

# WPA Outstanding Teaching Award Winners

The WPA Outstanding Teaching Award is given to a senior-level WPA member (minimum of 10 years in the field) who has demonstrated leadership in teaching and mentoring. Such evidence can come in the form of publications on teaching, grant awards for teaching, teaching awards from one's campus or other regional, national, or international associations, and demonstrated effectiveness in teaching and mentoring of students.

## 2016 Outstanding Teaching Award

**Heidi Riggio, Ph.D.**, California State University, Los Angeles



Dr. Heidi Riggio is Professor of Psychology at California State University, Los Angeles (CSULA). She earned her BA and MA degrees at California State University, Fullerton, and her PhD in Social Psychology at Claremont Graduate University.

Dr. Riggio has an extraordinary record as a mentor for students entering the field of psychology. She has advised thousands of undergraduate students, supervised research and mentored dozens of undergraduate and graduate students, developed new courses, published teaching materials, and contributed to her profession as a scholar and model for her students. She was the Primary Academic Advisor in Psychology for three years at CSULA, where she managed student orientation events and presentations, and development of handouts and a website.

Evaluations from Dr. Riggio's students have been consistently outstanding; students consider her to be an enthusiastic, fun, caring teacher who expects much from them. Student evaluation averages in her classes are often greater than 4.8 on a 5-point scale, while her course grade point averages are around 2.5 on a 4-point scale. That combination is rare, indeed.

Many of the students at CSULA are from immigrant families and many are first generation college students, as is Dr. Riggio. She works closely with her students, inspiring them to achieve beyond the classroom. She regularly publishes and presents at conferences with her students. She has made over 45 presentations at WPA with students and she has 13 empirical peer-reviewed publications with students. Several of her students have gone on to PhD programs.

In addition to empirical publications, Dr. Riggio has published teaching materials, including a chapter in the *Handbook of Teaching of Psychology* (2006), multiple instructor's manuals and test banks, and two editions of a popular critical thinking student workbook (with Diane Halpern and Heather Butler). She has been a reviewer for *Teaching of Psychology*, *Educational Psychology*, Pearson, Allyn & Bacon, Bridgepoint Education, and numerous other empirical journals, as well as for Division 2 (Society for the Teaching of Psychology) for the annual APA meeting. She has made four invited presentations to Terman Teaching Conference attendees, and has been Chair of the Division 2 meeting at the WPA annual convention since 2008, including coordination of the "Last Lecture" series.

CSULA has recognized Dr. Riggio for her outstanding teaching and mentoring. She won an Outstanding Professor Award from the CSULA Student Athletic Advisory Council (Winter, 2011); she was awarded a Distinguished Woman Award from CSULA in 2008 largely because of her work

advising students. She received the Outstanding Advisor Award from the College of Natural and Social Sciences at CSULA because of her work in academic advising, including developing materials and coursework to enhance effective advising for students.

In sum, Dr. Heidi Riggio exemplifies the ideals of teachers who inspire the next generation of psychologists. For all these reasons and more, the Western Psychological Association is pleased to recognize Dr. Heidi Riggio with the 2016 WPA Outstanding Teaching Award.

### **2015 WPA Outstanding Teaching Award**

**Terry A. Cronan, Ph.D.**, San Diego State University

Dr. Cronan is Professor of Psychology at San Diego State University. Dr. Cronan earned her B.A. and M.A. degrees in psychology at San Diego State University, and completed her doctoral studies at Michigan State University. She returned to San Diego where for five years she directed research projects for several organizations, including the Naval Health Research Center and the Navy Personnel Research and Development Center. During this time she also was a lecturer for San Diego State University, teaching Experimental Psychology, Physiological Psychology, and Statistics. She joined the full-time faculty at SDSU in 1991.



Professor Cronan has received over twelve million dollars in grant funding over the years, published 80 articles in peer-reviewed journals, and authored over 300 conference presentations, almost all of them with student co-authors. She has taken hundreds of students to WPA, where several have won awards.

