



**LEARNING TO CODE FOR EDUCATION
RESEARCH: A BENCH-TRAINED
SCIENTIST'S ENTRY INTO QUALITATIVE
ANALYSIS**

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CVM TEACHING ACADEMY

2013 ANNUAL REPORT

The Teaching Academy, the first of its kind in veterinary medicine, was created in July 2010 to continue to foster innovative curriculum at the college. The academy supports faculty dedicated to teaching and learning and brings educators together to help integrate common elements in the curriculum. This report is a summary of the 2013 Teaching Academy activities and member participation throughout the year.

Compiled by Rachel Halsey, DVM (Program Coordinator)

CVM TEACHING ACADEMY

2013 ANNUAL REPORT

LETTER FROM THE DIRECTOR:

First and foremost, another big thanks this year to those active members who are making our Academy work. Some do so by stepping up to lead, while many others contribute in their own way by showing up and engaging as they can. Hopefully, everyone is taking away skills and ideas they can use.

Thanks also to the WSU CVM leadership, which continues to support us strongly. Special thanks to Dean Bryan Slinker, whose vision was and is responsible for our very existence. Dean Slinker has been a great champion for our work. We should not forget Dr. Rachel Halsey in our gratitude. Her good work is what keeps us on track, and always moving forward.

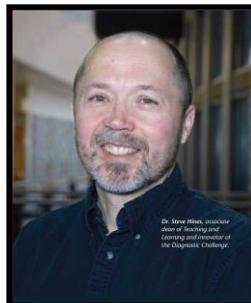
2013 saw the birth of 3 new TA initiatives, as described on the following pages. My hope is that the first two – piloting a robust peer review process and a program to mentor new instructors in teaching – will ultimately make a profound difference in our college. The third initiative to support development of a clinical skills and simulation laboratory could dramatically impact our DVM program. All three initiatives have strong leaders who are making things happen.

2013 also brought the first official meeting of the “regional” Teaching Academy. This is a collaborative endeavor brought about by the deans of the 5 west region CVM’s in cooperation with Zoetis, Inc. The regional Academy is an opportunity to leverage the teaching & learning movements at all five schools. Many of our most active local members will be invited to join the new regional academy in the next year or so. It’s a great opportunity to build new productive relationships outside our own walls.

As we move into the New Year, I ask again that everyone look for at least limited opportunities to lead and make a difference. Likewise, I ask that we all seek ways to recruit and engage the many instructors who are new to the college. These folks represent the future of our college and the Academy. They are our best hope for changing the paradigm when it comes to “Making Teaching Matter” in our institution, and elsewhere.

Best wishes, S

Stephen A. Hines, DVM, PhD., DACVP
Director, CVM Teaching Academy
Professor of Veterinary Microbiology & Pathology



MAKING TEACHING MATTER!

2013 Highlights:

- ✓ Initiatives
- ✓ Faculty Development Workshop
- ✓ Invited Guest Speakers
- ✓ Brown Bag Presentations & Discussions
- ✓ Summer Book Club
- ✓ Educational Research Grant
- ✓ Travel to National & International Meetings
- ✓ Publications & Presentations

Total 55
Membership:
Current Members

TEACHING ACADEMY GOALS:

- Improve the quality of teaching and learning in the DVM and undergraduate teaching programs through **faculty development**, communication, collaboration, and scholarship.
- **Foster and support experimentation** in the DVM and undergraduate curricula.
- **Create and sustain an environment of collegiality, collaboration, and open dialogue** - a place where ideas are freely expressed, openly discussed, and debated respectfully.

By promoting scholarship, education leadership, and collaboration -

- ✓ **Elevate the status of teaching** - especially for those who have large teaching appointments,
- ✓ **Re-define “excellence in teaching”** to extend beyond student teaching evaluations,
- ✓ **Coordinate a “critical mass” of CVM faculty** dedicated to and focused on the CVM’s teaching mission,
- ✓ Provide a substantive means by which faculty may be **promoted and/or granted tenure** based on teaching.

CVM TEACHING ACADEMY INITIATIVES:

The Teaching Academy continues to grow and strive to meet the needs of the members and the college. Three new initiatives have been set in motion for the academic year 2013-14 that will continue the growth of the program.

1. Assessment of Teaching Effectiveness

- A CVM Peer Review System: Pilot Program

2. Faculty Development & Mentoring

- A mentoring/training program for junior faculty and novice instructors

3. Curriculum (DVM)

- Clinical skills & Simulations (*clinical skills lab & integrated program*)

TA Initiative #1: Peer Observation/Review of Teaching Program:

Co-Leaders: Russ Tucker and Phil Mixer

Background: A primary goal of the WSU CVM Teaching Academy initiative for Peer Observation of Teaching is to develop a culture of teaching improvement within our college. This would be a culture that welcomes peer observations, individualizes faculty development, supports educational innovations, and generates community-wide conversations about best teaching practices.

The evaluation of teaching in the WSU CVM curricula is currently restricted to student evaluations and limited lecture observations (e.g. 1-2 for faculty undergoing review for promotion and/or tenure). What peer review that does occur is mostly from departmental colleagues, primarily senior faculty. These processes:

- do not provide sufficient formative input to improve an individual’s teaching effectiveness
- do not support experimentation and innovation (risk taking),
- do not stimulate sharing of teaching experiences or otherwise create a comfortable environment for exploring new teaching practices,
- and do not provide complete and balanced summative feedback, as is needed for annual review and promotion portfolios

Overview: An initial phase of this proposal is to recruit a spectrum of current faculty, tenured and non-tenured, to be properly trained to observe, discuss and actively reflect with CVM faculty on their teaching activities and innovations. The ultimate objective will be to provide constructive interactions with a group of at least three trained faculty following observations of the individuals' teaching activities (including lectures, laboratories and clinical instruction). The interactive process will be structured to follow transparent guidelines. Interactions will be designed to offer relevant and insightful opportunities for reflection by the instructor, and to provide an alternative source of formative and summative evaluations to department chairs and promotion committees.

Accomplishments:

1. Acquisition and permission to use the University of Tennessee CVM Peer Review of Teaching guidelines and documents as templates for the WSU CVM program.
2. Dialogue with Dr. India Lane, (creator and director of the UT program) on the initial and on-going challenges and expectations of UT program.
3. Draft of guidelines and observation documents modified for WSU CVM program.
4. Presentation of the concept to the Teaching Academy of the Consortium of West Region Colleges of Veterinary Medicine (the "Regional Teaching Academy") at their first biannual symposium (Corvallis, OR; July 24-26, 2013).



improve and incorporate new techniques and strategies into their teaching as early in their career as possible.

Goal: The goal of the New Faculty Development Initiative is to develop a sustainable program that supports new teachers as they begin to gain experience in teaching.

Overview: The initiative will provide a modular series of activities that new teachers in the CVM can participate in as needed. All activities will be open to the entire Teaching Academy, though each event will focus on a topic that is likely to be of the most interest to a new or more inexperienced instructor. All activities will focus on either the resources available to faculty members within WSU and the CVM, the day-to-day activities of teaching, alternate (not lecture based) pedagogical strategies, and the science of teaching and learning.

Accomplishments:

1. **May 23, 2013:** (13 in attendance) Orientation meeting that covered general expectations of the new program and gathered feedback from new faculty.
2. **August 1, 2013:** (16 in attendance) The first New Faculty Initiative presentation given by Rich Scott of BCU, titled “Pixels and Bits: Presenting in the CVM Classroom for maximum learning,” demonstrating classroom technologies available in the CVM as well as an overview of PowerPoint as a teaching tool.
3. **October 17, 2013:** (12 in attendance from 6 different departments) The first New Faculty Initiative pedagogy workshop led by Samantha Gizerian and Steve Lampa was held demonstrating the principles of Scientific Teaching.
4. **Ongoing:** A comprehensive [website](#) with links to various teaching resources and a CVM-specific FAQ section is currently under development.

Future Goals:

Five activities are being planned for the Spring and Summer of 2014:

1. February 2014: Panel Discussion on documenting your teaching activities for Annual Review
2. March 2014: Writing a Statement of Teaching Philosophy for your promotion packet (2 hour workshop)
3. Late March 2014: Developing a Teaching Portfolio for tenure and/or promotion (2 hour workshop)
4. April 2014: Workshop on writing effective test questions with an invited expert - Lynn Webb - Testing Consultant.
5. June 2014: Summer Workshop series on developing a “teachable unit” using backward design

TA Initiative #3: The CVM Clinical Skills Lab & Simulation Laboratory:

Co-Leaders: Julie Cary & Robert Keegan

Mission: Advance the technical and clinical aspect of veterinary medical education

Goals:

1. Provide an educational environment for the benefit of veterinary students, house officers, and staff trainees.
2. Develop and implement research related to technical and clinical skill proficiency.
3. Encourage innovation in veterinary medical education.

4. Provide facilities and staffing for formative and summative assessment events.
5. Contribute to integrated learning efforts.
6. Encourage collaborative educational program development and research projects.
7. Advance understanding of the benefit of simulation for the practice of veterinary medicine.

