Award Nominations Summary
Staff & Faculty Awards 2020

**Staff Awards**

**Mentoring Award: Tina Young, Administrative Specialist, Deans Office**
Tina sets an ideal example for others to follow in professionalism and supporting staff. She is knowledgeable and on numerous occasions I have witnessed her have an individual session with newer staff to provide a tutorial on a software program or procedures that the new staff has requested to learn. She does this in a cordial manner, colleague to colleague, and is gracious when others approach her with questions.

**Service Award: Kiri Studebaker, Assistant Director of Academic Services, Student Success Hub**
Ms. Studebaker's work exemplifies the CHS Service Award as she has tirelessly supported a variety of endeavors on behalf of CHS in the ASU community. Most recently, she was appointed by our executive director to serve on the university committee dedicated to supporting our international students during the global pandemic. She organized outreach efforts to support those students and worked within our hub to create opportunities to engage them in our summer camps. She is also part of a university committee that will have a huge, long-term impact at ASU. As part of the Interactive Degree Planner under the leadership of the University Provost's office, Kiri is helping develop a tool that will allow students to plan out four years of coursework, and this tool will be a game-changer in helping our students understand their requirements and work through them seamlessly. Beyond those committees, Ms. Studebaker does a wonderful job leading the Downtown undergraduate advising team. She continuously resolves barriers that students encounter and promotes the engagement and retention of our students. We are very fortunate to have her in our college and I feel very lucky to work with her every day.

**Innovation Award: Julie Miller, Fiscal Specialist, Business Solutions**
Over the past year, Julie Miller started the DocuSign Powerform movement within the business services team. This allows CHS personnel to click on hyperlinks for purchasing, ICCs, subject pays, etc. and then the form be routed electronically to all necessary parties for approval/processing. Since launch we have seen quicker processing and less items being lost in the process. With CHS consistently growing, this type of innovative thinking will allow our business services team to handle the increased workload with the same resources.

**Rookie of the Year Award:**

**Rachel Otero, Administrative Associate, Deans Office**
Rachel has provided much needed coordination and assistance to the Faculty Success Hub faculty committees. She assists nine committees by scheduling meeting dates, setting agendas, keeping minutes, facilitating committee-to-committee cross-talk, and preparing email messaging as necessary. She also prepares the Qualtrics surveys to send to faculty at the request of the committees and for the committee elections. She also works closely with the committee lead, Donna Cataldo providing assistance as needed. We have received many complimentary comments from committee members expressing their appreciation for Rachel's hard work.
This rookie of the year was an absolute breath of fresh air when she was hired on at the end of last summer. She is gregarious, full of life and has the most contagious smile. She is always willing to do whatever it takes to get the job done. She will go above and beyond for the faculty she supports and for her fellow teammates. Her motto has been to say “yes” to everything (I wonder how long that will last). She creates value that supersedes her salary. Rachel is a true servant always willing to volunteer for any and all ASU sponsored events that come her way including: creating marketing collateral for a day at the market w/Chris Wharton, CHS fall graduation, Staff Council produce event, CSW professional development just to name a few.

Jessica Carlson, Coordinator Sr., Experiential Learning, Student Success Hub
Jessica came into her role during the fall semester and jumped right in! She has worked to develop and refine processes for Translational Teams in the CHS Placements database. She is currently developing course content for the CHS 294 Experiential Learning and Translational Research course. Jessica puts so much energy into her work. She is constantly brainstorming and going above and beyond. I can't think of anyone more deserving as Rookie of the Year for the College of Health Solutions.

Team Builder Award Winner: Shanan Bouchard, Assistant Manager, Student Success Hub
Ms. Bouchard did a remarkable job this past academic year rebuilding the student success hub's front desk. She ran three searches to bring new staff into our college and has done a great job teaching them about our college/university and the importance of the work done in the student success hub. We are lucky to have Shanan in our unit, as her team supports all of the teams in our hub.

CHS Ambassador Award: Katie Senzig, Student Recruitment Coordinator, Sr., Student Success Hub
Katie is out in the community both in and out of state, promoting CHS and all that we have to offer. She shares this knowledge not only with prospective students and their families but organizations within ASU and our community. She truly excels at this and is a professional through and through. She positively represents CHS and ASU and is consistently building relationships with our community members, students, and their parents. Katie is always willing to go above and beyond.