Over the years Dr. Cronan has sought and secured funding to support several high quality mentoring programs, including a special program for minority students and training Head Start mothers how to teach their children to read. For ten years she was director of the SDSU Career Opportunities in Research (COR) program. COR was a program funded by the NIMH with the goal of providing undergraduates of mainly disadvantaged groups the preparation needed for success in applying to and participating in graduate education in psychology and related fields. The training in COR was demanding and rigorous. In addition to taking classes on research methods, scientific writing, ethics, and advanced statistics, and spending at least 20 hours a week in a research lab, students were expected to submit results of their work to conferences, attend conferences, and participate in special GRE prep classes and tutoring in statistics, all in addition to carrying a normal load of classes. COR was transformative for many students because Dr. Cronan, via instruction as well as example, welcomed them as colleagues and co-workers. Several of her students have gone on to careers as university professors, and one was given an award by the US President.

Dr. Cronan is loved by her students, both from COR and from her research lab, because she focuses not only on their academic pursuits, but also on their lives outside the lab. For example, she makes a cake for every student's birthday, gives the shower if a student is getting married or about to give birth, and generally treats them all as loving family. Every year she hosts a Christmas party for all her students, COR and lab students alike, to which she invites former students and mentees from the San Diego area who have continued on in psychology and are working in the field. As one student noted: "Dr. Cronan is without a doubt the most inspiring, committed teacher and mentor I have ever known."

Professor Cronan has been recognized for her outstanding teaching and mentoring with multiple awards: the National Institute of Mental Health Wayne S. Fenton Undergraduate Research Educator Award, outstanding faculty member in the Psychology Department (seven times), the Mortar Board Award for outstanding scholarship, leadership, and service (seven times), and the SDSU Alumni Distinguished Faculty Award.

In sum, Dr. Thereasa Cronan is a model for what a teacher, researcher, and mentor should be. For all these reasons and more, the Western Psychological Association is pleased to recognize Dr. Thereasa (Terry) A. Cronan with the 2015 WPA Outstanding Teaching Award.

## **2014 WPA Outstanding Teaching Award**

**Eugene Wong, Ph.D.**, California State University, San Bernardino

Dr. Wong is Professor of Psychology at California State University, San Bernardino, where he is Director/Coordinator of the Human Development program. Dr. Wong earned his Ph.D. at the University of California, Riverside in 1991 and took his first faculty position at the University of Maine at Farmington. After two years, he joined the faculty at CSUSB where he has remained. His teaching responsibilities are primarily in the areas of child development, typical and atypical development, assessment and evaluation, applied research methodology, and teaching of psychology. The teaching of psychology course is a required training course for graduate students interested in serving as Teaching Assistants in the department.



Dr. Wong has been recognized on many occasions for his outstanding teaching. His student evaluations are consistently positive and reflect a dedication and passion that extend beyond his curricular materials. He received the Outstanding Faculty Member Award from the University of Maine at Farmington (1992-1993), the CSUSB Golden Apple Award for Outstanding Teaching (2004-2005), the College of Social and Behavioral Sciences Teaching and Instruction Award (2003-2004), and two Certificates of Special Appreciation from the CSUSB Student-Athlete Council (1998-1999 and 2001-2002).

Dr. Wong is a popular mentor and advisor for undergraduate and graduate students. He has chaired undergraduate theses for the McNair Scholars Program and the Minority Access to Research Careers (MARC) Program which provide students from underrepresented economic and ethnic populations with the necessary opportunities to achieve success through higher education.

Dr. Wong's devotion to education is also reflected in the content of his research program. For years he has been involved in research to identify factors associated with academic success in elementary school through high school, and he has recently extended this to the college years. He has published research into the complex roles of perceived competence, autonomy support, and achievement motivation in supporting or hindering school success.

For all these reasons and more, the Western Psychological Association is pleased to recognize Dr. Eugene Wong with the 2014 WPA Outstanding Teaching Award.

**2013 WPA Outstanding Teaching Award**  
**Melinda Blackman**, California State University, Fullerton

Dr. Blackman is Professor of Psychology at California State University, Fullerton. She earned her Ph.D. at the University of California, Riverside in 1996, with a concentration in Social/Personality Psychology. After several years as Lecturer at CSUF and Cal Poly, Pomona, Dr. Blackman joined the faculty at CSUF fulltime in 1998.



Dr. Blackman's rapport with and esteem by students is evidenced by her being voted her department's Teacher of the Year a remarkable five times. Students not enrolled in her classes have been known to linger outside of her classroom just to hear her lectures. Her colleagues named her the Outstanding Teacher for the College of Humanities and Social Sciences in 2005. In 2007, CSUF gave her the prestigious Carol Barnes Excellence in Teaching Award, as the outstanding teacher university-wide. In 2011, she was named the Distinguished Faculty Member for the College of Humanities and Social Sciences -- an award that recognized Dr. Blackman's well-rounded contributions to teaching and scholarship.