Accomplishments:

1. **Summer of 2013** the old radiology area in McCoy was renovated and the space prepared for phase 1 of the simulation center. Phase one is focused on basic technical and surgical skill acquisition of year 1 through 3 DVM students using cadavers and low fidelity models.
2. **Fall of 2013**, the open skills laboratory was moved into the space. The remodeled space has worked to effectively provide students the opportunity to practice in a safer and more realistic environment than the previous laboratory area under the direction of peer teaching assistants. A portion of the practical skills assessment for the first year students' principles of surgery was performed in the center.



Future Goals:

1. **Spring 2013** academic coordinator position search will be conducted. Position will to work in support of faculty in the lab and as a liaison between faculty and CIS. This is a crucial position and will allow greater instructional innovation and assessment to occur.
2. **Spring 2013** continued dialogue about the potential uses and catalysts for curriculum enhancement
3. **Summer 2013 and Fall 2014** develop components of the operating room simulation space
4. **On-going** identify and foster development, innovation, and collaboration for the benefit of students and trainees as it relates to simulation

FACULTY DEVELOPMENT WORKSHOP:

Faculty development is accomplished by conducting ongoing series of workshops on teaching and learning involving experts from within the college and outside. Below is the workshop the Teaching Academy provided for the college/university this year:

April 8-9, 2013 – [Dr. Clarissa Dirks](#), PhD; *Associate Professor, The Evergreen State College, Olympia, WA*

[“Discipline-Based Education Research”](#)

Summary: The Clarissa Dirks Workshop series held April 8-9, 2013 was a great success. During the workshop series, Dr. Dirks presented to five WSU colleges/departments. The presentation reached a wide variety of audiences, including house offices, junior faculty, senior faculty and administration.

The focus of her workshops included: Moving from teaching to research about teaching and learning; Conducting Discipline Based



Education Research; and Instrument Design.

1. **Session #1: Moving from Teaching to Research about Teaching and Learning**
Improving learning with Scientific Teaching
 - a. Action Research versus Discipline-Based Education Research (DBER)
 - b. Student evaluations of teaching versus empirical evidence of learning
 - c. Pedagogical transparency for student reflection
2. **Session #2: Conducting Discipline-Based Education Research**
 - a. Comparison of discipline research with DBER
 - b. Research Formats for quasi-experimental studies
 - c. Qualitative, Quantitative or Mixed Approaches
 - d. Thinking creatively about data analysis
3. **Session #3: Instrument Design**

Total attendance to the presentations:

Presentation	Attendance
Session #1:	26
Session #2:	19
Session #3:	18



Based on the survey following the workshop 94.4% of the participants felt the overall workshop was valuable to very valuable.

For a full summary of the survey, please [click here](#). [Internal website](#) for all workshop material.

INVITED GUEST SPEAKER:

The CVM Teaching Academy invites various experts from within the university and outside to speak on areas that concern the academy.

May 20, 2013 – [Dr. Margaret Kern](#), BDVM, ACVIM; *Associate Dean for Academic Affairs and Professor at Mississippi State University*

[“An Overview of the MSU DVM Curriculum”](#)

Summary: Dr. Margaret Kern was an invited guest speaker that had two formal presentations and two open discussions. The presentations consisted of The Flexible Experiential Curriculum at Mississippi State University’s College of Veterinary Medicine and Outcomes Assessment: Objective Student Evaluations – Mississippi State’s Approach. The open discussions were focused around the curricular change (how/mechanism) and addressing the COE’s expectation for curricular oversight at MSU.



Attendance: Certain committees and groups were targeted to attend

Presentation	Attendance
MSU Experimental Curriculum	13
Outcome Assessment	14

- **Open Discussions:** 7 people attended

1. The Flexible Experiential Curriculum at Mississippi State University's College of Veterinary Medicine"

Description: The professional curriculum is divided into two phases - Phase 1 (years 1 and 2) and Phase 2 (years 3 and 4). Phase 1 is conducted in a combined lecture and laboratory format. Phase 2 consists of required clinical rotations and elective clinical experiences. Experiential learning is emphasized in Phase 2 while providing students the flexibility to pursue specific career goals.

2. Outcomes Assessment: Objective Student Evaluations - Mississippi State's Approach"

Description: A general approach toward standardization is applied when appropriate. The principles of threshold events and threshold performances are used to help document the clinical competencies of our students.

**Developed an [internal CVM website](#) that contains the presentation material used during Dr. Kerns's guest lectures.

BROWN BAG DISCUSSIONS & BOOK CLUB:

Brown bag discussions are designed to explore and disseminate best practices - helping educators teach students effectively and efficiently in both classroom and clinical environment. Brown bags also include a CVM "Book Club" whose goals are to cooperatively explore the literature on teaching and learning, disseminate knowledge and new ideas to teaching faculty, and thereby foster experimentation and innovation in the curriculum.

Program's Overview -

Average 2 one-hour brown bags discussions/bright spots per month (excluding summer)

- **SPRING SEMESTER:** 7 discussions
- **SUMMER:** 3 discussions/report
- **FALL SEMESTER:** 6 discussions/report



Website:

- External website was updated and managed. Additional pages were added to the site, these included a list of [invited guests](#) and the development of the New faculty Development program site (still under construction).
- [Internal Website](#) was updated and managed.

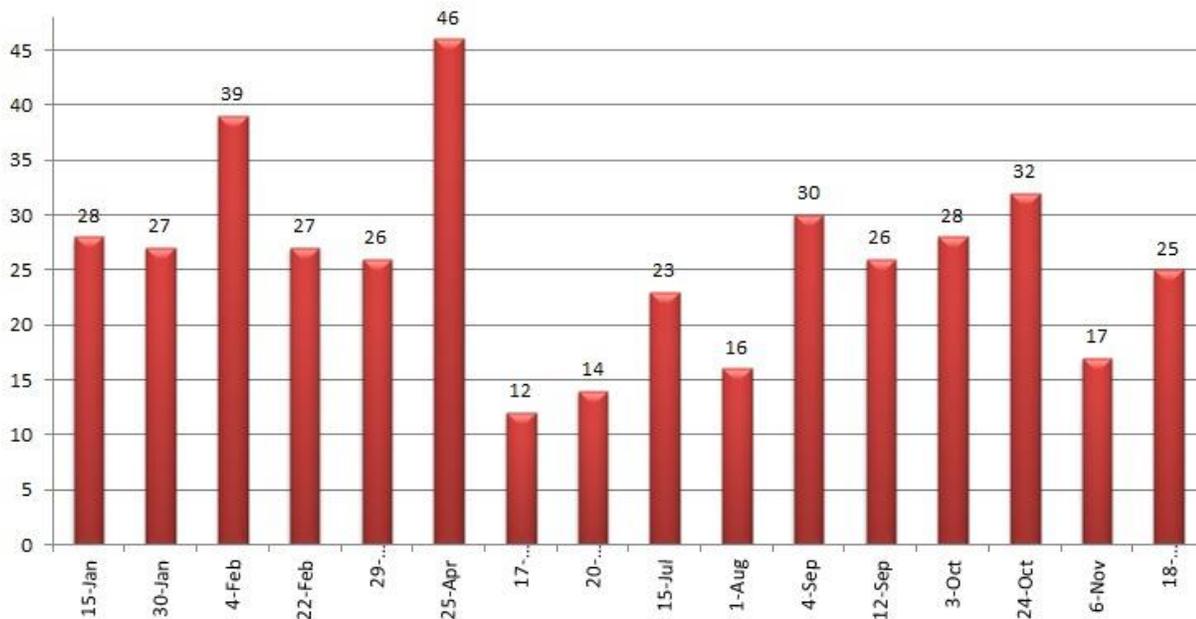
Newsletter -A monthly newsletter has been maintained to advertise upcoming events (emailed out).

Bulletin Board: The Teaching Academy has maintained a Bulletin Board on the ground floor of Bustad to keep people informed of upcoming events, opportunities and announcements.

