

Professor Kurt Hoffman  
 Chair, Academy of Teaching Excellence

20 January 2011

Dear Professor Hoffman:

“Her enthusiasm and love for Spanish culture radiate throughout the classroom. I really appreciate her kindness as well as her ability to demand excellence, a combination I see as a rare gift” (student evaluation, Spring 2007)

It is with great enthusiasm that the Department of Foreign Languages and Literatures nominates Dr. Jessica Folkart for the Alumni Teaching Award. Dr. Folkart approaches the three facets of her job—research, teaching, and service—as overlapping ways of realizing one common goal: helping students. In her 13 years here, Dr. Folkart has expanded and strengthened our department by revising the undergraduate Spanish curriculum, helping to create our new M.A., recruiting, advising, and mentoring students and alumni, and mentoring faculty to become excellent teachers. Her impact extends well beyond our department through her Humanities course, her guest lectures for the Area Studies MA and the Faculty Development Institute, and her training high school teachers across Virginia and the region. As a professor, Dr. Folkart has earned her students’ deepest respect and gratitude. As a colleague, she is indefatigable. She performs all aspects of her job with unbridled enthusiasm, great heart and the highest standards.

In a department known for its teaching excellence, Dr. Folkart’s SPOI scores are superb. In the past seven years, the length of time since Dr. Folkart won her first CTE in 2003, students have given her an average Overall Rating of 3.93, compared to the Spanish Program’s Overall Rating of 3.72 and the Department’s Overall Rating of 3.74. In addition, her Concern and Respect for Students merits a 3.92 and her Success in Communication rates a 3.91. The most resounding testament to Dr. Folkart’s teaching success lies in students’ appraisal of her impact and effectiveness, as measured in these SPOI scores as well as her written classroom evaluations, unsolicited student thank-you letters, and letters we solicited for the dossier. (It is with regret that we cannot include all of the moving testimonies we received from her current and former students.). Both quantitatively and qualitatively, this is an extraordinary record, particularly considering that evaluations consistently note how demanding her classes are, as this student sums up: “The class was difficult, but the juice was worth the squeeze.” One of Dr. Folkart’s greatest gifts is to create a classroom environment of trust, support, and rigor wherein students are inspired to excel, as these evaluations note: “The information was presented in a stimulating way so it was hard to *not* want to learn”; “While this was by far one of the most difficult Spanish courses I have taken at Virginia Tech, Dr. Folkart instilled in me a passion for challenge... Not only does Dr. Folkart challenge her students academically, but she supports them during their struggles.” With her engaging sense of humor, she captivates students and motivates them to push themselves, as student Jessica Clark’s thank-you note emphasizes: “Spanish class was truly spectacular with you. I think you are a great professor who truly makes learning fun... you out-shine them all.”

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A key theme throughout students' comments is that Dr. Folkart cares for them as people, as exemplified by Gauhar Karimova's thank-you note: "You go above and beyond for ... students in ALL aspects of our education." Dr. Folkart displays an exceptional dedication to inspire students of all skill levels and backgrounds to succeed. Student Aryan Kaymanesh's summed up Dr. Folkart's commitment: "thank you for all of your help last semester. In my three years in college I have never had a professor as passionate about teaching as you. Your concern for your students both inside and outside the classroom was very touching. No matter how scared I was of the material, I always left your class feeling happier and more confident" In another recent thank-you note, sophomore Jamie Stafford highlights how Dr. Folkart's commitment to diversity not only teaches students about cultural difference, but inspires them to want to learn more about it by *living* it: "Thank you for encouraging me to go abroad. It's such a scary thought to me, and after talking with you, I know it's something I want to do. I want to experience another culture and understand what it feels like to be a minority." She actively mentors many of these students long after they become alumni, as the sampling of grateful alumni letters attests. In the following pages you will read how Dr. Folkart makes an enduring impact on our students, shaping them academically and, most importantly, holistically, as they move into worlds as far-ranging as business, education, government, and even the front in Afghanistan.

