AWARDS CONVOCATION 2021

The image on the cover is Beaumont Tower, which was completed in 1928 and dedicated by Michigan State College President Robert S. Shaw in June 1929.

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AWARDS CONVOCATION

February 2021

Presentation of Awards

William J. Beal Outstanding Faculty Awards
Teacher-Scholar Awards
Community Engagement Scholarship Award
The President’s Distinguished Teaching Award
Distinguished Academic Staff Awards
Excellence-in-Teaching Citations
Robert F. Banks Award for Institutional Leadership
Donald F. Koch Award for Quality in Undergraduate Teaching
Awards are based on a comprehensive and sustained record of scholarly excellence in research and/or creative activities, instruction, and outreach.

Nwando Achebe
John C. Besley
Michael J. Boivin
Kendra Spence Cheruvelil
Donald E. Conlon
Peter Glendinning
Larry J. Gut
Maria Knight Lapinski
Adesuwa (Ade) B. Olomu
Zhiyong Xi

The William J. Beal Outstanding Faculty Awards are supported by the Office of University Development at Michigan State University.
WILLIAM J. BEAL OUTSTANDING FACULTY AWARD RECIPIENTS IN ACTION

1. Nwando Achebe
2. John C. Besley
3. Michael J. Boivin
4. Kendra Spence Cheruvelil
5. Donald E. Conlon
1. Peter Glendinning
2. Larry J. Gut
3. Maria Knight Lapinski
4. Adesuwa (Ade) B. Olomu
5. Zhiyong Xi
Dr. Nwando Achebe, the Jack and Margaret Sweet Endowed Professor of History, is an internationally recognized scholar of twentieth-century African history, who utilizes oral history in the study of women, gender, and sexuality in Nigeria. In the last fifteen years, she has pioneered and redefined African historical gender scholarship. Her second book, The Female King of Colonial Nigeria: Ahebi Ugbabe, a critical biography of the only female warrant chief and king in all of colonial Nigeria, won three book awards. Her sixth book, Female Monarchs and Merchant Queens in Africa documents elite females, female principles, and female spiritual entities across the African continent, with attention to female power and authority in Africa from the ancient past to the present. The Wellness Feed selected it as one of seven books to celebrate and learn about black history and the Washington Post’s 2020 The Monkey Cage selected it for its African Politics Summer Reading Spectacular.

Dr. Achebe founded the Journal of West African History, the first journal to recognize and to promote an understanding of West Africa’s historical distinctiveness. She was featured in The History Channel documentaries, “Roots: A History Revealed” and “Roots: A New Vision,” and has been interviewed and featured in documentaries and news programming on four different continents. Dr. Achebe has received grants and awards from the Rockefeller, Woodrow Wilson, and Ford Foundations, the World Health Organization, the Fulbright-Hays Program, and the National Endowment for the Humanities.

Dr. Achebe is a popular teacher and has contributed to MSU’s top-ranked African History program through her mentorship of students from around the world. She spends generous amounts of time with her students, helping them with writing; research methods, particularly in archives; and the technical insight needed for conducting oral interviews. Currently serving on a host of graduate committees, Dr. Achebe employs students as editors at the Journal of West African History and as research assistants to help orient them to professional history practices.

Dr. Achebe serves as the Faculty Excellence Advocate for the college and as a member of the Executive Board of the Association for the Study of the Worldwide African Diaspora. She was recently promoted to Associate Dean of Diversity, Equity, and Inclusion in the College of Social Science.

For her many accomplishments as a pioneering scholar in the field of African history and pedagogy, and her university, community, and global outreach, Dr. Nwando Achebe is richly deserving of the Michigan State University William J. Beal Outstanding Faculty Award.
Dr. John C. Besley, the Ellis N. Brandt Chair in Public Relations and an internationally recognized scholar on the public perception of science communication, focuses, theoretically and empirically, on understanding the decisions scientists make when they communicate. His research has enabled him to help scientists, communication trainers, science societies, and communicators think more deeply about long-term communication goals and the strategies needed to achieve them. Building on his earlier research on fairness perceptions and trust in scientists, Dr. Besley has especially contributed to research and practice aimed at building positive relationships between scientists and their stakeholders. He is particularly interested in how trust-related beliefs affect support for science and technology, including controversial topics, such as genetic engineering and nuclear energy.

Dr. Besley has published more than eighty-five peer-reviewed articles and book chapters and has received funding from the National Science Foundation, the U.S. Department of Agriculture, and a range of foundations. He is the lead author for the 2014, 2016, 2018, and 2020 National Science Board (NSB) chapters on public attitudes and knowledge about science and technology, which are part of a biennial report, *Science and Engineering Indicators*, that NSB submits to the Federal Executive Branch and Congress. Dr. Besley is a fellow of the American Association for the Advancement of Science and received the Hillier-Kriegbaum Under-40 Award from the Association for Education in Journalism and Mass Communication in 2013.

As a teacher, Dr. Besley focuses on civic engagement and community relations, risk and crisis communication, science communication, and media relations, ensuring that students are included in emerging science communication-related conversations. He organized the MSU Science Festival and the Communication on Tap program with the Health and Risk Communication Center to provide an opportunity for students and faculty to discuss ongoing and emerging science communication issues. He regularly brings students to Detroit, Chicago, and New York to engage with a range of organizations regarding their strategic communication strategies. He provides students with experiential learning that helps build their confidence and prepares them to begin or enhance their professional careers.

For his excellent research to advance science communication to the public and his commitment to student learning, Dr. John C. Besley is most deserving of the Michigan State University William J. Beal Outstanding Faculty Award.
Dr. Michael J. Boivin is internationally recognized as one of the foremost scientists in the neurodevelopmental and neuropsychological evaluation of African children. As a two-time Fulbright research fellow and a West African Research Association Fellow, he has pioneered research for more than thirty-two years in assessing the impact of interventions on HIV, cerebral malaria, konzo disease, intestinal parasite and anemia treatment, and malnutrition in children in Uganda, Malawi, the Democratic Republic of Congo, Benin, Mali, Zimbabwe, and South Africa. He has also served as a consultant for the National Institutes of Health (NIH) sponsored studies pertaining to HIV-affected children in Kenya, Tanzania, South Africa, and Nigeria. In brief, Dr. Boivin was among the first researchers to demonstrate that malaria and HIV impact the neurodevelopment of childhood survivors of these devastating diseases.

Dr. Boivin has served as PI or Co-PI on numerous grants focused on the use of early caregiver training in early childhood development to enhance the cognitive and psychosocial development in children affected by HIV, the neuropsychological and immunological evaluation and rehabilitation of children surviving severe malaria, and computerized cognitive rehabilitation for children living with HIV. He has studied similar interventions among Congolese children affected by konzo disease or toxic exposure to heavy metal as well as children with epilepsy affected by nodding disease.


Throughout his research, Dr. Boivin has mentored MSU medical and graduate students in collaborative assessment and treatment of neurodevelopmental global health research in Africa. His supervision has resulted in scores of presentations at national and international professional meetings and articles in peer-reviewed journals, with many of these students as lead authors. Dr. Boivin has contributed to capacity building in these countries, serving as an advisor on dozens of PhD and MMed research theses to junior scholars in Uganda, Benin, Malawi, South Africa, and the Democratic Republic of Congo.

As one of the leading pioneers and research scholars in his field for more than 30 years and a committed mentor of upcoming scholars, Dr. Michael J. Boivin is highly deserving of Michigan State University’s William J. Beal Outstanding Faculty Award.
Dr. Kendra Spence Cheruvelil’s aquatic ecology research formed the basis of landscape limnology, a subdiscipline of ecology focused on the spatially explicit study of lakes, streams, and wetlands as they interact with freshwater, terrestrial, and human landscapes to determine the effects of pattern on ecosystem processes. As co-director of MSU’s Data Intensive Landscape Limnology Lab, she conducts big-data research on lakes to understand how global climate change, land use intensification, and the spread of non-native species affect lakes across regions and continents. Dr. Cheruvelil is credited with co-establishing the discipline of landscape limnology.

Dr. Cheruvelil also conducts research on how scientific teams can work together more effectively to promote successful interdisciplinary collaborations. After years developing tools and approaches for creating an inclusive and productive research climate for her teams, she worked with a group of scholars to synthesize the literature and write a paper as a guide for other ecologists, particularly team leaders. Instead, she created an important theoretical foundation arguing for a focus on team diversity, inclusion, and interpersonal skills. She then published a second article postulating that team science was part of a broader suite of emerging ways of doing science that are integrally connected—Team Science, Open Science, and Data-intensive Science. She posed that they form an essential part of contemporary data-intensive research that is usually highly collaborative and demonstrates the importance of diversity in science teams. This paper was selected as the Editor’s Choice article in *BioScience* in 2019.

