



2014

CVM TEACHING ACADEMY

Annual Report

Making Teaching Matter!

2014 Highlights:

- Teaching Academy Influence
- Initiatives
- Invited Guest Speaker
- Faculty Development Workshops
- Brown Bag Presentations & Discussions
- Summer Book Club
- Educational Research Grants
- Travel to National Meetings
- Publications, Presentations & Awards
- Membership



Letter From the Director

I believe this Annual Report does a very good job of capturing the many, diverse activities of the CVM TA in 2014 and documenting the number of people who have been engaged. It's an impressive record. We have much to be proud of. The more important measure, however, is progress towards meeting our mission of "Making Teaching Matter." Are we fostering actual change and growth? Are we making a difference? Likewise, how are we doing in addressing our specific goals – like empowering CVM faculty to explore and actually implement newer, evidence-based, high impact teaching practices?



Shortly after 2014 ended, we asked members to come to a town hall meeting prepared to talk about something they were doing differently as a result of the CVM TA. Virtually everyone in the room had specific examples – such as introducing an active learning exercise, implementing clickers, or writing better exam questions. Some had revamped a lab or an entire section of a course. The most active TA members spoke strongly about the power of belonging to a collaborative, forward-looking *community of practice* – a community with shared goals, a strong sense of collegiality, and a common language. It seemed very clear that members are indeed benefitting.

Our progress towards big goals is admittedly slower than I would like, and the breadth of our impact is not what I wish. How do we engage more of our college's teaching faculty, especially young faculty who represent the future? How do we make better progress on our big initiatives – the ones with the potential to be real game changers? These remain serious challenges, especially considering the many competing responsibilities of a faculty member, and the existing evaluation/reward structures.

This report also describes the work on our 3 initiatives from 2014. The faculty leading these projects are doing great work and there is indeed progress. We will, however, need other members' help to bring these to fruition. In particular, I call your attention to the peer coaching/review initiative. This program, which is strongly supported by the dean and department chairs, has the potential to add much needed rigor to the teaching review process.

Letter from the Director (continued)

More importantly, perhaps, it has been designed to make peer review of teaching a much more formative “coaching” process that fosters collaboration and improvement. I ask that you consider getting involved. We need you.

As we move into 2015, there are also 2 new initiatives. The first, TA Learning Communities, are intended to build smaller communities of practice with a tighter focus. We hope that the members of these self-selected groups will emerge with products or new skills that are directly applicable to their own teaching. For example, one group will be focused on working together to write better exam questions. The second initiative is to create a Learning Community composed of technical staff in the Veterinary Teaching Hospital (VTH). The VTH veterinary technicians are at the front line in the CVM’s clinical curriculum. Many are dedicated instructors, who are interested in expanding their skills as educators. This is an exciting endeavor that is being led by Renee Scalf and Dr. Linda Martin. Renee will also join the TA Steering Committee as the VTH teaching staff representative.

Finally, thanks again to everyone who in some way engages in the activity of the Academy – both those associated with the CVM and our many friends/colleagues across the WSU campus. A very special thanks to the core members who step up time and again to lead and contribute. You know who you are. Thank you to Dean Slinker for his continued support and commitment, and to Dr. Rachel Halsey whose good work keeps the trains on the tracks. The future looks bright. Let’s keep working together to make a difference. We’ve really only just getting started.

Best wishes, S

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



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.

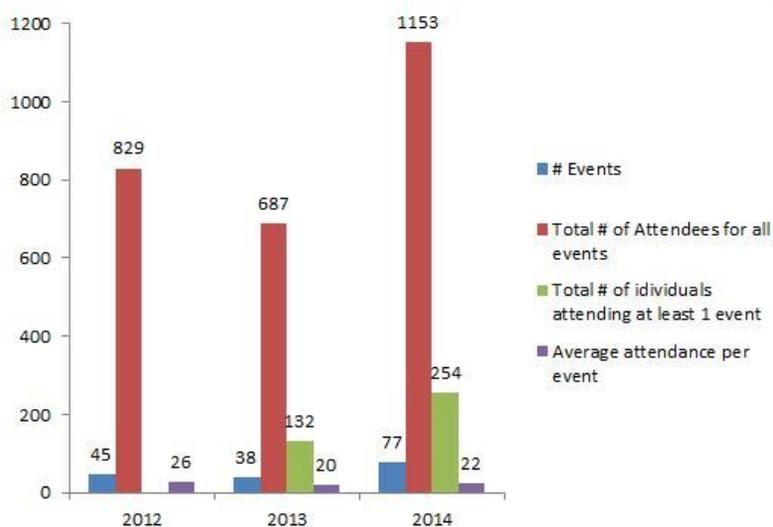


CVM Teaching Academy Influence:

Over the past 3 years, the CVM Teaching Academy has evolved and grown to provide a wide range of opportunities focused on making teaching matter. Ranging from large professional development workshops to small group meetings, the CVM Teaching Academy provides those participating with a diverse menu of common objectives, activities and interests. Participant attendance at these various opportunities has grown significantly, aiding instructors' development to meet the needs of the ever-changing world of higher education.

CVM Teaching Academy Attendance:

(Individual attendance data for 2012 was not available)



The CVM Teaching Academy has impacted our college and campus both directly and indirectly with our efforts to make teaching matter.

Teaching Academy Indirect Outcomes:

- Increased individual contacts over the 3 years and visibility across the WSU campus

- Requests for speakers and new TA initiatives
- Used in recruitment of new faculty - TA members are requested to meet with candidates coming for interviews.
 - In 2014, two to eight TA Members had 25 meetings with potential candidates in various departments within the college.
- Used in college publications and development efforts.

Coming in 2015

Biannual Summer Conference of the Teaching Academy of Consortium of West Region CVM

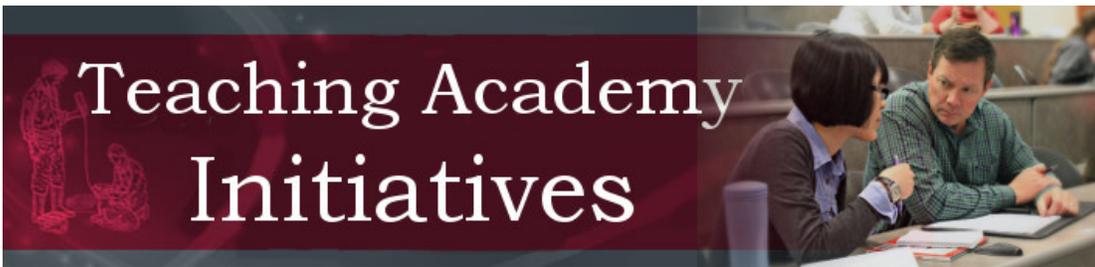
July 22-15, 2015 in Pullman, WA

Instructors from 5 veterinary colleges in the west region will gather in Pullman as the WSU CVM Teaching Academy hosts the biannual meeting. In 2013, the first cohort of teaching fellows from the Regional Teaching Academy gathered at Oregon State University in Corvallis to meet and plan within this regional body. In the last two years, two working groups have focused on faculty development and external evaluation of instructors. The 2015 meeting will allow all participants gain valuable skills and benefit from these efforts.

Participants at the conference will network with other veterinary educators, hear short scholarship presentations and work to enhance their own education portfolios and instructional design.

For more details, visit:

www.teachingacademy.westregioncvm.org/Events/



Teaching Academy Initiatives

TA Initiative #1: Peer Observation of Teaching Program:

Co-Leaders: Russ Tucker, Suzanne Kurtz, & Phil Mixer

Opening a process to support efforts that enhance teaching and curriculum development within the CVM, encourage innovation, and lead to more effective teaching and assessment of teaching progress.

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 and interactions, individualizes faculty development of instruction, supports educational innovations, and generates community-wide conversations about best teaching practices.

The evaluation of teaching in the WSU CVM curricula is currently limited. 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,
- do not provide complete and balanced summative feedback, as is needed for annual review and promotion portfolios

Overview: After an initial phase of recruitment, a spectrum of current faculty, tenured and non-tenured, are being trained to observe, discuss and actively reflect with CVM instructional faculty. 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.

