Texas State University

Piper Award Application

Name:	Debra Feakes	Texas State ID:	A00312663
Home Address:			
University Address	CENT - 340B		(512) 245-7609
Rank & Department	Professor	Chemistry and Biochemistry	
Marital Status	N/A		

1). How many years have you been teaching at the college level?

21 Years

2). How many years have you been teaching at your present institution?

21 Years

Current Teaching Load

3). Lecture Hrs/Week	4). Lab Hrs/Week	5). Other Hrs/Week
6 Hours	0 Hours	0 Hours

Approximate Number of Students

6). Undergraduate	7). Graduate	8). Other
148	0	0

9). Please describe current additional or administrative duties, i.e., Chairman of Department, Graduate Advisor, Thesis/Dissertation Director, etc., giving numbers of Professors/Students involved and approximate number of hours devoted thereto. (max. 1020 characters)

Dr. Feakes has served as the Associate Chair for the Department of Chemistry and Biochemistry (currently 21 tenure line faculty and 14 nontenure line faculty) since 2012. Her primary responsibilities are the development of the schedule of classes, allocation and reporting of workload, and the development of the nontenure line faculty. Dr. Feakes implemented a department-specific orientation for new faculty and works with the new faculty as they develop as teacher-scholars. In addition to her primary responsibilities, she serves an increasing role in the allocation of departmental resources, working with facilities to maximize capacity through renovations for both teaching and research space, and working with both student and faculty issues and complaints. Enrollment in the department has increased by ~35% since Fall 2012 and our ability to serve the increasing number of students is largely due to the effective scheduling accomplished by Dr. Feakes. Dr. Feakes spends ~15 hours per week in this position.

10). Student Organizations or Scholastic Fraternities Sponsored (during past three years): (max. 1020 characters)

Dr. Feakes was a member of the Local Affairs and Planning Committee for the Women in Science (WISE) Conference from 2009 to 2014 (at which time the WISE conference was ended). Additionally, she served on the WISE Scholarship Committee throughout that time and continues to serve in this role. This group promotes all students seeking a degree in science-related fields. Dr. Feakes was formerly the faculty sponsor of the Alpha Chi National Honor Scholarship Society (1999-2007) and also the faculty sponsor of the American Chemical Society (ACS) Student Affiliates group in the department (1996-2001).

11). Membership in Honor Societies, Professional Societies, Listing in Who's Who or Other, Special Educational Projects Undertaken (TV series, etc.), Special Awards/Grants Received: (max. 1150 characters)

Professional Societies: American Chemical Society (ACS), ACS Division of Inorganic Chemistry, ACS Division of Chemical Education

Awards (representatives from 28 teaching honors and awards): Served as the Presidential Fellow (2014-2015), Distinguished Membership Status in the National Society of Collegiate Scholarships (2014), Non-traditional Students Organization Professor of the Year (2012 and 2005), Den Namesake (2009), Texas State University Nominee for the Council for the Advancement and Support of Education (CASE) Professor of the Year Award (2007), Presidential Award for Excellence in Teaching (2006), Office of Disability Services Award (2002), Friend of SLAC Award (1999)

Teaching Grants: Dr. Feakes is a senior personnel on a current NSF grant for $1.5 million and has pending NSF-REU and NSF-Noyce proposals for ~$375 thousand and $1.2 million, respectively. She was the PI on a NSF grant for $200 thousand. All of the NSF grants are related to STEM teaching. Additionally, she has received approximately $160 thousand in internal grants to support the teaching mission of the Department of Chemistry and Biochemistry.

12). Service to off-campus community (committee work, church work, fund drives, youth groups, etc.): (max. 1270 characters)

Member of the Boron in the Americas Award Selection Committee (2014-present)
Symposium Organizer (Chemical Education), ACS Southwest Regional Meeting (2011)
Hernandez Elementary Science Expo (2010)
Family Science Night (2010, 2009, 2008)
Boron in the Americas Conference Poster Reviewer (2008)
Cub Scout Day Camp Hands-On Chemistry Activities (2007)
Careers in Academia Presentation at the Colorado School of Mines (2006)
Chairperson, Ninth Boron in the Americas Conference (2004)
Designed Laboratory Exercises for Hill Country Christian School (2004)
Eanes Elementary Science Night (2004, 2003, 2001)
Treasurer, ACS Southwest Regional Meeting (2002)
Presenter, MAES Extravaganza (2001)
Presenter, Math and Science Academy (2001)
Treasurer, ACS Central Texas Local Section (2000-2001)
Expanding Your Horizons (2000)

13). Because the Piper Foundation is primarily interested in identifying and honoring effective and dedicated teachers, the Selection Committee would appreciate any information you care to submit about your teaching. What evidence is there that you are exceptionally effective in the classroom and in personal contact with students? In what ways have you demonstrated an extraordinary dedication to the profession of teaching? How have you positively influenced your colleagues? What contributions have you made to the achievement of the mission of the institution? (max. 1270 characters)

The exceptional performance of Dr. Feakes in the classroom is documented by the numerous teaching awards that she has received, 28 total awards in her academic career, the consistently high student and peer evaluations of her teaching performance, and her dedication to improving the educational environment of the students. She has dedicated herself to the implementation and expansion of the supplemental instruction program in the lower division courses in her department and to other departments in the College. For example, the current NSF-IUSE grant funds supplemental instruction for the Calculus I and II courses in the Department of Mathematics. She has been an advocate for all faculty on campus, but particularly those in nontenure line positions. In her role as Presidential Fellow, she and the Nontenure Line Faculty Committee created an orientation for all new nontenure line faculty, a training presentation centered on the teaching responsibilities of faculty that was absent prior to 2014. The success of the orientations, which are now in the process of being institutionalized, led to an invitation to do a similar presentation for tenure-track faculty. The orientations will have a lasting impact on the teaching environment at Texas State.

14). Why are you teaching? (max. 2160 characters)

I teach because, even after 21 years at Texas State, working with the students and helping them succeed in their life endeavors is immensely satisfying. I simply cannot imagine another career that challenges me to face each day with a goal of continuous improvement and, at the end of the day, to know that you made a difference. My passion for teaching is focused within the first year experience. The freshmen enter Texas State with their entire future ahead of them. Some of them know the direction of their career path, but many do not. Early in my career, I served as the undergraduate academic advisor. This experience helped me understand the struggles that many of our students face. We have worked diligently in the department to facilitate the student's progress through their degrees, but many of those problems can be addressed in the first year experience. The students struggle with time management, study skills, critical thinking, and the like. Over the years, I have developed a University Seminar course specifically for our majors, have worked with students independently and in groups to assist in the development of their analytical abilities, and have developed strategies to make our large classrooms more student friendly and interactive. I have been a strong advocate of the supplemental instruction program and am committed to increasing the commitment of the departments and the university to its continued expansion across campus. The impact that we can make early in a student's career has a profound impact on the trajectory that they take. Over my career, I have had many students who found their own career passion, but the ones who really stand out are those who came into my classes with a fear of chemistry and ultimately sought a degree program and career which integrated their knowledge of chemistry and their own individual interests. Some of my students became chemistry instructors, others pursued a graduate or professional degree, and others simply remember that chemistry isn't as bad as they thought. Why do I teach? Because what we do changes lives.

15). Other than what has heretofore been enumerated, please indicate the highlights of your teaching career. (max. 1270 characters)

Texas State University, like many universities, is becomingly increasingly dependent on the support of nontenure line faculty (NLF). These NLF are often teaching the lower division, large, general education core courses and, in the past, have often been provided little orientation or support by the Texas State community. The NLF Committee was created while I was the Chair of the Faculty Senate to ensure that these valuable faculty members have a voice in shared governance and that their concerns were addressed by their Senate representatives. Over the past few years, and in my role as Presidential Fellow, the NLF Committee and I have worked to create an orientation for the new faculty members, primarily focusing on the teaching roles and responsibilities. The new orientations were first piloted in the Fall 2014 and now are being offered at the beginning of each long semester. Additionally, I started a Dialogue series for the NLF where they can ask questions, seek assistance or clarification, and express any concerns. These dialogues are held monthly during the academic year. While these activities are somewhat nontraditional teaching roles, they will certainly impact the educational environment at Texas State for years to come.

16). Short personal history. (max. 3200 characters)

I was born and raised in Denver, CO, the daughter of an Electrical Engineer and a Special Education Teacher. I attribute my love of science to my father and my passion for teaching and the arts to my mother. They are responsible for the development of me as a scientist, an educator, an administrator, and a person who believes fully in the process of lifelong learning. My parents and my brother taught me early in my academic pursuits that the world was better served when science was balanced by culture and humanity. I attended Manual High School, an inner city high school that prided itself on racial and socioeconomic diversity and laid the foundation for my commitment to the success of all students. After high school, I completed a B.S. degree in Mineral Engineering Chemistry from the Colorado School of Mines. At the time, I had no intention of pursuing a graduate degree or a career in academia. I attribute my career path to a very dedicated faculty member who believed that an average student could succeed in graduate school under the right supervision. Based on his guidance, I pursued a graduate degree at Utah State University under the direction of Dr. Karen Morse. In my 4.5 years at the university, Dr. Morse served as Chair, Dean, and ultimately, Provost. In addition to the mentorship that she provided as a developing scientist, Dr. Morse was an inspiration to my interests in administration. Upon completion of my doctoral degree, I completed postdoctoral research at the University of California - Los Angeles. I began my career at Texas State University in 1994, earning tenure and promotion to Associate Professor in 2000 and promotion to Professor in 2013. The position at Texas State University was ideal because of the balance and dedication that the university has for both teaching and research. I have mentored numerous graduate and undergraduate students in my laboratory and find great joy in the development of these students and the success that they have achieved. While I enjoy the research environment, both in terms of the science that is developed and the mentoring that is achieved, there is no doubt that my passion for teaching is centered in the freshman students. I have worked passionately and diligently to develop the curricular materials that are used throughout our freshman program, have sought and received funding to develop programs, such as the Supplemental Instruction program, which supports our students, and have brought and integrated new technologies, such as clickers, into our courses. It is my belief that our responsibility as faculty is not limited to the content material of the course, but it is also our responsibility to develop the study skills that these students will need to be successful throughout their academic career. I know, from my own experiences, that one faculty member who believes in you, encourages you, and supports you can change the direction of your life in ways that you cannot comprehend at that age. This commitment to the success of our student is validated every time that I see one of my former students cross the stage at commencement, once again reaffirming my career choice.

Military Service Record

Branch	Dates	Rank
---------- Not Entered ----------		

EDUCATIONAL EXPERIENCE (Schools & Colleges Attended)

Name of Institution	Dates of Attendance	Degree/Diploma Rcvd
Manual High School	9/1/1980 - 6/15/1982	High School Diploma
Colorado School of Mines	9/1/1982 - 6/15/1986	Bachelor of Science, Mineral Engineering Chemistry
Utah State University	9/1/1986 - 5/31/1991	Doctor of Philosophy, Chemistry

Additional Training (Summer Institutes, Seminars, etc.)

Name of Institution	Dates of Attendance	Type of Training
University of California - Los Angeles	4/1/1991 - 7/31/1994	Postdoctoral Research Associate

TEACHING EXPERIENCE

Institution	Inclusive Dates	Rank/Title
Utah State University	9/1/1986 - 5/31/1991	Teaching Assistant
Texas State University	9/1/1994 - 5/31/2000	Assistant Professor
Texas State University	9/1/2000 - 5/31/2013	Associate Professor
Texas State University	9/1/2013 - 10/1/2015	Professor

TEXAS STATE UNIVERSITY
SAN MARCOS
The rising STAR *of Texas* ™

Department of Chemistry & Biochemistry
601 University Drive * San Marcos, Texas 78666-4606
512-245-2156 * 512-245-2374 (fax)

September 24, 2015

Dear Piper Professor Selection Committee,

There is no more outstanding candidate for the Piper Professor Award than Dr. Debra A. Feakes.

In her twenty-one years at Texas State University, Dr. Feakes has impacted thousands of lives and each owes her an incalculable debt. Ask them: the student who takes her classes, the graduate researcher she guides to a respected career, or the new faculty member who learns from Dr. Feakes the art of communicating science to eager and not-so-eager students.

A quick review of Dr. Feakes vita reveals a list of professional accomplishments that any university academic would welcome as a magnificent career. And yet Dr. Debra A. Feakes is far from finished changing lives.

It would be reasonable to judge the statements above as the hyperbole of a friend and colleague wishing to advance Dr. Feakes' interests. And of course it's true; advancing Dr. Feakes' interests advances Texas State University's interests. We can acknowledge that. But here is why: Dr. Feakes compels the individuals around her – students and faculty alike – to be *better* because she leads by example. Her talent, persistence, integrity, knowledge, mentorship, teaching loads, and willingness to take on committee assignments are all staggering. I know of no other person who willingly gives more time and energy to this institution. Those around her cannot help but notice…and strive to match her.

The best example of this capacity in Dr. Feakes can be found in my own story. In the fall of 1996, I returned to college to pursue a second bachelor's degree. Dr. Feakes was my first semester chemistry professor. I began those classes with only a vague recollection of the world of chemistry. Though I had served in Special Forces as a paramedic and been an avid reader of all things science, my thinking lacked clarity. Within a few classes, Dr. Feakes changed that. She provided a remarkable, fascinating and thorough presentation that utterly floored me. That was it. The disarray in the mind of this returning student was structured anew. From that moment I dedicated myself to the study of chemistry. I was 46 years old.

Graduating with a B.S. in Chemistry from Southwest Texas State University, I entered a Masters program in biochemistry at Texas State University. In Dr. Feakes' research lab, I worked on Boron Neutron Capture Therapy, which, had it been fully developed at the time of my father's

diagnosis, could have possibly lengthened his life. This real and personal collision of Dr. Feakes' research and my father's death showed me that I was in the right place, if not at the right time.

Upon graduating with a Masters Degree, I was hired by the department as a lecturer and to oversee the freshman labs. Again Dr. Feakes instructed me. She taught me to coordinate labs. She trained me to teach lecture courses. And for the last ten years that collaboration has resulted in a remarkable career for myself that I had not imagined possible. I have been nominated four times for excellence-in-teaching awards, two at the presidential level. My classes are always filled and often number over two hundred students in a room. My peer review and student evaluations for teaching are amongst the highest in the department.

Without question, the abilities that I have acquired at Texas State University are due almost entirely to Dr. Debra A. Feakes' input, coaching, counsel, administrative assistance and oversight.

Not only has she improved the lives of thousands through her direct interaction as teacher and mentor, countless more who have been fortunate enough to be influenced by her have been inspired to go on to careers in medicine, scientific research, and education.

So has this been hyperbole? Perhaps. But it would only sound that way to those who don't know Dr. Feakes. I know her. It's all true. Her list of accomplishments provides unconditional confirmation of her drive and expertise, and of her dedication to Texas State University and to all who seek her guidance.

The scale of that which Dr. Feakes has accomplished during her career almost defies belief. A few of its particulars demand repeating…

Recipient of the Presidential Distinction Award for Excellence in Teaching, Texas State, 2014; awarded Distinguished Membership status in the National Society of Collegiate Scholars (NSCS), Texas State, 2013; Professor of the Year, Non-Traditional Students Organization, Texas State, 2012; recipient of the College Achievement Award for Excellence in Teaching, Texas State, 2010; nominated for the Minnie Stevens Piper Professor Award, 2007; Texas State University nominee for the Council for the Advancement and Support of Education (CASE) Professor of the Year Award, 2007; Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2007; recipient of the Presidential Award for Excellence in Teaching, Texas State, 2006; recipient of the Presidential Distinction Award for Excellence in Teaching, Texas State, 2006; Honorary Coach, Texas State Women's Basketball Team, 2006; Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2006; Professor of the Year, Non-Traditional Students Organization, Texas State, 2005; Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2005; recipient of the Presidential Distinction Award for Excellence in Teaching, Texas State, 2004; invited to participate in the "Models in Academic Leadership Conference" at Research Corporation, 2004; Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2004; Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2003; The Office of Disability Services Award, SWT, 2002; Alpha Chi National Honor Scholarship Society Favorite Professor, SWT, 2002; recipient of the College Achievement Award for Excellence in Teaching, SWT, 2002; recipient of the Presidential Distinction Award for Excellence in Teaching, SWT, 2000; Alpha Chi National Honor Scholarship Society Favorite Professor, SWT, 2000; The Friend of

SLAC Award, SWT, 1999; Honorary Coach, SWT Volleyball Team, 1997; and Alpha Chi National Honor Scholarship Society Favorite Professor, SWT, 1997.