Leadership Award: Ginger Hook, Nurse Manager, Research Success Hub
Ginger is the kind of person that will help everyone out and do it with a smile. She stepped up during the COVID-19 crisis, and showed incredible leadership in effectively managing the lab, and guiding and supporting faculty during this difficult time. She takes pride in her mentorship of students and spends direct time with them in the wet lab to enhance their working knowledge to achieve independence. Running from meeting to meeting, she operates an entire lab, serves as a nurse for clinical studies, and processes and analyzes samples. She's basically a SUPERHERO and should be recognized for her incredible contributions!

Graduate Student of the Year Award: Amy Jensen, Speech and Hearing Science, M.S., Communication Disorders
Amy is an absolutely excellent TA and her guest lecture abilities are FAR beyond her MA & Ph.D. student peers. In just one semester, she has developed a lecture style that is on par with many of the faculty. She is always kind and available to help me or the students with anything that needs to be done and also frequently checks in to make sure there's nothing else she could be doing.
Undergraduate Student of the Year Award: Nicolette Langley, Student Success Hub, B.S, Health Sciences

Nicki is our go-to expert for prospective students to learn about CHS and why they should make the right decision to choose our college as their home at ASU. Nicki always says yes to any events or work projects, and she travels to multiple campuses to be the student voice for CHS. She goes above and beyond always! Her "anything for you" attitude is beyond appreciated on the team. It is a regular occurrence to have Nicki come up with a new and creative idea to solve a problem or put on a fun and meaningful event for our students. She is an asset to our office and a mentor to our students. After she graduates, I would love to see her have an opportunity to start her career at ASU.

Faculty Awards

Teaching:

Karen Gregory-Mercado, Healthy Lifestyles Coaching

Karen received multiple nominations from students. They spoke to her engagement in her online courses. The students had the following things to say; Dr. Gregory-Mercado provided useful feedback on assignments which allowed me to make significant improvements on my health coaching skills. She made the course enjoyable and utilized learning platforms that provided necessary interactions between classmates that essentially allowed us to practice all of the coaching competencies that we have learned. Dr. Gregory-Mercado is very involved in the class by personally demonstrating the correct and most effective ways to achieve excellence in her course and in our career. She is always willing to help someone if they don't understand the task at hand by providing coaching videos with important coaching terms, dialogues and body language. She's the best!!

Nicole Blaize Nolan, Kinesiology

Nicole was nominated for the CHS teaching award by both students and fellow faculty members. Those that nominated her said the following; With Dr. Nolan's KIN 290 course that I am in, I notice a lot of engagement with Dr. Nolan when we are in our groups. We were all put into groups of 4 to 5 and when we went into our groups to work on our articles or rankings and Dr. Nolan goes around the room assisting every group that needs help. Additionally, In talking with Nicole's students (and participating in the NTE faculty evaluation committee and being privy to her student evaluation scores) along with my own mentorship meetings with Nicole (she is my formal mentee) I can confidently say that she is a FANTASTIC teacher. The students love her and connect with her, she is constantly pushing herself to improve and innovate in the classroom. She is empathetic and understanding yet sets high standards and clearly articulates what she wants out of her students. Recently, she was accepted to present and lead a round table at a national teaching conference to give other faculty (in higher ed) recommendations about effective and innovative classroom practices. Nicole embodies one of the most important characteristics of what it takes to be a great teacher - she CARES. She wants to promote the best learning environment possible and push each student to reach their utmost potential.
Shannon Ringenbach, Kinesiology
Dr. Rigenbach had a wealth of students nominate her for this award. Some of the comments made include: Dr. Ringenbach is incredibly passionate at teaching. Every class period she comes into the room with so much joy and motivation, making it easy to want to be there. She makes occasional boring topics seem fun and she never is in a bad mood. No one is more deserving of this award than her, she is truly the hardest working and passionate teacher at ASU. Additionally, she’s a great teacher and is extremely helpful. She does not miss a beat with every student and is always ready to teach. She is the most student-oriented teacher I’ve ever had.

