support where she provides a crucial guiding hand to students with respect both to charting a path for studying the topics covered on the Bar and providing a mentoring role as students strive to manage other aspects of their lives while studying for the Bar.



Katherine Hinic, Ph.D., RN, CNE, CNL

College of Nursing

Katherine Hinic is innovative in all of her teachings and she continues to seek ways to improve her teaching by infusing technology, thus meeting the needs of her students. She participated in the inaugural online course by the Association of College and University Educators (ACUE) in collaboration with the American Council of Education and earned a certificate in Effective College Instruction. In 2022, Hinic received a Faculty Innovation Grant for her project entitled "Infusion of Creativity and Digital Literacy Skills into Advance Clinical Pathophysiology." Faculty Innovation Grants are devoted to the creation or application of learning objects, resources, or innovative approaches by faculty members, with the support of the TLT Center, to infuse technology in courses.



Ann Marie Murphy, Ph.D.

School of Diplomacy and International Relations

Ann Marie Murphy is, above all, an excellent and dedicated teacher, who emphasizes 21st Century skills in her classroom and her mentoring. For example, Murphy added graded discussion board posts to her in-person classes, which expanded the diversity of views expressed in class, cultivating a greater sense of empathy and community. Another innovation that, like the discussion boards, enhanced critical thinking and communication skills was the addition of simulations to her undergraduate comparative foreign policy course. Murphy is also an active and productive scholar and has a significant record of service.



Elizabeth McCrea, Ph.D.

Department of Management

Stillman School of Business

We recognize Elizabeth McCrea for her exceptional work in developing students' skills in creativity, empathy, critical thinking, information/data literacy, communication, resilience, lifelong learning and collaboration. McCrea has implemented techniques for honing these skills in all her courses, and her most impactful achievement is BMGT 4565 - Creativity and Innovation, an active-learning course that focuses on creativity and its application to business issues. Through her course, McCrea demonstrates that creativity in business is about generating and implementing innovative solutions to complex problems and creating novel business opportunities.



Leslie Rippon, Ph.D., ATC

*Department of Athletic Training
School of Health and Medical Sciences*

Leslie Rippon is an early adopter and leader in the use of virtual reality platforms in health sciences education. Her research on evaluating the impact of emerging technologies in the areas of instruction and assessment is shaping the next generation curricula for interprofessional education. She incorporates multiple teaching and assessment methods in her courses such as simulation, small group mentored projects, interprofessional engagement, and cutting-edge virtual and augmented reality tools. This allows students to engage with the material via their preferred learning style and results in increased student engagement and competency.



Rachael Warmington, M.F.A.

*Department of English
College of Arts and Sciences*

Rachael Warmington integrates traditional teaching methods with innovative technology such as AI and Adobe Creative Campus Tools to equip students with vital skills for the 21st century. Through collaboration, experimentation, and reflection, students learn to adapt to new challenges, communicate effectively, and become lifelong learners. Her courses are designed to foster critical thinking, effective communication, and analytical skills to provide students with a well-rounded education that prepares them for success in both their academic and professional goals.

Excellence in Service-Learning



Katherine Connolly, D.N.P., RN, APN-C
College of Nursing

Katherine Connolly is the Associate Director for the Buccino Leadership Institute and College of Nursing. She is dedicated to educating leaders and truly inspiring her nursing and health professional students. You can see from the student letters, Connolly instills in them the confidence and leadership skills to move their projects through development. We believe she embodies what it means to be a nurse leader who has positively impacted health care through outstanding service-learning.



Isis Misdary, J.D.
School of Law

For years, Seton Hall Law sought to launch a dedicated criminal defense clinic that was embedded in and collaborated directly with communities in Newark and beyond. Isis Misdary was hired to take on this task and has brought unparalleled passion to the project of building the new clinic from the ground up through our newly established Criminal Defense and Community Advocacy Clinic (CDCAC). CDCAC is a community-directed, community-located criminal defense and movement lawyering clinic where student attorneys learn and work out of the Urban League's West Ward center. Students learn from community members with lived experience as well as other community-based nonlawyer experts about communicating the system, its laws and procedures. CDCAC's representation approach shifts the focus from attorneys and the court — that is, the system itself — to communities with their collective power and ingenuity. CDCAC focuses most particularly on community members most affected by the criminal legal system: those facing charges and their loved ones. CDCAC embodies “participatory defense,” a grassroots movement that Misdary has helped cultivate at the law school that now guides students' work in this innovative clinic.



Meryl Picard, Ph.D.

*Department of Occupational Therapy
School of Health and Medical Sciences*

Meryl Picard is a long-time proponent of infusing community engagement and service-learning programs in graduate training. The CarFit project invites Occupational Therapy students to learn strategies that can support aging drivers in staying active on the road and behind the wheel. The Psychoeducational Community group project encourages students to work with partners in underserved communities and develop programming to meet the constituent's needs. Student feedback highlights the impact of these projects on their learning, and how they can appreciate the impact of their services on the recipient's quality of life.

Assessment Awards

ASSESSMENT CHAMPION AWARD

This award celebrates individuals who have made exceptional contributions to nurturing a culture of improvement within the University.

Recipients of this honor are dedicated advocates who understand the significance of gathering evidence, embracing reflective practices, and inspiring others to actively engage in the assessment process.



Amy Kline, Ed.D.
*Associate Dean,
College Effectiveness,
College of Human Development,
Culture, and Media*



Randall Clemens, Ph.D.
*Associate Professor and
Department Chairperson,
College of Human Development,
Culture, and Media*

OUTSTANDING ACHIEVEMENT IN ASSESSMENT

This award recognizes programs or units that have demonstrated remarkable progress in crafting comprehensive assessment strategies and implementing actionable plans.



Immaculate Conception Seminary School of Theology

What great minds can do.