2014 Accomplishments:

1. Oversight committee - Rachel Halsey, Steve Hines, Suzanne Kurtz, Phil Mixer, Russ Tucker (chair) developed a pilot program for engaging in peer observation and discussion of teaching relevant to all teaching contexts (lectures, rounds, clinic or stall-side and other teaching in clinical contexts, one-on-one or small group mentoring and teaching, etc.) – for the program after consultation with the Dean, Department Heads, and various colleagues
2. Developed initial documents to describe the pilot program, including principles, outcomes/goals, guidelines for the program pilot; a step-by-step overview of the program process; discussion guides to help focus and structure discussion and dialogue regarding teaching philosophies and practices, an observation guide to help focus and structure peer observations of interaction with learners, and other feedback instruments necessary to implement the program pilots:
 - a. Guidelines, principles, and instruments for Review of Teaching at WSU CVM and Effective Peer Observation of Interaction with Learners
 - b. Coach Training Guidelines

CVM Teaching Academy Initiatives

The Teaching Academy continues to grow and strive to meet the needs of the members and the college. The three initiatives developed last year, continue to evolve and increase in momentum as they develop into programs that will be beneficial.

• **Assessment of Teaching Effectiveness:**

Peer Observation of Teaching Program

• **Faculty Development & Mentoring:**

A mentoring/training program for junior faculty

• **Curriculum (DVM):** Clinical skills & Simulations (clinical skills lab & integrated program)

3. Designed a coach training process, including detailed planning regarding the first two sessions of that process
4. Started the coach training process - 9 faculty coaches and 4 committee members participated
 - a. Conducted two 2-hour training sessions in November 2014, as well as four additional 1- to 2- hour sessions for coaches who were unable to attend the 'formal' two hour sessions
 - b. Began pilot testing (December 2014) the discussion, observation, and feedback guides on each other's teaching (i.e. with members of the initial coaching group and organizing committee serving as the individual teacher and as the peer coaches), including use of appropriate instruments for:
 - i. Pre-observation dialogues
 - ii. Multiple observations of individual teacher's interactions with students (lectures, rounds, etc.)
 - iii. Feedback discussions after the observations based on the individual teacher's agenda and notes coaches made during the dialogue and observations

Future Goals:

1. Spring 2015:

- a. Continue piloting with several faculty members, training coaches in this process through entire process, including written summaries
- b. Get feedback from all involved in process and assess
- c. Modify documents as needed following pilots
- d. Invite new coaches into training process

2. Summer 2015:

- a. Reflect on pilots and process
- b. Recruit faculty members to enter coaching in the fall 2015
- c. Consider assessment options further
- d. Present at Regional Teaching Academy biannual meeting in July

3. Fall 2015:

- a. Deliver a CVM Teaching Academy Brown Bag about Instructional Peer Coaching

TA Initiative #2: Mentoring/Training Program for Junior Faculty:

Co-Leaders: Samantha Gizerian & George Barrington

Background: Although teaching is a component of the job of almost every member of the faculty, very few ever get actual instruction in teaching. We typically teach as we were taught, without much thought as to why or whether this works. Over time, seasoned instructors learn from their students what works in class, and what doesn't, but this process often takes an entire career. Moreover, a broad literature of scholarship of teaching and learning has been developed over the last few decades demonstrating a variety of "best practices" for classroom and clinical teaching, making it possible for instructors to evaluate the outcomes of different pedagogical techniques. The CVM TA New Faculty Development Initiative will use these resources as well as the expertise of long-time instructors to help new or less experienced faculty 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 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. **Feb 5-7, 2014:** (30 in attendance) Panel Workshop: DOCUMENTING YOUR TEACHING FOR THE ANNUAL REVIEW PROCESS
2. **March 7, 2014:** (40 in attendance) Drs. Steve Hines and Samantha Gizerian led a workshop on “Writing a Teaching Philosophy Statement” – this was then followed up individual mentoring of a few participants.
3. **April 3-4, 2014:** (39 in attendance total) Dr. Lynn Webb was invited to campus to led a 2 day workshop on Test writing – “Getting the best measurement you can.”
4. **August 8, 2014:** (5 in attendance from 6 different departments) Dr. Samantha Gizerian started the new fall semester off with a meeting focused on the needs of new faculty.
5. **Ongoing:** Development of 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 2015:

1. March – May 2015: a Series of five workshops on Scientific Teaching, led by Drs. John Nilson & Kay Brothers
2. Summer 2015 (TBD): Using Student Evaluations to Improve Your Teaching – Dr. Steve Hines
3. Spring/Summer 2015 (TBD): Writing a Statement of Teaching Philosophy for your promotion packet (2 hour workshop)
4. Spring/Summer 2015 (TBD): Developing a Teaching Portfolio for tenure and/or promotion (2 hour workshop)

TA Initiative #3: CVM Clinical Simulation Center

Board of Directors: *Lethea Russell, LVT Coordinator, Rob Keegan, Matt Mickas, Tandi Ngwenyama, Linda Martin, Lynne Nelson, Rachel Jensen, & Julie Cary, Director*

Mission: To provide a positive, enriching, and supportive educational environment for members of the veterinary profession at all levels of training.

Vision: To advance the technical and clinical knowledge and skill through low and high fidelity simulation for students, staff, interns, residents, and practitioners in order to enhance the care provided to our veterinary patients now and in the future.

Goals:

1. Provide an educational environment for the benefit of students, house officers, and other trainees.
2. Encourage innovation in veterinary medical education.
3. Serve as a catalyst for greater integrated learning efforts
4. Develop and implement research related to optimizing technical and clinical skill proficiency.
5. Encourage collaborative educational program development and research projects.
6. Provide facilities and staffing for formative and summative assessment events.
7. Advance understanding of the benefit of simulation for teaching and the practice of veterinary medicine.
8. Provide students with the opportunity to be the most highly trained, technically skilled, confident, and marketable graduates in the country.



Accomplishments to-date and Future Objectives:

1. Fall of 2013, the optional clinical skills laboratory (“open lab”) moved into the McCoy space, providing a safer and more realistic environment than the previous laboratory area
2. December 2014 Program Coordinator Position filled by Lethea Russell, LVT.
3. Simulated OR/ER with video capabilities was ready for pilot work as of Jan 2015
4. Student-led research: 2 manuscripts in review, 1 manuscript in preparation, 2 grants funded (AVMF and WSU CVM ERG), 2 projects launching Spring 2015, numerous posters and presentations at local and international conferences (2013–present).
5. Preparation of manuscript describing study for submission to JAVMA (early 2015).

Current Instructional Activities:

1. Principles of Surgery laboratory curriculum predominantly moved to CSC space Fall 2014
2. 3rd year introduction to clinics was restructured to replace ICU rotation each semester with 4 hours of clinical skills practice each semester. Fall 2014 was the pilot semester.
3. Optional Clinical Skills Laboratories are continuing as a way to support and augment training happening within the curriculum
 - a. Examples: provide venue for additional practice time for principles of surgery such that WSU students have the same hours of guided practice as the USU and MSU students
 - b. Expand student exposure to patterns and knots routinely used in practice that are not formally taught in the curriculum (Miller's knot, Utrecht suture pattern)
 - c. Practice surgical procedures and approaches discussed in class
 - d. Repeat nerve block and IV catheterization practice from anesthesia
 - e. Pilot integrative simulation between clinical skills, communication, and pet loss hotline (Euthanasia labs with simulated clients Spring 2013 and 2014)

Potential Future Instructional Activities:

- a. Development of modules to support instruction on 4th year rotations
- b. Expansion of clinical skills training into "certification levels" for DVM students
- c. Provide support for non-DVM researchers regarding training (in conjunction with Office of the Campus Veterinarian)
- d. Ongoing engagement and collaboration with DVM instructors to identify priorities for models and equipment for purchase in 2015 and 2016.



Invited Guest Speakers

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

January 16-17, 2014 – Dr. Amy Siegesmund, PhD (*Associate Professor in the Department of Biology at Pacific Lutheran University, Tacoma, WA*)



"Using Metacognition in the Classroom "

Summary: Dr. Amy Siegesmund was an invited guest speaker who provided a formal seminar for the School of Molecular Biosciences, followed by an interactive workshop, a brown bag discussion, and individual meetings. Her seminar was entitled "Self-assessment as a tool for increasing metacognition & learning gains." This seminar focused on self-assessment as an effective tool for increasing student responsibility for learning; a logical extension that increased responsibility can empower students to make purposeful choices regarding learning behaviors. Increasing the ability of students to effectively self-assess and regulate their learning has significance not only for the individual student, but for entire classroom learning community.

