CURRICULUM VITAE

DR. CHELLU S. CHETTY, Professor, Department of Natural Sciences & Mathematics
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Education/Training

S.V. University, India B.S. (Biology)-1974; M.S.(Zoology)-1976; Ph.D.(Physiology)-1979
Univ. Med. Ctr. Jackson, MS Post-Doctoral (Neurotoxicology)-1982-1984
National Center for Toxicology Research, Jefferson, AR Summer Research– 1994, 1995

Positions and Employment

1979-1988 Asst. Prof./Assoc. Prof. S.V. University, Tirupati, India
1988-1993 Asst. Prof./Assoc. Research Faculty, Selma University, Selma, AL
1993-1997 Assoc. Prof. Department of Biology, Savannah State University, Savannah, GA
1997-Present Professor, Dept. of Natural Sci. & Mathematics, Savannah State University
2000-Present Associate Director, Office of Graduate Studies and Sponsored Research
2001-Present Director, Biomedical Research Support Program

Teaching Experience 1976 - Present

Subjects Taught: Introduction to Life Chemistry, Principles of Biology, Cell Biology, Biochemistry, Molecular, General, Reproductive, Cell, Animal and Human Physiology, Physiological Chemistry, and Senior Seminar.

Courses Developed: 11 ***Laboratory Manuals:*** 2 (Animal Physiology; Physiological Chemistry)

Research Biochemical Toxicology

Undergraduate Research Methodology Manual(s): 1

Book Chapter(s): 1 (in press)

Papers (peer-reviewed): 135(*Student Authored: 80)*

Presentations/Abstracts: 90

Undergraduate Research Guidance *(1988-present):* More than 40 students in Biomedical Research.

Grant Activity (1997-Present: Total Amount: $6,052,921)

1. **Project Director:** Health Careers Opportunity Program, DHS, BHPr (1997-2001; $525,597).
2. **Principal Investigator:** Lead Induced Changes in Nitric Oxide-Mediated Signal Transduction Pathway in Rat Brain, NIGMS, NIH (1999-2002; $371,373).
3. Survey of Substance Abuse on HBCU campuses-National HBCU Consortium (1999; $2,500).
4. FASEB/MARC grant to conduct "Write Winning Grants" Workshop by Dr. Stephen Russell of Grant Writers' Seminars and Workshops, LLC (2001; $7,450).
5. **Program Director**: Biomedical Research Support Program at Savannah State University, NIGMS, NIH (2001-2005; $928,156).
6. **Program Director**: Supplemental Funding for Biomedical Research Support Program, NIGMS, NIH (2002-2005; $451,358).
7. **Preceptor:** MARC U*STAR at SSU. NIGMS, NIH (2002-2007; $1,243,327).
8. **SSU's Regents' Distinguished Professor Award, DOEd.Title III Grant ($28,000;2002-2003).**
9. Co-Principal Investigator: Minority Access to Graduate Education and Careers in Science, Technology, Engineering and Mathematics, NSF (2003-2008; $2,495,160).

Under Review (Total Amount: $680,193).

1. **Program Director**: Strengthening of Biomedical Research Support Program at SSU, NIGMS, NIH (2003-2005; $680,193).
2. **Principal Investigator**: Developmental Toxicity of Lead on Nitric Oxide-Mediated Signal Transduction Pathway in Rat Brain, NIGMS, NIH (2003-2005).

Sponsored Research Activity*:* As Associate Director in the Office of Graduate Studies and Sponsored Research assisted the faculty and staff to receive grants and contracts. Each year, approximately 25-35 grants are funded to the tune of $9-10 millions.

