CVM Teaching Academy Influence:

Since its inception in 2010, 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 participants with a diverse menu of common objectives, activities and opportunities. Participant attendance at these various opportunities has continued to grow 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.

This year we were able to touch 879 faculty, staff, and students with the 45 difference events and programs. These events vary, dependent on the needs and interests of our participants.
INVITED VISITING REGIONAL TEACHING ACADEMY FELLOW:

Dr. Erica Suchman

Faculty, Immunology and Pathology Department, College of Veterinary Medicine & Biomedical Science at Colorado State University

February 18-19, 2019

Dr. Erica Suchman received her Ph.D. in Molecular Biology and Biochemistry from the University of California, Irvine and is currently a Professor and Associate Department Head for Undergraduate Education in the Department of Microbiology, Immunology, and Pathology, at Colorado State University (CSU). She researches the effectiveness of active learning strategies in large lecture courses, and she has most recently developed an innovative course introducing freshmen to authentic research experiences. She served as Chair of the Committee on Technology Enhanced Education and Editor-in-Chief of the ASM's peer reviewed education resource, MicrobeLibrary, for 9 years, was a member of the International Education committee and was a member of the Education Board of ASM. In 2014, she was honored with the prestigious Carski Foundation Distinguished Undergraduate Teaching Award. She also received Best Teacher Award at CSU and was named as a CSU Distinguished Teaching Scholar; this prestigious distinction is a lifetime appointment held by only 12 faculty members at a time. She also serves as the CSU Master Teacher Initiative Coordinator for the College of Veterinary Medicine and Biomedical Sciences.

Workshop: "Making Teaching Matter: Creating persuasive and evidence-based documents that support teaching" - Co-presenter: Dr. Phil Mixter

Description: Many WSU faculty are deeply engaged in teaching, advising/mentoring, and educational leadership. Yet we struggle with how to showcase those activities and demonstrate outcomes when it comes time to prepare promotion packets—and most departments do a poor job of review. Participants came to hear about work of a consortium from five universities to develop an evidence-based model. They left the workshop with a better understanding of the dilemmas, a templated framework that could be adapted into their own packet or department, and the first pages of a personal portfolio.

Seminar: "Creating Effective Exams"

Description: Participants became more familiar with common pitfalls in exam question writing, and were given suggestions for how to improve their exams.
**Seminar: "Writing Learning Objectives"

**Description:** Participants were introduced to the difference between learning objectives and learning outcomes as we as creating their own to be used in their course.

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOI Workshop: Making Teaching Matter: Creating persuasive and evidence-based documents that support teaching</td>
<td>47</td>
</tr>
<tr>
<td>Seminar: Creating Effective Exams</td>
<td>15</td>
</tr>
<tr>
<td>Seminar: Writing Learning Outcomes</td>
<td>18</td>
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CVM Teaching Academy
Teaching Symposium

SYMPOSIUM: IMPROVING LEARNING ENVIRONMENTS
presented by Dr. David M. Irby & Dr. Sandrijn M. van Schaik

March 13-14, 2019

Dr. David Irby
David M. Irby, PhD, Professor Emeritus of Medicine and Senior Scholar in the Center for Faculty Educators, University of California San Francisco.


Dr. Sandrijn van Schaik
Sandrijn M. van Schaik, MD, PhD, Baum Family Presidential Chair for Experiential Learning, Professor of Pediatrics and Director of Faculty Development for the Learning and Health care Ecosystem, University of California San Francisco.


Symposium Abstract -
Educators, researchers, and accreditors have all highlighted the importance of the learning environments (LE) in health professions education; yet, there is little uniformity about definitions and measuring instruments. This presentation built on the results of a 2018 national consensus conference convened by the Josiah Macy Jr. Foundation titled: Improving Learning Environments for the Health Professions. Dr. Irby chaired this conference and Dr. van Schaik co-authored a vision paper about exemplary learning environments. In this symposium, Drs. Irby and van Schaik shared a new framework for understanding learning environments, provided specific examples of interventions designed to create a positive environment for learning, offered suggestions for creating a diverse, equitable and inclusive learning environment, and engaged participants in activities to help them apply these ideas to their own environment.
Schedule of Events:

Wednesday, March 13

12:10 pm - Plenary 1: “Improving Learning Environments: How should we think about them? Where do we begin?”

Learning environment refers to the social interactions, organizational culture and structures, and physical and virtual spaces that surround and shape the learners' experiences, perceptions and learning.

Participants were able to:

- Identify the key components of the learning environment
- Describe evidence-based strategies used to improve the learning environment
- Articulate future directions for scholarship and practice to improve learning environments in the health professions

1:00 pm – Plenary 2: “Exemplary Learning Environments: A Vision”

Learning environments in the health professions can be viewed as complex adaptive systems. Using the principles of complex adaptive systems we can identify characteristics of exemplary learning environments.

