

DOMAIN #1a: TEACHING

Stephen Hines

Teaching CV Example

Stephen A. Hines – from Curriculum Vitae (January, 2016)

A. Formal Course Teaching: veterinary medical education

- 1989 - present Course Director and primary instructor: Systemic Pathology. (VM546, formerly VM446 – Pathology II) 6 credits. College of Veterinary Medicine, Washington State University. 95-113 second year students enrolled in the veterinary curriculum. Overall responsibility for the course including the laboratory; teach just over 50% of the lectures and laboratories. The course comprises 5 lecture hours and 2 X 3 hour laboratory sessions each week.
- 2009 – 2012 Instructor: Veterinary Immunology (VM 534). 3 credits. College of Veterinary Medicine, Washington State University. Approximately 100 first year students; my assignment was 9 – 12 lecture hours each year plus one exam.
- 1991 – present The Diagnostic Challenges: College of Veterinary Medicine, Washington State University. Role: Program Director and Primary facilitator. The Diagnostic Challenges comprise two week-long case-based learning exercises as part of the core second year professional veterinary curriculum. This collaborative learning exercise has won numerous awards for creativity and excellence. 20 “clinics” composed of approximately 5 students each work through one of 5 unknown clinical cases – also interacting with a simulated client and facilitator.
- 1995 - present Course Director: Case-based Learning in Veterinary Pathology. (VPa501) Variable credits. Elective course for 3rd year veterinary students. Students work with collaborating teaching faculty to develop teaching cases for the Diagnostic Challenges exercise. More than 80 cases have been developed and implemented.
- 2004 – 2008 CVM Teaching Journal Club (TJC): Initiated and lead (later in conjunction with Dr. Leslie Sprunger) a journal club focused on issues in teaching and learning. The group, which met every 3rd week during the spring semester, is composed of {a} graduate students who are interested in academic careers that are likely to involve teaching, {b} a small group of new untenured faculty and {c} several senior faculty members with an interest in teaching. The TJC approaches teaching as a scholarly endeavor. In addition to discussion of shared readings, there is typically a weekly focus and/or exercise, such as exam writing, the use of “clickers” to engage students in large lecture formats, etc. The group consists of approximately 20 individuals.

Commented [PM1]: This entry provides important information about the course contact hours, the student number and your role as an instructor

Commented [PM2]: This sounds like a large endeavor that you direct. Can you include a link to allow reviewers to access more information or include more information in a linked way within an appendix?

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|-------------|---|
| 1987 - 1988 | Lecturer: (VEM5162) Pathology II: <u>Systemic Pathology</u> . University of Florida. 75 second year students enrolled in the veterinary curriculum. Sections on the hepatobiliary system and the exocrine pancreas. |
| 1986-1988 | Course Director: (VEM5851) <u>Applied Pathology</u> . University of Florida. Overall responsibility for the course plus teaching one week blocks to senior veterinary students. |
| 1986 | Lecturer: (VEM5162) Pathology II: <u>Systemic Pathology</u> . University of Florida. 75 second year students enrolled in the veterinary curriculum. Section on the exocrine pancreas – 2 lectures. |
| 1985 | Lecturer: (VEM5162) Pathology II: <u>Systemic Pathology</u> . University of Florida. 75 second year students enrolled in the veterinary curriculum. Section on the male reproductive system – 2 lectures. |

B. Student and Peer Assessment of Teaching Effectiveness:

WSU College of Veterinary Medicine: VM 546; Systemic Pathology

Student Evaluations:

The College conducts a systematic evaluation of teaching at the end of each semester. The evaluation is a multidimensional survey consisting of 7 queries regarding each instructor and 7 queries regarding each course. * = WSU College of Veterinary Medicine mean score for Fall semester. NA = not available

Overall rating of the instructor (1-5, with 5 being excellent):

Average number of students responding each year = 73-93

| Year | S. Hines | CVM * | Year | S. Hines | CVM * | Year | S. Hines | CVM * |
|------|------------|-------|------|----------|-------|-------|----------|-------|
| 1989 | 4.89 | 4.10 | 1999 | 4.93 | 4.05 | 2009 | 4.77 | 4.17 |
| 1990 | 4.93 | NA | 2000 | 4.73 | 4.01 | 2010 | 4.59 | 4.02 |
| 1991 | 4.98 | 4.22 | 2001 | 4.77 | 4.03 | 2011 | 4.44 | 3.93 |
| 1992 | 4.82 | 4.27 | 2002 | 4.91 | 4.09 | 2012 | 4.45 | 3.76 |
| 1993 | 4.98 | 4.13 | 2003 | 4.79 | 4.09 | 2013 | 4.71 | 3.92 |
| 1994 | 4.89 | 4.30 | 2004 | 4.82 | 4.05 | 2014* | 4.68 | 4.05 |
| 1995 | 4.99 | 4.21 | 2005 | 4.91 | 4.05 | | | |
| 1996 | 4.90 | 4.27 | 2006 | 4.83 | 4.17 | | | |
| 1997 | 4.87 | 4.06 | 2007 | 4.87 | 4.11 | | | |
| 1998 | Sabbatical | | 2008 | 4.61 | 4.04 | | | |

* In 2014, the question was revised to read: "Overall this instructor was effective and as a result I learned a lot."

