

Curriculum Vitae

Rachel L. Halsey, DVM
Washington State University
College of Veterinary Medicine
(541) 377-0930
r.halsey@wsu.edu

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Education

Math and Science Education PhD 2017- Present

Washington State University College of Education,
Department of Teaching and Learning

Anticipated Preliminary Exam – Fall 2024

Anticipated Dissertation Defense: Spring 2027

I am currently pursuing an educational PhD, as it complements my research interests of improving educator Professional Development in medical education; changes in teaching behavior of individuals and the influence those behaviors have on the teaching community. I am interested in exploring innovative ways to engage students in the learning program.

Applied Educational Research Methods Graduate Certificate December 2022

Washington State University College of Education

The (18 credits) [educational courses](#) provided a solid foundation to educational research, specifically within my interest of medical education.

Doctor of Veterinary Medicine (DVM) 2006

Oregon State University/Washington State University College of Veterinary Medicine

Senior thesis: "The Use of Ultrasound in Bovine Reproduction"

B.S. Veterinary Medicine 2003

B.S. Animal Science, Production 2001

B.S. Animal Science, Science/Pre-veterinary 2001

B.S. Agricultural Education 2000

University of Idaho, College of Agricultural and Life Sciences

Associates of Science in Agriculture, Transfer 1997

Blue Mountain Community College

Employment Information

Professional Experience: Academic Positions

Current Positions:

Assistant Director, Diagnostic Challenge (50%)

College of Veterinary Medicine (CVM), Department of Veterinary

Aug. 2014 - Present

Microbiology and Pathology and CVM Dean's Office, WSU, Pullman, WA

Administrative Professional, Diagnostic Challenge

Jan. 2012 – Aug 2014

CVM, WSU, Pullman, WA

Department of Veterinary Microbiology and Pathology

Coordinate, collaborate, organize, and implement the Diagnostic Challenge (DC) exercise (held twice during the fall semester). Facilitate, develop, and implement change and innovation to the program, including educational material, DC curriculum modifications, data collection, data analysis, donor outreach projects, and educational conference presentations. Collaborate and communicate with diverse audiences of stakeholders and alumni. In collaboration with other CVM departments and support personnel, coordinate the semester scheduling necessary to make the DC complement the second-year curriculum and necessary scheduling aspects. Enhance, maintain, and manage the DC websites productivity and visual effectiveness.

Administrative Professional/Program Coordinator - CVM Teaching Academy (50%) Jan. 2012 – Present

CVM, WSU, Pullman, WA CVM Dean's Office

Coordinate, organize, and manage faculty development programs to improve teaching and educational leadership skills in the form of workshops, seminars, guest speakers, and summer programs. Collaborate and communicate with a diverse audience. Design and administer survey questionnaires; Develop, analyze, and disseminate data from workshop and presentation surveys results. Manage all workshop logistic details, websites, materials, and handouts, etc. Schedule, organize and manage other formal and informal faculty development activities. Design, manage, and disseminate announcements and other forms of media to publicize faculty development events and materials. Manage and organize travel for incoming speakers and WSU CVM faculty/staff traveling to meetings/workshops/conferences. Assist in the preparation and submission of educational grant proposals. Support and help lead experiments relevant to teaching and learning in the CVM, including design and analysis of metrics to assess the effectiveness of teachers and teaching methods. Manage, track, and report program budget. (Link to descriptions of [Faculty Development Workshops](#) and [Guest Speakers](#))

Executive Coordinator (Consulting)

The Teaching Academy of the Consortium of West Region Colleges of Veterinary Medicine (RTA) Aug. 2012 - Present

Coordinate, manage, and assist various committees and working groups from seven regional institutions; develop and maintain the organization's website; design, develop, and distribute communication material; assist the chair and treasure as needed; organize all event details and coordinate events. Continue to enhance, network, and collaborate with a community of practice of colleagues/educators with similar interests in teaching and learning. Contributed to the dissemination of faculty development innovations through peer-reviewed literature ([3 published articles in 2020](#)) ([Link to RTA events](#))

Previous Academic Positions:

Assistant Director, College Recruitment

College of Agricultural and Life Sciences Academic Programs, University of Idaho, Moscow, ID June 2008 – Dec. 2011

Administrative Assistant II

CALS, Academic Programs, University of Idaho, Moscow, ID Aug 2007- June 2008

Student Coordinator

CALS, Department of Food Science & Toxicology, University of Idaho, Moscow, ID Jan – Aug. 2007

Project Specialist

CALs, Academic Programs, University of Idaho, Moscow, ID

Jan – Aug. 2007

Interim Student Recruitment Coordinator

CALs Academic Programs, University of Idaho, Moscow, ID

Aug. 2006 – Jan. 2007

*Student/Part-Time Experience:***Clerical**

The Biomedical Communication Unit, WSU, Pullman, WA

Aug. – Dec 2004

Clerical

College of Veterinary Medicine, Teaching Hospital, WSU, Pullman WA

Aug. – Dec 2004

Data Analyst/Receptionist

Umatilla Extension Agency, Oregon State University, Pendleton, OR

Summer: 2001-2004

Shift Clerk

Hermiston Foods, LLC, Hermiston, OR

Summer: 1999-2004

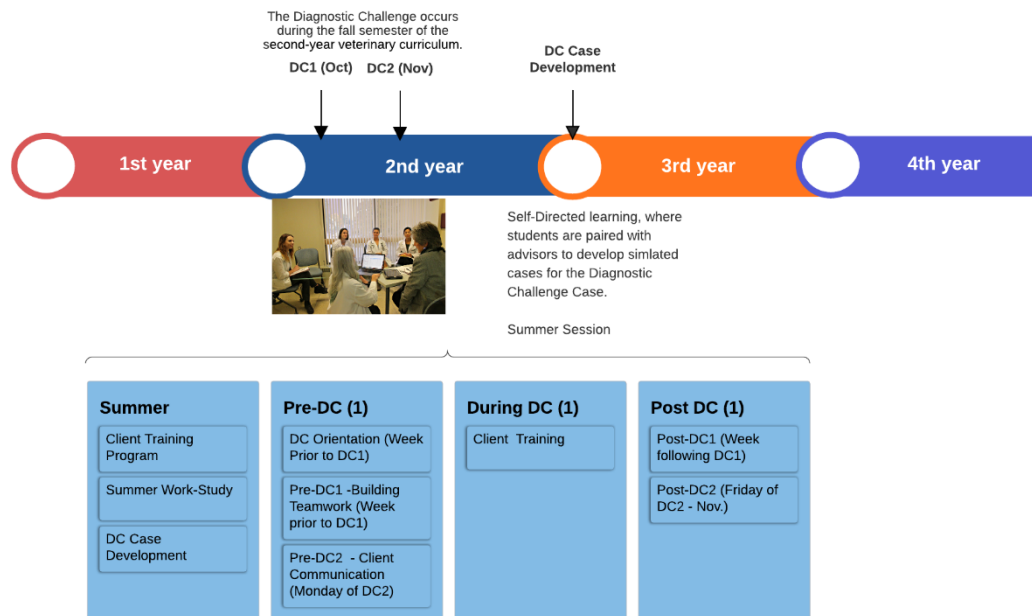
Teaching Experience

Courses Taught at Washington State University: 2014 - present

CVM Diagnostic Challenge (DC) Program: Fall Semester (Grades are incorporated into Sys. Path and Bacteriology)

Background: Washington State University's annual Diagnostic Challenge (DC) has continued to be an innovative educational approach to learning since 1991. It is a multidisciplinary, multi-day clinical simulation positioned early in the Doctoral of Veterinary Medicine (DVM) curriculum (*Fall, Y2*) and designed to improve critical reasoning skills. The DC relies on situated learning theory, where student learning occurs through interaction and collaboration with peers, simulated clients, and experts who serve as facilitators. There are two DCs during the fall semester – DC1 in October and DC2 in November. Students must communicate with clients, develop diagnostic and therapeutic plans given a client's financial constraints, function independently and within a team, create a presentation and printed education material, and demonstrate their clinical reasoning skills throughout. I insure the course is meeting the learning objectives, as well as focusing on both the formative and summative assessment and data analysis. I have separated my responsibilities of teaching into two categories (Pre-DC and During DC).

Washington State University, College of Veterinary
Medicine - Diagnostic Challenge



- Course level: Professional Core Curriculum, 2nd year DVM Students
- Link to the external program site: <https://vetmed.wsu.edu/education/dvm/discover-our-program/curriculum/diagnostic-challenge/>
 - Manage [student](#) and [volunteers website material](#)
- Role: Assistant Director (2014- Present); Administrative Assistant (2012-2014); and Organizer
- Evidence of Effectiveness: Formative & Summative Evaluations, Focus Groups, Interviews

Pre – Diagnostic Challenge (Spring-Summer):

Case-Based Learning in Veterinary Pathology (DC Case Development) (VM 503, formally Vpa 501) – 1 credit

I work very closely with Dr. Jeff Abbott (Director of the Diagnostic Challenge) in this course. In my role, I assist in the organization of the course, from implementing the call for applications to the logistical portions. This is a self-directed course, where students are paired with advisors, and work independently to develop a case for the Diagnostic Challenge. The course meets 3 times over the given summer, first to outline course objectives and planning strategies. The second is a mid-way progress meeting, where students present their cases for group discussion and feedback. The final presentation is structured like a grand round presentation of their completed case.

- Course level: Professional Elective Curriculum, 3rd year DVM Students
 - An independent study wherein students learn clinical reasoning and the diagnostic process by working closely with a faculty advisor and instructional team to create a new teaching case.
- Role: Co-Instructor: Abbott, J. & Halsey, R.
- Instructional technique(s): Student-centered and self-directed learning, group discussion, independent learning, Individual reflection and peer review, Virtual and remote learning

- Material Developed: Client Script Outline; application and selection process; marketing; final case submission rubric

<u>Year</u>	<u>VM 503/Vpa501</u>	<u>Cases Developed</u>	<u>Est. Class (hrs)</u>
Summer 2022	8 students/7 advisors	7 cases	~10 hrs
Summer 2021	12 students/13 advisors	8 cases	~10 hrs
Summer 2020	6 students/8 advisors	6 cases	~8 hrs
Summer 2019	9 Students/10 Advisors	9 Cases	~8 hrs
Summer 2018	10 Students/11 Advisors	8 Cases	~8 hrs
Summer 2017	14 Students/12 Advisors	11 Cases	~11 hrs
Summer 2016	17 Students/8 Advisors	8 Cases	~8 hrs
Summer 2015	13 Students/9 Advisors	7 Cases	~7 hrs
Summer 2014	10 Students/9 Advisors	6 Cases	~7 hrs
Summer 2013	8 Students/8 Advisors	6 Cases	Admin Assistant
Summer 2012	8 Students/10 Advisors	7 Cases	Admin Assistant

**Note: Occasionally students would be paired on 1 case & 1 advisor; or a new advisor would be paired with an experienced advisor.*

CVM Diagnostic Challenge Client Training Program

I developed the training program for our volunteers to reinforce a consistent experience for our students going through the DC program. This enhances the student's learning experience with a consistent simulated client experience. Our volunteers are often parents of students or spouses of facilitators with varied backgrounds. The objectives are to equip new and returning volunteers with the tools and confidence necessary to participate in an effective simulation. At the same time building a sense of community among the clients to inspire future support. I coordinate and organize all training material (starting late spring, summer, and into the fall). I am responsible for all training sessions/material, problem-solving during the moment, and assessment of the program.