And let's not forget that at the university level, Dr. Feakes spent four years as the Chairman of the Faculty Senate and just finished a year as a Presidential Fellow.

As you can see, Dr. Feakes' accomplishments continue to grow. Currently she serves as Associate Chair in the Department of Chemistry and Biochemistry. She develops curriculum and, along with teaching a freshman chemistry section, she instructs a new engineering chemistry course. Whether in research, publications, funding, or in the number of her graduate students making their own significant contributions to scientific inquiry, Dr. Feakes' catalogue of excellence adds a new chapter every day.

More, she earns the admiration and respect not only of those who agree with her decisions but also of those who challenge her positions. Without exception all in the Department of Chemistry and Biochemistry respect Dr. Debra A. Feakes as a powerful advocate for students and good governance, and for the health of the Department of Chemistry and Biochemistry and Texas State University.

Ladies and gentlemen, I ask you to consider not only the sheer volume of accomplishment that distinguishes this remarkable person but the pursuit of excellence in everything she does. Evaluate her vita and you will come to understand at a distance that which I have been privileged to witness first-hand.

Enthusiastically and without reservation, I recommend and endorse Dr. Debra A. Feakes for the Piper Professor Award.

If you require any additional information do not hesitate to contact me.

Respectfully,

William J. McVey
Senior Lecturer
Department of Chemistry and Biochemistry
Texas State University
601 University Ave.
San Marcos, Texas 78666
512-245-6137

Division of Investigative and Genomic Pathology
Department of Pathology

Jennifer K. Spinler, Ph.D.
Microbial Genetics & Genomics
Texas Children's Microbiome Center
September 17, 2015

Dear Piper Professor Selection Committee,

I fully support the nomination of Dr. Debra A. Feakes for the Piper Professor Award. I first met Dr. Feakes in 1994 as an undergraduate student at then Southwest Texas State University during her introductory Chemistry class for non-science majors. I was a Computer Science Major under scholarship with the United States Air Force fulfilling my science requirement. I had grown up in a small town where venturing off to obtain a college degree was a challenge met by few. Expectations were limited and embarking on such a journey without scholarship was almost unheard of. The impact that Dr. Feakes had on me in that one course was profound enough to make me rethink my career path. I had been great at science in junior high and high school, but had not envisioned this as a viable career for myself. One semester with Dr. Feakes convinced me to reconsider my life's purpose and the financial practicality bestowed upon me by the USAF. In the end, I gave up my scholarship and changed my major to Chemistry with the intention of developing a career in science.

As a teacher, Dr. Feakes is highly effective at conveying information from a typically intimidating topic in such a way that it becomes non-threatening and easy to understand. She has a warm and welcoming way about her that makes a person *want* to do well. Her innovative teaching style and enthusiasm for chemistry enables her students to develop an affinity for a subject they were almost certainly afraid of. When she first walks into the classroom, she immediately puts everyone at ease with her relaxed, calm nature – as if to say, "This is just chemistry – no big deal. You've got this." And if we didn't "get it", then we knew she'd be there to help us make it through.

Dr. Feakes puts forth the effort to ensure her students grasp basic concepts required for understanding as well as appreciate the applicability of chemistry to everyday life. A turning point in my life revolved around an evening review session for our chemistry class. I remember it like it was yesterday. I had stayed after the review to ask Dr. Feakes what types of jobs were available to a person with a degree in Chemistry. Growing up in a small town, I hadn't had the exposure to the vast array of career possibilities afforded to scientists and was certainly not of the mind that they were options for women. She took the time to enlighten me about the wide range of job and research opportunities for Chemists and helped me to realize that I could acquire a degree in Chemistry and make a difference in people's lives. From that point on, I knew I wanted a career in research and approached her about being an undergraduate researcher in her lab. In addition to engaging in undergraduate research with Dr. Feakes, I was also closely involved with her outside of the classroom as a member, and later an officer, of the Chemistry Club that she had organized. She also gave me my first exposure to scientific meetings by letting me attend and participate in an American Chemical Society meeting. These experiences with Dr. Feakes as a teacher, researcher and in a social setting

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surrounded my college experience with a strong positive influence and gave me the sense of belonging that I'm convinced would not have happened without her.

As a research advisor, Dr. Feakes' fostered a warm and comfortable environment that allowed for the free exchange of ideas as well as one of the most pleasant working environments I have been a part of. She encouraged me to develop the critical thinking and problem solving skills required of successful researchers. Dr. Feakes not only allowed me to participate in her research, but let me take part in writing manuscripts for publication. This experience helped me to see how science was initiated at the bench and subsequently communicated to other researchers in the field, further grooming me for a successful scientific career. Upon graduating from Southwest Texas State University with a B.S. in Chemistry, I continued working towards building a career as a research scientist. I went on to successfully complete my Ph.D. at the University of Colorado Health Sciences Center followed by a postdoctoral position at Baylor College of Medicine. I am currently a junior faculty member at BCM with a position in the Texas Children's Microbiome Center working to solidify my independent research program and build a TCMC-based microbial genomics program.

Even though I am no longer a student at Texas State University, Dr. Feakes has manifested her commitment to my success by continuing to provide me with sound advice and support as I have furthered my scientific career. I was recently invited to give a talk at Texas State to students in the Biology Department about my research. Dr. Feakes and I were able to meet up afterwards to catch up. I am currently at a cross roads in my career where decisions need to be made for my next step forward and she was generous to mentor me even still. This one hour with her helped to renew my confidence in myself and give me the perspective I needed to choose a direction.

Although she may be completely unaware, there is absolutely no doubt in my mind that Dr. Feakes played a pivotal role in shaping my professional development. It is because of her positive influence, guidance and compassion that I not only changed paths from Computer Science to Chemistry, but also developed a passion for research and went on to obtain my Ph.D. I am reminded of her often as I sit in my office and guide students in their research projects and career plans, and using her as a role model hope that I - now as a mentor myself - make her proud. While Dr. Feakes certainly exhibits excellence as a Professor in teaching undergraduate students, she is so much more. To me, Dr. Feakes has been and continues to be a key role model as a woman in science setting high standards for me to strive towards as well as helping to build a solid foundation to ensure my success. It is with great honor that I recommend Dr. Feakes for the Piper Professor Award.

If you have any questions, please do not hesitate to contact me directly.

Sincerely,

Jennifer K. Spinler, Ph. D.
Microbial Genetics & Genomics
Texas Children's Microbiome Center
Department of Pathology, Texas Children's Hospital
Department of Pathology & Immunology
Baylor College of Medicine

TEXAS STATE UNIVERSITY

The rising STAR *of Texas*

September 28, 2015

Dear Piper Professor Selection Committee:

It is my pleasure to write this letter of support for Dr. Debra Feakes for the Minnie Stevens Piper Foundation's Piper Professor Award. I have had the privilege of working with Dr. Feakes since 2001. In that period I have watched her support the teachers, faculty and staff at Texas State University through her knowledge of the field, teaching expertise, and leadership. As the Associate Vice President for Instructional Technologies I had a unique position to observe and work with Debra in her instructional endeavors. She was constantly working toward improving her instructional practice, supporting other faculty in improving their instructional skills, and improving the learning environment for students. I will focus my comments on these three areas.

There are many sources of expertise for faculty, and Dr. Feakes pursued them all. She attended many of the workshops in Instructional Technologies Support, attended workshops at conferences, invited other faculty to observe her classes and offer ideas for improvement, and has built instructional teams around specific content. Her highly developed concept of technology integration into the instructional process is based upon the strong foundation of instructional design and content knowledge creating pedagogically sound learning environments. Using new technologies to appropriately support the instructional goal has lead Debra to solving many problems. Student labs, for example, are a major concern for chemistry instructors. The labs require a great amount of preparation. In fact, the required on-site preparation was as time sensitive as the content knowledge learned in the classroom. Utilizing workshop information and observing other disciplines with similar issues, she supported a colleague in the development of streaming videos. They worked through the pedagogical issues and she helped the faculty member find a team to support video development and deployment. The content, chemistry is difficult enough for students, labs should make it easier. The complexity of the subject also creates problems in the classroom. Dr. Feakes found that many students were failing in their procedural knowledge. Students would have difficulty in step two or three of a problem and consequently have errors that carried forward into steps four, five and six. She wanted a concrete way to determine when to move forward from step three to step four. Student feedback was unreliable, especially for the less capable. Debra discovered audience response systems (clickers) with assessment software. During class, she could ask the whole class a few quick questions at the end of an instructional block. Using the aggregated data, she could determine whether it was time to move forward or to readdress the current learning outcome. In time, she also identified that the distractors for the correct answer could reflect common mistakes or misconceptions, which identified what concept needed reinforcement. After several semesters, this practice was common amongst the faculty.

In both cases, the learning she acquired on instruction was passed on to fellow chemistry faculty and was then transferred to other departments via show case presentations through her involvement with Instructional Technologies Support. That was just the beginning. Debra recognized that many students were taught by lectures and adjuncts, who have strong content knowledge, but lack instructional expertise. She prompted faculty adjuncts as well as tenure track faculty to attend workshops and

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seminars. She worked with them in classrooms and labs. Many had significant time constraints. She worked with those providing instructional development to provide instructional guidance to the faculty, when they needed it. This would expand the level of just-in-time academic tools to a level way beyond the expectations for simple help with the Learning Management System or specific support tools like digital video cameras. In another case of too much to accomplish, in the time of the lab, Debra supported another colleague.

Dr. Feakes worked with instructors and staff to build a Bio-Chemistry lab integrated with digital technology. Each student did not have enough time to all run the variations on a fixed experiment to provide data for trends analysis. Again, mentoring another faculty member, she helped integrate networked computers in the lab. All results, from multiple groups running different variations were stored together in the faculty members' computer systems and were made available to all students. Enough data was gathered over multiple environments to allow all students to run trends analysis. Once again, a colleague was successfully mentored on sound practice and knowledge was shared.

I could continue with many positive examples based on sound pedagogical foundations that have improved instruction and learning at Texas State University, and not just in chemistry, all based upon Dr. Feakes' desire to improve learning and instruction. However, I would fail to identify some of her larger leadership endeavors in educating our students and faculty. To help improve and spread the successes to other faculty, Debra joined the Instructional Technologies Steering Committee and took on a leadership role promoting faculty development. She has used her position in the faculty senate to provide support and inform other faculty of the possibilities. By her actions as an exemplar, she has motivated her colleagues to make an extra effort to learn more and to improve their instruction and the learning environment. She does not let the great ideas receive a minor level of support. This past year as the Presidential Fellow, she made the development of faculty, adjuncts and lecturers her mission. Working with other university organizations, she created a major online resource tool kit for the faculty. She continues toolkit development this year while teaching a full load. It is a tremendously valuable resource for the university. While I was observing her class, a pair of freshman were leaving the class and said, "I hated this in high school," but excitedly she continued, "I really get it. It's great! She really knows how to teach." A mutual colleague of ours told me, "I love teaching chemistry and the students. Because of Debra I love teaching and will do it for the rest of my life."

Dr. Feakes is a strong leader, dedicated mentor, and an exceptional classroom and online teacher, who has contributed greatly to the learning successes of our students at Texas State University. I know of no-one else with such strong skills and significant contributions to our calling of teaching and learning. Select Dr. Debra Feakes for the Minnie Stevens Piper Foundation Piper Professor Award.

Best regard,

Milt Nielsen, Ph.D.
Special Assistant to the Vice President
for Information Technology

TEXAS STATE UNIVERSITY
SAN MARCOS
The rising STAR *of Texas*

September 18, 2015

To the Piper Professor Selection Committee:

It gives me great pleasure to write a letter of support for Dr. Debra Feakes. We both joined Texas State in the 1990s and since then I have known Debra as a friend and professional colleague. Debra and I also share a passion for the teaching and learning functions. Most of us have known her as a strong champion of shared governance and faculty interests. In this letter, however, I will confine my remarks to her abilities as a dedicated, exceptional teacher. In this letter for the sake of brevity, I will use four examples from Debra's teaching accomplishments to indicate why I think she is very deserving of this award.

My first exposure to Debra was in the early 1990s when I had just begun providing academic advice for Engineering Technology majors. Our students are not much inclined to abstract theories and analytical treatment of scientific principles. Thus, Chemistry has not been a pet subject for most of our students. In particular, General Chemistry II was a bugbear. Most students would put off taking this class until almost graduation and even so approach this course with trepidation. I was counseled by senior faculty colleagues to try to get our students into Dr. Feakes' section of General Chemistry II. They had learned over the years from students' experiences with taking (and retaking) this course that Dr. Feakes offered a section that was very focused on learning and comprehension, that she was very dedicated to student success and would spare no efforts to facilitate learning. She did this while maintaining sound academic standards. Over the years I had heard very similar narratives from some of our harshest student critics of faculty at Texas State.

Debra has been associated with a peer learning program on campus called "Supplemental Instruction" (SI) since 1995, just a few years after she joined Texas State. This nationally acclaimed student retention intervention effort is based on the notion of "student leaders" who are peers that facilitate learning in both at risk and general body of students. Student leaders must have a minimum GPA of 3.0 and they must have completed the course in question with an "A". The student leaders that are hired are required to sit in the class that they have already taken and model good student behavior. They take notes, ask questions, and serve as role models to the other students. Outside of class, voluntary SI sessions are scheduled 3-4 times a week where the SI leader facilitates activities which enhance the student's ability to succeed in the class. The sessions might be about note-taking, study habits, using the textbook, and the like. The SI leaders also have 1-2 office hours each week when students can get individual help. The office hours are really designed for the SI leader to create and develop the activity that they will be using during sessions, but sometimes individual students will come by and get help also. On average, students who participate in the SI program earn about ½ of a letter grade higher than the students who do not participate in the SI sessions. As a result, the SI program has continually exhibited decreased DWF rates (and concurrently higher GPAs) in courses that have a high attrition (courses that qualify for SI typically have DWF rates of 30% or higher). Interviewing and selecting good student leaders is critical to the success of the SI program. Debra and a colleague of hers from the Student Learning Assistance Center (SLAC) interview candidates for the position of SI leaders. SI programs are not free. Considerable funding is essential for maintaining current operations

DEPARTMENT OF ENGINEERING TECHNOLOGY
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and sustaining the same over the years. Debra has been very diligent in attracting funding from a multiplicity of sources very successfully. These include: the NSF, the Provost's office and several internal sources of funds.

Another pedagogical project in which Dr. Feakes played a major role was one that addressed the issue of retention of first and second year STEM majors. Significant numbers of these students drop out on account of issues that arise, on the surface, from want of performance in "gatekeeper" courses, but in actuality and on a deeper level from a lack of academic and social integration in the university community. A total of eight project personnel were involved in this four year NSF funded research. Debra's work involved science based gatekeeper courses, in particular courses in chemistry. Her work involved expanding academic intervention measures that were proven to be effective in accomplishing student success. Accordingly, she has expanded the scope of the immensely popular SI program (as described previously). Retention in STEM majors is thought to be very vital to the success of our nation's knowledge based economy and our global technical competitiveness. Thus, the significance of this NSF project effort and Debra's role in the same can scarcely be overstated.