Commented [PM3]: This table is most helpful, providing context for the course evaluation numbers within the college's averages.

Rate the course in general (1-5, with 5 being excellent)

Average number of students responding each year = ≥ 90

| Year | VM 546 | CVM * | Year | VM 546 | CVM * | Year | VM 546 | CVM * |
|------|--------|-------|------|--------|-------|------|--------|-------|
|------|--------|-------|------|--------|-------|------|--------|-------|

| | | | | | | | | |
|------|------------|------|------|------|------|--------|------|------|
| 1989 | 4.38 | 4.13 | 1999 | 4.80 | 4.02 | 2009 | 4.65 | 3.99 |
| 1990 | 4.68 | 4.04 | 2000 | 4.36 | 3.82 | 2010 | 4.52 | 3.83 |
| 1991 | 4.89 | 4.21 | 2001 | 4.72 | 3.99 | 2011 | 4.41 | 3.76 |
| 1992 | 4.82 | 4.34 | 2002 | 4.66 | 4.02 | 2012 | 4.38 | 3.57 |
| 1993 | 4.90 | 4.01 | 2003 | 4.64 | 4.07 | 2013 | 4.50 | 3.97 |
| 1994 | 4.82 | 4.25 | 2004 | 4.56 | 3.88 | 2014 * | 4.74 | 3.96 |
| 1995 | 4.89 | 4.07 | 2005 | 4.78 | 3.86 | | | |
| 1996 | 4.67 | 4.20 | 2006 | 4.58 | 3.97 | | | |
| 1997 | 4.66 | 3.93 | 2007 | 4.72 | 3.81 | | | |
| 1998 | Sabbatical | | 2008 | 4.44 | 3.83 | | | |

* In 2014, the question was revised to read: "Overall, this course was well taught and resulted in significant learning relevant to the profession of veterinary medicine."

Teaching Awards: *(partial list for RTA example)*

Washington State University:

1995 Marian E. Smith Faculty Achievement Award:

"The award is given by the university to recognize unusually significant and meritorious achievement in teaching during the previous academic year. In this respect it is different from the Sahlin Faculty Excellence Award in Instruction (see next), which considers achievements from all previous years. The selection committee heavily weighs evidence of unusually successful, innovative performance in instruction." http://provost.wsu.edu/awards_program/marian.html

1998 Sahlin Faculty Excellence Award for Instruction

*Washington State University's highest individual teaching award.
"The Sahlin Faculty Excellence Awards are designed to honor those faculty members who epitomize the highest levels of performance and excellence in the pursuit of the University's goals and thereby in the fulfillment of its mission." Each year Washington State University recognizes 3 outstanding faculty in the areas of Research, Teaching & Service, respectively.*

College of Veterinary Medicine:

1990 Teacher of the Year (for 2nd year of DVM curriculum), DVM Class of 1992.

1991 Teacher of the Year (for 2nd year of DVM curriculum), DVM Class of 1993.

WSU - Merck AGVET Award for Creativity in Teaching, 1993. (Co-author)

Title: "Cooperative international program for post-DVM graduate education". Selected as WSU's nominee for national competition with all veterinary schools in North America; selected as 2nd place program in national competition.

1994 Teacher of the Year (for 2nd year of DVM curriculum), DVM Class of 1996.

1994 Jerry Newbrey Teaching Scholar

Awarded to faculty for excellence in teaching during the first three years of the veterinary curriculum. (inaugural year for awards).

1995 Jerry Newbrey Teaching Scholar

1996 Carl J. Norden-Pfizer Distinguished Teacher Award

WSU College of Veterinary Medicine- chosen by the graduating class to recognize one faculty member for outstanding achievement and dedication in teaching during the students' 4 years in the DVM program at WSU.

1996 Jerry Newbrey Teaching Scholar.

1997 Jerry Newbrey Teaching Scholar

1999 Jerry Newbrey Teaching Scholar

2000 Jerry Newbrey Teaching Scholar.

2001 Jerry Newbrey Teaching Scholar.

2002 Jerry Newbrey Teaching Scholar.

2003 Jerry Newbrey Teaching Scholar.

2004 Teacher of the Year (for 2nd year of DVM curriculum), DVM Class of 2006.

2004 Jerry Newbrey Teaching Scholar.

2005 Jerry Newbrey Teaching Scholar.

2006 Outstanding Professor Award (for 2nd year of DVM curriculum), DVM Class of 2007.

2006 Jerry Newbrey Teaching Scholar.

2007 Carl J. Norden-Pfizer Distinguished Teacher Award

WSU College of Veterinary Medicine- chosen by the graduating class to recognize one faculty member for outstanding achievement and dedication in teaching during the students' 4 years in the DVM program at WSU.

2007 Jerry Newbrey Teaching Scholar.

2008 Jerry Newbrey Teaching Scholar.

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2012 Jerry Newbrey Teaching Scholar

2013 Jerry Newbrey Teaching Scholar

2014 Jerry Newbrey Teaching Scholar