Dr. Blackman is sought after as a mentor, serving on more than 50 thesis committees, supervising many undergraduate research assistants, and authoring numerous research publications and presentations with her students. After seeing that most of the department's master's students desired to teach at the university level, she developed a required M.A. course in which part of the curriculum focused on how to teach psychology at the college level.

Dr. Blackman's contribution to educating students extends beyond the boundaries of her academic institution. She has given symposia on assessment, developed web-based tutorials and class sites, written teaching-related manuals and publications, and she served on the WASC Task Force on Undergraduate Academic Advising. She is a regular presenter at WPA, APA, and SIOP.

The Western Psychological Association is pleased to recognize Dr. Melinda Blackman with the 2013 WPA Outstanding Teaching Award.

## 2012 WPA Outstanding Teaching Award

**Jodie B. Ullman**, California State University, San Bernardino



Dr. Jodie Ullman is Professor of Psychology at California State University, San Bernardino, where her primary teaching responsibilities are teaching statistics at both the undergraduate and graduate level. She earned her PhD at UCLA in Psychology with specializations in Measurement and Psychometrics with minors in Statistics and Social Psychology. Notably, she also has a teaching credential and experience teaching high school.

Dr. Ullman's approach to statistics is focused on conceptual understanding with a goal of teaching students how to explain statistical analyses and findings in what she calls "Grandma terms." Those of us who teach statistics appreciate the importance of her approach, and also recognize how difficult it is to teach mastery of statistical concepts to a degree that it is possible to explain them accurately in simple terms to people who may not be sophisticated with statistics. Her student evaluations are outstanding. A theme in student comments is that they feel comfortable asking questions in Dr. Ullman's classes, perhaps because of the importance she places on everyday language in talking about statistics.

Dr. Ullman's chapter on Structural Equation Modeling in Tabachnick and Fidell's *Using Multivariate Statistics* is a trusted resource for many researchers, garnering over 400 citations. She has also published research on classroom social experiences as predictors of academic performance, and presented her work on a student engagement scale. She has been a co-investigator or consultant on four grants focused on teaching and academic support, including an NSF grant to strengthen the scientific workforce.

As Vice President of Academic Affairs for the Southern California Chapter of the American Statistics Association, she coordinated a career day to introduce students to diverse areas of research design and statistics. For the past five years as the Statistical Workshop Chair for the Western Psychological Association, she creatively designed continuing education workshops for both faculty and students that addressed new developments in statistical techniques. Dr. Ullman's innovative and creative classroom teaching skills, extraordinary one-to-one mentoring, and dedication, service, and leadership in initiating and developing programs of teaching are of the highest quality standards, making her an outstanding representative of the teaching profession.

The Western Psychological Association is pleased to recognize Professor Jodie Ullman with the 2012 WPA Outstanding Teaching Award.

**2011 WPA Outstanding Teaching Award:  
Mark Costanzo, Claremont McKenna College**

Dr. Mark Costanzo is Professor Psychology at Claremont McKenna College where he has served for the past 20 years. He earned his Ph.D. at the University of California, Santa Cruz and was on the faculty of Portland State University in Oregon for his first three years post-doc.

Dr. Costanzo is author, co-author, or editor of eight books, including *Psychology Applied to Law* that has been adopted by more than 60 colleges and universities. His many publications, largely focused on psychology and the law, include research on teaching, published in *Teaching of Psychology*. His Interpersonal Perception Task, developed with Dane Archer, has been used as a teaching tool in more than 250 colleges and universities.



Dr. Costanzo has promoted effective teaching on the national level through his work with professional organizations. He served as Chair of the Teaching, Training, and Careers Committee for the American Psychology-Law Society, he was Founder and Chief Editor of the Teaching Techniques Section of the APLS Newsletter, Chair of the Teaching and Mentoring Committee for SPSSI, the Society for the Psychological Study of Social Issues. He was a member of the Task Force on the Teaching of Ethics for the American Psychological Association, and Co-Leader of the Lilly Foundation Faculty Learning Community on the Psychology of Teaching and Learning. His research has been supported by grants from the Andrew W. Mellon Foundation and from the Knight Foundation for developing techniques for increasing active learning.