This interactive workshop was aimed at increasing metacognition in the participant's instruction. It focused on developing instructional tools that could be used to facilitate increased metacognition and learning. Dr. Siegesmund provided some background and context, as the participants were provided with tools that they could immediately put to use in their instruction.

To see the results of the feedback data collected - [Click Here](#)

Seminar/Meetings	Attendance
SMB Seminar	82
Workshop	15
Discussion	18



September 18, 2014 – Dr. Peter Conlon, BSc(Agr), MSc, DVM, MEd (Professor & Associate Dean of Students; Director of the Hill's Pet Nutrition Primary Healthcare Centre; Ontario Veterinary College, University of Guelph, Guelph, ON, Canada)

"A Novel Approach to training Primary Care Veterinarians"

Summary: Dr. Peter Conlon was an invited guest speaker who provided a formal seminar followed by individual meetings/discussions. The presentations consisted of a brief overview of the Ontario Veterinary College, followed by a discussion describing their companion animal primary care program based in the Hill's Pet Nutrition Primary Healthcare Centre. Dr. Conlon then expanded on the primary care educational program (overview, experiential learning opportunities, communications learning, linkages with the didactic curriculum, outcomes assessment methods), the operation of the clinical service in the practice (overview, staffing, business considerations, makeup of the healthcare team, balancing educational and business drivers), and the current research program and research opportunities.

Attendance: Certain committees and groups were targeted to attend

Seminar/Meetings	Attendance
Seminar	17
Individual Meetings (5)	15



November 3-4, 2014 – Dr. Kimberly Tanner, PhD (Associate Professor, Department of Biology at San Francisco State University (SFSU))

"Beyond Assessing Knowledge"

Summary: Dr. Kimberly Tanner was an invited guest speaker who provided 2 formal seminars and 6 group discussion-based meetings with targeted audiences within the college. The seminars were interactive, Dr. Tanner engaged the audience in to consider expert and novice thinking in science by drawing upon her own research that integrates methodologies from science education and cognitive psychology. Dr. Tanner's approaches to understanding and measuring expertise are strongly tied to the recently published *Vision and Change for Undergraduate Biology Education* [The American Association for the Advancement of Science (AAAS) and the National Science Foundation (NSF)].

The focused discussion meeting topics included the purpose of assessment and role of questions, content coverage and prioritizing student learning outcomes, rock stars of science, and using backwards design to prioritize instructional content. The targeted audiences included the DVM Clinical Team, DVM Pre-Clinical Team and undergraduate faculty from IPN and SMB.

Seminar/Meetings	Attendance
The Purpose of Assessment and the Role of Questions (DVM Clinical Faculty) - 2 sessions	10
SMB Seminar: Beyond Assessing Knowledge	53
Content Coverage and Prioritizing Student Learning Outcomes (DVM Pre-Clinical Faculty)	7
RIP Seminar: "Beyond Assessing Knowledge	45
Using Backwards Design to Prioritize what to teach (DVM Pre-Clinical Faculty)	5

"For me, if I can bring home one or two 'nuggets' or new ideas from these sorts of things, I consider it a success." - from a CVM TA Seminar Participant



Faculty development can be accomplished through an ongoing series of workshops on teaching and learning involving experts from within the college and outside. Below are summaries of the workshops that the CVM Teaching Academy provided for the college and greater university this year:

April 3-4, 2014 – Lynn C. Webb, EdD, *Testing Consultant, Chicago, IL*

"Test Writing: Getting the Best Measurement You Can"

Summary: The Test Writing Workshop series was presented by invited guest speaker Dr. Lynn Webb. Dr. Webb developed certification examinations for several medical specialties at the National Board of Medical Examiners, was the Director of Testing for the American Board of Psychiatry and Neurology, and has worked as an independent testing consultant for 13 years. The focus of her workshop was to inspire the participants to write excellent, clear test questions that would provide information and prepare students for standardized examinations.



- **Day 1:**
 - Planning your assessment & assessment formats
 - Technical aspects of Multiple Choice Questions
 - Test-wise examinees
 - Practice critiquing test questions & write a few questions
 - Scoring your assessments
 - Differences between professional assessments and your examinations
- **Day 2:**
 - Critiquing your own examinations



Based on the survey following the workshop 85.7% of the participants felt the overall workshop was valuable to very valuable.

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

Date	Presentations	Attendance
April 3	Morning Session	23
	Afternoon Session	12
April 4	Morning Session	4

The MOST VALUABLE aspects of this workshop: "1) Getting over my fear of sharing tests with colleagues BEFORE administering the exam; 2) strategies for avoiding test-wise students" - from a CVM TA workshop Participant

May 19-20, 2014 – Dr. Holly Bender, DVM, PhD, DACVP *Associate Director, Center for Excellence in Learning & Teaching; Director, Preparing Future Faculty Program at Iowa State University College of Veterinary Medicine*

"The Research-Based Flipped Classroom: Team-Based Learning: A Teaching and Learning Workshop "



Summary: Dr. Holly Bender’s Workshop series on Team Based Learning (TBL) reached a wide variety of audiences, totaling 61 faculty, graduate, and staff members over 8 different colleges, from 3 campuses (Pullman, Logan & University of Idaho).

The focus of the TBL workshop was an interactive session to introduce all the basics of the TBL classroom including team formation, readiness assessment, the appeals process, peer evaluation and application exercises. The participants also had the opportunity to design and optimize application exercises for their own courses through the workshop process.

- **Day 1:**
 - Introduction to TBL and creation of teams
 - Nuts and bolts of TBL and backwards design
- **Day 2:**
 - Optimize your application exercise in teams

Total Attendance to the workshop:

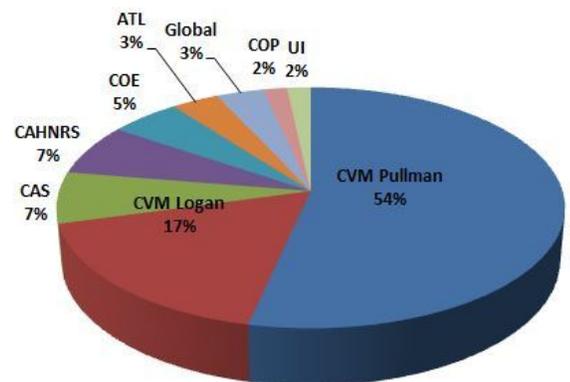
Date	Presentations	Attendance
May 19	Morning Session	58
	Afternoon Session	43
May 20	Morning Session	29

Based on the survey following the workshop 73.9% of the participants felt the overall workshop was valuable to very valuable.

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

Attendance:

Introduction to TBL & Creation of Teams - May 19 AM Sesison (n=58)



July 21-24, 2014 – National Academy of Sciences (NAS) Summer Institute at Washington State University

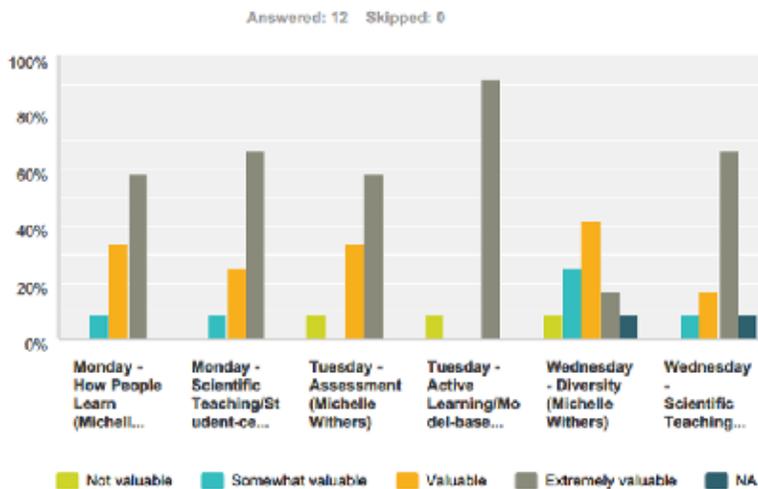
Summary: The WSU Provost’s Office and the WSU CVM TA hosted the 2014 National Academies’ of Science Summer Institute on the WSU Pullman campus.

The theme for the Summer Institutes was "scientific teaching." Of 36 applicants, 26 participants were selected from 4 campuses (WSU-Pullman, WSU-Tri-Cities, University of Idaho, and Spokane Falls Community College) Faculty from 5 WSU colleges represented 13 departments. The participants learned practical strategies for enhancing student learning. The institute modeled the scientific teaching principles of active learning, assessment, and diversity, which were integrated into all aspects of the week’s schedule. Activities included reflective writing, planning, reading, researching, teaching methods, teaching philosophy, interactive presentations, and developing teaching materials. By the end of the institute, participants had observed, evaluated, and collected a portfolio of innovative teaching approaches and instructional materials that were ready to be adopted and adapted to their own teaching environments.

