Greetings from the Chair!

Dear Teaching Section members:

The Teaching Section has a great group of people in it! I want to thank the members of the Steering Committee who always volunteer to do things for the section and who make being the Chair a very easy job. I also want to thank the new members of the Teaching Section who volunteered to run for section offices. It is good to see the growth of new leaders for the section. My responsibility over the last half year was to draft a proposal for a new recurring education conference sponsored by the APS. With the consultation of Mary Pat Wenderoth and Dee Silverthorn, an initial draft of the proposal was submitted to the chair of the Conference Committee Gerald Meininger for advice on improving the proposal. Then a revised draft was considered and approved by the Conference Committee and sent to the Executive Committee of the APS Council for further feedback. There was strong support for the proposal with a few questions that needed to be clarified. Based on that feedback and some of the concerns raised by others, the Teaching Section Steering Committee submitted a new revision of the proposal to the Conference Committee and the APS Council in early March. Thus if and when the proposal is approved by both entities, the plan would be to designate a task force to design and implement the initial APS Education Institute for Scholarship of Teaching and Learning and Preparing Future Faculty for Teaching to be offered in 2014. One aspect of the institute would be for physiology educators involved in the scholarship of teaching and learning to share their research and generate new ideas and collaborations. The other aspect would be to prepare future faculty for the teaching requirements of their careers. These two tracks would be offered simultaneously at the same location to use and share expertise with future faculty and to expand and strengthen physiology education research. If you are potentially interested in being on the task force to design the first APS education conference, please e-mail me so that you can get on the list (barb.goodman@usd.edu). The best way to get known by the section is to be involved in section activities. Hope to see you at EB at the Teaching Section Business Meeting and the Teaching Section Dinner on Monday night!

Barbara E. Goodman, Ph.D., Professor of Physiology
Director of SD Biomedical Research Infrastructure Network
Associate Editor, Advances in Physiology Education
(barb.goodman@usd.edu; people.usd.edu/~bgoodman)
APS Education Committee and Office Activities at EB 2012 of Interest to Teaching Section Members:

Saturday, April 21
Medical Physiology Refresher Course, 8:00 – 11:30 AM

Sunday, April 22
PhUn Week Training and Posters, 7:00 – 8:30 AM
Bruce Award Judging (Volunteers needed), 8:00 – 12:00 noon
Medical Physiology Course Directors Meeting, 2:00 – 3:00 PM
UG Posters/Bruce Awards Ceremony, 4:00 – 5:30 PM

Monday, April 23
High School Student/Teacher Workshop, 8:00 – 11:30 AM
Student/Teacher Lunch Tour (Volunteers needed), 11:30 – 1:00
Student/Teacher Afternoon Sessions (Volunteers needed), 1:00 – 3:00 PM

Thomas A. Pressley
Education Committee Chair

Bruce Award Judge for Undergraduate Posters
The APS Education Committee would like to invite you again to serve as a Bruce Award judge for undergraduate posters during Experimental Biology.

This year, we have 25 finalists vying for approximately 9-10 awards. The undergraduate students will be presenting their posters to four groups of Education Committee and APS member
physiologists on Sunday, April 22, from 8:00 am – 12:00 pm in the Convention Center, Sails Pavilion.

We understand that we are asking a great deal of you to take the time out of your EB schedule to help judge posters. However, the Education Committee feels that the benefits of encouraging undergraduate research outweigh the time involvement needed.

If you are available on that Sunday from 8:00 am – 12:00 pm and can help judge undergraduate posters, please let me know. We will be sending detailed information about the judging in about a week.

Thank you for your consideration of our request. We hope you can help out this year.

Best regards,

Melinda E. Lowy
Higher Education Programs

Education at the Intersection of Physics and Biology
CBE – Life Sciences Education

Recent reports have called for curricular changes that integrate physical sciences in the education of life science and premedical students. The National Research Council report, BIO2010, emphasizes quantitative and computational training for future biologists. Vision and Change, led by the American Association for the Advancement of Science and the National Science Foundation, states that biologists must develop sufficient expertise in physics to address complex issues in the life sciences. Scientific Foundations of Future Physicians, prepared by a joint committee of the Association of American Medical Colleges and the Howard Hughes Medical Institute, clearly articulates that prospective medical students will be required to apply major principles of physics to explain biological processes and disease pathologies, as well as the physical mechanisms of major technologies used in the prevention, diagnosis, and treatment of disease. Multi- and interdisciplinary approaches are increasingly prevalent in science, with physicists modeling biological systems and biologists drawing more heavily on physics to understand fundamental processes within living organisms. Further, discipline-based education research provides a fertile ground for multidisciplinary research efforts.