Dr. Folkart's teaching is undoubtedly outstanding, but her pedagogical impact extends far past her own classroom walls to affect all students studying Spanish at Virginia Tech. Dr. Folkart has re-designed the majority of the upper-level Spanish curriculum to improve the instruction of all advancing Spanish students at Virginia Tech. Several years ago she re-designed the curriculum of our four Spanish culture and literature courses, which are at the core of our major and minor, and taught the pilot course for the new model in Peninsular Spanish, to rave reviews. In the past three years, she has also changed the content and structure of the Advanced Grammar and Composition courses (SPAN 3105 and 3106), which are the gateway courses for majors and minors before they begin studying literature and culture. Moreover, she has created five new 4000/5000-level courses for senior majors and M.A. students, with outstanding student response. She approaches these curricular initiatives with a careful eye in order to integrate more issues of diversity into the traditional canon of literary and cultural texts, by including factors such as gender construction, immigration and race, prejudice against minority groups, and the impact and reception of women writers. The result is a multi-faceted curriculum that creates a more solid foundation of language while developing students' skills in critical thinking, cross-cultural differences, and issues of power, gender, and race.

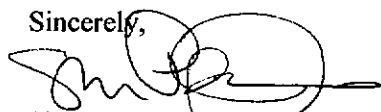
Dr. Folkart's dedication to students shines through her many service duties as well. As a member of the departmental Graduate Studies Committee, Dr. Folkart has played a seminal role in creating and shaping our new M.A., helping determine the content, criteria, and evaluation of what students will be expected to master. For the past four years she has been the Spanish Program Director, which includes performing all the administrative tasks, as well as doing the scheduling and mentoring for the 15-18 people teaching Spanish each year. Among her numerous innovations in this role, Dr. Folkart now organizes and administers mass Placement Testing prior to the start of each semester for all students taking Spanish at VT for the first time. As one senior colleague exclaimed in a thank-you email, "This has been the sanest first week of classes EVER! Your work in getting everyone placed

resulted in an experience I don't think I've ever had here... It was phenomenal!" Dr. Folkart also advises more than 100 Spanish majors and minors; moreover, she evaluates the Spanish transfer credit earned in the U.S. or abroad for all the non-Spanish majors and minors throughout the entire university. Her creation of a Spanish advising handbook for faculty, the copious hours she spends giving one-on-one advising tutelage sessions for her colleagues, and her creation of a new Spanish Program website are typical examples of her drive to educate and shepherd all those around her to success for the educational benefit of the students. This has been the motivation behind her extraordinary role in hiring. As Spanish has grown tremendously in recent years, Dr. Folkart has overseen the hiring of 9 of 16 Spanish faculty, and is now on the search committee for 3 new Assistant Professors of Spanish. At the same time, as a member of the departmental Personnel Committee, she has also been active in interviewing faculty in 10 searches for other languages in our department. Once these faculty are hired, whether they are in her own language program or another, Dr. Folkart works unflaggingly to mentor them toward success.

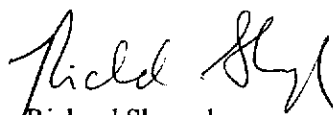
Dr. Folkart's accomplishments in teaching and mentoring have led to her reputation and influence beyond our department, across the university and the region. In recognition of her mentoring skill, she has been invited to speak as a member of special faculty mentoring panels for the College and the University. She created new content for the English-language HUM/SPAN 2744 civilization course in order to appeal to a wider audience of students needing an Area 2 class, and taught it for five years for IDST. She tenaciously took on the task of learning technology from scratch in order to transform the HUM/SPAN 2744 class into a highly successful online course, which was the first of its kind in our department. The Faculty Development Institute was so impressed by her achievement that they have often called on her to be a guest speaker in its faculty development workshops. Dr. Watson will address how FDI has showcased the pedagogical rigor and creativity of her online course, while taking full advantage of her ability to inspire and teach her faculty peers. In addition, Dr. Folkart has repeatedly served as guest instructor on theoretical concepts for the interdisciplinary Area Studies graduate methods course for its M.A. Moreover, she is now the Director of the Intensive Second Language Institute at Virginia Tech. High school teachers and graduate students from around the state and region attend ISLI's 6-credit, graduate level, summer immersion program in order to improve their linguistic and cultural skills while getting up to date on the latest pedagogical strategies in the field. Dr. Folkart has already brought proactive innovations to the Institute in response to surveys of past participants that she conducted. Dr. Shrum will attest to this latest example of how Dr. Folkart's teaching impact surpasses the boundaries of Virginia Tech.

We believe Dr. Folkart deserves recognition with the Alumni Teaching Award for her stellar teaching record, her dedication to students and alumni, and her far-reaching impact in training students and teachers at Virginia Tech and beyond. We shall now let those who have benefited firsthand speak for themselves.

