

Faculty C.V.

1. **Name:** Leen Taha
Date of Birth: 05/11/1987

2. **Academic Rank:**

Full time – Senior Instructor – College of Arts & Sciences – Department of Mathematics & Natural Sciences

3. **Degrees:**

Kuwait University: Masters in Economics – International and Financial Economics (December 2013)
American University of Kuwait: Bachelor of Business Administration – Accounting and Finance (June 2010)

4. **Service at this Institution:**

Teaching Assistant – College of Business & Economics (September 2011-December 2013)
Adjunct Instructional Assistant – College of Arts & Sciences – Department of Mathematics & Natural Sciences (January 2014-July 2014)
Instructional Assistant – College of Arts & Sciences – Department of Mathematics & Natural Sciences (September 2014-May 2017)
Instructor – College of Arts & Sciences – Department of Mathematics & Natural Sciences (September 2017-January 2021)
Senior Instructor – College of Arts & Sciences – Department of Mathematics & Natural Sciences (February 2021-Present)

5. **Professional Experience**

Research Analyst – KFHR – January 2014 – March 2014

6. **Courses Taught:**

Math 095 (Preparatory Mathematics), Math 100 (College Algebra), Math 101 (Finite Mathematics), Math 103 (Business Math), Math 102 (Introduction to Modern Mathematics)

Hours per week refer to lecture per section

Spring 2014

Math 100 (3 credit hours) – 2.5 hours per week

Summer 2014

Math 100 (3 credit hours) – 10 hours per week

Math 103 (3 credit hours) – 10 hours per week

Fall 2014

Math 095 – 2.5 hours per week

Math 100 (3 credit hours) – 2.5 hours per week – 3 sections

Spring 2015

Math 095 – 2.5 hours per week – 2 sections

Math 100 – 2.5 hours per week

Math 101 – 2.5 hours per week

Summer 2015

Math 100 – 10 hours per week (lectures and office hours in total) – 2 sections

Fall 2015

Math 095 – 2.5 hours per week – 2 sections

Math 100 – 2.5 hours per week – 2 sections

Spring 2016

Math 095 – 2.5 hours per week – 2 sections

Math 100 – 2.5 hours per week

Math 101 – 2.5 hours per week

Summer 2016

Math 100 – 10 hours per week – 2 sections

Fall 2016

Math 095 – 2.5 hours per week – 3 sections

Math 100 – 2.5 hours per week

Math 100 – independent study

Spring 2017

Math 100 – 2.5 hours per week – 3 sections

Math 101 – 2.5 hours per week (lecture and office hours)

Summer 2017

Math 100 – 10 hours per week – 2 sections

Math 102 – independent study – 2 sections

Fall 2017

Math 095 – 2.5 hours per week – 3 sections

Math 100 – 2.5 hours per week

Spring 2018

Math 100 – 3 sections

Math 101 – 1 section

Math 102 – 1 section

Summer 2018

Math 095 – 1 section

Math 100 – 1 section

Math 102 – 2 sections (independent study)

Fall 2019

Math 095 – 3 sections

Math 102 – 2 sections

Spring 2020
Math 095 – 2 sections
Math 100 – 1 section
Math 102 – 2 sections

Summer 2020
Math 095
Math 100

Fall 2020
Math 095
Math 100
Math 102 – 2 sections
Math 103

Spring 2021
Math 095
Math 100
Math 102 – 2 sections
Math 105

Summer 2021
Math 100 – 2 sections

Fall 2021
Math 095
Math 100
Math 102
Math 103

7. **Other Duties**

Department: MATH 095/100/101 course committee – 0.5 hour per week
College: Library Committee, Service Learning Committee (1 hour per week)
College: Project Success – creating a mentoring program for students (3 hours per week)
College: Math Committee, Code of Conduct Board
University: voluntary member of AUK's Technology Online Learning Support Initiative
University: Advisor to student's club – Women's Empowerment Club

