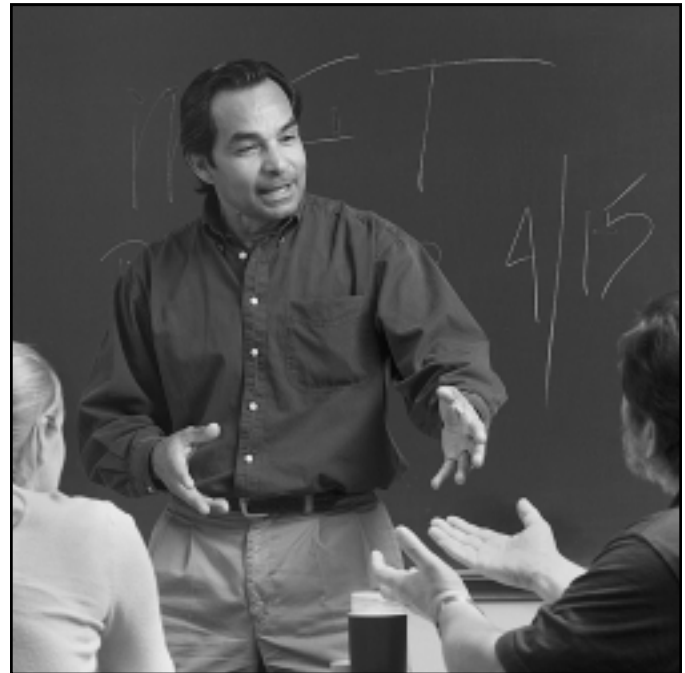


Tom Fox **Outstanding Professor 2000/2001**

Tom Fox, professor of English, excels in his academic roles as teacher of composition, administrator of writing programs, and scholar of composition studies. Fox says, "The overall aim of my professional life has been to make literacy instruction democratic and effective." Lynn Elliott, chair of the Department of English, says, "It is particularly important to note that all of Tom's scholarship and the projects he directs are directly involved with student learning."

As director of the Northern California Writing Project and associate director of the California Writing Project, Fox has been instrumental in changing approaches to the teaching of writing and the administration of writing programs at the local, state, and national levels. He has received more than \$1 million in grants to direct projects that improve writing skills in high schools and universities. In 2000, the Northern California Writing Project was named "Exemplary Project from 1993 to the Present" by the National Writing Project.

As an author, Fox says, "I challenge myself and my readers to examine and question undemocratic practices of our institutions, classrooms, and scholarship." He has written three books: *Defending Access: A Critique of Standards in Higher Education*, *Writing With: New Directions in Collaborative Teaching, Learning and Research*, and *The Social Uses of Writing: Politics and Pedagogy*. He has also published 16 professional articles and chapters in books, and presented at dozens of national and local conferences. Thia Wolf, former coordinator of the CSU, Chico Writing Center, says, "I cannot recall reading any article past 1992 dealing with race and gender issues in literacy instruction that does not cite Tom's work. He is so well known and respected that the CSU, Chico Writing Program has become synonymous with his name." ■



Art Sanchez **Outstanding Professor 2001/2002**

Art Sanchez, professor of psychology, has focused his research on issues in the community that lead to better programs for some of society's most serious problems, including the Latino dropout rate, substance abuse, and homelessness. Susan Marie Green, of the Department of History and Center for Multicultural and Gender Studies, says, "He embodies the best possible combination of professional knowledge, publication, presentation, teaching, advising, and service. He has touched the lives of many students, student organizations, and colleagues, as well as community organizations."

Sanchez's community contributions include 13 years consulting for the Chico Unified School District, 10 years for the California Migrant Head Start, and seven years for the Esplanade House. He is a member of the Chicano Studies Advisory Committee, the Chicano Latino Council, and the Juvenile Justice Committee of Butte County. With Lal Singh, College of Agriculture, he started a mentor program for newly hired minority faculty and is active in the recruiting and retention of minority students.

Sanchez also makes time for creating strong connections with students. He has long been involved with M.E.Ch.A. (Movimiento Estudiantil Chicano de Aztlán), an organization for the support and education of Chicano and Chicana students, and is adviser to Nu Alpha Kappa Latino fraternity.

Last year, Sanchez wrote the chapter "Multicultural Family Counseling: Toward Cultural Sensibility" in the *Handbook of Multicultural Counseling*. His goal is to "provide observations we can't provide for ourselves."

Sanchez received his B.A. and M.A. in psychology from CSU, Chico and his Ph.D. in counseling psychology from UC Santa Barbara ■

Distinguished Faculty



Russell Mills **Outstanding Teacher 2000/2001**

Russell Mills, professor of civil engineering, is recognized as a top teacher in a technical field where it is not always easy to create techniques that encourage student participation. His objective is to “create a learning environment in which most students thrive.” He feels a responsibility as an engineering teacher, noting, “My students are to become engineers on whom public safety would depend.”

Maurice Mow, chair of the Department of Civil Engineering, says, “His repertoire of courses transcends six distinct academic areas, a multitude of different course types (lecture, discussion, laboratory, experiential), at all student levels, from freshman to graduate. There are very few faculty who have demonstrated teaching ability in such a variety of learning environments.”