Dr. Costanzo teaches many courses in his department, including applied social psychology, psychology and the law, and a seminar on Teaching of Psychology. He served as department chair on multiple occasions, and is deeply involved in building an academic environment supportive of student professional development. He is a popular student advisor, and he has supervised more than 60 senior theses. His students give him rave reviews, often commenting on how effective his teaching methods are for engaging students. His seminars are peppered with real world exercises where his students see simulated crimes, eyewitness misidentifications, and false confessions. A characteristic summary student comment is “Dr. Costanzo was one of the best instructors I have ever had. Incredibly knowledgeable, kind, and just a really cool guy. A+.” He was recognized by SPSSI with the Outstanding Teaching and Mentoring Award in 2008, and by the American Psychology-Law Society with the Outstanding Teaching and Mentoring in Psychology and Law in 2010.

The Western Psychological Association is pleased to recognize Professor Mark Costanzo with the 2011 WPA Outstanding Teaching Award.

**2010 WPA Outstanding Teaching Award:**  
**Allen Gottfried**, California State University, Fullerton

Dr. Allen Gottfried is Professor of Psychology at California State University, Fullerton, where he has been a faculty member for over 30 years. During this time he has written or edited eight books, published nearly 100 research papers, and given well over 100 presentations at professional conferences. Notably, much of this work involved his students as co-authors.

Among Dr. Gottfried's many activities that engage his students, the Fullerton Longitudinal Study stands out. This project began over 30 years ago with 130 infants and their families. The participants were surveyed semi-annually in pre-school years and annually through high school. With follow-ups, the study now includes 24 assessment waves with over 18,000 variables on each participant. This work is frequently cited in text books and research in Developmental Psychology. Many students who have worked with him on this project have gone on to professional careers in psychology.

As a professor teaching popular courses, Dr. Gottfried has had an impact on thousands of undergraduate students over the years. He was the originator of the Psychology Day program at his university, and has helped coordinate and raise funds for the one-day event that promotes Psychology to current and prospective students. He and his wife Adele have introduced generations of students into professional exchanges through participation at WPA conferences.

Former students who wrote on his behalf consider Dr. Gottfried to be their ideal of a teacher and mentor, praising his deep commitment to students who work with him. His teaching, particularly his teaching beyond the classroom, has made transformational changes in students' lives. The Western Psychological Association is pleased to recognize Dr. Allen Gottfried with the 2010 WPA Teaching Award.

**2009 WPA Outstanding Teaching Award: Robert B. Cialdini, Arizona State University**

This year's selection for the WPA Teaching Award is Robert B. Cialdini. Dr. Cialdini has taught at Arizona State University since 1971. He has won numerous awards in his distinguished career for both his research and teaching. Most relevant for his teaching award are his William James Distinguished Lecturer Award from the American Psychological Society, his G. Stanley Hall Lecturer Distinction from the American Psychological Association, and his selection as an Arizona State University Regents' Professor. He has been a visiting professor and visiting scholar at numerous universities over the years, and his legendary work in the area of persuasion has been translated into grants to help teach and educate the general public about ways to conserve natural resources. Among his 186 publications are his very popular co-authored Social Psychology textbook, now in its fourth edition, and his classic cross-over book, Influence, now in its fifth edition.

Dr. Cialdini puts his scholarship into social action. Besides his grants on increasing public compliance with pleas for conservation of natural resources, he has helped blood banks understand how to increase blood donations, he has helped public parks and recreation departments reduce littering via psychologically informed public education campaigns, and he has helped educate monolingual Mexican Americans about pressure techniques for contributions and sales in order to help them resist these predatory practices. As one of his letter writers indicated, "He is one of the great "ambassadors" for social psychology and psychology in general. . . . At Arizona State University, Professor Cialdini has reached 'legendary' status. Students are eager to take his courses, they give him exceptional teaching evaluations, and many of them tell other students that his courses are a 'must take' before graduation."