WSU New Article: by Linda Weiford
["Pilot workshop about STEM teaching with a twist"](#)

- **Day 1:**
 - Scientific Teaching
 - How People Learn
- **Day 2:**
 - Assessment
 - Active Learning
 - Group Work
- **Day 3:**
 - Unconscious Bias & Inclusive Teaching
 - Scientific Teaching in Practice
 - Group Work & Sharing
- **Day 4:**
 - Presentation & Wrap-up

Q1 Please indicate how valuable you found each of the following presentations at the WSU Summer Institute:



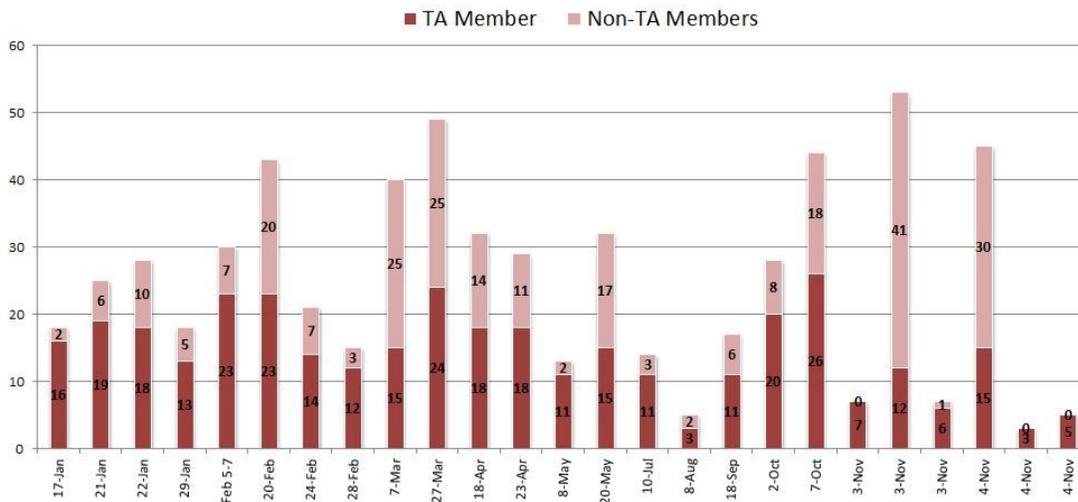
Future Plans:

1. **Cohort 2 in Summer 2015:** – May 18–22
 - a. Faculty, Postdocs & PhD students from Pullman & urban campuses
 - b. 1 external facilitator + 3 WSU facilitators from cohort 1 (Summer 2014)
2. **Cohort 3 in Summer 2016:**
 - a. Faculty, Postdocs, and PhD students from WSU, UI, Lewis and Clark State College, Gonzaga, Whitworth, North Idaho College, Eastern Washington University, etc.
 - b. 1 external facilitator + 3 WSU facilitators from cohort 2 (Summer 2015)
3. **Beyond:**
 - a. Mobile NAS Summer Institute at WSU-Vancouver or WSU-Tri-Cities
 - b. Expansion of program to other institutions in the inland northwest



Discussions & Webinars

Overall Attendance for 2014



Brown Bag discussion, webinars, training sessions, and guest speakers are open to all CVM faculty, staff, residents, graduate students, and other WSU employees interested in the presentation topics. Average overall attendance to these events (excluding faculty development workshops, was 25 people.

Brown Bag Discussions:

- Average attendance for 2014 = 34 people (42% increase from 2013)
 - *Our largest attended presentation was 53 people*
- Average TA membership attendance = 19.8 (33% of membership)
- Average attendance of non-TA members = 13.9
- A few presentations were video conferenced with the Logan campus.

Hosted 4 Webinars:

- Average Attendance = 17.3 (25 our largest & 13 our smallest)
 - Average TA membership attendance = 14 (23% of membership)
 - Average attendance of non-TA members = 4

Brown Bag Discussions & Book Club

Brown bag informal 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” with a goal to cooperatively explore current 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

- **9 – Discussions**
 - 6 – Spring Semester
 - 1 – Summer
 - 2 – Fall Semester
 - Average Attendance was 34 (42% increase from 2013)
- **Webinars:**
 - 4 – Spring
 - Average Attendance 17
- **Faculty Training Session:**
 - 2 – Clicker sessions
 - Total attendance 36
- **Summer Book Club:**
 - 7 facilitators covering 35 articles over a 9 week period

Brown Bag Discussions Included:

Discussion of National Teaching Initiative work

- Friday, Jan. 17, 2014 – *Special Guest Speaker Dr. Amy Siegesmund, PhD - Associate Professor in the Department of Biology at Pacific Lutheran University, WA*
- **Description:** In updating the American Society for Microbiology (ASM) guidelines for undergraduates, a committee leveraged work from the 2011 AAAS Report *Vision and Change in Undergraduate Biology Education: A Call to Action*, a national report urging faculty to work towards ensuring that students have a foundational understanding in biology. Working from a national consensus, the committee worked to add additional areas of scientific thinking and microbiology skills. As one of the six members of this group that helped hone these guidelines, Dr. Siegesmund shared her experiences and discussed challenges for these activities on a national level.

Helping Introverts (WSU CVM Faculty & Students) Thrive in an Extraverted Environment

- Wednesday, 22, 2014 – *Dr. Kathy Ruby, PhD - Director of the CVM Counseling and Wellness Program*
- **Description:** The discussion was a follow-up to the webinar called "Helping Introverts Thrive in an Active Learning Classroom." The main focus of the discussion was how it relates to WSU CVM.

How to introduce clinics and clinical concepts to students? What is the best progression for the course VM 598- Intro to Clinics?

- Thursday, Feb. 20, 2014 – *Dr. Lynne Nelson, DVM, MS, DACVIM - Associate Professor, Cardiology*
- **Description:** As the demands on our DVM curriculum and our students' expectations are expanding, our current VM 598 course may need to be reorganized to meet changing/growing needs in our program. The audience was encouraged to attend and provide input on how we might organize the "Introduction to Clinics course" to ensure the best possible experience for the students.

Academic Standards – the role of individual faculty and/or courses

- Thursday, March 27, 2014 – *Dr. Steve Hines*
Description: Dean Slinker asked that the CVM Teaching Academy to host a town hall-style meeting to discuss a few that pertained to the DVM program.

QUESTIONS:

- How should individual or course faculty decisions regarding course standards align with the CVM's academic standards policy?
- How "granular" should academic performance measures at the course level be in relation to overall academic standards.
- If individual faculty or the faculty within an individual course are to make decisions that can result in dismissal of students from the DVM program, what might be their associated obligations and responsibilities?

Personalized Learning - Innovations to promote student success at WSU

- Friday, April 18, 2014 - *Presented by Drs. Erica Austin, PhD - Professor and Director, WSU Center for Media & Health Promotion Vice Provost for Academic Affairs & Daryll Dewald, PhD - Dean, WSU College of Arts and Sciences*
- **Description:** Erica Austin and Daryll Dewald presented on the growing movement of WSU's campus to move to more active learning methods and a competency-based (mastery) model. An essential goal is to improve student success and retention at WSU. During the brown-bag discussion they highlighted the educational innovations being discussed by WSU leaders, including some new tools in development and new building design. The audience was encouraged to participate in the discussion and provide feedback.