Participants were be able to:

- List characteristics of complex adaptive systems
- Describe learning environments through the lens of complex adaptive systems
- Articulate a vision for an optimal learning environment

2:30 pm – Workshop 1: “Optimizing Learning Environments: Creating Vision and Actionable Plans (individual and institutional)”

Participants were be able to:

- Articulate a vision for an optimal learning environment in your setting
- Select a strategy to enhance the learning for everyone in your setting
- Develop a plan to implement the strategy with a time line, resources and stakeholders
Schedule of Events (continued):

Thursday, March 14

9:00 pm – Plenary 3: “Exemplary learning environments: Integration of diverse perspectives to achieve success”

The organizational psychology literature proposes that the term diversity represents three distinct constructs:

- **Variety**: differences in information, knowledge or experience among members of an organization or group
- **Separation**: differences in position or opinion among members
- **Disparity**: differences in concentration of valued social assets or resources.

10:00 am – Workshop 2: “Did you really mean to say that? Debriefing after a professional lapse: Tips for teachers”

Participants were able to:

- Discuss the range of behaviors that constitute a lapse in professionalism
- Identify the potential causes of a professionalism lapse
- Demonstrate a six-step process to address professionalism lapses after the behavior occurred

1:00 pm – Workshop 3: “Is it hot in Here? Creating a positive learning climate in my teaching”

Participants were able to:

- Define learning climate
- Describe how teachers create a positive or negative learning climate
- Practice key strategies for creating a positive learning climate

3:30 pm: “Reflections and concluding remarks”
**Attendance:** The Symposium: Improving Learning Environments reached a wide variety of audiences, totaling **85** faculty, graduate, and staff members over **5** different WSU colleges, from at least **6** campuses (Pullman, Spokane, Logan, Walla Walla, Vancouver, Yakima). The audience also reached a total of **12** members from **3** different institutions within the **Regional Teaching Academy** (University of California, Davis, Colorado State University, and Western University of Health Sciences).

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<th>Time</th>
<th>Session</th>
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<th>CVM</th>
<th>COM</th>
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<th>RTA</th>
<th>AOI</th>
<th>RTA</th>
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<td><strong>Wednesday, March 13</strong></td>
<td><strong>12 pm: Plenary 1: Improving Learning Environments: How should we think about them? Where do we begin?</strong></td>
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<td><strong>Thursday, March 14</strong></td>
<td><strong>9 am: Plenary 2: Exemplary learning environments: Integration of diverse</strong></td>
<td>53</td>
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<td><strong>10 am: Workshop 2: Did you really mean to say that? Debriefing after a professionalism lapse:</strong></td>
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<td><strong>1 pm: Workshop 3: Is it hot in Here? Creating a Positive Learning Climate in My Teaching</strong></td>
<td>40</td>
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**Note:** Livestream video, were only able to track views, not able to determine how many people were watching on the other end.

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<tr>
<td><strong>TOTAL:</strong></td>
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</table>
Make a Difference: When asked - As a result of the symposium: Improving Learning Environments will you change or experiment with the way you teach?

<table>
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<th>Answer</th>
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<tbody>
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<td>14%</td>
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<tr>
<td>Yes, certainly/without question</td>
<td>35%</td>
</tr>
<tr>
<td>Yes, likely</td>
<td>27%</td>
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</table>

"I plan to "start with the end in mind" by setting a goal for myself prior to each class/workshop of having a safe, diverse, enjoyable interaction."

"I am going to start trying to make one small change each time I go on rotation. I plan to start a small notebook documenting ideas and changes that I make. I will also plan to use the guidelines for discussion of professional lapses when meeting with my house officers especially."

"I will be paying more attention to the 4 pillars of the learning environment and focus on the areas of each pillar that I can adjust to be more positive and welcoming."

"I am going to change the way I start conversations with students regarding professionalism lapses. I will also do better at asking them to reflect and offer ways they can change instead of me always talking at them."

"We should try to make the teaching environment a more collaborative environment rather than a competition. I will try to get rid of the ranking system"

To view the symposium full report and video recordings of the workshops, please visit the website - Workshop #12

https://www.vetmed.wsu.edu/innovative-education/teaching-academy/events/faculty-development-workshops
Brown Bag Discussion - 2019

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 "Teaching Tool Kit" with a goal to explore topics that will build and expand a participant's "tool kit."