A very recent collaborative pedagogical project on which I worked with Debra over the last 1.5 years is the creation of a new course in Chemistry entitled "Engineering Chemistry". Some years ago, owing to the coordinating board's mandate that all undergraduate programs should not exceed 120 hours, our degree programs in engineering and engineering technology removed the second chemistry course (General Chemistry II) from the four year curriculum. This move resulted in deleting some important chemistry principles from the knowledge base of engineering and engineering technology majors. As a faculty we had been informally mulling over this undesirable situation for a while. Debra demonstrated exceptional leadership by taking ownership of a process that resulted in the creation of the aforementioned course. This new course includes a range of key principles culled from General Chemistry I and II. Debra formed a team that included myself and a colleague from the Ingram School of Engineering. Under Debra's leadership we worked with faculty in engineering and engineering technology of find out specifically what chemical principles were of importance to the different engineering and engineering technology majors. We then prepared a syllabus and student learning outcomes for this new course and facilitated its approval through the university curriculum processes. This past summer, Debra, and another Chemistry colleague of hers and I worked out the details of specific pedagogy to be adopted. Informed by research in engineering education, we made the decision to adopt an inductive teaching strategy and an active learning pedagogy such as problem based learning (PBL). In preparation for the first offering of this course in Fall 2015, we also developed learning resources that incorporated PBL based pedagogy. I was very impressed with Debra's attention to a course that would not be taken by any Chemistry major, but would be of benefit to freshman engineering and engineering technology majors.

I began this letter with a description of dedication to teaching and learning on the part of a new to campus, untenured, assistant professor Dr. Debra Feakes to a description of a Dr. Debra Feakes who has been more recently Professor, Presidential Fellow, incredibly active senator, Vice Chair and Chair of the faculty senate, and Associate Chair of the Department of Chemistry and Biochemistry. Clearly between the early 1990s and 2015, Debra's professional life has changed in many ways; the one significant constancy amidst these changes is her

TEXAS STATE UNIVERSITY
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phenomenal dedication to teaching and her prowess as an exceptional instructor. I cannot think of another colleague who is more deserving of this award. In fact, she exemplifies best those qualities that the Piper Foundation seeks to recognize and reward. Therefore, it is without any reservation and utmost enthusiasm that I recommend her for your consideration. If I may provide any additional comments, I may be contacted at vs04@txstate.edu. Thank you for your consideration.

Sincerely,

Vedaraman Sriraman, D. Eng.
Piper and University Distinguished Professor

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Department of Chemistry and Biochemistry
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San Marcos, TX 78666

October 1, 2015

Piper Professor Selection Committee
Faculty Senate

To Whom It May Concern:

I am writing a strong letter of support for the nomination of Dr. Debra Feakes for the Piper Professor. I make this recommendation enthusiastically and without any reservation. I detail the basis for my support below.

I have known Dr. Feakes since I began my role as Chair in 2010. Dr. Feakes began her academic career at Texas State in 1995. I have consulted with colleagues to supplement my knowledge of Dr. Feakes full record. Dr. Feakes has taught University Seminar, Graduate Seminar, General Chemistry I and II, Chemistry for Non-Majors, Advanced Inorganic, Inorganic Lab and has been a coordinator of General Chemistry Laboratories. She has served on and chaired committees responsible for textbook selection, development and implementation of new classroom technology, and is actively engaged in all activities related to student success, preparedness and learning outcomes. She has served as PI or co-PI on numerous scholarly grants on both experimental chemistry and educational initiatives.

Dr. Feakes actively volunteers, engages and leads new campus and departmental initiatives directed to student success. She worked with the University Seminar Program to develop a University Seminar class specifically for our majors in chemistry and biochemistry. This seminar allowed our majors to learn more about our faculty, departmental research, and ethical and practical issues in their chosen field. Dr. Feakes worked with the Center for Multicultural and Gender Studies to develop material to introduce multicultural issues into the chemistry classroom. Dr. Feakes worked with University College on retention efforts, creating student lounges and enhancing the learning environment. She has and continues to lead the effort to build and maintain computer labs for all students.

One of Dr. Feakes more notable accomplishments has been collaborative work with the Student Learning and Assistance Center to develop a Supplemental Instruction (SI) for first and second year students in chemistry and biochemistry. These efforts have increased student retention, lowered DFW rates and led to the award of a National Science Foundation grant to better understand self-efficacy of students involved in supplemental instruction at Texas State. Dr. Feakes has been a campus resource for the incorporation of guided learning in the classroom, has organized two Texas State faculty workshops on POGIL Advanced Workshop on Facilitation and a Learning to Learn. The culmination of these multiple efforts has been a vastly improved learning environment for our students.

Dr. Feakes served as the department academic advisor from 2000-2008 following early co-advising duties with the then-current chair, Dr. Yager, as the early onset of her career. She was the sole academic advisor for all majors and pre-pharmacy until the biochemistry degree was instituted at which time she trained all biochemistry faculty in academic advising of biochemistry majors. Dr. Feakes created a methods and documented tools to facilitate faculty advising that included notebooks, checklists and recommended

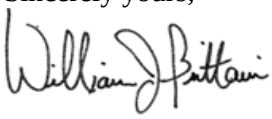
course sequences. This homogenization of advising methods greatly improved student's understanding of the degree requirements for chemistry and biochemistry and proper preparation for professional programs such as pharmacy. Dr. Feakes' efforts in advising have been recognized and includes the 2008 Academic Advising Award sponsored by the Texas Academic Advising Network.

Dr. Feakes is truly beloved by her students and a much sought-after instructor in General Chemistry – a course that arguable touches the most students on campus and potentially is the only experience with chemistry that most students will have. Student comments frequently praise her openness, friendly demeanor and fairness. While her exams are challenging, she devotes the time and energy to hand-grading every exam and does not rely on multiple choice exam formats. While students comment that Dr. Feakes' class is not "easy," they also acknowledge that Dr. Feakes enables them, provides adequate tools and office hours. It is not uncommon that students in her freshman section will continue to seek her career and academic advice. Dr. Feakes is an exemplar of the "type" of instructor I want our freshman students to encounter. Validation of the student respect and acknowledgement of her commitment to individual growth can be seen in more than a dozen student-nominated teaching awards. Dr. Feakes demonstrates that increasingly rare devotion to individual students that embodies a Piper Professor. In addition, Dr. Feakes has received more teaching awards than any other faculty member in the department and has received numerous peer-nominated teaching awards.

Dr. Feakes has served as Associate Chair in the department for three years. The notable self-initiated accomplishments of Dr. Feakes in the current role include: 1) development of a notebook and training course for new faculty to supplement university orientation (includes use of classroom technology, pedagogy, Texas State specific policies and procedures), 2) lead the effort to create a stable cohort of lecturers (improved interview and assessment process), 3) revision of Outcomes and Assessments and collection of data. In addition to these new activities, Dr. Feakes is the cognizant department resource for academic affairs, manages classroom scheduling, and serves as a role-model for faculty behavior and commitment.

There are numerous accomplishments of Dr. Feakes that I have not cited in detail that include Faculty Senate, advocacy for non-tenure track faculty, director of the NSF REU program, and Presidential Fellow. Often, the sciences are not considered the birthplace of teaching excellence and innovation and the obtuse nature of the material can obscure true talent in the classroom. Dr. Feakes possess the intellectual talent to disseminate chemistry content and demonstrates the passion and commitment to student success that mandates serious consideration of her candidacy for Piper Professor. **She is a truly the exemplar of faculty performance that is consistent with the expected qualities of a Piper Professor. I could not write a stronger letter for Minnie Stevens Piper Foundation's Piper Professor Nominee.**

Sincerely yours,



William J. Brittain
Professor and Chair
Department of Chemistry and Biochemistry
Director, NSF-PREM Center: Interfaces in Materials

TEXAS STATE UNIVERSITY

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September 28, 2015

Dear Piper Professor Selection Committee:

It is my pleasure to write this letter of support for Dr. Debra Feakes for the Minnie Stevens Piper Foundation's Piper Professor Award. I have had the privilege of working with Dr. Feakes since 2001. In that period I have watched her support the teachers, faculty and staff at Texas State University through her knowledge of the field, teaching expertise, and leadership. As the Associate Vice President for Instructional Technologies I had a unique position to observe and work with Debra in her instructional endeavors. She was constantly working toward improving her instructional practice, supporting other faculty in improving their instructional skills, and improving the learning environment for students. I will focus my comments on these three areas.

There are many sources of expertise for faculty, and Dr. Feakes pursued them all. She attended many of the workshops in Instructional Technologies Support, attended workshops at conferences, invited other faculty to observe her classes and offer ideas for improvement, and has built instructional teams around specific content. Her highly developed concept of technology integration into the instructional process is based upon the strong foundation of instructional design and content knowledge creating pedagogically sound learning environments. Using new technologies to appropriately support the instructional goal has lead Debra to solving many problems. Student labs, for example, are a major concern for chemistry instructors. The labs require a great amount of preparation. In fact, the required on-site preparation was as time sensitive as the content knowledge learned in the classroom. Utilizing workshop information and observing other disciplines with similar issues, she supported a colleague in the development of streaming videos. They worked through the pedagogical issues and she helped the faculty member find a team to support video development and deployment. The content, chemistry is difficult enough for students, labs should make it easier. The complexity of the subject also creates problems in the classroom. Dr. Feakes found that many students were failing in their procedural knowledge. Students would have difficulty in step two or three of a problem and consequently have errors that carried forward into steps four, five and six. She wanted a concrete way to determine when to move forward from step three to step four. Student feedback was unreliable, especially for the less capable. Debra discovered audience response systems (clickers) with assessment software. During class, she could ask the whole class a few quick questions at the end of an instructional block. Using the aggregated data, she could determine whether it was time to move forward or to readdress the current learning outcome. In time, she also identified that the distractors for the correct answer could reflect common mistakes or misconceptions, which identified what concept needed reinforcement. After several semesters, this practice was common amongst the faculty.

In both cases, the learning she acquired on instruction was passed on to fellow chemistry faculty and was then transferred to other departments via show case presentations through her involvement with Instructional Technologies Support. That was just the beginning. Debra recognized that many students were taught by lectures and adjuncts, who have strong content knowledge, but lack instructional expertise. She prompted faculty adjuncts as well as tenure track faculty to attend workshops and

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seminars. She worked with them in classrooms and labs. Many had significant time constraints. She worked with those providing instructional development to provide instructional guidance to the faculty, when they needed it. This would expand the level of just-in-time academic tools to a level way beyond the expectations for simple help with the Learning Management System or specific support tools like digital video cameras. In another case of too much to accomplish, in the time of the lab, Debra supported another colleague.

Dr. Feakes worked with instructors and staff to build a Bio-Chemistry lab integrated with digital technology. Each student did not have enough time to all run the variations on a fixed experiment to provide data for trends analysis. Again, mentoring another faculty member, she helped integrate networked computers in the lab. All results, from multiple groups running different variations were stored together in the faculty members' computer systems and were made available to all students. Enough data was gathered over multiple environments to allow all students to run trends analysis. Once again, a colleague was successfully mentored on sound practice and knowledge was shared.

I could continue with many positive examples based on sound pedagogical foundations that have improved instruction and learning at Texas State University, and not just in chemistry, all based upon Dr. Feakes' desire to improve learning and instruction. However, I would fail to identify some of her larger leadership endeavors in educating our students and faculty. To help improve and spread the successes to other faculty, Debra joined the Instructional Technologies Steering Committee and took on a leadership role promoting faculty development. She has used her position in the faculty senate to provide support and inform other faculty of the possibilities. By her actions as an exemplar, she has motivated her colleagues to make an extra effort to learn more and to improve their instruction and the learning environment. She does not let the great ideas receive a minor level of support. This past year as the Presidential Fellow, she made the development of faculty, adjuncts and lecturers her mission. Working with other university organizations, she created a major online resource tool kit for the faculty. She continues toolkit development this year while teaching a full load. It is a tremendously valuable resource for the university. While I was observing her class, a pair of freshman were leaving the class and said, "I hated this in high school," but excitedly she continued, "I really get it. It's great! She really knows how to teach." A mutual colleague of ours told me, "I love teaching chemistry and the students. Because of Debra I love teaching and will do it for the rest of my life."

Dr. Feakes is a strong leader, dedicated mentor, and an exceptional classroom and online teacher, who has contributed greatly to the learning successes of our students at Texas State University. I know of no-one else with such strong skills and significant contributions to our calling of teaching and learning. Select Dr. Debra Feakes for the Minnie Stevens Piper Foundation Piper Professor Award.

Best regard,

Milt Nielsen, Ph.D.
Special Assistant to the Vice President
for Information Technology

Division of Investigative and Genomic Pathology
Department of Pathology

Jennifer K. Spinler, Ph.D.
Microbial Genetics & Genomics
Texas Children's Microbiome Center
September 17, 2015

Dear Piper Professor Selection Committee,

I fully support the nomination of Dr. Debra A. Feakes for the Piper Professor Award. I first met Dr. Feakes in 1994 as an undergraduate student at then Southwest Texas State University during her introductory Chemistry class for non-science majors. I was a Computer Science Major under scholarship with the United States Air Force fulfilling my science requirement. I had grown up in a small town where venturing off to obtain a college degree was a challenge met by few. Expectations were limited and embarking on such a journey without scholarship was almost unheard of. The impact that Dr. Feakes had on me in that one course was profound enough to make me rethink my career path. I had been great at science in junior high and high school, but had not envisioned this as a viable career for myself. One semester with Dr. Feakes convinced me to reconsider my life's purpose and the financial practicality bestowed upon me by the USAF. In the end, I gave up my scholarship and changed my major to Chemistry with the intention of developing a career in science.

As a teacher, Dr. Feakes is highly effective at conveying information from a typically intimidating topic in such a way that it becomes non-threatening and easy to understand. She has a warm and welcoming way about her that makes a person *want* to do well. Her innovative teaching style and enthusiasm for chemistry enables her students to develop an affinity for a subject they were almost certainly afraid of. When she first walks into the classroom, she immediately puts everyone at ease with her relaxed, calm nature – as if to say, "This is just chemistry – no big deal. You've got this." And if we didn't "get it", then we knew she'd be there to help us make it through.

Dr. Feakes puts forth the effort to ensure her students grasp basic concepts required for understanding as well as appreciate the applicability of chemistry to everyday life. A turning point in my life revolved around an evening review session for our chemistry class. I remember it like it was yesterday. I had stayed after the review to ask Dr. Feakes what types of jobs were available to a person with a degree in Chemistry. Growing up in a small town, I hadn't had the exposure to the vast array of career possibilities afforded to scientists and was certainly not of the mind that they were options for women. She took the time to enlighten me about the wide range of job and research opportunities for Chemists and helped me to realize that I could acquire a degree in Chemistry and make a difference in people's lives. From that point on, I knew I wanted a career in research and approached her about being an undergraduate researcher in her lab. In addition to engaging in undergraduate research with Dr. Feakes, I was also closely involved with her outside of the classroom as a member, and later an officer, of the Chemistry Club that she had organized. She also gave me my first exposure to scientific meetings by letting me attend and participate in an American Chemical Society meeting. These experiences with Dr. Feakes as a teacher, researcher and in a social setting

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surrounded my college experience with a strong positive influence and gave me the sense of belonging that I'm convinced would not have happened without her.

As a research advisor, Dr. Feakes' fostered a warm and comfortable environment that allowed for the free exchange of ideas as well as one of the most pleasant working environments I have been a part of. She encouraged me to develop the critical thinking and problem solving skills required of successful researchers. Dr. Feakes not only allowed me to participate in her research, but let me take part in writing manuscripts for publication. This experience helped me to see how science was initiated at the bench and subsequently communicated to other researchers in the field, further grooming me for a successful scientific career. Upon graduating from Southwest Texas State University with a B.S. in Chemistry, I continued working towards building a career as a research scientist. I went on to successfully complete my Ph.D. at the University of Colorado Health Sciences Center followed by a postdoctoral position at Baylor College of Medicine. I am currently a junior faculty member at BCM with a position in the Texas Children's Microbiome Center working to solidify my independent research program and build a TCMC-based microbial genomics program.

