

Executive Summary of Most Significant Contributions to Teaching and Education	
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Overall faculty roles: In one sentence, list your faculty roles (teaching, research, patient care, administration) and approximate time allocation to each (%).	
Teaching 60%, Research 5%, Administration 25%, Service 10%	
Changes in role(s) over time: In one sentence, describe any major changes in teaching roles over the past 2 or 3 years.	
2 years ago I became the Associate Department Head for Undergraduate Education, my teaching was reduced from 80% to 60%, my service was reduced to 10%, research remained at 5% and a 25% commitment to administrative work was added.	
Important contributions to education: Identify educator role (domain) in parentheses and list contribution in a phrase. Describe what was done, how well it was done, and its impact in 3-7 sentences. Use only as many as are appropriate to your teaching (n = 2-5). <ul style="list-style-type: none"> • To the degree possible, highlight activities that occurred during the time period under review. • You will expand on each of these using the domain specific templates (Detailed Role Description). • Especially early in their careers, few faculty will be active in more than 2 domains. However, you may have multiple examples in a domain. • Note that (1a) Teaching and at least one additional Detailed Role Description (e.g. 2 Mentoring/Advising) are required. • Your Executive Summary should NOT exceed 2 pages total. 	
First important contribution to education: Teaching	
(Teaching) In order to bring all sections of MIP300 general microbiology into alignment, myself and the other instructors began working together studying new pedagogies we agreed to try in our teaching. In order to compare courses we agreed on material to be taught in the course as well as examination content and co-wrote exams. All sections take a pretest which is compared to the same questions which show up on their final. When a new pedagogical approach is agreed upon it is tried in one section of the course and normalized gains are analyzed between sections to see if change in pedagogy leads to increased normalized gains.	
Second important contribution to education	
(Teaching) Development of online quizzing tools for multiple courses, that allow students to practice applying concepts to new situations with low stake online quizzes. Studies have been underway to determine if long term retention of skills are augmented by quizzing, although small increases in exam performance have been noted, as of yet we have yet to document statistically significant differences between performance in students who have or have not utilized online quizzes.	
Third important contribution to education	
(Education Research) The paper published on my early work on classroom response systems has been sighted 28 times, and almost all the required Microbiology courses in our major now use classroom response systems to increase student participation during lecture. Furthermore, I have recently expanded the use of clickers in flipped classroom activities, that have resulted in many presentations, and a publication that has been submitted and is under review.	
Fourth important contribution to education	
(Mentoring and Advising) I have mentored 18 students through honors thesis, as a thesis advisor, and served as a committee member for another 16 honor students. Furthermore I have Mentored 36 undergraduate researchs including 3 American Society for microbiology Undergraduate research fellows. I served as the primary advisor for one master student, and a committee member for 34 graduate students both within and outside my department.	
Fifth important contribution to education	
(Educational Leadership and Administration) For the past two years I have served as the Associate Department Head for Undergraduate Education. During my tenure I have re-vamped our student advising, and created a faculty mentoring program, where all incoming undergraduates are paired with faculty mentors as well as a non-faculty academic advisor. The faculty mentor is meant to help the	

student prepare for their career. I also oversaw the creation of Microbiology Undergraduate Research fellowship that begins with a new freshman level introduction to research course. Once students have successfully completed this course they can apply to become research fellows and matched with a faculty member, thus allowing freshmen to gain lab experience. We currently have 20 fellows, all of whom presented their work at the CSU Celebrate Undergraduate Research Symposium, 6 of whom were chosen to receive awards.