**Brown Bag Discussions:**
- There were 10 discussions (3-Spring; 1-Summer; 6-Fall)
- Average attendance for 2019 = 24 people
  - Our largest attended presentation was 54 people
  - Average TA membership attendance = 13 (19.3% of membership)
  - Average attendance of non-TA members = 11
- All Sessions were videoconferenced via Zoom

**Guest Speakers:**
- Hosted 1 Guest speaker in February
  - 3 Sessions; average attendance = 27

**Faculty Development Workshop:**
- Teaching Symposium: Improving Learning Environment
- Average attendance of 46; total attendance = 84 people.
  - 3 - Plenary Seminars
  - 3 - Workshops

**Teaching Tool Kit:**
- There were 8 sessions
  - 139 total attendance; average attendance = 17
- 75 people in total participated
  - 18 were from outside CVM
  - 57 were from within CVM
  - 41 were new to the Tool Kit
**Brown Bag Discussions Included:**

**The Landscape of Student Anxiety: Why students are so anxious and why generational differences may be a factor**  
Wednesday, January 16 - Valerie Russo & Bethany Colaprete  
- **Description:** Studies are showing that millennials and generation Z have increased rates of anxiety. There are multiple factors for why this exists and the presentation talked extensively about societal rates as a whole and how that applies to veterinary students. The presenters highlighted the CVM Counseling and Wellness Statistics and offered insights into why it matters to the audience.

**The Landscape of Student Anxiety and what can be done about it**  
Wednesday, January 30 - Valerie Russo & Bethany Colaprete  
- **Description:** This was a continuation of the first presentation about student anxiety and generational differences. During this presentation and discussion, participants learned how to improve student engagement in the classroom and in clinics.

**Resilience in Veterinary Medicine**  
Tuesday, May 21 - Sarah Guess, DVM, MS  
- **Description:** Research on veterinarian mental health has focused primarily on risk factors for suicide, burnout, and mental illness, while studies on the positive aspects of mental health in veterinary medicine are relatively lacking. Dr. Guess provided information to encourage future thought on positive mental health outcomes and gave insight on future research directions regarding resilience in veterinary medicine. Preliminary data from exciting research at WSU on resilience in veterinary clinical faculty was also presented. Overall, the research presented will explore a solutions-based approach to burnout and mental ill health in the profession.

**ERG Presentation: Leveraging Collaborative Writing and Peer Review to Promote Learning in Prosocial Classroom Environments**  
Thursday, June 6 - Bill Davis, PhD & Joshua Premo  
- **Description:** Presenting an update on the CVM TA Educational Research Grant: Leveraging Collaborative Writing and Peer Review to Promote Learning in Prosocial Classroom Environments

**Regional Teaching Academy: Biennial Conference Presentations:**  
**Wednesday, September 4 - Tandi Ngwenyaman, DVM and Steve Hines, DVM, PhD, DACVP**  
- **Description:** WSU CVM delivered 6 podium and 2 poster presentations at the Regional Teaching Academy's Biennial Conference at UC-Davis this past summer. Two were presented here: Transition to Clinics Orientation and An introduction to clinical reasoning, evidence-based veterinary medicine (EBVM), and cognitive (diagnostic) error for first year veterinary students.

**Regional Teaching Academy: Biennial Conference Presentations:**  
**Thursday, September 12 - Rachel Halsey, DVM; Jessie Ziegler, DVM, and Jillian Haines, DVM, MS, DACVIM**;  
- **Description:** WSU CVM delivered 6 podium and 2 poster presentations at the Regional Teaching Academy's Biennial Conference at UC-Davis this past summer. Three were presented: Herding cats: Preparing diverse and geographically separated sets of simulated clients for an immersive week long exercise; Interactive Clinical Simulation- Managing Calf Diarrhea; and Educating Veterinary Students in an Intensive Care Unit about Transfusion Reactions: Development and Impact of a Formal Learning Module.
Brown Bag Discussions continued:

Challenging the cultural narrative: Case Studies of Veterinary Students, Staff, and Faculty
Thursday, September 26 - Bethany Colaprete

- **Description:** Work environments have become a popular topic of discussion in the veterinary community, both in academia and in industry. Wellbeing, stress, suicide, mental health, conflict in teams, and many others are highlighted in recent journals and articles. What hasn’t been addressed is the inside look at what these topics look like in real time, in real life. During this presentation, participants got a bird’s eye view of what individuals are saying, what they are experiencing in clinics, in school, in relationships, in their veterinary world. A compilation of stories gathered from mental health professionals across the country enlighten the audience and showed just what people are experiencing on a day-to-day basis. All of the stories presented were true. All individuals’ identifying information were kept confidential and anonymity was maintained. To close, the presentation there was a discussion around changing the cultural narrative.

Challenging the Cultural Narrative: Identify Themes from Case Studies and Create Action Plan
Thursday, October 3 - Bethany Colaprete

- **Description:** In part one of “Challenging the Cultural Narrative” we learned first-hand what people are experiencing in the veterinary profession as it relates to culture and its implications on real people. In part two, participants discussed main issues being talked about in veterinary medicine at present and selected one or two issues that can be addressed right now. Focusing on internal locus of control as a way to problem-solve cultural challenges. Internal locus of control is the degree to which people believe they have some control over the outcome of events in their lives. “Individuals with a strong internal locus of control believe events in their life derive primarily from their own actions.”