Further, the Professionalism and Integrity in Research Project recognized her as a Research Exemplar for leading and managing her research program with professionalism and integrity. A creative and scholarly educator, Dr. Cheruvelil implements innovative and evidence-based teaching practices, studies the effects of these interventions on student learning and classroom climate, and then assesses her performance relative to these standards. She has revolutionized the way that Lyman Briggs teaches introductory biology labs by creating a substantive team-based, semester-long research experience for students. Dr. Cheruvelil has trained future faculty by supervising dozens of undergraduate and graduate teaching assistants and by developing workshops that help course assistants make their classrooms more inclusive.

For her distinguished scholarship with far-reaching impacts; her creative, scholarly, and inclusive teaching; and her visionary leadership, Dr. Kendra Spence Cheruvelil is richly deserving of Michigan State University’s William J. Beal Outstanding Faculty Award.
Dr. Donald Conlon, chairperson and Gambrel Family Endowed Professor of Management, is recognized internationally for his scholarship in organizational justice, managerial decision making, negotiation and dispute resolution, and creative team research, which helps leaders understand how abstract concepts such as voice, transparency, and fairness can be translated into effective organizational practices.

Dr. Conlon has published dozens of articles in peer-reviewed journals, many of which include doctoral students as co-authors because of his commitment to providing students with solid research and publishing experiences. For example, he published a meta-analysis of the literature on organizational justice with four MSU doctoral students that has become foundational among those studying issues of justice and fairness in organizations—and has been cited more than 7,000 times. Further, his research on leadership, team weaknesses, and intragroup conflict in British string quartets, conducted with Keith Murnighan, has become foundational to scholars studying within-group behavior across academic fields.

Dr. Conlon was elected a fellow of the International Association for Conflict Management in 2019 and received the Distinguished Scholar Award from the International Conference on Advances in Management in 2009. He is currently serving on seven editorial boards, including associate editor of the *Academy of Management Review*.

Dr. Conlon has taught successfully in every Broad program: undergraduate, MBA, PhD, Executive MBA, and the online MS in Management. The topics he teaches are deeply behavioral: How do we listen to each other? How do we interact with each other? How can we identify and resolve conflicts productively? These are skills essential to creating and maintaining productive relationships in the workplace, and Conlon has been an innovator in teaching this area, using experiential, hands-on exercises and interactions. He even devised a process for behavioral examinations to provide feedback about what students do, not just what they know.

Dr. Conlon has served as chairperson of the Department of Management for twelve years. During this time, he oversaw the development and launch of the department’s online master’s degree in management, strategy and leadership. Launched in 2013, this program has become the largest graduate degree program in the college.

A renowned scholar, committed teacher and mentor, and outstanding leader, Dr. Donald E. Conlon is highly deserving of Michigan State University’s William J. Beal Outstanding Faculty Award.
Professor Peter Glendinning is an accomplished photographer with an outstanding record of exhibitions and publications, teaching and mentorship of MSU students, an expanded pedagogical reach through Coursera (an online database of courses and specializations taught by accredited university professors around the world), and leadership within the photography education community. Professor Glendinning’s record exemplifies his most enduring commitments: his drive to explore the technical history of photography as a medium, his investment in photography’s capacity to record social change in local and global contexts, and his dedication to advancing the teaching of photography at Michigan State and beyond.

As he moved into his fifth decade of service at Michigan State, Professor Glendinning embarked upon a new project based on field research in South Africa. Called Attached to the Soil, Professor Glendinning’s multimedia project of oral histories, landscape video segments, and location portraits printed in platinum and palladium focuses on the reverberations of Nelson Mandela’s inauguration speech as Apartheid ended in 1994. During his 2020 Fulbright fellowship to South Africa, Professor Glendinning accompanied his field research with lectures at sixteen universities, moving beyond the country’s few resource-rich institutions to share techniques with a wide array of students and colleagues. In the words of one referee, “Attached to the Soil is an important work of art. It demonstrates that South Africa is truly on the road towards that better place that Nelson ‘Madiba’ Mandela envisioned.”

Having taught in the Department of Art, Art History, and Design since 1978, Professor Glendinning has witnessed and helped shape several waves of change in the teaching of art at the undergraduate level. His record shows his consistent balance between encouraging students to develop a solid background in technical skills and a strong conceptual grounding in photography. He has also been consistently open to emergent forms of teaching. Five years ago, he began to translate those skills to online teaching through a $50,000 grant to develop a series of Coursera courses that has since reached more than 231,000 students in over 100 countries. Professor Glendinning is now rated a Top Instructor by Coursera, with the MSU Photography Specialization he developed one of the top performing offerings on the Coursera Platform. Professor Glendinning has served the national and regional photographic education community as president of the Midwest chapter of the Society for Photographic Education and as president of the Photo Imaging Education Association.

Throughout his career, Professor Peter Glendinning has shown a commitment to excellence, making him most deserving of the recognition and honor of the Michigan State University William J. Beal Outstanding Faculty Award.
Since joining the Michigan State University faculty in 1997, Dr. Larry J. Gut has used applied research in chemical entomology to reduce the negative economic impact of insect pests on orchard fruits. Specifically, his research focuses on developing the knowledge and technology behind integrated pest management in apple, cherry, peach, pear, and plum crops. As the tree fruit entomologist for Michigan, Dr. Gut has become an internationally recognized expert on orchard pest management through his innovative studies on the behavior and ecology of insect pests.

Dr. Gut and his team developed novel insights into how moths communicate using sex pheromones and used this insight to develop behavior-modifying chemicals to reduce insect pest populations more effectively, economically, and in environmentally friendly ways to protect Michigan’s multibillion-dollar fruit tree industry. One of his projects involved testing the release of sterile male codling moths to reduce pest reproduction and fruit damage in Michigan apple orchards. Recently, Dr. Gut has focused attention on the destructive spotted wing Drosophila, an insect that has caused significant damage to Michigan’s cherry industry. Working with a national team on a USDA-funded project, he developed a novel approach to predicting risk from this pest based on crop phenology.

He has published 114 peer-reviewed journal articles and 164 refereed technical reports and presented his research, often as a keynote speaker, at scientific conferences, nationally and internationally.

Dr. Gut has an exceptional record of service to MSU Extension, particularly for transforming his research into guides for fruit growers. He has written more than 220 newsletter and fourteen trade magazine articles and published thirty-three bulletins and seven books describing how best to manage insect pests of orchards. He has also given numerous workshops and presentations at Extension events.

Dr. Gut’s teaching focuses on training the next generation of applied chemical entomologists. Throughout his career, he has mentored seven postdocs, eight doctoral candidates, and ten master’s students and served on thirteen thesis and dissertation committees. Dr. Gut has served on national or international committees and boards to advance sustainable pest management goals and served as associate chair of the Department of Entomology.

Committed to delivering on all aspects of the land-grant mission, Dr. Larry J. Gut is highly deserving of Michigan State University’s William J. Beal Outstanding Faculty Award.
Dr. Maria Knight Lapinski’s scholarship is characterized by intense curiosity, passion for research, conviction about the transformative power of science, and belief in teaching and outreach. She has worked with interdisciplinary teams of researchers and students to better communities across the globe.

Dr. Lapinski’s research connects communication science with worldwide human, animal, and ecological health issues. Her work has been featured not only in communication journals but also in health, medicine, and psychology journals and ranges in topics from shark-bite prevention awareness to grassland conservation on Tibetan plateaus. Through her work, she has developed and tested theories about how and when cultural and social norms influence decisions people make to protect health and reduce risks for themselves, others, and the planet. One letter writer stated, “Dr. Lapinski is a giant in the health communication field, known for her intellectual contributions through prolific research, sustained mentorship of junior researchers, and international collaborations that have introduced her discipline to a large group of professionals and scholars.” She has published sixty-one peer-reviewed journal articles and numerous book chapters and given multiple conference presentations.

Teaching and student mentorship is a hallmark of Dr. Lapinski’s career. More than half of her publications and papers include student authors. Her students have gone on to be faculty around the country and to serve in the Centers for Disease Control and Prevention, National Cancer Institute, and the United Nations. Dr. Lapinski builds innovation into all her courses by adopting novel approaches to teaching and learning based on student needs.

Dr. Lapinski has served in numerous and varied leadership and administrative roles. Her dedication to the discipline includes assistance on the editorial boards of nine journals since 2001, reviewing and organizing conferences, helping on grant review panels, and participating in international commissions. She directs MSU’s Health and Risk Communication Center, an interdisciplinary research, teaching, and public engagement network of fifty faculty and served as associate dean for research for six years in the College of Communication Arts and Sciences.