- Independent Studies

Summer 2016: MATH 101: Finite Mathematics

Fall 2016: MATH 100: College Algebra

Summer 2017: MATH 102: Introduction to Modern Mathematics

Summer 2018: MATH 102: Introduction to Modern Mathematics

Spring 2019: MATH 101: Finite Mathematics

Spring 2020 – Math 101: Finite Mathematics

- Collaborated with several faculty in the Mathematics and Natural Sciences department to create two new courses offered at AUK designed for students majoring in English Literature, Communications and Media, Anthropology, International Relations, Graphic Design. The two new courses are MATH 102 – Introduction to Modern Mathematics and MATH 105 – Nature of Mathematics.

- Implementation of project-based assessments in courses such as Introduction to Modern Mathematics and Nature of Mathematics. This has been a non-traditional approach of assessment in Mathematics and has enabled me as an educator to assess learning objectives in a well-rounded manner.
- Development of in-class elections project in MATH 102 (Introduction to Modern Mathematics). Students select a topic of elections, create ballots and run elections in class. Upon completion of voting, students develop results based on four different methods. The four methods are assessed for fairness criteria, of which the best method is selected. Groups in class experience elections from a practical and mathematics point of view. Groups share results in a presentation which allows the class as a whole to compare results.
- Efficiently using technology in the classroom to enhance teaching and understanding of students. Ketab Application is used during lectures to save lecture notes and problems solved on the smartboard. Saving the lectures allows sharing with the class. In cases where more than one section of the same subject is taught, students receive multiple differentiated lecture notes to supplement their studies. A simple resource has proved to be instrumental to teaching, with positive feedback from students affirming so.
- The use of MyLab, an online resource that supplements textbooks, to enhance teaching. Besides from completion of assignments online, I have developed a participation assignment to encourage student attendance and concentration in class. Upon completion of a lecture, a short 1-2 question assignment is posted on MyLab. Students are given a window of 12-24 hours to access it and 15 permitted minutes to solve the questions. The questions are designed based on that day's lecture material only. This encourages students to come to class with the intention of learning the material – because they will be minorly assessed on it right after class. Student responses and answers also give me an indication of how well the lecture went on that day, have students absorbed the material, did most face difficulty?
- Passion towards educating and a goal to inspire the student body compels me to work on my teaching methods and incorporate teaching activities that cater to the ever-changing dynamic of students. The incorporation of group work, activities, presentations has proven to engage the students. Examples include, but are not limited to:
 - In-class activities where students learn how to use matrices to code/decode secret messages. Beyond the mathematics, students enjoy deciphering messages and that generally entices their curiosity to investigate different types of ciphers and code.
 - In-class activities where students learn how to compare the costs of different products and services sparks their interest in consumer spending and saving. Presentations result in debates and ideas – students are always left in awe of how applicable mathematics is to their world – something they were not expecting.
- Dedication of office hours for students to practice or study with feedback. Practice booklets are prepared for students wishing to study in my office. This motivates students to visit during office hours, allocate time to study lightly (as a form of discipline) and bond with me outside the classroom. It provides me with an opportunity to mentor my students. It also empowers students to face the material on hand. Sometimes, students fear studying because they face difficulties. Studying in my office allows

them to face the content they fear and thereby leave my office with the confidence to face it on their own.

