

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; 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.



EunMi Cho

Special Education

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"Having my first name as EunMi, which means “the beauty of sharing”, mentoring by learning from each other in close relationships is natural to me. Through the Faculty Mentoring Faculty program, I would like to share my experience and expertise within two dimensions. First, I will work with new faculty members to get up to speed with their teaching and scholarship skills and collaborate with seasoned colleagues to improve their methods and practices. Second, I will facilitate in planning their career paths. Suppose I practice the meaning of my first name right, they will become more familiar with our university culture, expand their potential, use our campus resources effectively, and succeed as professors. Sharing is the key to our success as a team!"



Dennis Dahlquist
Electrical Engineering
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"I have taught for 20+ years in face to face, hybrid, agile – hyflex, and online formats, synchronous and asynchronous—sometimes in multiple formats at once—and served as the engineering lead for the Chancellor's Office Course Redesign program for several years. I am available to help with various teaching techniques and technology, student engagement and effective use of technology in online courses; flipped courses; course compressing to teach in summer sessions or workshops or short courses; various technology tools; summative and formative assessment, online testing; online automated practice problems; and other technology related issues."



Patrick Pieng
Child and Adolescent Development
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"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."



De-Laine Cyrenne

Department of Psychology

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"As part of a peer community, I feel we are all passionate about reaching our students and helping them transition successfully through university. Along the way, we also learn how to be more effective educators by collaborating with colleagues, sharing tools, techniques and strategies that help engage students in learning. By mentoring each other, we can build the community and make both ourselves and our students lifelong learners."



Aya Kimura Ida

Department of Sociology

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"I have always been lucky to have formal and informal mentors guiding and inspiring me to explore various teaching methods and planning my career goals. Now that I have spent almost 15 years at Sacramento State, I wish to give back to the community of educators and keep learning from other educators. In 2014, I redesigned one of my courses using Team-Based Learning (TBL), which completely changed my approach to teaching and learning. I now have redesigned four courses using TBL. I am a member of the national organization, Team-Based Learning Collaborative and in the process of getting certified as a TBL Trainer-Consultant by the organization. I also have experience writing and receiving funding/grants for pedagogical projects and research. As a sociologist, I feel passionate about equity issues in classroom."



Sayonita Ghosh Hajra

Department of Mathematics/Statistics

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"Health (both physical and mental) and well-being are essential elements for effective learning. Through the Faculty Mentoring Faculty program, I would share my experience in incorporating wellness activities into teaching. I am also involved with several community outreach projects, and I am available to answer questions on how to get started with community projects."