April 9, 2024

Fort Hays State University
600 Park Street
Hays, KS 67601

Dear Dr. Gillock and members of the search committee,

This letter conveys my strong interest in your Department of Biological Sciences position at Fort Hays State University. I am an Associate Professor in Biomedical Sciences at Kansas College of Osteopathic Medicine (KansasCOM), where I taught microbiology and physiology for over two years. Prior to that point, I was a tenured full professor of biology at Newman University, where I had experience teaching multiple disciplines, such as microbiology, immunology, physiology, and cell biology. I gained increased interest in medical education due to my role as a faculty facilitator in CBCL (Case-Based Collaborative Learning) small group sessions for medical students at KUMC-Wichita, which led me to pursue a career as a medical educator. I am interested in this position for several reasons. I strongly desire to teach undergraduate and graduate courses, mentor undergraduate and graduate research, and contribute to departmental and university service. This position offers an ideal mix of teaching and research opportunities at both graduate and undergraduate levels, as well as opportunities for student mentorship.

I am passionate about teaching students and creating an engaging, psychologically safe, and effective learning environment. My teaching philosophy has developed over the years. It includes ideals of life-long learning, instructor enthusiasm, effective communication and class management, organization, empathy, compassion, and engagement of students with multiple teaching methods. I have taught students and discovered that multiple teaching methods are needed to teach more effectively. I have used a variety of active learning strategies, including Case-Based Collaborative Learning (CBCL), Team-Based Learning (TBL), Game-Based Pedagogy, flipped classroom pedagogy, automated response systems, role-playing educational exercises, discussion strategies, hands-on lab activities, animations, music, and traditional lecture formats to achieve the goal of effectively educating and engaging students. My experiences and teaching philosophy have helped me adapt my teaching methods to graduate and undergraduate levels.

Furthermore, I have a strong record of high teaching performance in the undergraduate university classroom, as indicated by receiving the Teaching of Excellence Award at Newman University. I have become an innovative online teacher and have transferred many active learning strategies to the online learning environment, such as role-playing educational exercises and interactive group activities. I am proficient in the learning management systems of Canvas, Blackboard, and other online educational technology and resources. I have taught asynchronous & synchronous online, hybrid, and in-person modes of course delivery in my courses. I have enjoyed using active learning strategies in teaching students, and the active learning pedagogy utilizes many of my strengths. My greatest strengths include teaching, networking, collaboration, interpersonal communication, scheduling, organization, and team skills. Serving at Fort Hays State University would effectively use my strengths and varied skill set.

As listed in my CV, I taught various Biology courses at the undergraduate level and have trained and developed courses and programs outside my area of expertise. I am a quick learner and am willing to learn from other teaching team members. I enjoy working with faculty and staff across various

disciplines and areas of expertise. I possess the collaboration and communication skills to support faculty endeavors in curricular development, teaching pedagogies, research, and technology.

I have advised and mentored graduate and undergraduate students for over 20 years and enjoy building relationships with students as a professor and mentor. I enjoy the procedural and process planning, mentoring, scheduling, and assessment responsibilities required for this position to ensure that the students receive the best educational resources and support.

Over my career, I have gained experience in both curricular and noncurricular aspects of higher education through multiple administrative and leadership positions. As a course director at KansasCOM, I led and coordinated the curriculum development of the Trimester 1 Introduction to Medicine and Blood Modules. I created and oversaw educational Canvas modules, coordinated with faculty members teaching in the track, encouraged and facilitated strong collaboration across multi-disciplinary faculty, and ensured continuous quality improvement for the course considering assessment data. I am currently serving as Chair of the Faculty Council, and it has been my privilege to be a part of building and helping to lay the foundation of this vital part of KansasCOM. At Newman University, I served as NSP (Newman Studies Program) Coordinator and Exceptions Committee Chair, which involved coordinating and managing the general education program (NSP) and exceptions/ appeal processes at Newman University. I also had the privilege of serving as the Faculty Evaluation Committee Chair, Director of the High School STEM Programs, Biology Department Chair, and Faculty Senate President at Newman University.