The biology and physics communities have a unique opportunity to collaborate in responding to these calls for reform. To this end, CBE—Life Sciences Education (CBE-LSE; http://www.lifescied.org/) will publish a special issue in 2013 on the integration of physics and biology education. Topics that fit this issue include:

- Research on how students learn physics in biology classes and biology in physics classes,
- Evaluation of curricular or programmatic innovations that are evidence-driven and contribute to the national discussion about learning at the intersection of physics and biology,
- Examples of how physics education research is informing or can inform biology education research, and vice versa,
- Models and impacts of education programming and policy, such as graduate programs or undergraduate biophysics majors, that are informed by research on physics and biology teaching and learning, and
• Study of faculty professional development that promotes integration of physics and biology education.

Manuscripts are welcomed that detail qualitative, quantitative, and theoretical discipline-based education research, as well as the integration of physics and biology education in both formal and informal contexts.

Authors are strongly encouraged to submit a brief abstract (250 words or less) to the guest editors for this special issue, Eric Brewe (eric.brewe@fiu.edu) and Todd Cooke (tjcooke@umd.edu), by June 1, 2012. Abstracts will be reviewed by the editors in consultation with Erin Dolan, editor-in-chief of CBE-LSE (eldolan@uga.edu), to determine fit with the theme and to ensure that a range of topics and perspectives are represented in the issue. Manuscripts submitted by September 1, 2012, will be guaranteed full consideration. Manuscripts that are favorably reviewed but beyond the scope of this theme may be published in a different issue of the journal. If you have questions about this issue, please contact the guest editors or editor-in-chief.

About CBE – Life Sciences Education: CBE-LSE is an online journal published by the American Society for Cell Biology (ASCB) with partial support from the Howard Hughes Medical Institute under the Creative Commons 3.0 agreement. CBE-LSE publishes peer-reviewed articles written by and for professionals engaged in biology teaching in all environments. The journal’s authors and readers include faculty at research universities who teach but do not view teaching as their primary mission, as well as those in primarily undergraduate institutions, museums and outreach programs, junior and community colleges, and K–12 schools, for whom teaching is a major focus.

Nancy Pelaez. PhD

Hosts Needed for APS Undergraduate Summer Research Fellows

APS was just selected to be 1 of 3 Centers for the NIDDK STEP-UP program. We will have 25 students to place in labs for the summer. APS is looking for members to host an underrepresented undergraduate student (racial/ethnic minority, student with disadvantaged background, or student with a disability) in their lab for 10 wks this summer (beginning no later than June 1). You are especially needed if you are working in the mission areas served by NIDDK (diabetes, endocrinology, metabolism, nutrition, obesity, and digestive, liver, urologic, kidney, and hematologic diseases). However, if you work in a different area and want to be considered, please reply as well. If you are interested in being considered as a research host, please fill out the following and return to us ASAP.

Students will receive a stipend for their work, will participate in online professional development and will attend a STEP-UP symposium in August where they will present a poster and oral presentation of their research. We hope to also bring the STEP UP students to EB in the spring, contingent on funding. Payments, online activities, and symposium travel will be coordinated by the APS STEP-UP Center.

• Name:
• Dept.:
• University:
• City, State
• Contact phone:
• Contact email:
• Website:
• Major research area (diabetes, endocrinology, metabolism, kidney, etc.):
• Short description of your research (suitable for lay person):
• Project in which student would be involved:
• Are you willing to host a student with a disability (not required)?
Would you be willing to sponsor student travel to EB in the spring (not required but encouraged)?
Please return this form to Brooke Bruthers.

If you have any questions, please contact Marsha Lakes Matyas, Ph.D. (301-634-7132).

Training Advisory Committee

Hello everyone! This is Aaron Bunker from the Trainee Advisory Committee. The most important news we have at present is related to events during Experimental Biology 2012. The first is the TAC Symposium and the second is a reminder about the chance to personally meet a Nobel Laureate!! See details below regarding both. Hope to see everyone at EB2012 in San Diego!