8. Participation in Specific Programs

Service Learning Faculty Training
Working with College Students with Learning Difficulties Workshop
Exam View Software Intro Workshop
Open Access Resources Workshop
Gatekeeper Certification Program – Training – Part 1 and 2
21st Century Teaching Workshop
Communication Strategies Workshop
Applications for Learning Workshop
Library Committee
Service Learning Committee
Project Success
Proctoring standardized exams

Service to the University, College & Department

- Member of the Student Code of Conduct Board, academic year 2019 – 2020.
- Member of the Math Community, academic year 2019-2020.
- Nominated myself to serve on University Committees: Academic Dismissal Appeals Committee, Admission and Enrollment Committee, Scholarship and Financial Aid Committee, Student Grievance Board and CAS Committees: Advisory Panel for Student Complaint Concerning Faculty Committee, College Assessment Committee, Articulation Committee during academic years 2016-2017, 2017-2018, 2018-2019 but was not chosen. Therefore, I dedicated time to serve in my own way by initiating Project Success and diligently committing to being present at student-led events to share AUK students in their success.
- Classes were visited by Accreditation Committees during site visits.
- Member of the Service Learning & Civil Engagement committee, academic year 2015 – 2016.
- Attended workshops offered by Service Learning & Civil Engagement committee, academic year 2014 – 2015.
- Member of the Library Committee, academic year 2014 – 2015.

- Helped proctor the Educational Testing Service (ETS), academic year 2015 – 2016.
- Completion of intensive professional short courses: Service Learning Faculty Training, Working with College Students with Learning Difficulties, Exam View Software Intro, Open Access Resources, Gatekeeper Certification Program (Part 1 and Part 2), 21st Century Teaching, Communication Strategies, Apps for Learning.
- Completion of professional development workshop – Teaching Students with Learning Difficulties
- Completion of professional development workshop – Student Disabilities Workshop

- MATH 095 and MATH 100 coordinator, 2013-2016. Collaborated with faculty members teaching MATH 095 and MATH 100 to ensure consistency of learning objectives, assessments and examinations.

- Creation of learning objective rubrics for Course Assessment Folders (MATH 095, MATH 100, MATH 102).
- Evaluating transfer credits / courses.
- Participated in the college and department's mission and vision statement.
- Evaluation of Preparatory Mathematics and College Algebra learning objectives and course outcomes to organize pre-requisites and pave a smooth transition through mathematics courses.
- Evaluation and suggestion of questions to the Mathematics Placement Examination.
- Attended all university, college assembly and departmental meetings.
- Volunteering at Graduation Ceremonies.
- Commitment to attend student-led extra-curricular events such as shows, plays, exhibitions, lectures.
- Performed academic advising to students in the College of Business & Economics during registration periods during my time as a teaching assistant (2011-2013).
- Writing recommendation letters for transfer and graduate students.

Service to the Profession

- Creation of a program titled *Project Success* in partnership with Dr. Nicholas Scull designed to foster mentoring relationships amongst students at AUK.
- This program was created to assist and support successful students with leadership potential on campus by pairing them with students who struggle either academically or socially but have the drive to seek improvement and development.
- The program was advertised for and students seeking to be mentors applied and students seeking mentorship expressed their interest.
- A round of interviews was conducted, of which the top candidates were selected.
- Mentors were trained by Dr. Scull and I – trainings included workshops on dealing with students, mentoring, creating plans for mentees. Training references attached in the promotion binder.
- Mentors were paired with mentees and met on a bi-weekly or monthly basis under the supervision of Dr. Scull and I – as coaches to the program.
- Mentees were students who either struggled academically, socially or on a personal level. A mentee entered the program with a set of goals to accomplish and the mentor's responsibility was to support the mentee in accomplishing the set of goals.
- A questionnaire and guided plan rubric were completed upon pairing of mentor and mentee and used as a reference to track progress throughout the year.
- Goals varied from improving attendance or GPA, participating in more clubs on campus, practicing specific hobbies such as writing, publishing written works on platforms on campus, raising mental awareness.
- The goals were diverse, and every pair required a different skillset and plan.
- The coaches, mentors and mentees met on a monthly basis to share progress, struggles, results, ideas and accomplishments. One student whose goal was to increase mental health awareness was able to conduct a workshop at the end of the year to share her story on Bi-Polar Disorder. This event was coached by Dr. Scull and I and was open to the public (AUK students, staff, faculty).