During the last two years at KansasCOM, I have explored scholarly work in medical education research since there is no wet lab environment on campus. I attended national meetings with four presentations and abstracts published (one presentation in progress) in active learning strategies. I have been fascinated with scholarly pursuits involving effective communication in health professions and education and the wellness of faculty, staff, and students, especially providing educational resources to students on grit and resilience. At the undergraduate level, the student research was focused on the area of bacteriology, such as the gut microbiome and its effects on various health conditions (many were dry research projects from biology senior seminar), the viability of probiotics after ingestion, antimicrobial properties of essential oils, identification of microbial contaminants in cell cultures. I would enjoy planning and preparing research opportunities for students in the future, as needed for this position. I am willing to increase my expertise and experience by completing training in additional areas of responsibility, as Fort Hays State University requires.

I welcome the opportunity to lead, promote, and advance education at Fort Hays State University. Thank you for considering my application for this position; I am excited to use my previous administrative, teaching, curricular development, assessment, and research experience in this faculty role in the Department of Biological Sciences. The position is intriguing, and I would welcome the opportunity to discuss it in more detail.

Sincerely,

Stacy Jones, Ph.D.

CURRICULUM VITAE

STACY M. JONES, Ph.D.

1412 N. Blackstone Ct.
Wichita, KS 67235
Phone: 316-648-0164
Email: stacyjones7@yahoo.com

CURRENT POSITION

Associate Professor in Biomedical Sciences
Kansas College of Osteopathic Medicine
Wichita, Kansas

EDUCATION:

May 2003	Doctor of Philosophy (Physiology) Department of Physiology University of Oklahoma (College of Medicine – Health Sciences Center) Oklahoma City, OK
May 1997	Bachelor of Science (Magna Cum Laud)- Chemistry- Biology Combined Major Southern Nazarene University Bethany, OK

TEACHING IN MEDICAL EDUCATION AND COLLEGE/ UNIVERSITY:

POSITIONS:

Associate Professor, Department of Biomedical Sciences September 2023 – Present
Kansas College of Osteopathic Medicine, Wichita, KS.
Assistant Professor, Department of Biomedical Sciences January 2022 – September 2023

Education Assistant Professor, CBCL Facilitator August 2020-December 2021
Department of Internal Medicine
University of Kansas School of Medicine-Wichita, KS

Teaching Experience in Systems and Cell Physiology/ Biology, Microbiology, and Immunology at the 4-year university level, KansasCOM, and adjunct at KU Medical Center

- Undergraduate Medical Education:

- **Physiology:** curriculum development in specific areas of expertise within the basic science disciplines of Systems Physiology (Endocrine, Reproductive, and Gastrointestinal Systems) and Cell Physiology.
    - Collaborate with the other KansasCOM faculty members in the curriculum development of Physiology content in Musculoskeletal, Cardiovascular, Respiratory, Renal, and Gastrointestinal modules.
- **Microbiology and Immunology:** curriculum development in bacteriology and foundational immunological concepts, especially involving immunocompromised hosts, allergic reactions, and the immune system's response to pathogens.
    - Collaborate with the other KansasCOM faculty members in the curriculum development of Microbiology content in Immune, Heme, Lymph, Cardiovascular, Renal, and Gastrointestinal modules.
- Course Director and curriculum development for the Introduction to Medicine and Blood/ Immune, Health, and Lymph Modules, specifically leading the curriculum development of 3 sessions in the Introduction to Medicine module. Involved in curriculum development of Anemia and Opportunistic Infections sessions.
- Adjunct for KUMC-Wichita to help facilitate CBCL (Case-Based Collaborative Learning) small group sessions for medical students.

- College/ University Education:
    - **Physiology:** Human Physiology (Nursing and Allied Health Majors) and Human Physiology Lab.
    - **Microbiology and Immunology:** Microbiology for Science Majors, Microbiology (Nursing and Allied Health Majors), Microbiology Lab, Honors Microbiology Case Study Course, Immunology, Advanced Microbiology.
    - **Biological Sciences:** Cellular & Molecular Biology, Human Embryology, Developmental Biology Lecture and Lab, Biochemistry lecture and Lab, Genetics lecture and lab, General Biology 1 lecture and Lab, Biology Seminar, and Biology Research.
    - **General Education/ Liberal Arts:** Bioethics on Trial, Microbial Musings: Epidemics in Literature, History of Science, and Traditions and Transitions (Freshmen Orientation course)

OTHER TRAINING:

January 2023	NBOME National Faculty New Item Writing Training Virtual Workshop and Online Education Training Videos
January 2022	Knowledge of the Fundamentals of Team-Based Learning Certificate Online, Team-Based Learning Collaborative Huntington, West Virginia