Dr. Maria Knight Lapinski’s excellence in research, teaching, and outreach exemplifies the spirit of Michigan State University’s William J. Beal Outstanding Faculty Award, of which she is highly deserving.
Dr. Adesuwa “Ade” B. Olomu is the Blanch B. and Frederick C. Swartz Endowed Professor of Medicine and has dedicated her career to scholarship on bridging the disparity gap in cardiovascular care and outcomes for minority and low income populations. Her scholarship focuses on the design and implementation of clinical interventions that bring scientific research findings into practice by implementing evidence-based, clinical care models to improve patient management and outcomes. Her innovative Office Guidelines Applied to Practice Model for translating research into clinical practice in preventive cardiology has been demonstrated to improve diabetic care, blood pressure control, and heart disease prevention. This model has been implemented at Federally Qualified Health Centers throughout the nation.

Dr. Olomu’s research has been widely published and cited, with more than 100 peer-reviewed abstracts and articles in such publications as the New England Journal of Medicine, Lancet, and Journal of General Internal Medicine; five book chapters; and more than eighty national and international presentations. Her article, “Interventions for Providers to Promote a Patient-Centered Approach in Clinical Consultations,” was one of the top ten Cochrane Consumers and Communication Group’s reviews in 2015, receiving 1,470 citations by 2020.

Dr. Olomu has served as a role model and mentor to many residents, medical and graduate students, and junior faculty. Her teaching evaluations are consistently excellent and contain such comments as, “Dr. Olomu is a phenomenal teacher. She always made morning rounds a learning opportunity and provided opportunities for medical students and residents to perform clinical exam skills. Students are lucky to be on her service.” Her outstanding teaching skills have earned her both the CHM Outstanding Clinician and the CHM Outstanding Faculty Awards.

Dr. Olomu has played key roles on local, regional, and national committees. She was a member of the NIH Behavioral Medicine Interventions and Outcomes Study Section for six years and currently serves as chair of the Association of Chiefs and Leaders of General Internal Medicine, Unified Leadership Training in Diversity Program. At MSU, Dr. Olomu serves as her department’s vice chair for research and the college’s Faculty Excellence Advocate.

For her profoundly innovative and impactful research, outreach to the most vulnerable populations, excellent teaching and mentoring, and service to MSU and her profession, Dr. Adesuwa “Ade” B. Olomu is richly deserving of the Michigan State University William J. Beal Outstanding Faculty Award.
Dr. Zhiyong Xi focuses his research on decreasing the spread of disease-causing mosquitoes, particularly those that cause malaria and dengue fever, *Aedes aegypti* and *Aedes albopictus*. Noting that *Wolbachia* bacteria, a bacteria common in insects (although not in *Aedes aegypti*), induces a conditional male sterility in their insect host, Dr. Xi generated a novel lab population of dengue- and malaria-carrying mosquito vectors stably infected with *Wolbachia*. Although the generation of this *Wolbachia*-infected mosquito line was the first contact between these two species, they formed a stable intracellular symbiosis, including germline transmission of *Wolbachia*. This line not only exhibited a robust *Wolbachia*-induced male sterility but also a stable intracellular symbiosis, including germline transmission of *Wolbachia*. Dr. Xi then demonstrated that population replacement can occur through seeding the transinfected mosquitoes into a wild-type population under laboratory conditions.

With the successful generation of the novel *Wolbachia*-infected mosquito line, Dr. Xi tackled the more ambitious task of translating this discovery into a next generationvector control strategy. By taking advantage of *Wolbachia*’s ability to spread rapidly through an uninfected population, Dr. Xi infected entire mosquito populations, successfully reducing their viral load, and breaking the mosquito–human–mosquito cycle of transmission. In a series of studies, he demonstrated the effectiveness of combining the two approaches to diminish the spread of dengue fever and other insect-borne diseases.

Dr. Xi draws on his laboratory studies and real-world application work to enhance his mentoring and teaching of undergraduate and graduate students. He regularly teaches medical entomology and has developed several course on such special topics as “Animal Symbionts: The Gut and Beyond,” and “Molecular Virology” for graduate students. He mentors undergraduate and graduate students and postdocs in his lab to help them develop research skills for their future careers.

Dr. Xi serves as the director of the Sun Yat-sen University–Michigan State University Joint Center of Vector Control for Tropical Diseases, and leads field trials to develop *Wolbachia*-based population suppression for control of the primary dengue mosquito vectors in both China and Mexico.

For his significant accomplishments in combining innovative laboratory studies with the development of methods to combat dengue, malaria, and other vector-borne diseases, and for teaching his expertise and research methods to students, Dr. Zhiyong Xi richly deserves the Michigan State University William J. Beal Outstanding Faculty Award.
TEACHER–SCHOLAR AWARDS

These awards are presented to faculty who have earned the respect of students and colleagues early in their careers for their devotion to and skill in teaching and whose instruction is linked to and informed by their research and creative activities.

David Blankfein-Tabachnick

Alyssa Hadley Dunn

Rachel Reis Mourão

Peter J. T. White

Bradley Harris Willcuts

Willie Wai-Yeung Wong

The Teacher–Scholar Awards are supported by the Office of University Development at Michigan State University.
Dr. David Blankfein-Tabachnick is a nationally recognized scholar of the private law, intellectual property, taxation, and tax policy. His work developing a distributive justice approach to the private law has garnered national recognition. His foundational work appears in highly selective law reviews and peer-edited journals. His most recent paper, “Maximizing Intellectual Property: Optimality, Synchronicity and Distributive Justice,” published in *St. John’s Law Review*, constructs a distributive justice framework for analyzing intellectual property within the law’s broader legal infrastructure for promoting innovation. The piece demonstrates that intellectual property law does not promote (or impede) innovation in isolation; taxation, bankruptcy, and the like also impact incentives to innovate. The piece argues that to maximize the position of the least well-off in a Rawlsian fashion, one needs to consider intellectual property, taxation and transfer, and bankruptcy systems simultaneously. The path-breaking paper shows that what is optimal in any one area of law cannot, in principle, be determined in isolation.

Scholarly excellence informs Dr. Blankfein-Tabachnick’s pedagogy. In teaching such varied courses as bankruptcy, copyright, contracts, criminal law, federal income tax, intellectual property, legal and political theory, property, remedies, tax policy, torts, and trusts and estates, he demonstrates an encyclopedic knowledge of the material. His use of Socratic dialogue requires his students’ active engagement with the material; understanding the cases under study, the legal reasoning behind them—and how that reasoning has potentially changed over time. By engaging directly with class material, his students learn to master complex ideas that serve them throughout their careers.

Dr. Blankfein-Tabachnick serves as a mentor to many students individually, advising more than forty in fulfilling their writing requirements and helping several others secure publications in national law journals, with one of them winning the prestigious National Law Review student writing competition.

As faculty adviser to the college’s law journal, the *Michigan State Law Review*, Dr. Blankfein-Tabachnick has helped it rise fifty places in its national ranking and attract internationally renowned scholars from UC–Berkeley, Harvard, NYU, Stanford, and University of Virginia law schools to publish and to visit the college.

For his exemplary record as a researcher, teacher, and mentor, Dr. David Blankfein-Tabachnick is most deserving of the Michigan State University Teacher-Scholar Award.
Dr. Alyssa Hadley Dunn’s research, teaching, and service center on issues of race, justice, and equity, with a focus on urban teacher education and the sociocultural and political contexts of urban schools. The underlying application across her professional activities is on how educational spaces—from K-12 schools to teacher education programs—can become more just and equitable for students and educators.

Dr. Dunn’s research embodies three critical areas of persistent concern for the field: the sociopolitical contexts of teaching and teacher education, teachers’ experiences in urban schools, and urban teacher preparation. Her scholarship spans these areas as she investigates educators’ personal, pedagogical, and political ideologies. Because her work rests on the understanding that teachers’ working conditions are students’ learning conditions, her research into the substantial challenges facing teachers serves her overarching goal of improving educational opportunities for urban youth.

Within these broad areas, past examples of Dr. Dunn’s research include projects on teachers’ pedagogy in the wake of the 2016 presidential election, urban teacher morale and pedagogy, the connection between urban teachers’ experiences and neoliberal reforms, and racial equity and urban teacher preparation. In addition to publishing in top-tier journals (*Journal of Teacher Education, Urban Education, and Teaching and Teacher Education*), she is the author of *Teachers Without Borders? The Hidden Consequences of International Teachers in U.S. Schools*, which won the Outstanding Book Award from the National Association for Multicultural Education, and *Urban Teaching in America: Theory, Research, and Practice in K–12 Schools*.

Dr. Dunn’s teaching takes many forms: instructor, advisor, mentor, and program coordinator. Her research informs not only what she teaches, but also how she teaches—through hands-on, student-centered methods that encourage dialogue, critical teacher reflection, and inquiry-based teacher education. Her approach to mentoring is an extension of her teaching pedagogy and models the attributes she believes future teachers and teacher educators should embody. In her short time at MSU, Dr. Dunn has developed and taught four graduate courses, advised eleven doctoral candidates, and been awarded a Revolutionary Mentor Award from the top scholarly association in education.