- Course level: Adult Education -Volunteer Training
- Role: Instructor
 - Link to event: <https://hub.wsu.edu/dc/clients/>
- Instructional technique(s): Online, Video models, Small group discussions, self-directed learning
- Evidence of Effectiveness: Student Evaluations, Interviews, Focus Groups, Feedback

<u>Year</u>	<u>Clients</u>	<u>Est. Lecture (hrs)</u>
2022	13 New Clients/16 Returning Clients (29)	~12 hours
2021	6 New Clients/20 Returning Clients (26)	~12 hours
2020	10 New Clients/18 Returning Clients (28)	~12 hours
2019	12 New Clients/15 Returning Clients (27)	~12 hours
2018	13 New Clients/12 Returning Clients (25)	~12 hours
2017	10 New Clients/18 Returning Clients (28)	~12 hours
2016	7 New Clients/18 Returning Clients (25)	~12 hours
2015	13 New Clients/12 Returning Clients (25)	~12 hours
2014	17 New Clients/11 Returning Clients (28)	~12 hours
2013	13 New Clients/11 Returning Clients (24)	~12 hours

CVM Diagnostic Challenge Facilitator Continue Education (CE) Credit Program

We have established partnerships with clinicians and alumni who volunteer their time and efforts to provide a unique learning environment for our students. Involved in the program are veterinarians

who represent a broad spectrum of the veterinary medical industry in both the private and public sectors. Most of the facilitators are alumni of the WSU CVM program. The program hosts approximately 26 to 35 volunteer facilitators each year. A minimum of thirteen facilitators is required for DC1 (October) and thirteen facilitators are required for DC2 (November), with additional new facilitators shadowing the experience with an assigned mentor. To provide value and benefits for our facilitators participating in the DC program, I developed two CE courses. (1) Teaching and Learning (5 credits) course - facilitators guide students in a simulated case-based exercise in which they apply clinical reasoning skills at several stages throughout the process for either DC1 or DC2. (2) A clinical course in which facilitators are assigned a DC case and are responsible for leading students through that case during the program. At the conclusion of the DC, the case needs to be evaluated for completeness and prepared for future use. My responsibility is to coordinate and organize all CE materials and registrations. In addition to developing all materials, I am also responsible for developing additional CE modules.

- Course level: Adult Education -Volunteer Training
- Role: Instructor
 - Link to event: <https://hub.wsu.edu/dc/ce-credit/>
- Instructional technique(s): Online and Video models (articulate 360), Small group discussions, self-directed learning
 - Developed a Professional Development Module ([5 Microskills Training Module](#)) for future CE credit – piloted fall 2022.
- Evidence of Effectiveness: Reflection critiques and essay, Feedback

<u>Year</u>	<u>Facilitators</u>	<u>Est. Lecture (hrs)</u>
2022	15 New /16 Returning (31) - RACE CE	~10 hours
2021	8 New /11 Returning (19) - WA State CE	~10 hours

CVM Diagnostic Challenge Summer Internship Program

As part of the DC, I developed a summer internship program to assist with innovation projects and routine tasks. In order to be considered for the position, students apply and are interviewed. We have categorized projects according to a list of needs for the coming fall and leveraged the strengths of the student's experience to enhance the program. Through weekly meetings and assigned projects, I provide guidance and leadership to the students.

- Internship Position: Professional Elective Curriculum, 3rd year DVM Students
- Role: Supervisor/Advisor

The table below is the list of the completed projects:

<u>Year</u>	<u>Internship</u>	<u>Completed Projects</u>
Summer 2022	1 Students from CVM Class of 2024	Educational Material <ul style="list-style-type: none"> • Contributed to the Facilitator Training Module for CE Credit Organization: <ul style="list-style-type: none"> • Adding Forms to the student TEAMS
Summer 2021	1 Student from CVM Class of 2023	Educational Material <ul style="list-style-type: none"> • Updated Orientation scavenger hunt handout & module • Developed a “handy dandy Website” document Organization: <ul style="list-style-type: none"> • Facilitator/Client Folders

		<ul style="list-style-type: none"> Went through all the cases selected for this fall, described high and low yield problems. Inventory DC cases Teams: <ul style="list-style-type: none"> Developed Student Navigating Teams Document Determining the best use of material/support for students
Summer 2020	1 Student from CVM Class of 2022	<p><i>Fall of 2020, the DCs is moving to a digital format due to COVID 19. The focus of the summer help was to prepare for this transition.</i></p> <p>Organization:</p> <ul style="list-style-type: none"> OneDrive: <ul style="list-style-type: none"> Student Instructions Determining the best use of material/support for students Review and edit all documents/videos for repetition, converting to digital format where needed. Enhancing existing documents based on student feedback <p>Educational Material</p> <ul style="list-style-type: none"> Developed SOAP expectation form
Summer 2019	3 Students from the CVM Class of 2021	<p>Technology:</p> <ul style="list-style-type: none"> Updated DC Student Website (including focus group discussion) Implemented Articulate 360 (DC Orientation Module & Facilitator Info Module) Added Grand Rounds student evaluations to Top Hat <p>Marketing Material:</p> <ul style="list-style-type: none"> Thank you Donor Poster; What is DC? Poster; DC Door Signs Produced several DC Videos (Facebook) Scheduled DC Facebook Posts from Summer through Fall; Developed material for the posts <p>Organization:</p> <ul style="list-style-type: none"> Facilitator/Client Folders Grand Round Printing Organized DC Cases/Folders/Spreadsheet <p>Case Development:</p> <ul style="list-style-type: none"> Revised DC-055: Canine Food Allergy Case
Summer 2018	2 Students from the CVM Class of 2020	<p>Educational Material:</p> <ul style="list-style-type: none"> Based on Student Feedback: <ul style="list-style-type: none"> Updated the DC Orientation Module (Redesigned into video) Redesign DC Orientation Scavenger Hunt/Quiz DC Grand Rounds “Handy Dandy Checklist” <p>Marketing Material:</p> <ul style="list-style-type: none"> DC Informational Brochures: <ul style="list-style-type: none"> Student, Client, Facilitator, & Overall DC <p>Organization:</p> <ul style="list-style-type: none"> Facilitator/Client Folders Grand Round Printing Facilitator Daily Reminders

Summer 2017	2 Student from the CVM Class of 2019	<p>Educational Material:</p> <ul style="list-style-type: none"> • Based on student feedback: <ul style="list-style-type: none"> ○ Updated the DC Orientation Module: Added videos (1) “how to access/download the clinical pathology lab form & email it” & (2) “how to develop a grand round presentation” • Updated all DC Lab forms and price guides based on VTH. <ul style="list-style-type: none"> ○ Assisted in converting the forms to digital forms • Developed the “Handy Dandy DC Checklist” <p>Organization:</p> <ul style="list-style-type: none"> • Facilitator/Client Folders • Grand Round Printing • Facilitator Daily Reminders
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During – Diagnostic Challenge (Fall):

Diagnostic Challenge Orientation Event

The DC Orientation is an introduction presentation presented to the second year class a week prior to the Diagnostic Challenge program. In an effort to decrease the cognitive load on the students I developed, a multimedia “DC Orientation Module” designed to be completed prior to the orientation. This presentation is co-presented, where my role is to discuss the upcoming Pre-DC activities and introduce the small group activity. Since the development of the module (2016), we continue to update and improve the program based on feedback.

- Course level: Professional Core Curriculum, 2nd year DVM Students
- Role: Co-Instructor
- Instructional technique(s): Didactic, group discussion, educational technology
- Material Developed: DC Orientation Module developed (2016); Website Scavenger Hunt (small group activity), Assessment Material
 - Link to orientation module - https://engage.vetmed.wsu.edu/dc_orientation_module/

<u>Year</u>	<u>Co-Instructors:</u>	<u>DC Orientation Presentation</u>	<u>Est. Class (hrs)</u>
Fall 2022	Abbott, J. & Halsey, R.	97 Students	~2 hours
Fall 2021	Abbott, J. & Halsey, R.	101 Students	~2 hours
Fall 2020	Hines, S. & Halsey, R.	100 Students	~2 hours
Fall 2019	Hines, S. & Halsey, R.	101 Students	~1.5 hours
Fall 2018	Hines, S. & Halsey, R.	101 Students	~1.5 hours
Fall 2017	Hines, S., McConnell, C., & Halsey, R.	101 Students	~2 hours
Fall 2016	Hines, S., Haldorson, G., Fricke, S., & Halsey, R.	102 Students	~2 hours
Fall 2015	Hines, S., Haldorson, G. & Halsey, R.	102 Students	~1.5 hours
Fall 2014	Hines, S., Haldorson, G. & Halsey, R.	97 Students	~1.5 hours
Fall 2013	Hines, S., Haldorson, G. & Halsey, R.	97 students Pullman/ 27 Students Logan**	~2 hours

Fall 2012	Hines, S., Haldorson, G. & Halsey, R.	102 Students	~2 hours
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*** The WSU CVM has two locations for their second year class (Pullman Campus & Logan Campus). Fall 2013 –Logan had their first 2nd year CVM Class – The DC1 program was hosted on the two separate campuses that year a week apart. Since that time, the DC1 event runs simultaneously on both campuses.*

Pre-Diagnostic Challenge Program (October)

Having the 2nd year students work in their Clinical Teams (assigned teams of 4-5 students) on what to expect for their first DC, expectations, and how to work as a team; Co-Presented in 2 sessions (2 hour/session).

- Course level: Professional Core Curriculum, 2nd year DVM Students
- Role: Co-Instructor
- Instructional technique(s): Didactic, small group discussion, think-pair-share, multimedia

<u>Year</u>	<u>Co-Presenters:</u>	<u>DC Orientation Presentation</u>	<u>Est. Class (hrs)</u>
Fall 2022	Abbott, J. & Halsey, R.	97 Students	~4 hours
Fall 2021	Abbott, J. & Halsey, R.	101 Students	~4 hours
Fall 2020	Hines, S. & Halsey, R.	100 Students	~4 hours
Fall 2019	Hines, S. & Halsey, R.	101 Students	~4 hours
Fall 2018	Hines, S. & Halsey, R.	101 Students	~4 hours
Fall 2017	Coleprete, B., Russo, V. & Halsey, R.	101 Students	~4 hours
Fall 2016	Coleprete, B., Russo, V. & Halsey, R.	102 Students	~4 hours
Fall 2015	Chapman, C. & Halsey, R.	102 Students	~4 hours
Fall 2014	Chapman, C. & Halsey, R.	97 Students	~4 hours
Fall 2013	Ruby, K. & Halsey, R./Chapman, C. & Halsey, R.	97 students Pullman/ 27 Students Logan	~6 hours
Fall 2012	Deb & Halsey, R.	102 Students	~4 hours

***Fall 2013 – Logan had their first 2nd year CVM Class having DCs in Logan.*

Post-Diagnostic Challenge Program

To maximize the DC learning, the 2nd year students are asked to both give and receive feedback about their performance from their peers (360 degree feedback). My role is to assist in the facilitation of the discussion, and be available if needed once students start their feedback session. Co-Presented in 2 sessions in October (2 hour/session); since 2018, the November Post-DC2 activity was moved to student directed format. Starting in 2020 the entire program was moved to a digital format.