CURRENT MEMBERSHIPS:

- International Association of Medical Science Educators (IAMSE)
- American Physiological Society
- American Society for Microbiology (ASM)
- Missouri Valley Branch of ASM

Scholarly Activity:

PRESENTATIONS (with published abstracts):

- **Jones S**., Shannon Curran, MS, Evans S., & Cameron Jeter, PhD. Use of Multiple Active Learning Strategies to Teach Basic Science in Preclinical Education. Poster presentation at American Association of Colleges of Osteopathic Medicine Conference, April 2024 (in progress).
- Wohlgemuth N., Evans S., & **Jones S**. *Establishing Immunology Foundations in a Team-Based Learning Format for First-Year Medical Students*. Poster presentation at American Association of Colleges of Osteopathic Medicine Conference, April 2023.
- **Jones S**, Wohlgemuth N., & Evans S. *Development and Evaluation of an Introduction to Medicine Short Course for First-Year Medical Students Using Team-Based Learning*. Poster presentation at Team-Based Learning Collaborative Conference, March 2023.
- Evans S, **Jones S**, & Wohlgemuth N. *Use of TBL Pedagogy in Teaching Principles of Metabolism to First-Year Medical Students*. Poster presentation at Team-Based Learning Collaborative Conference, March 2023.

PRESENTATIONS (with no Published Abstract):

- **Jones, S**. *TBLC Conference Debrief: Focusing on Jazz, TBL, and Improvisation Skills for Facilitators*. KansasCOM Journal Club, April 2023.

ACADEMIC SERVICE:

External Service:

- NBOME (National Board of Osteopathic Medical Examiners, National Faculty for the Clinical Department of Foundational Biomedical Sciences – Physiology Division, 2022 – current.

Internal Service:

- Wellness Advisory Council (March 2024)
- COMLEX Mentor (9 OMS 2 students; February 2024- current)
- Title IX Appellate Board (February 2024 – current)
- Academic Mentor (9 OMS 1 students; July 2023- current)
- Curriculum Committee (February 2023)
- Culture Committee (June 2023 – present)
- WASC Standard 2 Accreditation Taskforce (June 2023 – present)
- Faculty Council Executive Committee (October 2022 – present)
- Participated in interview sessions of KansasCOM applicants (93 interviews; 2022 – current)
- Served on search committees for the Director of the Library, Educational Assistant for the Department of Biomedical Sciences, and Physiology Faculty Position.

Administration and Leadership:

- Faculty Council Chair, March 2024 to present
- Faculty Council Vice-Chair, October 2022 – February 2024

- Patient Presentation Trimester 1 Course Director:
  Identification of the modules to be completed in a term (i.e., which systems or populations may be included in a term), Identification of course learning outcomes, Working with the Department of Assessment and Outcomes, development of student evaluation and course assessment goals that meet course and track learning outcomes, Identification of content experts to develop educational modules, Provide oversite/evaluation of academic modules, Coordinate faculty members teaching in the track and evaluate faculty member engagement in the course, Ensure strong collaboration across multi-disciplinary faculty, Ensure quality improvement activities for the course in light of assessment data.

Undergraduate University Teaching

Professor, Department of Biology August 2016- December 2021
Newman University, Wichita, KS
Associate Professor, Department of Biology August 2009- July 2016
granted tenure in 2010.
Assistant Professor, Department of Biology August 2003- July 2009

Teaching:

Areas Of Knowledge
Physiology, Microbiology, Immunology, Human Embryology & Developmental Biology, and Cell & Molecular Biology (including foundational Biochemistry and Genetics concepts and applications).

Classroom Teaching
Fall/spring semester course load: 14-23 contact hours; Average: ~18 contact hours.
Experience teaching class sizes of 5-80 students.

Experience in various pedagogies and delivery systems, such as Synchronous and Asynchronous online courses utilizing Zoom, case study-based learning, audience response systems, learning management systems (Canvas and Blackboard), and many other active learning strategies and tools.

Advising Activities and Accomplishments:
Course registration, career exploration, and mentoring of 25-40 students each semester. Proficient in Recruiting and Retention activities. Created career fact sheets for all the Biology B.A. and Biology B.S., including all 13 concentrations.