For her deep commitment to research, mentoring, and teaching as essential to the pursuit of equity and justice, Dr. Alyssa Hadley Dunn is most deserving of the Michigan State University Teacher–Scholar Award.
Dr. Rachel Reis Mourão studies how news narratives about politics are constructed and explores how journalism can improve in an era of declining media trust and the fragmentation of political communication. Two questions guide her scholarly work: what influences shape journalistic coverage of politics and how does fragmentation challenge the ways in which political news narratives are created and consumed?

Dr. Mourão’s projects have focused on political news narratives in the United States and Brazil, and have informed several projects aimed at strengthening Latin American and U.S. media through education and professional training. With her most recent work centering on right- and left-leaning political protests and elections, she is establishing herself as a major voice in the understanding, categorization, and managing of what many call “fake news.”

Dr. Mourão’s has published more than twenty-seven refereed journal articles, four book chapters, and presented thirty-nine conference papers. She has received grants from the U.S. State Department, Missions Brazil, and the U.S. State Department, U.S. Embassy in Chile, to train journalism students in Brasilia and Santiago.

Following a student-centered approach, Dr. Mourão has established herself as a significant teacher and mentor of undergraduates and graduate students and a critical guide and instructor to journalists in South America. She uses differentiated assignments—from online ethnographies to social media portfolios to academic essays—to allow her students to choose how to apply class theories and concepts in ways most relevant to their future careers. This approach not only makes learning more relevant and meaningful to them but also stimulates independent learning.

One of her doctoral students stated, “While working with Dr. Mourão, I have learned the full scholarly process, from conceptualizing a paper to collecting data and analyzing it to writing up a manuscript and getting the study published.”

To significant acclaim and appreciation, her MSU students sing her praises. To beleaguered journalists in Chile and Brazil, Dr. Mourão and her colleagues at the School of Journalism bring increased levels of storytelling along with significant hope for the development of freer news reporting in developing countries.

Dr. Rachel Reis Mourão epitomizes the qualities of superior and innovative teaching, and her outstanding research and international service advance journalistic excellence throughout the world, making her most deserving of a Michigan State University Teacher–Scholar Award.
Dr. Peter J. T. White's research focuses on patterns of insect distribution across human-disturbed landscapes. Specifically, he investigates the drivers of moth Lepidoptera diversity, richness, and abundance over moderate temporal and spatial scales to understand the management of habitat fragments to maximize moth biodiversity in forest fragments that have declined in recent decades. His research aims to improve understanding of how this habitat change affects the species that remain, using an assemblage-based framework to investigate how moth assemblages are shaped by landscape connectivity, intra-habitat disturbance, host plant quality, matrix parameters, predator/parasitoid pressure, and storm disturbances.

Jointly appointed in Lyman Briggs College (LBC) and the Department of Entomology, Dr. White’s teaching responsibilities include introductory biology and a senior seminar in critical thinking in LBC and graduate entomology courses on insect genetics and teaching practices. He uses innovative teaching methodologies and maintains a robust education research program, exploring pedagogical approaches for and collecting learning data on evolution education, conceptual learning in biology, entomological basic studies, and the integration of biology with other disciplines. He measures the impact of his classes to tweak his teaching approach, as needed, to achieve excellent educational outcomes and designs his labs to provide students with research experiences.

Dr. White’s ability to engage and challenge his students, their positive responses to his teaching methods and content, and the effects those efforts have on student learning are outstanding. His students praise his flipped-classroom approach and its positive impact on their education. His focus on shrinking the divide between instructor and students has effectively engaged students with different learning styles and has made biology accessible to students from an array of academic backgrounds.

Dr. White is an effective mentor, whose mentees speak highly of his enthusiasm, organization, and ability to help them develop as science education instructors. When he teaches introductory biology, for example, he mentors teams of undergraduate learning assistants and graduate teaching assistants who help teach his inquiry-based labs. Over the past six years, he has also included twenty-four undergraduates in his entomology and science education research program.

As a teacher–scholar who excels in undergraduate pedagogy and pedagogical development and integrates his teaching and pedagogical research to advance student education, Dr. White is clearly deserving of a Michigan State University Teacher–Scholar Award.
Professor Bradley Harris Willcuts exemplifies the artist–teacher–scholar amalgamation. Focused on developing new musical theatre, his creative activity aligns perfectly with his MSU research. His most notable credits regionally, internationally, and on Broadway have all been new musicals. His artistry has been witnessed in Europe in the new musical, *Sherlock Holmes, The Legend*, that premiered at the prestigious Karlin Musical Theatre in Prague and the recent production of *Porgy and Bess* at the Metropolitan Opera. He was a contributing author for the National Alliance for Musical Theatre in New York City and its recent online “Nuts and Bolts Guide for Creating New Musicals.” He is highly regarded as a professional musical theatre director, choreographer, and educator.

Professor Willcuts brings his research into the classroom, where students effectively learn up-to-date practices that enhance their education through discussion, coaching, and critical analysis. Because of his excellent working relationships with New York-based artists, he regularly creates opportunities for students to collaborate with Broadway professionals in developing new musicals. This experience was in danger of suspension due to the pandemic, but Professor Willcuts’s expertise in online education informed his approach to this challenge. *Medusa*, this year’s ImáGen new musical selection, was performed virtually with twenty-one students, giving viewers an inside look at the work involved in developing a new musical. Shifting from staged reading to documentary film, the production followed Broadway directors, actors, and choreographers collaborating with MSU musical theatre and dance students, and local high school actors in its creation.

Professor Willcuts was previously selected as an excellent example of engaging course design for his Integrative Arts and Humanities class through the VOLTRON project and the Fintz Award for Teaching Excellence for his course focused on providing a more kinesthetic education in social dance. He received a HUB Catalyst Innovation Grant to develop cutting-edge techniques in technological teaching, and a HUB Faculty Fellowship for transitioning those ideas to the online classroom.

For his commitment to innovative pedagogy through technology and bringing the professional world of musical theatre directly to his students, Professor Bradley Harris Willcuts is most deserving of the Michigan State University Teacher–Scholar Award.
Dr. Willie Wai-Yeung Wong is a leader in the mathematics of nonlinear wave equations and geometrical problems arising in general relativity. His research focuses on the analysis of relativistic membranes, which are dynamic counterparts to minimal surfaces and illustrated by the shape a soap bubble will take when stretched over a loop of wire. Relativistic membranes revisit this concept on a cosmological scale, with the wire deforming and the cosmic soap bubble (the universe) dynamically deforming to keep up. Dr. Wong uses the structure of elliptic and hyperbolic equations posed on manifolds to address geometric problems in general relativity and quasilinear wave equations to resolve key questions on relativistic membranes and shock formation, with applications to general relativity, cosmology, and high-energy physics.

Dr. Wong melds his research with his teaching, pioneering innovative curricular reforms in the gateway calculus sequence. He spearheaded a complete revision of the second semester calculus course, restructuring it by flipping the lecture to free up class time to run team-based problem-solving sessions based on real-world problems. He incorporated his coding experience and secured an external grant to expand the labs to incorporate detailed problems arising from engineering, physics, and chemistry. In the words of one student, “Before I participated in these labs, I never knew how much calculus was used outside of the classroom.”

Dr. Wong is deeply dedicated to research mentoring, maintaining a web page that solicits REU (Research Experience for Undergraduates) students and suggests topic areas. He routinely leads groups through summer and in-semester research activities, through the REU-exchange program, as professorial assistants, or in independent study. As a graduate and postdoc supervisor, Dr. Wong has a transformative impact. Long after his students have completed their projects, he continues to offer encouragement and advice on networking and career paths, breathing renewed enthusiasm into their research activities and filling them with confidence. One of his students recently received an NSF Postdoctoral fellowship to continue building on his research.

For his contributions to mathematics that illuminate the structure of the cosmos, his dedication as a research mentor, and his remarkable innovations in teaching, Dr. Willie Wai-Yeung Wong is richly deserving of Michigan State University’s Teacher–Scholar Award.
COMMUNITY ENGAGEMENT SCHOLARSHIP AWARD

This award is given in recognition of mutually beneficial and sustained campus–community research partnerships.

April Baker-Bell
Associate Professor
Department of English and Department of African American and African Studies
College of Arts and Letters

Mimi Henderson-Hudson
Master English Language Arts Teacher
Detroit Denby High School
Detroit Public Schools Community District
ANTI-RACIST ENGLISH LANGUAGE TEACHING AND SCHOLARSHIP

APRIL BAKER-BELL

Master English Language Arts Teacher
Detroit Denby High School
Detroit Public Schools Community District

MIMI HENDERSON-HUDSON

The Community Engagement Scholarship Committee is pleased to honor Dr. April Baker-Bell, associate professor of English and African American and African Studies (AAAS), and Ms. Mimi Henderson-Hudson, Detroit Denby High School, for their inspired community-university partnership between the MSU English Education program and a network of high school English teachers and students in Detroit.