Educational Research Grant Reports

- Wednesday, April 23, 2014
- **Building an Evidence-base to Better Determine Surgical Curriculum and Outcomes Assessment** – *Co-PIs Dr. Julie Cary (VCS) & Surgery Skills Research Group*
- **Adaptation of the Motivation, Attitudes, and Retention Survey (MARS) Instrument for Assessment of Microbiology Education Enhancement Program (MEEP) Impacts** – *Co-PIs Dr. Phil Mixter (SMB) & Dr. Jennifer LeBeau (SMB)*
- **The impact of interdisciplinary instruction in mindfulness on the clinical communication empathy scores in student health professionals** – *Co-PIs – Drs. Kathy Ruby (CVM), Phyllis Erdman (COE), Dan Bayly (COE) & Chad Gotch (COE)*

Brown Bag Discussions Included:

The Diagnostic Pathfinder and ThinkSpace: Case based, open-source tools to help students learn the diagnostic process

- Tuesday, May 20, 2014 - *Special Guest Speaker Dr. Holly Bender, DVM, PhD, DACVP - Associate Director, Center for Excellence in Learning & Teaching; Director, Preparing Future Faculty Program at Iowa State University CVM*
- **Description:** Dr. Holly Bender presented a new computer program called "Diagnostic Pathfinder (dP)," created by Dr. Bender's research team to help veterinary students learn how to make a diagnosis through analysis of laboratory data. Formal research demonstrated highly significant learning gains in multiple institutions using the dP. The dP has been used by 25 universities in the US, Canada, South America, Europe and Australia. The dP was recently re-engineered into an open source program called ThinkSpace, now used in multiple veterinary disciplines such as internal medicine, anatomic pathology, toxicology, microbiology and parasitology, as well as non-veterinary disciplines such as engineering, animal science, education, math, physics, business, English, horticulture, dietetics and journalism.

The Mobile Teaching Institute: A New Model for Institutional Change?

- Thursday, October 2, 2014 - *Leading Discussion: Dr. William B. Davis, PhD, Associate Professor, Associate Dean for Undergraduate Education*
- **Description:** Dr. Bill Davis provided an overview of the National Academies of Sciences Summer Teaching Institute held at WSU in July 2014, the results of initial assessment of the workshop, and an outline of a possible future for this program at WSU.

Bringing it home from Boston: Teaching Professor Conference 2014

- Thursday, October 2, 2014 - *Leading Discussion: Dr. Patrick Wilson, DVM, MS - Clinical Assistant Professor, Anatomy*
- **Description:** A summary of key teaching practices from the Teaching Professor Conference that were useful in engaging students and increasing retention of material. These included use of "Fundamental and Powerful Content," asking good questions well, and other ways to achieve student-centered learning.

Testing Accommodations: Providing Access to a Level Playing Field

- Tuesday, October 7, 2014 - *Leading Discussion: Meredyth Goodwin, Director, Access Center; Chris Chapman, PhD, Director, CVM Counseling and Wellness Program & Anne LaFrance, LMHC, CVM Counseling and Wellness Program*
- **Description:** A review of the role faculty play in the provision of testing accommodations and frequent questions about pertinent laws and the assessment process required to establish accommodations.
 - How do accommodations level the playing field as opposed to giving students an edge over their classmates?
 - Why do so many students have accommodations now?
 - Why does an "A" student need accommodations?
 - What are the students' and my responsibilities in implementing accommodations?

Webinars included:

More information about the webinars can be found on the external website.

Helping Introverts Thrive in an Active Learning Classroom

- Tuesday, January 21, 2014

Facilitating Clickers Effectively

- Wednesday, January 29, 2014

Flipping without Flopping

- Thursday, May 8, 2014

Giving Peer Feedback on Teaching: Trust, Reciprocity and Data

- Thursday, July 10, 2014

CVM Teaching Academy Summer "Book" Club

For the past four years, we have had a summer program which has provided a great opportunity for Teaching Academy members to get together and discuss educational topics in an informal, comfortable setting.

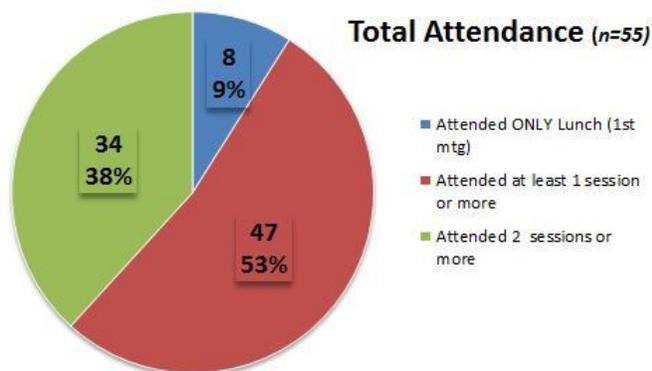
The CVM Teaching Academy Summer "Book" Club continued this year, reading archived articles (May 2014 to December 2012) from the *Teaching Professor* newsletter. Each week 2 articles were selected from the 2 newsletter issues assigned by that week's discussion facilitator. The first article was designed to be the primary discussion and then a second article was provided to stimulate further discussion. Group leaders also had the option of selecting supplement articles from the primary literature or book chapters that went along with their article.

Attendance: There were 55 people that attended at least one program this summer, a 25.5% increase from last summer. 19 out of the 55 participants (34.5%) were new faculty, graduate, or staff members that had never participated before. Of these, 13 of the 19 only attended a single session.

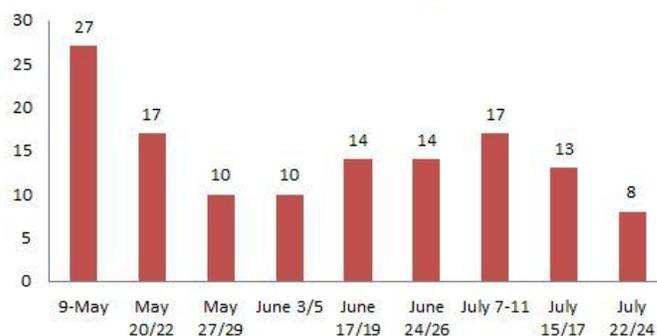


Average attendance per week was 14 participants.

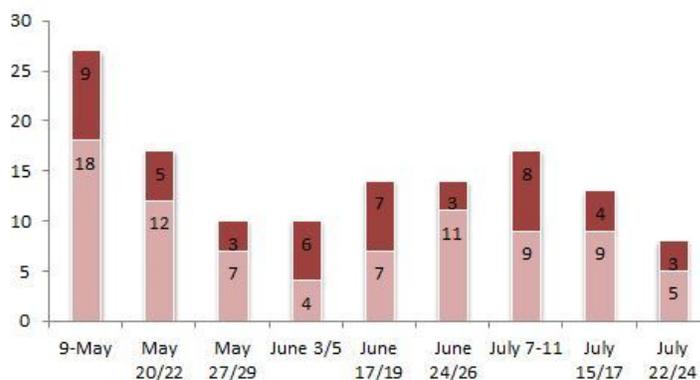
	2013	2014
Attended ONLY the Organization Meeting	3	8
Attended at least 1 session or more	38	47
Attended 2 Sessions or more	32	34



Book Club Participants



■ TA Member ■ Non-TA Members



Based on the survey following the summer book club 86.7% 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



The College of Veterinary Medicine (CVM) Teaching Academy Educational Research Grant (ERG) Intramural Program is designed to

1. Promote educational research in the WSU College of Veterinary Medicine
2. Foster innovation in the college's DVM, undergraduate, and graduate curricula
3. Support teaching and learning-focused scholarship by faculty involved in the educational missions of the CVM.

ERG Program B: Experiments in Teaching Grants

Limited to \$4,000 per grant annually, these grants are designed to result in a peer-reviewed publication within one year of completion date. These awards may be renewable twice, for up to 3 years total support.

2014-15 Awarded Grant included:

Title	PI	Co-PI
The Impact of Active Learning on Microbiology Class and Program Outcomes	Dr. Susan Wang (SMB)	Dr. Phil Mixter (SMB)

Brief Summary: The goal of this project is to use microbiology as a model topic to assess whether “active learning” – the use of low-stakes problem-solving during class to illustrate and/or reinforce testable concepts – results in learning gains both within the course in which it is used and/or in later courses that build upon material originally presented in an “active learning” environment. We have implemented active learning in MBioS 305, General Microbiology, a junior-level microbiology course in which molecular biosciences majors must earn a C or better grade. To address this goal, we propose the following two specific aims.

Aim 1: Does active learning in MBioS 305 improve overall course performance? Our working hypothesis is that active learning exercises improve overall course performance and reduce the number of failing grades, defined as grades of C- and below.

Aim 2: Does active learning in MBioS 305 improve overall course performance in later coursework that uses MBioS 305 as a prerequisite? Our working

hypothesis is that active learning does assist in improving grades in subsequent microbiology courses that build off material presented in the original course.

We will investigate these aims by analyzing and comparing final grade data for MBioS 305 and for subsequent senior-level microbiology courses from microbiology and/or molecular biosciences students who took MBioS 305 with or without active learning. The results of these studies have implications for the use of and potential improvement of active learning exercises in MBioS 305 and will inform us about longer-term programmatic outcomes for microbiology and molecular biosciences students in our undergraduate degree programs. The insights gained may be broadly expanded for and applied towards investigations of other educational disciplines.