- Course level: Professional Core Curriculum, 2nd year DVM Students
- Role: Co-Instructor
- Instructional technique(s): Didactic, small group discussion, Reflective practice, multimedia

<u>Year</u>	<u>Co-Presenters:</u>	<u>Post-DC1 Presentation</u>	<u>Post-DC2 Presentation</u>	<u>Est. Class (hrs)</u>
Fall 2021	Abbott, J. & Halsey, R.	101 Students		~2 hours
Fall 2020	Hines, S. & Halsey, R.	101 Students		~2 hours
Fall 2019	Hines, S. & Halsey, R.	101 Students		~4 hours

Fall 2018	Hines, S. & Halsey, R.	101 Students		~4 hours
Fall 2017	Coleprete, B., Russo, V. & Halsey, R.	101 Students (DC1) & 130 Students (DC2)		~6 hours
Fall 2016	Coleprete, B., Russo, V. & Halsey, R.	102 Students (DC1) & 131 Students (DC2)		~6 hours
Fall 2015	Chapman, C. & Halsey, R.	102 Students (DC1) & 132 Students (DC2)		~6 hours
Fall 2014	Chapman, C. & Halsey, R.	97 Students (DC1) & 129 Students (DC2)		~6 hours
Fall 2013	Ruby, K. & Halsey, R./Chapman, C. & Halsey, R.	97 students Pullman (DC1)/ 27 Students Logan (DC1) & 124 Students (DC2)		~8 hours
Fall 2012	Deb & Halsey, R.	102 Students (DC1/DC2)		~6 hours

***Fall 2013 – Logan had their first 2nd year CVM Class having DCs in Logan.*

CVM Teaching Academy:

The [CVM Teaching Academy](#) supports the growth of educators through a multitude of activities and events that promote professional development focused on teaching and learning.

Peer Observation of Teaching Program

A peer-driven process to enhance teaching and curriculum development in the college, encourage innovation, and lead to more effective assessment of teaching progress. As part of the observation team, my role is to discuss goals and expectations of the process, observe the candidate, reflect on the observation, and contribute to the summary letter.

- Course level: Professional Development (educators)
- Instructional technique(s): Reflection, observation

Year	Semester	Observee	Role	Contact Hours	Teaching
2023	Spring	Sabrina Hoehne	Observer	4	Didactic
2022	Spring	Vishal Murthy	Observer	4	Didactic
2022	Spring	Sarah Guess	Observer	4	Clinical
2022	Spring	Sarah Guess	Observer	6	Didactic
2021	Fall	Laura White	Observer	6	Didactic

Discussion Series (Book Club)

Each session is devoted to a specific chapter or topic in a chosen book. It is my responsibility as a Co-Instructor to develop weekly handouts that correspond with each chapter, outline discussion topics, develop engagement opportunities for participants, and to co-lead each session.

- Course level: Professional Development (educators)
- Role: Co-Instructor
- Instructional technique(s): small group discussion, think-pair-share, multimedia

<u>Year</u>	<u>Co-Instructor:</u>	<u>Subject</u>	<u># Sessions</u>	<u>Attendance</u>	<u>Est. Discussion (hrs)</u>
Summer 2022	Matthew, S. & Halsey, R.	James M. Lang. Small Teaching:	3		~ 3 hours
	Halsey, R. & Larson, R.	Everyday Lessons from the Science of Learning, John Wiley & Sons, Incorporated, 2016. ProQuest Ebook Central.	3		~ 3 hours
Spring 2022	Matthew, S. & Halsey, R.	James M. Lang. Small Teaching:	6		~ 6 hours
	Halsey, R. & Larson, R.	Everyday Lessons from the Science of Learning, John Wiley & Sons, Incorporated, 2016. ProQuest Ebook Central.	3		~ 3 hours

Courses Taught at the University of Idaho: 2006-2011

College of Agricultural and Life Sciences (CALs), Agricultural Ambassadors (Ag 495: Special Topics) – Fall (2 credit) & Spring (1 credit)

This course rekindled my interest in teaching and serves as a foundational point in my career. This course is a selective elective, where the students apply and interview to become an ambassador of CALS, representing the college throughout the state and at national events. My role as an instructor was to prepare these students for the leadership role and equip them with the needed knowledge to represent the college/university. At the same time providing lifelong skills.

- Course level: Undergraduate elective curriculum, 2nd year and beyond
- Role: Advisor/Instructor
- Instructional technique(s): Active learning pedagogy, small group discussion, didactic classroom, Student-centered and self-directed learning,
- Evidence of effectiveness: In-class note cards, student evaluation, paired assignments, peer observations, college recruitment numbers

<u>Year</u>	<u>Ag 495</u>	<u>Est. Lecture (hrs)</u>
Fall 2011	28 Students	~40 hours
Spring 2011	32 Students	~20 hours
Fall 2010	32 Students	~40 hours
Spring 2010	21 Students	~20 hours
Fall 2009	21 Students	~40 hours
Spring 2009	17 Students	~20 hours
Fall 2008	17 Students	~40 hours
Fall 2006	20 Students	~30 hours

College of Agricultural and Life Sciences, Peer Mentor Program (Ag 404: Special Topics) – Fall (1 credit)

This was a pass/fail course where current students were paired with incoming students as peer advisors/mentors to assist in the transition to the university. My role was to instruct these mentors on their responsibilities and provide leadership/advising when necessary.

- Course level: Undergraduate elective curriculum, 2nd year and beyond
- Role: Advisor/Co-Instructor
- Instructional technique(s): Active learning pedagogy, small group discussion, Student-centered and self-directed learning,
- Evidence of effectiveness: Student evaluation, End of the semester reflection assignment

<u>Year</u>	<u>Ag 404</u>	<u>Est. Lecture (hrs)</u>
Fall 2011	24 Students	~15 hours
Fall 2010	16 Students	~15 hours
Fall 2009	17 Students	~15 hours
Fall 2008	12 Students	~15 hours
Fall 2006	20 Students	~15 hours

College of Agricultural and Life Sciences, Recruitment Internship (Ag 398) - Spring 2 credits (1-2 student) & Fall 1 to 2 credits (2 students)

I supervised 1-2 students per semester on special projects (Mom’s Weekend Wine & Cheese Tasting Fundraiser; eNewsletters, Ag Days (large fall recruitment event), preparing CALS Extension College 101 Curriculum, and Career Fair).

- Course level: Undergraduate elective curriculum, 2nd year and beyond
- Role: Advisor/supervisor
- Instructional technique(s): Small group discussion
- Evidence of effectiveness: None available

<u>Year</u>	<u>Ag 398</u>
Fall 2011	1 Student
Spring 2011	2 Students
Fall 2010	1 Student
Spring 2010	1 Student
Fall 2009	1 Student
Spring 2009	1 Student

College of Agricultural and Life Sciences Multicultural Scholars Program: 2006-2011

Developed assignments & tasks; organized meetings; Maintained student participation in the program; distributed & organized applications as specified in the USDA Multicultural Scholars Program grant; maintained contact with USDA NIFA grant.

- Course level: Undergraduate- USDA NIFA Funded Grant program to provide a full ride scholarship to multicultural students.
- Role: Advisor/supervisor

<u>Grant Cycle</u>	<u>Students</u>
12/1/2011-07/01/16	5 Students
12/16/2007-07/01/2012	10 Students
Fall 2008	6 Students

Presentations

Invited Guest Professional Development Presentations

- Halsey, R.** (May 17, 2023) *Keep it Simple! Designing Effective Multimedia Learning Resource*. Washington State University College of Veterinary Medicine Teaching Academy Summer Toolkit Seminar Series, Pullman, WA. (20 attendance; hybrid)
- Halsey, R. & Guess, S.** (February 24, 2023) *Enhancing Teaching: Active Learning Strategies*. Washington State University College of Veterinary Medicine Teaching Academy Designing, Aligning, and Refining Teaching (DART) Workshop, Pullman, WA, (19 attendance).
- Halsey, R.** (November 9, 2022) *Using Online Surveys in Teaching and Research – Part 2: Developing Questions*. Washington State University College of Veterinary Medicine Teaching Academy Brown Bag Seminar Series, Pullman, WA, (10 attendance).
- Halsey, R.** (November 2, 2022) *Using Online Surveys in Teaching and Research – Part 1: How to use Qualtrics*. Washington State University College of Veterinary Medicine Teaching Academy Brown Bag Seminar Series, Pullman, WA, (10 attendance).
- Halsey, R.** (September 12, 2019) *Herding cats: Preparing diverse and geographically separated sets of simulated clients for an immersive weeklong exercise*. Washington State University College of Veterinary Medicine Teaching Academy Brown Bag Seminar Series, Pullman, WA, (10 attendance).
- Halsey, R.** (July 24, 2019). *Using survey technology in the classroom – some new tools for your tool box*. Washington State University College of Veterinary Medicine Teaching Academy Teaching Tool Kit Series workshop, Pullman, WA, (6 attendance).
- Halsey, R. & Lampa, S.** (May 3, 2017). *CVM Teaching Academy – Summer Teaching Tool Kit Overview*. Washington State University College of Veterinary Medicine Teaching Academy Teaching Tool Kit Series workshop, Pullman, WA, (25 attendance).
- Halsey, R.** (March 2, 2017). *Using Mentor Commons*. Presented to the Graduate Students & House Officers as Teaching Academy Educators Initiative, (25 attendance).
- Halsey, R. & Lampa, S.** (September 23, 2016). *Summer Journal Club Review & What is Perusal?* Washington State University College of Veterinary Medicine Brown Bag Seminar Series, Pullman, WA, (25 attendance).
- Halsey, R. & Lampa, S.** (May 19, 2016). *CVM Teaching Academy – Summer Journal Club Informational Presentation*. Washington State University College of Veterinary Medicine Teaching Academy Summer Program, Pullman, WA, (25 attendance).
- Hines, S. & Halsey, R.** (February 8, 2013). *Diagnostic Challenge: A general description of DCs*. Gave a brief overview presentation to first year USU class and spoke about the proposal to come to Pullman for DC2 (30 attendance).
- Hines, S. & Halsey, R.** (February 7, 2013). *Diagnostic Challenge and USU Proposal*. Presented to a small group of faculty and staff in Logan, UT. Discussing the overview of DCs and the proposal to bring students to Pullman (20 attendance).