Even though I am no longer a student at Texas State University, Dr. Feakes has manifested her commitment to my success by continuing to provide me with sound advice and support as I have furthered my scientific career. I was recently invited to give a talk at Texas State to students in the Biology Department about my research. Dr. Feakes and I were able to meet up afterwards to catch up. I am currently at a cross roads in my career where decisions need to be made for my next step forward and she was generous to mentor me even still. This one hour with her helped to renew my confidence in myself and give me the perspective I needed to choose a direction.

Although she may be completely unaware, there is absolutely no doubt in my mind that Dr. Feakes played a pivotal role in shaping my professional development. It is because of her positive influence, guidance and compassion that I not only changed paths from Computer Science to Chemistry, but also developed a passion for research and went on to obtain my Ph.D. I am reminded of her often as I sit in my office and guide students in their research projects and career plans, and using her as a role model hope that I - now as a mentor myself - make her proud. While Dr. Feakes certainly exhibits excellence as a Professor in teaching undergraduate students, she is so much more. To me, Dr. Feakes has been and continues to be a key role model as a woman in science setting high standards for me to strive towards as well as helping to build a solid foundation to ensure my success. It is with great honor that I recommend Dr. Feakes for the Piper Professor Award.

If you have any questions, please do not hesitate to contact me directly.

Sincerely,

Jennifer K. Spinler, Ph. D.
Microbial Genetics & Genomics
Texas Children's Microbiome Center
Department of Pathology, Texas Children's Hospital
Department of Pathology & Immunology
Baylor College of Medicine

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September 24, 2015

Dear Piper Professor Selection Committee,

There is no more outstanding candidate for the Piper Professor Award than Dr. Debra A. Feakes.

In her twenty-one years at Texas State University, Dr. Feakes has impacted thousands of lives and each owes her an incalculable debt. Ask them: the student who takes her classes, the graduate researcher she guides to a respected career, or the new faculty member who learns from Dr. Feakes the art of communicating science to eager and not-so-eager students.

A quick review of Dr. Feakes vita reveals a list of professional accomplishments that any university academic would welcome as a magnificent career. And yet Dr. Debra A. Feakes is far from finished changing lives.

It would be reasonable to judge the statements above as the hyperbole of a friend and colleague wishing to advance Dr. Feakes' interests. And of course it's true; advancing Dr. Feakes' interests advances Texas State University's interests. We can acknowledge that. But here is why: Dr. Feakes compels the individuals around her – students and faculty alike – to be *better* because she leads by example. Her talent, persistence, integrity, knowledge, mentorship, teaching loads, and willingness to take on committee assignments are all staggering. I know of no other person who willingly gives more time and energy to this institution. Those around her cannot help but notice…and strive to match her.

The best example of this capacity in Dr. Feakes can be found in my own story. In the fall of 1996, I returned to college to pursue a second bachelor's degree. Dr. Feakes was my first semester chemistry professor. I began those classes with only a vague recollection of the world of chemistry. Though I had served in Special Forces as a paramedic and been an avid reader of all things science, my thinking lacked clarity. Within a few classes, Dr. Feakes changed that. She provided a remarkable, fascinating and thorough presentation that utterly floored me. That was it. The disarray in the mind of this returning student was structured anew. From that moment I dedicated myself to the study of chemistry. I was 46 years old.

Graduating with a B.S. in Chemistry from Southwest Texas State University, I entered a Masters program in biochemistry at Texas State University. In Dr. Feakes' research lab, I worked on Boron Neutron Capture Therapy, which, had it been fully developed at the time of my father's

diagnosis, could have possibly lengthened his life. This real and personal collision of Dr. Feakes' research and my father's death showed me that I was in the right place, if not at the right time.

Upon graduating with a Masters Degree, I was hired by the department as a lecturer and to oversee the freshman labs. Again Dr. Feakes instructed me. She taught me to coordinate labs. She trained me to teach lecture courses. And for the last ten years that collaboration has resulted in a remarkable career for myself that I had not imagined possible. I have been nominated four times for excellence-in-teaching awards, two at the presidential level. My classes are always filled and often number over two hundred students in a room. My peer review and student evaluations for teaching are amongst the highest in the department.

Without question, the abilities that I have acquired at Texas State University are due almost entirely to Dr. Debra A. Feakes' input, coaching, counsel, administrative assistance and oversight.

Not only has she improved the lives of thousands through her direct interaction as teacher and mentor, countless more who have been fortunate enough to be influenced by her have been inspired to go on to careers in medicine, scientific research, and education.

So has this been hyperbole? Perhaps. But it would only sound that way to those who don't know Dr. Feakes. I know her. It's all true. Her list of accomplishments provides unconditional confirmation of her drive and expertise, and of her dedication to Texas State University and to all who seek her guidance.

The scale of that which Dr. Feakes has accomplished during her career almost defies belief. A few of its particulars demand repeating…

Recipient of the Presidential Distinction Award for Excellence in Teaching, Texas State, 2014; awarded Distinguished Membership status in the National Society of Collegiate Scholars (NSCS), Texas State, 2013; Professor of the Year, Non-Traditional Students Organization, Texas State, 2012; recipient of the College Achievement Award for Excellence in Teaching, Texas State, 2010; nominated for the Minnie Stevens Piper Professor Award, 2007; Texas State University nominee for the Council for the Advancement and Support of Education (CASE) Professor of the Year Award, 2007; Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2007; recipient of the Presidential Award for Excellence in Teaching, Texas State, 2006; recipient of the Presidential Distinction Award for Excellence in Teaching, Texas State, 2006; Honorary Coach, Texas State Women's Basketball Team, 2006; Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2006; Professor of the Year, Non-Traditional Students Organization, Texas State, 2005; Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2005; recipient of the Presidential Distinction Award for Excellence in Teaching, Texas State, 2004; invited to participate in the "Models in Academic Leadership Conference" at Research Corporation, 2004; Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2004; Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2003; The Office of Disability Services Award, SWT, 2002; Alpha Chi National Honor Scholarship Society Favorite Professor, SWT, 2002; recipient of the College Achievement Award for Excellence in Teaching, SWT, 2002; recipient of the Presidential Distinction Award for Excellence in Teaching, SWT, 2000; Alpha Chi National Honor Scholarship Society Favorite Professor, SWT, 2000; The Friend of

SLAC Award, SWT, 1999; Honorary Coach, SWT Volleyball Team, 1997; and Alpha Chi National Honor Scholarship Society Favorite Professor, SWT, 1997.

And let's not forget that at the university level, Dr. Feakes spent four years as the Chairman of the Faculty Senate and just finished a year as a Presidential Fellow.

As you can see, Dr. Feakes' accomplishments continue to grow. Currently she serves as Associate Chair in the Department of Chemistry and Biochemistry. She develops curriculum and, along with teaching a freshman chemistry section, she instructs a new engineering chemistry course. Whether in research, publications, funding, or in the number of her graduate students making their own significant contributions to scientific inquiry, Dr. Feakes' catalogue of excellence adds a new chapter every day.

More, she earns the admiration and respect not only of those who agree with her decisions but also of those who challenge her positions. Without exception all in the Department of Chemistry and Biochemistry respect Dr. Debra A. Feakes as a powerful advocate for students and good governance, and for the health of the Department of Chemistry and Biochemistry and Texas State University.

Ladies and gentlemen, I ask you to consider not only the sheer volume of accomplishment that distinguishes this remarkable person but the pursuit of excellence in everything she does. Evaluate her vita and you will come to understand at a distance that which I have been privileged to witness first-hand.

Enthusiastically and without reservation, I recommend and endorse Dr. Debra A. Feakes for the Piper Professor Award.

If you require any additional information do not hesitate to contact me.

Respectfully,

William J. McVey
Senior Lecturer
Department of Chemistry and Biochemistry
Texas State University
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TEXAS STATE UNIVERSITY

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Department of Chemistry and Biochemistry
601 University Drive
San Marcos, TX 78666

October 1, 2015

Piper Professor Selection Committee
Faculty Senate

To Whom It May Concern:

I am writing a strong letter of support for the nomination of Dr. Debra Feakes for the Piper Professor. I make this recommendation enthusiastically and without any reservation. I detail the basis for my support below.

I have known Dr. Feakes since I began my role as Chair in 2010. Dr. Feakes began her academic career at Texas State in 1995. I have consulted with colleagues to supplement my knowledge of Dr. Feakes full record. Dr. Feakes has taught University Seminar, Graduate Seminar, General Chemistry I and II, Chemistry for Non-Majors, Advanced Inorganic, Inorganic Lab and has been a coordinator of General Chemistry Laboratories. She has served on and chaired committees responsible for textbook selection, development and implementation of new classroom technology, and is actively engaged in all activities related to student success, preparedness and learning outcomes. She has served as PI or co-PI on numerous scholarly grants on both experimental chemistry and educational initiatives.

Dr. Feakes actively volunteers, engages and leads new campus and departmental initiatives directed to student success. She worked with the University Seminar Program to develop a University Seminar class specifically for our majors in chemistry and biochemistry. This seminar allowed our majors to learn more about our faculty, departmental research, and ethical and practical issues in their chosen field. Dr. Feakes worked with the Center for Multicultural and Gender Studies to develop material to introduce multicultural issues into the chemistry classroom. Dr. Feakes worked with University College on retention efforts, creating student lounges and enhancing the learning environment. She has and continues to lead the effort to build and maintain computer labs for all students.

One of Dr. Feakes more notable accomplishments has been collaborative work with the Student Learning and Assistance Center to develop a Supplemental Instruction (SI) for first and second year students in chemistry and biochemistry. These efforts have increased student retention, lowered DFW rates and led to the award of a National Science Foundation grant to better understand self-efficacy of students involved in supplemental instruction at Texas State. Dr. Feakes has been a campus resource for the incorporation of guided learning in the classroom, has organized two Texas State faculty workshops on POGIL Advanced Workshop on Facilitation and a Learning to Learn. The culmination of these multiple efforts has been a vastly improved learning environment for our students.

Dr. Feakes served as the department academic advisor from 2000-2008 following early co-advising duties with the then-current chair, Dr. Yager, as the early onset of her career. She was the sole academic advisor for all majors and pre-pharmacy until the biochemistry degree was instituted at which time she trained all biochemistry faculty in academic advising of biochemistry majors. Dr. Feakes created a methods and documented tools to facilitate faculty advising that included notebooks, checklists and recommended

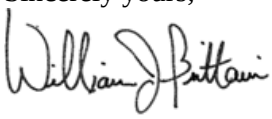
course sequences. This homogenization of advising methods greatly improved student's understanding of the degree requirements for chemistry and biochemistry and proper preparation for professional programs such as pharmacy. Dr. Feakes' efforts in advising have been recognized and includes the 2008 Academic Advising Award sponsored by the Texas Academic Advising Network.

Dr. Feakes is truly beloved by her students and a much sought-after instructor in General Chemistry – a course that arguable touches the most students on campus and potentially is the only experience with chemistry that most students will have. Student comments frequently praise her openness, friendly demeanor and fairness. While her exams are challenging, she devotes the time and energy to hand-grading every exam and does not rely on multiple choice exam formats. While students comment that Dr. Feakes' class is not "easy," they also acknowledge that Dr. Feakes enables them, provides adequate tools and office hours. It is not uncommon that students in her freshman section will continue to seek her career and academic advice. Dr. Feakes is an exemplar of the "type" of instructor I want our freshman students to encounter. Validation of the student respect and acknowledgement of her commitment to individual growth can be seen in more than a dozen student-nominated teaching awards. Dr. Feakes demonstrates that increasingly rare devotion to individual students that embodies a Piper Professor. In addition, Dr. Feakes has received more teaching awards than any other faculty member in the department and has received numerous peer-nominated teaching awards.

Dr. Feakes has served as Associate Chair in the department for three years. The notable self-initiated accomplishments of Dr. Feakes in the current role include: 1) development of a notebook and training course for new faculty to supplement university orientation (includes use of classroom technology, pedagogy, Texas State specific policies and procedures), 2) lead the effort to create a stable cohort of lecturers (improved interview and assessment process), 3) revision of Outcomes and Assessments and collection of data. In addition to these new activities, Dr. Feakes is the cognizant department resource for academic affairs, manages classroom scheduling, and serves as a role-model for faculty behavior and commitment.

There are numerous accomplishments of Dr. Feakes that I have not cited in detail that include Faculty Senate, advocacy for non-tenure track faculty, director of the NSF REU program, and Presidential Fellow. Often, the sciences are not considered the birthplace of teaching excellence and innovation and the obtuse nature of the material can obscure true talent in the classroom. Dr. Feakes possess the intellectual talent to disseminate chemistry content and demonstrates the passion and commitment to student success that mandates serious consideration of her candidacy for Piper Professor. **She is a truly the exemplar of faculty performance that is consistent with the expected qualities of a Piper Professor. I could not write a stronger letter for Minnie Stevens Piper Foundation's Piper Professor Nominee.**

Sincerely yours,



William J. Brittain
Professor and Chair
Department of Chemistry and Biochemistry
Director, NSF-PREM Center: Interfaces in Materials

PUBLICATIONS: Although the Selection Committee is not primarily concerned with "Research/Publish or Perish," please summarize any research projects completed, and list any book/articles published and/or in use, exclusive of your Master's Thesis and/or Doctoral Dissertation. (Continue on separate sheet if necessary."

The research in my laboratory is based on two disparate areas: 1) the synthesis and investigation of boron-containing compounds and 2) the investigation of supplemental instruction in general and organic chemistry courses.

My formal training is in the area of synthetic inorganic chemistry. My research is based on the synthesis and investigation of boron-containing compounds for application in boron neutron capture therapy, a binary cancer therapy proposed for the treatment of *glioblastoma multiforme*, a particularly lethal brain tumor, and metastatic melanoma. Seven graduate (MS) students have completed their thesis under my direction and I have mentored approximately 40 undergraduate students in my laboratory. I have also served on the graduate committees (both MS and PhD) of an additional 10 students, including one in the College of Education. Our research has resulted in 19 peer-reviewed publications in top quality journals and peer-reviewed proceedings and five patents. I also was invited to contribute a book chapter for the book "Boron Science: New Technologies and Applications". We have given 32 presentations at national and international meetings. The research has been funded by numerous organizations including the Welch Foundation ($387,000), the United States Department of Energy ($520,267), and Research Corporation ($20,320). In addition to the independent funding, I have also been a contributing member to proposals which improved the research infrastructure within the Department of Chemistry and Biochemistry by securing funding for new instrumentation. Details regarding the items listed can be found in the attached CV.

Over the past five years, I have been increasingly interested in Chemical Education and have expanded my research area into the investigation of the impact of supplemental instruction in the lower division chemistry courses. In particular, we are interested in addressing two questions: 1) the concept of self-efficacy and 2) the impact of supplemental instruction on different demographic groups. Many naysayers of supplemental instruction believe that only the better students participate in supplemental instruction and the positive impact of the program is simply a result of motivated students. This is not supported by our results or the results of others in the field. I was the principal investigator on a grant from the National Science Foundation ($199,976) to investigate supplemental instruction at Texas State University. The research group represented a collaborative effort between the College of Science and Engineering, the College of Education (Robert Reardon), and the Student Learning Assistance Center (Carol Dochen). We have published one paper on our project and have another in progress. Additionally, we have given four presentations at national and international conferences on our work. I have one

additional paper in the area of Chemical Education with another colleague, Dr. Ozcan Gulacar. Just this past January, Texas State University was awarded a NSF-IUSE grant in the amount of $1.5 million. Again, this grant is a collaborative effort between the College of Science and Engineering and the College of Education. I am a senior personnel on this grant and my project is based on the supplemental instruction program, both in the Department of Chemistry and Biochemistry, but also expanding into the Department of Mathematics. I am an associate in the LBJ Institute for STEM Education and Research at Texas State University. In addition to these strands of research, I have a NSF-REU proposal currently under review. Details regarding the items listed can be found in the attached CV.