**2008 WPA Outstanding Teaching Award:****Christina Maslach**, University of California, Berkeley

The 2008 selection for the WPA Teaching Award is Christina Maslach. Dr. Maslach has taught at the University of California at Berkeley for 37 years. She has been recognized for her teaching at Berkeley, winning the Distinguished Teaching Award in 1987 and the Faculty Award for Outstanding Mentorship in 2001. She has taught a wide range of courses at Berkeley, and she has received extraordinary student ratings. According to Sheldon Zedeck, a previous department chair, she was an amazing department citizen, taking on projects such as being the point faculty member in reorganizing the undergraduate curriculum in psychology, applying for and receiving a grant to support graduate students in their teaching of introductory psychology for non-majors, chairing a committee to reorganize the graduate curriculum and teaching a required course on research methodology and professional development taken by all graduate students as a result of this reorganization, and teaching the course that prepared graduate student instructors for their undergraduate teaching assignments. Dr. Maslach's efforts have gained national recognition. In 1997 she won an impressive teaching award as "Professor of the Year" from the Council for the Advancement and Support for Education (CASE) and the Carnegie Foundation for the Advancement of Teaching. She has contributed several published works on teaching, including a chapter on "microteaching for teaching assistants" published in a TA handbook, and chapters and monographs on undergraduate education. She has also edited collections of readings for the classroom. Although her current position as Vice Provost for Undergraduate Education at UC Berkeley has taken her out of the classroom, she has focused on creating new programs and services for both instructors and students, including innovative uses of educational technology.

**2007 WPA Outstanding Teaching Award:****Robert Levine**, California State University, Fresno

This year's selection for the WPA Teaching Award is Bob Levine. Dr. Levine has taught at California State University, Fresno, since 1973 and has been Associate Dean for the College of Mathematics and Sciences since 2004. He was his department's chair from 1990–96 and has held visiting positions in Brazil, Japan, and Sweden. He has won numerous teaching awards on his campus, and he was his campus' nominee for the Carnegie Foundation U.S. Professor of the Year in 2000, 2001, and 2003. He has had over 90 publications, reprints, magazine articles, book chapters, and books, and over 70 conference presentations. Many of his publications involve the discussion of important teaching topics (such as Milgram's famous study on obedience to authority) or the presentation of teaching exercises (such as his chapter in Singelis' [1998] classic edited book on teaching multicultural techniques). Many of his conference presentations have been with students. One of his manuscripts has received provisional acceptance in *Teaching of Psychology*. This manuscript was co-authored by one of his advanced students who is now in a doctoral program.

Dr. Levine is clearly deserving of the WPA Teaching Award. He is well respected by his colleagues. In one of the letters of support, his colleague, Aroldo Rodrigues stated, "Dr. Levine has excelled in virtually every domain of teaching: as a lecturer, mentor, advisor, devotee to

equity education, developer of new courses (10) for regular and honors students, developer of new programs, and publisher of many articles in professional teaching journals. He was the creator of the Psychology Department Honor's Program and has crafted the first psychology department courses which emphasize and apply cultural diversity and cross-cultural issues. . . . Professor Levine is the most well known professor in our department, his reputation transcending local and national boundaries. It is an honor and a delight to have him among us, and truly a blessing for the students to be able to take advantage of his knowledge and dedication." Another colleague, Thomas Breen, stated, "There is absolutely no doubt that Bob has been **extraordinarily dedicated to undergraduate and graduate teaching**. Bob is a model teacher– researcher who has consistently involved his students in his research; his research informs his teaching and visa versa—teaching and research are intimately intertwined." Finally, former students who now hold faculty positions talked glowingly about Dr. Levine's teaching style and care for his students.

**2006 WPA Outstanding Teaching Award:**

**Mary J. Allen**, California State University, Bakersfield

This year's selection for the WPA Teaching Award is Mary J. Allen. Dr. Allen taught at California State University, Bakersfield, for 27 years before she transitioned to emeritus status in 2005. She taught a range of courses, including among potentially the most difficult and intimidating courses in the curriculum (e.g., Psychological Tests and Measurement, Research Methods, and Statistics). She published two textbooks (*Introduction to Measurement Theory* and *Introduction to Psychological Research*), and all of the letters of support indicate that while her courses were potentially intimidating, Dr. Allen's warm and encouraging teaching style deflated students' fears. As Beth Menees Rienzi, a former student and colleague, stated, "She was able to teach statistics and research design with such excitement that I thought we were on a trip to Disneyland." Throughout the years, she published or presented studies with over 80 students, routinely bringing dozens of students to the WPA Conventions over the years. She was selected by her campus as recipient of the Outstanding Professor in 1994–95. She became so involved with the Council of Teachers of Undergraduate Psychology (CTUP) that she co-coordinated CTUP's Western Regional meetings from 1992 until 1996 and became CTUP's national President-Elect, President, and Past President from 1995–2001. She was so committed to teaching that she founded WPA's highly respected Lewis M. Terman Western Regional Teacher's Conference in 1995 and continued as its organizer through 2001. Her work has been recognized regionally and nationally, as she has received Fellow status from WPA in 1994, Fellow status in the Society for the Teaching of Psychology of APA in 1998, the Bright Idea Award from the Professional and Organizational Development Network in Higher Education in 1998, and the WPA Service Award in 2000. In recent years, she has turned her attention to assessment for accreditation, serving as a Western Association of Schools and Colleges (WASC) reviewer since at least 1997 and being asked to give invited workshops on assessment at the American Association of Higher Education, American Psychological Society, American Association of Colleges and Universities, and WASC Conferences and for over 60 colleges, universities, and college systems.