Halsey, R. (February 8, 2012). *Overview on the changes to Teaching Academy website and my role.* Washington State University College of Veterinary Medicine Teaching Academy Brown Bag Seminar Series, Pullman, WA, (35 attendance).

Halsey, R. (February 8, 2012). *CVM Teaching Academy Updates.* Washington State University College of Veterinary Medicine Teaching Academy Brown Bag Seminar Series, Pullman, WA, (30 attendance).

Halsey, R. (September 2011). Structuring Leadership with Current Students. Presented at the Western Region Teaching Symposium, Moscow, ID, (10 people).

Halsey, R. & Foltz, J. (September 2009-2011). *What the College of Agricultural & Life Sciences has to offer & Ambassador Program.* (150 people) Guest speaker, presented in AVS 109 (Animal & Veterinary Orientation).

Halsey, R. & Foltz, J. (Fall 2008-2010). What the College of Agricultural & Life Sciences has to offer. Guest speaker, presented in AVS 101 (Animal & Veterinary Orientation-100 students) & ASM 112 (Intro to Agricultural System Management – 25 students).

Graduate School Presentations:

As a graduate student, the instructor on record for the given course asks students to deliver a seminar presentation or lead a lecture. The presentations below are listed as reference, as many of them are centered on education or my research area.

November 2, 2022: TCH LRN 584: Research in Teaching Mathematics and Science Education: Co-Lead a presentation and discussion: *Measuring Teaching* (12 attendance; 3 hour engaging lecture).

March 3, 2022: TCH LRN 531: Frameworks for Research in Mathematics and Science Education: Lead a discussion of Problem Based Learning Framework: *Problem Based Learning & Theories of Teaching & Learning in Health Professional Education* (16 attendance; 45 minute engaging lecture).

October 20, 2021: TCH LRN 581: Learning and Development in Mathematics and Science. Co-presented: Research Method Presentation – Selected article: O'Brien, B. C., & Battista, A. (2020). Situated learning theory in health professions education research: A scoping review. *Advances in Health Sciences Education*, 25(2), 483–509. <https://doi.org/10.1007/s10459-019-09900-w> (16 attendance; 45 minute engaging lecture).

September 15, 2021: TCH LRN 581: Learning and Development in Mathematics and Science. Co-presented: Research Method Presentation – Selected article: Driver, R., Asoko, H., Leach, J., Mortimer, E., & Scott, P. (1994). Constructing Scientific Knowledge in the Classroom. *Educational Researcher*, 23(7), 5–12. (16 attendance; 45 minute engaging lecture).

April 15, 2020: Ed Res 563: Principles of Research. Co-presented: *Collecting Qualitative Data.* My Section - *Addressing Triangulation* (23 attendance; 1 hour lecture).

February 26, 2020: EdMthSci 598: Research Seminar in Mathematics and Science Education. *Seminar presentation on my recent co-authored article in press - Veterinary Educator Teaching and Scholarship (VETS): A case study of a multi-institutional faculty development program to advance teaching and learning* (6 attendance; 1 hr lecture)

November 7, 2019: T&L 521: Models of Teacher Education and Development. *Facilitating an Interactive Learning Experience* (10 Attendance; 1.5 hr lecture).

February 27, 2019: EdMthSci 598: Research Seminar in Mathematics and Science Education. Seminar presentation: *Essentials of Survey Design* (10 attendance; 1 hr lecture).

November 27, 2018: Ed Res 562: Epistemology, Inquiry, and Representation. *Co-presented: Issues of Quality and Validity* (35 attendance; 3 hr lecture).

September 25, 2018: Ed Res 562: Epistemology, Inquiry, and Representation. *Co-presented: Post-Modernism & Pragmatism in Educational Research* (35 attendance; 3 hr lecture).

December 6, 2017: Ed Psych 570: Program Evaluation. *Co-presented: Evaluability Assessment: College of Veterinary Medicine Teaching Academy* (15 attendance; 2 hr lecture).

May 2016: Ed Psych 503: Advanced Educational Psychology: Multimedia Learning. *Developing an Effective Multimedia Resource to Prepare Second Year Veterinary Students for the Diagnostic Challenge* (10 attendance; 3 hour lecture).

Educational and Recruitment Presentation, University of Idaho, College of Agricultural & Life Sciences

Undergraduate:

March 3, 2011 *College of Agricultural & Life Sciences Ambassador Program* (75 people) presented at the Regional Ambassador Conference.

November 19, 2010 *College of Agricultural & Life Science – Recruitment talking points* (30 people) presented at the College Unit Coordinating Workgroup training session.

August 2010 *Expectation & Responsibilities of the Ambassador Program*. (35 people) Presented at Ambassador Social March 2009-2012 & Ambassador Retreat.

August 2009 *Planning your oral presentation: Two “why” questions & six easy steps to public speaking success*. (35 people) Presented at Ambassador Retreat.

High School:

March 2011 *College of Agricultural & Life Sciences – Majors, Clubs, & Possibilities* (40 people) presented to Salmon River High School GEARUP program.

April 7, 2011 *Can you hear me now?* (25 people) presented at the State Idaho FFA Leadership Conference.

2008-2011 *Why go to College? Why University of Idaho* (class size range from 15-50) presentation at various high schools in Washington, Oregon, & Idaho.

2008-2011 *Majors offered at the University of Idaho* (class size range from 15-50) presentation at various community colleges in Washington, Oregon, Idaho & California.

April 2009 & 2010. *Idaho Teach Ag Workshop* (50 people) presented at the State ID FFA Leadership Conference.

June 2009 *Can you hear me now? Developing valuable communication skills* workshop (35 people). Presented at Idaho 4-H Teen Conference.

June 2007 & 2008 *Conquer those 2 scary words...ORAL REASONS!* workshop (35 people); Presented at Idaho 4-H Teen Leadership Conference.

Spring 2009 *Majors & careers within the College of Agricultural & Life Sciences* (25 people) presented to the College Assistance Migrant Program (CAMP).

Undergraduates:

September 16, 2008 *What's new at UI College of Agricultural & Life Sciences* (35 people) presented to the Washington Association of Agriculture & Natural Resource Instructors (Community Colleges)

Faculty/Staff Members

May 18, 2011 *SMART Communication Training* Workshop (200 people) presented as part of the training team tasked with the next phase of SMART Communication training presenting to the University of Idaho's frontline staff.

December 2009 *CALS Recruitment & Retention* (15 people) Presented to Associate Vice President of Enrollment Management & team.

October 2009, February 2010, & April 2010, October 2010. Participated & presented in the Enrollment Outreach Retreat (50 people).

Scholarship Activity

Publications

Peer-reviewed publications

Gordon-Ross, P. N., Kovacs, S. J., **Halsey, R. L.**, West, A. B., & Smith, M. H. (2020). Veterinary Educator Teaching and Scholarship (VETS): A Case Study of a Multi-Institutional Faculty Development Program to Advance Teaching and Learning. *Journal of Veterinary Medical Education*, e20190089. <https://doi.org/10.3138/jvme-2019-0089>.

Assisted in: design and implementation of the workshops that comprise the faculty develop program; development and implementation of the assessment instruments; data analysis; and manuscript preparation.

Hassel, D. M., Fahie, M., Löhr, C. V., **Halsey, R. L.**, Vernau, W., & Gorman, E. (2020). Inter-Institutional Collaboration for the Development of a Local Peer Observation Process to Enhance Teaching. *Journal of Veterinary Medical Education*, 47(5), 555–569.

<https://doi.org/10.3138/jvme-2019-0093>

Developed and implemented the survey instrument; assisted in: data analysis, manuscript preparation, and responding to reviewer concerns.

Barr, M., Hines, S., Sprunger, L. K., **Halsey, R.**, Watson, J. Mixer, P., Hendrickson, D., Schmidt, P., Chappell, P., Dowers, K., Clark, T., & Ikiw, J. (2020). An Inter-Institutional Collaboration to “Make Teaching Matter”: The Teaching Academy of the Consortium of West Region Colleges of Veterinary Medicine. Accepted for publication, *Journal of Veterinary Medical Education*, e20190102. <https://doi.org/10.3138/jvme-2019-0102>

Executive Coordinator for the Teaching Academy, managing logistical operations of the program. Assisted in manuscript preparation.

Abstracts and Presentations – National/International Conferences

Matthew, S, Mixer, P., Abbott, J. & **Halsey, R.** Enhancing Teaching Through Peer Observation and the 5E Model of Instructional Design. Peer Reviewed 1.5 hour Conference Workshop for the Veterinary Educators Symposium 2023 Annual Conference, Amarillo, TX, October 27, 2023

Matthew, S. & **Halsey, R.** (July 6, 2023) Teaching Academy Learning Communities: Sustainable Professional Development? Peer reviewed podium presentation at VetEd 2023 (International symposium of Veterinary School Council): Oral Short Communication: Staff Development and Evaluation category, in Edinburgh, Scotland.

Matthew, S, Mixer, P., Abbott, J. & **Halsey, R.** (July 19, 2023). Fear-Free and Demystified: Enhancing Teaching Through Peer Observation at Washington State University College of Veterinary Medicine. Peer Reviewed Podium presentation at the Teaching Academy of the Consortium of West Region College of Veterinary Medicine Biennial Summer Conference: Teaching Innovations, Corvallis, OR (75 Attendance).

Gizerian, S., West, A., **Halsey, R.**, Matthew, S., Dowers, K., Gordon-Ross, P., Kovacs, S., Boynton, B., Lampa, S., Gillespie, B., Smith, M., Löhr, C. (2022). Maximizing instruction in the lecture setting: An interactive workshop on best practices in teaching. Peer Reviewed 4 hour Pre-Conference Workshop for the Veterinary Educators Collaborative (VEC) Conference Manhattan, KS, June 28, 2022

Halsey, R. & Hines, S. (2020). The village re-imagined: An innovative educational approach in which veterinary educators and private practitioners (alumni) are true collaborators. Accepted Peer Reviewed 45 minute Panel Discussion with DC Facilitators for the Veterinary Educators Collaborative (VEC) Conference, Manhattan, KS, June 2020 – Cancelled due to COVID-19. *Purpose: To share our multi-decade experience, the benefits/challenges involved, and recommendations on how other colleges might leverage their faculty effort by better collaborating with private practice. Participants will learn why students, alumni, and faculty consider the DC such a high impact, flagship program at WSU.*

Gizerian, S., West, A., **Halsey, R.**, Matthew, S., Dowers, K., Gordon-Ross, P., Kovacs, S., Boynton, B., Lampa, S., Gillespie, B., Smith, M., Löhr, C. (2020). Maximizing instruction in the lecture setting: An interactive workshop on best practices in teaching. Accepted Peer Reviewed 4 hour Pre-Conference Workshop for the Veterinary Educators Collaborative (VEC) Conference Manhattan, KS, June 2020 – Cancelled due to COVID-19.

Purpose: The goal of the program is to support faculty who want to do more than just “stand and deliver” information. The emphasis, however, is not on replacing the lecture with a completely different approach to teaching (e.g., PBL, TBL), but on strategies for increasing classroom interaction and active learning in existing teaching structures.