Mentoring: Jianming Liang, Biomedical Informatics
Dr. Liang had multiple students nominate him for this mentoring award. The students had the following things to say; I am a Master's student doing a thesis under Dr. Liang and he has been my advisor since Fall 2018. What I like about him the most that he is really motivated towards his research and his dedication inspired me too. Moreover, whenever I am stuck in my research, he is keen to help me during weekly or personal meetings held twice in a week. He always strives for quality research work and makes his students capable of producing the same quality work am glad to have such a knowledgeable and helpful mentor in my masters. That's why I decided to pursue a PhD under him starting Fall 2020. I highly recommend him. Additionally, Dr. Liang is very talented and has produced several high-quality publications at ASU. Jianming has devoted a significant amount of time and endeavored to mentor students. Currently, there are more than ten students in his lab. One of the aspects that impresses me most is his feedback speed. The quick feedback on my progress is very helpful to me and also motivates me a lot. There are many times that we polish the paper writing until the late-night before deadlines. Dr. Liang is very engaged with all his students. In addition, he tends to assign tasks to each student after fully understanding their passions, instead of randomly distributing whatever tasks in mind to students. This would spend numerous his time, but it is definitely beneficial to each individual student. Naturally, as his student, I hope that Dr. Liang will be awarded a CHS faculty award in Mentoring, as I believe that he richly deserves it for his contributions.

Service: Kassondra McCracken, Health Education and Health Promotion
Kassondra had glowing nominations that included the following; Kassondra has been such a great leader for the Health Education and Promotion Student organization. She has committed so much time and energy into the student organization by creating guiding all the officers to be better leaders. She is also coordinating a Study Abroad trip for Health education students on top of being an outstanding professor. I have had the pleasure to have Kassondra as my teacher and she has listened to my concerns when it comes to assignments. She is a phenomenal educator and caring leader. I couldn't think of a better person to nominate for their service to students. Another nomination submitted for Kassondra said the following: Kassondra McCracken serves as Faculty Advisor for the Health Education and Health Promotion Student Organization. She is deeply committed in providing trainings, resources, and events to further advance her student's career development. Kassondra goes above and beyond to ensure she attends all functions (remotely or physically) and supports the organization's missions (outreach campaigns or conferences). The success of the Health Education and Health Promotion Student Organization (recently being awarded the 2019 CCI Catalyst Award) is due to her dedication, commitment, and passion.
**Rookie of the Year: Zachary Cordell, Medical Studies**
Zach was nominated by a fellow faculty member that noted his outstanding contributions within his first year at CHS. The following was said in the nomination; Zach was hired in fall of 2019 and it immediately stood out to me that he was involved in many of the same committees and service initiatives that I was in. He was a new faculty member and already immersing himself in service for the college. He was helpful within the faculty annual review ad hoc committee (lecturers/instructors) and has been vocal in other committees that I have been on (such as the wellness and vitality committee). I am impressed that he immediately stepped up and took his service commitments seriously while also transitioning to a new position. Although I have not engaged with him (much) on a personal level, I was inspired to nominate him for this award!

**Affinity Network Member: Joe Marsit, Exercise and Wellness**
Joe received multiple nominations for his work and contributions to the Athletics Affinity Network within the last year. The following was said in his nominations; Joe is the founder of the Athletics Affinity Network, which I believe is among our most active and largest affinity networks. Currently, approximately 140 STUDENTS participate in Athletics AN work, and Joe estimates he spends roughly 6 hours a week leading relevant initiatives. This is outstanding, and his hard work and dedication are demonstrative of his dedication to student learning and engagement, as well as the vision of CHS. Additionally, Joe has been paramount to the success and effective community partnership/relationships for the Athletics Affinity Network. He has worked hard to connect and develop partnerships with the Phoenix Rising, Sun Devil Athletics, local high schools and training programs, the National Strength and Conditioning Association, some minor league baseball teams, and even has had discussions with Luke Air Force Base about their performance programming. He and his network of faculty have fostered enriching student experiences through getting students engaged and working with many of these teams. The affinity network has a long (and consistently growing) list of student volunteers that Joe manages. He is doing a great job!

**Research: Ellen Green, Science of Health Care Delivery**
Ellen received multiple nominations for her research contributions. Those that nominated her said the following; Ellie is doing groundbreaking research that will advance theory in the field of behavioral economic and have major impacts on health care delivery by using economic theory to study incentives crucial to value based purchasing programs. This work is transdisciplinary and bridges economics and health services research. Ellie’s experimental research is incredibly high quality and has the potential to be truly transformative for both theory and practice. She recently received an R01 grant, which is incredibly rare for a behavioral economist, in support of her work. Another nomination had the following to say; It is my pleasure to recommend Ellen P. Green for the College of Health Solutions Research Award. I have known Ellie for five years, and served as her mentor in her first three years at ASU. I am familiar with her research, teaching, and service records here at ASU, and she and I have had many conversations regarding her research.
Since coming to ASU in 2014, Ellie has established herself as one of a small number of economists who are applying the methods of experimental economics to study problems in health care delivery. Her published research is both theoretical (advances in the methodology of experimental economics as it applies to health care) and empirical (conducting experiments to study provider and patient behavior). In recognition of her contributions to the field, she was asked to serve as one of three guest editors for a special issue of the Journal of Economic Behavior and Organization, which focused on experimental economics in health care. The two other guest editors are internationally recognized scholars in the field. It is a testament to the impact of Ellie’s research that she achieved such recognition early in her career.