Should Graded Exams be Returned to Students? Pros & Cons
Wednesday, October 16 - Steve Hines, DVM, PhD, DACVP

- **Description:** This was an open discussion on the issue of returning graded exams to students. Background information: last year’s 3rd year DVM class did bring this issue to the CVM Curriculum Committee because many of them thought faculty practices were negatively affecting their learning. A decision was made to ask the TA to host a town hall discussion. There has been a decrease in the number of faculty returning exams to students in the past few years. This has occurred primarily in Y3, in apparent association with the adoption of ExamSoft as a primary online assessment tool. There will often and understandably be some tension between what some might consider evidence-based “best practices” and the real life practicalities of busy faculty just trying to do their jobs in the best way they can.

Bright Spot: Learning from mistakes: not penalizing students for doing the right thing
Thursday, October 24 - Anita Vasavada, PhD and David Li, PhD

- **Description:** One way learning occurs is by trying to solve a problem, arriving at a solution, finding out the solution is not quite correct, analyzing what was wrong, and updating one’s conceptual framework and/or methodology. In the undergraduate Bioengineering curriculum, we have been encouraging students to use this approach and rewarding them for their efforts, instead of penalizing them for getting the wrong answer. Student feedback on this approach has been very positive, but there still many challenges to fully engage students in this approach.
For the past seven years, we have had a summer opportunity for Teaching Academy members to get together to discuss educational topics in a collaborative setting.

Our primary goal for the summer’s teaching toolkit series was to explore topics that would build the participant’s educational “tool box.” We also provided opportunities to introduce and/or reinforce pedagogy and best practices in both teaching and learning through meaningful peer interactions. The format was designed as mini workshops intended to be active learning sessions. Each topic/idea was introduced and participants engaged, interacted and created projects ready for classroom use. This format led to productive discussions and allowed participants to attend at their convenience. (11 facilitators covering 8 educational topics over an 8 week period.)

Attendance: There were 75 people in total that attended at least one program this summer. 41 out of the 75 (55%) were new faculty, graduate, or staff members that had never participated before.

### Total Attendance (n=75)

- **Attended ONLY 1 session**: 17 (18%)
- **Attended at least 2 session or more**: 34 (37%)
- **Attended 3 sessions or more**: 41 (45%)

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### Teaching Tool Kit Series:

**Let’s Talk about teaching - EXAMS**

May 22- Steve Hines, DVM, PhD,

- **Description**: Participants came with their ideas and experiences. Dr. Hines posed questions to consider: What is an appropriate exam mean? Is it appropriate to adjust student scores to hit a targeted mean? If so, when and how? Should we share exam statistics – with our students; with each other? Should graded exams always be returned to students – why or why not? What is the purpose of an exam?
Teaching Tool Kit Series:

Building an Environment of Success
May 29 - Christie Kittle

- Description: Participants explored a variety of methods to engage, interact with, and assess a diverse set of learners. Topics covered include: Expression: Providing varying opportunities to show mastery; Engagement: Motivating your learners in multiple ways; Representation: Presenting information in different formats; Achievement: Making learning outcomes attainable to all learners.

Writing S.M.A.R.T. Learning Objectives
June 5 - Samantha Gizerian, PhD & Steve Lampa, PhD

- Description: Learning objectives help students focus on what is most important as they try to sort through a mass of new content. They are also an effective tool for the instructor, keeping content delivery on track and serving as guidelines for the alignment of instruction and assessment. During this session, participants were introduced to various types of learning objectives and practiced developing learning objectives for their own instruction.

Assembling your teaching portfolio and tenure
June 12 - Erika Offerdahl, PhD & Steve Hines, DVM, PhD

- Description: This session was targeted to faculty who are approaching or contemplating promotion, as well as post-promotion faculty who advise promotion applicants and review packets. The goal of this session was to help faculty with significant teaching responsibilities create persuasive, evidence-based documents that support promotion and/or tenure. Among the tools that were utilized: A worksheet/inventory with prompts to ensure your packet was complete; Examples demonstrating ways to convey effectiveness and impact; and The Regional Teaching Academy’s (RTA) Applicant Toolbox web site; The RTA’s Educators Portfolio templates. Participants were asked to bring their CV or be prepared to help mentor a pre-promotion colleague, so that participants might leave with materials they can use!

Hitting Pause: Practical Ways to Incorporate Lecture Breaks to Reinforce Learning
June 18 - Helois Rutigliano

- Description: The objective of this presentation was to: demonstrate practical ways to effectively incorporate “pauses” (reflective learning experiences) into teaching and to highlight the powerful benefits of faculty-based learning circles.