Abstracts, Poster, and Presentations – Local/Regional Conferences

Halsey, R., & Abbott, J., (July 19, 2023). [Training the Facilitator: Developing an eLearning module to enhance clinical teaching for a high-fidelity role-playing simulation](#). Peer Reviewed Podium presentation at the Teaching Academy of the Consortium of West Region College of Veterinary Medicine Biennial Summer Conference: Teaching Innovations, Corvallis, OR (75 Attendance).

Halsey, R., & Abbott, J. (2022). Veterinary Medical Facilitators for an Experiential Learning Activity: Perceived Roles and Application. Peer Reviewed Poster Presentation for the Veterinary Educators Collaborative (VEC) Conference, Manhattan, KS, June 29, 2022.

West, A. & **Halsey, R.** (June 28, 2022). Facilitating an Interactive Learning Experience at the Veterinary Educators Collaborative (VEC) Pre-Conference Workshop, at Manhattan, KS. (2 hour session, 35 attendance)

Halsey, R., Abbott, J., & Hines, S. (July 15, 2021). Lessons learned from transitioning an immersive weeklong simulation designed to improve clinical reasoning skills to an online platform. Peer Reviewed Podium presentation the Teaching Academy of the Consortium of West Region College of Veterinary Medicine Biennial Summer Conference: Teaching Innovations, Virtual Conference (75 Attendance).

Halsey, R. & Boynton, B. (July 10, 2021). Facilitating an Interactive Learning Experience Workshop. Veterinary Educators Teaching & Scholarship (VETS) Pre-Conference Workshop, Virtual Conference. (2 hour session, 15 attendance)

Matthew, S. & **Halsey, R.** (July 11, 2021). Backward Design: Putting Objectives, Instruction and Assessment Together Workshop. Veterinary Educators Teaching & Scholarship (VETS) Pre-Conference Workshop, Virtual Conference. (2 hour session, 15 attendance)

Halsey, R. & Hines, S. (June, 25 2019). An immersive, situated learning exercise that strengthens veterinary students’ clinical reasoning and interpersonal skills. Peer Reviewed Poster and podium presentation the Teaching Academy of the Consortium of West Region College of Veterinary Medicine Biennial Summer Conference: Educational Scholarship, Davis, CA (75 Attendance).

Halsey, R. (June 24, 2019). Herding cats: Preparing diverse and geographically separated sets of simulated clients for an immersive weeklong exercise. Peer Reviewed Podium presentation the

Teaching Academy of the Consortium of West Region College of Veterinary Medicine Biennial Summer Conference: Teaching Innovations, Davis, CA. (75 Attendance).

Matthew, S. & **Halsey, R.** (June 24, 2019). Backward Design: Putting Objectives, Instruction and Assessment Together Workshop. Veterinary Educators Teaching & Scholarship (VETS) 1.0 Pre-Conference Workshop, Davis, CA. (15 attendance)

Halsey, R. (July 13, 2017). Using a multimedia approach to prepare students for a complex multiday learning experience. Peer Reviewed Podium presentation the Teaching Academy of the Consortium of West Region College of Veterinary Medicine Biennial Summer Conference: Teaching Experiments, Fort Collins, CO. (75 attendance)

Grants and Contracts

Awarded grants/contracts as co-investigator

AVMA SCAVMA/SAAVMA Faculty Advisor Grant Program (\$1,000)

Host a Clinical Teaching Focused Workshop – Dr. India Lane (July 14-16, 2016)

Co-PI: Hines, S. & **Halsey, R.**

This in-kind grant is intended to support faculty events that will promote educational development, professional development, and leadership training. The funds were used to support [Dr. India Lane presenting a two day workshop focusing on clinical teaching](#). My responsibility was to organize, implement, and assess the workshop.

United States Department of Agricultural, National Institute of Food & Agricultural (NIFA) – Higher Education Multicultural Scholars Program (MSP) (\$180,000)

University of Idaho Multicultural Scholars Program: Dates: 12/1/2011-07/01/16

Co-PI: Foltz, J. & **Halsey, R.**

The goal of the University of Idaho College of Agricultural and Life Sciences Multicultural Scholars Program (UI CALS MSP) was to increase the number of multicultural students in UI CALS. Academic and scholarship support was provided to participants to promote retention and provide for mentoring and training of undergraduate multicultural students pursuing degrees in food and agricultural sciences to allow them to complete a baccalaureate degree.

United States Department of Agricultural, CSREES - Higher Education Multicultural Scholars Program (MSP) (\$120,000)

University of Idaho Multicultural Scholars Program: Dates: 12/16/2007-07/01/2012

PI: Foltz, J; Co-I: **Halsey, R.**

As Co-Investigator I assisted in writing and submitting the grant. Once received, I was responsible for the selection of MSP scholarship applicants, advising the MSP students, developing a curriculum to support retention. For dissemination purposes, I was responsible for submitting annual grant progress reports and attending the Project Directors and Beneficiaries meeting in Washington, DC.

Internally Funded Awards:

CVM Teaching Academy- Professional Development Travel Grant (\$750)

Principle Investigator. Travel grant to attend the Veterinary Educator Collaborative (VEC) in Cornell, Ithaca, NY (Awarded - April 9, 2018).
This in-kind grant is intended to support professional development travel.

Grants submitted - not funded

United States Department of Agricultural, CSREES, “University of Idaho Multicultural Scholars Program” Dates: 12/16/2009-07/01/14, Requested \$170,000

United States Department of Agricultural, CSREES, Higher Education Challenge Grant, “Creating New Leaders: Developing Academic and Professional Skills in Undergraduate Students in the College of Agricultural and Life Sciences at the University of Idaho” January 2007, requested amount \$175,527

Coordinated Professional Development Events

The Teaching Academy of the Consortium of West Region Colleges of Veterinary Medicine (RTA): 2012 - Current

Teaching in the Online and Hybrid Settings sharing sessions

Role: Co-Facilitator: West, A. & Halsey, R.

- Coordinated, developed, and implemented an opportunity for educators across six institutions to collaborate and share their experience of teaching in an online and hybrid setting. Organized and distributed all communications about the sessions; and maintained resources. Developed and distributed survey after the session.

Dates/Locations:

- Summer 2020 (Wednesday Afternoons: July 8 – Aug 12), Virtual and Remote Teaching via Zoom
 - July 29, 2020 – Facilitated and lead the discussion

Biennial Summer Conference

Role: Executive Coordinator and Conference Planning Committee member

- Planned and organized all practical aspects of the event, i.e. registration, catering, lodging, room set up, parking, and supplies. Designed, developed, and distributed conference website, digital communication, and assessment tools. Prepared and managed conference budget and reimbursements. Designed, organize, and implemented the networking activity at the start of the conference (2021, 2019, 2017, 2015)

Dates/Locations:

- July 2023, Corvallis, OR
- [July 2021, Virtual Conference](#)
- [June 2019, Davis, CA](#)
- [July 2017, Fort Collins, CO](#)
- July 2015, Pullman, WA
- July 2013, Corvallis, OR

RTA Winter Meeting Coordinator

Role: Planned and organized all practical aspects of the event, i.e. catering, lodging, room set up, parking, and supplies. Communicated with all committee members across the six institutions, designed assessment tools, Prepared and managed meeting budget and reimbursements.

Dates/Locations:

- January 2023, Tuscan, AZ
- January/February 2021, Virtual Meetings
- January/February 2020, Phoenix, AZ
- February 2019, San Diego, CA
- June 2018, Denver, CO
- January 2017, Davis, CA
- January 2016, Pomona, CA
- January 2015, Davis, CA
- February 2013, Salt Lake City, UT

Veterinary Educators Teaching and Scholarship (VETS) Workshop

The goal of the VETS program is to support veterinary and biomedical faculty in the use of student-centered teaching strategies and in best practices for designing instruction. The VETS program focused on strategies designed to engage students in the classroom, clinic, or laboratory settings. Topics will include facilitating interactive learning experiences, writing learning objectives, constructing and deconstructing exams, and strategies for receiving feedback on instruction.

Role:

1. **Executive Coordinator** - Planned and organized all practical aspects of the event, i.e. catering, lodging, room set up, parking, and supplies. Communicated with all committee members, designed assessment tools, Prepared and managed meeting budget and reimbursements.
2. **VETS Workshop Co-Instructor:**
 - Halsey, R.** & Boynton, B. (July 10, 2021). Facilitating an Interactive Learning Experience workshop (2 hours). Veterinary Educators Teaching & Scholarship (VETS) Virtual Pre-Conference Workshop,
 - Matthew, S. & **Halsey, R.** (July 11, 2021). Backward Design: Putting Objectives, Instruction and Assessment Together Workshop (2 hour). Veterinary Educators Teaching & Scholarship (VETS) Virtual Pre-Conference Workshop,
 - Matthew, S. & **Halsey, R.** (June 24, 2019). Backward Design: Putting Objectives, Instruction and Assessment Together Workshop. Veterinary Educators Teaching & Scholarship (VETS) 1.0 Pre-Conference Workshop, Davis, CA.

Dates/Locations:

- [July 10-12, 2021](#) (Virtual VETS Workshop)
- [June 22-25 \(VETS\)](#) and [June 25-27, 2019, Davis, CA](#)
- [July 9-11, 2017, Fort Collins, CO](#)
- September 2016, Corvallis, OR

Washington State University, College of Veterinary Medicine Teaching Academy

CVM Teaching Academy Summer Tool Kit Series: 2017- Current

My role includes organizing, scheduling, developing a marketing plan, developing assessment tools, distributing assessments, analyzing data, and reporting findings. In order to meet the needs of our community, I identify individuals and organize topics and presenters for each session. I have the opportunity to network with individuals who are experts in their respective fields through my involvement.

<u>Year</u>	<u>Number of sessions</u>	<u>Total Attendance</u>	<u>Average Attendance</u>
2022	6	81	14
2021	3	21	7
2020	6	133	22
2019	8	139	17
2018	8	136	15
2017	9	220	23

CVM Teaching Academy Faculty Development Workshops: 2012- Current

My responsibilities include organizing, developing a marketing plan, developing assessment tools, distributing the assessments, analyzing the data, and reporting the findings. Attending these events has allowed me to gain experience through my involvement in these activities. Additionally, I have had the opportunity to network with these invited guest speakers.

March 23-25, 2022 – Dr. Diana Hassel, DVM, PhD, DACVS, DACVECC, Clinical Sciences Department Equine Section Head and Professor, Equine Emergency and Critical Care at the College of Veterinary Medicine and Biomedical Sciences at Colorado State University. Dr. Andrew West, PhD is the Assistant Dean of Teaching and Learning & Director of the Academy for Teaching and Learning at the College of Veterinary Medicine and Biomedical Sciences at Colorado State University.

Peer Observation Workshop: “See One, Do One, Teach Better!”

