At the time of writing, our Experimental Biology meeting is just around the corner and seeing our program puts me in an optimistic mood about the quality and quantity of scholarship in the Teaching Section. For those attending the meeting, particular highlights of the program include a Claude Bernard Distinguished Lecture from Tony Macknight reflecting on his many adventures in physiology education, as well as symposia on “Flipping” the Classroom and the Rise of the Undergraduate Physiology Degree. I was particularly delighted that our Featured Topic this year on Innovations in Classroom Teaching received 49 abstract submissions, with 72 abstracts programmed in the EB Teaching Posters session.

I recognize that not everyone can attend EB, and the Steering Committee is always looking for ways to be more inclusive in facilitating scholarship within our section. After a recent panel discussion on the subject of faculty promotion at my home institution I was having similar thoughts. In the creative process of developing excellent lessons and courses, can we help faculty to frame questions about student learning and to systematically investigate them? In so doing, their progress towards promotion and tenure is accelerated, and our whole profession is advanced. With these thoughts in mind, we will be sending out a short survey to gather demographic information and keywords describing your interest in physiology education research. The aim is to identify clusters of like-minded faculty in particular areas (e.g., pedagogy, assessment, educational technology etc., etc.) and to identify opportunities for mentoring. Look out for the survey coming soon via the Listserv.

We are fortunate to have an excellent infrastructure developing beyond EB to foster this kind of ongoing initiative to promote scholarship. For example, Marsha Matyas leads the undergraduate Physiology Education Community of Practice (PECOP) project, and we have the ability to form additional online networks through APS. The Institute on Teaching and Learning, led by Barb Goodman, was just approved for another summer conference next year and will be extended to include sessions dedicated to professional schools. In terms of an outlet for scholarship we are also very fortunate to have our journal *Advances in Physiology Education*. Whether you are able to attend EB or not, I hope you will engage in at least one of these opportunities to keep building our community. Kindest regards, Jon.

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**APS Education**

**APS education Committee and Office Activities at EB 2015**

**Refresher Course:** It's All in Your Head: A Refresher Course on the Brain and Systems Control  
**Date:** Saturday, March 28, 2015, 8:00 am – 12:00 pm
The intent of the EB2015 refresher course in physiology is to give a broad overview of the brain's role in the cardiovascular, immune, respiratory and gut systems, activity and exercise on cognitive function.

Organizers: Catharine G. Clark, Ph.D., Cornell University
            David W. Rodenbaugh, Ph.D., Oakland University

Speakers:

The Brain and the Cardiovascular System
Roger Dampney, Ph.D., University of Sydney
The Brain and the Immune System
Francois Abboud, M.D., University of Iowa
The Brain and the Respiratory System
Gordon Mitchell, Ph.D., University of Florida
The Brain in the Gut
Gary Mawe, Ph.D., University of Vermont

Claude Bernard Distinguished Lectureship

The 2015 Claude Bernard Distinguished Lectureship award is presented to an established investigator with a history of excellence in education who is making outstanding contributions to teaching and learning. This year we are proud to announce that A. D.C. (Tony) Macknight, as the recipient of the Claude Bernard Distinguished Lectureship award. Professor Macknight acts as a Consultant for ADInstruments, is a member of the IUPS Education Committee, and continues to serve on Grant Reviewing Committees of the Health Research Council of NZ.

Nominations for the 2016 are underway. The educator may be an APS member or a non-member nominated by a member. The awardee will give the Claude Bernard Distinguished Lectureship talk at Experimental Biology 2015. The awardee’s talk is expected to further interest and enhancement of educational practices relevant to teachers of physiology. The award consists of a $1000 honorarium, up $2000 travel reimbursement to Experimental Biology, complimentary registration to the meeting, and complimentary tickets to the section differ. Self-nomination is permitted for APS member.

Nominators must upload a nomination letter and nominee’s curriculum vitae by May, 2015. Notification of outcome of this award will be June, 2015.
Congratulations to the following individuals for their significant contributions to the teaching and learning of physiology.