Sincerely,



Sharon P. Johnson  
Scholarship and Honors Committee



Richard Shryock  
Chair, Department of Foreign Languages & Literatures

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Dr. Kurt Hoffman, Chair, 2010-2011 Alumni Teaching Award Selection Committee  
123 Williams Hall  
Psychology (0141)

January 26, 2011

Dear Colleagues:

On behalf of the Department of Physics, it is my sincere pleasure to nominate Prof. Leo Piilonen for the Alumni Teaching Award. Leo's manifold contributions to our teaching and learning mission, as a superb teacher, advocate of instructional technology, and effective leader of curriculum-related governance, will impact his students and Virginia Tech for decades to come.

Let me first highlight a selection of Leo's contributions to curricular affairs. For many years, he has been a very effective and pro-active chair of the Undergraduate Committee in the Physics Department. In this role, he oversaw the development and approval of several new courses as well as the creation of the Physics ViEWS policy. The courses adopted during his tenure include critical components of our undergraduate program such as *Mathematical Methods in Physics* and *Modern Physics* as well as attractive electives, e.g., *Nanotechnology* and *Introduction to General Relativity* (both cross listed at the 4000 and 5000 level). The success of our undergraduate program rests on such cornerstones: courses building a solid foundation, and courses introducing cutting-edge science.

Leo's second major achievement lies in his early adoption and creative use of technology for teaching and learning. He was one of the first faculty members in the department to recognize the value of the web for the delivery of course-related information to students and faculty. To make his large introductory classes more interactive, he spearheaded the use of audience-response systems which are now widely accepted by most instructors in those settings. And finally, he led the department towards adopting a fully electronic, online system for assigning and grading problem sets. After overcoming the inevitable teething problems (managed by Leo, with great patience), these systems have become very powerful and flexible, offering fantastic learning experiences to over 3,000 students each year.

Let me now turn to Leo's performance as a teacher and mentor. Equally effective in every setting, he has frequently been asked to take on some of our most challenging assignments: the calculus-based *Foundations of Physics* (PHYS 2305 and 2306) for physics and engineering freshmen, and *Intermediate Electricity and Magnetism* (PHYS 3405 and 3406), an in-major course for our juniors which requires a

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much higher level of mathematical sophistication than anything the students have seen before. In the attached letters (which are a small selection from the enthusiastic deluge that we received), Leo is characterized as an exceptional, dedicated, and challenging teacher who is immensely generous with his time and very creative in making complex topics accessible. The following quotes (from letters not included with this dossier) illustrate his enthusiasm, competence, care, and patience:

*"My experience as a student of Professor Piilonen's has given me a great teaching example to follow when performing my current work as a physics tutor for high school students. Being on the teaching side of the student-teacher relationship has only increased my respect for his teaching ability. His thoroughness in explaining material and more amazingly, the long hours he spends with his students really do make a difference." (Richard Bailey, BS Physics 2009).*

*"He was always incredibly enthusiastic and easily managed to keep the interest of the entire lecture hall of 200 or more students every day. Prof. P was also a fantastic teacher one-on-one and in small groups during office hours, recitation sections, and the freshman seminar course that physics majors are required to take at Virginia Tech." (Anna Belak, BS Physics 2008).*

*"As an undergraduate student and also as a graduate student, I would go to Prof. Piilonen for help from time to time when I had difficulty understanding a topic from another physics class. His devotion to teaching excellence is unmatched and deserves recognition." (Matt Joyce, MS Physics 2008)*

*"Combining his approachable demeanor and his mastery of any subject that I could possibly ask him about, I can recall countless occasions in which I came to Dr. Piilonen not during his office hours for help in classes that he didn't teach. What's more remarkable is that I was never once turned away. That kind of patience and dedication to education are qualities that I can only hope to one day achieve as a teacher. In fact, when I first learned of my teaching assignment, Dr. Piilonen was the first of my previous teachers that I approached to seek advice." (Julian McMorrow, BS Physics 2010)*

*"This ability to explain the material well was complimented [sic] by his saint-like patience. Due to the nature of the topics covered, some students were required to know a level of mathematics that they had not previously learned from outside courses. Dr. Piilonen soon recognized this fact and was more than willing to offer additional help after class or during his office hours. In addition, the manner in which he answered questions denoted his level of patience. Regardless of how fundamental a question was, he never dismissed a student's inquiry as trivial or trite, and he never presented frustration at student's struggle to grasp basic concepts." (Travis Merritt, BS Physics 2005).*

Julian McMorrow summarizes the case:

*"...I wholeheartedly offer my support for Dr. Piilonen's nomination for the College of Science Teaching Excellence Award. "Excellence" is the only word that could describe him as an educator, and I know of no professor at Virginia Tech more deserving than Dr. Piilonen."*

I hope you will agree and urge you to consider Leo for the Alumni Teaching award.