- Workshops included: “See One, Do One, Teach Better!” Enhance your teaching skills by giving constructive feedback on peer examples. Visiting experts from Colorado State University will lead the program using video examples of both clinical and didactic teaching. (Attendance 13 & 9). “Dive Deeper into Peer Observation” Extend your skills in peer observation and constructive feedback by analyzing peer teaching examples. Clinical and didactic feedback keys will be used to generate constructive feedback on video observations. Visiting experts from Colorado State University, Dr. Andrew West and Dr. Diana Hassel, will lead the discussion using video examples of both clinical and didactic teaching (Attendance 15)

March 13-14, 2019 – [Dr. David Irby, PhD](#) - Professor Emeritus of Medicine and Senior Scholar in the Center for Faculty Educators, University of California San Francisco and [Dr. Sandrijn van Schial, MD, PhD](#) - Baum Family Presidential Chair for Experiential Learning, Professor of Pediatrics and Director of Faculty Development for the Learning and Healthcare Ecosystem, University of California San Francisco

Teaching Symposium: “Improving Learning Environments: Improving Learning Environments in the Health Professions: What do we know and how can we do it?”

- Workshops & Seminars included: “Plenary 1: Improving Learning Environments: How should we think about them? Where do we begin?” (Attendance 78); “Plenary 2: Exemplary Learning Environments: A Vision” (Attendance 68); “Workshop 1: Optimizing Learning Environments: Creating Vision and Actionable Plans (individual and institutional)” (Attendance 46); “Plenary 3: Exemplary learning

environments: Integration of diverse perspectives to achieve success.” (Attendance 53); “Workshop 2: Did you really mean to say that? Debriefing after a professionalism lapse: Tips for teachers” (Attendance 46); “Workshop 3: Is it hot in Here? Creating a Positive Learning Climate in My Teaching.” (Attendance 40)

- 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*).

September 5, 2018 - Dr. India Lane, DVM, MS, EdD, DACVIM - *Assistant VP for Academic Affairs & Student Success and Professor at University of Tennessee College of Veterinary Medicine*

Clinical Teaching Workshop: Clinical Information on Improvement: "Thanks for the Feedback"

- Workshops included “What’s the Big Deal about Feedback?” (*House Office Seminar*) (Attendance 15); “Part 1. Next Level Feedback: What are the best strategies and words to use in formal, structured feedback settings? How can we coach and mentor learners through difficult challenges?” (Attendance 14); and “Part 2. Next Level Clinical Education” (Attendance 9)

March 21-22, 2018 – Drs. [Nicole Woods, PhD](#) - *Scientist & Associate Director, The Wilson Centre; Associate Professor -Department of Family and Community Medicine; at the University of Toronto* and [Maria Mylopoulos, PhD](#) - *Scientist & Associate Director, The Wilson Centre; Associate Professor, Department of Paediatrics, at the University of Toronto*

Teaching Symposium: The Science of Learning: How the cognitive integration of basic and clinical sciences supports expertise

- Keynote Lecture: How we know what isn’t so: Reconsidering the value of basic science (Attendance 58); Workshop series included: “Preparing learners to be the experts we need” (Attendance 40); “Teaching strategies for cognitive integration” (attendance 37); and “Assessment matters: Aligning assessment with curricular goals” (Attendance 50)
 - The 84 total people that attended the symposium 6 different WSU colleges, from at least 3 campuses (*Pullman, Spokane, Bozeman*)

July 14-15, 2016 - Dr. India Lane, DVM, MS, EdD, DACVIM - *Assistant VP for Academic Affairs & Student Success and Professor at University of Tennessee College of Veterinary Medicine*

Clinical Teaching

- Workshop series included: Teaching on the Run (attendance 35); The Clinical Teacher/Feedback in the Clinical Setting (attendance 23); Making the Most of Clinic Rounds (attendance 23); Clinical Teaching Effectiveness: Assessment and Documentation (attendance 21).
 - *Workshop reached a wide variety of audiences within the College of Veterinary Medicine, with 6 departments within the*

college, with the highest attendances from Veterinary Clinical Science (VCS) department – average 76%.

NAS Summer Institute at Washington State University

- The theme for the Summer Institutes was "scientific teaching." 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, discussing teaching methods and philosophy, interactive presentations, and developing teaching materials. By the end of an 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.
 - **May 18-21, 2015** - There was 10 participants. Of those 10, 7 different WSU colleges represented.
 - **June 21-24, 2014** - There were 36 applicants interested in participating ranging from faculty, Post-docs, and PhD students. Only 26 participants were selected from 4 campuses - WSU-Pullman, WSU-Tri Cities, UI, and Spokane Falls CC - 5 WSU Colleges within 13 departments.

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

- Dr. Bender's TBL workshop 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 to be 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 (attendance AM-58; PM-43). The participants also had the opportunity to design and optimize application exercises for their own courses through the workshop process (attendance 29).

April 3-4, 2014: Dr. Lynn C Webb, Ed. D. - *Testing Consultant, Chicago, IL*

Test Writing: Getting the Best Measurement You Can

- The focus of the workshop was to inspire the participants to write excellent, clear test questions that would provide information and prepare students for standardized examinations. There were 3 main sections of the workshop – Morning Day 1 (attendance 23); Afternoon Day 1 (attendance 12); & Morning Day 2 (attendance 4).

April 8-9, 2013: Clarissa Dirks, PhD - *Associate Professor, The Evergreen State College, Olympia, WA*

“Discipline-Based Education Research Workshop”

- Offered 3 workshops: Session #1: Moving from Teaching to Research about Teaching and Learning (attendance 26); Session #2: Conducting

Discipline-Based Education Research (attendance 19); & Session #3:
Instrument Design (attendance 18)

October 22-23, 2012: Dr. India Lane, DVM, MS, EdD, DACVIM - *Assistant VP for Academic Affairs & Student Success and Professor at University of Tennessee College of Veterinary Medicine*

“Current Issues in Veterinary Medical Education”

- Presentations included The Five Minute Teacher: Fundamentals of Clinical Teaching (attendance 32); Best Practices in Peer Review in Teaching (attendance 10); and OMG! Challenges in Curricular Change (attendance 13)

April 13, 2012 – Dr. Erica Suchman, PhD - *Professor of Microbiology, Immunology and Pathology at Colorado State University College of Veterinary Medicine.*

Learning Objectives

- Dr. Erica Suchman worked collaboratively with participating faculty (and graduate students/residents) to write and/or revise course-learning objectives so that they might be more effective. (Attendance ranged from 15 to 11)

February 1-3, 2012 – Dr. Diane O’Dowd, PhD - *Professor, Department of Developmental and Cell Biology and the Department of Anatomy and Neurobiology, University of California, Irvine*

Active Learning

- Workshop series included: Keynote - Creating intellectually stimulating environment in large classes (204 attendance); Workshop #1 - Active Learning (CVM) (25 attendance); Workshop #2 - Managing and mentoring TAs in Large Classes (27 attendance); Workshop #3 - Garage Demos: Using physical models to demonstrate key concepts (28 attendance); Workshop #4 - Learn before Lecture (52 attendance);& Neuroscience Seminar - A Genetically Accurate Model of GEFS+ in *Drosophila*: Seizures to Sodium Currents (35 attendance). Including 6 other informal discussions/meetings with attendance ranging from 3-20.

CVM Teaching Academy Faculty Development Guest Speakers: 2012- Current

May 25, 2022 – Dawn DeWitt, BA, MSc, MD, Med Ed, MACP, FRACP, FRCP (*London, Hon*).
Senior Associate Dean, Founding Director CIPHERS, Inaugural Year 4 Director, Elson S. Floyd College of Medicine at Washington State University*

Beyond the “One-minute Preceptor”: Ten Tips for Engaging Students (Efficiently) in Clinical Learning

- Workshop (17 attendance)

April 7 & 14, 2021 – Regina Carey, M.Ed, *Empowerment Coach & Passion Instigator.*
Invisible Disabilities

- Now You See It; Now You Don't: Teaching a Predictable Curriculum to Unpredictable Learners – Webinar Part 1 – April 7 (33 attendance); Webinar Part 2 – April 14 (32 attendance)

February 17 & 26, 2021 – Dr. Martin O. Furr, DVM, DACVIM, PhD, MA Ed - *Professor and Head of the Department of Physiological Sciences at Oklahoma State University.*

Factors Associated with Veterinary Clinical Faculty Attrition

- Webinar: “Why Do They Leave? Challenges to Recruitment and Retention of veterinary faculty” (60 Attendance); Webinar: “Part 2 – Q & A session from previous session” (24 Attendance)

February 18-19, 2019 – [Dr. Erica Suchman, PhD](#) - *Associate Department Head for Undergraduate, Education, Professor of Microbiology, Immunology and Pathology at Colorado State University College of Veterinary Medicine.*

Exam writing & Learning Outcomes

- University wide workshop “Making Teaching Matter: Creating persuasive and evidence-based documents that support teaching” Co-presenter Dr. Phil Mixer during the Academic Outreach and Innovation Spring Teaching Forum (47 Attendance); Followed by CVM Teaching Academy seminars: “Creating Effective Exams” (15 Attendance); Seminar: “Writing Learning Outcomes” (18 attendance).

October 24, 2018 – Dr. Lisa Day, *Vice Dean for Educational Innovation, College of Nursing at Washington State University.*

Student Learning

- Seminar: “Situated Learning and the Value of Uncertainty” (15 Attendance); A discussion with the Veterinary Technicians (17 attendance)

August 15, 2018 - [Dr. Diane Ebery-May](#), PhD, *University Distinguished Professor, Graduate Director at the College of Natural Science, Department of Plant Biology at Michigan State University.*

- Provided a seminar on “Advancing Our Understanding of the Student-Centered Classroom and Science Practice-Based Instruction.” The topic is the ‘science of teaching.’ Followed by 2 workshops: “Renovated Teaching - What Is the Impact on Learning?” and “From Teaching Assistant to Teaching Statement”

May 23-24, 2018 – [Dr. Kristy Dowers](#), DVM, DACVIM, *Faculty, Clinical Science Department, College of Veterinary Medicine and Biomedical Sciences at Colorado State University.*

Improving Our Teaching (and maybe getting promoted in the process!)

- Provided a seminar on “Teaching to the Generations” (25 Attendance); Seminar: “Getting Tenure (and/or promoted) with a Teaching Emphasis” (30 Attendance); Seminar: “Incorporating Clinical Reasoning into your Classroom and Curriculum” (35 Attendance).