Lab Management Experience:

Lab Supervision
Supervising and coordinating biology lab assistants, including ordering, inventory, and lab preparation. Responsible for monitoring and enforcing the biology labs' OSHA, EPA, and Biosafety policies and regulations.

OTHER TRAINING:

May 2021- Aspiring Campus Leaders Academy Participant

December 2021	KICA- multiple conferences at various locations Lawrence, Manhattan, and Lawrence, Kansas
June 2020	Participant in Kansas Leadership Conference Online KLC Wichita, KS
August 2019- August 2021	Canvas and Respondus Training Sessions Newman University Wichita, KS

Scholarly Activity:

Research Projects: Gut Microbiome and the Effects on Various Health Conditions (many are dry research projects from Biology Senior Seminar); The Viability of Probiotics After Ingestion, Antimicrobial Properties of Essential Oils, Identification of Microbial Contaminants in Cell Cultures--student research projects presented at Scholars Day at Newman University each semester.

List of Specific Microbiology Projects with Undergraduate Research Students

- Antimicrobial effects of essential oils: Research projects with several students during my tenure at Newman University (listed in the presentation section).
- Investigations into the viability of Probiotics: Research projects with several students at Newman University (listed in the presentation section).
- Effectiveness of Disinfectants and Antiseptics, research projects (with high school and undergraduate students).
- Examine the effectiveness of handwashing. Many variables can be analyzed to determine its effectiveness in removing microbes during handwashing (with high school and undergraduate students).
- Study of Possible Antibacterial Effects of Cilantro and Cinnamon to E. coli and Salmonella.
- Where in your world are microbes? Investigate different places where microbes could be present or growing (with high school and undergraduate students).
- Bacteria of the GI: Salmonella and cookie dough? Is Salmonella, an enteric, present in eggs that are used to make cookie dough (homemade and commercially bought)?
- Antagonism between Microorganisms
  Student project: Shahan, Andrew: 2007, Newman University, Wichita, KS.
- Bacterial Cloning Project: Modification of general bacterial cloning and expression of barracuda lactate dehydrogenase (LDH) procedure, 2006-2007.
  Student project: Johnson, Anne: Bacterial Cloning Project listed above, 2006-2007, Newman University, Wichita, KS.
- Dippolito C., Coley R. & Neal H: Microbial Growth on Precordial Stethoscopes
  Master's research project, 2004, Newman University, Wichita, KS.

PEER-REVIEWED PUBLICATIONS:

Jones, S. (2003). Immunoneutralization of Adrenocorticotropin Hormone and Parturition in the Fetal Baboon, Dissertation at Oklahoma University Health Sciences Center.

PUBLISHED ABSTRACTS (with Presentations):

- **Jones S.** & Fort J. *Bioethics on trial*. Proposal for 2014 Game Development Conference of Reacting to the Past (RTTP) organization at Simpson College, July 2014.
- **Jones S.** & Leitenberger V. *In vitro evaluation of buffer solution in probiotic bacteria caplets* [Poster Presentation]. Kansas Academy of Science, March 2009.
- **Jones S.**, Singh S., Pestel V., & Pestel C. *Factors that contribute to obesity in high school and college students* [Poster Presentation]. Kansas Academy of Science, March 2009.
- McCabe T. & **Jones S**. *Effectiveness of mouthwash: The antiseptic ability of mouthwash on human oral bacteria* [Poster Presentation]. Kansas Academy of Science, March 2009.
- Nguyen J. & **Jones S**. *Implementing gel digital photography while correcting sodium dodecyl sulfate-polyacrylamide gel electrophoresis (SDS-PAGE) procedures* [Poster Presentation]. Kansas Academy of Science, March 2008.
- **Jones S**. & Stanley A. *Viability of probiotics in 0.1M HCl* [Poster Presentation]. Kansas Academy of Science, March 2008.
- Barnhill N., Gorges D., Orsbon S., & **Jones S**. *Implementation of microscopic digital photography and videography in a newt lens regeneration experiment* [Poster Presentation]. Kansas Academy of Science, March 2008.
- Johnson A., Saleem S., Myers A., Evans S. & **Jones S**. *Modification of general bacterial cloning and expression of barracuda lactate dehydrogenase (LDH) procedure* [Poster Presentation]. Kansas Academy of Science, April 2007, and March 2008.
- **Jones S**. & Myers D. *Immunoneutralization of ACTH in the near-term baboon fetus does not alter the timing of parturition*. Abstract #25, 51st Annual Meeting of the Soc. Gynecol. Invest., Houston, TX; March 24-27, 2004.
- Bell P., **Jones S**., & Myers D. *CRH-BP in the pregnant baboon. Corticotropin releasing factor-binding protein (CRF-BP) messenger RNA (mRNA) in uterus and placenta of baboons* [Poster Presentation]. Abstract #216, 49th Annual Meeting of the Soc. Gynecol. Invest., Los Angeles, CA; March 20-22, 2002.
- **Jones S**., VanDerlinde M., & Myers D. *Corticotropin releasing factor (CRH) and urocortin (URO) messenger RNA (mRNA) in uterus and placenta of baboons* [Poster Presentation]. Abstract #217, 49th Annual Meeting of the Soc. Of Gynecol. Invest., Los Angeles, CA; March 20-22, 2002.

