



Graduate College
Teaching Certification

**Congratulations to our incoming
2020-2021 cohort**

AARON COWAN



**MFA student,
College of Fine Arts**

Advisor: Wendy Kveck



Aaron Cowan is a second year MFA candidate researching social constructs and expectations. He is an artist working in the expanded field of sculpture, including video, performance, and installation. His research is an ongoing effort to understand, subvert and upend the hegemonic ideal of gender hierarchies; to deconstruct U.S. cultures of violence and masculinity using empathy, play, and humor to build a new positive form of communal identity. Everything from child psychology to the Mesoamerican Ballgame, sports, labor and shared experiences inform this research.

He earned his BFA from the University of Tennessee, Chattanooga; co-founded and directed the SWINE gallery and ARC residency; and was the curator for the Chattanooga Film Festival.

The GCTC program will broaden and expand his abilities and skill-set to carry over this ethical practice and philosophy to the classroom setting and advanced teaching methods.

ALEX HOFFMAN



**Ph.D. student,
Department of
Computer Science**

**Advisor:
Dr. Yoohwan Kim**



Alex Hoffman is a second year PhD student in Computer Science. His research centers around various aspects of cybersecurity: Software Quality, Network and Computer Security, and Cybersecurity Education

He is pursuing the GCTC program because he believes it is critical that professors be well-versed in effective pedagogy to complement their research skills and to effectively mentor the next generation of instructors and researchers. He is passionate about universities as centers of both educating students and of building new knowledge to affect practice through research.

Alex received his MBA from UNLV's Lee Business School in 2018. Prior to UNLV, Alex managed and mentored software engineering teams on three continents in various start-up companies, one of which was sold to Google.

AMANDA ACUNA



**M.S Student,
Department Couples
and Family Therapy
(School of Medicine)**

**Advisor: Katherine
Hertlein**



Amanda Acuna is pursuing Master's of Science in the Couples and Family Therapy program. She was an Academic Success Coach on campus for 2 years before applying to the teaching program. During this time, she found her passion for teaching had grown and wanted to continue interacting with students. Amanda is a part of the LGBT+ community and identifies as a non-binary individual. She recognizes that there aren't many people that look like her in higher education and feels this opportunity will help her create diversity within the field.

Amanda has assisted in several research studies about sexual and gender minorities. She would like to continue researching this population and how to better prepare future therapists to work with this population. She has a strong belief that teachers are at the front line of inspiring students to become leaders, innovators, and educators. She is hopeful the GCTC program will give her the opportunity to learn effective teaching strategies and leadership skills for her future endeavors.

**ANDREA
DALZIELL**



**M.S. Student, Couple
and Family Therapy**

**Advisor:
Dr. Sara Jordan**



Andrea Dalziell is pursuing Master's of Science in the Couple and Family Therapy program. She has been involved with various research studies exploring sexual and gender minorities. She hopes to continue doing research with this population since this is the primary focus of her clinical work.

During her time as an undergraduate student, Andrea had the opportunity to become a teaching assistant for various professors. This experience is what sparked her interest in learning more about teaching. She would like to provide accessible sex education for sexual and gender minorities. She hopes the GCTC program will help her gain more knowledge about teaching strategies and leadership skills.

**BRIAN
CONWAY**



**Doctor of Public Policy
student, School of
Public Policy and
Leadership**

**Advisor: Dr.
Christopher Stream**



Brian Conway earned his B.A. in political science and his M.A. in urban leadership from the University of Nevada Las Vegas.



The opportunity to participate in the Graduate College Teaching Certification program offers professional development that will provide the knowledge and skills needed to teach in a post-secondary education classroom. By acquiring effective teaching strategies and training on best teaching practices, I believe I will have the necessary tools to apply for a teaching-related position once I graduate.



BRIAN HOLLANDER



**M.F.A. student,
Department of
Theatre Arts**

**Advisor:
Judith Ryerson**



As a third year M.F.A. student studying Costume Design in Theatre, research is a part of every show I design. This consists of many different elements including the historical period, the culture and the ethnicities within the show, and even the story itself. Through my artistic choices, I help create a unique and cohesive design that tells a story for all the characters within the show.



To strive to be a great teacher I believe you must constantly be sharpening and add new tools to your toolbox. You must also be constantly evaluating your teaching style, material being taught, and the effectiveness of your teaching approach. In the GCTC program, I hope to grow as an educator through learning new and fun strategies, skills, and methods which will help create a safe and fun environment for future students and designers to learn and truly succeed at their education.



CATHERINE PRATT



**M.F.A. student,
Department of Theatre
Arts**

**Advisor:
Brackley Frayer**



Catherine Pratt is a second-year M.F.A. student whose research focus on lighting design for theatrical productions along with color psychology and emotional response to color. She aims to discover what emotions are brought out with color choices to better inform her design work. This will allow for themes and emotions to be highlighted from the production so all can focus on them in relation to the action onstage.



Her passion for education lies both inside the classroom and in hands-on experience in the theatre. Catherine's goals through this program are to strengthen her skills to provide students with the best mixture of learning concepts and theories in the classroom while gaining hands-on experience in labs and production work highlighting the concepts covered. She also wants to learn how to create a welcoming, collaborative environment where all feel welcome and able to share creative ideas.