Review Activity

- As a member of the Curriculum Committee participated in the development of a semester system curriculum implemented in Fall 1998.
- As a member (appointed by Faculty Senate) of Institutional Program Review Committee involved in the preparation of evaluation instrument and evaluated 28 undergraduate programs as part of Self Study required for SACS accreditation in 2001.
- Serving as the manuscript reviewer for the following national and international journals: Journal of Comparative Animal Physiology; Neurotoxicology; Environmental Research; Comparative Physiology and Biochemistry; and Brain Research

Awards/Honors

1. **Young Scientist Award by The Academy of Environmental Biology (1986).**
2. FASEB/MARC Travel Awards (10) to attend Summer Research Conferences (1993-2002).
3. Computer Applications for Education - First place winner in the Image Analysis Scientific Contest by Image Analytics Corporation, Hauppauge, NY (1996).
4. Faculty Travel Award to attend Society of Toxicology Meeting in New Orleans (1999).
5. Superb Performance in Extramural Funding and Grantsmanship at SSU (2000).
6. Excellence Award for Dedicated Service to HCOP Program at SSU (2000).
7. Physiology Insights Fellowship by the American Physiological Society (2001).
8. **The American College of Toxicology - President's Award for the Best Paper in the International Journal of Toxicology (2001).**
9. Best Poster Award - NSF HBCU-UP National Research Conference, 2002.
10. Who's Who Among Americas Teachers (Multiple Year Honoree, 2002).
11. American Men and Women of Science (March 2002).
12. **Savannah State University's Regents' Distinguished Professor Award for AY 2002-2003.**
13. **Faculty Mentoring Award** [For assisting superior students towards careers in the field of biomedical and behavioral research] by FASEB/MARC, Bethesda, MD (2002).
14. **2003 National Outstanding Undergraduate Science Teaching Award** from the Society for College Science Teachers (will receive on March 28, 2003 at NSTA Convention, Philadelphia).
15. **2003 Award for Innovative Excellence in Teaching, Learning and Technology** (will receive the award at the 14th Int. Conf. on College Teaching and Learning, April 1-5, 2003).
16. **The 2003 Distinguished Teaching Award from the National Science Teachers Association** (will receive on March 29, 2003 at NSTA Convention, Philadelphia).
17. **The 2003 Richard Nicholson Excellence in Science Teaching Award** from the Quality Education for Minorities/Mathematics, Science and Engineering Network.

Membership in Professional Organizations

1) Sigma Xi, University of Mississippi Medical Center, Jackson, MS.
2) Indian Society for Comparative Animal Physiologists, India.;
3) National HBCU Substance Abuse Consortium.
4) Beta Beta Beta Biological Honor Society through the Sigma Omicron Chapter.
5) Association of American Medical College/The Robert Wood Johnson Foundation and Medical College of Georgia-School of Medicine.
6) National Association of Biology Teachers.
7) American College of Toxicology.
8) Society of Toxicology.
9) Neurotoxicity Society, Chile/USA.
10) International Neurotoxicology Association, USA/Spain.
11) National Advisory Board-Federation of American Societies of Experimental Biologists/MARC.
12) National Science Teachers Association.

Workshops/Training Programs/Conferences (selected out of 90)

1. Recombinant DNA and Special Topics in Biotechnology II (FAES-NIH, 1994).
2. Georgia Conference on College and University Teaching-Kennesaw State College, (1994).
3. International Conference on Drugs of Abuse. Funchal- Madeira, Portugal (1995).
4. Accessing Internet Resources - Certificate of Training, NCTR, Jefferson, AR (summer 1995).
5. Planning Meeting of the AAMC/RWJF/Health Professions Partnership Initiative Undergraduate College Representatives, Medical College of Georgia, Augusta, GA (1999).
6. Quality Education for Minorities – Baton Rouge, LA (2000).
7. Physiology Insights Workshop, Orlando, FL (2001).
8. 9th International Congress of Toxicology, Brisbane, Australia (2001).
9. International Society of Neuroscience-Rio Satellite Meeting, Rio de Janeiro, Brazil (2001).
10. 22nd Annual Meeting of the American College of Toxicology. Washington, DC (2001).
11. Write Winning Grants Workshop, Savannah State University (2001).
12. Banner Training Program, Savannah State University (2002).
13. Writing Across the Curriculum, Savannah State University (2002).
14. Student Progress Monitoring System Workshop by Systemic Research Inc. Atlanta (2002).
15. Physiology for Physiology and Biology Teachers, Univ. of Washington, Seattle (2002).
16. 40th Congress of the European Societies of Toxicology, Budapest, Hungary (2002).
17. Preparing Scientists for 21st Century: Annual Biomedical Research Conference, New Orleans, LA (2002).
18. 20th Annual conference of Indian Society for Animal Physiology, Tirupati, India (2003).