2012 Trainee Symposium on E-Media Tools for the Professional Scientist
(sponsored by the Trainee Advisory Committee)
Organizers: Jennifer Bomberger, Ph.D., Dartmouth Medical School
Erica Dale-Nagle, University of Wisconsin-Madison School of Veterinary Medicine
Wednesday April 25, 1030am-1230pm Room-TBA

The purpose of this session will be to highlight new technologies for the professional physiologist. Our speakers come from diverse backgrounds and will highlight many new, exciting technologies in locating funding, teaching, online science communication, and communication with social media. Christopher Dant, PhD is a faculty instructor at Dartmouth’s Norris Cotton Cancer Center and he currently works with investigators in developing grant proposals and programmatic initiatives as well as educating faculty in grant and manuscript writing skills. Aaron Bunker, PhD is an assistant professor at Morningside College in Iowa where he teaches Physiology, Histology, Medical Terminology and more with the complement of an online “virtual classroom” called Moodle. Kristy Meyer is the social media manager for Sigma Life Science and works to develop online materials suitable for social media communications from Sigma Life Science to the science community it serves. Natalie Brown is an online marketing professional who will touch on some of the ethical implications of social media including; scientific ghostwriting for Facebook, Twitter or blogs, getting paid for science writing in the social media, as well as some of the ethical implications to consider when putting your work online.

Presentations:
• Using e-Media to Find Funding Opportunities
• Christopher Dant, Ph.D., Dartmouth University
• E-media Tools for Teaching
• Aaron Bunker, Ph.D., Morningside College
• Social Media in the Life Sciences
• Kristy Meyer, Ph.D., Sigma-Aldrich
• Ethical Implications for Social Media
• Natalie Brown, Happy Place Marketing

Aaron Bunker, Ph.D.
Morningside College

APS Archive of Teaching Resources

Call for Submissions to the APS Archive of Teaching Resources

In 2010, more than 6,500 users downloaded more than 150,000 teaching resources from the APS Archive of Teaching Resources. Share what you know with your colleagues! Submit your teaching resources to the APS Archive by May 2nd for the Summer Review Cycle.
If you are one of the first 50 educators to submit your material and have it accepted into the APS Archive, you will receive a FREE APS Archive Executive Portfolio, APS Human Physiology Clever Catch® Ball, or APS Phizzy the Physiology Bear! (Your choice while supplies last).

Examples of items currently being accepted from K-12, undergraduate, and graduate/professional educators:
- Assessment tools
- Course Syllabi
- Media (e.g. illustrations, movies, software)
- Laboratory Exercises
- Lesson Plans
- Study Guides
- Teaching Strategies and Guidelines

Each submitted item is reviewed by a panel of experts for scientific accuracy and, if applicable, the appropriate use of humans and/or animals in research. Authors must respond to reviewers’ requests on these two criteria before items are accepted into the Archive. For more information on the review process, please visit www.apsarchive.org/help.cfm#aps. Each accepted item can be highlighted with an abstract in Advances in Physiology Education.

To submit your item, visit www.apsarchive.org and click on “Submit a Teaching Resource”. The deadline for submission is Monday, May 2, 2011. Questions? E-mail Miranda Byse, Archive Coordinator at archive@the-aps.org.

Miranda Byse, Ph.D.
Archive Coordinator, APS
mbyse@the-aps.org

APS Physiologists in Industry Committee

MicroRNAs in Human Disease and as Novel Therapeutics by the Physiologists in Industry Committee

The APS PIC is sponsoring a Symposium at EB 2012 entitled " MicroRNAs in Human Disease and as Novel Therapeutics " (chaired by Rebecca Persinger, R.D., Ph.D. and John Liles, Ph.D.) on Sunday, April 22 at 8 – 10 am in the Convention Center, Room 27CC.

MicroRNAs (miRNAs) are a class of short (~19-25 nucleotides), single-stranded RNAs that have been shown to regulate gene expression through irregular base pairing to the 3’-untranslated region of target mRNAs. Although miRNAs do not code for proteins, they play an important role in post translational gene expression regulating families of genes involved in developmental, cell death, metabolism, and disease. First described by Victor Ambros in C. elegans, miRNAs have been found in nearly every biological system examined with more than 800 described in humans. A number of companies have developed strategies targeting miRNAs as a novel class of therapeutics to treat cancer and diseases of the cardiovascular and renal systems.