April 11, 2018 – [Dr. Andrew West](#), PhD, *Director of the Academy for Teaching and Learning in the College of Veterinary Medicine and Biomedical Sciences at Colorado State University.*

Improving Our Teaching

- Provided a seminar on “Strategies for a More Effective Lecture” (30 Attendance); Seminar: “Balancing Student Learning with Caseload and Hospital Efficiency” (30 Attendance);

April 2-3, 2018 – Dr. Laurie Fonken, LPC, PhD, *Coordinator for the DVM Counseling and Wellness Program for the College of Veterinary Medicine and Biomedical Sciences at Colorado State University.*

Healer's Art

- Provided a seminar on "Finding Meaning in Veterinary Medicine (FMVM)"; Seminar specifically for DVM students: "Healer's Art;" Seminar: "Healer's Art"

September 21-22, 2017 – [Dr. Julie Stanton](#), PhD, *Associate Professor, Department of Cellular Biology, Franklin College of Arts and Sciences at the University of Georgia.*

Metacognition

- Provided a seminar on "Metacognitive regulation: how students evaluate and adjust their approaches to learning biology," followed by a workshop entitled "Including Metacognition in Our Courses: Helping Students Learn through Self-Evaluation." (15 Attendance)

April 5, 2017 – Dr. Connie Remsberg, PhD - *Director of Advancement of Teaching and Learning Excellence*, and Dr. Brenda Bray, MPH - *Washington State University College of Pharmacy*

- Provided a seminar on Curriculum Revision, Delivery and Assessment followed by informal meetings with individuals.

March 23, 2017 - [Dr. Marilyne Stains, PhD](#) - *Associate Professor of Chemistry, University of Nebraska-Lincoln*

- Provided a seminar on "Capturing instructional practices in the chemistry classrooms and laboratories: New research-based tools to address both instructors' and researchers' needs" (35 Attendance) and a workshop on "The Ins and Outs of Peer Instruction: Leveraging students to promote and monitor conceptual growth in large courses" (13 Attendance)

April 28, 2016 - Dr. John Cohen, MDCM, PhD, DSc - *Professor of Immunology and Microbiology, and Medicine, University of Colorado Medical School,*

- Provided 2 formal workshop presentations – "Can Students Actually Learn in Lecture" (attendance 110) and "The 7 Essential Things You Need to Do to Give a Dynamite Talk." (attendance 106)

February 8-9, 2016 - Dr. Martin Smith, EdD - *Associate Cooperative Extension Specialist Department of Human Ecology at University of California, Davis - School of Veterinary Medicine & College of Agricultural and Environmental Sciences*

- Provided 2 formal seminars (attendance 33/18), which was followed by individual meetings and discussions.

September 10-11, 2015 – [Dr. Robert Bjork, PhD](#) - *Distinguished Research Professor - Primary Area: Cognitive Psychology at UCLA* and Dr. [Elizabeth Bjork, PhD](#) - *Professor - Primary Area: Cognitive Psychology at UCLA*

- Provided 3 formal seminars (attendance 135/96/90), and a scheduled meeting with the CVM Teaching Academy (attendance 20).

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

- Beyond Assessing Knowledge
 - Provided 2 formal seminars (attendance 53/45), 6 focused discussion based meetings with targeted audiences (attendance 25).

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
 - Provided a formal seminar (attendance 17), which was followed by individual meetings/discussions (5 meetings, total attendance 15).

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

- Using Metacognition in the Classroom
 - Developed a final report of visit.

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

- An Overview of the MSU DVM Curriculum
 - Provided 2 formal presentations (attendance 13/14) and 2 open discussions (attendance 7)

April 26, 2012 - Jan Ilkiw, BVSC, PhD, DEVVA - *Associate Dean-Academic Programs and Professor at University of California- Davis*

- The New DVM Curriculum at UC-Davis

March 7, 2012 - Jeff Klausner, DVM, MS, DACVIM - *Chief Medical Officer at Banfield Pet Hospital*

- Emerging Economic Challenges in Small Animal Practice

CVM Teaching Academy – Graduate Education Initiative: 2016-2018

Role: Co-Coordinator: 2016 - 2018

Co-organized meeting topics and activities. Made all logistical arrangements for the meetings.

Coordinated Events: Undergraduate

*University of Idaho, College of Agricultural and Life Sciences Academic Programs: 2006-2011
The following events are events that I coordinated, developed, and implemented.*

Annual Ag Days: 2006 - 2011

Ag Days was an annual recruiting event, where an average of 250 high school students ranging from 9th-12th grade and Agricultural Advisors would come to the Moscow campus for a two day event during the fall semester. My role was to design, organize, market, implement, evaluate, & manage this large event. Worked successfully with students, faculty/staff & volunteers.

Ambassador Fundraiser: Mom’s Weekend Wine and Cheese Tasting: 2009 - 2012

I was responsible for the design and implementation of this fundraiser, which continued for four years. My role was to organize, market, implement and manage the fundraiser. Organized a silent auction during the event. Worked closely with several key departments (Student Alumni Relation Board, University Dining, and President’s Office), students, & volunteers. In 2011, only 340 participants grossing about \$11,000; in 2010, 315 participants grossing about \$8,000; and in 2009, 250 students and parents and grossing \$6,000. In 2011, took first place in the event/program award category at the National Agricultural Alumni and Development Association (NAADA) conference. (https://www.naada.org/page/2011_project_winners)

CALS Career Fair Coordinator: 2007 – 2011

As part of my position in the college, I was responsible for organizing, directing, marketing, and assisting with implementation of the career fair. Communicated & collaborate closely with the Career Center office, the College of Natural Resources, & the College of Agricultural, Human, and Natural Resources at Washington State University. Worked successfully with employers, students, faculty/staff & volunteers. On average 50 employers & 250 students attend the event.

CALS Ambassador Fall Retreat: 2008-2011

Developed, organized, directed, and implemented the CALS Ambassador Fall Retreat. The retreat provides opportunities for the student to build on teamwork, leadership, and communication skills. During the retreat the students learn more about the college and the university.

CALS Ambassador Training Program (CAT) : Spring 2009 - 2012

Developed, organized, directed, and implemented the CALS Ambassador Training program. The program provides opportunities and prepares the new incoming ambassadors for the upcoming year. The program is developed to facilitate teamwork, leadership, and communication skills.

CALS Ambassador Regional Conference: Spring 2011

Coordinated, implemented, organized, and directed the CALS Ambassador Regional Conference. Worked closely with Montana State and Washington State University to combine the programs and develop an educational conference for the Ambassadors.

Food for Finals: 2006 – Spring 2008

Designed, organized, marketed, implemented & managed the “Food for Finals” event which provided CALS students with meals during the week of finals. Worked closely with all eight departments & faculty/staff to gather donations.

Honors and Awards

Certificate of Service (5 years)	2017
CVM Most Outstanding Staff Recognition Award	2014

Service

Major Committee Assignments:

National Level:

- National Agricultural Alumni Development Association (NAADA) Outreach Education Committee (2011-2012)
- NAADA Board member and Student Professional Track Coordinator (2011)
- National Agricultural Ambassador Conference Committee (2008-2009)

University Level:

- Washington State University, AOI Faculty development Committee (2018-current)
- Washington State University, Search Committee Chair – position: “Instructional Design Coordinator” (Summer 2014)
- Washington State University, Focus group member – SMB & Neuroscience undergrad programs (2012)
- University of Idaho Staff Affairs Council Member (2010-2011)
 - Chair of Staff Affairs (2011)
 - *One of my major accomplishments in this position was to set in motion the discussions and the proposal for the “Dependent Educational Fee Reduction” (50% reduction in dependent residential student tuition and fees, 2011). Which later became the Employee Educational Assistance policy (Faculty Staff Handbook #3740) approved by the university president on December 15, 2016.*
 - Staff Awards Committee Member (2011)
- University of Idaho President’s Cabinet member (2011)
- University of Idaho President Leadership Committee (2011)
- University of Idaho College/Unit Recruitment Coordinating Workgroup (2010-2011)
- University of Idaho Academic Advising Association Member (2008-2011)
 - Advising Symposium Committee member (2011)
 - Staff Representative position (2011)
- University of Idaho Enrollment Management Committee (2009-2011)
- University of Idaho Student Ambassador Committee (2011)
- University of Idaho Transfer Student Recruitment Committee (2008-2010)
- University of Idaho Etiquette Dinner Planning Committee (2008-2009)

College Level:

- WSU College of Veterinary Medicine Instructional Design Coordinator Search Committee Chair (2014)
- UI College of Agricultural & Life Sciences Career Fair Committee (2007-2011)
- UI College of Agricultural & Life Sciences Scholarship Selection Committee (2007-2011)
- UI College of Agricultural & Life Science Web Coordinator Search Committee (2011)
- Superintendent for the ID FFA Leadership Conference Job Interview CDE (2009-2011)
- UI College of Agricultural & Life Sciences Web Coordinator Selection Committee (Spring 2009)

- UI Plant, Soil and Entomological Sciences Department Administrative Assistant Selection Committee (Fall 2008)
- UI College of Agricultural & Life Sciences Academic Programs Administration Assistant Selection Committee (Summer 2008)
- UI Food Science and Toxicology Department Administrative Assistant Selection Committee (Fall 2007)

Outreach Services:

- **Advising:**
 - Meet with current and prospective students, answer questions about majors and advise them about courses and degree audit (Aug. 2006 – Dec. 2012)
 - Advised probation students during the SOAR program – January 12, 2011 (met with them 3 weeks later)
 - Advised admitted students for Vandal Friday and throughout the year (2008-2011)
- **Moscow High School Music Boosters** – Committee President (2022- Present)
- **Cub Scouts** –
 - **Moscow Pack 322** – Committee Chair (2018-2019)
 - **Genesee Pack 312** - Committee and Advancement Chair (2015 – 2017)
- **Judging/Interviewer**
 - Judged the Idaho FFA State Vet CDE - June (2013 - 2018)
 - Judged the Washington FFA State Vet CDE (2014 -2017)
 - UI AVS panel for the Vet School Mock Interviews – January 2008-2012; 2014
 - Judged the North Idaho District CDE Job Interview Contest – February 2011
 - Judged the WA FFA Leadership Conference: Job Interview CDE, May 2009
 - Judged the WA FFA Leadership Conference: Ag Communication CDE, May 2009
 - Judged the North Idaho District CDE Sales – February 2009

Professional and Scholarly Organization:

- Leadership Idaho Agriculture Alumnae (2009-2017)
- National Agricultural Alumni Development Association (2008-2012)
- National American Veterinary Medical Association (2006-2008)
- Member of American Association of Bovine Practitioners (2005 – 2008)

Professional Development Opportunities Attended

Veterinary Educator Collaborative Symposium

June 2022

Manhattan, KS – June 28 -30, 2022 – Attended the following sessions: Challenges in Teaching, Confidence and Competence, Developing the Visual Atlas: Hyflex Teaching: Small Group Activities in Traditional and Distance Learning Classrooms; Engaging Veterinary Professionals to Facilitate Situational Ethical Decision-Making; Online Lecture Capture Use by Veterinary Medical Students in 2nd Semester Physiology; Working with the Formative Assessment Rubric for Peer Evaluation of Teaching; Incorporation of Systems Thinking into Veterinary Training Curricula; One Health Scholarship; Comparing Concurrent and Consecutive Enrollment in Anatomy: Mixed Method Analysis; Curricular Cartography: A map- Makers Guide to Catalyzing Change; Creating Great Rubrics for a Variety of Assessment Uses; Selecting Appropriate Tools

to Support Student Feedback; Changing the "Game" in Veterinary Medical Education; Sharing Active Learning Materials Between Veterinary Schools.