TEXAS STATE VITA

I. ACADEMIC/PROFESSIONAL BACKGROUND

A. Name: Debra A. Feakes Title: Professor

B. Educational Background

Degree	Year	University	Major	Thesis/Dissertation
Ph.D.	1991	Utah State University	Chemistry	Studies of Borane Adducts of Aminoalkylphosphonates and Thiophosphonates Via Borane Oligomers
B.S.	1986	Colorado School of Mines	Mineral Engineering Chemistry	N/A

C. University Experience

Position	University	Dates
Presidential Fellow	Texas State University	2014 – 2015
Professor	Texas State University	2013 – present
Associate Chair	Texas State University–San Marcos *Name changed to Texas State University*	2012 – present
Associate Professor	Texas State University–San Marcos	2000 – 2013
Assistant Professor	Southwest Texas State University *Name changed to Texas State University-San Marcos*	1994 – 2000
Post-doctoral Research Associate	University of California at Los Angeles	1991 – 1994
Research Assistant	Utah State University	1987 – 1991
Teaching Assistant	Utah State University	1986 – 1991

D. Relevant Professional Experience

E. Other Professional Credentials (licensure, certification, etc.)

II. TEACHING

A. Teaching Honors and Awards

Recipient of the Presidential Distinction Award for Excellence in Teaching, Texas State, 2014
Awarded Distinguished Membership status in the National Society of Collegiate Scholars (NSCS), Texas State, 2013
Professor of the Year, Non-Traditional Students Organization, Texas State, 2012
Recipient of the College Achievement Award for Excellence in Teaching, Texas State, 2010
Den Namesake, Texas State, 2009
Invited to Participate in the Technology Integration Workshop, Texas State, 2009
Nominated for the Minnie Stevens Piper Professor, 2007
Texas State University Nominee for the Council for the Advancement and Support of Education (CASE) Professor of the Year Award, 2007
Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2007
Recipient of the Presidential Award for Excellence in Teaching, Texas State, 2006
Recipient of the Presidential Distinction Award for Excellence in Teaching, Texas State, 2006
Honorary Coach, Texas State Women's Basketball Team, 2006
Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2006
Professor of the Year, Non-Traditional Students Organization, Texas State, 2005
Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2005
Recipient of the Presidential Distinction Award for Excellence in Teaching, Texas State, 2004
Invited to Participate in the "Models in Academic Leadership Conference" at Research Corporation, 2004
Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2004
Alpha Chi National Honor Scholarship Society Favorite Professor, Texas State, 2003
The Office of Disability Services Award, SWT, 2002
Alpha Chi National Honor Scholarship Society Favorite Professor, SWT, 2002
Recipient of the College Achievement Award for Excellence in Teaching, SWT, 2002
Recipient of the Presidential Distinction Award for Excellence in Teaching, SWT, 2000
Alpha Chi National Honor Scholarship Society Favorite Professor, SWT, 2000
The Friend of SLAC Award, SWT, 1999
Honorary Coach, SWT Volleyball Team, 1997
Alpha Chi National Honor Scholarship Society Favorite Professor, SWT, 1997
Outstanding Teaching Award in Chemistry and Biochemistry, Utah State University, 1987

B. Courses Taught

CH1141	General Chemistry I Laboratory
CH1310	Introductory Chemistry for Non-Science Majors
CH1335	Engineering Chemistry
CH1341	General Chemistry I
CH1342	General Chemistry II

CH1410	General Chemistry I
CH1410L	General Chemistry I Laboratory
CH1420	General Chemistry II
CH1430	Chemistry for Non-Science Majors
CH1430L	Chemistry for Non-Science Majors Laboratory
CH4241	Advanced Laboratory II
CH4299	Undergraduate Research
CH4341	Advanced Inorganic Chemistry
CH5110	Graduate Seminar
CH5341	Advanced Inorganic Chemistry
CH5399	Graduate Research
US1100	University Seminar

C. Graduate Theses/Dissertations or Exit Committees (if supervisor, please indicate):

1. Graduate Theses/Dissertations, Honors Theses, or Exit Committees as Supervisor (include name, title, date of graduation)

Sedriel Montalvo, "Investigation of the Reactivity of Polyhedral Borane Anions with Carbon-Based Nucleophiles and Electrophiles," 2015.

Martin Mantz, "Reactivity of the $[B_{20}H_{18}]^{2-}$ Ion with Carbon Nucleophiles for Potential Application in BNCT," 2013.

Matthew Klinger, "Investigation of the Oxidative Ability of Polyhedral Borane Anions," left program to attend dental school.

Barrett Matthews, "Polyhedral Borane Anions: Investigation of the Mechanism of Retention," 2007.

Jacqueline P. Smits, "Investigation of the Mechanism of Nucleophilic Attack on the [*trans*-$B_{20}H_{18}]^{2-}$ Anion," 2006.

William J. McVey, "Investigation of the Reactivity of Three Polyhedral Borane Anions with Albumins," 2003

Colby C. Tate, "Improved Synthesis of Carborane Derivatives of Cholesterol for Incorporation into Unilamellar Liposomes and Evaluation as Potential Agents for Boron Neutron Capture Therapy," 2002.

R. Corey Waller, "Synthesis and Evaluation of Polyhedral Borane Anions for Potential Application in the Boron Neutron Capture Therapy of Cancer," 1999.

2. Graduate Theses/Dissertations, Honors Theses, or Exit Committees as Committee Member (include name, title, date of graduation)

Beverly Woodson Day, "The Persistence of Black Males in the STEM Fields at Texas State University," 2015 (doctoral candidate in Education).

Ralph Salazar, "Synthesis and Binding Properties of an Inherently Chiral Calix[6]arene," 2005.

Elizabeth Peterson, "Fundamental Studies of Clay Surface Treatments to Facilitate Exfoliation," 2005.

Jennifer Smith, "Alkylation of Zinc Thiolate Proteins: Reactions with Model Compounds," 2003.
Raychel Chambers, "Defining the Active Site of 2-(2′-Hydroxyphenyl)benzenesulfinate Desulfinase," 2003.
Sara Staggs, "Stereoselective Synthesis of Bis-bridged Calix[6]arenas," 2003.
Abelardo Rodriguez II, "Alkylations of 1,2-Alternate Calix[4]arene," 2002.
Greg Perez, "Evaluation of Solid Phase Extraction (SPE) for the Analysis of Isocyanates in Spray-Painting Operations," 1998.
Jian Lin, "New Sampling and Analysis Methods for Isocyanates in Spray-Painting Operations," 1998.
Sam Norman, "Evaluation of a New Derivatizing Reagent, 1-(9-anthracenylmethyl)piperazine (MAP), Used for the Analysis of Isocyanates in Spray-Painting Operations," 1997.

D. Courses Prepared and Curriculum Development

CH1335	Engineering Chemistry
CH1410 (Laboratory)	General Chemistry I Laboratory
CH1141	General Chemistry I Laboratory

E. Funded External Teaching Grants and Contracts

Title:	Texas State STEM Rising Stars
Funding Agency:	National Science Foundation
Duration of Grant:	01/01/15-01/01/19
Role on Grant:	co-PI
Names of PI or Co-PI(s):	Araceli Ortiz (PI), numerous co-PI's
Total Funds Awarded:	$1,500,000

F. Submitted, but not Funded, External Teaching Grants and Contracts

Title:	REU Site: A Chemistry REU on Molecular Innovation and Entrepreneurship (CheMIE)
Funding Agency:	National Science Foundation
Duration of Grant:	04/01/16-03/31/19
Role on Grant:	PI
Names of PI or Co-PI(s):	Cory Holland (co-PI), Cynthia Luxford (co-PI)
Total Funds Requested:	$373,386 **(PENDING)**

Title:	Responsive, Attentive, Dialogic, and InterActive Noyce Scholars (RADIANS) Project
Funding Agency:	National Science Foundation - Noyce
Duration of Grant:	2015-2018
Role on Grant:	co-PI
Names of PI or Co-PI(s):	Eleanor Close (PI), numerous co-PI's

Total Funds Requested:	$ 1,200,000 **(PENDING)**

Title:	Responsive, Attentive, Dialogic, and InterActive Noyce Scholars (RADIANS) Project
Funding Agency:	National Science Foundation
Duration of Grant:	2014-2017
Role on Grant:	co-PI
Names of PI or Co-PI(s):	Leslie Huling (PI), numerous co-PI's
Total Funds Requested:	$ 1,200,000

Title:	STEM Teacher Education Pathways Project (STEPP)
Funding Agency:	National Science Foundation
Duration of Grant:	9/1/14-8/31/18
Role on Grant:	co-PI
Names of PI or Co-PI(s):	Leslie Huling (PI), numerous co-PI's
Total Funds Requested:	$1,450,000

Title:	Building Our Baccalaureates through Community, Advising, and Technology
Funding Agency:	National Science Foundation
Duration of Grant:	09/01/09-08/31/14
Role on Grant:	co-PI
Names of PI or Co-PI(s):	Dana Garcia
Total Funds Requested:	$1,999,999

Title:	Interactive Pre-Laboratory Exercises To Enhance Student Preparation, Engagement, and Retention of Knowledge
Funding Agency:	National Science Foundation
Duration of Grant:	09/01/07-08/31/09
Role on Grant:	PI
Names of PI or Co-PI(s):	William (Jeff) McVey and Chad Booth
Total Funds Requested:	$133,228

G. Funded Internal Teaching Grants and Contracts

Title:	Upgrade of the Department of Chemistry and Biochemistry Computer Laboratory
Funding Agency:	Tx State Academic Computing
Duration of Grant:	06/01/13-05/31/14
Role on Grant:	PI
Names of PI or Co-PI(s):	Alejandro Martinez
Total Funds Requested:	$19,930

Title:	Upgrade of the JGI Research Facility
Funding Agency:	Tx State Academic Computing

Duration of Grant:	06/01/13-05/31/14
Role on Grant:	PI
Names of PI or Co-PI(s):	Alejandro Martinez
Total Funds Requested:	$33,109

Title:	Upgrade for JGI Research Facility
Funding Agency:	Tx State Academic Computing
Duration of Grant:	06/01/11-05/31/12
Role on Grant:	PI
Total Funds Awarded:	$11,941

Title:	Development of a Pilot Biochemistry Laboratory
Funding Agency:	Tx State Academic Computing
Duration of Grant:	06/01/10-05/31/11
Role on Grant:	PI
Names of PI or Co-PI(s):	Rachell Booth
Total Funds Awarded:	$32,380

Title:	Facilitating Self-Efficacy and Academic Success in Chemical Education: Innovative Teaching with Supplemental Instruction
Funding Agency:	Texas State SSTars Mini Grant
Duration of Grant:	09/01/07-08/31/09
Role on Grant:	PI
Total Funds Awarded:	$5,000

Title:	A New Formula for Academic Success: Integrating Technology and Innovative Teaching Methods into Supplemental Instruction
Funding Agency:	Tx State Opportunity for Success
Duration of Grant:	09/01/05-08/31/07
Role on Grant:	PI
Total Funds Awarded:	$5,000

Title:	Development of an Early Peer and Faculty Mentoring System
Funding Agency:	Tx State Early Engagement of First-Year Students
Duration of Grant:	09/01/03-08/31/05
Role on Grant:	PI
Total Funds Awarded:	$5,000

Title:	Initiative to Incorporate Computer Modeling into the Department of Chemistry and Biochemistry Curricula
Funding Agency:	SWT Academic Computing
Duration of Grant:	04/01/01-08/31/01
Role on Grant:	PI
Total Funds Awarded:	$18,559

Title: Proposal to Improve Student Access to Computing
Funding Agency: SWT Academic Computing
Duration of Grant: 04/01/98-08/31/98
Role on Grant: PI
Total Funds Awarded: $28,374

H. Submitted, but not Funded, Internal Teaching Grants and Contracts

Title: Upgrade of the JGI Research Facility
Funding Agency: Tx State Academic Computing
Duration of Grant: 06/01/12-05/31/13
Role on Grant: PI
Total Funds Requested: $17,761

I. Other

1. Undergraduate Research Students Mentored in the Research Laboratory

Name	Destination
Aaron Brannon	
Airybelle Rodriguez	REU Student, Summer 2013
Alexander Muyshondt	Current Tx State student
Alexandria Rudd	Ilex Oncology (San Antonio, TX)
Amy Buchhorn	
Andrew Carroll	Austin Police Department
Angel Cervantes	
Ashley Orr	Graduate School
Barrett Matthews	Texas State University MS Program (San Marcos, TX)
Benjamin Euhus	Current Tx State student
Brian Newell	Colorado State University PhD Program (Fort Collins, CO)
Cassie Deardorff	Current Tx State student
Christopher Jones	Radian International (Austin, TX)
Colby Tate	Texas State University MS Program (San Marcos, TX)
Deborah Hathaway	University of Texas Medical School (San Antonio, TX)
Fred Harris	University of Oregon PhD Program
Gregory Olsen	Southwestern Medical School PhD Program (Dallas, TX)
Greyhm Furst-Pikus	University of Texas at Austin PhD Program (Austin, TX)
Heather Ruth Sneed	Graduate School
Jacqueline Smits	Texas State University MS Program (San Marcos, TX)
Jennifer Pointer Harris	University of Oregon PhD Program
Jennifer Spinler	University of Colorado Health Sciences Center PhD Program (Denver, CO)
Jon Lutes	University of Houston College of Pharmacy (Houston, TX)

Julia Lara	Current Tx State student
Katherine Schmalzer	Medical College of Wisconsin PhD Program (Milwaukee, WI)
Lisa Michaud	New England School of Law (Boston, MA)
Luis Navarro	
Marija Djurkovich	Current Tx State student
Matthew Milner	Rockwater Energy Solutions
Michelle Motley	University of Texas at San Antonio MS Program (San Antonio, TX)
Natalia Ponebshek	Current Tx State Student
Naureen Wahed	Industry (Austin, TX)
Nicholas Mustachio	University of Houston PhD Program
Rebecca Ballard	
Robert Bliss	Texas A&M University Engineering BS (College Station, TX)
Rodolfo Jimenez	Graduate School
Sara Stefanutti	Texas A&M University PhD Program
Sedriel Montalvo	Texas State University MS Program (San Marcos, TX)
Veronica Morton	Radian International (Austin, TX)
William Cates	REU Student, Summer 2014

2. Honors Thesis Advisor:
Jennifer Pointer Harris, "Can Gender Equity Be Achieved in the Physical Sciences?" (1998)

3. Text Book Reviews
Member of the Board of Advisors, 6th edition of Martin Silberberg's Chemistry: The Molecular Nature of Matter and Change (2010)
General Chemistry Textbook Review for Jones and Bartlett Publishers, Inc. [Chris Hyde, Publishing Representative] (July 1997)

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press)

1. Books (if not refereed, please indicate)

a. Scholarly Monographs
b. Textbooks
c. Edited Books
d. Chapters in Books (*peer-reviewed,* † represents graduate students, ‡ represents undergraduate students, * represents corresponding author)

- Feakes, D. A.* Chapter 4.12: Design and Development of Polyhedral Borane Anions for Liposomal Delivery. In *Boron Science: New Technologies and*

Applications; Hosmane, N., Ed.; CRC Press-Taylor and Francis Group, LLC: Boca Raton, FL, 2012; p 277-291.

e. Creative Books

2. Articles

a. Refereed Journal Articles († represents graduate students, ‡ represents undergraduate students, * represents corresponding author)