Ellie’s publication record and pipeline of work in progress is evidence of her ability to make significant contributions to her field. Currently, she has 7 articles published in refereed journals, 1 published invited paper, 2 articles in review, and 1 working paper. She consistently publishes articles in the top journals of her field.

As further recognition of the importance of her research, Ellie has obtained $64,000 from internal grants, and nearly $2 million from external funding while at ASU. The external funding involves an RO1 from the National Institute of Aging for which she is PI. The funds will support innovative experimental research on the pay-for-performance incentive systems introduced in the Medicare Access and CHIP Reauthorization Act of 2015. The results will have important policy implications for the design of physician reimbursement mechanisms that are both cost effective and assure the delivery of high-quality care.

Ellie regularly presents her research at national meetings and disciplinary meetings in experimental economics. She is frequently invited to give talks at other universities, and has established a close working relationship with the experimental economists at Chapman University. The invited talks, in particular, are further evidence that her research is having an impact on the field.

Ellie’s research in experimental economics is particularly well-suited to innovative applications in the classroom. Her teaching philosophy is to offer rigorous courses, that relate the concepts of economics to real-world problems, while giving students all the help they need to succeed. Students in Ellie’s classes are enthusiastic, engaged, and learning. One peer reviewer observed Ellie managing an interactive game (experiment) designed to help students understand the pricing mechanism in competitive markets. The reviewer commented on her strengths as a teacher, including: knowledge of the subject matter; extensive preparation for class; interactions with students, and her use of multiple instructional strategies to meet the needs of a variety of learners.

Ellie has also demonstrated her ability to mentor students outside the classroom. Her research is unusually well-suited to involvement of undergraduate students, and she has utilized several undergraduate researchers to help run her experiments. Two of her undergraduate students are co-authors with her on a paper, “Gender Effects in the Credence Goods Labor Market,” published in Economics Letters.

In sum, Ellie is a gifted scholar who is engaged in important research with real-world applications for the U.S. health care system. She is most deserving of the College of Health Solutions Research Award.
Translational Science: Brad Doebbeling, Science of Health Care Delivery

Brad was nominated by a fellow faculty member that had the following to say about his work: Brad offered his expertise as a primary care physician and a healthcare provider, and he shared his knowledge of how the healthcare system works in a primary care setting. He helped fine-tune our research methods, and communicated with our community collaborators with us as part of the interprofessional team. When we completed our project, he agreed to serve as a co-author of our manuscript submission to a peer-reviewed journal. He helped us translate an evidence-based diabetes management program into a real-world practice setting. This outreach to support our team, and the collaboration among professionals, and CHS programs emulates the CHS mission and vision. He has regularly invited me to join projects that he believes I will be interested in, and that he believes will benefit from my knowledge and experience. Brad is approachable and consistently reaches across the TT/NTE categories to ensure the best and most effective people have the opportunity to participate in projects.

Solutions Team Award: Metabolic Health Translational Team

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<th>Jordan Junk</th>
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The Metabolic Health Translational Team (MHTT) seeks to solve Arizona’s growing epidemic of type 2 diabetes (T2D) and related cardiometabolic disorders through solutions-oriented research that prepares students to create new solutions, and engage with the community to collaboratively develop programs that have actual and sustainable impact on metabolic disease here in Arizona. Our team has made significant progress as the most comprehensive in its first year of existence. The following are a summary of our accomplishments:

1) Our team has nearly doubled in size since its inception, with 30+ members (10 tenure track faculty, 12 NTE faculty, 3 staff, and 13 students (1 postdoctoral fellow, 4 graduate students, and 8 undergraduate students).