Dr. Baker-Bell’s interdisciplinary work is primarily located in three fields: English teacher education, composition and literacy studies, and raciolinguistics, an emerging field that examines the mutually constructing domains of race and language. The partnership with Ms. Henderson-Hudson is based on Dr. Baker-Bell’s groundbreaking scholarship in the teaching of Black language through anti-racist approaches, especially her first book, *Linguistic Justice: Black Language, Literacy, Identity, Pedagogy*.

In her teaching and research, Dr. Baker-Bell explores how anti-Black linguistic racism is normalized and institutionalized in schools and curriculum. Her research, developed in reciprocal partnerships with high schools in Detroit, is designed to challenge the ways that Black students internalize forms of anti-Black racism apparent in the teaching of language and literacy practices in high schools.

In her collaboration with Ms. Henderson-Hudson, Dr. Baker-Bell developed and refined forms of anti-racist Black language pedagogy by building on the linguistic assets that Black students bring with them into English classrooms. She designed and facilitated a workshop around Black
language for Denby High School students that allowed her to build the relationships that led to an event series in 2018-19 at MSU centered on Angie Thomas’s young adult book, *The Hate U Give* and its film adaptation.

Dr. Baker-Bell used the novel in her MSU classes to engage English education students in a discussion of anti-Black linguistic racism, then opened this conversation to a range of campus and community events, including a film screening of the adaptation of the book. A campus-based conversation about the adaptation involving faculty and students, a collaboration between MSU English Education courses and English Language Arts (ELA) classes in Detroit to support the classroom teaching of the book, and a teach-in that provided a professional development event for Michigan educators interested in receiving support and resources for teaching issues of race and racism in the literacy classroom rounded out the event series.

As a result of this university–community collaboration, Dr. Baker-Bell provided her time and expertise to Ms. Henderson-Hudson’s classroom, serving as guest instructor, assisting with curriculum development, and donating classroom resources directly to Detroit classrooms. Because this collaboration centers student interests, Dr. Baker-Bell brought Detroit-area students to MSU to better inform the English Education curriculum, positioning these high school students not as recipients of MSU-based expertise and knowledge, but rather as experts in their own right. This focus responds to an urgent need for educators in English education to build productively on the linguistic assets that Black students bring with them into English classrooms. This issue and topic has particular relevance to the English Education program and the African American and African Studies (AAAS) program—the two programs in which Dr. Baker-Bell works at MSU.

For the English Education program, this topic provides English teachers with justice-oriented approaches to teaching that they can apply as educators. For students in the AAAS program, this topic functions as a corrective to inaccurate depictions of Black language seen through Eurocentric frameworks.

The results of this collaboration have been made public in a variety of formats accessible to scholars, educators, MSU students, and Detroit youth. Dr. Baker-Bell also shared the research nurtured by this partnership in meetings of the Michigan Council of Teachers of English and a series of professional development workshops on linguistic racism for Michigan teachers.

The Community Engagement Scholarship Award recognizes and honors collaborative projects between MSU individuals and community partners that affect both the community and the university. The work that Dr. Baker-Bell and Ms. Henderson-Hudson accomplished through the emerging field of raciolinguistics honors students’ dignity, humanity, and promise, and affirms MSU’s land-grant mission.

Dr. Baker-Bell, Ms. Henderson-Hudson, and the students in Ms. Henderson-Hudson’s senior English class at Denby High School deserve recognition for their cutting-edge work developing and refining forms of anti-racist Black language pedagogy throughout the English Education profession that centers the teaching and learning of Black language, literacy, and literature in pursuit of racial, linguistic, and educational justice.
THE PRESIDENT’S DISTINGUISHED TEACHING AWARD

This award is given to faculty who have created innovative teaching environments that enable student learning within and across disciplinary, cultural, and ethnic boundaries.

Teena Gerhardt

The President’s Distinguished Teaching Award is supported by an endowment from Carl and Margaret Leidholm.
Dr. Teena Gerhardt has a tremendous commitment to the education of all students. As a leader, she has had the greatest impact on Gateway Education of any faculty member in MSU’s history, spearheading two major Gateway reforms within the mathematics department over the past four years. Gateway courses, historically referred to as prerequisites, are entry-level courses that generally apply to the requirements of a degree program; ideally, they welcome students into a field where they learn the foundational skills and knowledge needed to succeed in their careers. In practice, however, Gateway courses have often slowed student progress or taken a lasting toll, particularly on underrepresented college students, who are disproportionately held back by them, leading to lower STEM enrollment and even decreased graduation rates. New approaches to teaching Gateway classes in mathematics have led not only to greater success for all students but radically improved overall understanding of the mathematics material being taught, ensuring greater student success in higher level classes requiring these skills.

From 2015 to 2017, Dr. Gerhardt co-directed the revision of “Applied Calculus,” transforming it from a traditional lecture course into a lab-based class that focused students on applications of calculus in their major area of study. The first step was to split the course into a life science stream and an economics stream. Through extensive collaboration with biology faculty, the life science stream was tailored toward life science-related goals, with weekly, 50-minute labs that focused on exploratory assignments integrating calculus techniques into a domain-specific application. The labs are conducted in small-section classes of 30 students, who are separated into teams of three to four students, supervised by a graduate student. Life science students studied pharmacokinetics and drug delivery as proxies for discontinuous functions and one-sided limits. Models of Rotavirus outbreaks illuminated derivative rules, interpreted the meaning of derivative values, and illustrated limiting behavior.

The economics stream explored calculus applications through the lens of the 2007 subprime mortgage crisis. The derivative was introduced though studies of the mass of bighorn sheep or through an analysis of marginal cost. Both oxygen consumption by birds and growth of social networking memberships were intertwined with integration.

Connecting the mathematical abstractions to concrete applications makes the abstractions more accessible and more memorable for many students, reflected in the student comment, “I usually struggle with math, but something about this class clicked for me. I enjoyed going to class.”
The impact of the revitalization of “Applied Calculus” has been transformational. Success rates for students in the revised curriculum have risen to approximately 85 percent compared to a national benchmark of 75 percent. With the exam materials comparable before and after this reform, this improvement has not come at the expense of subject mastery; it is only the performance and overall understanding of the mathematics material that has improved.

Beginning in fall 2017, Dr. Gerhardt led the reform of “Intermediate Algebra,” which had focused generally on the properties of real numbers; factoring, roots and radicals; first and second degree equations; linear inequalities; polynomials; and systems of equations. Under Dr. Gerhardt’s leadership, in less than one year, the class focus shifted from a remedial college algebra lecture course to the College Algebra I and II sequence that prepares students for calculus. This new, mastery-based curriculum is also supplemented with adaptive software that allows students to fill in gaps in their math background in real time.

To continue to broaden the impact of her efforts successfully, Dr. Gerhardt has engaged in the two-year STEM teaching fellow program through MSU’s Association of American Universities STEM education initiative project, which involves working with faculty from across the university to improve Gateway STEM education.

An outstanding educator and driving force for the nationally recognized improvements to MSU’s Gateway curriculum for STEM education in mathematics, Dr. Gerhardt’s efforts will have impact far beyond MSU; indeed, her stature as a nationally recognized researcher in topology leverages her Gateway Education reform.

For her unparalleled contributions to Gateway Education at MSU and her unwavering commitment to diverse student success, Dr. Teena Gerhardt is richly deserving of the President’s Distinguished Teaching Award.
These awards are given to academic specialists and MSU Extension academic staff for extraordinary achievements, excellence, and exceptional contributions in advising, curriculum development, outreach, extension, research, and/or teaching.

Madeleine Lenski

Stanley J. Moore

Daniel O’Keefe

Cheryl Williams-Hecksel

The Distinguished Academic Staff Awards are supported by the Office of University Development at Michigan State University.
For nearly three decades, Ms. Madeleine Lenski has managed large national and international research efforts to explore why children sometimes develop motor and intellectual disabilities, especially cerebral palsy, and what can be done to help them. Recognized as an outstanding researcher, she has been the administrative lead for the Cerebral Palsy Research Consortium of Michigan as well as project director and/or co-investigator on numerous major research efforts; she currently serves as a co-PI of an NIH subcontract.

Believing that health research is not useful unless it helps the people who need it, Ms. Lenski places the needs of children and families foremost. She manages a website that provides much needed information on resources for the families of children with cerebral palsy and has organized six statewide meetings of cerebral palsy researchers in Michigan in which people with cerebral palsy and their families have been active participants. One of our state’s leaders in providing services to children with disabilities describes these conferences as “top notch, including cutting-edge research and a human side; the most recent conference included a dance presentation with one of the dancers a young man with cerebral palsy.”