- Montalvo, S.,† Hudnall, T., Feakes, D. A.* "Exploring the Redox Reactivity of the $[B_{20}H_{18}]^{2-}$ Ion with Carbon-Based Nucleophiles and Electrophiles", *accepted* for publication to *Journal of Organometallic Chemistry*, **2015**. (*Impact Factor: 2.30*)
- Gulacar, O.*; Feakes, D. A. Observational investigation of student problem solving: The role and importance of minor variables in the process, *Science Education International*, **2013**, 24(2), 344-360. *(Impact Factor: unknown)*
- Waller**,** R. C.†; Booth, R. E.; Feakes, D. A.* Evaluation of the Binding of Polyhedral Borane Anions to Representative Proteins. *J. Inorg. Biochem.* **2013**, *124*, 11-14. *(Impact Factor: 3.35)*
- Smits, J. P.†; Mustachio, N.‡; Newell, B.‡; and Feakes*, D. A. Synthesis and Investigation of $[B_{20}H_{17}O(CH_2)_5]^{3-}$, a Novel Solvent Complex of the $[B_{20}H_{18}]^{4-}$ Ion. *Inorg. Chem.* **2012**, *51*, 8468-8472. *(Impact Factor: 4.60)*
- Reardon, R. F.*; Feakes, D. A.; Gibbs, K. A.; Rohde, R. E.; Traverse, M. A. Measuring Perceived Self-efficacy in Students in Undergraduate Chemistry Courses. *J. Chem. Ed.* **2010**, *87(6)*, 643-646. *(Impact Factor: 0.74)*
- McVey, W. J.†; Matthews, B.†; Motley, D. M.‡; Linse, K. D.; Blass, D. P.; Booth, R. E.; Feakes, D. A.* Investigation of the Interactions of Polyhedral Borane Anions with Serum Albumins. *J. Inorg. Biochem.* **2008**, *102(4)*, 943-951. *(Impact Factor: 3.35)*
- Feakes, D. A.*; Spinler, J. K.‡; Harris, F. R.‡ Synthesis of Boron-Containing Cholesterol Derivatives for Incorporation into Unilamellar Liposomes and Evaluation as Potential Agents for BNCT. *Tetrahedron* **1999**, *55(37)*, 11177-11186. *(Impact Factor: 3.03)*
- Feakes, D. A.*; Waller, R. C.†; Hathaway, D. K.‡; Morton, V. S.‡ Synthesis and *In Vivo* Murine Evaluation of $Na_4[1\text{-}(1'\text{-}B_{10}H_9)\text{-}6\text{-}SHB_{10}H_8]$ as a Potential Agent for Boron Neutron Capture Therapy. *Proc. Natl. Acad. Sci. USA* **1999**, *96*, 6406-6410. *(Impact Factor: 9.68)*
- Georgiev, M.; Shelly, K.; Feakes, D. A.; Kuniyoshi, J.; Romano, S.; Hawthorne, M. F.* Synthesis of Amine Derivatives of the Polyhedral Borane Anion $[B_{20}H_{18}]^{4-}$. *Inorg. Chem.* **1996**, *35*, 5412-5416. *(Impact Factor: 4.60)*
- Feakes, D. A.; Shelly, K.; Hawthorne, M. F.* Selective Boron Delivery to Murine Tumors by Lipophilic Species Incorporated in the Membranes of

Unilamellar Liposomes. *Proc. Natl. Acad. Sci. USA* **1995**, *92*, 1367-1370. *(Impact Factor: 9.68)*

- Feakes, D. A.; Shelly, K.; Knobler, C. B.; Hawthorne, M. F.* $Na_3[B_{20}H_{17}NH_3]$: Synthesis and Liposomal Delivery to Murine Tumors. *Proc. Natl. Acad. Sci. USA* **1994**, *91*, 3029-3033. *(Impact Factor: 9.68)*
- Shelly, K.; Feakes, D. A.; Hawthorne, M. F.*; Schmidt, P. G.; Bauer, W. F. Model Studies Directed Toward the Boron-Neutron Capture Therapy of Cancer: Boron Delivery to Murine Tumors with Liposomes. *Proc. Natl. Acad. Sci. USA* **1992**, *89*, 9039-9043. *(Impact Factor: 9.68)*
- Mittakanti, M.; Feakes, D. A.; Morse, K. W.* Esterification of Amine-Carboxyboranes with Orthoformates: A High Yield Synthesis. *Synthesis* **1992**, 380-382. *(Impact Factor: 2.40)*
- Charandabi, M. R. M. D.; Feakes, D. A.; Mittakanti, M.; Ettel M. L.; Morse, K. W.* Preparation and Characterization of an N-Ethylcarbamoylborane Cyclic Dimer. *Inorg. Chem.* **1991**, *30*, 2433-2434. *(Impact Factor: 4.60)*

b. Non-refereed Articles

3. Conference Proceedings:

a. Refereed (Peer-Reviewed) Conference Proceedings († represents graduate students, ‡ represents undergraduate students, * represents corresponding author)

- Feakes, D. A.* Chemistry and Pharmacology of Agents for BNCT. In *Frontiers in Neutron Capture Therapy, Vol. 1*; Hawthorne, M. F., Shelly, K., and Wiersema, R. W., Ed.; Plenum Press: New York, 2001; p 23-34.
- Waller, R. C.†; Spinler, J.‡; Feakes, D. A.* Evaluation of the Binding of Polyhedral Borane Compounds to Protein Moieties and Monomeric Amino Acids. In *Frontiers in Neutron Capture Therapy, Vol. 1*; Hawthorne, M. F., Shelly, K., and Wiersema, R. W., Ed.; Plenum Press: New York, 2001; p 1051-1055.
- Waller, R. C.†; Feakes, D. A.*; Spinler, J.‡; Southard, G.; Aron, G. M. Investigation of the Toxicity and Cellular Uptake of $Na_4[B_{20}H_{17}SH]$ in EMT6 Cells. In *Frontiers in Neutron Capture Therapy, Vol. 1*; Hawthorne, M. F., Shelly, K., and Wiersema, R. W., Ed.; Plenum Press: New York, 2001; p 1045-1049.
- Feakes, D. A.*; Harris, F. R.‡; Hathaway, D. K.‡; Morton, V. S.‡ Preparation of Hydrophilic and Lipophilic Boron-Containing Compounds for Incorporation into Unilamellar Liposomes. In *Advances in Neutron Capture Therapy*; Larsson, B., Ed.; Elsevier Science: New York, 1997; p 95-100.
- Hawthorne, M. F.*; Feakes, D. A.; Shelly, K. Recent Results with Liposomes as Boron Delivery Vehicles for Boron Neutron Capture Therapy. In *Cancer Neutron Capture Therapy*; Mishima, Y., Ed.; Plenum Press: New York, 1996; p 27-36.

- Shelly, K.; Feakes, D. A.; Hawthorne, M. F.* Boron Delivery by Liposomes for BNCT: Development of Lipoidal Boron Compounds. In *Current Topics in the Chemistry of Boron*; Kabalka, G. W., Ed.; Royal Society of Chemistry: Cambridge, 1994; p 165-168.
- Feakes, D. A.; Shelly, K.; Hawthorne, M. F.*; Schmidt, P. G.; Elstad, C. A.; Meadows, G. G.; Bauer, W. F. Liposomal Delivery of Boron to Murine Tumors for Boron Neutron Capture Therapy. In *Advances in Neutron Capture Therapy*; Soloway. A. H. and Barth, R., Ed.; Plenum Press: New York, 1993; p. 395-398.

b. Non-refereed Conference Proceedings

4. Abstracts
5. Reports
6. Book Reviews
7. Other Works in Print

Patents

U.S. Patent	6,517,808	"Methods for Boron Delivery to Mammalian Tissue" M. F. Hawthorne, D. A. Feakes, and K. Shelly Issued February 11, 2003
U.S. Patent	6,274,116	"Compositions for Boron Delivery to Mammalian Tissue" M. F. Hawthorne, D. A. Feakes, and K. Shelly Issued August 14, 2001
U.S. Patent	5,888,473	"Liposome compositions for boron neutron capture therapy and methods thereof" M. F. Hawthorne, D. A. Feakes, and K. Shelly Issued March 30, 1999
U.S. Patent	5,648,532	"Compositions for Boron Neutron Capture Therapy and Methods Thereof" M. F. Hawthorne, D. A. Feakes, and K. Shelly Issued July 15, 1997
U.S. Patent	5,196,581	"Alkylcarbamoylborane Cyclic Dimers and their Use in the Synthesis of Boron Analogues of Alpha Amino Acids" K. W. Morse, M. R. M. D. Charandabi, D. A. Feakes, and M. Mittakanti Issued March 23, 1993

B. Works not in Print

1. Papers Presented at Professional Meetings († represents graduate students, ‡ represents undergraduate students, * represents corresponding author, underline represents presenting author)

- Montalvo, Sedriel† and D. A. Feakes*, "A Study of the Oxidation of $[B_{20}H_{17}R]^{4-}$ Ions" Boron in the Americas XIV, Rutgers University, NJ, June, 2014 (poster).
- Martin J. Mantz† and Debra A. Feakes*, "Nucleophilic Attack of the $[\textit{trans}\text{-}B_{20}H_{18}]^{2-}$ Ion by Carbon Nucleophiles" Boron in the Americas XIII, Purdue University, IN, June, 2012 (poster).
- L. W. Alyea* and D. A. Feakes*, "The Debate Continues: Required vs. Voluntary SI and Impact on Demographics, Persistence, Self-Efficacy, and Motivation" 7th International Conference on Supplemental Instruction, San Diego, CA, June, 2012.
- D. A. Feakes*, R. F. Reardon, and L. W. Alyea, "Supplemental Instruction: Impact of Incorporating Both Voluntary and Required Participation in General Chemistry Courses" American Chemical Society Southwest Regional Meeting, Austin, TX, November, 2011.
- D. A. Feakes*, R. Reardon, and L. W. Alyea, "Impact of supplemental instruction on performance, retention, and chemistry self-efficacy among undergraduate chemistry students" 21st Biennial Conference on Chemical Education, Denton, TX, August, 2010.
- L. W. Alyea* and D. A. Feakes*, "The Lesser of Two Evils? Required vs. Voluntary SI and the Effects on Attrition, Student Self-Efficacy, and Motivation" 6th International Conference on Supplemental Instruction, New Orleans, LA, June, 2010.
- N. Mustachio‡, J. Smits†, L. Navarro‡, and D. A. Feakes*, "Solvent-Coordinated Complexes of the $[\textit{trans}\text{-}B_{20}H_{18}]^{2-}$ Anion" Boron Americas XI, St. Louis, MO, June, 2008 (poster).
- J. Smits† and D. A. Feakes*, "Investigation of the Reactions of the $[B_{20}H_{18}]^{2-}$ Anion With Nucleophiles" Boron Americas X, San Juan, Puerto Rico, August, 2006.
- D. M. Motley‡, W. J. McVey†, and D. A. Feakes*, "Evaluation of the Binding of Polyhedral Borane Anions with Albumins and Simple Amino Acids" (poster) Boron Americas IX, San Marcos, Texas, May, 2004.
- B. Newell‡ and D. A. Feakes*, "An Investigation of Nucleophilic Attack on the $[n\text{-}B_{20}H_{18}]^{2-}$ Anion" Boron Americas IX, San Marcos, Texas, May, 2004.
- W. J. McVey†, D. M. Motley‡, and D. A. Feakes*, "Investigation of the Reactivity of Polyhedral Borane Anions with Proteins" Tenth International Symposium on Neutron Capture Therapy for Cancer, Essen, Germany, September, 2002.
- D. A. Feakes* and N. Guo, "Investigation of Thiol Derivatives of $[B_{20}H_{18}]^{4-}$" Tenth International Symposium on Neutron Capture Therapy for Cancer, Essen, Germany, September, 2002.
- S. J. Stefanutti‡, C. C. Tate†, and D. A. Feakes*, "Comparison of Synthetic Techniques and Liposomal Incorporation of Carborane-Containing Derivatives of Cholesterol" (poster) Boron Americas VIII, Death Valley National Park, California, January, 2002.
- G. Furst-Pikus‡ and D. A. Feakes*, "A Reinvestigation of the Reaction of Nucleophiles with $[B_{20}H_{18}]^{2-}$" (poster) Boron Americas VIII, Death Valley National Park, California, January, 2002.

- W. J. McVey†, D. M. Motley‡, and D. A. Feakes*, “Investigation of the Reactivity of Polyhedral Borane Anions with Proteins” (poster) Boron Americas VIII, Death Valley National Park, California, January, 2002.
- C. C. Tate†, S. J. Stefanutti‡, and D. A. Feakes*, “Improved Synthesis of Carborane-Containing Derivatives of Cholesterol” (oral) Boron Americas VIII, Death Valley National Park, California, January, 2002.
- D. A. Feakes*, C. Tate†, S. J. Stefanutti‡, “Preparation and Evaluation of Unilamellar Liposomes Incorporating Boron-Containing Derivatives of Cholesterol” Ninth International Symposium on Neutron Capture Therapy for Cancer, Osaka, Japan, October, 2000.
- C. Tate†, *S. J. Stefanutti*‡, and D. A. Feakes*, “Preparation and Evaluation of Boron-Containing Cholesterol Derivatives for Application in BNCT" (poster) Boron USA-VII, Pittsburgh, Pennsylvania, June, 2000.
- C. Tate†, *S. J. Stefanutti*‡, and D. A. Feakes*, “Preparation of Carborane Derivatives of Cholesterol as Potential Agents in Boron Neutron Capture Therapy” (poster) Contemporary Inorganic Chemistry II, College Station, Texas, March, 2000.
- R. C. Waller† and D. A. Feakes*, "Synthesis of Fluorescently Labeled Polyhedral Borane Compounds for the Determination of Tumor Localization" (poster) Eighth International Symposium on Neutron Capture Therapy for Cancer, La Jolla, California, September, 1998.
- R. C. Waller† and D. A. Feakes*, "Investigation of the Intracellular Localization and Binding of Polyhedral Borane Compounds" Eighth International Symposium on Neutron Capture Therapy for Cancer, La Jolla, California, September, 1998.
- F. R. Harris‡ and D. A. Feakes*, "Preparation of Boron-Containing Compounds for Application in BNCT" (poster) Boron USA-VI, Athens, Georgia, May, 1998.
- R. C. Waller† and D. A. Feakes*, "Evaluation of the Binding of Polyhedral Borane Compounds to Intracellular Protein Moieties and Monomeric Amino Acids" Boron USA-VI, Athens, Georgia, May, 1998.
- D. A. Feakes *, F. R. Harris‡, D. K. Hathaway‡, and L. J. Michaud‡, "Preparation of Hydrophilic and Lipophilic Boron-Containing Compounds for Incorporation into Unilamellar Liposomes" Seventh International Symposium on Neutron Capture Therapy for Cancer, Zurich, Switzerland, September, 1996.
- D. A. Feakes *, F. R. Harris‡, D. K. Hathaway‡, and L. J. Michaud‡, "Synthesis and Reactivity of Sulfur Derivatives of $[B_{20}H_{18}]^{4-}$" Boron USA-V-Mex, Guanajuato, Mexico, May, 1996.
- D. A. Feakes, K. Shelly and M. Frederick Hawthorne*, "Murine Biodistribution of Boron Delivered by Liposomes" Sixth International Symposium on Neutron Capture Therapy for Cancer, Kobe, Japan, November, 1994.
- D. A. Feakes, K. Shelly, C. B. Knobler and M. F. Hawthorne*, "Preparation and Reactivity of Amine Derivatives of $[B_{20}H_{18}]^{4-}$" Boron USA IV, Syracuse, New York, July, 1994.
- D. A. Feakes, K. Shelly and M. F. Hawthorne*, " Liposomal Delivery of Boron to Tumors for BNCT" Annual Meeting of the American Nuclear Society, New Orleans, Louisiana, June, 1994.