Dr. Allen is clearly deserving of the WPA Teaching Award. However, to bring it back to the personal, it is her personal qualities that have made her a beloved professor and colleague. In Richard Noel's letter of support, he stated, "Mary made us realize that we were better than we thought we could be. In my case, I never would have accepted the opportunity to become Chair of the Psychology Department, to become an 'expert' on assessment, or to become Director of the Faculty Teaching and Learning Center without her consistent support and prodding. Mary was a brilliant mentor and role model to uncounted numbers of students and faculty. . . . The following words represent my summary of Mary's influence on those of us who have had the privilege of being a student in her classroom or working with her as a colleague: 'Teacher, mentor, and friend to students and faculty—her inspiration lives in us all.'" Beth Rienzi stated in her letter of support, "Mary was a powerful teacher, role model, and mentor for me (and many others). . . . She is a great teacher for how she touches the lives of others—in the class and one-on-one. She also continues to be a great teacher to professionals with her books and her training. I love her deeply."

**2005 WPA Outstanding Teaching Award:**

**Lori Barker-Hackett**, California State Polytechnic University, Pomona

Dr. Barker-Hackett has published a few articles and book chapters on teaching and is a co-author of a textbook on multicultural psychology to be published this year. The strongest part of her application was the fact that she was recognized as the Western Region Psi Chi Advisor of the Year in 1999, an award she also received this year. Additionally, Cal Poly Pomona's Psi Chi chapter was recognized as the Chapter of the year in both 1999 and 2005. Moreover, Dr. Barker-Hackett has presented with nine students at WPA Conventions over the years, including two this year. Her teacher ratings are among the highest in her department, and she had wonderful letters of support from past students. Perhaps most impressive is that she has been the driving force behind students at Cal Poly Pomona coming to WPA Conventions, as Cal Poly Pomona has averaged over 25 students per year attending this convention. This year, 43 students attended WPA, plus eight past Psi Chi students attended the convention, four of whom were students from last year's Psi Chi class who did not make a presentation at the convention but attended just to be part of this year's class.

**2004 WPA Outstanding Teaching Award:**

**Lisa Gray-Shellberg**, California State University, Dominguez Hills

Dr. Gray-Shellberg began teaching at Dominguez Hills in 1967, where she has taught ever since. She became an Associate Professor in 1971, then a Full Professor in 1975. She has been involved with WPA as a board member and executive board member a number of times throughout the years. She was the Western Regional Vice President of Psi Chi from 1985–1988, the National President of the Council of Teachers of Undergraduate Psychology from 1987– 1989, the National President of Psi Chi from 1989–1990 (along with being the president-elect the year before and past president the year after), the Chair of APA Division 2’s Secondary and Undergraduate Committee from 1990–1991, the Coordinator for Teaching and Student Activities for WPA from 1990–1994, and was competitively selected as a participant for an APA National Conference on Enhancing the Quality of Undergraduate Education in Psychology at St. Mary’s College of Maryland in 1991. She has numerous grants and publications related specifically to teaching. In the words of Diane Henschel, the current Chair of Dr. Gray-Shellberg’s department, “Lisa has always given her heart, soul and mind to CSUDH. She has invested an extraordinary amount of energy, enthusiasm and effort into the many programs that she has enhanced during her career at this university. She has clearly made her mark; her students, her colleagues and the university have been enriched by her contributions. I most heartily endorse her candidacy for this great honor, which she clearly deserves.”

**2001: Kevin Jordan**

**2002: Diane F. Halpern**

**2003: Ann Ewing**

**2000: Howard Friedman**

**1999: No award**

**1998: Jeffery Scott Mio**

**1997: Dale E. Berger**

**1996: Robert J. Pellegrini**

**1995: Philip G. Zimbardo**

**1994: Harvey Wichman**

**1993: Ronald E. Riggio**