The proposed symposium speakers include: Deidre MacKenna, Ph.D. (Regulus Therapeutics) to provide an overview of miRNAs and their role in human disease, Eva van Rooij, Ph.D. (Miragen Therapeutics) to discuss miRNAs as a novel treatment for cardiovascular disease, Eric G. Marcusson, Ph.D. (Regulus Therapeutics) will review miRNA as a therapeutic target in hepatocellular carcinoma, and Zheng Dong,
Ph.D. (Medical College of Georgia) will review the role of miRNAs in renal disease. Attendees will gain a broad appreciation for the role of miRNA in pathophysiology of disease along with an appreciation for how miRNAs may be novel therapeutic targets.

The PIC Novel Disease Model Award is now sponsored by Plato BioPharma, Inc., a world leader in in vivo model development and execution. The PIC Novel Disease Model Award will be granted to a graduate student and a postdoctoral fellow who submit the best abstracts at EB 2012 that describe a novel disease model. The model can be in vitro or in vivo but should clearly emphasize the potential utility of the system for future research related to a disease. The award is $500 for the graduate student and $800 for the postdoctoral fellow categories, respectively, and will be presented at the APS Business Meeting on Tuesday, April 24, 6:00 – 7:30 pm in the Convention Center, Ballroom 20ACC.

You’re invited! Come meet, eat and socialize with your fellow Physiologists who are working in the corporate, industrial, academic, or government sector. The 12th Annual Physiologists in Industry Committee Mixer at EB 2012 is on Sunday, April 22, 6:45 – 8:00 pm, Irvine Room, San Diego Marriott. Free hors d’oeuvres will be available along with information on the roles of Physiologists in Industry. This is a great opportunity to network with industry and academic APS members alike – we hope to see you there!

The APS PIC meeting is scheduled for Sunday, April 22, 2:30 pm, Coronado Room, San Diego Marriott – this is the committee’s annual opportunity to have a face-to-face meeting to discuss committee business and new initiatives.

Please feel free to contact Nancy Pelaez (npelaez@purdue.edu), your PIC section representative, if there are issues to be brought to the attention of the PIC.

Nancy Pelaez, PhD
Purdue University

APS Education Liaison Report

The Education Committee had their fall retreat Nov. 11-13 at the Airlie Retreat Center in Warrenton, VA. Below are a few outcomes of that meeting that are important to the Teaching Section:

There is a proposal to change the AD Instrument/McKnight Progressive Educator Award Criteria wording to emphasize new/recently developed and innovative methods for teaching physiology. There is also a suggested change in the scoring criteria.

There is a proposal in the Education Committee to add a “teacher” category to APS membership for K-14 teachers who would be interested in becoming a member of APS. The proposal follows.

In general, this proposal has been well received by the Education Committee with some discussion on whether or not community college instructors should A) be included, and B) if community college teachers should receive a discounted rate as proposed. I expect that by EB 2012, a proposal for an APS K-12 teacher membership will be “passed” by the Education committee easily which may or may not include a provision for community college instructors that do not have a primary affiliation with a 4 year college or university. As I understand, once the Education Committee “passes” the proposal, it then goes to the APS Strategic Planning Task Force working on Membership, as well as the Membership Committee. The proposal follows, and feedback would be greatly appreciated. If passed, this could be beneficial for the Teaching Section.
Proposal for Consideration of APS a K-14 Teacher Membership Category
DRAFT
By Tom Ecay, David Holtzclaw, Michael Wyss

The APS Education Committee requests that the APS Council, in concert with the Membership Committee, create a separate membership category or expand existing membership categories to include K-14 teachers, primarily including teachers of physiology in K-12 schools and in community colleges. We propose that the APS members in the new category “Teachers of Physiology” pay the same annual dues as postdoctoral fellows (50% off the regular membership fee) and receive the following benefits:

1. Free online access to the current and legacy content of all 15 APS research journals (at least to Advances and Physiology).
2. Free essential color figures if the Teacher of Physiology is first or last author on a paper published in an APS Journal.
3. Discounted registration at APS Conferences and the annual Experimental Biology Meeting.
4. Free access to the online FASEB Directory of Members.
5. Free print subscriptions to The Physiologist, Physiology and Advances in Physiology Education.
6. Serve on APS committees and task forces and on the FASEB Board.
7. Sponsor more than one contributed paper by a non-member at scientific meetings of the Society.
8. Eligible to apply for and be selected for Society awards.