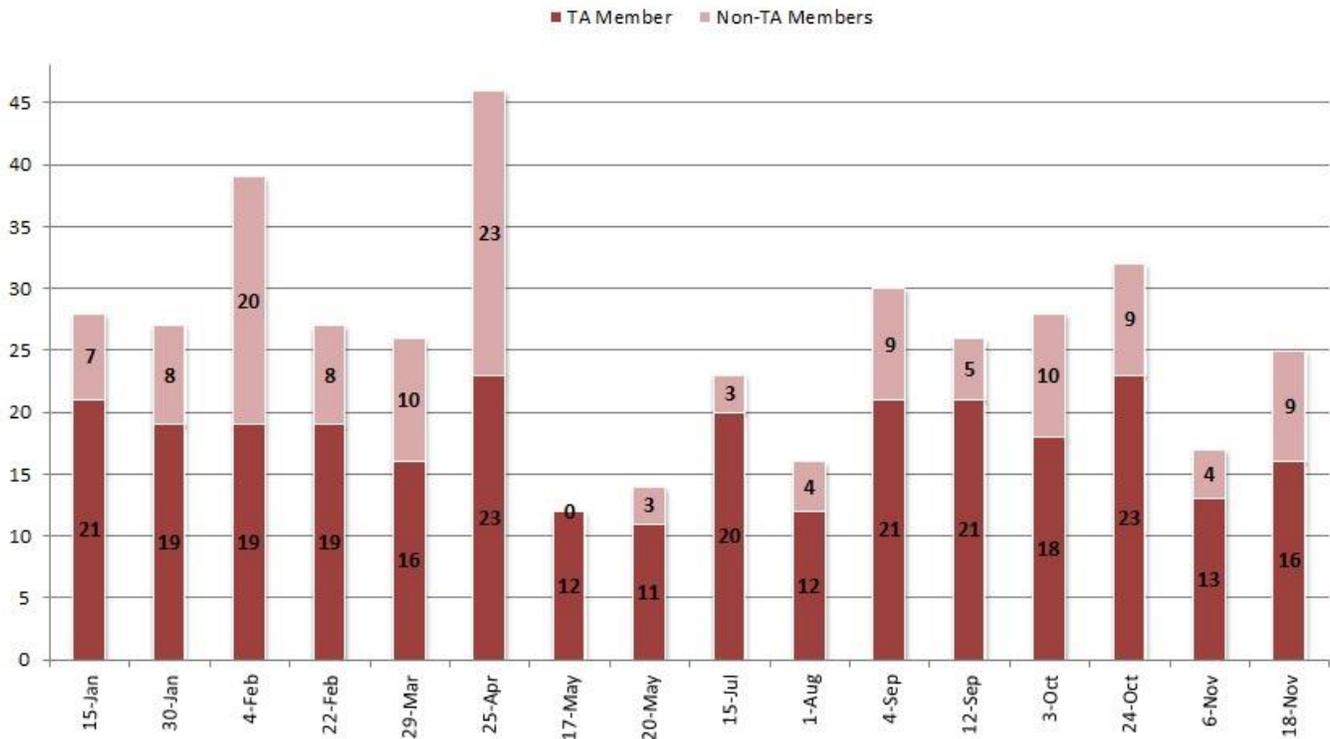
CVM Club Fundraising Opportunity: During the Spring of 2013, the Teaching Academy provided an opportunity for 5 of the CVM clubs/groups to earn funds for their organization, by supporting the noon time discussions and workshop during that semester. The following CVM clubs/groups participated: SCAVMA, ZEW Club (Zoo, Exotics and Wildlife), AAEP (American Association of Equine Practitioners), IVSA Club (International Veterinary Student Association - two events), and the Class of 2016.

Brown Bag Attendance for 2013:

Discussions are open to all CVM faculty, staff, residents, graduate students, and other WSU employees that are interested in the topics being presented. Average attendance to these discussions was 26 people (130% increase from in attendance from 2012).



Average attendance of Teaching Academy members was 18 people per session (32.27% of all members). The average attendance to these presentations of non-Teaching Academy members was 8 people.



Brown Bag Discussions Included:

Taking the First Steps Towards Education Research

- Tuesday, January 15, 2013 - *Dr. Julie Stanton, PhD - Clinical Assistant Professor, Biology*
- **Description:** CVM Teaching Academy members are interested in doing educational research, but without formal training in this area many of us are unsure of where to start. Dr. Julie Stanton shared insights in what she gained from participating in the 2012 Biology Scholars Research Residency sponsored by the American Society for Microbiology. The discussion covered topics such as identifying a research problem, defining a research question, and aligning research goals with methodology. A "Learn From My Mistakes" section will also be included.

Thoughts and Experiences with "Flipping the Classroom"

- Wednesday, January 30, 2013 - *Dr. Lynne Nelson, DVM, MS, DACVIM (Internal Medicine and Cardiology) - Associate Professor, Cardiology*
- **Description:** For many years Dr. Nelson had noticed that students in the 3rd year Medicine course score lower on clinical synthesis questions than the standard multiple choice questions (on the same topics) on the course exam. She began to investigate ways to allow for clinical problem solving practice within the class. For the last 2 semesters, she has used a hybrid of a technique called "Flipping the Classroom" and during this discussion shared her thought and experiences with using this technique.

Experiments in Teaching: Flipped for the First Time or for the Long Haul: Active Learning in Large Lectures

- Monday, February 4, 2013 - *Dr. Phil Mixer, PhD - Clinical Associate Professor, Microbiology and Immunology; Dr. Julie Stanton, PhD - Clinical Assistant Professor, Biology; & Dr. John Nilson, PhD - Director School of Molecular Biosciences and Edward R. Meyer Distinguished Professor*
- **Description:** Continuing the CVM Teaching Academy's discussion of active-learning strategies, three varied approaches from Drs. Mixer, Nilson and Stanton. Dr. Mixer used a Flip Friday group approach to insert clinical problems into Immunology (MBioS 440/540). Dr. Nilson used the immediate feedback assessment technique (IF-AT) during Molecular Genetics (MBioS 404). Dr. Stanton has used a process-oriented, guided-inquiry learning (POGIL) approach in Genetics (MBioS 301). Drs. Mixer and Nilson used these approaches for the first time during the fall 2012 semester while Dr. Stanton has been using a POGIL approach for a number of semesters. Each panelist delivered a brief presentation about their experiences and there will be ample time for discussion.

Searching for Test Bias and Advancing Teaching, Learning, and Cognition Through a Meta-Analytical Approach

- Friday, February 22, 2013 - *Educational Leadership, Sports Studies and Educational / Counseling Psychology; department - Professor Dr. Brian F. French, PhD & Assistant Professor Dr. Olusola Adesope, PhD*
- **Description: Searching for Test Bias:** The 15 minute talk presented the problem of tests and item bias, what we have learned about bias, what we do not know about bias, and how judgmental and statistical modeling can be used to inform instruction. **Advancing Teaching, Learning, and Cognition through a Meta-Analytical Approach:** Although researchers have made great strides in understanding complex issues through well-designed, rigorous scientific research, there is clearly a need for evidence-based research that synthesizes results from several empirical studies and produce guidelines for practice, policy making, and future research directions. This discussion highlighted the use of meta-analysis as a methodological approach to advance evidence-based practice. Specifically, explicate the use of meta-analyses in advancing research, practice and policy making in the areas of teaching, learning and cognition.

The Perception of “the bullying culture of medical school” - *Where does it come from, and what can we do about it?*

- Friday, March 29, 2013 - *Dr. Kathy Ruby, PhD - Director of the CVM Counseling and Wellness Program*
- **Description:** A recent New York Times article on the “bullying culture of medical school” has created a veritable avalanche of discussions across the blogosphere, and probably medical education programs around the world. Given the flurry of responses that resulted from this article alone, this seems a fruitful topic of discussion for the teaching academy. What constitutes bullying in medical education and what can be done about it? This news article was triggered by a study recently released by the David Geffen School of Medicine at UCLA that reported on their vigorous efforts to eliminate abusive behavior in training. Given the resultant interest, we want to explore this volatile issue further through discussion and small group conversations.
 - [Eradicating Medical Student Mistreatment: A Longitudinal Study of One Institution's Efforts](#)
 - [Well: The Bullying Culture of Medical School](#)

Increased student numbers, more rigorous outcomes assessment, limited resources, and the need to train marketable graduates: Is a Simulation and Technical Skills Learning Center an answer?

- Thursday, April 25, 2013 - *Dr. Julie Cary, DVM, MS, DACVS, Clinical Assistant Professor, Equine Surgery and Co-Director of Clinical Communication; & Dr. Robert Keegan, DVM, DACVA, Associate Professor in Anesthesiology.*
- **Description:** Drs. Julie Cary and Rob Keegan will present the idea of a simulation and technical skills training center, including some of the evidence base that supports the concept. Along with discussing the basic premise, goals, and components of the center this brown bag will be an invitation for participants to generate for ideas in leveraging this center for enhanced learning and education innovation.

Master Teacher Program/Teaching Academy Joint Session - The University of Tennessee/Washington State University College of Veterinary Medicine

- Friday, May 17, 2013 - *Dr. Steve Hines, DVM, PhD, DACVP, Director of CVM Teaching Academy; Associate Dean for Teaching and Learning; and Professor of Veterinary Microbiology and Pathology; & Dr. India Lane, DVM, MS, EdD, DACVIM, Assistant VP for Academic Affairs & Student Success and Professor at University of Tennessee College of Veterinary Medicine.*
- **Description:** An informal video conference discussion between the Master Teachers Program at U. Tenn. CVM and our CVM Teaching Academy at WSU. This will be a unique opportunity to share experiences and certain instructional practices. The discussion will also lend itself to both groups learning more about each other and paving the way for further communication. Space will be limited due to the venue available for the discussion, please RSVP to the calendar invite that will be sent out within the week.

Addressing the COE's expectation for curricular oversight at MSU: including how the curriculum committee works.