Ms. Lenski has also led numerous studies focused on the outcomes of very premature babies, including coordinating a four-year, five-nation study comparing their childhood outcomes. She has arranged scientific meetings and helped create a common database for researchers to meet to compare findings, which showed similarities in some important developmental outcomes as well as ways that mortality and later morbidity patterns differed.

Ms. Lenski completes whatever tasks are needed to advance research and help study participants, whether reassuring an anxious mother on a phone call or preparing the placenta of a high-risk baby for in-depth study in a hospital delivery room. Her work even involves designing a system for assessing new ways to treat cerebral palsy or organizing international meetings.

Ms. Lenski plays an indispensable role in the intellectual activity of her department by serving as the coordinator of the department’s guest speaker series, ensuring that the outstanding epidemiologists and biostatisticians invited to MSU have an exceptional visit. She is the person students, especially international students, turn to for support and encouragement, knowing she is a person they can trust.

For her commitment to children with disabilities and their families, her contributions to the science of prevention and management of these disabilities, and her tireless support of her department, Ms. Madeleine Lenski is greatly deserving of Michigan State University’s Distinguished Academic Staff Award.
Mr. Stanley J. Moore has dedicated his nearly 30-year career with Extension to fostering the viability, sustainability, and profitability of Michigan farmers. To help farmers accomplish their goals, his research and education efforts have focused on financial management, employee training and engagement, and labor regulatory requirements. His work has provided crucial support for the Michigan dairy industry during periods of steady growth and, more recently, financial hardship.

Knowing that growing Michigan farms would bring the need for greater employment and employee retention, Mr. Moore and a colleague led a multiyear project in which 168 farm employees from 12 farms were interviewed about management practices where they were employed. The project revealed their impact on employee retention and engagement, providing owners and managers with the tools they needed to ensure greater employee satisfaction and retention.

Mr. Moore has been the principal investigator or co-investigator on five grants totaling more than $3 million pertaining to dairy farm employee training. One of the training programs he developed and led helped address the challenge of recruiting qualified, legal farm workers by helping Puerto Rican farm laborers develop the skills needed to work on Michigan dairy farms. He even secured a grant to develop an online training platform in both English and Spanish, empowering valuable team members for Michigan farms, reducing employee turnover, and improving everyone’s work environments. His educational programs, research publications, and conference presentations include information on managing family labor, retaining quality employees, and building a culture of learning and contributing among employees.

Having built an outstanding list of educational programs, research publications, and grant funding related to human resources management, Mr. Moore now leads an international study group on the subject and has been an invited speaker at dairy conferences across the United States, Ukraine, and Israel.

Since 2019, Mr. Moore has also provided financial management expertise to fruit and crop producers, particularly regarding financial analysis and development for improved decision-making. He has demonstrated national leadership in Extension as president of the National Association of County Agricultural Agents and the Joint Council of Extension Professionals.

Mr. Moore’s significant programming impacts, commitment to the Extension mission, leadership and innovation, and unwavering support of agricultural producers make him an excellent and most fitting recipient of the Michigan State University Distinguished Academic Staff Award.
As a Michigan Sea Grant Senior Extension educator, Dr. Daniel O’Keefe’s initiatives help attain the best possible solutions for Lake Michigan, its fish populations, and the people who rely on the lake for food, income, recreation, and other less tangible benefits to quality of life. Working with stakeholders in seven coastal counties, he shares his science-based knowledge and expertise of Great Lakes ecology, recreational and charter fisheries, and aquatic nuisance species to address Great Lakes and southern Lake Michigan issues. His focus on emerging technology and leveraging expanding fish marking efforts has improved the quality of Michigan Sea Grant’s projects and programs.

Dr. O’Keefe’s many strengths include understanding and explaining the complexities of inter-jurisdictional management, Great Lakes ecology, and the intertwined histories of fishery dynamics and exotic invasions. These skills have been critical recently in educating anglers on why aquatic nuisance species-related ecosystem changes and natural reproduction of salmon have necessitated recent cuts in stocking Chinook salmon in the Great Lakes. He has also worked with state agencies and anglers to develop a citizen-science program in which anglers track critical fishing data to assists state lake managers, which paved the way for the development of a virtual reporting app, the “Great Lakes Angler Diary.”

In 2019, in response to a controversial proposal to dredge the Grand River, Dr. O’Keefe gave 17 presentations to a total of more than 780 attendees explaining his research on potential impacts. His research was cited by local government officials as helping them decide not to support the dredging proposal.

For his commitment to research, outreach, and education to enhance the sustainable use of Great Lakes resources, Dr. Daniel O’Keefe is a most deserving recipient of Michigan State University’s Distinguished Academic Staff Award.
Ms. Cheryl Williams-Hecksel has been a member of the MSU School of Social Work community for almost 20 years, with exemplary contributions in advising, curriculum development, outreach, engagement, and teaching to improve the lives of people who work with social workers. Working to address the impact of trauma in the university community, Michigan, and the nation, Ms. Williams-Hecksel also tackles the legacy of systemic racism in child welfare services that creates and compounds experiences of trauma by creating exemplary training experiences for current and future social workers who will carry trauma-informed, evidence-based practice forward to a variety of agencies and systems.

Teaching social work practice is not for the faint of heart. Excellence in training requires field instructors who are well prepared to meet the needs of today’s students to ensure that the training they offer is based on the most up-to-date evidence. With trauma considered pervasive in U.S. society across all demographic categories, social workers must be knowledgeable about it and its treatments to be effective providers. Ms. Williams-Hecksel has been instrumental in the development and implementation of several training initiatives that have ensured that Michigan social service agencies, and the social work students who train in these agencies, are highly skilled in the treatment of trauma.

Ms. Williams-Hecksel is part of a team at the National Child Welfare Workforce Institute that supports universities and public child welfare agencies as they train social work students and improve their work with children and families. One of her recent accomplishments contributed to clinical excellence in the treatment of survivors of sexual assault. She developed the School of Social Work Evidence Based Trauma Treatment Certificate focused on trauma in children and, in response to community need, expanded it to include treatment of adult survivors of sexual assault. Ms. Williams-Hecksel is a founding member of the MSU Trauma Services and Training Network, which addresses the impact of trauma at MSU and the broader mid-Michigan Community. In the past three years, Ms. Williams-Hecksel has presented 23 continuing education offerings for Michigan Department of Health and Human Services employees.

For her commitment to improving services for trauma survivors and the passion she brings to training future leaders in social work, Ms. Cheryl Williams-Hecksel is most deserving of the Michigan State University Distinguished Academic Staff Award.
These citations are awarded to graduate teaching assistants who have distinguished themselves by the care they have given and the skill they have shown in meeting their classroom responsibilities.

Darren Incorvaia

Lauren Elizabeth Reine Johnson

Jill Kochanek

Nikki McClaran

Christopher Warneke

Emily M. Wright

Excellence-in-Teaching Citations are supported by the Office of University Development at Michigan State University.
Mr. Darren Incorvaia has demonstrated unparalleled excellence in teaching. In 2020, he led every aspect of an ecology course on the environment around the Great Lakes. He created the course content and syllabus, and led each part of the honors section, including discussions and evaluations. With the goal of providing high-level content, he oriented discussion around an acclaimed book, *The Death and Life of the Great Lakes*, which considers the principles of ecology and how they relate to real-world issues. He added readings about different audiences (privileged and underprivileged, for example) affected by environmental change, seamlessly incorporating topics of diversity, equity, and inclusion into a science course.

During the pandemic, Mr. Incorvaia’s teaching exceeded expectations. As one student remarked, “The spring semester faced its fair share of challenges; because of Mr Incorvaia’s creativity and dedication, the challenges had almost zero impact on my ability to learn and enjoy the course. Mr Incorvaia’s adaptability and passion still shined, even through a computer screen.” Over three years of teaching nearly 700 students, Mr. Incorvaia has received consistent recognition as an excellent TA. He received the Harlow Mervyn Mork Excellence in Teaching Award in 2019.

Mr. Incorvaia’s research explores how bumblebees adjust their foraging behavior in response to changes they experience in foraging conditions both outside the nest and in the nutritional state of the colony. Through his research, he is answering long-standing and often contentious questions about the pressures of natural selection that led to the evolution of the famous honeybee dance language. He has completed three summers of fieldwork. Mr. Incorvaia has four peer-reviewed publications and has given more than ten presentations, two of which were invited.

Mr. Incorvaia has taken on leadership roles in service to integrative biology (IBIO) and the Ecology, Evolutionary Biology, and Behavior program and has served the Graduate Employee Union as the IBIO steward and in other official capacities, most recently as chief information officer.