The steel bridge competition team, for which Mills was faculty adviser until 2000, has brought prestige to the civil engineering department. Chico’s steel bridge team has won the regional competition and qualified for the national event in each of the four previous years. In 2001, building on their past successes, the group was awarded the top prize at the national competition.

This year, Mills received the Presidential Leadership Award. Other awards Mills has received include CSU, Chico Meritorious Performance Award for extracurricular activities, Professional Promise Award for excellence in teaching, recognition from the American Society of Civil Engineers for outstanding service, Engineering Professor of the Year in 1994, Fulbright Scholarship to Mexico, and reviewer for the Fulbright Senior Scholar Program.

Mills received his B.S. in civil engineering from CSU, Chico and his M.S. and Ph.D. in structural engineering from Stanford University. ■



Carol Huston **Outstanding Teacher 2001/2002**

Carol Huston, professor of nursing, “stretches student nurses to develop and use their critical thinking skills while applying theoretical concepts and theory to practice. She imparts her knowledge through an uncanny ability to involve, challenge, and guide students with acceptance, confidence, wit, and credibility,” says former student Barbara Rickabaugh, R.N., M.S.N.

In addition to teaching classes on nursing and on the health care delivery system, Huston has researched, designed, and taught several online courses. One of her primary concerns as a nurse educator is the viability of the nursing profession. Huston sees online courses as an important method of drawing more people to the field. The courses make a profession in nursing possible for people of varying ages and circumstances at a time when the country faces a growing nursing shortage.

The positive role of the mentor is central to Huston’s philosophy, and, in 1990, she developed CSU, Chico’s faculty mentoring program with Stephen BeMiller, mathematics and statistics department. With Bessie Marquis, faculty emerita, she developed a revolutionary approach to teaching that involved more student participation. Marquis says of Huston’s teaching ability, “She demonstrates what is possible; she facilitates scholarly growth so that they become better than they thought they could be, a truly remarkable skill.”

Huston has served as a member and/or committee chair of 15 graduate student thesis committees and has served on and/or chaired 31 faculty committees. She is the author/co-author of 11 best-selling nursing textbooks and has written 53 journal articles. She has also written proposals for and administered 13 grants and has received 28 distinguished honors for her work from organizations around the world. ■



Lisa Emmerich **Outstanding Faculty Service 2001/2002**

Lisa Emmerich, professor of history, is an American Indian scholar, environmentalist, and mentor of students. She believes that people can make a difference in the world if they think about “what they might be able to do in addition to what they are already doing.” Service grows, she says, “when you latch onto something that you find exciting or that you’re passionate about.”

In 2001, in addition to teaching full time and publishing articles, Emmerich served on nine departmental or campus committees, coordinated the American Indian Studies Program, co-coordinated the Multicultural and Gender Studies fifth annual senior symposium, and presented a paper at the Anthropology Forum. She was also the Herbert Hoover symposium keynote speaker, a CELT panelist, a docent at Dye Creek Ranch, secretary and board member of the Chico Creek Nature Center, and stayed active in her church. She also serves on the steering committee of Phi Alpha Theta International History Honorary Society.

American Indian Studies and the American West have been Emmerich’s lifelong passions, and she serves as faculty adviser to the American Indian Club/Indigenous Studies Alliance, this year receiving the Myles Tracy Outstanding Faculty Adviser Award. Emmerich’s research has focused on late 19th-century and 20th-century topics related to American Indian women, health care issues, and assimilation issues. In the future, Emmerich hopes to expand her work with American Indian students on campus and to become more involved with American Indian K–12 students.

Emmerich’s interest in Native American history has led to her support of several local environmental organizations. “Working with Native people,” she says, “and learning from them about their connection to the earth as a living thing and not just a pit stop for us on the way to somewhere else has really encouraged me to become aware of opportunities for service.” ■



Ernst Schoen-Rene **Outstanding Adviser 2001**

Ernst Schoen-René, professor of English, recently retired from full-time teaching and advising, but he was well known for his enthusiasm and dedication to students. He not only listed his office hours and phone number on his office door, but also his e-mail, home telephone, and home address. He was willing to accommodate the varying needs of student advisees who had to drive hundreds of miles, call at night, or meet after hours for competency interviews.

Schoen-René advised the more than 150 English department students preparing for the Credential Program; he evaluated the 25 or more portfolios of students wishing to challenge the upper-division writing course for liberal studies majors; he talked with dozens of outside students who sought his advice on subject-matter competency in English; and he advised pre-credential candidates, using a 172-page teacher-learner’s handbook he wrote to help students prepare for the department’s subject-matter competency interviews and for their future careers as teachers.

Lynn Elliott, chair of the Department of English, says, “Ernst assumes a tremendous responsibility for pre-credential students. Throughout, he is driven by one thought: that the educational welfare of these students creates excellent future teachers in California’s school system.” He did all of this with availability, energy, kindness, humor, and warmth. A pre-credential candidate says, “Having someone believe in you is the sweetest gift one person can give another, and Ernst Schoen-René gave that gift to me.” A graduating student says, “He has modeled for me what it means to be a committed and passionate teacher and adviser.”

Schoen-René was named Outstanding Teacher in 1984 and taught in the London Semester program in the spring of 2001. ■