Barriers to Academic Performance: Cognitive Distortions Explained
July 17 - Bethany Colaprete & Valerie Russo

- Description: Some may say achievement is of up most importance in veterinary school. Mastering the content can be an essential component to becoming a competent veterinary professional. Some may argue learning is the key and mastery is on a continuum. Whatever your philosophy or teaching pedagogy, there can be challenges, even barriers, to learning and performance. This workshop addressed the most common cognitive distortions that impact a person’s peak performance by sharing the research and highlighting some examples in the academic arena. Effective strategies on how to overcome these challenges were also discussed.

Using Survey Technology in the classroom - some new tools for your toolbox
July 24 - Rachel Halsey, DVM

- Description: Ever wonder how surveys are designed or what makes a good survey question? Perhaps more importantly, how can you use this technology in a classroom setting rather than just as an evaluating tool? This workshop covered the basics behind the university’s free on-line survey tool (Qualtrics) and discussed examples of how to apply these tools in some novel ways in the classroom.

Syllabus Design: Terms and Conditions or Learning Partnership?
July 30 - Amy Nusbaum

- Description: In this Teaching Toolkit, participants were introduced to a novel approach to syllabus design that uses visual elements and warm language to help establish positive student relationships. Research was presented that supports the notion of these syllabuses can be used as a relationship-building tool. Participants were also introduced to one tool that made these changes possible. Participants left with at least one syllabus change that would better promote relationships with students.
The Summer Program Influence & Implementation:

The CVM Teaching Academy summer program has been going strong for 8 years. Data collected over the past 7 years are summarized below.

Book/journal club -

- 2014: Teaching Professor Newsletter archived articles (May 2014 to December 2012);
- 2016: Selected Journal Articles

Tool Kit Series Implemented in 2017 - 2019

### Total Attendance

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### # of Participants

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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 $5,000 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. COE incentive: An additional $3,000 is available for proposals that feature a substantive collaboration with faculty co-investigators in the WSU College of Education.

**2018-19 Educational Research Grants included:**

<table>
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<tr>
<th>Title</th>
<th>PI</th>
<th>Co-PI</th>
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<tr>
<td>Development and Validation of an equine abdominalocentesis models</td>
<td>Dr. Jamie Kopper (VCS)</td>
<td>Dr. Jennifer Gold (VCS)</td>
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</tbody>
</table>

**Hypothesis/Objectives:** The objective of this project is to validate our previously developed model as a tool that improves learning outcomes associated with performing an equine abdominalocentesis. Our central hypothesis is that use of an equine abdominalocentesis model will increase student confidence, proficiency, and objective structured clinical evaluation scores (OSCEs) compared to traditional lecture and observational learning.

**Study Design:** 40 pre-clinical veterinary students will be divided into two groups of 20. One group will receive traditional lecture-based instruction. The other will also have access to the equine abdominalocentesis model for practice. Then, student confidence and competence performing an equine abdominalocentesis will be assessed by clinicians blinded to the instruction method and using self-assessment surveys. Data will be assessed utilizing a Kolmogorov-Smirnov test and assessed using parametric or non-parametric tests as indicated by normality. Significance will be set at p<0.05 for all tests.

**Expected Results:** Use of a validated equine abdominalocentesis model will improve student confidence and competence when performing abdominocenteses on live horses. Validation of this model will result in a cost effective tool to enhance our ability to train competent day-one ready veterinarians in the face of decreasing budgets, increasing class sizes and decreasing availability of teaching animals for invasive procedures.

**Significance:** Veterinary students need opportunities to master day-one ready skills, such as performing equine abdominocenteses. Current challenges impede successfully obtaining this objective. These challenges include: increasing class size, decreasing availability of teaching animals, increasing ethical concerns with using teaching animals, a variable and decreasing clinical case load and owner perceptions. The combination of these obstacles make it difficult to provide adequate structured learning opportunities for all students to master this skill.
<table>
<thead>
<tr>
<th>Title</th>
<th>PI</th>
<th>Co-PI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leveraging Collaborative Writing and Peer Review to Promote Learning in Prosocial Classroom Environments</td>
<td>Dr. William Davis (SMB)</td>
<td>Dr. Andy Cavagnetto (COE/SMB), Joshua Premo (SMB), Larry Collins (SMB) &amp; Michael Dunn, PhD (COE)</td>
</tr>
</tbody>
</table>

In spring 2017 we began restructuring the BIOL107 labs in an effort to improve student experience and learning in the course. The prosocial modules developed and implemented during the first round of funding were successful in that all students in BIOL107 now participate in a more prosocial experience. The goal of this grant is to take this initial success and build off of it by expanding from oral communication to written communication. We will achieve this goal by integrating collaborative writing with peer review into the current prosocial modules. This will target two goals of our ongoing research efforts in BIOL107: Goal 1) Generate prosocial classroom environments where students can more authentically experience the social aspects of scientific practice (collaboration, argumentation, and peer review), Goal 2) Leverage increased student prosocial engagement to promote student achievement.