Summary of Progress (through December 2014):

Data collected and analyzed thus far indicate that active learning in MBioS 305 does improve student grades within MBioS 305 for students majoring in microbiology. The number of failing grades (C- and below) has decreased since implementation of active learning. In fact, as of Fall 2013, no microbiology majors earned F grades after active learning was implemented, suggesting that active learning is beneficial. The apparent effect of active learning in MBioS 305 upon later courses in the microbiology program remains under investigation, largely due to low cohort numbers. As a result, my co-investigator (Dr. Phil Mixter, also in SMB) and I are currently analyzing MBioS 305 and 400-level microbiology grades from Spring 2014 through Fall 2014 for microbiology majors and for all semesters beginning with Fall 2009 for other molecular biosciences majors (biochemistry, biotechnology (discontinued), and genetics and cell biology). Our hope is that the larger numbers of students will provide greater statistical power backing the resulting findings. We plan to present our results at WSU's Academic Showcase in March and at the American Society for Microbiology Conference for Undergraduate Educators (ASM-CUE) in May.

Title	PI	Co-PI
Adaptation of the Motivation, Attitudes, and Retention Survey (MARS) Instrument for Assessment of Microbiology Education	Dr. Phil Mixer (SMB)	Dr. Jennifer LeBeau (COE)

Brief Summary: 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 bachelor's degree in a Science, Technology, Engineering, and Math (STEM) discipline. Yet, many graduating seniors enter the workforce either underprepared or without STEM interest, so retention of STEM graduates a great concern. The Microbiology B.S. degree at 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 Motivation, Attitudes, and Retention Survey (MARS) instrument developed by Switzer and Benson (2007) is validated for measuring engineering students' motivation to remain in their engineering programs 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. During the 2013-14 ERG cycle, the MARS engineering instrument was modified for a biology context, validated by experts and piloted with a small number of recent SMB Microbiology degree program graduates. This pilot data suffers from a lack of respondents and conclusions were limited by the lack of the statistical power.

In the 2014-15 ERG continuation cycle, the microbiology MARS instrument will be offered to another year's worth of WSU graduates and additionally offered to Microbiology degree graduates at Colorado State University (CSU), a peer institution. This work will be facilitated by collaborator Dr. Erica Suchman, CSU Distinguished Teaching Scholar and Professor in the Department of Microbiology. On average, CSU graduates approximately three times as many Microbiology undergraduates each year, providing more respondents for instrument analyses and data generation.

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 2014):

The microbiology MARS instrument was applied to a cohort of WSU graduates in December 2014. Work to contact CSU December graduates is underway and data collection continues.

2013-14 Awarded Grant included:

Title	PI	Co-PI
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)

During the spring and summer of 2014, we coded all of the pre and post videotaped sessions and scored the pre and post assessments -- The Five Fact Mindfulness Questionnaire and the Multi-Dimensional Emotional Empathy Scale. We coded the videos by categories of observed behaviors in three categories: by content (what was being said by each student as they discussed the case ;) by context (what all was going on with the client beyond just the presenting issue); and by behaviors (what the students were doing while discussing the case, such as head nodding, foot kicking).

We failed to find meaningful differences in the pre and post measures of mindfulness or empathy, or in the pre and post coded observations. However, we found notably observable differences between the counseling/veterinary teams (CV) and the veterinary/veterinary teams (VV). Our observations verified that the presence of the counseling students impacted both the direction of the conversations and the type of questions asked in discussing the case scenarios. The C/V teams tended to spend more time discussing the larger context of the situation as opposed to narrower focused statements from the V/V teams. We also noticed more process related and tentative comments in the C/V teams as opposed to the V/V teams. The C/V teams focused more on emotions that the clients were expressing, and picked up on things not being said by the client as opposed to the V/V teams, who tended to focus more on the specific content being provided. Behaviorally, we observed that in the C/V teams the students validated each other's comments more, which sometimes resulted in shifting the focus of the conversation from a more clinical, diagnostic assessment to a more exploratory discussion of the clients' feelings.

This frequently led to a broader discussion about the relationship between the client and the animal, and the feelings surrounding that. Whereas, in the V/V teams, the students each spoke for themselves, but didn't really reflect what the other was saying, and the conversation usually remained within a clinical focus, such as type and cost of treatment, and more focus just on the animal rather than the relationship between the animal and the human. We also noticed longer discussions with the C/V teams, and noticed in those teams it was generally the counseling student who initiated the discussion. Counseling students also tended to engage in fewer nervous kind of behaviors, such foot kicking or shifting around in their chairs.

We presented a brown bag presentation for the CVM in the spring, and submitted the results of the project to the **Journal of Veterinary Medical Education** under the title "Mindful Medicine: Examining the Effectiveness of a Mindfulness Intervention for Veterinary Students" in the fall. We were notified in December that the article was not accepted for publication, so we are reconsidering additional venues for submission.

The results of this study contributed to the development of a new research study underway, which involves Ann LaFrance (CVM), Chris Chapman (formerly with CVM), Lydia Gerber (CAS), Lori Kogan (Colorado State), and myself. In this study we're assessing the impact of mindfulness training in veterinary students and it will be completed summer 2015. Additionally, the significance of the interdisciplinary impact of pairing veterinary and counseling students is a significant finding in our original study and we hope to develop future studies to further assess its importance on professional training.

Title	PI	Co-PI
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.

Final Report: In 2014 we continued our study on metacognitive regulation in undergraduate students taking introductory biology and began disseminating our results. In June, Julie gave an invited keynote address on our research entitled "Facilitating Metacognition to Enhance Student Learning in Science" at the Vision and Change Midwest/Great Plains Conference at Washington University in St. Louis, MO. In July, Julie presented our work at the Society for the Advancement of Biology Education Research Annual Meeting in Minneapolis, MN in a talk entitled "Exam self-evaluation assignments reveal differences in metacognitive regulation development in introductory biology students". We are currently revising a manuscript entitled "Differences in metacognitive regulation in introductory biology students: when prompts are not enough" that we were encouraged to resubmit to CBE-Life Science Education. It will be resubmitted by mid-February. In Fall 2014, we collected focus-group data from student participants from our original study for a follow-up project. We are currently analyzing this data and hope to submit a second manuscript for publication this summer.

Title	PI	Co-PI
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.

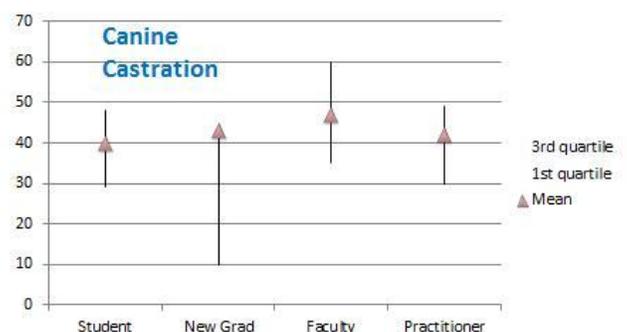
The Surgery Skills Research Group has set out to develop a clear, objective set of core surgical competencies a graduate should possess through distribution and analysis of a national web-based survey targeting new graduates, students, clinically-oriented faculty, and AVMA general practitioners.

Final Report: In light of the current economic crisis, the resulting job market, and the concurrent rise of student loan debt, 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. Optimizing learning opportunities for the greatest benefit and impact is vital in a time of limited resources and expanding expectations. 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 is a dearth of current, pertinent literature to inform these curricular decisions. The goal of this project was to determine different stakeholder impressions of expected proficiency and independence level related to basic and more advanced surgical procedures. With combined funding from the Washington State University Education Research Grant and the American Veterinary Medical Foundation, we successfully conducted a national survey and have analyzed the results. The manuscript is currently in the final stages of completion and we anticipate its submission to JAVMA by the end of March, 2015.

The results of this survey provide a starting point for determining more specific objective outcomes for surgery curriculum. Not surprisingly, we found that the expectations of new graduates are in the common procedures that sometimes are not taught well in the contemporary DVM curriculum. This data will provide programs with the needed evidence to include the instruction of more common procures, such as cystocentesis, fine needle aspiration, and mass removals. Additionally, determining the expected starting point for new graduate performance allows veterinary educators to “work backwards” to determine appropriate metrics for each year of the DVM training program in regards to technical and surgical skill development. Furthermore, sharing this data with the profession as a whole will allow practitioners to gauge their own individual expectations against that of their peers in aggregate form to check their perceptions. Students can also use this data to evaluate their own preparation and performance and potentially enhance their own education in areas where they determine a weakness.