PRESENTATIONS (with no Published Abstract):

- Hein S., Kakumanu P., Malik., Valiandi F., Johnson J., Guntaka S. & **Jones S**. *Effectiveness of disinfectants*. Newman University for ISSP (Investigative Summer STEM Program) Project Presentation with High School Students, June 2021.
- Austin, M & **Jones, S**. *Helicobacter pylori and the effects it has on gut microbes*. Scholars Day, Newman University, May 2021.
- Robertson, K & **S. Jones.** *Effect of NAT on Gut Microbiota and Inflammation* [Poster Presentation]. Scholars Day, Newman University, May 2021.
- Gunter D & **S. Jones**. *Lifestyle modification on obesity in kids*. Scholars Day, Newman University, May 2021.
- Berntsen, G & **Jones S**. *Lung Cancer* [Poster Presentation]. Scholars Day, Newman University, May 2021.

- **Jones S**. *Microbes: friend or foe: Exploring the types of microbes in our world during a pandemic*. Newman University Zoom Presentation to Garden City 6th graders, Oct. 2020.
- Nguyen K, Crook, S., Ali U, & **Jones S**. *The survival of probiotics through the GI tract*. Scholars Day, Newman University, May 2019.
- Baalmann J., Decker, M., & **Jones S**. *The antimicrobial effects of essential oils on Staphylococcus epidermidis* [Poster Presentation]. Scholars Day, Newman University, December 2016.
- Mauck S., Konecny S., Setzkorn D., Lusch A., & **Jones S**. *The antimicrobial effects of essential oils on Escherichia coli* [Poster Presentation]. Biology Department, Scholars Day, Newman University, May 2016.
- Mauch P. & **Jones S**. *Immunology: History of vaccinations*. Scholars Day, Newman University, Dec. 2014.
- Jordan C & **Jones S**. *The effects of Propionibacterium acnes on HT-29 cancer cells* [Poster Presentation]. Scholars Day, Newman University, May 2014.
- Walker C. & **Jones S**. *Exploring the effectiveness of 3 types of contact solution on Pseudomonas and Staphylococcus growth* [Poster Presentation]. Newman University. Scholars Day, Newman University, May 2013.
- **Jones S**. Commencement Speaker, Newman University, 2009.
- **Jones S**. *Introduction to DNA fingerprinting*. Presented at Women Exploring Mathematics and Science, Newman University, 2007 & 2008.
- **Jones S**. *Probability and statistics in genetics*. Presented at Women Exploring Mathematics, Newman University, 2004 & 2005.
- **Jones S**. *The fetal hypothalamo-pituitary-adrenocortical axis and parturition in primates*. Presented at Wichita State University, 2004.
- **Jones S**. *ACTH's role in primate parturition*. Physiology Department Seminar, University of Oklahoma Health Sciences Center, October 1999.
- **Jones S**. Peripheral vascular effects of spinal cord stimulation. Physiology Department Seminar, University of Oklahoma Health Sciences Center, April 1998.