- D. A. Feakes, K. Shelly and M. F. Hawthorne*, "The Delivery of $Na_3B_{20}H_{17}NH_3$ to Murine Tumors Using Liposomes" (poster) Eighth International Meeting on Boron Chemistry, Knoxville, Tennessee, July, 1993.
- D. A. Feakes, K. Shelly, M. F. Hawthorne*, P. G. Schmidt, C. A. Elstad, G. G. Meadows and W. F. Bauer, "Liposomal Delivery of Boron to Murine Tumors for Boron Neutron Capture Therapy" Fifth International Symposium on Neutron Capture Therapy for Cancer, Columbus, Ohio, September, 1992.
- D. A. Feakes, K. Shelly and M. F. Hawthorne*, "The Synthesis of Species Containing Ten and Twenty Boron Atoms for Potential Boron Neutron Capture Therapy Treatment" (poster) Fifth International Symposium on Neutron Capture Therapy for Cancer, Columbus, Ohio, September, 1992.
- D. A. Feakes, K. Shelly, M. F. Hawthorne*, P. G. Schmidt, T. A. Krisch and W. F. Bauer, "Liposomal Delivery of Boron to Murine Tumors for BNCT" Boron USA III, Pullman, Washington, July, 1992.
- D. A. Feakes, M. Mittakanti, and K. W. Morse*, "Generation of Aminophosphonate Carbamoylboranes" (poster) 200th National Meeting of the American Chemical Society, Washington, D.C., August, 1990.
- D. A. Feakes and K. W. Morse*, "N-Methylmorpholine Carbamoylboranes: Synthetic Approaches and Reactivity" Joint 45th Northwest/10th Rocky Mountain Regional Meeting of the American Chemical Society, Salt Lake City, UT, June, 1990.
- D. A. Feakes, M. R. M. D. Charandabi, Robert Livengood and K. W. Morse*, "New Cyclic Carbamoylborane Dimers" Boron USA II, Raleigh, North Carolina, June, 1990.
- D. A. Feakes and K. W. Morse*, "A New Cyclic Dimer of a Boranoamide" Symposium in Honor of Professor Robert W. Parry, University of Utah, Salt Lake City, UT, July, 1989.

2. Invited Talks, Lectures, Presentations

- D.A. Feakes, "From 1 Boron Atom to 20," Presentation at the Karen W. Morse Symposium, Western Washington University, Bellingham, WA (April, 2009)
- D.A. Feakes, "Reaction of the $[n\text{-}B_{20}H_{18}]^{2-}$ Anion with Sterically Demanding Nucleophiles," Symposium in Honor of Professor Sheldon Shore, American Chemical Society National Meeting, Chicago, IL (March, 2007)
- D. A. Feakes, "Synthesis and Evaluation of Polyhedral Borane Compounds for Application in Boron Neutron Capture Therapy," Seminar Speaker, Northern Illinois University, DeKalb, IL (January, 2003)
- D. A. Feakes, "Synthesis and Evaluation of Polyhedral Borane Compounds for Application in Boron Neutron Capture Therapy," Seminar Speaker, University of Notre Dame, Notre Dame, IN (January, 2003)
- D. A. Feakes, "Synthesis and Evaluation of Polyhedral Borane Compounds for Application in Boron Neutron Capture Therapy," Seminar Speaker, Ohio State University, Columbus, OH (January, 2003)

- D. A. Feakes, “Synthesis and Evaluation of Polyhedral Borane Compounds for Application in Boron Neutron Capture Therapy,” St. Phillip’s College, San Antonio, Texas (November, 2000)
- D. A. Feakes, “Synthesis and Evaluation of Polyhedral Borane Compounds for Application in Boron Neutron Capture Therapy,” University of Texas at Dallas, Dallas, Texas (November, 2000)
- D. A. Feakes, “Synthesis and Evaluation of Polyhedral Borane Compounds for Application in Boron Neutron Capture Therapy,” Seminar Speaker, Uppsala University: Uppsala, Sweden (April, 1999)
- D. A. Feakes, Invited to be the Faculty Opponent at the Ph. D. Dissertation Defense of Ms. Charlotta Naeslund,, Uppsala University: Uppsala, Sweden (April, 1999)
- D. A. Feakes, "Chemistry and Pharmacology of Agents for BNCT" Plenary Speaker, Eighth International Symposium on Neutron Capture Therapy for Cancer: La Jolla, CA (September, 1998)
- D. A. Feakes, “The Development of Compounds for Boron Neutron Capture Therapy,” Baylor University, Waco, Texas (November, 1998)
- D. A. Feakes, “The Development of Compounds for Boron Neutron Capture Therapy,” Southwest Texas State University, Institute for Environmental and Industrial Studies (June, 1997)
- D. A. Feakes, “The Development of Compounds for Boron Neutron Capture Therapy,” Trinity University, San Antonio, Texas (April, 1997)
- D. A. Feakes, “The Development of Compounds for Boron Neutron Capture Therapy,” San Antonio River Authority San Antonio Section, San Antonio, Texas (September, 1996)
- D. A. Feakes, “The Development of Compounds for Boron Neutron Capture Therapy,” Texas A&M at Kingsville, Kingsville, Texas (November, 1996)
- D. A. Feakes, “The Development of Compounds for Boron Neutron Capture Therapy,” Texas Christian University, Fort Worth, Texas (February, 1996)
- D. A. Feakes, “The Development of Compounds for Boron Neutron Capture Therapy,” Texas Lutheran College, Seguin, Texas (February, 1995)
- D. A. Feakes, “The Development of Compounds for Boron Neutron Capture Therapy,” Angelo State University, San Angelo, Texas (March, 1995)
- D. A. Feakes, “The Development of Compounds for Boron Neutron Capture Therapy,” Sam Houston State University, Huntsville, Texas (March, 1995)
- D. A. Feakes, “The Development of Compounds for Boron Neutron Capture Therapy,” University of Texas at San Antonio, San Antonio, Texas (April, 1995)

3. Consultancies

4. Workshops

5. Other Works Not In Print

   a. Works “submitted” or “under review”

- Valverde, T. C., Feakes, D. A., Reardon, R.,* and Alyea, L. W. "Student Self-Efficacy and Perception of the Chemistry Supplemental Instruction Program: A Qualitative Analysis", submitted for publication to *Science Education*. (*Impact Factor: 2.92*)

b. Works "in progress"

- Feakes, D. A.*; Reardon, R.; Alyea, L. W. The Role of Self-Efficacy in Student Participation in Supplemental Instruction, in preparation for submission to *JRST*. *(Impact Factor: 2.639)*

c. Other works not in print

C. Grants and Contracts

1. Funded External Grants and Contracts

Title:	Self-Efficacy and Student Characteristics as Predictors of Success for Supplemental Instruction Programs in Undergraduate Chemistry Education
Funding Agency:	National Science Foundation
Duration of Grant:	09/01/10-08/31/13
Type of Grant:	research
Role on Grant:	PI
Names of PI or Co-PI(s):	Robert Reardon (Education) and Carol Dochen (SLAC)
Total Funds Awarded:	$199,976
Direct Funds Received:	$135,577

Title:	Upgrade of Existing 400 MHz Varian INOVA NMR Spectrometer
Funding Agency:	National Science Foundation
Duration of Grant:	01/01/10-12/31/12
Type of Grant:	instrument
Role on Grant:	co-PI
Names of PI or Co-PI(s):	Walter Rudzinski (PI), multiple faculty (co-PI)
Total Funds Awarded:	$181,900
Direct Funds Received:	$0

Title:	MRI: Acquisition of a Cyber-enabled Benchtop Single Crystal X-Ray Diffractometer For Small Molecule Structure Analysis for Research and Educational Purposes
Funding Agency:	National Science Foundation
Duration of Grant:	08/01/08-07/31/09
Type of Grant:	instrument

Role on Grant:	co-PI
Names of PI or Co-PI(s):	Benjamin Martin (PI), multiple faculty (co-PI)
Total Funds Awarded:	$124,880
Direct Funds Received:	$0

Title:	Characterization of a Library of Biodesulfurization Enzymes
Funding Agency:	ARP/ATP
Duration of Grant:	01/01/04-12/31/05
Type of Grant:	research
Role on Grant:	co-PI
Names of PI or Co-PI(s):	Linette Watkins
Total Funds Awarded:	$135,000
Direct Funds Received:	unknown

Title:	Investigation of the Reaction of Nucleophiles with the Isomers of $[B_{20}H_{18}]^{2-}$
Funding Agency:	Welch Foundation
Duration of Grant:	06/01/01-05/31/04
Type of Grant:	research
Role on Grant:	PI
Total Funds Awarded:	$150,000
Direct Funds Received:	$150,000

Title:	Preparation and Evaluation of Polyhedral Borane Compounds for Application in Boron Neutron Capture Therapy (BNCT)
Funding Agency:	United States Department of Energy
Duration of Grant:	03/15/00-03/14/03
Type of Grant:	research
Role on Grant:	PI
Total Funds Awarded:	$520,267
Direct Funds Received:	$448,046

Title:	Preparation of Boron-Containing Compounds for Application in Boron Neutron Capture Therapy
Funding Agency:	Welch Foundation
Duration of Grant:	06/01/98-05/31/01
Type of Grant:	research
Role on Grant:	PI
Total Funds Awarded:	$132,000
Direct Funds Received:	$132,000

Title:	Purchase of a High Field Nuclear Magnetic Resonance Spectrometer
Funding Agency:	National Science Foundation
Duration of Grant:	06/01/96-05/31/98

Type of Grant:	instrument
Role on Grant:	co-PI
Names of PI or Co-PI(s):	Carl Carrano, multiple faculty (co-PI)
Total Funds Awarded:	$109,950
Direct Funds Received:	$0

Title:	Preparation of Boron-Containing Compounds for Application in Boron Neutron Capture Therapy (BNCT)
Funding Agency:	Research Corporation
Duration of Grant:	06/30/95-06/29/97
Type of Grant:	research
Role on Grant:	PI
Total Funds Awarded:	$20,320
Direct Funds Received:	$20,320

Title:	The Preparation and Investigation of Sulfur Derivatives of $[B_{20}H_{18}]^{2-}$ as Potential Agents For Boron Neutron Capture Therapy
Funding Agency:	Welch Foundation
Duration of Grant:	06/01/95-05/31/98
Type of Grant:	research
Role on Grant:	PI
Total Funds Awarded:	$105,000
Direct Funds Received:	$105,000

2. Submitted, but not Funded, External Grants and Contracts

Title:	Investigation of the Reactivity of the $[B_{20}H_{18}]^{2-}$ Ion with Carbon Nucleophiles
Funding Agency:	Welch
Duration of Grant:	submitted 2012
Type of Grant:	research
Role on Grant:	PI
Total Funds Requested:	$150,000

Title:	Self-Efficacy and Student Characteristics As Predictors of Success for Supplemental Instruction Programs in Undergraduate Chemistry Education
Funding Agency:	National Science Foundation
Duration of Grant:	submitted 2008
Type of Grant:	research
Role on Grant:	PI
Total Funds Requested:	$149,957

Title:	Facilitating Self-Efficacy and Academic Success in Chemical Education: Innovative Teaching with Supplemental Instruction
Funding Agency:	National Science Foundation
Duration of Grant:	submitted 2007
Type of Grant:	research
Role on Grant:	PI
Total Funds Requested:	$150,000

Title:	A New Formula for Academic Success: Integrating Technology and Innovative Teaching Methods into Supplemental Instruction
Funding Agency:	National Science Foundation
Duration of Grant:	submitted 2006
Type of Grant:	research
Role on Grant:	PI
Total Funds Requested:	$141,898

Title:	Acquisition of a Cyber-Enabled Benchtop Single Crystal X-ray Diffractometer for Small Molecule Structure Analysis for Research and Educational Purposes
Funding Agency:	National Science Foundation
Duration of Grant:	submitted 2006
Type of Grant:	instrument
Role on Grant:	co-PI
Names of PI or Co-PI(s):	Gary Beall
Total Funds Requested:	$163,100

Title:	Acquisition of a QStar XL Mass Spectrometer for Proteomics/Genomics Research
Funding Agency:	National Science Foundation
Duration of Grant:	submitted 2006
Type of Grant:	instrument
Role on Grant:	co-PI
Names of PI or Co-PI(s):	Walter Rudzinski
Total Funds Requested:	$399,075

Title:	Boron-Containing Polymers for Application as Digital Sensor Protection Materials
Funding Agency:	National Science Foundation
Duration of Grant:	submitted 2005
Type of Grant:	research
Role on Grant:	co-PI
Names of PI or Co-PI(s):	Chad Booth
Total Funds Requested:	$438,965

Title:	Research Experiences for Undergraduates in Chemistry and Biochemistry at Texas State University-San Marcos
Funding Agency:	National Science Foundation
Duration of Grant:	submitted 2005
Type of Grant:	research
Role on Grant:	co-PI
Names of PI or Co-PI(s):	Linette Watkins
Total Funds Requested:	$194,057

Title:	Acquisition of a QStar XL Mass Spectrometer for Proteomic/Genomics Research
Funding Agency:	National Science Foundation
Duration of Grant:	submitted 2005
Type of Grant:	instrument
Role on Grant:	co-PI
Names of PI or Co-PI(s):	Walter Rudzinski
Total Funds Requested:	$569,120

Title:	Investigation of Nucleophilic Attack on Two Isomers of the $[B_{20}H_{18}]^{2-}$ Anion
Funding Agency:	Petroleum Research Fund
Duration of Grant:	submitted 2004
Type of Grant:	research
Role on Grant:	PI
Total Funds Requested:	$50,000

Title:	Investigation of the Binding of Polyhedral Borane Anions
Funding Agency:	National Institutes of Health
Duration of Grant:	submitted 2004
Type of Grant:	research
Role on Grant:	PI
Total Funds Requested:	$599,800

Title:	An Investigation of Solvent Effects on the Reaction of the $[B_{20}H_{18}]^{2-}$ Anion with Nucleophiles
Funding Agency:	Welch Foundation
Duration of Grant:	submitted 2004
Type of Grant:	research
Role on Grant:	PI
Total Funds Requested:	$150,000

Title:	Investigation of the Reactivity of Polyhedral Borane Anions with Sulfur-Containing Nucleophiles
Funding Agency:	Henry Dreyfuss Teacher-Scholar Award
Duration of Grant:	submitted 2002

Type of Grant:	research
Role on Grant:	PI
Total Funds Requested:	$60,000

Title:	Evaluation of Polyhedral Borane Anions for Application in Boron Neutron Capture Therapy
Funding Agency:	ARP/ATP
Duration of Grant:	submitted 1999
Type of Grant:	research
Role on Grant:	PI
Total Funds Requested:	$117,537

Title:	Synthesis and Evaluation of Polyhedral Borane Compounds for Cancer Therapy
Funding Agency:	ARP/ATP
Duration of Grant:	submitted 1997
Type of Grant:	research
Role on Grant:	PI
Total Funds Requested:	$143,169

3. Funded Internal Grants and Contracts

Title:	Synthesis and Investigations of Sulfur-Containing Polyhedral Borane Anions for the Treatment of Cancer
Funding Agency:	Texas State Research Enhancement
Duration of Grant:	02/01/08-01/31/09
Type of Grant:	research
Role on Grant:	PI
Total Funds Awarded:	$6,848
Direct Funds Received:	$6,848

Title:	Investigation of the Mechanism of Nucleophilic Attack on the $[B_{20}H_{18}]^{2-}$ Anion
Funding Agency:	Texas State Research Enhancement
Duration of Grant:	01/31/06-01/30/07
Type of Grant:	research
Role on Grant:	PI
Total Funds Awarded:	$5,917
Direct Funds Received:	$5,917

Title:	Investigation of the Binding of Polyhedral Borane Anions to Biologically Significant Molecules
Funding Agency:	Texas State Research Enhancement
Duration of Grant:	02/15/05-02/14/06
Type of Grant:	research

Role on Grant:	PI
Total Funds Awarded:	$8,000
Direct Funds Received:	$8,000

Title:	Preparation of Water Insoluble Boron- Containing Compounds for Application in Cancer Therapy
Funding Agency:	SWT Research Enhancement
Duration of Grant:	09/01/96-08/31/97
Type of Grant:	research
Role on Grant:	PI
Total Funds Awarded:	$6,000
Direct Funds Received:	$6,000

Title:	Preparation and Investigation of the Reactivity of Organometallic Phosphaalkyne Complexes
Funding Agency:	SWT Research Enhancement
Duration of Grant:	09/01/95-08/31/96
Type of Grant:	research
Role on Grant:	PI
Total Funds Awarded:	$6,000
Direct Funds Received:	$6,000