Dr. Beate Schmittmann  
Professor and Chair  
Department of Physics



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Professor Trudy Becker  
Chair, Academy of Teaching Excellence

January 10, 2012

Dear Professor Becker,

It is my pleasure to nominate Professor Alan Weinstein for an Alumni Award for Excellence in Teaching. He has been a faculty member in the Department of Music at Virginia Tech since August 2003. Previously, he was faculty member at Roanoke College for many years. Professor Weinstein is also a founding member of the award-winning Kandinsky Trio, artists in residence at Roanoke College for over 20 years.

During his eight years at Virginia Tech Professor Weinstein has made a remarkably positive impact on the Department of Music. He has won a Sturm Award for his work with the Kandinsky Beat Down project and a prestigious National Endowment for the Arts Masterpieces Grant for the Kandinsky Trio's premier recording of Gunther Schuller's Piano Quartet. Professor Weinstein brings exceptional musicianship, a tireless work ethic, and great compassion for his students to the Department of Music.

While Professor Weinstein excels in the areas of creative activity and service, his excellence is manifest through his teaching. Professor Weinstein's teaching assignment is broad, encompassing one-on-one instruction in applied cello (MUS 2554-4554) and double bass (MUS 2564-4564), as well as small group chamber music coaching (MUS 3314). His teaching assignment also includes the preparation, delivery, and administration of Creativity and Aesthetic Experience (FA 2004) to nearly 1,200 students every semester. Professor Weinstein is a uniquely gifted and successful teacher, whether working individually with music majors or delivering lectures to large classes designed to fill the Area 6 requirement in the Curriculum for Liberal Instruction.

Professor Weinstein's work with the low string studio at Virginia Tech has been remarkable. The low string studio had languished for many years, but immediately after his arrival, cellists and bassists began "coming out of the woodwork." This is due to Professor Weinstein's energetic personality but also a result of his superb musicianship. Professor Weinstein is a very fine cellist and students want to study with him. He is a professional-level cellist with great training and experience, but there is also something even more unique about his musicianship that enhances his teaching. Professor Weinstein is an excellent string pedagogue who can fix the bow arms of

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beginners as well as advanced students, but he also understands music and art in general. His intellectual curiosity about all things, including all things musical (his interests range from primitive blues to *avant-garde* experimentalism) give him a unique perspective on music, students, and the world that he is able to bring to his studio teaching. He is a demanding, yet compassionate teacher, and his students continually rise to meet the challenges that he puts before them. Professor Weinstein helps the less-talented students grow technically and musically while the talented students reach their full potential under his tutelage. The ability to bring the less-talented students along while helping the talented students reach their full potential is a hallmark of exceptional applied studio teaching.

Professor Weinstein has the most wide-ranging and difficult teaching assignment in the Department of Music. If it were possible to compare teaching assignments across departments, colleges, and disciplines, I am confident that his teaching load would be considered one of the most challenging in the entire university. It is not unusual for Professor Weinstein to start his day with a wireless microphone in hand lecturing to upwards of 600 undergraduates, teach one-on-one applied cello lessons in the afternoon, and finish his day working with eight and nine-year old elementary school students in the finer points of holding cello and string bass bows. I have taught in all three of those situations (with varying degrees of success) and know how difficult each one is. Presenting a fine arts lecture to students filling a one-credit fine arts requirement is no easy task, and while there are many talented instructors across the university who are comfortable in large lecture sections, there are none who are also inspiring artist/teachers of an applied instrument. The Department of Music has several committed artist/teachers who are successful studio teachers, but few of those artist/teachers would last ten minutes in front of a large crowd of undergraduate non-majors. The department also has several classroom instructors with over thirty years of successful classroom teaching experience, but none are successful applied studio teachers. I know of no other artist/teacher of music who can handle this teaching load with the same enthusiasm, dedication, and excellence that Professor Weinstein demonstrates.