Service:

- Faculty member in ISSP (Summer STEM High School Program)- 2003-2021
- Faculty member in NSEP (Spring STEM Exploration High School Program)- 2018-2021
- Dean of Nursing and Allied Health Search Committee- Summer 2021
- NSP Program Review Taskforce 2020-2021
- Acalog implementation Team (New software for online catalog)- 2021
- Faculty Evaluation Committee, 2016-2020
- Advising Task Force 2017-2020
- Core Curriculum Committee (or NSP committee) 2008-2014
- NSP Chair, 2012-2014
- Strategic Planning Subcommittee, 2013-2014
- Accreditation Subcommittee, 2015
- Faculty Senate President, 2010-2011
- Faculty Senate Executive Committee, 2009-2012
- Orientation Committee, 2009-11
- Biology Department Chair, 2010- present
- Commencement Speaker for Newman University, 2009

- Tenure Committee, 2009
- Secondary Education Accreditation Committee, 2008-2009 and ongoing partnership to maintain accreditation.
- STEM Committee, 2007-2009
- Strategic Planning Committee Goal #2, Fall 2008
- Graduation Assistant Grand Marshall, 2006
- Involvement in Pre-Med Club (now NUMPC) and on the Pre-Med Club Committee, 2007-present
- Established a new Health Professional Club for the Students, 2005- current
- Faculty Senate Executive Committee (Secretary/Treasurer), 2005-2006
- Yearly service projects with the Traditions and Transitions Class 2004-current
- NCA Chapter Study Team 2, 2004
- Involvement in various service/recruitment programs for high school students and Newman University (2003-current). The goal is to encourage the students to become more involved in science and math. The Programs Include:
    - Integrative Summer Science Program (ISSP)
    - Hispanic Scholars Program (HSP)
    - Native-American Scholars Program (NASP)
    - Women Exploring Math and Science Program (WXMS)

Administration:

- **NSP (Newman Studies Program) Coordinator**
  Responsibilities include a 6-year NSP scheduling data analysis and review for possible NSP Changes. NSP 10-Year Program Review Taskforce.

- **Exceptions Committee Chair**
  Responsibilities include working with the registrar's office to review exception requests involving the NSP Requirements.

- **Faculty Evaluation Committee**
  Coordinate the approval process for revisions to the FEC timeline and the review process for full-time faculty.

- **Director of High School STEM Program**
  Supervising the assistant director and program faculty for the STEM program.

- **Biology Department Chair**
  Was responsible for the biology search committee, preparing biology course schedules for full-time faculty and adjuncts, coordinating the departmental budget with the division chair, and supervising and coordinating biology lab assistants.

- **Newman Studies Program (NSP) Chair (General Education Committee of Newman University)**
  Responsible for coordinating, planning, and leading meetings of the NSP committee, serving as a communication channel between faculty and the NSP committee.

- **Undergraduate Academic Council (UAC)**
  Responsibilities included attending meetings and representing the NSP committee.

- **Faculty Senate President**
  Attended board meetings, represented faculty to administration, and led faculty senate meetings.

- **Strategic Planning Committees**
  Responsibilities included participation in subcommittee meetings and writing goals.

PROFESSIONAL SOCIETIES:

- American Society for Microbiology (ASM)
  - Missouri Valley Branch of ASM
- American Physiological Society
- Team-Based Learning Collaborative
- IAMSE (International Association of Medical Science Educators)
- AAAS (American Association for the Advancement of Science)
- ACUBE (Association of Colleges and Universities in Biology Education)
- NSTA (National Science Teachers Association)

RESEARCH FUNDING:

- Collaborated with Newman University grant writer to create and submit proposals to fund ISSP from the summer of 2015 until 2019. Awarded $20,000 each year from 2015-1019.

INTERNAL HONORS/AWARDS:

- Tenure, Newman University, 2010.
- Annual Faculty Teaching Excellence Award, Newman University, 2008.

COMMUNITY SERVICE:

- Scouts of America, registered adult leader- current
- GriefShare Co-leader (fall 2021)
- Scouts of America, Pack 450 Committee Chair- 1/17-1/19
  Secretary- 1/19 to current.
- Annual service projects for Traditions and Transitions course (Freshmen orientation course), Newman University, 2003-2021

REFERENCES

Michael Bradley, Ph.D.
Professor of Biology
Newman University
Wichita, KS
bradleym@newmanu.edu
316-942-4291, ext. 2114 or 503-944-9239
Relationship: Colleague and current Biology Department Chair

Sarah Evans, Ph.D.
Associate Professor in Biomedical Sciences
Kansas College of Osteopathic Medicine
316-264-6510
Saevans500@gmail.com
Relationship: Colleague at Kansas College of Osteopathic Medicine

Lori Steiner, Ph.D.
Professor and Dean of the School of Science and Math
Newman University
316-641-2865
SteinerL@newmanu.edu
Relationship: Supervisor and Colleague at Newman University

Additional references available upon request

Teaching Philosophy

Stacy Jones, Ph.D.