Rationale

Currently, most K-12 science teachers and community college educators do not qualify for regular membership in APS (http://www.the-aps.org/membership/apply.htm). By adding this new membership category, APS will better achieve its mission of “educating the public and enabling future generations of physiologists.” Furthermore, this change addresses three of the five key strategic priorities of APS (The Physiologist 54(4):113-120, August 2011):

1. Increasing public awareness and understanding of physiology by helping more K-12 teachers integrate advanced physiology and physiological concepts into the science curriculum at the middle school and high school levels.
2. Attract, engage, and increase APS membership and diversity. In 2007, The National Center for Education Statistics (NCES) estimates that there were approximately 53,000 K-12 biology teachers, 52% of which were women (http://www.nsta.org/about/olpa/faq.aspx). If only 0.5% of K-12 biology teachers joined APS, that would represent an increase of approximately 265 new members.
3. Increase the exposure to physiology in life and health science education. The inclusion of K-12 and community college physiology educators will enable APS to expose students to physiology and physiological concepts earlier in their primary education during the period when many students begin to decide on career aspirations. Furthermore, many students taking Anatomy and Physiology courses in high school are college bound students. By providing membership and resources to high school science teachers, APS can increase the exposure of physiology to many college bound high school students.

Similarly, “teachers of physiology” membership category will provide a professional development pathway for K-12 science teachers who have previously participated in APS education or outreach programs such as Frontiers in Physiology, PhUnweek, and Explorations in Biomedicine, to continue their
professional involvement with APS. The inclusion of community college faculty fits the APS initiatives for undergraduate education.

“Although community colleges do not significantly feed the PhD or MD/PhD pipeline, they play a critical role in providing physiology instruction to large numbers of students in general education, allied health, and biology.” (Carroll RG, et al, *Adv Physiol Educ* 31: 380-386, 2007).

It seems reasonable to the Education Committee that annual membership dues for “Teachers of Physiology” should be based on their relative income. According to recent reports published by the Bureau of Labor Statistics [http://www.bls.gov/oco/ocos007.htm](http://www.bls.gov/oco/ocos007.htm), median annual earnings for kindergarten, elementary, middle, and secondary school teachers range from $43,580 to $48,690 with the lowest 10 percent earning $28,590 to $33,070. The median income range is approximately equal to current NRSA fellowship stipends for postdoctoral fellows with 2-5 years’ experience ([http://grants.nih.gov/grants/guide/notice-files/not-od-10-047.html](http://grants.nih.gov/grants/guide/notice-files/not-od-10-047.html)). While community college teachers can earn slightly more, they should be considered under the same category.

David Holtzclaw, PhD
University of Nebraska Medical Center

**APS Science Policy Committee Up-Date**

**Act now to increase NIH Funding!**

As Congress considers spending bills for the next fiscal year, now is the time to tell them about the importance of NIH funding. To contact your Members of Congress visit: [http://bit.ly/Hh4wiI](http://bit.ly/Hh4wiI). Please note that you can edit the template letter that is provided to include your own message.

To learn more about NIH funding in your state, FASEB offers a new resource that provides information for each state including NIH funding by congressional district, a summary of the biomedical research profile for the state, and talking points on how investment in NIH research benefits the economy of the state. [http://bit.ly/GLY5nt](http://bit.ly/GLY5nt)

**NIH Update at EB 2012**

Several NIH institutes will report on their research and policy initiatives during EB 2012 in San Diego. “National Institutes of Health: Programs and Policies Update from Institutes” will be presented from 2-4 PM on Tuesday, April 24 in Room 1A of the San Diego Convention Center. Drs. Susan Shurin of the National Heart, Lung, and Blood Institute (NHLBI); Judith Greenberg of National Institute of General Medical Sciences (NIGMS); Richard Nakamura of the Center for Scientific Review (CSR); and Elizabeth Wilder of the Division of Program Coordination, Planning, and Strategic Initiatives (DPCPSI) will share the latest information about research programs and policy priorities.