Several years ago the Department of Music, led by Professor Vernon Burnsed, started a program of low-cost group string instruction two afternoons a week for elementary school children. The public schools in Montgomery County do not currently have any string instruction and this program is a way to fill a gap in the arts education of local public school students. The program also gives music education students in the Department of

Music at Virginia Tech a wonderful opportunity to learn mentoring skills before they begin their public school teaching careers. As Co-Director of the Virginia Tech String Project, Professor Weinstein has been actively involved in this project since its inception. Not only is he in the trenches playing along with eight-year old cellists each week, he is actively involved in the planning and organizing of string project events, including applying for several grants to bring guest artists to enhance the String Project experience. Through his work providing school concerts with the Kandinsky Trio over the past twenty years, and with his work in the Virginia Tech String Project, Professor Weinstein has proven his serious commitment to outreach and to young people in southwest Virginia.

I have sat in on Professor Weinstein's lectures for FA 2004 and he offers the general student audience thoughtful and intellectually stimulating content. His ideas are clearly presented and his lectures are often quite humorous. Professor Weinstein's use of guest artists, performers, audio and visual media and his own cello playing keep the students engaged by the frequent change of pace. Lastly, his ability to manage a large lecture hall is unparalleled. He educates students while managing not to anger or offend them, while even providing some entertainment. In this day of digitally over-stimulated and easily distracted students that is no easy task! I have also seen firsthand the level of improvement that Professor Weinstein's applied cello students show over the course of their undergraduate careers at Virginia Tech. His students are technically strong on their instrument, but even more importantly, they are musically literate. Professor Weinstein's students are not only taught proper string technique, but they are taught to perform with real depth of musical understanding. When students perform with good technical preparation and music sophistication they have had the benefit of truly exceptional applied studio teaching. Violoncello students in the Department of Music at Virginia Tech have the benefit of truly exceptional applied studio teaching when they study with Professor Weinstein.

Based on his outstanding work in the studio, large lecture hall, and in educational outreach programs, I highly recommend Professor Alan Weinstein for an Alumni Teaching Award.

Sincerely,

**William  
J. Crone**  
Digitally signed by William  
J. Crone  
DN: cn=William J. Crone,  
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2 February 2012

To the Alumni Teaching Excellence Award Selection Committee:

Jane Wemhoener consistently receives among the highest teaching evaluation scores and the most enthusiastic student comments of faculty members in the Department of English. In addition to recognizing her outstanding work in the classroom, the Department of English nominates her for an Alumni Teaching Excellence Award on the basis of her work in international education, service learning, and student advising. As her teaching philosophy makes clear, teaching is not just about what happens in a classroom, but also about how that classroom connects with the world beyond. Accordingly, to the great benefit of our department and of her students, in particular, opportunities in service learning and international themes abound in her classrooms.

Jane's teaching crosses several options within the English major; she teaches courses in children's literature, women's literature, and world literature, and she has an extensive background in business writing (which she taught almost exclusively in her early years in the department). Her expertise in international programming and world literature has resulted in the development of two new courses with international content for the Department of English, one with a focus on applying study abroad learning to students' undergraduate research and writing (for all majors), and a second which focuses on "The World's Banned Books." Her teaching and background in professional writing informs her Africa teaching project, a distance education program she has designed with Duke University and the Kilimanjaro Christian Medical College, and which engages Virginia Tech faculty in its delivery.

As mentioned above, Jane's primary teaching assignment in her early career in our department focused upon business writing, a service course that formerly fulfilled the university writing-intensive requirement, but now serves as an elective. Such courses are not usually ones to which students flock, as they often anticipate that they will be boring and carry a heavy workload. Students are surprised by their degree of engagement with the course and with the values they retain when the course is over. Jane typically received overall course scores of 3.9 or 4.0 for her Business Writing courses, significantly above the department average for other sections of Business Writing. One of the reasons for this is Jane's integration of service learning projects into her syllabi. Students learn to write proposals, publicity materials, reports, correspondence, and other business documents by working with nonprofit organizations such as Local Colors (Roanoke), the VT-YMCA, Literacy Volunteers, and the Red Cross. Such projects require significant instructor co-ordination and involvement with student projects. Jane cannot simply send the students off to write and evaluate projects at the end of the term. Rather, she engages everyone involved throughout the semester by helping students understand the writing context and its constraints, as well as strategies for writing to help the organization achieve its goals. Students see the power of writing at work in the world, solving problems and accomplishing goals. Guidelines for good writing become meaningful in terms of these goals,

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not just as dry rules. As Jane explains, “students write to a higher level when their words address a real need.” Clients appreciate Jane’s supervision — as well as the student results — and return to her semester after semester with projects for our students. This is teaching at its best: helping students connect learning to the world beyond the classroom and motivating them to use the tools that they are learning and to learn the tools thoroughly in order to use them well. The bonds she forges between the university and the community have created an essential ongoing collaborative association.