2) Our research capacity is expanding. We currently have three ongoing research projects of various sizes, have received one R01 award among our members (among other smaller awards), and are currently preparing a large P01 program project ($7M total direct cost budget) to be submitted later in 2020.
3) We are deepening our community engagement and making ourselves known in Arizona. We have expanded our partnership with 4 new community partners: Arizona Alliance for Community Health Centers (AACHC), Maready Internal Medicine Clinic, Office of Community Empowerment at Maricopa County Public Health, and the American Diabetes Association (Arizona/New Mexico Regional Office, located in Phoenix). The partners have become central to the research initiatives and education opportunities of the MHTT.

4) We are rapidly scaling our student engagement. We have developed and are currently delivering our own course (CHS 294) to engage students in research and community activities of the MHTT. Each week students interact with MHTT faculty across the translational spectrum and engage in our projects. We intend to offer this course every semester. We have hired two hourly student workers to support our work (using funds not allocated by the TT initiative). Our team is also playing an important role in the development of Citizen Science activities that are being pursued in CHS 100 and other CHS courses.

5) Our team has now developed working group processes, team dynamics, and a shared language around translational research. This final accomplishment has served as a model for other TT's as they grow their teams.

Distinguished Faculty: Sue Dahl-Popolizio, Integrated Behavioral Health

Sue’s nomination said the following: Being a professor and mentor is hard work. Dr. Dahl-Popolizio makes it look easy. She goes out of her way to ensure that every one of her students are not only able to graduate from the doctorate of behavioral health program, but also that we benefit from it in the long run. Dr. Dahl-Popolizio is always there for her students. Whether we are having a difficult time with learning the material, or if we don't see how to make the doctorate of behavioral health degree work for us, she is there to guide us through it. After reading an academic journal article, written by Dr. Dahl-Popolizio and other amazing faculty in the college of health solutions, I got a better understanding of how we as integrated care professionals, fit into the world of psychobiomedicine. Dr. Dahl-Popolizio was my first introduction to ASU. When I arrived, I was pretty skeptical about the program, as well as the degree. It wasn't a degree that one could get licensure for. At face value, the degree appeared to be a waste of valuable time. Dr. Dahl-Popolizio started teaching us about patient-centered care, value-based care and population health management. She taught us how to incorporate the knowledge we had, with the body of research that the world of integrated care had. It was not easy to learn this. There were days when we wanted to give up. Dr. Dahl-Popolizio would encourage us to put our best foot forward and to fearlessly ask questions, research and ask more questions. Watching Dr. Dahl-Popolizio with her colleagues, it is obvious she is passionate about the topic. She always has a smile on her face. She encourages us to work towards publication, being change agents and disrupting the current systems, so that patients get the care that they need. During my internship with the United States Marine Corps, Dr. Dahl-Popolizio encouraged me not to be afraid. She said look for the problem, what could be the resolutions, and how do we find the right health solutions. I left my internship, with awards from the USMC program. They were impressed with the product we produced. It was with Dr. Dahl-Popolizio's encouragement and guidance, that my hard work made a difference. On a personal level, a year and a half ago, I suffered a stroke during one of my terms at ASU. I contacted Dr. Dahl-Popolizio explaining that not only did my GPA take a hit, but I was having trouble moving and controlling the left side of my body. In the months to follow, symptoms were getting worse, then subsiding, then back to getting worse.
In January of 2020, just after my birthday, it was suggested that I might have multiple sclerosis. My world came crashing down around me. I thought, I should just drop out. There is no need to be at ASU anymore. I wrote Dr. Dahl-Popolizio. I told her my thoughts. She said, "What did I teach you in population health management? Did the illness start at diagnosis? No. You've gotten this far, you keep going. You are in the home stretch." So, with her encouragement, I stayed the course. Now I'm a few months from graduation if all goes right. I also lost my uncle on February 29th, 2020. Dr. Dahl-Popolizio told me that though life is throwing all it is able at me, I am a strong person, and I can see it through. She encouraged me to keep my eyes on my goals to help victims of violent crimes. She said, "Remember to breathe. Don't panic. Easier said than done, but... you got this. I'm here if you need me.” Keep in mind that Dr. Dahl-Popolizio has hundreds of other students. However, she always makes time for those who need her. Whether it is students or faculty, Dr. Dahl-Popolizio should be noted for her distinguished service to ASU. She is an invaluable asset. I would have never gotten this far without her teaching and mentorship. She taught me how to collaborate with others, how to incorporate our values, how to use behavioral healthcare innovation in our research and how to be the best ASU students we are able to be. She is nothing short of amazing. I hope that from what I have written, you are able to see how incredible she is, as well.