- Monday, May 20, 2013 - Special Guest Speaker - *Dr. Margaret Kerns, BDVM, ACVIM -Associate Dean for Academic Affairs and Professor at Mississippi State University*
- Open Discussion

PULSE - Partnership for Undergraduate Life Sciences Education

- Monday, July 15, 2013 - *Dr. William Davis, PhD (PULSE Leadership Fellow), Associate Professor, Associate Dean for Undergraduate Education*
- **Description:** PULSE is a joint effort by National Science Foundation (NSF), National Institutes of Health/NIGMS (NIH/NIGMS) and Howard Hughes Medical Institute (HHMI) to support 40 Leadership Fellows as they prototype change in undergraduate life science education. This community will stimulate systemic changes within biology departments at all types of post-secondary educational institutions, based upon the findings from the 2011 report Vision and Change in Undergraduate Biology Education: A Call to Action and other similar calls for transformation of undergraduate life sciences education.

Pixels and Bits: Presenting in the CVM Classroom for maximum learning

- Thursday, August 1, 2013 - *Rich Scott, Manager of BCU*
- **Description:** There is nothing more frustrating for an instructor than coming into a classroom and not knowing the resources that are available to you or how to use them. We will be covering the basic resources in the classroom, who to contact for help, and some current research tips on how



to use PowerPoint to your greatest advantage in presenting information for maximum learning in the classroom.

Taking Cues from the National Level (Report from the 2013 ASM CUE educational conference)

- Thursday, September 4, 2013 - *Dr. Phil Mixer, PhD - Clinical Associate Professor, Microbiology and Immunology;*
- **Description:** Every year educators from around the world gather before the larger scientific meeting of the American Society of Microbiology (ASM) General Meeting to discuss their successes and challenges in teaching microbiology at every level. This year's ASM CUE meeting in Denver provided plenary scientific talks to help instructors keep up with innovations, plenary talks about large national programs, smaller scale sessions and workshops to promote best practices and actively solve problems. Throughout the meeting, instructors networked with instructional colleagues, made new connections and enjoyed Denver's scenic beauty. This summary will help convey some key points from this meeting to the CVM Teaching Academy.

The Teaching Academy Goes Regional!

- Thursday, September 12, 2013 - *WSU Teaching Academy Fellows*
- **Description:** Report from the first ever West Region CVM Teaching Academy Conference (RTA). The RTA is the first collaborative project of the Deans of the 5 western veterinary schools (WSU, CSU, WU, UC-Davis, OSU). Eleven WSU members attended the inaugural July meeting and will report back to the membership and friends of the WSU CVM Teaching Academy. They'll talk about what happened, new connections they made, what they learned, and what might be the most important impacts for our college and our teaching faculty. The RTA identified two major "change" projects for the 2013-14, which will be discussed in detail.

Towards Making Exams a Learning Experience: The Collaborative 3 Step Exam

- Thursday, October 3, 2013 - *Dr. Gary Haldorson, DVM, PhD, Clinical Assistant Professor, Pathology*
- **Description:** In the second year of the DVM curriculum, we are experimenting with a strategy that attempts to use exams as both an assessment tool AND a formative learning activity. In Step 1, students are given portions of the exams as a take-home exercise and encouraged to worked collaboratively. In Step 2, they take the exam individually in class. In Step 3, they have 48 hours after the in-class exam to re-take the exam in small groups. After the "exam re-take", detailed keys are posted for student review. In this TA Brown Bag, Gary Haldorson will present the experiment, including initial outcome data, and lead a discussion.

CVM Teaching Academy Town Hall: (a) Where have we been? (b) Where are we going? & (c) How do we get there?

1. Thursday, October 24, 2013 - *Dr. Steve Hines, DVM, PhD, DACVP, Director of CVM Teaching Academy; Associate Dean for Teaching and Learning; and Professor of Veterinary Microbiology and Pathology;*
2. **Town Hall Meeting and Open Forum:** The agenda for this assembly of members and guests is as follows: Steve Hines, Director of the CVM TA, will begin with a very brief overview of the past 3 years, followed by presentation of the current TA initiatives. We will then open the floor to your recommendations and ideas. Please bring those ideas, an open mind, and a willingness to speak

and listen. What would you like to see and be part of in the next year? How about the next 3 years?

Learning to code for education research: a bench-trained scientist's entry into qualitative analysis

3. Wednesday, November 6, 2013 – *Dr. Julie Stanton, PhD, Clinical Assistant Professor, Biology*
4. **Description:** When bench-trained scientists do education research, quantitative analysis usually comes more naturally than qualitative analysis. While quantitative analysis can help us determine what works in our classrooms, qualitative analysis gives us the opportunity to find out why something works. Julie Stanton will use data from her current education research project to introduce different methods of coding qualitative data, and to share what she has learned about conducting this type of research. This study is being done in collaboration with Dr. Xyanthe Neider and Dr. Tori Byington with support from a CVM TA Education Research Grant.

“Good Enough” Program Assessment

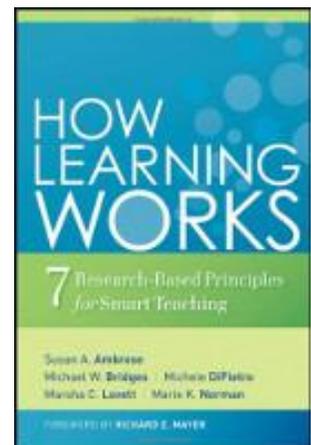
- Monday, November 18, 2013 – *Kimberly Green, MA, Director of Institutional Accreditation, Director of the Office of Assessment of Teaching and Learning (ATL); & Elizabeth Carney, PhD Assessment Specialist in ATL.*
- 5. **Description:** Often faculty and administrators must make decisions and solve problems before they can implement the perfect assessment design given time and resource limitations. Is it okay for program assessment to be messy? How do we decide when our results are good enough to inform decisions designed to improve teaching and learning? Kimberly Green and Elizabeth Carney, from the Office of Assessment of Teaching and Learning, will talk about the requirements and expectations for program assessment at WSU, offer some ideas for answering these questions, and invite others to share what has worked for them.

Summer Book Club:

The [CVM Teaching Academy Summer Book Club](#) continued this year with the activity to read and revisit the book "**How Learning Works: Seven Research-Based Principles for Smart Teaching**" by *Ambrose, et al.* The Academy read this book as a summer program in 2011, and there was strong consensus that we revisit this great read. It has short, practical chapters that lend themselves to productive discussion. Many members felt that reading “How Learning Works” in book club will result in rethinking some of what they currently think about teaching and learning. Those who had read the book before still benefited from reading it again, and were in a good place to help lead the group discussion.

About the Book:

In this volume, the authors introduce seven general principles of learning, distilled from the research literature as well as from twenty-seven years of experience working one-on-one with college faculty. They have drawn on research from a breadth of perspectives (cognitive, developmental, and social psychology; educational research; anthropology; demographics; and organizational behavior) to identify a set of key principles underlying learning—from how effective organization enhances retrieval and use of information to what impacts motivation. These principles provide instructors with an understanding of student learning that can help them see why certain teaching approaches are or are not supporting student learning,



generate or refine teaching approaches and strategies that more effectively foster student learning in specific contexts, and transfer and apply these principles to new courses.

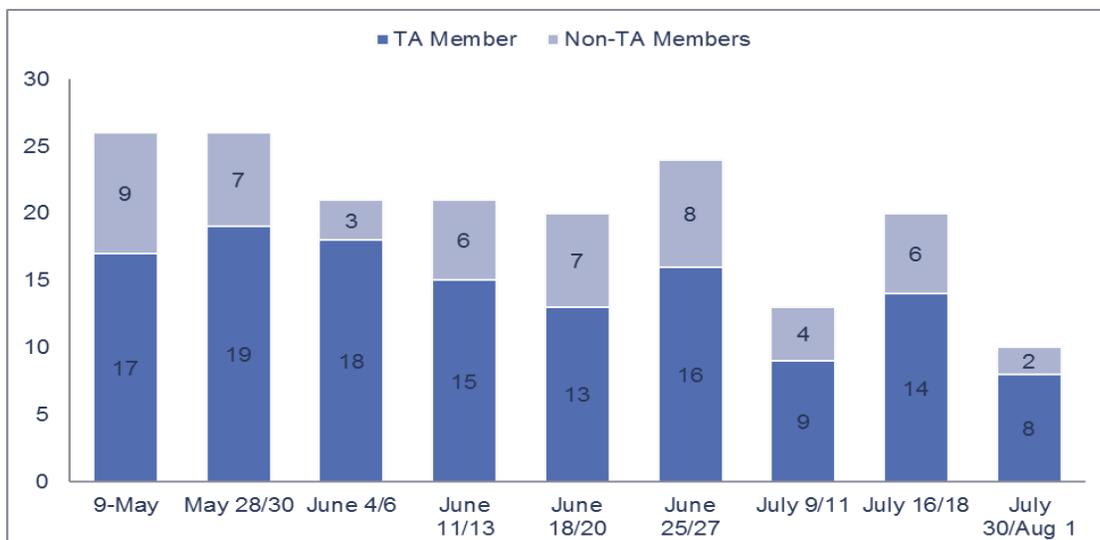
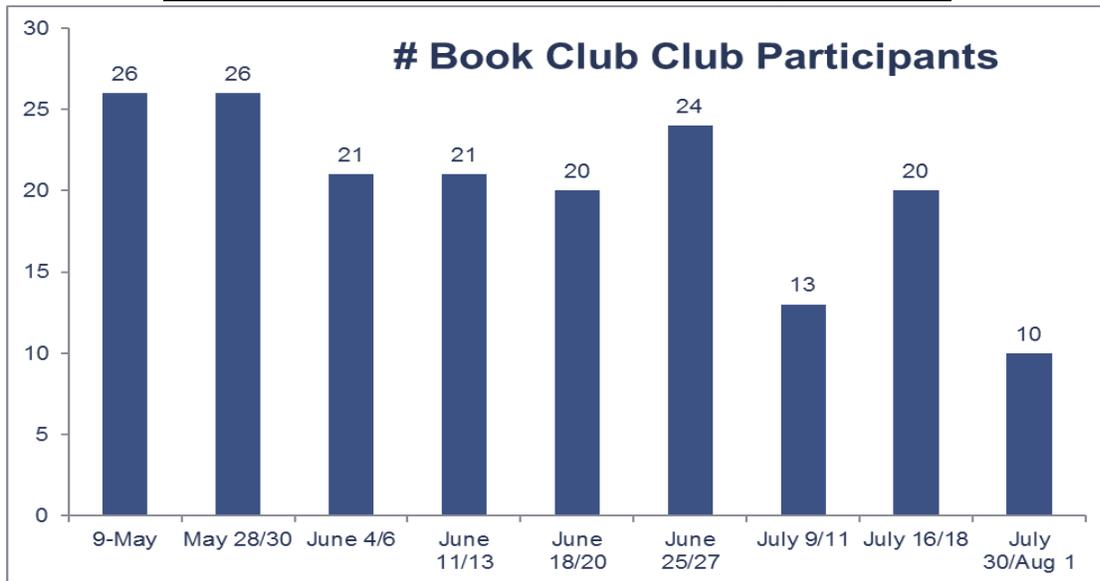
BOOK CLUB FORMAT:

The "club" met weekly for 9 weeks during the summer to discuss ONE chapter and possibilities of classroom activities. The format allowed participants to attend as time allowed. As in the past two years, the guiding principle continued to be "no guilt/no pressure," which aided in open group discussions.

ATTENDANCE:

This summer was the Teaching Academy’s largest number of participants – 47 people ranging from faculty, administrators, graduate students, residents, other WSU employees, and one University of Idaho faculty member. Average attendance per week was 20 participants.

# People		
Registered to participate	47	
Attended at least 1 session or more	38	80.85%
Attended 2 sessions or more	32	68.09%



Based on the survey following the summer book club 100% of the participants have gained and plan to apply the new insights from the book to their teaching.

For a full summary of the survey, please [click here](#).

EDUCATIONAL RESEARCH GRANT (ERG):

The College of Veterinary Medicine (CVM) Teaching Academy Educational Research Grant (ERG) Intramural Program is designed to promote educational research in the WSU College of Veterinary Medicine, foster innovation in the college’s DVM, undergraduate, and graduate curricula; and support teaching and learning-focused scholarship by faculty involved in the educational missions of the CVM.

The goals of this program are to 1) promote educational research in the WSU College of Veterinary Medicine, 2) foster innovation in the college’s DVM, undergraduate, and graduate curricula, and 3) support teaching and learning-focused scholarship by faculty involved in the educational missions of the CVM.



2013 Awarded Grants Included:

ERG Program B: Experiments in Teaching Grants (< \$4,000 per grant annually). *These grants are designed to result in a peer-reviewed publication within one year of completion date. Maybe renewable twice, for up to 3 years total support – see specific guidelines.*

Title	PI	Co-I (s)
Building an Evidence-base to Better Determine Surgical Curriculum and Outcomes Assessment	Dr. Julie Cary (VCS)	Surgery Skills Research Group (CVM)

Brief Summary: There is increasing pressure on Colleges of Veterinary Medicine to produce graduates with demonstrated ability in “day one clinical skills.” Practice owners and managers want reassurance that new graduates can function at a level resulting in revenue generation in their first year of hire. Simultaneously, there is increasing pressure to remodel veterinary teaching standards to limit terminal surgeries. Hands-on experiential surgical training is becoming more difficult for students to gain as a result of decreased caseload and increased student numbers. Optimizing learning opportunities for the greatest benefit and impact is vital in a time of limited resources and expanding expectations. Concurrently, veterinary students, clinician educators, and hiring practitioners may have different views on what skills are required to be a successful new practitioner. Focusing curricular efforts to developing those skills deemed most important may save Colleges of Veterinary Medicine’s money, focus faculty and student time and effort, and increase the marketability of graduates. Unfortunately, there little evidence available to inform these curricular decisions. Recent publications detailed the development of a ranked list of individual surgical competencies expected of new graduates from the points of view of AVMA practitioners and ACVS Diplomates). This survey data did not provide background on specific procedures or represent clinical faculty and student perspectives. The opinions of those latter stakeholders are critical to make meaningful conclusions regarding veterinary surgical curricula and to better determine benchmarks for training surgical skills. Additionally, the process of gathering this information may prove to be beneficial for future groups who may embark on the development of core competencies in context and action, an idea known as entrustable professional activities.

The Surgery Skills Research Group has set out to develop a clear, objective set of core surgical competencies a graduate should possess through distribution and analysis of a national web-based survey targeting new graduates, students, clinically-oriented faculty, and AVMA general practitioners.



Progress Report: With combined funding from the WSU ERG and the American Veterinary Medical Foundation, we successfully launched a national survey in early 2013. The survey has been closed for faculty and students and will be closed February 15 for practitioners. Currently, we have an 11% response rate. We are working with Dr. Gay

to analyze the quantitative results and are organizing the qualitative results for thematic analysis. The results of this survey and a discussion of its implications on core surgical curriculum will be submitted for publication in the Journal of the American Veterinary Medical Association by the end of 2014.



Title	PI	Co-I (s)
Adaptation of the Motivation, Attitudes, and Retention Survey (MARS) Instrument for Assessment of Microbiology Education Enhancement Program (MEEP) Impacts	Dr. Phil Mixter (SMB)	Dr. Jennifer LeBeau (COE)

Brief Summary: A concern for biotechnology firms is the continued supply of experienced graduates with pertinent science training. Between now and 2018, Washington is projected to be the second highest state in the nation in the percent of all jobs created that will require a degree in a Science, Technology, Engineering, and Math (STEM) discipline. Further, 70% of all jobs in Washington will require a STEM Bachelor's Degree by 2018. Yet, many graduating seniors enter the workforce either underprepared or without STEM interest, despite exiting a STEM program. Retention of graduates in STEM-related occupations is a great concern. Therefore, local and national programs must enhance the interest, enthusiasm, and education of undergraduate students preparing to enter the workforce. By increasing the proportion of adequately-prepared graduates from STEM programs who pursue STEM employment, many of the employment demands in the U.S. could be met through current output levels. The Microbiology B.S. degree at Washington State University (WSU), managed by the School of Molecular Biosciences (SMB) has a long history of producing high quality graduates who pursue post-baccalaureate training in areas including Medical Technology, Human Medicine, Veterinary Medicine, and PhDs in Immunology, Virology, Infectious Disease, and Microbiology. According to 2012 focus groups, 75% of graduating microbiology majors at WSU plan to go on for additional education at the graduate or professional level, while the other 25% plan to train in a Medical Technology program. Of the students planning for graduate or professional education, half indicate that after graduation they will take time to work before applying. At this time, there has been little assessment of the motivation, attitudes, and retention of SMB microbiology students toward their interest in or decisions to pursue STEM careers.

The proposed study will modify the Motivation, Attitudes, and Retention Survey (MARS) instrument developed by Switzer and Benson (2007) for use in the Biology context, so that the

perceptions and attitudes of students in the SMB program can be assessed from an empirical standpoint. The MARS instrument is validated in the engineering context for measuring students' motivation to remain in their engineering programs and is based on VIE (Valance, Instrumentality, and Expectancy) theory. The instrument contains 40 items measuring four constructs related to values of behavior and goal attainment, instrumentality, and expectancy toward a science degree. In this proposal, items from the MARS will be adapted and pilot-tested with students in the SMB program, and we will gather initial reliability and validity information. In doing so, a new instrument will be developed that can be utilized at multiple institutions for measuring the attitudes and perceptions of biology students seeking to enter STEM careers, which will ultimately feed the local and national STEM pipelines. Completion of the proposed work will provide key elements for a larger National Science Foundation grant proposal being prepared for resubmission by Dr. Mixer. Preliminary reliability and validity data will be published and the instrument will be shared freely.

Summary of Progress (through December 2013): In keeping with the objectives of this project, the co-PIs are adapting the engineering MARS survey instrument for microbiology undergraduates. A draft instrument has been reviewed by five expert outside reviewers and their critical comments evaluated to further modify the instrument. In December 2013, a number of the survey items identified by outside review were piloted with volunteer undergraduates from MBioS 430 (a senior-level elective for microbiology majors) and further modified. Instrument development continues on schedule with further revision in the weeks ahead.