Veterinary Educator Collaborative Symposium

June 2018

Cornell, NY – June 22-24, 2018 – “Laying the building blocks for a lifetime of Clinical Excellence. Attended the following sessions: Challenges in Teaching, Confidence and Competence, Developing the Visual Atlas: The Modular Resource Center at Cornell, Educational Technology, Facilitating Learning Through Educational Technology, Keynote: Assessing Diagnostic Reasoning, Thinking about Teaching and LEARNING, keynote: Learning Analytics: Student Feedback, New & Improved!, Concept Mapping to Promote Meaningful Learning and Facilitate Curriculum Development

Veterinary Educator Collaborative Symposium

June 2016

Calgary, Canada – June 20-21, 2016 – Attended the following Keynote Speakers series: “Community Engaged Learning” Sessions; Dr. Debrorah Kochevar – Veterinary Educator Communities as Catalysts for Global One Health Learning; Dr. Doug Myhre, – Community based and community engaged learning – what does that look like and what are the challenges? Group Activity about Community Engaged Learning; and Dr. Farhan Bhanji - Competency based education in residencies – What is happening in medicine to assess clinical competence? A look at the use of entrustable professional activities (EPAs) and milestones in the assessment of clinical performance. Workshop included: [Technology Toolbox: Designing Technology-enhanced Learning Activities](#); [Building a regional cooperative to address teaching and learning challenges shared by Colleges of Veterinary Medicine. Clinical reasoning and problem solving – are they teachable skills?](#)

Veterinary Educator Collaborative Symposium

June 2014

In Ames, IA – June 13 & 14, 2014 - Attended the following sessions: Starting and maintaining teaching academies at colleges of veterinary medicine; Peer Evaluation of Teaching; Curriculum Mapping: Different approaches toward a common goal; Using Team-based Learning as a Methodology to Develop Students’ Problem-Solving Skills and introduce them to Problem-based Learning; Students as Creators: Engagement of veterinary students in all four of Boyer’s scholarships through student-led pedagogical research projects; Providing Effective Feedback with Rubrics; Achieving High Quality Learning Outcomes Through Constructive Alignment of Learning Objectives, Teaching, and Assessment; Students doing time and creating time, service learning opportunities in unique learning environments at Louisiana State University School of Veterinary Medicine; Teaching Basic Sciences in a Clinical Context: An Innovative Approach to Teaching Students at the Royal Veterinary College; and Team Based Learning in a Subsection of a Veterinary Course: a Controlled Comparison to Standard Lectures.

University of Idaho Advising Symposium

October 2010 & September 2011

Attending the following workshops: Advising Transfer Students (discuss what issues are most important to transfer students, the resources available to advise them properly, and how to successfully navigate the complications presented by multiple transcripts.) & Career Center: Not just for students (learn what resources the Career Center can offer you and your students for internships, jobs and professional school).

Western Teaching Symposium Conference

September 2009 & 2011

Attended the conference to gather information and learn more about recruitment techniques from other universities. Gathered information about social networking and learned more about brands that fit the college. An excellent opportunity to network with other associate deans and recruiters.

National Agricultural Alumni Development Association Conference (NAADA) **June 2011 & 2009**

Attended the NAADA conference to gain and broaden my knowledge of techniques & tools utilized by other universities around the country. Had an excellent opportunity to network with others in my field & learn what other institutions are implementing in their programs; with the goal to bring that knowledge back to CALS to enhance our college.

University of Idaho Smart Communication Training **Oct. 2010 -2011**

The training focused on practical, tactical skills for successful recruiting and retention of qualified students. It emphasized the new brand platform and specific points of distinction that set us apart from the competition. This collaborative session was also an opportunity to help refine the sales and marketing materials of the university.

Joint MSP/NNF Project Directors and Beneficiaries Meeting **October 20-21, 2009**

Attended the meeting to represent the University of Idaho, College of Agricultural and Life Sciences. There was an excellent opportunity to learn more about other Multicultural Scholars program and federal government views. Great networking experience with other universities and programs.

Leadership Idaho Agriculture **2008-2009**

Concentrated study and hands-on experiences that provides enhanced skills for future leaders in agriculture, rural communities, agribusiness and governmental agencies. The program builds and sharpens personal leadership and communication skills through tours, guest speakers, panel discussions and group interaction.

Washington State University – Training Programs/workshops:

Cyber Security Awareness Training	January 10, 2023
Writing Workshop Series: Literature Review	October 19, 2022
“How do I...?” series: Advanced Literature Searching (COM)	September 15, 2022
Lecture to Learning – Reviving Dense Lectures (COM)	September 14, 2022
Engage learners, enhance voices, and advance teaching excellence (ELEVATE)	August 16, 2022
The Flipped Classroom (AOI)	April 7, 2022
VoiceThread Basics	September 13, 2021
VoiceThread and Canvas	August 19, 2021
Teaching from a Distance: Authentic Assessment	August 20, 2021
Teaching from a Distance: Community Building and Connection	August 18, 2021
Teaching from a Distance: Strategies and Best Practices	August 16, 2021
Writing Workshop Series: Literature Reviews-Spring	January 28, 2021
VoiceThread Training	December 2020
Teaching from a Distance: Community Building and Connection	June 24, 2020
VoiceThread Training	June 15, 2020
Perusall: Ensure Your Students Are Reading	April 29, 2020
CITI Training	July 2018
Responsible Conduct of Research Education - Graduate and Undergraduate Students	May 21, 2018

3 Ways to Get an Easy Win to Accessible Web Design	February 15, 2018
Working Together Effectively in Teams	September 7, 2017
Transparent Teaching and Learning: Clearer Assignments Promote Better Student Work	May 16, 2017
Collecting, Managing and Citing Reference Resources with Zotero	February 7, 2017
Faculty-Led Workshop: Motivating Students	January 10, 2017
Using Technology to Engage Student	November 9, 2016
EndNote: Beginners	September 14, 2016
Using Camtasia for Multimodal Collaboration	March 11, 2016
Mind Mapping – Faculty Led Presentation	February 11, 2016
Workplace Communication: Giving and Receiving Feedback	June 23, 2015
Writing a Teaching Philosophy Statement	March 7, 2014
Workshop: Building Successful Learning Communities	February 18, 2014
Create Your Own Basic Ebook	January 9, 2014
Adobe Pro	October 23, 2013
Assessment 101	October 21, 2013
Adobe – Creative Suite, Master Collection	June 18, 2013
Acrobat XI for Education	June 18, 2013
Voice Thread Training	June 17, 2013
Asbestos Training (required webinar)	March 13, 2013
Communication Coach training	February 2013
Mid-Career Benefit Review Session	January 2013
Travel: Electronic TEV Form Training	September 2012
Travel: Basic Forms & Procedures	August 2012
Purchasing Card Training	August 2012
Communication Course Coaches Training	June 2012
Discrimination and Sexual Harassment Prevention - An Overview	May 2012
Create Your Own Web Page	February 2012

Washington State University –Seminars

Intuition and Reasoning in Science: Experts vs. Novices	March 2017
Helping Introverts Thrive in an Active Learning Classroom	January 21, 2014
Facilitating Clickers Effectively (<i>iclicker</i>)	January 29, 2014

Webinars:

Medical Education Grand Rounds: Designing for Failure: An Instructional Approach for Future Success (<i>The Academy Harvard Medical School</i>)	January 12, 2023
Constant Contact Webinars	Jan. 24-28, 2022
Games, Gamification and Serious Games for Health Professions Educators (<i>McMaster University</i>)	September 2, 2021
14th Annual Day in FD: Academic Disrupted (<i>McMaster University</i>)	May 25, 2021
What Inclusive Instructors Do	May 19, 2021
Tips for Effective and Efficient Bedside Teaching Workshop (UW CLIME)	April 27, 2021
How to flip your class online webinar (Dr. Eric Mazur)	April 20, 2020
Student Motivation: Practical Strategies that will Increase Engagement, Learning & Persistence	September 12, 2018
Qualtrics: Best Practices for the Academic Users	June 18, 2015
Helping Introverts Thrive in an Active Learning Classroom	January 21, 2014
Facilitating Clickers Effectively (<i>iclicker</i>)	January 29, 2014

University of Idaho – Training Programs:

Campus Engagement Workshops, #1 & 2	January 2011
Conducting Effective Performance Management	January 2011
SOAR Training	January 2011
Netlearning – general overview	December 2010
UI CALS Sitecore – able to make changes to the website	December 2009
Writing Competitive Proposals: The Big Picture	Spring 2007
Finding & Responding to Funding Opportunities	Spring 2007

University of Idaho – Seminars **2007-2009**

- “A Staff Professional Development Seminar”
- “Building Your Brand through a Campus Experience”
- “Making 2-Year to 4-Year Transfer Work”
- “Using Facebook to Increase Yield and Enrollments”
- “Expanding Recruitment Efforts to Student’s Family Members”
- “Improving Student Staff in Recruitment”

NAADA Conference Call Seminars

- “Working with Administration” **February 2011**
- “Ambassador Programs” **January 2011**
- “How does your social media garden grow?” **October 19, 2010**
- “Career Fairs – Tricks of the Trade: Are you using them to their fullest potential?” **January 2010**

Veterinary Experience

Cornell University – Summer Dairy Institute, Ithaca, NY **June 4 – July 29, 2006**

- Two months of concentrated, specified, advanced learning experience for veterinarians going into the Dairy Industry.

Caine Veterinary Teaching Center, Caldwell ID **March 27- April 20, 2006**

- Provided hands-on experience with individual animal patients & herd problems (dairy, beef, & sheep). Applied food animal production medicine & management.

Hermiston Veterinary Clinic, Hermiston, OR

Dr. Rademacher, Dr. Lincoln, Dr. Pitzer **March 13-24, 2006**

- Performed routine dog/cat spay & neuters, assisted with lambing, treated feedlot cattle, assisted with bovine necropsies, bull soundness evaluations, performed routine bovine castrations, vaccinations & dehorning in a mixed animal practice. (85% small animal & 15% large animal)

Frontier Genetics, Hermiston, OR

Dr. Don Peters **March 13-24, 2006**

- 90% cattle reproduction & 10% horse reproduction

Herd Health Management, Gilbert, AZ

Dr. Alan McClure **Feb. 27-March 11, 2006**

- Evaluated & managed reproductive performance, calf management, bovine herd health, & routine vaccination at a 100% dairy practice.

Coldwater Veterinary Services, Hermiston OR

Dr. Dan VandStelt & Dr. Ryan Wedem

Aug. 23 – Sept. 3, 2005

- Evaluated & managed reproductive performance, calf management, performed routine surgery, assisted necropsies, & vaccinations at a 100% dairy practice.

University of Veterinary Medicine (Hannover, Germany)

Jul 4-20, 2005

- Provided an opportunity to experience medicine in different cultures. Participated in daily hospital treatments, farm visits, managed footrot cases, performed swine castrations, radiology, & routine vaccinations of farm animals at the small ruminant ambulatory service.