For his commitment to teaching, research, and leadership, Mr. Darren Incorvaia is most deserving of a Michigan State University Excellence-in-Teaching Citation.
Lauren Elizabeth Reine Johnson is a natural, engaging, and exemplary teacher-scholar. She believes in teaching as an opportunity to learn alongside her students, supporting them as she makes space for them to engage in critical discussions and self-reflection about theory and practice at the education site. She remembers that while a student at MSU, some of her most memorable and effective moments occurred while in the classroom, where learning became a collaborative and humanizing endeavor with pre-service teachers, so she seeks to replicate that type of experience for her students.

Ms. Johnson came to MSU after teaching in New York City public schools. Her experiences as a literacy and English teacher, primarily of students of Color, inform her commitment to prioritizing the needs and desires of youth, affirming and sustaining their humanity through her teaching practices while supporting their teachers. As one recent MSU graduate shared, “Ms. Johnson’s methods were personalized and student-centered. We learned not only from her, but from each other and grew as instructors ourselves.”

Ms. Johnson, a doctoral student in curriculum, instruction and teacher education, conducts research examining contexts, curriculum, and texts at the interplay of race, place, and educational justice. Her paper, “Reading Self in the Wake: Memorializing New Orleans Education,” presented at the 2019 American Educational Research Association’s annual meeting, extended necessary conversations on place-based, affirming, and African Diaspora contexts of schooling and teaching into the field of teacher education. Based on the earlier scholarship of C. Sharpe in her text, In the Wake: On Blackness and Being, Ms. Johnson’s scholarship seeks to affirm and extend experiences, identities, and literacy practices, particularly of youth and communities of Color.

Ms. Johnson strives to be a collaborative member of the teacher preparation program and other education-centered spaces at MSU as a student, instructor, researcher, and committee member. In these spaces, she works to listen and to be responsive to the experiences of others while advocating for epistemological plurality.

Ms. Lauren Elizabeth Reine Johnson’s passion for teaching and learning, desire to amplify the voices and experiences of youth and communities of Color, and commitment to humanizing and responsive practices makes her exceptionally deserving of a Michigan State University Excellence-in-Teaching Citation.
Ms. Jill Kochanek is an exemplary model of MSU’s land-grant mission embodied in teaching. She works to make even the most complex academic content relevant and meaningful for students’ real-world lives, creating classroom spaces supportive of all their diverse backgrounds while simultaneously challenging them to reach beyond their comfort zone. Informed by her research interests on social justice, equity, and diversity, she works to foster a classroom culture where every voice is welcome, heard, and respected. As noted by one of her students, “Ms. Kochanek is an amazing teacher. She is so passionate about class topics that it makes learning fun. She is very understanding of students’ different learning strategies and tries to accommodate each of us.”

Not only is Ms. Kochanek an exceptional teacher, she also devotes her efforts to help improve the teaching of her peers. She has held formal leadership positions responsible for teaching-focused professional development, developed numerous teaching workshops and resources for the department, and continues to mentor new graduate teaching assistants. After pilot testing a cultural competence workshop for majors in undergraduate athletic training, Ms. Kochanek received an MSU Inclusive Excellence Grant from MSU’s Office of Inclusion and Intercultural Initiatives to develop, implement, and systematically evaluate multisession cultural competence workshops for undergraduate majors in athletic training. The workshop’s content focused on teaching participants to check their harmful biases and behaviors to promote cultural competence in practice. This multistage curriculum development and evaluation project culminated in her publication of a peer-reviewed article in the Journal of Athletic Training Education.

As a scholar, Ms. Kochanek’s research focuses on the psychosocial aspects of sport and physical activity, with her interests cohering around social justice approaches to such programming. In particular, she focuses on coaching and coach education, taking a teaching-the-teachers approach, resulting in four publications in top-tier journals, including Psychology of Sport and Exercise and European Sport Management Quarterly. She has also published two book chapters and has four additional publications under review.

For exemplary contributions to quality teaching, exceptional scholarship, and leadership at MSU, Ms. Jill Kochanek is most deserving of the Michigan State University Excellence-in-Teaching Citation.
Ms. Nikki McClaran is the kind of teacher we all wished we had as undergraduates. She excites students, not just with her enthusiasm for the material she presents, but with her deep appreciation for the students themselves and her firm belief that they will be better for knowing what she is teaching them. Ms. McClaran enriches her classroom instruction with examples from popular culture and popular media to engage and interest her students, and finds creative ways to demonstrate complex concepts that illustrate the ideas she presents in new ways. As one student noted, “I absolutely loved this course. Ms. McClaran kept the class extremely engaged and made the topic interesting.” Ms. McClaran excels in the classroom by creating a welcoming, stress-free, and engaging culture for students that allows them to explore new ideas freely and helps them to feel comfortable speaking up in class.

As a member of the Behe-Huddleston research team, working on numerous eye-tracking projects to help complete several research manuscripts, Ms. McClaran has not only recruited other students to join the research group but also proven to be a wonderful mentor to both master’s and undergraduate students. She has helped them to develop their research skills, including teaching them how to write a literature review and to run data analysis. Ms. McClaran’s own research explores the effects of persuasive messages in health and risk communication, focusing on the role of social norms and the educational function of entertainment. She is developing a solid national reputation as an outstanding scholar, with three articles in peer-reviewed journals, including Human Communication Research, Journal of Environmental Management, and Health Communication, two invited book chapters, and two additional articles currently under review. She has presented more than 15 papers at national and international conferences. In addition to receiving numerous scholarships, fellowships, and awards since coming to MSU, she was a recipient of the highly prestigious University Enrichment Fellowship.

For her excellent teaching, mentoring, and research, Ms. Nikki McClaran is most deserving of a Michigan State University Excellence-in-Teaching Citation.
Mr. Christopher Warneke is a guide for his students, assisting their mastery of course material and development as critical thinkers and life-long learners. An extremely conversant plant biologist and ecologist, Mr. Warneke is deeply knowledgeable about the material he teaches and is committed to student learning. After participating in a seminar focused on science teaching, he has mindfully implemented such student-centered approaches as minute papers, think-pair-share, and other group work in his classes, always integrating course material with a focus on student engagement and professional skill development, such as collaboration, scientific communication, and idea synthesis.

Mr. Warneke’s teaching goes beyond the set material by helping students to improve their own ability to acquire and to evaluate new information, resulting in students who not only master class material but also become lifelong learners. As one of his students noted, “Mr. Warneke keeps class about the process of learning and engaging with the material,” which allows students to continue learning on their own after completing the course.

Mr. Warneke is an excellent researcher and contributes significantly to the life of his department and program. His carefully conducted, well replicated, and systematic research explores plant recovery following human disturbances and demonstrates excellence in experimental design, field natural history, data analysis, and scientific communication. He has given more than a dozen presentations on his research, including five at the Ecological Society of America Annual meeting, and two invited seminars. He has published a paper in *Ecological Applications* and has submitted a second manuscript for peer review, with two additional papers in preparation.

Mr. Warneke actively serves his department and has been instrumental in instituting a peer-mentoring program to help with retention of plant biology students from underrepresented groups in the sciences. He also mentors undergraduates on their independent projects, helping them to bridge the gap between the classroom and research.

For his significant impact as an excellent teacher and mentor and his impressive science research, Mr. Christopher Warneke is greatly deserving of a Michigan State University Excellence-in-Teaching Citation.
Ms. Emily M. Wright is the kind of instructor we want all undergraduate students to experience and our graduate teaching assistants to model. Genuine, caring, supportive, and always striving to enhance student learning, Ms. Wright’s effectiveness as a teacher stems from promoting a supportive student-centered learning environment, utilizing flexible teaching practices to support diverse learning styles, and encouraging student engagement to allow for different expressive styles and personality.

Ms. Wright creates a learning community by taking the time to get to know each student, assigning one-minute writing activities for students to respond to questions on course content that they understood best, using small groups that push students to think critically, and experiential learning where students learn by doing focused on performance, process, and outcomes. Ms. Wright has taught a variety of courses on health and wellness, growth and motor development, sport and exercise psychology, and research methods.

Ms. Wright has mentored several undergraduate research assistants, guest lectured for other courses and programs within the department, and served as a judge for the University Undergraduate Research and Arts Forum. She has given outreach and engagement presentations for the Michigan High School Athletic Association Women in Sport Leadership conference and for MSU summer sport camps. Her service and outreach include aiding as a learning assistant for student-athletes, serving as a graduate representative on departmental committees, and helping MSU student athletes learn key mental skills.

Ms. Wright is a productive scholar whose research focuses on understanding how the youth sport experience influences family functioning. Using family systems theory as a guide, she is using a mixed method design to study this issue. She has five peer-reviewed journal articles in such publications as *Journal of Applied Sport Psychology, Journal of Sport Behavior*, and *Journal of Youth Development*, and four published book chapters.