**LILI
EQUIHUA**



**Master's Couple &
Family Therapy
School of Medicine**

**Advisor: Dr. Katherine
Hertlien**



I want to participate in this program so I can enhance my teaching skills and make an impact that extends far beyond the classroom. As a teacher, I want to be more than just an educator, I want to be a mentor and confidant. The main common reasons to potentially being a teacher is to make a difference in the lives of as many students as you can. I want to be a productive teacher to help students along this path and to play a part in shaping the person they will ultimately become. I want to teach life lessons that students will never forget and puts me in a position to influence their decisions, behaviors, strengths, weaknesses and imaginations. Essentially, becoming a teacher lets me take part in shaping the next generation.

JONATHAN ANTONIO MOLINA



**M.S Student,
Department of Couple
and Family Therapy**

**Advisor:
Dr. Brandon Eddy**



Currently I am helping research the impact that collaborative pornography use in couples has on relationships in terms of individual relationship satisfaction, sexual satisfaction, trust, closeness, and communication.

Teaching has always been a passion of mine which is why I am so excited to be a part of the Graduate College Teaching Certification (GCTC) Program. As a student therapist in the Couple and Family Therapy program, I absolutely love facilitating growth and helping my clients identify their strengths and being a part of this program allows me to see growth take place in a different context. I am excited to work on my skills as an instructor during my time in the GCTC program and ultimately I hope to acquire the skills and knowledge needed to impact and inspire the future generations as an instructor.

LAURENCE MYERS REESE



MFA student, Art
Advisor: Wendy Kveck



Laurence Myers Reese works in performance, installation, painting, and video. His research investigates the use of the queer body and queer semiotics to navigate and disrupt cis-normative environments. He is a co-founder of the Vegas Institute of Contemporary Engagement at UNLV, a research lab for art and experimentation.



He earned his BFA in Studio Art and a minor in Art History from the University of Oklahoma, Norman in 2012. He has worked as an independent curator, arts writer, non-profit administrator, factory worker, art instructor, and art gallery director. He recently co-curated *The Other Side of Paradise* at the Barrick Museum of Art, and his writing is regularly published in the quarterly *Art Focus* magazine.



**NADIA
ELDEMERDASH**



**PhD student,
Department of
Political Science**

**Advisor: Dr. Michele
Kuenzi**



My research looks at how transnational networks of diasporas and social organizations affect political and social outcomes in countries of origin, with a particular focus on the Middle East and North Africa.



As a Graduate Assistant, I have taught three introductory level courses in the Department of Political Science. My goal in entering the GCTC is to ensure that I create welcoming and enriching environments in every class I teach. I also hope to gain the skills that will allow me to develop an upper-level course.



**RAEANN H.
TEICHERT**



**M.S. student, Couple
and Family Therapy**

**Advisor: Dr. Katherine
Hertlein**



RaeAnn H. Teichert received her Bachelor's degree in Marriage and Family Studies from Brigham Young University – Idaho, and is currently a 3rd year Master's student in the Couple and Family Therapy program at UNLV. RaeAnn is seeing clients as an intern at a private practice in Las Vegas. She is currently working on research about intimate partner violence with her advisor.



From the GCTC program she hopes to gain more intentional teaching strategies. She would like to operate from current best practices, to ensure that her teaching fosters deep learning from students. She wants to empower students to take ownership of their own learning.



**RUBAIYA
MURSHED**

**Ph.D. student
Mechanical Engineering
Advisor: Dr. Shubhra
Bansal**



Perovskite solar cells (PSCs) research has been projected over the past decade due to its promising photovoltaic properties, increasing efficiency and low cost. With a need to eliminate toxic lead from prevailing halide perovskite solar cells, Sn(II) is considered as one of the most suitable replacements due to its similar electronic configuration and ionic radius to Pb(II). In my research, I am fabricating perovskite thin films and analyzing the effect of various mediators in the improvement of the efficiency, oxidation and phase instability of the Sn-based Perovskites.

As a doctoral student, I hold the interest to pursue my future career in academia. I am interested to take part in Graduate College Teaching Certification (GCTC) program because it aims at teaching graduate students the necessary skills to teach students in post-secondary classroom. I expect to be able to construct my teaching portfolio which is an essential part of teaching-based job application. I am sure the recommended workshops are designed in a way to introduce the students with recent technologies used while teaching in a classroom.

I am very excited to learn all the skills and teaching philosophy from this year-long program and develop myself professionally with a hope to pursue my career as a faculty in future.

**RUTH
BOITEL**



**Ph.D. student, Political
Science**

**Advisor: Christian
Jensen**



My research interests surround the way that language contributes to and/or detracts from the effectiveness of political discourse and deliberation at the citizen level. I am particularly interested in the power that certain words and narratives have to allow us to see ourselves in the political other and thus to open up new avenues of understanding and collaboration.



I love teaching people. I really enjoy the challenge involved in taking new and possibly intimidating materials/skills and making them accessible and approachable to people. Even more, I enjoy being an active participant in a moment of understanding. I expect that the GCTC program will give me skills that I don't even know I need, as well as help me to hone the relevant skills I already have. I would like to know more about how students learn best and how to keep them engaged.



TYLER HASTINGS



**M.A. student,
Theatre**

**Advisor:
Nate Bynum**



Tyler Hastings is a third year M.A. student in the Theatre department. His current research focus is on adaptive Theatre techniques for individuals with special needs. He holds a Bachelor's Degree in Theatre Arts, and a minor in Television, Film, and New Media from San Diego State University.



Tyler is looking forward to the Graduate College Teaching Certification Program in order to learn and utilize innovative teaching techniques to further advance student growth. He also feels passionate about encouraging all students through challenges, while developing a healthy community within the classroom. As he continues to develop an inspirationally driven pedagogy, he also looks forward to a post-secondary teaching career that will support student's individuality, motivation, and academic retention.