Selected Publications (out of 135; *undergraduate student)

1.Rajanna B, Chetty CS, Rajanna S, Hall E*, Fail S*, Rao YP. Interaction of metals with muscarinic, cholinergic and adrenergic receptor binding and agonist stimulated phospholipid hydrolysis. Comp Biochem Physiol 1997; 116C:111-116.

2.Anderson C*, Wright T*, Chetty CS. Effects of thallium on inositol polyphosphate receptors and nitric oxide synthase in rat cerebellum. Proc. XI Nat. Conf. Undergraduate Res. 1997;1447-1451.

3.CS Chetty, Reddy GR, Murthy KS, Johnson J*, Sajwan KS, Desaiah D. Perinatal Lead Exposure

Alters the Expression of Neuronal Nitric Oxide Synthase in Rat Brain. Int J Toxicol 2001;20:113-120. (American College of Toxicology President's Best Paper Award in 2001).

4. Mahadev K, Chetty CS, Vemuri MC. Effect of Prenatal and Postnatal Ethanol Exposure on Ca^{2+}/calmodulin-dependent protein kinase in rat cerebral cortex. Alcohol 2001;23:183-188.
5. Chetty CS, Reddy GR, Ali SF, Slikker WJ. Effects of Manganese on Inositol Polyphosphate Receptors and Nitric Oxide Activity in Rat Brain. Int J Toxicol 2001; 20:275-280.
6. Reddy GR, Murthy MS, Chetty CS. Lead Neurotoxicity: Heme Oxygenase and Nitric Oxide Synthase Activities in Developing Rat Brain. Neurotox Res 2002; 4(1): 33-39.

Selected Presentations (out of 90; *undergraduate student participant)

1. CS Chetty, J Johnson* K Sajwan and D. Desaiah. Perinatal Lead Exposure Alters the Expressions of Neuronal Nitric Oxide Synthase in Rat Brain. The American Society for Pharmacology and Experimental Therapeutics, Boston, MA (June 4-8, 2000).
2. CS Chetty, GR Reddy and D Desaiah (2001). Effect of Lead Exposure on Heme Oxygenase and NOS in Developing Brain. 9th Int. Congress of Toxicol., Brisbane, Australia (July 8-12, 2001).
3. B. Nykeba*,GR Reddy and CS Chetty. Perinatal Lead Exposure Alters Inositol Polyphosphate Receptor Binding in Developing Rat Brain. Society of Toxicology, Nashville(March 18-21 2002).
4. CS Chetty, GR Reddy, JL Baker and J Heinz*. Low Level Lead Exposure Alters AChE Activity in Developing Brain of Rat. 2002 Eurotox Meeting. Budapest, Hungary (September 15-18, 2002).

REFLECTIVE STATEMENT ON TEACHING AND LEARNING

"To Teach is to Touch the Future."

Kelli Erickson

Teaching, an institutional activity, is an implicit part of learning. It is a creative act that must be learned to facilitate the transformation of concepts held by the learner. Teaching is also more than the simple transmission of concepts and skills, but is at its finest when there is a meaningful exchange of ideas. One approach I take in teaching is reminding myself that if I keep doing what I have always done, I will get what I have always gotten. Therefore, I work from the perspective that teaching and learning relationships facilitate a sense of connection among teachers and students. Meaningful teaching and learning require both the teacher and students to be reflective. A teacher not only should help students build and reshape understanding but also should provide contexts within which learning can be enhanced.

As a student, I learned through interaction, application and association. I use these approaches in my teaching. I feel like a fishing guide in a wild river where the currents are swift and rough. I teach the students how to navigate the stream and then how to "catch the fish." I help them feel competent, capable and ready through various mentoring activities because I believe that students learn by interacting with one another as well as with their instructors. This kind of creative responsible learning in the classroom includes students feeling positive about their own learning efforts; they learn the most and gain insight into their own learning when they help their peers learn. I always try to create a positive learning climate, which is supportive and based on mutual respect.