Time Expectation



Publications & 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. Samantha Gizerian	Gizerian, SS "Using Focus Groups in Program Assessment and Development." In Faculty for Undergraduate Neuroscience Newsletter vol 2(2) p. 6-7. (also a poster at the FUN Workshop, below)
Dr. Steve Lampa	Lampa, S. Observations of an educator: Veterinary and medical students compared. <i>Veterinary Team Brief</i> 2:3 pp. 20-21 (2014).
Dr. Kathy Ruby	ENFP: The Workplace's Champion, <i>Veterinary Team Brief</i> , June 2014
Dr. Suzanne Kurtz	Elizabeth A. Rider, Suzanne Kurtz, Diana Slade, H. Esterbrook Longmaid III, Ming-Jung Ho, Jack Kwok-hung Pun, Suzanne Eggins, William T. Branch (2014) The International Charter for Human Values in Healthcare: An interprofessional global collaboration to enhance values and communication in healthcare. <i>Patient Education and Counseling</i> . 96: 273-280.
Dr. Suzanne Kurtz	Suzanne Kurtz (in press) Chapter 14: Clinical Communication Education for Surgeons. In <i>Communication in Surgical Practice</i> (in press) Sara J White and John Cartwell, editors. Equinox Publishing, Sheffield, UK. Invited chapter
Dr. Suzanne Kurtz	Interviewed for and substantive editing of and article in <i>The Progressive Dairyman</i> . January 1, 2015, Issue 1: 35-37.

Presentations/Posters:

Member	Date	Presentation
Julie Cary, Rick DeBowes, Daniel Haley, Rachel Jensen, Suzanne Kurtz	April 4, 2014 National Academies of Practice Annual Conference, Alexandria, VA	Poster: Moving beyond the <i>Course</i> : Advocating for Clinical Communication <i>Program</i> - Peer Reviewed
Drs. Suzanne Kurtz, Elizabeth Rider, William Branch, Diana Slade, H Esterbrook	April 4, 2014 National Academies of Practice Annual Conference, Alexandria, VA	Poster: The International Charter for Human Values in Healthcare: An Interprofessional Global Collaboration - Peer reviewed
Dr. Suzanne Kurtz	April 4, 2014 National Academies of Practice Annual Conference, Alexandria, VA	Bending the Curve Back Toward Humanism: Translating Interprofessional Healthcare Values into Action - Peer Reviewed
Drs. Susan Wang & Phil Mixter	March 28, 2014 Washington State University Academic Showcase, Pullman, WA	Presentation Poster: The Effect of Active Learning on Microbiology Outcomes - Peer Reviewed

Presentations *(continued)*

Member	Date	Presentation
Drs. Phill Mixer & Jennifer LeBeau	March 2014, Washington State University Academic Showcase, Pullman, WA	“Adaptation of the Motivation, Attitudes, and Retention survey (MARS) Instrument for Assessment of Microbiology Education Enhancement Program (MEEP) Impacts: A work in Progress” - peer reviewed
Drs. Steve Hines, Leslie Sprunger, & Cynthia Faux	June 2014, Veterinary Educator Collaborative Symposium 2014, Ames, IA	Presentation followed by panel discussion: "Starting and maintaining teaching academies at colleges of veterinary medicine" - Invited
Dr. Suzanne Kurtz	June 26-28, 2014, COMET Annual Conference, Lugano, Switzerland	Human Dimensions of Care: Strategies for Enhancing their Effectiveness in Healthcare Interactions Presentation for a symposium/panel entitled: <i>Articulated Values and Skilled Communication: The Foundation of Humanistic Care</i> – speakers: Rider E, Myra van Zwieten, Engle Angela Chan
Drs. Julie Cary, Rick DeBowes, Suzanne Kurtz and senior residents	July 16-17 College of Veterinary Medicine, Washington State University, Pullman WA	Clinical Communication Workshop for Incoming Residents and Interns (small group coach)
Dr. Suzanne Kurtz	August 4 & 5, 2014 University of Pennsylvania, College of Veterinary Medicine, Philadelphia, PA	Developing a Communication Curriculum, Faculty development for faculty involved in the communication modules - Invited
Dr. Bill Davis	September 2014 Department of Biology, University of Oregon, Eugene, OR	Presented a workshop on programmatic assessment and curriculum mapping during an annual faculty retreat - Invited
Dr. Phil Mixer	September 19, 2014, WSU-Global campus	“Promoting Academic Ways to Success (PAWS)” Faculty-Led WSU-Global Campus teaching workshop - Invited
Dr. Suzanne Kurtz and Elizabeth Rider	September 28 – October 1, 2014, European Association for Communication in Healthcare Amsterdam, The Netherlands	Core Values and Clinical Communication: Interdependent Dimensions of Care - Peer Reviewed
Julie Cary, Rick DeBowes, Daniel Haley, Rachel Jensen, Suzanne Kurtz	September 28 – October 1, 2014, European Association for Communication in Healthcare Amsterdam, The Netherlands	Poster: Moving beyond the <i>Course</i> : Advocating for Clinical Communication <i>Program</i> - Peer Reviewed
Dr. Suzanne Kurtz & Bill Sischo	October 10, 2014, New York State Veterinary Conference– Clinical Investigator’s Day Cornell University, Ithaca, NY	Dairy Business Communication from the Veterinarian’s Perspective (4-hour workshop) - Invited
Dr. Bill Davis	November 2014 Department of Biology, College of Western Idaho, Nampa, ID	Presented a workshop on programmatic assessment and curriculum mapping during an annual faculty retreat. - Invited



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**

Member	Conference	Dates
Dr. Samantha Gizerian	Faculty for Undergraduate Neuroscience Summer Workshop , Ithaca, NY	August 1-3, 2014
Dr. Patrick Wilson	Teaching Professor Summer Conference , Boston, MA	May 30- June 1, 2014
Drs. Steve Hines, Leslie Sprunger, Devendra Shah, Steve Lampa, Cynthia Faux, & Rachel Halsey	Veterinary Educator Collaborative Symposium 2014 , Ames, IA	June 2014

Other Travel:

Conferences Attended: 4 people attend 15 conferences this summer

Date	Members Attended	Conference	Description
April 2014	Dr. Bill Davis	AIBS Leadership Development Meeting , HHMI, Chevy Chase MD	Participated in a 40 person planning workshop related to leadership development in life science education.
April 2014	Dr. Suzanne Kurtz	National Academies of Practice , Alexandria, Virginia	
May 2014	Dr. Phil Mixter	American Society for Microbiology Committee on Undergraduate Education (ASMCUE) Annual Meeting 2014 , Danvers, MA	This is our twenty-first conference, and this year's theme, “NextGen MicroEdu: Engage, Construct, Connect” recognizes this moment in time as we explore scientific advances and pedagogical theory and practices for the 21st century.
June 2014	Dr. Bill Davis	Pacific Division Regional Meeting for AAAS , Riverside, CA	Organized and Led a symposium on Departmental Transformation and Vision and Change. Richard Cardullo (Univ. of CA-Riverside) co-organizer.