To date our results demonstrate that we can significantly increase student prosocial engagement with peers during learning. Yet our work has been less successful in promoting student engagement in argumentative discourse. We have seen positive shifts in the likelihood of students using evidence during discussion and they spend more time focusing on science content in group discussions, but they tend to lack a critical approach to evaluating peer ideas. Integrating collaborative writing with peer review into the prosocial modules will further advance Goal #1 by a) allowing us to integrate a formal argument evaluation structure (via a review rubric) into the modules to support student critique, b) provide students with peer review opportunities that encourage critical evaluation as a microcosm of scientific peer review, c) promote student feedback skills through a focus on student-student written discourse.

Our initial efforts to promote academic achievement in BIOL107 (goal #2) were unsuccessful during spring 2017, but preliminary results from Fall 2017 (following revision) resulted in a 6.7 percentage point increase in student performance. We also found that students in the revised modules performed 6.8% better on their capstone writing assignment. This finding suggests that specific implementations of the prosocial modules may promote student writing communication. Given our previous work on student oral communication in the course, we believe that integrating more intense writing experience as part of the prosocial modules will provide substantial support for students’ written communication abilities. The proposed project will allow us to leverage the BIOL107 prosocial modules to promote the development of students’ written communication skills.
Peer Observation of Teaching Program:

Leader: Steve Hines, DVM, PhD

**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 culture would welcome peer observations and interactions, individualize faculty development of instruction, support educational innovations, and generate community-wide conversations about best teaching practices.

The evaluation of teaching in higher education is currently limited. These processes typically:

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

**Overview:** A cluster of current faculty at varied stages of their careers are trained to observe, discuss, and actively reflect with CVM instructional faculty. This provides an instructor with constructive feedback from a group of at least three trained faculty following observations of the individual's teaching activities (which can include lectures, laboratories and clinical instruction). The interactive process follows transparent guidelines. Interactions offer opportunities for guided reflection by the instructor. The process also provides an alternative source of formative and summative assessments to department chairs and promotion committees.

**2018-19 Accomplishments:**

1. Maintained an online form for sign-up: created this resource to obtain key information upon intake/request for observation and coaching. The form now allows anyone to request peer observation and begins the difficult scheduling process using automated features.
2. The program **completed peer observation with 3 CVM faculty members** from two different departments (VMP-1 and VCS-2) during 2018-19. Each scheduled observation involved approximately 25 hours of total faculty time in observations, discussions, and document preparation for each observed faculty member, thereby emphasizing the depth of the program.
3. Arrangements were made for one of our guest speakers, Dr. India Lane, to observe 2 clinical educators during rotations and provide immediate feedback during her visit.

**Future Goals:**

1. Continue peer observations in both clinical and classroom settings, adding to the pool of participants in the process. Observers consistently report the value of the process for their own teaching. Therefore, including a junior faculty member on each team is a high priority.
2. Present an update and participant panel discussion to the CVM Teaching Academy
3. Continue to promote this program to chairs, directors, and senior faculty - notably for all pre-promotion instructors approaching critical performance reviews.
4. Schedule additional rounds of observer training, recalibrating current observers while including new members into the coaching pool
5. Feedback:
   a. Work to elicit more feedback from chairs, directors, and the CVM Dean regarding the utility of this program to enhance the promotion review process for faculty with significant teaching responsibilities.
   b. Collect data with the intent of publishing on the initiative, process, and outcomes.
Professional Development

**Travel Grant:**

The College of Veterinary Medicine (CVM) Teaching Academy (TA) developed a "Professional Development Travel Grant." The grant program is designed to provide partial funding for active TA members to travel to opportunities that will enhance their knowledge, skills, and growth. This, in turn, will improve teaching and learning in 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. CVM TA members who receive travel grants are expected to provide a report and presentation of their experience and share new ideas that they brought back.

Further information can be found on the internal website.

In 2019 - The WSU CVM 6 Professional Development Grants.

<table>
<thead>
<tr>
<th>Member</th>
<th>Dates</th>
<th>Conference</th>
<th>Conference Participant &amp; Presenter:</th>
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</thead>
<tbody>
<tr>
<td>Jessie Ziegler</td>
<td>June 22-27, 2019</td>
<td>2019 Biennial Conference of the Teaching Academy of the Consortium of West Regional CVM</td>
<td>Innovative Teaching Podium Presentation: &quot;Interactive Clinical Simulation -Managing Calf Diarrhea&quot;</td>
</tr>
<tr>
<td>Raelynn Farnsworth</td>
<td>June 20-27, 2019</td>
<td>VETS 1.0 (Veterinary Education Teaching and Scholarship) Workshop &amp;</td>
<td>Conference Participant</td>
</tr>
<tr>
<td>Nicole Kelp</td>
<td>July 20-24, 2019</td>
<td>VETS 1.0 (Veterinary Education Teaching and Scholarship) workshop</td>
<td>Pre-Conference Participant</td>
</tr>
<tr>
<td>Sylvia Omulo</td>
<td>July 20-24, 2019</td>
<td>VETS 1.0 (Veterinary Education Teaching and Scholarship) workshop</td>
<td>Pre-Conference Participant</td>
</tr>
<tr>
<td>Dana Shaw</td>
<td>Aug. 19-22, 2019</td>
<td>The Institute for Teaching &amp; Learning Course to Develop Educators Skills</td>
<td>Conference Participant</td>
</tr>
<tr>
<td>Phil Mixter</td>
<td>Aug 1-4, 2019</td>
<td>Annual meeting of microbiology educators</td>
<td>Conference Participant &amp; Presenter: (2) &quot;If You Build it, They Will Come: Creating Connections Between Students and Knowledge in Varied Learning Environments; Documenting Your Teaching for Promotion and/or Tenure (Professional Development for Instructors)</td>
</tr>
</tbody>
</table>
A list of members that have received awards, grants, or recognition related to teaching and learning.

