

Faculty Mentoring Faculty

“Thinking About Teaching Together”

The members of our mentoring group listed below have demonstrated interest and ability in teaching and are skilled in helping you think about, plan, conduct and self-assess your own teaching. Our goal is to help you be the kind of instructor you wish to be therefore we do not promote any single model of teaching. The relationship is collegial and assistive; you control the direction and amount of effort invested in your teaching. As a group we also have a great deal of knowledge about the university’s structure and resources available to faculty. We meet regularly to discuss current issues, plan events and identify new mentors. We sometimes also refer interested faculty to past members of our core group who still offer expertise in mentoring to interested faculty.



Addison Duane

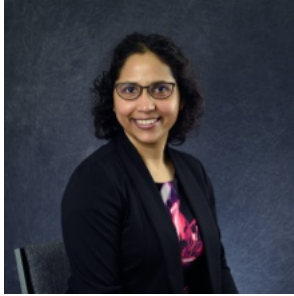
I am deeply passionate about the work of teaching and here to help faculty with building connections with students, organization, and anything else instructors may need. As a former elementary teacher, I bring extensive instructional experience to my role in the Faculty Mentoring Program and am excited to partner to think about all things teaching.



Emily Wickelgren

I have been at Sacramento State since 2001, and I have always viewed teaching as an evolving process of growth, and I thoroughly enjoy discussing pedagogy with others and testing out and implementing new teaching techniques (both large and small). I have participated in over 10 faculty learning communities through the CTL and look forward to sharing what I have learned through those as well as my own teaching experiences. I have also served as the Student Issue

Coordinator and Grade Appeal Manager in Academic Affairs for 10 years and have helped advise faculty on situations they may be facing with grading disputes and policies as well. I look forward to providing whatever support I can as a mentor, whether it be specific techniques, situations, technologies, or broader discussions of things like teaching philosophies, styles, and approaches.



Sayonita Ghosh Hajra:

I am passionate about integrating games and puzzles into my teaching to create engaging, meaningful learning experiences. I believe that play and problem-solving are powerful pathways to developing critical thinking, creativity, and collaboration among students. My instructional approach is grounded in active learning, the *Building Thinking Classrooms* framework, project-based learning, and service learning. I look forward to collaborating with colleagues by sharing effective classroom practices and exploring innovative teaching approaches that support their professional goals.



Mei Shen:

Throughout my career, I have been lucky to have great mentors all along the way. Therefore, I fully understand how important it is to have supports from a good mentor that can make the transition and adjustment so much smoother. Through the Faculty Mentoring Faculty program, I will be more than happy to share my experience in a) how to balance teaching, research, and service; b) how to provide extensive supports with flexibility for students while also setting boundaries to maintain our mental wellness, and c) how to engage students in classes with various delivery modes (i.e., in-person, hybrid, and online).



Patrick Pieng:

"I am trained as a developmental psychologist and aim to help others develop their instructional practices following the tenets of developmental theories. I work extensively with mentees on their growth in all aspects of their work (i.e., teaching, scholarship, and service). Specifically, I help mentees envision ways to integrate their work across review areas and on how to prepare their review files for retention, tenure, and promotion."