In an unsolicited e-message from a Spring 2007 student (copied to me), Ryan Rohrer describes the value of the course to his internship with a government and business consulting firm. His internship assignments include co-ordinating trade shows, editing marketing literature, developing training and external sales presentations, layout of a company brochure, and writing for newsletters and websites. He writes: “Business Writing is the most useful class that I have ever taken in my 15+ years of formal education. While that is an extremely bold statement, I stand behind it and would recommend your class to anyone (and I already have).”

In the past few years, Jane has significantly expanded her repertoire of courses. She now teaches courses in Women’s Literature, Children’s Literature, and World Literature; the student evaluations show that her teaching expertise and success extend to these very different subjects and varying venues, including a reading-intensive lecture section of 80 students. Jane’s evaluation scores in these courses are, remarkably, as high as those from her business writing courses. Although the class may be large, Jane shows an interest in each student as an individual, taking the time to know each one. In spite of its size, the class feels small to students because Jane takes the time to listen to them within and outside of class and to comment on their reading responses. Two examples drawn from the evaluations illustrate the point emphatically:

- “I feel like this course has opened my eyes about the problems women have faced and continue to face. As an engineering major I do not often have this kind of experience.”
- “I have learned an exponential amount about women’s literature. I have developed an interest in the material that I never would have had without this class. We covered a very large number of literary works and we linked them all effortlessly. Professor Wemhoener is my favorite professor at Tech so far.”

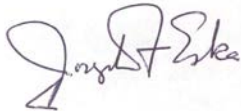
Jane’s interest in her students and her generosity in interacting with them is one of the reasons why the Department of English’s faculty-led study abroad program has been such a success. With significant experience in international education, Jane has guided the preparation of students and faculty, compliance with university procedures and policies, budget management, and administration of a scholarship with a knowing hand. Under her leadership, we re-established the program in the summer of 2008 and have now taken four groups to England for wonderful experiences that she arranges including theatre, tours, and interactions with British authors, as well as for-credit courses. They will be making their fifth trip this year just prior to the Olympics. The program is multidisciplinary, including components in art, photography, and architecture, as well as literature. In 2009, she also served as an instructor, as well as organizer. Enacting her philosophy that what happens in the classroom is intimately related to what happens beyond, Jane makes sure that the summer experience continues beyond the term as the group

reunites, often in Jane's home, with British food prepared by Jane, to reflect upon the experience and share their writing and memories. Students have found this study-abroad experiences transforming.

Her interest in international education has spanned her entire career. At Virginia Tech, beyond the department, she has chaired the university's China Studies Task Force and written a Fulbright grant proposal with a cross-college faculty team with the intent of making China Studies an integral part of the Virginia Tech Curriculum. She also advocates for international education on a statewide level in her role as Executive Director of the Virginia Council for International Education, a non-profit group with public and private educational institution members. She convenes the group each fall to plan international education strategy for the state. She was invited by SCHEV in December 2009 to serve as a panelist on a program called "Building Collaborative International Initiatives Among VA Colleges/Universities."

Jane is excellent in the classroom, but her definition of teaching is not bound by classroom walls. She sends students beyond the classroom for projects, organizes study abroad, and develops international programs. She also welcomes students to her office, and many seek her out for academic advising and letters of recommendation and general mentoring. Students are exuberant in their descriptions of their experiences with Jane, as the recommendations included in this dossier will reveal. Her colleagues are equally exuberant, as the peer reviews and recommendations will affirm. Jane has won several awards for her outreach and service learning, but that work all begins with her classes. She is a gifted, generous, and highly effective teacher, whatever assignment the department gives to her. She has made a difference in the lives of numerous students from across the university and is one of the faculty members whom students remember when they graduate. She would be a most deserving recipient of an Alumni Teaching Excellence Award.

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph F. Eska". The signature is fluid and cursive, with the first name "Joseph" being the most prominent.

Joseph F. Eska  
Professor and Chair