Title	PI	Co-I (s)
The impact of interdisciplinary instruction in mindfulness on the clinical communication empathy scores in student health professionals	Drs. Kathy Ruby (CVM) & Phyllis Erdman (COE)	Dan Bayly (COE) & Chad Gotch (COE)

Brief Summary: The purpose of this study is to examine the effectiveness of an interdisciplinary training program for veterinary students and counseling students in mindful communication skill development. Research increasingly supports the value of interdisciplinary training, specifically targeting benefits for medical and health care professionals and mental health professionals. Additionally, the American Psychological Association recently suggested that the psychology profession should also address the paradigm shift toward increased inter-professional collaboration. It is our premise that although there are differences in the selection, culture, and preparation in the education of veterinary and counseling psychology students, we suggest that interdisciplinary instruction in this realm could benefit the way both professions approach future clients. Mindfulness is central to empathic communication and competent active listening. Kabat-Zinn defines mindfulness as “paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally.” Mindfulness practice facilitates one’s focus on the moment with an attitude of acceptance, curiosity, and openness to the present experiences without judgment or anxiety. Mindfulness training has been used in both professions to enhance clinical communication skills. We propose utilizing an equine-assisted program for teaching mindfulness, since it has proven efficacy with other health professionals, and seems an appropriate and creative approach to try with this integrated cohort.

We will compare teams of counseling and veterinary students with teams of just veterinary students to determine if an interdisciplinary approach to training results in greater levels of mindfulness and empathy than training within their own discipline. It is our hope and belief that results from this

study will further support the research on the effectiveness of inter-professional training, and will help faculty across various programs understand the benefit of such collaboration.



Progress Report: We completed all three phases of our research study in September and October 2013, with our 16 participants; 12 veterinary students and 4 counseling psychology students who were randomly selected from a pool of interested volunteers. From this group, we formed 4 veterinary student/counseling student pairs and 4 veterinary student/veterinary student pairs, as noted in our proposal. The teams of students participated in both a pre and post assessment, where they completed empathy and mindfulness scales and jointly staffed a companion-animal end of life case together each time. The team case discussions were videotaped for analysis and comparison.

We were aided in our full-day equine mindfulness training event by Dr. Jim Smith, an equine DVM who has an expertise in this training. Student pairs participated in a series of exercises with pre-selected horses from the WSU Veterinary Teaching Herd. Each exercise was followed with reflective discussion. One of the most interesting outcomes from this training was the enthusiastic participation in the reflection process by the veterinary students. We suspect the participation by the counseling students, who commonly encounter such exercises, encouraged self-exploration in the veterinary students, who normally resist such teaching techniques.

We are now in the process of coding the pre and post assessments and pair-video tapes and hope to have this phase completed by the end of February. Once the data has been analyzed, we plan to write and present our paper at the end of the semester.



Title	PI	Co-I (s)
Metacognitive training to improve student performance in a large introductory biology course	Dr. Julie Stanton (SMB)	Xyanthe Neider (COE)

Brief Summary: The percentage of students who do not pass introductory biology is alarmingly high, reaching up to 35% in universities across the country. While recent studies have focused on helping students practice higher-order thinking skills, the effect of metacognitive training on student performance in introductory biology has not been well studied. Metacognition can be divided into metacognitive knowledge (what we know about our own thinking) and metacognitive regulation (how we control our thinking to facilitate our learning). We hypothesize that providing students with the opportunity to learn metacognitive regulation skills will increase their metacognition and result in increased exam performance. In Fall 2012 and Spring 2013, short metacognition units were added to a large introductory biology lecture course, and students were guided through an exam reflection assignment designed to help them evaluate their approach for preparing for the first exam and create a plan for the second exam. To measure pre- and post-course metacognition, the Metacognitive Assessment Inventory (MAI) was used, and student performance was measured by comparing exam grades before and after the training. Preliminary analysis revealed that there was a small, but statistically significant increase in students' pre- and post-course MAI knowledge scores. Additionally, a small, but statistically significant increase in scores on the second exam compared to first exam was observed. We conclude that completion of the exam reflection assignment correlates with an increase in exam performance, but that the

initial metacognition training was too brief, and needs to be extended in Fall 2013. The completed project will include data from Spring 2013 and Fall 2013. Qualitative analysis of written responses to the exam reflection assignment will be performed to identify themes and measure metacognition. We predict that high-quality answers on the assignment will correlate with increased MAI and exam scores. Multiple regression analysis will be performed to determine the effect of factors such as gender, ethnicity and age. This study is expected to contribute to our understanding of the effect of metacognition on student performance.

Progress Report: In the summer of 2013, we adapted established qualitative methods for analyzing students' exam reflection assignments. We selected three initial approaches designed to "capture the essence" of what the students were saying: magnitude coding, process coding and in vivo coding. With generous support from the CVM Teaching Academy's Education Research Grant, in the fall of 2013 we hired two time-slip research assistants to help us with coding: an undergraduate biochemistry major and a recent molecular biosciences M.S. graduate. After training them to code, we collaborated with them to develop rubrics that could be used to summarize student responses in three broad categories of metacognitive regulation: planning, monitoring and reflecting. Using magnitude coding to assign relative values to student responses, our preliminary data indicate that evidence of good planning, monitoring and reflecting on the exam reflection assignment correlates positively with student performance. Our initial process coding and in vivo coding also suggest that many students who perform poorly have sufficient metacognitive knowledge skills. Interestingly, these students understand that they need to take a different approach to be successful, and they can even identify strong strategies to address their problems, but they may not have the metacognitive regulation skills to carry out an effective study plan. Analysis of a newly developed second exam reflection assignment (given in between exams two and three) may help us understand what is happening with these students. We also worked with our research assistants to assess exam difficulty using a method known as the Weighted Bloom's Index (WBI). Based on Bloom's taxonomy of learning, this index was used to ensure that the increases in exam scores we observed were not due to decreases in difficulty. We found that the WBI was similar for all exams analyzed from four consecutive semesters of introductory biology, with slight increases in difficulty sometimes measured between exams one and two, and between exams two and three. Thus, the statistically significant increases in exam scores we observed cannot be attributed to easier exams. In the spring of 2014 we plan to further analyze our data by quantitative and qualitative methods, and explore themes that emerge on the exam reflection assignments through focus group interviews.

PROFESSIONAL DEVELOPMENT TRAVEL GRANT:

The College of Veterinary Medicine (CVM) Teaching Academy (TA) developed a "Professional Development Travel Grant." The grant is designed to provide partial funds to assist active TA members to travel to opportunities that will enhance their knowledge, skills, and abilities in a manner that will improve teaching and learning for the college and/or promote professional development in teaching.



These funds are specifically designed to aid in the travel and registration costs of these opportunities. Members are expected to find alternative sources of funding to cover any additional costs. In return for the funding the members are expected to provide a report

and presentation of their experience and share new ideas that they gained from attending these events.

Further information can be found on the [internal website](#).

2013 Awarded Grant:

TA Member	Conference	Dates
Phil Mixter, PhD (SMB)	Annual 2013 meeting of American Society for Microbiology Committee on Undergraduate Education (ASMCUE)	May 16-19, 2013

PROFESSIONAL DEVELOPMENT TRAVEL:

Conferences Attended: 14 people attend 2 conferences this summer

Date	Members Attended	Conference Name	Description
May 16-19	Phil Mixter & Susan Wang	Annual 2013 meeting of American Society for Microbiology Committee on Undergraduate Education (ASMCUE) - Englewood, CO	Twenty Years of Vision, Change, and Leadership” was well suited to both reflect the past and project into the future. Vision and Change comes from the seminal report from AAAS and NSF (and endorsed by HHMI, NIH/NIGMS, and the USDA) on how undergraduate education in the life sciences needs to be transformed to reflect what is known about the science of learning.
June 2013	Suzanne Kurtz	Roundtable and Symposium 7th International Conference on Communication	
June 2013	William Davis	6th Annual HHMI SEA-PHAGES Conference - Washington D.C.	Conference for Undergraduate Students who participated in the 2012-2013 HHMI SEA-PHAGES Program - Faculty Participant
July 24-26	Bonnie Campbell, Julie Cary, Gary Haldorson, Rachel Halsey, Steve Hines, Suzanne Kurtz, Phil Mixter, Lynne Nelson,	The Teaching Academy of the Consortium of West Region Colleges of Veterinary Medicine Summer Conference - Corvallis, OR	This interactive two-day conference is designed to help bring people together with common interest areas and promote interaction and collaboration between schools. This will be accomplished through professional development workshops, formal presentations, idea exchanges, and formal and informal small group discussions. A goal of the conference is to form one or two working groups whose work will represent the next big projects of the regional Teaching

	Kathy Ruby, Leslie Sprunger, Julie Stanton, Russ Tucker,		Academy.
August 28-30, 2013	William Davis	<u>AAAS Meeting on Vision and Change in Undergraduate Biology Education: Chronicling Change, Inspiring the Future</u> - Washington D.C.	Follow up to the 2009 AAAS Vision and Change in Undergraduate Biology Education Conference - Leadership Facilitator
October 2013	Suzanne Kurtz	<u>International Conference on Communication in Healthcare (ICCH)</u> - Montreal, Quebec	
October 2013	Suzanne Kurtz	<u>Planetree Conference</u> Montreal, Quebec	
October 2013	Suzanne Kurtz, Kathy Ruby	<u>Leo K. Bustad Human-Animal Interaction Symposium</u> - Pullman, WA	Among other things Dr. Leo K. Bustad founded the People-Pet Partnership, the first university-based community service program on the human-animal bond and was also co-founder and first Chair of the Delta Society (now Pet Partners).
October 2013	William Davis	<u>Northwest PULSE 1st Annual Workshop</u> , Seattle, WA	Bring together 17 life science departments from across the Northwest US to engage in undergraduate curricular transformation - Organizer and Part of Leadership Team
November 2-6, 2013	Julie Cary, Suzanne Kurtz	<u>International Conference on Communication in Veterinary Medicine</u> , St. Louis MO	Integrating Clinical Communication with Clinical Reasoning and the Broader Medical Curriculum

PUBLICATIONS AND PRESENTATIONS:



Below is a list of members that have published or presented material/data as it relates to teaching and learning.

