

Traditional CV entry

Teaching Activities

1. **VM513: Cell Physiology.**
4 credits. 2014 – present.
2. **VM613: Small Animal Referral Medicine**
4th year clinical block – 2 weeks each X 20 weeks per year. 2014 – present.
3. **Neurosci 529: Integrative Neuroscience**
Basic biochemical processes in the nervous system and their significance for normal and abnormal function. 3 credits. 2013 – present.

Revised CV entry

Teaching Activities

1. **VM520. Veterinary Cell Physiology:**
4 credits, 96 students per year (average).
2014 – present.
 - I teach 8 hours on gastrointestinal physiology, write & grade 1 exam, and participate in approximately 3 course planning activities per year.
 - Outcomes: Student evaluations – standardized @ college level (average response rates = approximately 70%)
 - ❖ Rate the course overall: 3.85/5 (*college mean = 3.71*)
 - ❖ Rate the instructor overall: 4.26/5 (*college mean = 3.82*)
 - ❖ Instructor Composite Score: 81.2 (*college mean = 73.4*)

Best practices

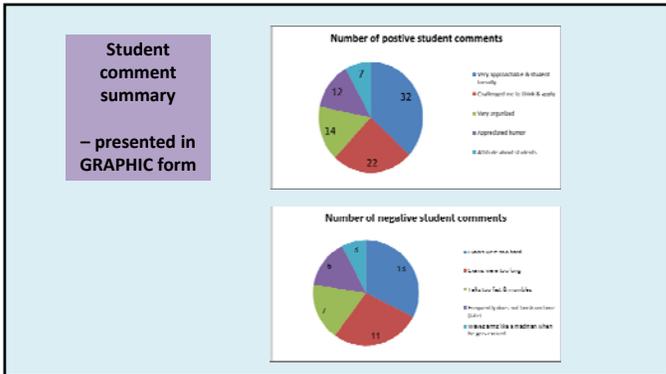
- Be complete** – use sub-headings / categories
- Always quantify**
 - Number of contact hours, students, credits, etc.
- Provide outcomes / measures of effectiveness**
 - Student ratings – normalized to local statistics
 - A summary of student comments
 - A personal/professional reflection → Self Assessment
 - Peer review / observation
 - Evidence of student learning / student success

Summative data – Student ratings

- **Multiple classes** = ↑ validity
- **Student response rates** = ↑ reliability & validity
- **Presented in the context of local outcomes**
 - e.g. college / departmental means
- **A brief description of the local StEv process**
 - standardized ?
 - any local student training ?
 - any other student generated data ?

Student comment summary – presented in TABLE form

Most common positive student comments-	Most common negative student comments-
<ul style="list-style-type: none"> Instructor is approachable (32) Instructor challenged me to think (22) Course was well organized (14) Instructor has a good sense of humor (12) Instructor cares about students' well being (7) 	<ul style="list-style-type: none"> Exams were too hard (13) Exams were too long (11) Talks too fast (7) Often does not finish on time (6) Drinks too much coffee during class (3)



Traditional CV entry

Mentoring & Advising

- Graduate Student Mentoring – PhD**
 - Theodore Cruz (2010-2015)
 - Hillary Clindon (2012-present)
 - Bernard Sandee (2015-present)
- House Officer Mentoring**
 - Ruth Fader Ginsberger (2010-2013)
 - David Trump (2012-2015)
 - Elizabeth Warden (2014 – present)

Traditional CV entry

Mentoring & Advising - continued

- Undergraduate Research Student**
 - John Rogers (2012-2014)
 - Sonya Sotomajor (2013-2014)
 - Samuel Aliodo (2015-2016)
 - Elena Kegger (2015-present)
- DVM Student Research**
 - Stephanie Breyer (Summer, 2013)
 - Anthony Kennedee (Summer, 2014)
 - Clara Thomas (Summer, 2015)

Revised CV entry

Mentoring & Advising**Graduate Student Mentoring – PhD Major Advisor**

- Theodore Cruz, 2011 - 2015**
 - PhD May, 2015. Thesis: The role of lipid antigen recognition in immunity to *Borrelia burgdorferi* (Lyme Disease).
 - First author on 2 publications and co-author on a third. See publications list.
 - Current a post-doctoral scientist in the lab of Joan Doe at Stanford University's Department of Infectious Disease.
- Hillary Clindon, (2012-present)**
 - Thesis: Genetic rearrangements that allow for immune avoidance and persistent infection.
 - Successfully completed preliminary exam, December 2014.
 - First paper submitted for review. Expected graduation, December, 2016.

Revised CV entry

Mentoring & Advising - continued**Undergraduate Research Student**

- John G Rogers (2012-2014)**
 - Pre-med student who worked in my lab for 2 years.
 - WSU Honors Thesis: Antigenic diversity in *Babesia microti*. – Passed with distinction.
 - Currently a 2nd year medical student at the University of California – San Francisco.
- Sonya Sotomajor (2013-2014)**
 - Summer research student in my lab, 2013 & 2014
 - Work resulted in co-authored manuscript in Infection and Immunity (see publication list)
 - Currently a PhD student in the Department of Immunology at Temple University

Traditional CV entry

Efforts to Improve My Teaching
(professional development)

- CVM Teaching Academy**
 - Becoming a better teacher: Building your capacity as an educator by using evidence-based professional development strategies. Martin Smith. Feb. 8, 2016.
 - Exam building in Blackboard. Chris Lindberg. Sept. 17, 2015.
 - Team-Based Learning Workshop: Holly Bender. May 19-20, 2014.
- NAS Summer Institute on Undergraduate Education. "Scientific Teaching"** May, 2015. Pullman, WA.

Revised CV entry

Efforts to Improve My Teaching
(professional development)

- Team-Based Learning.** A 2 day workshop sponsored by the WSU CVM Teaching Academy. Led by Dr. Holly Bender, Associate Director for Excellence in Learning & Teaching, Iowa State University. May 19-20, 2014. Pullman, WA.
 - OUTCOME:** *In this interactive workshop, we learned the nuts and bolts of TBL, an active learning strategy that is widely used in medical schools. As a result of this workshop, I was able to develop and implement a TBL exercise in my renal physiology lab (VM520). The exercise was well reviewed and appeared to result in improved student scores on my section of the physiology exam. I am currently working to develop TBL exercises for other sections of the course that I teach – notably the cardiology section.*