<table>
<thead>
<tr>
<th>Member</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Samantha Gizerian</td>
<td>Honors College Faculty Fellow (2018-2020)</td>
</tr>
<tr>
<td>Drs. Gary Haldorson, Chrissy Eckstrand, Steve Lampa, Cynthia Faux, Kyle Taylor, Anne Chen-Allen, Jamie Kopper, Leslie Sprunger, Patrick Wilson, Bonnie Campbell, &amp; Tandi Ngwenyama</td>
<td>2019 - Jerry Newbrey Teaching Scholars</td>
</tr>
<tr>
<td>Dr. Pamela Lee</td>
<td>Zoetis Distinguished Teacher Award</td>
</tr>
<tr>
<td>Dr. Gary Haldorson</td>
<td>Zoetis Award for Pre-Clinical Teaching - WIMU</td>
</tr>
<tr>
<td>Dr. Briedi Gillespie</td>
<td>Zoetis Award for Pre-Clinical Teaching - WIMU USU</td>
</tr>
<tr>
<td>Drs. Jennifer Gold, &amp; Tandi Nwgenyama</td>
<td>Richard Wescott Clinical Teaching Scholars</td>
</tr>
<tr>
<td>William B Davis</td>
<td><strong>Grant:</strong> WSU College of Veterinary Medicine Education Research Grant</td>
</tr>
<tr>
<td></td>
<td>&quot;Fostering Increased Scientific Collaboration by Seeding Prosocial</td>
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<tr>
<td></td>
<td>Experiences within Laboratory Environments&quot; $15,500 (total costs)1/1/17-12/31/19.PI:William B. Davis</td>
</tr>
<tr>
<td>Drs. Johanna Rigas, &amp; Briedi Gillespie</td>
<td>Reviewer for Howard Huges Medical Institute Excellence Grant Panel, April</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td>Dr. Mary Sanchez-Lanier</td>
<td>CVM Undergraduate Excellence in Teaching Award - 2019</td>
</tr>
<tr>
<td>Dr. Erika Offerdahl</td>
<td><strong>NSF Grant:</strong> &quot;The RISE Program - Research in&gt;Interdisciplinary STEM</td>
</tr>
<tr>
<td></td>
<td>Education (Award Date May 16, 2019)</td>
</tr>
</tbody>
</table>
The Regional Teaching Academy (RTA) was established in 2012 to identify, share, and leverage expertise across the six institutions in the Consortium of West Region Colleges of Veterinary Medicine. The RTA supports 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 are nominated to a three year term by current RTA Fellow or the Dean of a member institution. Fellows are expected to be actively engaged in the mission of the RTA, which is to serve as a working group for the benefit of educators at all of the Consortium member institutions.

**Initiatives:**

![Diagram of initiatives](image)

*Figure designed by Dr. Joie Watson, DVM, PhD, DACVIM - UC-Davis*

**Faculty Development:**

**WSU Committee Members:** Samantha Gizerian (Chair), Steve Lampa, Susan Matthew (Chair-elect), Heloisa Rutigliano (Secretary)

Having developed educational modules for faculty new to instruction, the Faculty Development working group (FDWG) has presented those modules as an integrated program, VETS 1.0, twice previously. Following these initial presentations, VETS 1.0 was revised and presented as a pre-meeting workshop at the UC Davis biennial meeting in June 2019, along with the pilot presentation of a new VETS 2.0 program, designed to follow VETS 1.0, and developed in 2018-2019. A study on the impact of VETS training was submitted to the Journal of Veterinary Medical Education (JVME), and has been accepted. The FDWG is now considering revisions to the VETS 2.0 program, and the potential development of a VETS 3.0 program.
Local Peer Observation:

**WSU Committee Members:** Gary Haldorson, Linda Martin

The Local Peer Observation working group has created two instruments to facilitate peer observation in both small group/clinical settings and large group/didactic settings. A survey of RTA members was conducted this year to assess the value of the instruments from both observer and observee standpoints, as well as the use of peer observation outputs in tenure and promotion. An overwhelmingly positive response was documented by those using and receiving input from the instruments. Results of this survey, along with documentation of the multi-institution collaborative development process, and description of the instruments, were submitted as a manuscript to JVME (published). The manuscript is to be featured in a special thematic issue on inter-institutional collaboration. The Peer Observation instruments are currently widely available by download through the RTA website.