Communicating the message and material in a lecture hall is a challenge. During each class period, I encourage and facilitate dialogue because as student comfort increases, students are more likely to contribute to discussions and to offer personal opinions and experiences related to the course. These classroom discussions are reinforced and further learned in a laboratory setting, which provides advanced hands-on experience for students. Based on my observations, these classroom discussions and the hands-on laboratory experiences cause students to become more focused on how to pose relevant questions, how to acquire related information, and how to integrate conflicting scientific data into a coherent body of knowledge.

Educating and mentoring are not activities that can be turned on and off at will. To motivate students, I exercise understanding, patience, and flexibility as well as sensitivity in mentoring students. In many universities, large and small, students are disregarded, tested, and moved on without so much as a nod to their needs, their hopes, their fears and their dreams. I choose to slow down, reach out, and ask questions. I consider myself not only a biology professor, but also a relentless architect of my students' possibilities. To this end, I involve students in professional growth activities, in research, in preparation and presentation of papers and posters, and provide attendance to workshops and conferences. One memorable mentoring experience involves Mr. Elijah Waife, biology major. Elijah was enrolled at SSU five years ago. Because he had difficulties in passing the writing portion of the Regents' Test, a reading and writing test that students must pass before receiving a degree from a state college or university in Georgia. On several occasions, I spent time with Elijah, encouraging him to remain in school and to seek assistance with his writing. On Saturday, December 14, 2002, I felt like a proud father as I watched him walk across the stage to receive his college degree.

Another innovative technique I rely on is the use of technology in the classroom. One of the major weaknesses among the pre-health majors at SSU has been the lack of ability to draw on conceptual understanding of physiology to keep pace with today's rapid advances in health sciences. I have integrated A.D.A.M. software, which is designed for the lecture class, and PowerLab (ADInstruments), which is designed for the laboratory class. The PowerLab is an integrated system that consists of a hardware unit and software application program (such as Chart and Scope), which runs on the computer and is designed to record, display, and analyze experimental data. The PowerLab system is timesaving, has an intuitive interface, and its on-line help leaves more time for students to focus on physiological principles. I noticed an increase in student response and production with the integration of A.D.A.M. software and PowerLab. In the beginning of the semester the students were provided with lecture notes (8-10 pages for each chapter). A week before the class, the students were asked to prepare a 3-page synopsis on the chapter in the prescribed textbook. This synopsis provided an insight into the content of the chapter prior to my teaching the chapter in the class. The concepts were explained, using the traditional color acetate transparencies and the chapter outlines, using A.D.A.M. software. The students were also provided supplemental resource materials, such as a teaching experiment assignment (provided by ADInstruments and demonstration of the chapter-laboratory experiment using ADI PowerLab), a Carolina Biology Readers Monograph, videos, and the Interactive Physiology Program (WWW.interactive physiology.com). The objective of the approach is to deal with the same topic from two different angles (lecture and laboratory classes) and thus increase learning outcomes. Students could learn the A.D.A.M. software quickly and gain the confidence to progress to more complicated experimental concepts that developed a foundation/skills base that prepared them to annotate and record physiological measurements in experimental conditions with the data file. The students could also save

the results and replay them in QuickTime movie format in the lecture classroom. This experience enabled the students to learn more and have a better appreciation for how these physiological events occur by seeing them in action. At the end of each laboratory experiment discussion, the students submitted the laboratory reports in journal format. Currently, efforts are also being made to link the movies to electronic documents and to place them on Internet sites.

I believe a teacher must develop the spirit, enlarge the soul, and invite students to walk along with him or her. The greatest reward to the educational process lies in the often unspoken and many times unheard, "Thank you sir/madam for teaching and mentoring me."