PUBLICATIONS:

Member	Publication
Dr. Kathy Ruby	What makes a veterinary team? Veterinary Team Brief, 01/13
Dr. Kathy Ruby	Prepare for and address difficult conversations. Veterinary Team Brief, 09/13
Dr. Julie Cary & Suzanne Kurtz	Integrating clinical communication with clinical reasoning and the broader medical curriculum Patient Education and Counseling 92 (2013) 361-365
Dr. Suzanne Kurtz	Silverman J, Kurtz S, Draper J (2013) Skills for Communicating with Patients, 3rd Edition. Radcliffe Publishing, London and New York. 312 pp.
Dr. Suzanne Kurtz	Kurtz S (2013) A framework for raising the bar on communication in veterinary medicine. Insight. September/October. 14-17 WSVMA.org
Dr. Phil Mixter	Review: Teaming with Microbes: The Organic Gardener's Guide to the Soil Food Web. Journal of Microbiology and Biology Education 14:138 (2013).
Dr. Phil Mixter	Review: Bioluminescence: Living lights, lights for living. Journal of Microbiology and Biology Education. 14:280-281 (2013).
Dr. Phil Mixter	Instructional Blog Posts: <ul style="list-style-type: none"> • "The Power of Simple" www.microbiologymaven.com/scholarly-teaching/the-power-of-simple (June 2013) • "The Two Edges of "Edutainment" (or why I wear a costume to work sometimes...)" www.microbiologymaven.com/scholarly-teaching/edutainment (November 2013)

PRESENTATIONS:

Member	Date	Presentation
Dr. Kathy Ruby	January 20, 2013 North American Veterinary Conference Orlando, FL	Creating Successful Veterinary Teams - Invited
Dr. Suzanne Kurtz	April 2013 (4 days) Canadian Orthopaedic Residents Conference Calgary, Alberta, Canada	Communication Specialist Facilitator (in problem based learning groups & during individual consultations with residents) - Invited
Dr. Phil Mixter	May 17, 2013 Annual 2013 meeting of American Society for Microbiology Committee on Undergraduate Education (ASMCUE) - Englewood, CO	"Service Learning: Incorporating Relevance, Purpose and Learning in Your Courses" (Panel discussion) - Invited

Dr. William Davis	May 2013 Northwest Biology Educator's Conference - Pasco, WA	Seminar: PULSE: Partnership for Undergraduate Life Sciences Education - Peer Reviewed
Dr. William Davis	May 17, 2013 Annual 2013 meeting of American Society for Microbiology Committee on Undergraduate Education (ASMCUE) - Englewood, CO	PULSE Community: Vision and Change: A Call to Action 
Dr. William Davis	May 2013 Annual 2013 meeting of American Society for Microbiology Committee on Undergraduate Education (ASMCUE) - Englewood, CO	Poster: Reaching for the STARS: The impact of fast-track BS to PhD Programs on Student Achievement and Retention in STEM. - Peer Reviewed
Dr. Suzanne Kurtz	June 8, 2013 - Faculty of Medicine, University of Porto, Portugal	(Presentation and Workshop - Faculty Development program): Communication skills teaching and learning: Feedback and Consultation Analysis - Invited
Dr. Suzanne Kurtz	June 24-28, 2013 2nd Roundtable and Symposium on Healthcare Communication - Hong Kong	Clinical communication skills that make a difference: Recent perspectives - Invited plenary
Dr. Gary Haldorson	July 25, 2013 The Teaching Academy (TA) of the Consortium of West Region CVM Summer Conference - Corvallis, OR	Towards Making Exams a Learning Experience: The Collaborative 3 Step Exam - Invited
Dr. Russ Tucker	July 25, 2013 The Teaching Academy (TA) of the Consortium of West Region CVM Summer Conference - Corvallis, OR	Peer Teaching Evaluation: Best Practices for WSU's Emerging Program - Invited
Dr. Phil Mixer	July 25, 2013 The Teaching Academy (TA) of the Consortium of West Region CVM Summer Conference - Corvallis, OR	Active Learning Interventions in Microbiology Student Outcomes - Invited
Dr. Steve Hines	July 26, 2013 The Teaching Academy (TA) of the Consortium of West Region CVM Summer Conference - Corvallis, OR	The Teaching Academy Movement: The WSU CVM Experience - Invited

Dr. Julie Cary	<p>July 26, 2013 <u>The Teaching Academy (TA) of the Consortium of West Region CVM Summer Conference</u> - Corvallis, OR</p>	In support of future faculty: a house officer training program in professional life skills - Invited
Dr. William Davis	<p>August 2013 AAAS Meeting on Vision and Change in Undergraduate Biology Education: Chronicling Change, Inspiring the Future - Washington D.C.</p>	Poster: Raising the PULSE: An Awareness Campaign to Engage Departments in Implementing Vision and Change - Peer Reviewed
Dr. Suzanne Kurtz & Cindy Adams	<p>September 18, 2013 Faculty of Veterinary Medicine, University of Calgary, Canada</p>	Faculty Development & Clinical Communication Coach Training Workshop - Invited
Dr. Kathy Ruby	<p>September 24-26, 2013 The Ohio State University Inaugural Veterinary Health and Wellness Summit - Columbus, OH</p>	Taking our own temperature: Veterinary Colleges and Wellness Initiatives; a report - Invited
Dr. Suzanne Kurtz & Tony Suchman	<p>October 2, 2013 <u>International Conference on Communication in Healthcare (ICCH)</u> - Montreal, Quebec</p>	Workshop Leader: Continuity of Care: What are we doing to improve it?
Dr. Suzanne Kurtz	<p>October 2, 2013 <u>International Conference on Communication in Healthcare (ICCH)</u> - Montreal, Quebec</p>	Communication in healthcare: Exploring the relationship between human values and skilled communication & Presentation for a symposium entitled: The Human Dimensions of Care: Enhancing communication and compassion in healthcare - speakers: Rider E, Slade D, Kurtz S, Branch W, Pun Kwok Hun J, Eggins S - Peer Reviewed
Dr. Suzanne Kurtz	<p>October 2, 2013 <u>International Conference on Communication in Healthcare (ICCH)</u> - Montreal, Quebec</p>	Bridging the gap between patient expectations and professional skills Presentation for a symposium entitled Patient education: Practice and research in French speaking countries - Where do we stand? - speakers: Nardi O, Lussier MT, Richard C, Foucaud J, Kurtz S, Deveugelle M, Verreyen L, Nuland MV, Visser A - Peer Reviewed

Dr. Suzanne Kurtz	<p>October 8, 2013 Planetree Annual Conference - Médecins Francophones du Canada, Montreal, Quebec</p>	Medical humanism: How can healthcare providers improve the situation? - Invited plenary
Dr. Kathy Ruby	<p>October 19, 2013 Leo K. Bustad Human-Animal Interaction Symposium Pullman, WA</p>	Pet Loss and Human Grief - Invited
Drs. Suzanne Kurtz & Richard DeBowes	<p>October 19, 2013 Leo K. Bustad Human-Animal Interaction Symposium Pullman, WA</p>	Clinical Communication in Veterinary Medicine - Invited
Co-organizer and Facilitator Suzanne Kurtz & Cindy Adams, Julie Cary, Karen Cornell, Darcy Shaw, Jane Shaw	<p>November 2-3, 2013 Preconference Workshop, International Conference on Communication in Veterinary Medicine, St. Louis MO</p>	Enhancing Communication Coaching Skills
Drs. Julie Cary, & Suzanne Kurtz	<p>November 4, 2013 International Conference on Communication in Veterinary Medicine, St. Louis MO</p>	Integrating Clinical Communication with Clinical Reasoning and the Broader - Peer Reviewed
Drs. Julie Cary, Suzanne Kurtz, Richard DeBowes	<p>November 4, 2013 International Conference on Communication in Veterinary Medicine, St. Louis MO</p>	Presentation: Setting the tone: A house officer orientation program
Eryn Zeugschmidt, Julie Cary, Daniel Haley, Rachel Jensen, Kathleen Ruby	<p>November 4, 2013 International Conference on Communication in Veterinary Medicine, St. Louis MO</p>	Poster: Putting the pieces together: A comprehensive euthanasia laboratory for veterinary students
Julie Cary, Rick DeBowes, Daniel Haley, Rachel Jensen, Suzanne Kurtz	<p>November 4, 2013 International Conference on Communication in Veterinary Medicine, St. Louis MO</p>	Poster: Moving beyond the <i>Course</i> : Advocating for Clinical Communication Programs in Veterinary Medicine
Samantha Barber, Amy Berry, Laura Noë, Crystal Sunlight, Julie Cary	<p>November 4, 2013 International Conference on Communication in Veterinary Medicine, St. Louis MO</p>	Poster: New DVM Student Perceptions of the Value of Client Communication on the Success of Surgery