Title:	Investigations of Main Group Inorganic Chemistry
Funding Agency:	Summer Indirect Cost Fellowship
Duration of Grant:	06/01/95-08/31/95
Type of Grant:	research
Role on Grant:	PI
Total Funds Awarded:	$4,000
Direct Funds Received:	$4,000

Title:	Preparation of Boron-Containing Compounds for Application in the Boron Neutron Capture Therapy (BNCT) of Cancer
Funding Agency:	SWT Research Enhancement
Duration of Grant:	09/01/94-08/31/95
Type of Grant:	research
Role on Grant:	PI
Total Funds Awarded:	$6,000
Direct Funds Received:	$6,000

4. Submitted, but not Funded, Internal Grants and Contracts

Title:	Investigation of the reactivity of the $[B_{20}H_{17}CH_2CN]^{4-}$ and $[B_{20}H_{17}CCH]^{4-}$ ions
Funding Agency:	Tx State Research Enhancement
Duration of Grant:	Submitted 2013

Type of Grant:	research
Role on Grant:	PI
Total Funds Requested:	$8,000

Title:	Investigation of the Reactivity of the $[B_{20}H_{18}]^{2-}$ With Carbon Nucleophiles
Funding Agency:	Tx State Research Enhancement
Duration of Grant:	Submitted 2009
Type of Grant:	research
Role on Grant:	PI
Total Funds Requested:	$8,000

5. Other

Graduate Student Grants:

Title:	A Study of the Binding Properties of Polyhedral Borane Anions with Proteins
Funding Agency:	Dorothy Coker Research Fellowship
Duration of Grant:	05/01/02-04/30/03
Type of Grant:	research
Role on Grant:	Graduate Advisor
Names of PI or Co-PI(s):	William (Jeff) McVey
Total Funds Awarded:	$4,000
Direct Funds Received:	$0

Title:	Preparation of Carborane-Containing Compounds for Evaluation as Potential Agents for BNCT
Funding Agency:	Dorothy Coker Research Fellowship
Duration of Grant:	05/01/01-04/30/02
Type of Grant:	research
Role on Grant:	Graduate Advisor
Names of PI or Co-PI(s):	Colby Tate
Total Funds Awarded:	$4,000
Direct Funds Received:	$0

Title:	The Determination of the Cellular Binding Properties of Polyhedral Borane Molecules
Funding Agency:	Dorothy Coker Research Fellowship
Duration of Grant:	05/01/97-04/30/98
Type of Grant:	research
Role on Grant:	Graduate Advisor
Names of PI or Co-PI(s):	R. Corey Waller
Total Funds Awarded:	$4,000
Direct Funds Received:	$0

Funded Miscellaneous Grants

Title:	Student Travel Support for the Ninth Boron in the Americas Workshop
Funding Agency:	Department of Energy
Duration of Grant:	05/01/04-05/31/04
Type of Grant:	travel support
Role on Grant:	PI
Total Funds Awarded:	$8,750
Direct Funds Received:	$0

D. Fellowships, Awards, Honors

Boron in the Americas Award, 2010
Claude E. Zobell Scholarship, Utah State University, 1990

IV. SERVICE

A. Institutional

1. University:

Campus Carry Task Force: Fall 2015
Vice Chair, University Curriculum Committee: Fall 2015
Selection Committee, Graduate College's Outstanding Dissertation Award: Summer 2015
Chair, Search Committee for Director, Academic Development and Assessment: Summer 2015
Chair, Internal Advisory Board for NSF-IUSE Grant: Spring 2015
Search Committee, Vice President for Finance and Support Services: Fall 2014
Search Committee, Assistant Vice President for Information Technology: Fall 2014
Work Life Advisory Council Member: Fall 2014
Faculty Development Supplemental Award Committee: Fall 2014
Selection Committee for the Presidential Award for Excellence in Service: Spring 2014
Vice Chair, Faculty Senate: May, 2013 – April, 2014
Chair, Adjunct Faculty Committee: May, 2013 – April, 2014
Search Committee, University Registrar: Spring 2013
Selection Committee for the Presidential Award for Excellence in Service: Spring 2013
Vice Chair, Faculty Senate: February, 2013 – May, 2013
Faculty Development Workshop Presenter, "Strategies for Large Classes": October, 2012
PAWS Preview Note Taking Presentations (3): August, 2012
Member of the Program Review Team for the Department of History: Fall, 2012
Selection Committee for the Presidential Award for Excellence in Service: Spring, 2012
Bobcat Pause: April, 2012

Search Committee for the Chief Diversity Officer and Director of Equity and Access: Spring, 2012 (canceled)
Value of Faculty Service Task Force: Fall, 2011
General Education Council: September, 2011 – May, 2015
PAWS Preview Note Taking Presentations (4): August, 2011
Member of the Board of Directors for the Texas State Alumni Association: Spring, 2011
Chair, Faculty Senate: May, 2011 – April, 2012
Campus Master Plan Steering Committee: October, 2010 – 2011
Faculty Workload Task Force: October, 2010 – 2011
Search Committee for the Dean of University College and Director of the PACE Center: September, 2010
Chair, Search Committee for the Administrative Assistant II for the Faculty Senate: September, 2010
PAWS Preview Note Taking Presentations (4): August, 2010
PACE Council Member: July, 2010 – present
Chair, Faculty Senate: May, 2010 – April, 2011
Bobcat Day Committee: Spring, 2010 - present
LBJ Outstanding Senior Award Selection Committee: April, 2010
University Distinguished Professor Award Committee: February, 2010
Chair, HB 2504 Committee: 2010
University Survey Committee: August, 2009 – 2012
Celebration of Shared Governance Committee: Fall, 2009 – 2010
PAWS Preview Note Taking Presentations (3): August, 2009
LBJ Lecture Committee: May, 2009 – 2012
Chair, Faculty Senate: May, 2009 – April, 2010
Bobcat Pause: April, 2009
PAWS Preview Note Taking Presentation (1): January, 2009
Search Committee for the Dean, College of Science: Fall, 2008
Quality Enhancement Plan (QEP) Task Force: Fall, 2008 – 2010
Alumni Association Awards Committee: Fall, 2008
Search Committee for the Chief Diversity Officer and Director of Equity and Access: Summer, 2008
Interview Participant for the Assistant Vice President for Enrollment Management and Director of Undergraduate Admissions: Summer, 2008
Chair, Faculty Senate: May, 2008 – April, 2009
Reviewer for SSTars Mini-Grant Proposals: June, 2008
Selection Committee for the Presidential Award for Excellence in Teaching: 2007 – 2008
Member of the PPS 4.01 and 4.02 Revision Committee: 2007 – 2008
Vice Chair, Faculty Senate: April, 2007 – May, 2008
Member of the TRACS Steering Committee: January, 2007 – present
Member of the University Council: April, 2006 – present
Member of the Faculty Senate: April, 2006 – present
Member of the Instructional Technologies Steering Committee: 2006 – present
Faculty Focus Group for Blackboard Improvements: 2004 – 2006
Instructional Technologies Showcase Invited Presentation: Fall, 2004

Engagement Grant Committee: Summer, 2004 – 2007
Instructional Technologies Steering Committee: Spring, 2004
Instructional Technologies Showcase Invited Presentation: Fall, 2003
Department of Chemistry and Biochemistry Liaison for Alumni Survey: Fall, 2003
Selection Committee for the Presidential Award for Excellence in Service: Spring, 2003
Committee for the Early Engagement of Freshman Majors: Spring, 2002
Selection Committee for the Presidential Award for Excellence in Service: Spring, 2002
Selection Committee for the Presidential Award for Excellence in Service: Spring, 2001
SWT Mentor: Fall, 2000
Alpha Chi National Honor Scholarship Society: 1999 – 2007
SACS Self-Study Committee - Student Development: Fall, 1997

2. College

College of Science Review Group (representative): Spring, 2015
WISE Scholarship Committee: Spring, 2015
Local Affairs and Planning Committee for the Women in Science Conference (WISE): Fall, 2009 – 2014
STEM Education Steering Committee: Fall, 2009 – present
Search Committee for the Advisor II in the College of Science Advising Office: Summer, 2008
Search Committee for the Director of the College of Science Advising Office: Summer, 2008
Search Committee for Two Assistant Professors, Department of Physics: Fall, 2007
College Curriculum Committee: Spring, 2007 – 2009
College of Science Review Group (representative): Spring, 2005
College of Science Review Group (representative): Spring, 2004
College of Science Review Group (alternate): Spring, 2003
School of Science Advisory Group on General Studies: Fall, 1994

3. Departmental

Search Committee for Stockroom Manager: Fall, 2014
Chair, Lecturer Search Committee: Summer, 2014
Chair, Search Committee for Administrative Assistant III: Summer, 2012
Chemistry Curriculum Committee: 2012 – present
Faculty Annual Review Committee: 2011 – 2012
Chair, Course Scheduling Committee: Spring, 2011 – present
Chair, Search Committee for Assistant Professor of Chemistry (Chemical Education): Fall, 2009
Faculty Annual Review Committee: 2008 – 2009
Chair, Space Committee: Fall, 2008 – Fall, 2012
Search Committee for Chair of the Department of Chemistry and Biochemistry: Summer, 2008
Chair, Faculty Annual Review Committee: 2007 – 2008

Search Committee for Chair of the Department of Chemistry and Biochemistry: Summer, 2007
Faculty Annual Review Committee: 2006 – 2007
Search Committee for Lecturer: Spring, 2006
Student Evaluation Form Committee: Spring, 2006
Faculty Annual Review Committee: 2005 – 2006
Search Committee for Assistant Professor of Chemistry: Spring, 2006
Pre-Pharmacy Club Faculty Advisor, 2005 – 2009
Chair, Workload Policy Committee: Summer, 2005
Chair, Faculty Annual Review Committee: 2004 – 2005
Academic Program Review Committee: Fall, 2004
Department Liaison for the Preparation of an Alumni Survey: Spring, 2004
Faculty Annual Review Committee: 2003 – 2004
Search Committee for Assistant Professor of Chemistry to replace R. Compton: Fall, 2003
Faculty Annual Review Committee: Spring, 2003
Chair, Search Committee for Assistant Professor of Chemistry to replace C. Carrano: Fall, 2002
Undergraduate Academic Advisor: 2000 – 2008
Undergraduate Summer Advising: Summer, 2001 – 2006
Chair, Faculty Annual Review Committee: 2001 – 2002
Department Curriculum Committee: Fall, 2001
Faculty Annual Review Committee: 2000 – 2001
Search Committee for Assistant Professor of Chemistry to replace B. Yager: Spring, 2000
Chair, Chemistry Department Space Committee: Spring, 2000 – 2001
Search Committee for Temporary Replacement of C. Carrano: Spring, 2000
Undergraduate Scholarship Committee: Fall, 1998 – 2001
Chair, Chemistry Department Computer Laboratory Committee: Spring, 1998 – present
Search Committee for Assistant Professor of Chemistry to replace J. Fitch: Spring, 1998
Committee to Evaluate the Curricular Options for General Chemistry: Fall, 1997 – 2000
Chemistry Department Space Committee: Fall, 1997 – 2000
Chair, General Chemistry Assessment Exam Committee: Summer, 1997 – 2000
Chemistry Club: 1996 - 2001
Assessment Subcommittee for General Chemistry Curriculum: Fall, 1996 – 2000
Search Committee for Assistant Professor of Chemistry to replace C. Willms: Spring, 1996
Search Committee for the Director of the Institute for Environmental and Industrial Science: Fall, 1994

B. Professional

1. General

Member of the Boron in the Americas Award Selection Committee, 2014 – present
Symposium Organizer (Chemical Education), ACS Southwest Regional Meeting, November 9 – 12, 2011
Reviewer for Poster Session, Boron Americas XI, St. Louis, MO, June, 2008

External Reviewer for the Tenure and Promotion to Associate Professor of Dr. Paul Jelliss, St. Louis University, Department of Chemistry, August, 2005
Chairperson, Ninth Boron in the Americas Workshop, May, 2004
Invited Member of the General Chemistry Symposium for the Development of General Chemistry Curriculum, January, 2003 (Key West, Florida)
Treasurer, American Chemical Society Southwest Regional Meeting, November, 2002
Treasurer, American Chemical Society (ACS) local section: January, 2000 – December, 2001

2. Reviewer

Grant Proposals
Reviewed individual proposals for NSF, NIH, Research Corporation, DOE, and FIPSE (details available).

NIH (National Institutes of Health) Program Reviewer: July, 2008
NIH (National Institutes of Health) Study Section Reviewer, Small Business Study Section (Drug Development and Delivery), Washington D.C.: (July, 1998)

Manuscripts
Reviewed manuscripts for the *Journal of Chemical Education*, *Journal of Organometallic Chemistry, Journal of Medicinal Chemistry, Inorganic Chemistry, Organic Process Research & Development, Organic Letters, Tetrahedron Letters, Langmuir, Biophysical Journal, Journal of Organic Chemistry, Tetrahedron , Applied Organometallic Chemistry, Pharmaceutical Research, Bioorganic & Medicinal Chemistry Letters, Journal of Pharmaceutical Chemistry, Proceedings of the Eighth International Symposium on Neutron Capture Therapy, and Proceedings of the Seventh International Symposium on Neutron Capture Therapy* (details following).

3. Organizations

a. Honorary

b. Professional

American Chemical Society
International Society for Neutron Capture Therapy
ACS Division of Inorganic Chemistry
ACS Division of Chemical Education

C. Community

Hernandez Elementary Science Expo (May, 2010)
Family Science Night (March, 2010)
Family Science Night (March, 2009)

Family Science Night (April, 2008)
Cub Scout Day Camp Hands-On Chemistry Activities (July, 2007)
Presentation ("Careers in Academia") at the Colorado School of Mines, Golden, Colorado (April, 2006)
Designed Hands-on Laboratory Exercises for Fifth Grade Girls Science Club at Cory Elementary School, Denver, Colorado (April, 2006)
Designed Laboratory Exercise for Hill Country Christian School, San Marcos, Texas (March, 2004)
Designed Laboratory Exercise for Hill Country Christian School, San Marcos, Texas (March, 2004)
Eanes Elementary School (Science Night), Austin, Texas (February, 2004)
Designed Laboratory Exercise for Hill Country Christian School, San Marcos, Texas (February, 2004)
Organized a tour of the College of Science for Stacey High School Students, Lackland ISD, San Antonio, TX (November, 2003)
Presentation at Hays High School, Kyle, Texas (September, 2003)
Eanes Elementary School (Science Night), Austin, Texas (February, 2003)
Presentation at Hays High School, Kyle, Texas (August, 2002)
Presentation at San Marcos High School, San Marcos, Texas (January, 2002)
Eanes Elementary School (Science Night), Austin, Texas (March, 2001)
MAES Extravaganza, SWT, San Marcos, Texas (March, 2001)
Presentation at Math and Science Academy (Edgewood School District), San Antonio, Texas (January, 2001)
Expanding Your Horizons, University of Texas at Austin, Austin, Texas (March, 2000)

D. Service Honors and Awards

Texas State Quality Team Award (as a member of the Commencement Team), Texas State, 2012
Recipient of the Presidential Award for Excellence in Service, Texas State, 2011
Recipient of the Presidential Distinction Award for Excellence in Service, Texas State, 2011
Texas State Quality Team Award (as a member of the Quality Enhancement Plan Committee), 2010
Recipient of the Presidential Distinction Award for Excellence in Service, Texas State, 2009
Recipient of the Texas Academic Advising Network Faculty Academic Advising Award, 2008
Recipient of the Presidential Distinction Award for Excellence in Service, Texas State, 2007
Texas State University – Mitte Honors Goodbread Advisor of the Year, Texas State, 2006
Recipient of the Presidential Distinction Award for Excellence in Service, Texas State, 2005
Recipient of the College Achievement Award for Excellence in Service, Texas State, 2001