EVIDENCE OF TEACHING SUCCESS

I. Success of the Students:

As a result of curriculum revision especially during semester conversion in 1998, the improved infrastructure (new science building), and availability of funding from the University System and Federal agencies I have successfully infused technology in both teaching and research. Consequently, student performance in the classroom and the number of students pursuing higher education has significantly increased. Currently, as a member of the FASEB/MARC National Advisory Committee and the Consortium on Inter-institutional Collaboration with the Medical College of Georgia, I provide resources and encourage students to attend graduate school after matriculating at SSU. In the last 5 years, approximately 150 biology majors have graduated; more than 50% of these students have pursued higher degrees. (M.S.: 13; Ph.D.:14; Health and Allied Health Professions (Physician Assistant, pharmacy, medical technology, public health, hospital administration, chiropractic, dental, medical etc.: 47). Many of these students have successfully completed their graduate education. To date, I have mentored more than 40 students in biomedical research and assisted 21 students to receive travel awards to attend national scientific meetings. I have placed 36 students in summer enrichment programs. Recent notable achievements also include:

a) 11 students joined graduate programs at the State University of New York, Meharry Medical College and Fisk University with full financial aid to pursue advanced degrees in physiology.
b) Several students have attended and presented papers at national and international scientific meetings including the Society of Toxicology, the National Council for Undergraduate Research and the Federation of American Society for Experimental Biology (FASEB).
c) Mr. John Baker (a1996 graduate) received the prestigious NASA/Harriet G. Jenkins Pre-doctoral fellowship. Currently, he is also working as part-time program coordinator on an NIH-funded grant. He has also presented a paper at the 2002 Eurotox meeting in Budapest, Hungary.
d) Mr. Johnny Johnson (a 2000 graduate) who is a co-author in a publication received the American College of Toxicology President's Best Paper Award in 2001 and also received a 5-year pre-doctoral fellowship to purse doctoral degree in physiology at the State University of New York. He was also invited to serve as a member of FASEB/MARC National Advisory Board.
e) Ms. Brady Nykeba (2002) and Mr. John Baker received an award for the best poster (in chemistry and life sciences) presented at the NSF HBCU-UP Research Conference in 2002.

II. Course Syllabus: The following format is used to prepare the 5-6 pages course outline:
Course Title and Number: Animal Physiology (Biol-4101)
Semester and Year: Fall 2002

Instructor's Name: Dr. Chellu S. Chetty
Title of Text: *Physiology:* A Human Perspective by Lauralee Sherwood, II Edition. West Publishing Company.
Course Description: A study of vertebrate systemic physiological processes. *Topics to be considered are:* bioenergetics, temperature regulation, endocrine control mechanisms, digestive, urinary systems, cardiac, respiratory excretory, reproductive, membrane and neurophysiology.
Course Status: Required by all biology majors (Area F)
Course Prerequisites: Course Prerequisites for Biology-4101 are Biology 3201(Cell and Molecular Biology and Chemistry 3501 (Organic Chemistry I).

Specific Competencies Required for this Course:
1. Be able to define physiology, and know the basic emphasis in its major subdivisions.
2. Basic processes associated with life that requires cellular functions at the molecular level.
3. The molecular activity of the organelles and other cellular components essential for the proper functioning of body systems.

General Instructional Goals: This course will enhance learning in animal physiology. By the end of this course, *students should know and understand the following:*
- Functional interrelationship among the organ systems.
- How organisms adapt to different and changing environments.
- The different organizational levels (the molecule, the cell, the tissue, the organ, the organ system, the integrated organism) and how they interrelate in normal function.

General Behavioral Objectives: *The student should be able to:*
- Define physiology and explain the content of its major areas.
- Explain how the cellular processes those are relevant to the study of physiology.
- Interpret diagrams, equation and graphical information concerning physiological processes and relate this information to the overall function of a particular body system and the human body as a whole organism.
- Use critical thinking skills, and interpret an abnormal situation based on the understanding and knowledge of how the system properly functions.

Course Unit Organization (Units 1-8)
Unit 1. Homeostasis: The Foundation of Physiology-Levels of Organization in the Body; Concept of Homeostasis
Specific Instructional Goals: Explain
- The concept of homeostasis and its role in the survival of the organism
- Role of body systems in maintenance of homeostasis

Specific Behavioral Objectives: The student should be able to
- Describe how cells are organized according to specialization into body system
- Explain how homeostasis is essential for cell survival.