Life-long Learners

A good educator or student loves to learn. I enjoy learning about many things, especially biology and its clinical applications. Medicine is a fast-changing area, so I instill the idea in students that, as scientists and physicians, we must be continual learners. There will always be discoveries, like artificial intelligence, medical treatments, new scientific techniques, ENCODE, new microbial species, and new ideas we must encounter and consider. I aim to encourage continual learning through involvement in active learning educational experiences, scholarly research, extracurricular activities, lectures, and clinical and life applications.

Classroom Management and Environment

Creating a conducive learning environment is my top priority, whether I'm teaching a class of 15 or 100 students. I understand that students thrive when they have clear expectations, instructions, and policies, and I make every effort to provide these. However, I also believe in the power of a relaxed atmosphere that encourages students to ask questions and engage in discussions inside and outside the classroom. An organized, well-structured, interactive, and comfortable environment and an approachable instructor foster a positive learning experience.

Enthusiasm and Self-Confidence

One of the key attributes that a good teacher should display is enthusiasm for their subject matter. Although it can sometimes be challenging to maintain high levels of enthusiasm, it is essential for keeping students engaged and interested in the class session content. A medical educator will maintain an optimal learning environment if also self-assured. For a teacher to direct learning in the classroom, this self-assurance comes from being prepared intellectually for each class session. A teacher's preparation maintains an optimum level of intellectual capability and confidence in the classroom so students can rely on their education.

Organization and Preparation

The flow of lectures and active teaching sessions move more smoothly with a well-organized teaching plan. The organization is critical to effective teaching and maintaining a smooth-running classroom experience. The first time any class session is given, it may not run smoothly. However, each time a class is completed, it can be revised to improve it next time. Some inspirational quotes I use for students and myself are "It's feedback, not failure" and "Progress, not perfection." I strive for excellence within myself and the students with a balance of empathy and continuous quality improvement. For example, I revise any sessions that need improvement or tweaks to enhance them for future semesters.

Independent, Critical Thinkers and Student Initiative

As students progress in their educational experience, I want them to increase their independence and initiative. At times, I encourage them to look up questions on their own. In class sessions and informal educational activities, I encourage students to think "outside the box" or devise other ways to learn independently. Some of the content and active learning sessions are complicated and may require some independence in preparing and studying for the sessions. I want students to

become self-directed learners without detailed guidance in every aspect of the content. I encourage initiative and challenge students to persevere with complicated lecture material and cases. The study of case studies lends itself easily to developing critical thinking skills, and I encourage students to develop their critical thinking skills to become successful learners.

Engagement of Students with Multiple Teaching Methods

I teach diverse learners and use multiple methods to educate them more effectively. A teaching method that works for one generation does not always work for the next generation of students. My goal is not to fine-tune one teaching method perfectly for all students and sessions but to use the best teaching method for the specific content and cohort of students. I want to meet students where they are, encourage them, and challenge them to improve. I believe various teaching methods and activities have helped my students become more engaged, active learners and have helped me become a better teacher.

Mentoring

While in college, I completed formal counseling coursework and applied techniques to the academic setting. I enjoy helping and listening to others work through their problems (usually academic, but sometimes personal). I am not a licensed counselor, but a teacher may have opportunities to listen and help students find their way in the challenging academic world. Consequently, I try to be a compassionate and caring mentor since some students have challenging personal circumstances during school. My mission is to help students succeed, even if it is to listen for a few moments and then provide guidance for academic success or direction to other student support resources.

Communication

I recently read a book called *Crucial Conversations*, which was a life-changing book for me. I realized that many conflicts at work and our personal lives revolve around handling those tough conversations effectively. *Student* frustration can be reduced by effective communication between the professor and the student. I encourage open faculty-student communication, and the Blackboard or Canvas course management system has helped relay information to students. Furthermore, I am available to students to discuss issues individually through e-mail or in person (office hours and appointments). At times, I ask for input from students on various course issues, especially with new changes to sessions. I try to gauge students' reactions to multiple matters, be proactive, and prevent problems before they occur.

My teaching philosophy and educational tools have evolved. However, my passion and commitment to being an effective teacher who strives for excellence in myself and my students has remained steadfast.