For her exemplary teaching, passion and commitment to her students, and excellent research, Ms. Emily M. Wright is most deserving of a Michigan State University Excellence-in-Teaching Citation.
ROBERT F. BANKS AWARD FOR INSTITUTIONAL LEADERSHIP

This award is presented to a member of the faculty, academic staff, or support staff in recognition of extraordinary and sustained institutional leadership that advances MSU’s commitment to connectivity, quality, and inclusion.

Christine Leese

The Robert F. Banks Award for Institutional Leadership is supported by the Office of University Development at Michigan State University.
Ms. Christine Leese is one of MSU’s most knowledgeable and action-oriented leaders. Having worked for MSU for more than 25 years, she began her career while still a student, joining the Office of the Executive Vice President of Administration full-time upon graduation in 2000. She has led large and complex projects that span campus and recently transitioned to chief of staff of Infrastructure Planning and Facilities.

Ms. Leese epitomizes the phrase Spartans Will with unparalleled integrity, knowledge, dedication, and leadership. While advancing MSU’s values, she continuously works to ensure everyone has a seat at the table, believing that collaboration and sharing knowledge reflect MSU’s core beliefs.

Ms. Leese has demonstrated professional service within MSU and the community. She currently serves on the WorkLife Advisory Committee, which promotes faculty and staff well-being by recognizing employees’ complicated lives in a well-rounded work experience. She participated in Alternative Spring Break as a staff advisor, leading groups of MSU students to serve in other countries while gaining knowledge of cultures and communities. She served on the Grand Ledge Downtown Development Authority to help promote economic growth and revitalization within the city’s business district and on the Spartan Child Development Center Board as vice president to help establish and review policy, uphold bylaws, and ensure compliance.

Ms. Leese has made a positive impact on everyone she has worked with, from administrators to students. She believes in sharing knowledge across academic and administrative channels and reaches out to departments to solve issues and concerns that arise. She regularly encourages others to meet with constituents to share knowledge and to build relationships that utilize peoples’ areas of expertise to benefit the university. As University Distinguished Professor and former Acting President of MSU, Satish Udpa, said, “The welfare of the University is paramount to her, which influences every action she undertakes. Her contributions to Michigan State University’s core values of quality and inclusiveness and her commitment to integrity are exceptional.”

For her dedication, countless positive impacts on the university, and genuine commitment to MSU, Ms. Christine Leese is most deserving of this year’s Robert F. Banks Award for Institutional Leadership.
DONALD F. KOCH AWARD FOR QUALITY IN UNDERGRADUATE TEACHING

In recognition of outstanding undergraduate teaching.

Erica A. Wehrwein

The Donald F. Koch Award for Quality in Undergraduate Teaching is supported by the MSU Alumni Club of Mid-Michigan and by Donald F. Koch and Barbara J. Sawyer-Koch.
Dr. Wehrwein is a model educator who significantly strengthens MSU's mission through her commitment to exemplary teaching at the undergraduate level and her substantial contributions to curricular reform of undergraduate education in physiology, both nationally and worldwide.

One of Dr. Wehrwein's reasons for coming to MSU was to teach the Senior Capstone course in physiology, with a vision toward implementing a highly integrative course linking concepts in physiology across body systems using current research and methods as well as connecting concepts from physiology, statistics, physics, and biochemistry. Her Capstone course is recognized as a best course at MSU and serves as a model for the Capstone experience across campus.

Dr. Wehrwein plans her courses to support well-organized, progressive learning that moves from instructor-led studies to student independent projects. The majority of class time involves students working together, collecting data, using white boards to draw hypotheses and predict data, and solving clinical cases. To ensure students engage actively in class, laboratory experiences, weekly and semester-long research projects, and active discussion of clinical data occur nearly every class meeting. Dr. Wehrwein even incorporates her clinical training, research data, and case studies from her previous work at the Mayo Clinic into classroom material. In particular, her innovative work in endocrine research utilizing a glucose clamp allows her to offer the only undergraduate course in the nation incorporating this cutting-edge research technique.

Dr. Wehrwein shows deep concern for her students as individuals and future professionals. Her classroom is inclusive and welcoming, and she has intentionally added professional and career development features to her classes to help seniors prepare for their future. Her course evaluations are exceptional, with students often citing her classes as the best they have taken.

Dr. Wehrwein has given numerous international conference presentations and published many articles on her classroom innovations. She is recognized as a national leader for physiology education and was nominated for the American Physiological Society’s National Physiology Educator of the Year.

The Donald F. Koch Quality in Undergraduate Teaching Award celebrates educators who engage undergraduate students through innovative teaching techniques, compelling research activities, and ongoing involvement in education. For her excellent work preparing future generations of physiologists as both clinical practitioners and research scientists, Dr. Erica A. Wehrwein is most deserving of the Donald F. Koch Quality in Undergraduate Teaching Award.
EXCELLENCE IN DIVERSITY AWARDS

Congratulations to those individuals listed below who will be recognized at a Virtual Excellence in Diversity Recognition and Awards Program on Wednesday, February 24, 2021, at 4:00 p.m.

Individuals–Emerging Progress: 1–5 years
- Amber Benton, Specialist-Advisor, James Madison College
- Laura Scales, Academic Specialist, Department of Theatre
- Quentin Tyler, Associate Dean and Director for Diversity, Equity and Inclusion, College of Agriculture and Natural Resources

Individuals–Sustained Efforts toward Excellence in Diversity: 6–15 years
- Susan Ewart, Professor, Large Animal Clinical Sciences

Individuals–Lifetime Achievement: 25 years or more
- Dave Weatherspoon, Associate Dean, Agricultural, Food and Resource Economics; and the Office of the Associate Provost for Undergraduate Education

Teams–Emerging: 1–5 years
- Jessica Stokes and Michael Stokes, Doctoral Students, English
- Latinx Film Festival, Scott Boehm, Team Leader, Romance and Classical Studies

Teams–Sustained Efforts toward Excellence in Diversity; 6-15 years
- BEACON Center for the Study of Evolution in Action, Dr. Charles Ofria

Unit/Organization–Excellent Progress toward Advancing Diversity within Community
- American Economic Association Summer Program,
- James Madison College and the Department of Economics
EXCELLENCE IN DIVERSITY RECOGNITION AND AWARDS PROGRAM SELECTION COMMITTEE

Facilitator: Audrey D. Bentley, Senior Community Outreach Coordinator, Office for Inclusion and Intercultural Initiatives

Hilda Mejia Abreu  Craig Gunn  Florene McGlothian-
John Beck  Kevin Leonard  Taylor
Bess German  James Lucas  Jeff Wray

MSU ADVISOR RECOGNITION

Congratulations to those listed below on their achievements.

Outstanding New Advisor Award
Recognizes an outstanding MSU advisor who has been in the field of advising for three years or fewer.
Patrick Arnold, Advisor, Center for Gender in Global Context (GenCen)

Outstanding Established Advisor Award
Recognizes an outstanding MSU advisor who has contributed to the MSU community for more than three years.
Kanchan Pavangadkar, Advisor, Neuroscience-Department of Physiology, College of Natural Science

Outstanding Faculty Advisor Award
Recognizes an outstanding MSU advisor who also serves as a member of the faculty.
Marcus Duck, Academic Specialist, Department of Horticulture, College of Agriculture and Natural Resources

Outstanding Advising Administrator Award
Recognizes an outstanding MSU advisor who also serves as an administrator.
Debra Thornton, Advising Director, Neighborhood Student Success Collaboration (NSSC)
ALL-UNIVERSITY AWARDS COMMITTEES

William J. Beal Outstanding Faculty Awards*
  John Aerni-Flessner  Kelly Klump
  Evangelyn Alocilja  Teresa Mastin
  Laura Cloud  Brian Pentland
  Sarah Douglas  Derek Polischuk
  Eric Freedman  Angela Wilson
  Christine Greenhow

Teacher–Scholar Awards*
  Amanda Allard  Copper Luce
  Rafael Auras  Lilja Plumert
  Christina DeJong  Sara Roccabianca
  Marilyn Johnson

Community Engagement Scholarship Award**
  John Aerni-Flessner  Bonnie Knutson
  Dawn Contreras  Shannon Schmoll
  William Donohue  Marya Sosulski
  Michele Grimm  Rodney Whitaker

Distinguished Academic Staff Awards*
  Diane Doberneck  Kendra Moyses
  Jeff Judge  Brandon Schroeder
  Karen Kangas Preston  Lois Wolfson

Excellence-in-Teaching Citations*
  Safoi Babana-Hampton  Bree Holtz
  Srishti Banerji  Lupe Martinez
  Danny Caballero  David Sheridan
  Sean Holland

Robert F. Banks Award for Institutional Leadership*
  Lucinda Davenport  Chris Long
  Vennie Gore  Ali Purcell
  Janet Lillie  Tom Voice

*Suzanne Lang, Ex-Officio Chairperson
**Laurie A. Van Egeren, Acting Ex-Officio Chairperson