The session is jointly sponsored by the American Physiological Society, American Association of Anatomists, American Society for Biochemistry and Molecular Biology, American Society for Investigative Pathology, American Society for Nutrition and the American Society for Pharmacology and Experimental Therapeutics. The session chairs are APS President-elect Susan Barman and APS Science Policy Chair John Chatham.

Rebecca Osthus
APS Science Policy Analyst
# APS Teaching Section Schedule of Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Type</th>
<th>Title</th>
<th>Presenter</th>
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<td><strong>Saturday</strong></td>
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<tr>
<td>April 21, 2012</td>
<td>8:00 AM-</td>
<td>Education Committee</td>
<td>Refresher Course in Endocrinology: Diabetic Complications</td>
<td>Clintoria Williams and Michael Ryan</td>
<td>Convention Center Room 24</td>
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<td>12:00 –</td>
<td>Teaching Section Steering Committee</td>
<td>Business Meeting</td>
<td>Barb Goodman</td>
<td>Malibu San Diego Marriott</td>
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<td>3:00 –</td>
<td>Communications Committee Symposium</td>
<td>Using Social Media to Communicate About Physiology and You</td>
<td>James W. Hicks</td>
<td>Convention Center Room 25C</td>
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<td>7:00 –</td>
<td>Social Event</td>
<td>APS 125th Anniversary Beach Party</td>
<td>APS</td>
<td>North Embarcadero San Diego</td>
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<td>April 22, 2012</td>
<td>8:00-10:00 AM</td>
<td>Featured Topic</td>
<td>Innovative Use of Technology for Teaching Student Assessment in Physiology</td>
<td>Chaya Gopalan</td>
<td>Convention Center Room 25A</td>
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<td>10:30 -</td>
<td>Distinguished Lecture</td>
<td>Claude Bernard Distinguished Lectureship of the APS Teaching of Physiology Section</td>
<td>William Galey</td>
<td>Convention Center Room 27</td>
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<td>11:30 –</td>
<td>Box Lunch</td>
<td>Open Discussion</td>
<td>Teaching Section</td>
<td>Cardiff San Diego Marriott</td>
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<td>12:30 –</td>
<td>Poster Session</td>
<td>Teaching Poster Presentations</td>
<td>Teaching Section</td>
<td>Convention Center Halls A-D</td>
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<td>3:30 –</td>
<td>Symposium</td>
<td>What Do Competencies Have to Do with My Teaching?</td>
<td>Vikki McCleary, Katherine Sukalski, Dee Silverthorn and Jeannine Matz</td>
<td>Convention Center Room 25C</td>
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<tr>
<td>April 23, 2012</td>
<td>8:00-10:00 AM</td>
<td>Symposium</td>
<td>Assessment of Student Learning and Scientific Teaching</td>
<td>Mary Pat Wenderoth</td>
<td>Convention Center Room 26</td>
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<td>12:30 –</td>
<td>Posters</td>
<td>Teaching Poster Presentations</td>
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<td>5:45 –</td>
<td>Teaching Section</td>
<td>Business Meeting (open to all)</td>
<td>Barb Goodman</td>
<td>La Costa San Diego Marriott</td>
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<td>7:00 –</td>
<td>Teaching Section Dinner</td>
<td>La Fiesta</td>
<td>David Rodenbaugh</td>
<td>628 Fifth Avenue San Diego</td>
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<td>April 24, 2012</td>
<td>6:00 –</td>
<td>APS</td>
<td>APS Business Meeting</td>
<td>Joey P. Granger</td>
<td>Convention Center Ballroom 20A</td>
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Faculty Development

The following references have been submitted by presenters of EB 2012 Teaching Section Program to acquaint you with the featured topics presented.


Teaching Section Banquet Monday April 23, 2012 7:00 – 9:30 PM

Join the Teaching Section at:
La Fiesta-Mexican Cuisine and Lounge Downtown/Gas Lamp District;
628 5th Avenue, San Diego, CA 92101

There are still a few banquet tickets available to purchase at the APS Business Office; Marriott.

See you in San Diego EB 2012!

Please send comments or suggestions for the Newsletter to:
vikki.mccleary@med.und.edu