Other Travel: (continued)

Date	Members Attended	Conference	Description
June 2014	Dr. Suzanne Kurtz	Roundtable for the International Research Center for Communication in Healthcare, Lugano, Switzerland	
June 2014	Dr. Suzanne Kurtz	COMET Annual Conference, Lugano, Switzerland	The Conference on Communication, Medicine and Ethics (COMET) brings together communication researchers from different disciplinary backgrounds,. Grounded in a problem-oriented approach, COMET places special emphasis on the dissemination of high quality research in interpersonal, mass communication, and practical ethics which is directly relevant to healthcare practitioners.
July 2014	Dr. Bill Davis	American Society for Plant Genetics Annual Meeting, Portland, OR	Invited to help educate graduate students, postdocs and faculty about Vision and Change during the meeting
Sept/Oct 2014	Dr. Suzanne Kurtz	European Association for Communication in Healthcare, Amsterdam, The Netherlands	Active in communication research and/or training. The aim of the association is to stimulate growth of an active network to improve the quality of communication in healthcare in Europe and beyond through research & teaching
October 2014	Dr. Bill Davis	Northwest PULSE 2nd Annual Workshop, Seattle, WA	Invited to help educate graduate students, postdocs and faculty about Vision and Change during the meeting
October 2014	Dr. Suzanne Kurtz	New York State Veterinary Conference, Cornell University, Ithaca, NY	
October 2014	Dr. Suzanne Kurtz	Better with Pets (Nestle-Purina Conference), New York, NY	invited
October 16-18, 2014	Kay Brothers	Society for the Advancement of Hispanic/Chicano, Native Americans in Science (SACNAS), Los Angeles, CA	
November 2014	Dr. Bill Davis	National Association of Biology Teachers (NABT) Annual Meeting, Cleveland, OH	Helped develop and run a workshop on departmental curricular transformation using the principles outlined in Vision and Change.
November 2014	Dr. Bill Davis	Ann. Biomedical Res. Conf. for Minority Students (ABRCMS) Annual Meeting, San Antonio, TX	Helped develop and run a workshop on departmental curricular transformation using the principles outlined in <i>Vision and Change</i> .
November, 2014	Kay Brothers	Annual Biomedical Research Conference for Minority Students (ABRCMS), San Antonio, TX	The conference is designed to encourage underrepresented minority students to pursue advanced training in science, technology, engineering and mathematics (STEM) and provide faculty mentors and advisors with resources for facilitating students' success.

Member Awards, Grants, & 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. Sam Gizerian	January 2014	IPN Teaching Conference Travel Grant
Dr. Stephanie Thomovsky		Zoetis Distinguished Teacher Award
Drs. Bonnie Campbell, Krzysztof Czaja, Steve Hines, Don Knowles, Steve Lampa, Katrina Mealey, Robert Mealey, Steven Parish, Leslie Sprunger, & Patrick Wilson	March 2014	2013 - Jerry Newbrey Teaching Scholars
Drs. Fairfield Bain, Tandi Ngwenyama, Steven Parish, & Jane Wardrop	March 2014	2013-14 Richard Wescott Clinical Teaching Scholars
Dr. Suzanne Kurtz	April 2014	Inducted into the National Academies of Practice as a Distinguished Fellowship and into the Medicine Academy as a Distinguished Scholar & Fellow
Dr. Bill Davis	June 2014	Grant: National Science Foundation. "RCN-UBE-Northwest PULSE-A Community of Practice for Departmental Transformation Using Vision and Change." \$497,216 (total Costs), 7/1/2014-6/31/2018. PI: William B. Davis
Dr. Rachel Halsey	August 2014	Received 2014 Most Outstanding Staff Recognition, College of Veterinary Medicine, Washington State
Dr. Suzanne Kurtz	September 22, 2014	Our book, <i>Skills for Communicating with Patients, 3e</i> (Co-authors Silverman J, Kurtz S, Draper J. Radcliffe Publishing : London & New York, 2013) was awarded a High Commendation book award by the British Medical Association in the Basis of Medicine Category. Ceremony in London, England
Dr. Suzanne Kurtz	September 27, 2014	Received the Washington State Veterinary Medical Association Distinguished Achievement Award. Yakima, WA
Drs. Sam Gizerian & Phil Mixer	November 2014	Member, President's Teaching Academy, Washington State University
Dr. Suzanne Kurtz		Invited member of Management Council, International Research Centre for Communication in Healthcare, Hong Kong Polytechnic and Sydney Polytechnic Universities
Dr. Suzanne Kurtz		Editorial Board for <i>Patient Education and Counseling</i>



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)

9 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; 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.

Peer Observation of Teaching Program:

13 members Total:

Oversight committee: Suzanne Kurtz, PhD, Steve Hines, DVM, PhD, DACVPM; Phil Mixer, PhD, Russ Tucker, DVM, DACVR

9 Participating Faculty: Dharani Ajithdoss, BVSc, MVSc, PhD; George Barrington, DVM, PhD, DACVIM; Thomas Besser, DVM, PhD, DACVM; James Evermann, MS, PhD; Gary Haldorson, DVM, PhD; John Nilson, PhD; David Prier DVM, PhD; Susan Wang, PhD; John Wenz, DVM, MS

Description: After an initial phase of recruitment, a spectrum of current faculty, tenured and non-tenured, are being trained to observe, discuss and actively reflect with CVM instructional faculty. 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).

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

Fellows: (External website)

17 members: Bonnie Campbell, BS, DVM, PhD, DACVS; Julie Cary, DVM, MS, DACVS; William Davis, PhD; Cynthia Faux, DVM, PhD; Samantha Gizerian, PhD; Gary Haldorson, DVM, PhD; Steve Hines, DVM, PhD, DACVPM; Doug Jasmer, PhD; Suzanne Kurtz, PhD; Steve Lampa, PhD; Pamela Lee, DVM, MS, DACVIM; Linda Martin, DVM, MS, DACVECC; Phil Mixer, PhD; Lynne Nelson, DVM, MS, DACVIM; Kathy Ruby, PhD; Leslie Sprunger, DVM, 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 60 members ([External membership directory](#))

- ▶ Dharani Ajithdoss, BVSc, MVSc, PhD
- ▶ Andrew Allen, DVM, PhD
- ▶ Suzanne Appleyard, PhD
- ▶ George Barrington, DVM, PhD, DACVIM
- ▶ Debbie Barton, DVM
- ▶ Thomas Besser, DVM, PhD, DACVM
- ▶ Kay Brothers, PhD
- ▶ Ronald Brown, PhD
- ▶ Bonnie Campbell, DVM, PhD, DACVS
- ▶ Julie Cary, DVM, MS, DACVS
- ▶ Chris Chapman, PhD
- ▶ Annie Chen-Allen DVM, MS, DACVIM (Neurology)
- ▶ Krzysztof Czaja, DVM, PhD
- ▶ William Davis, PhD
- ▶ Rick DeBowes, DVM, MS, DACVS
- ▶ William Dernell, DVM, MS, DACVS,
- ▶ Cheryl Dhein, DVM, MS, DACVIM
- ▶ Dubraska Diaz-Campos, DVM, PhD
- ▶ James Evermann, MS, PhD
- ▶ Fairfield Bain, DVM, MBA, DACVIM, DACVP, DACVECC
- ▶ Kelly Farnsworth, MS DVM, DACVS
- ▶ Raelynn Farnsworth, DVM
- ▶ Cynthia Faux, DVM, PhD, DACVIM
- ▶ John Gay, DVM, PhD, DACVPM
- ▶ Samantha Gizerian, PhD
- ▶ Lisa Gloss, PhD
- ▶ Gary Haldorson, DVM, PhD
- ▶ Rachel Halsey, DVM
- ▶ Consetta Helmick, PhD
- ▶ Steve Hines, DVM, PhD, DACVP
- ▶ Doug Jasmer, PhD
- ▶ Rob Keegan, DVM, DACVA
- ▶ Don Knowles, DVM, PhD, DACVP
Suzanne Kurtz, PhD
- ▶ Steve Lampa, PhD
- ▶ Mary Sanchez Lanier, PhD
- ▶ Pamela Lee, DVM, MS, DACVIM (Cardiology)
- ▶ Linda Martin, DVM, MS, DACVECC
- ▶ Norah McCabe, PhD
- ▶ Katrina Mealey, DVM, PhD, DACVIM, DACVCP
- ▶ Robert Mealey, DVM, PhD, DACVIM
- ▶ Starla Meighan, PhD
- ▶ Phil Mixer, PhD
- ▶ Lynne Nelson, DVM, MS, DACVIM (Internal Medicine, Cardiology)
- ▶ Danielle Nelson, DVM, PhD, DACVP
- ▶ Tandi Ngwenyama, DVM
- ▶ John Nilson, PhD
- ▶ Steve Parish, DVM, DACVIM
- ▶ David Prier DVM, PhD
- ▶ Kathy Ruby, PhD
- ▶ Devendra Shah, BVSc, MVSc, PhD,
- ▶ Steve Simasko, PhD
- ▶ Cleverson Souza, DVM, PhD, DACVP (Clinical)
- ▶ Leslie Sprunger, DVM, PhD
- ▶ Russ Tucker, DVM, DACVR
- ▶ Susan Wang, PhD
- ▶ Jane Wardrop, DVM, MS Diplomate ACVP
- ▶ Jennifer Watts, PhD
- ▶ John Wenz, DVM, MS
- ▶ Patrick Wilson, DVM, MS

CVM Teaching Academy 2014 Annual Report

*Compiled by
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DVM (Program
Coordinator)*