- **Research Recognition Awards:**
  - Brandon Franklin, PhD, Univ of Kentucky
  - Adam Goodwill, PhD, Indiana University School of Medicine
- **New Investigator Award:**
  - Cynthia J. Miller, PhD, Univ of Louisville School of Medicine

For full descriptions of the awards, please see the APS website. Applications for 2016 awards will be due in December.

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**Bruce Award Judge for Undergraduate Posters**

The APS Education Committee would like to invite you to serve as a Bruce Award judge for undergraduate posters during Experimental Biology. This year, we have 30 finalists vying for approximately 12 awards. The undergraduate students will be presenting their posters to groups of Education Committee and APS member physiologists on Sunday, March 29, from 8:30 am -12:00 pm in the Sails Pavilion area of the San Diego Convention Center.

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 8:30 am –12:00 pm and can help judge undergraduate posters, please let me know. We will be sending detailed information about the judging once we have all the judges identified.

Best Regards,

Melinda E Lowy
Higher Education Program Coordinator
mlowy@theaps.org

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

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**Porter Physiology Development & Minority Affairs: BE COUNTED!**

Be Counted Campaign! The APS Porter Physiology Development and Minority Affairs Committee and the APS Women in Physiology Committee launched the ‘Be Counted’ campaign in 2012. This on-going effort aims to encourage all APS members to update their online membership profile about gender, racial and ethnic status. A significant proportion of both minority and majority APS members do not provide this
This makes it difficult for APS to track progress in increasing diversity among physiologists, to gauge the efficacy of and secure external funding for diversity programs. It also makes it difficult to reach out and encourage minority and female trainees to participate in APS scientific and professional development programs and to identify potential candidates for committees, awards, and elected positions. Please help us in this effort by promoting the Campaign with your colleagues at the EB 2015 meeting and beyond. For more information go to specified kiosks at meeting and at WWW.THE-APS.ORG/BECOUNTED.

Sincerely,

Margarita C. Curra-Collazo, Ph.D.
Chair, Porter Physiology Development & Minority Affairs Committee American Physiological Society Associate Professor of Neuroscience Dept of Cell Biology & Neuroscience University of California, Riverside Riverside, CA 92521
951-827-3960 (office)

The Arthur C. Guyton Educator of the Year award recognizes physiology educators that have shown excellence in teaching and have made significant contributions in student advisement, graduate education, and/or curriculum design and reform at their institution. This year the APS teaching section is proud to announce Dr. Susan Mulroney as the 2015 Guyton Awardee. Dr. Mulroney is Professor of Physiology in the Department of Pharmacology & Physiology at Georgetown University Medical Center, where she teaches GI and renal physiology as well as fluid homeostasis in medical and graduate courses. She directs the highly respected Special Master's Program in Physiology and is author, with Adam Myers, of *Netter's Essential Physiology*.

Updates from Advances in Physiology Education

**Advances in Physiology Education**

*Advances in Physiology Education* welcomes two new broad categories of original research papers. The overview of these categories:

**How We Teach: Generalizable Education Research**

These studies may arise from physiology and its associated life sciences as well as medical, dental, and allied health education. Studies will be hypothesis driven, with a clear justification grounded in learning theory or published research. Articles should state a central hypothesis and specific aims and will include a succinct review of the relevant background literature.

**How We Teach: Classroom and Laboratory Research Projects**

These studies typically arise from innovations by physiology teachers. The topic of research may cover any aspect of pedagogy, assessment, or curriculum development. Papers that address the use of technology, mathematical modeling, or simulation are particularly encouraged. ... Outcome data should be included to demonstrate the success of the intervention; these data may include student and teacher perceptions as well as quantitative assessment of the activity's impacts on learning.
New Best Practices Series

Advances in Physiology Education is beginning a series we call Best Practices. We hope the series will provide opportunities for faculty development by 1) reviewing the theory and evidence behind current approaches to teaching and learning and 2) providing a practical framework to implement those theories in the classroom or laboratory. Among the topics for which we have commissioned papers are the Archives and Sourcebook, learning theories, assessment, flipped classrooms, instructional design, mentoring, and educational research and scholarship.

