

Curriculum Vitae Precip – Eugene H. Guillian

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Professional Experience:

Assistant Professor of Education Hawaii Pacific University – Honolulu, HI	January 2019 – Present
Adjunct Professor of Education Hawaii Pacific University – Honolulu, HI	August 2013 – December 2018
Science Department Head Maryknoll High School – Honolulu, HI	August 2013 – June 2019
Science Teacher Maryknoll High School – Honolulu, HI	August 2010 – June 2019
Academic Scientist (Experimental Physics) Queen’s University – Ontario, Canada	February 2006 – December 2008
University of Hawaii, Manoa – Honolulu, HI	January 2002 – January 2006
University of Maryland – College Park, MD	September 1999 – December 2001
University of Michigan – Ann Arbor, MI	January 1994 – August 1999

Education:

Hawai’i Pacific University	Certificate course in secondary school science teaching (2010)
University of Michigan, Ann Arbor	Ph. D. Physics (1999) Thesis: <i>Top Quark Decay Kinematics in Fully Reconstructed Top-Anti-Top Events in the Electron or Muon plus Missing Transverse Energy plus Four or More Jet Decay Channel</i>
Massachusetts Institute of Technology	S.B. Physics (1992) Thesis: <i>Threshold Pion Photoproduction and Chiral Symmetry</i>

Professional License:

Hawai’i Teacher Standards Board, Standard License, Authorizing Teaching Field: Science 6-12. License Number 25160. Valid: 07/01/2016 – 06/30/2021.

Professional Activities and Accomplishments:

Course Development: <i>Summer STEM Activities for Grades 4-8</i>	Designed, planned, and implemented STEM activities for summer school students, grades 4-8. Implemented over three summers. Focus learning experiences in science and engineering processes.
Course Development: <i>Aeronautics and Engineering</i>	Designed, planned, implemented, and evolved (over 5 school years) an integrated STEM and social studies theme-based course in aeronautics. Designed to develop students’ awareness of the science underlying flying, the engineering processes required to build flying machines, the history of humankind’s attempt to defy gravity, and the social impact of flying machines. The awareness-building serves as a

framework around which critical thinking, language, and STEM skills and content knowledge are developed.

Course Development:
Physics for Freshmen

Designed, planned, implemented, and evolved (over 6 school years) a physics course for high school freshmen. Unlike traditional high school physics courses designed for high school upperclassmen, freshmen physics needs to be designed with special consideration of developmental and other special needs of beginning high school students.