External Peer Review of Teaching

**WSU Committee Members:** Phil Mixter (Chair), Steve Hines, Erika Offerdahl


Distributed a call for submission of promotion packets to review: 0 packets submitted. (Although WSU had mandated the RTA process for instructional faculty, the dean elected to postpone the requirement for one year due to late notification of faculty already developing their promotion packets.)

Manuscript accepted for publication: "An Inter-Institutional External Peer Review Process to Evaluate Educators at Schools of Veterinary Medicine." IN PRESS JVME, 2020.

Abstract accepted for AAVMC 2020 Annual Meeting - 2 hour workshop: "Assessing professional educators: Improving promotion dossiers and the review process for more meaningful outcomes."

Abstract accepted and presented at the ASM Conference for Undergraduate Educators 2019 Annual Meeting - 45 minute workshop entitled "External Peer Review of Teaching Initiative of the Teaching Academy of the Consortium of the West Region Colleges of Veterinary Medicine."
Membership

WSU CVM Teaching Academy Steering Committee:

11 Members: Steve Hines (Chair); Julie Cary; Bethany Coloprate; William Davis; Samantha Gizerian; Linda Martin; Susan Matthew; Phil Mixer; Lynne Nelson; Rene Scalf; and Leslie Sprunger.

Description: The Steering Committee is the governing body 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.

Current Membership: Total of 68 members

- Steve Hines, DVM, PhD, DACVP (Director)
- Andrew Allen, DVM, PhD
- Suzanne Appleyard, PhD
- George Barrington, DVM, PhD, DACVIM
- Thomas Besser, DVM, PhD, DACVM
- Kay Brothers, PhD
- Ronald Brown, PhD
- Jessica Bunch, DVM
- Bonnie Campbell, DVM, PhD, DACVS
- Julie Cary, DVM, MS, DACVS
- Annie Chen-Allen DVM, MS, DACVIM (Neurology)
- Bethany Coloprate
- William Davis, PhD
- Rick DeBowes, DVM, MS, DACVS
- William Dernell, DVM, MS, DACVS
- Chrissy Eckstrand, DVM, PhD
- James Evermann, MS, PhD
- Kelly Farsworth, MSDVM, DACVS
- Raelynn Farsworth, DVM
- Cynthia Faux, DVM, PhD, DACVIM
- John Gay, DVM, PhD, DACVP
- Samantha Gizerian, PhD
- Lisa Gloss, PhD
- Jennifer Gold, DVM, DACVIM, DACVECC
- Jillian Haines, DVM, MS, DACVIM (Int. Med)
- Gary Haldorson, DVM, PhD
- Rachel Halsey, DVM
- Consetta Helmick, PhD
- Breeana Hubbard
- Heiko Jansen, PhD
- Doug Jasmer, PhD
- Rob Keegan, DVM, DACVA
- Nicole Kelp, PhD
- Jamie Kopper, DVM
- Steve Lampa, PhD
- Mary Sanchez Lanier, PhD
- Pamela Lee, DVM, MS, DACVIM (Cardiology)
- Martin Maquivar, PhD
- Linda Martin, DVM, MS, DACVECC
- Susan Mathew, BVSc, PhD, BSc
- Norah McCabe, PhD
- Craig McConnel, DVM
- Robert Mealey, DVM, PhD, DACVIM
- Phil Mixer, PhD
- Lynne Nelson, DVM, MS, DACVIM (Internal Medicine, Cardiology)
- Danielle Nelson, DVM, PhD, DACVP
- Tandi Ngvenyama, DVM
- Roberta O’Conner, DVM
- Erika Offerdahl, PhD
- David Prier DVM, PhD
- Tania Perez, DVM, MS
- Jennifer Ronngren, DVM
- Rene Scalf, CVT, LVT
- Devendra Shah, BVSc, MVSc, PhD
- Diana Short, DVM,
- Steve Simasko, PhD
- Jennifer Slovak, DVM, MS, DACVIM (Int. Med)
- Cleverson Souza, DVM, PhD, DACVP (Clinical)
- Leslie Sprunger, DVM, PhD
- Bert Tanner, PhD
- Lane Wallet, DVM
- Susan Wang, PhD
- Jane Wardrop, DVM, MS, DACVP
- Jennifer Watts, PhD
- John Wenz, DVM, MS
- Patrick Wilson, DVM, MS

2019 Annual Report compiled and designed by Rachel Halsey, DVM

CVM Teaching Academy Program Coordinator