Samantha Barber, Amy Berry, Laura Noë, Crystal Sunlight, Julie Cary	November 4, 2013 <u>International Conference on Communication in Veterinary Medicine</u> , St. Louis MO	Poster: New DVM Student Perceptions of the Team Communication in Their Success as Veterinarians
Dr. Kathy Ruby	November 6, 2013 <u>Austin City Unlimited Veterinary Management Symposium</u> -Austin, TX	Ready, Set, Grow: Growing healthy teams and better leaders - Invited
Dr. William Davis	November 2013 2013 Keck Foundation iScience Meeting - Willamette University, Salem, OR	Seminar: Programmatic Assessment and Curricular Transformation: Departmental Change We Can Believe In? - Invited
Dr. William Davis	November 2013 <u>Annual Biomedical Research Conference for Minority Students (ABRCMS)</u> - Nashville, TN	Workshop: Vision and Change Leadership Fellows: Transforming Undergraduate Life Sciences - Invited



MEMBERS AWARDS, GRANTS, AND RECOGNITION:

Below is a list of members that have received teaching related awards, grant, and recognition as they relate to teaching and learning.

Member	Date	Recognition
Dr. William Davis	Feb 2013-2014	National Science Foundation Grant: DBI1332362: Northwest Pulse Workshop
Drs. Phil Mixter & Susan Wang	Feb. 22, 2013	Received the Smith Teaching and Learning Grant funded by the Vice Provost for Undergraduate Education. This grant will support the study of the "Effect of Active Learning on Microbiology Outcomes."
Dr. Julie Stanton	Feb. 24, 2013	Received the Smith Teaching and Learning Grant funded by the Vice Provost for Undergraduate Education. This grant will support her study titled "Metacognitive Regulation and Student Performance in a Large Introductory Biology Course"
Drs. Katrina Mealey, Steve Hines, Don Knowles, George Barrington, Leslie Sprunger, John Mattoon, Katherine Wardrop, Robert Mealey, Annie Chen, Stephanie Thomovsky, Sunshine	March 2013	2012 <u>Jerry Newbrey Teaching Scholars</u>

Lahmers, and Steven Parish		
Drs. Phil Mixer & Susan Wang	April 2013-2014	Washington State University Smith Teaching and Learning Grant entitled “Effect of Active Learning on Microbiology Outcomes” focused on active-learning during MBioS 305 Microbiology (\$6000).
Dr. Phil Mixer	April 16, 2013	Received the Outstanding Achievement in Academic Advising awards presented by the WSU Academic Advising Association (ACADA). WSU New Article
Dr. William Davis	June 2013-May 2014	National Science Foundation Grant: DBI1347553: EAGER-Northwest PULSE- Departmental Transformation through Vision and Change
Dr. William Davis	Sept. 2013- Aug 2014	National Science Foundation Grant: DBI1345033: EAGER- Raising the Awareness of PULSE: A Targeted Public Awareness Campaign to Engage Life Science Departments in Implementing Vision and Change
Dr. William Davis	August 2013	School of Molecular Biosciences - 2013 Faculty Excellence in Teaching Award
Drs. Julie Stanton & Susan Wang	Oct. 9, 2013	Received the Samuel H. and Patricia W. Smith Teaching and Learning grant to improve undergraduate teaching strategies. WSU New Article
Dr. Suzanne Kurtz	Announced December 2013 (induction occurs April 2014)	Elected to Distinguished Fellowship in the National Academies of Practice and to the Medicine Academy as a Distinguished Scholar & Fellow

MEMBERSHIP:

Teaching Academy members have the opportunity to serve in a variety of capacities on established interest groups and ad hoc committees.

Steering Committee - ([External](#) website)

10 members: Steve Hines, DVM, PhD, DACVPM (*Chair*); Julie Cary, DVM, MS, DACVS; Samantha Gizerian, PhD; Linda Martin, DVM, MS, DACVECC; Phil Mixer, PhD; Lynne Nelson, DVM, MS, DACVIM; Steve Parish, DVM, DAVIM; Kathy Ruby, PhD; Leslie Sprunger, DVM, PhD; and Russ Tucker, DVM, DACVR.

Description: The Steering Committee is the governing force that determines the detailed functions and working of the Teaching Academy. The duties of the steering committee are to oversee the activities of the academy and promote the teaching mission of the college.

WSU Teaching Academy of the Consortium of West Region Colleges of Veterinary Medicine Fellows -

9 members: Bonnie Campbell, BS, DVM, PhD, DACVS; Julie Cary, DVM, MS, DACVS; Gary Haldorson, DVM, PhD; Steve Hines, DVM, PhD, DACVPM; Suzanne Kurtz, PhD; Phil Mixer, PhD; Lynne Nelson, DVM, MS, DACVIM; Kathy Ruby, PhD; Leslie Sprunger, DVM, PhD; Julie Stanton, PhD; and Russ Tucker, DVM, DACVR.

Description: The Teaching Academy was established to identify, share and leverage expertise across the five institutions in the Consortium of West Region Colleges of Veterinary Medicine. The Academy will support the development and implementation of best practices and scholarship in veterinary medical education. Membership in the Consortium Teaching Academy is by nomination, and is a recognition of commitment to and excellence in teaching-related activities. Potential new members may be nominated to a three year term by current Teaching Academy Fellow or the Dean of a member institution ([link to bylaws](#)). Fellows are expected to be actively engaged in the mission of the Academy, which is to serve as a working group for the benefit of educators at all of the Consortium member institutions.

Current Membership - Total of 55 members ([External](#) membership directory)

Andrew	Allen	DVM, PhD
Suzanne	Appleyard	PhD
George	Barrington	DVM, PhD, Diplomate ACVIM
Debbie	Barton	DVM
Thomas	Besser	DVM, PhD, Diplomate ACVM
Ronald Lane	Brown	PhD
Bonnie	Campbell	BS, DVM, PhD, Diplomate ACVS
Julie	Cary	DVM, MS, Diplomate ACVS
Annie	Chen-Allen	DVM, MS, Diplomate ACVIM (Neurology)
Krzysztof	Czaja	DVM, PhD
William	Davis	PhD
Rick	DeBowes	DVM, MS, Diplomate ACVS
William	Dernell	DVM, MS, Diplomate ACVS,
Cheryl	Dhein	DVM, MS, Diplomate ACVIM
Dubraska	Diaz-Campos	DVM, PhD
James	Evermann	MS, PhD
Fairfield	Bain	DVM, MBA, Diplomate, ACVIM, ACVP, ACVECC
Kelly	Farnsworth	MS DVM, Diplomate ACVS
Raelynn	Farnsworth	DVM
Cynthia	Faux	DVM, PhD, Diplomate ACVIM
John	Gay	DVM, PhD, Diplomate ACVPM
Samantha	Gizerian	PhD
Gary	Haldorson	DVM, PhD

Consetta	Helmick	PhD
Steve	Hines	DVM, PhD, Diplomate ACVP
Doug	Jasmer	PhD
Rob	Keegan	DVM, Diplomate ACVA
Don	Knowles	DVM, PhD, Diplomate ACVP
Suzanne	Kurtz	PhD
Steve	Lampa	PhD
Mary Sanchez	Lanier	PhD
Pamela	Lee	DVM, MS, Diplomate ACVIM (Cardiology)
Linda	Martin	DVM, MS, Diplomate ACVECC
Norah	McCabe	PhD
Katrina	Mealey	DVM, PhD, Diplomate ACVIM, Diplomate ACVCP
Robert	Mealey	DVM, PhD, Diplomate ACVIM
Starla	Meighan	PhD
Phil	Mixer	PhD
Dale	Moore	DVM, MPVM, PhD, Diplomate ACVPM
Cris	Navas de Solis	LV, MS, Diplomate ACVIM
Lynne	Nelson	DVM, MS, Diplomate ACVIM (Internal Medicine, Cardiology)
Danielle	Nelson	DVM, PhD, Diplomate ACVP
John	Nilson	PhD
Steve	Parish	DVM, Diplomate ACVIM
David	Prieur	DVM, PhD
Kathy	Ruby	PhD
Devendra	Shah	BVSc, MVSc, PhD,
Steve	Simasko	PhD
Cleverson	Souza	DVM, PhD, Diplomate ACVP (Clinical)
Leslie	Sprunger	DVM, PhD
Russ	Tucker	DVM, Diplomate ACVR
Susan	Wang	PhD
Jane	Wardrop	DVM, MS Diplomate ACVP
Jennifer	Watts	PhD
John	Wenz	DVM, MS
Patrick	Wilson	DVM, MS