![EB 2015 Boston](image)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Type</th>
<th>Title</th>
<th>Presenter</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Saturday March 28, 2014</td>
<td>8:00 AM-12:00 PM</td>
<td>Education Committee</td>
<td>Refresher Course: It’s All in Your Head: A Refresher Course on the Brain and Systems Control</td>
<td>Young Rodenbaugh</td>
<td>Convention Center RM 210 A</td>
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<td></td>
<td>12:00-2:00 PM</td>
<td>Teaching Section</td>
<td>Steering Committee Meeting with lunch</td>
<td>Jon Kibble</td>
<td>BCEC, Room 201/202 (MM, MB)</td>
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<td></td>
<td>3:00-5:00 PM</td>
<td>Communications Committee Symposium</td>
<td>Communicating with the Media (Alan Alda Center for Communicating Science)</td>
<td>Barb Goodman</td>
<td>Convention Center RM 207</td>
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<td></td>
<td>5:30-6:30 PM</td>
<td>Physiology in Perspective</td>
<td>The Walter B. Cannon Memorial Award Lecture</td>
<td>Yanagisawa</td>
<td>Convention Center RM 210 BC</td>
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<tr>
<td>Sunday March 29, 2014</td>
<td>8:00-10:00 AM</td>
<td>Teaching Section Featured Topic</td>
<td>Innovations in Teaching: Creating Inclusive Classroom Environments</td>
<td>Miller</td>
<td>Convention Center RM 211</td>
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<td></td>
<td>10:30-11:30 AM</td>
<td>Teaching Section</td>
<td>Claude Bernard Distinguished Lectureship</td>
<td>Macknight</td>
<td>Convention Center RM 210A</td>
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<td></td>
<td>12:00-1:00 PM</td>
<td>Teaching Section</td>
<td>Box Lunch Round Table</td>
<td>Teaching Section</td>
<td>Convention Center TBD</td>
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<tr>
<td></td>
<td>12:00-3:30 PM</td>
<td>Experimental Biology</td>
<td>Teaching Section Posters</td>
<td>APS</td>
<td>Convention Center Exhibit Hall A-D</td>
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<tr>
<td></td>
<td>8:00-10:00 AM</td>
<td>Teaching Section Symposium</td>
<td>Resources and Experiences in Developing Flipped Classrooms for Graduate and Medical Physiology</td>
<td>Wilson</td>
<td>Convention Center RM 211</td>
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<tr>
<td>Date/Time</td>
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<td>Monday, March 30, 2014</td>
<td>12:00 - 3:30 PM Experiential Biology</td>
<td>APS</td>
<td>Convention Center Exhibit Hall A-D</td>
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<td>3:15-5:15</td>
<td>Teaching Section Symposium</td>
<td>What's Your Major? The Rise of the Undergraduate Physiology Degree</td>
<td>Halliwill &amp; Wehrwein</td>
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<td>5:45-6:45 PM</td>
<td>Teaching Section</td>
<td>Business Meeting (everyone welcome)</td>
<td>Jon Kibble</td>
<td>TBA</td>
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<td>7:00-10:00 PM</td>
<td>Teaching Section</td>
<td>Banquet Dinner</td>
<td>Teaching Section Ticket Required</td>
<td>TBA</td>
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<tr>
<td>Wednesday, April 30, 2014</td>
<td>4:45 - 5:45 PM President's Symposium Series APS</td>
<td>APS Nobel Lecture in Physiology or Medicine</td>
<td>Bruce Beutler</td>
<td>Convention Center RM 20A</td>
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Teaching Section Experimental Biology Banquet Monday, March 30, 2015

Date/Time: March 30, 2015, 7-10 pm  
Location: Westin Boston Waterfront  
Cost: Standard ticket $65; student ticket $40

Looking forward to seeing everyone there!

Robert Augustyniak  
Teaching Section  
Treasurer, Events and Awards Chair  
Wayne State University School of Medicine  
Email: raugusty@med.wayne.edu