University of Hartford
Peer Review of Teaching Program: Trained Peer Reviewers

Carmen Cotei, Finance, Barney School of Business
Carmen Cotei began her academic career in 2000 after having a career in the financial services industry. She is a Professor of Finance in the Barney School of Business where she teaches undergraduate and graduate courses in finance and a short-term study abroad course in international business. Professor Cotei has experience in corporate finance and financial markets and institutions areas and she has taught those courses both online and on-site. In all her classes she uses real world financial data to explain current events and financial relationships. She is the recipient of the 2008 and 2015 Excellence in Teaching Award from the Barney School of Business.

Stewart Frankel, Biology, A&S
Stewart Frankel has been teaching in the Biology department of the College of Arts and Sciences since 2003. He has held various administrative roles (Associate Chair, Co-Chair, Chair) and has taught courses on introductory biology (for majors and non-majors), molecular cell biology (a combination of cell biology and introductory biochemistry), and career preparation. His classes can be large lectures, mid-size lectures, small discussion groups, and small laboratory sections. He uses a wide range of teaching and learning strategies, such as cooperative learning groups, active learning techniques (think-pair-share, Jeopardy-style competitions), peer instruction, and inquiry-based laboratories. He is particularly interested in strategies for teaching critical thinking.

James Fuller, Architecture, CETA
Jim Fuller joined the full-time faculty in the spring 1995 semester after teaching as an adjunct in the spring 1994 semester. He is now an Associate Professor of Architecture and Chair of the Department of Architecture. In the undergraduate Architectural Design + Technology program he teaches second and third year architectural design studio, Senior Design Thesis, and has taught a variety of technical as well as seminar courses. His teaching pedagogy focus is on engaging students in interactive dialogue through exploring architectural history, theory, and practice. Recently he has incorporated story telling in the design studio as a way of providing a venue for students to relate their personal experiences to the design problems and process. The design studio, by nature, includes lecture, student presentations, team projects, research, and student self-reflection. He comments that “over the years it has been valuable and rewarding to have colleagues review course materials and pedagogy. This has provided me with insights to continuously improve my courses and the student experience.”
**Donna Menhart, Music Theory, The Hartt School**

Donna Menhart began teaching as an adjunct faculty member in the Music Theory program at the Hartt School in 1993 teaching undergraduate ear training and music theory. She became a full-time faculty member in 2011, specializing in Kodály Ear Training, and as an Associate Professor currently teaches Ear Training and Ear Training Pedagogy at both the undergraduate and graduate levels. Professor Menhart is a Master Teacher in Kodály, and has taught for the Kodály teacher certification program at the Kodály Institute at Capital University, OH, and currently teaches in the graduate summer Music Education program at Hartt. “I enjoy analyzing and exploring the unlimited ways to approach a pedagogical challenge, constructing scaffolds to support student success, and differentiating methods towards common objectives. I appreciate various perspectives and the reflective process initiated by peer review, and am pleased to be supporting the UH faculty with this program.”

**Sundeep Muppidi, Communication, A&S**

Sundeep Muppidi is a tenured, professor of communication in the College of Arts and Sciences. He teaches courses in new media, international communication, research methods, television & multimedia production. He strives to empower his students through exposure, education, hands-on practice, and enrichment, through relevant active learning strategies that make the students critically aware, sensitive and equipped for the world beyond the classroom. He constantly integrates classroom lectures and hands-on collaborative activities with technological and pedagogical innovations, not only from his own learning and work experiences but also from advancements in the field and experiences from colleagues. “As a trained peer observer, I look forward to sharing and giving back what I gained from my mentors and peer-observers in my own classes, while also learning from observing innovative strategies in your own classes.”

**Anne Pidano, Psychology, A&S**

Anne Pidano began her teaching career at the University as an adjunct professor in 1995, joined the full-time faculty in 2005, and is now Professor of Psychology in the College of Arts and Sciences. She teaches in the doctoral program in clinical psychology, with a current focus on courses in child psychotherapy, family psychotherapy, and clinical practice. Pidano has taught small to mid-size classes utilizing a range of techniques including lectures, small group activities, role playing, student presentations, journals, and team building strategies. She notes "It has been extremely valuable for me to have colleagues visit my classes and provide feedback and suggestions -- I'm honored to have the opportunity to do the same for others as a member of the University's first cohort of trained peer observers."
Jack Powell, Psychology, A&S

Jack Powell joined the University of Hartford in 1988, and is currently Professor and Chair of the Department of Psychology in the College of Arts and Sciences. Powell was awarded the University’s Roy E. Larsen Award for Excellence in Teaching in 2011 and was a Faculty Fellow of the Humanities Center in 2017-2018. He has taught numerous courses at the undergraduate and graduate level, from Introductory Psychology for first-year students, to research methods and statistics for psychology majors, to Social Psychology for third-year doctoral students. He enjoys providing feedback for faculty in their teaching and finds he learns something new about teaching every time he observes other instructors.

Marcia Seabury, English, Hillyer

Marcia Bundy Seabury, Professor and Chair of English in Hillyer College, teaches introductory literature and composition courses for first- and second-year students. She works with small classes and varied teaching strategies, including discussion options, short writings, visuals, one-on-one conferencing, online materials, and more. She has also taught in and directed University Interdisciplinary Studies, formerly the AUC, and is currently assisting with course development. “Team teaching can be a great help in developing effective approaches, as faculty learn from each other (too often we go for years without a peer visit or visit to a peer). Here’s to useful two-way discussions of teaching through the new Peer Review of Teaching project.”

Sheetal Sood, Special Education, ENHP

Sheetal Sood, an Associate Professor of Special Education teaches undergraduate and graduate courses in special education. She helps pre-service teachers develop and differentiate between wide ranges of instructional strategies to ensure that their students can reach their highest academic potential. She uses a variety of teaching strategies in both face-to-face and online settings. Sheetal believes that students should be active learners in the classroom. She provides explicit instruction as well as opportunities for students to explore and learn. Her research interests focus on investigating methods to improve mathematics instruction for pre-K through elementary school students who are at risk of or are identified with a disability.
Ying Yu, Electrical and Computer Engineering, CETA

Dr. Ying Yu is currently an associate professor and the chair of the S. I. Ward Department of Electrical and Computer Engineering. Over the past ten years, she has been teaching various engineering/technology courses spanning freshmen introductory courses to graduate-level courses. She has experience in teaching critical thinking skills and teaching with peer instruction strategies. She is always interested in emerging educational methods and technology. Her current research interests also include promoting diversity and inclusion in the academic environment.

Lisa Zawilinski, Education, ENHP

Lisa Zawilinski is an associate professor in the Education Department in ENHP. She teaches both undergraduate and graduate level preservice teachers in face-to-face and online settings. Lisa focuses on increasing active learning opportunities during class time and embeds formative assessment throughout her teaching. She is a proponent of using class time to support students as they engage in higher order thinking strategies. Lisa endorses flipped instruction as one option of many for increasing class time focused on active learning strategies.