Resources - *Lecture Notes:* I will provide lecture notes for all the chapters in the beginning of the semester. This will enable you to read the synopsis of the segments prior to the class and follow the sequence during the lecture. You can also use the lecture notes to prepare the class assignments and

chapter synopsis/abstracts prior to the test.

Audiovisual Aids: Physiology interactive tutorial and work-based software series, ADAM software, and publisher-based videos, color acetate transparencies will be regularly used during the lectures. Copies of the software will be provided to the students. A presentation monitor with Dell Optiplex-GXI computer and TV/VCR are available in Room # 113 to use the software and the videos. I strongly encourage the students to review the resource material prior to the test.

References: (5-10 text book titles are given)

Assignments: At the beginning of the semester, I will discuss with the class and give two types of assignments: 1) Review the chapter and prepare 3-page synopsis (single space), 2) Web-based assignment to prepare a term paper, and 3) Sample questions via web or email as practice test.

Missed Exams: If you cannot take an exam on the assigned date, you must inform me on or before that date. If your excuse is valid and documented, I will give a make-up exam.

Classroom Discipline: Class attendance will be enforced as outlined in pages # 40-41 in the 2000-2002 SSU catalog. No food and drink are allowed in the classroom. Leaving the room in middle of the lecture is highly discouraged. If you come 10-15 minutes late to the class, you will be marked absent. When you miss 3 classes you will be warned through a letter. If you are absent for more than 3 classes without valid excuses, an F grade will be awarded.

III. Evaluation of Student Performance and Grading

During the semester a minimum of five pre-final tests each carrying 100 points and four quiz tests each carrying 25 points will be given. A 100-point final lecture examination will be given and the average will be based to calculate the total number of points that could be made in the tests, quizzes and the final examination. To recognize excellence and competence the students are evaluated carefully. In this course, grades are not arbitrary. Students earn their grades based on how they perform in the course requirements listed below. The total number of points will be 700. Based on the averages at the end of the course, *grades will be assigned as follows:*

A - 90 and above B - 80 - 89 C - 70 - 79 D - 60 - 69 F - 59 and below

I do not grade on a curve; I do not have pre-conceived notions of how many students in a class should receive each grade. I do have standards of what I think is "excellent", "passing" etc. I believe strongly that an "A" grade should be reserved for significant achievement, and I would be delighted if every student performed at that level. For the students who maintain perfect (100%) attendance (with out any excuses) *the grades will be assigned as follows:*

A – 85 and above B – 75 – 84 C – 65 – 74 D – 55-64 F – 54 and below

IV. Examinations: Since 1993 at SSU, every quarter/semester I have taught 2-3 courses which included a freshman (gateway) course and a senior level course. I strongly believe in giving pre-tests because I wish to find common ground with my student from which I can begin. Since I have served as an Item-Writer for the GRE Test (Educational Testing Service, Princeton, NJ) and the Coordinator of the departmental exit examination I prepare the tests on the GRE/MCAT model. The format of the test depends on the course level. The tests for lower-level courses include mainly discrete quantitative and semi-subjective types of questions (5-10 lines answers); whereas the test for senior level classes include some of the following: a) subjective questions (1-2 page answers), b) logical reasoning, c) reading comprehension, d) analytical reasoning, e) discrete quantitative (multiple choice), and f) Graphs-Problem solving.

V. Interaction with Students Outside of the Classroom: As the project director of a Health Careers Opportunity Program (HCOP), I have conducted more than 35 enrichment workshops (including the SAT/GRE/MCAT) for area high school students and undergraduate biology pre-health science majors. Also, I have organized several field trips for these students to participate in off-campus review (GRE/MCAT/DAT) workshops at other institutions in the University System of Georgia. To enhance the recruitment of pre-health science majors, I have established a pre-health science club and developed collaborative partnerships with various educational institutions, health organizations and community entities in Savannah.

As the Chairperson of the Academic Advisement committee and as a member of the departmental semester Conversion Committee I have revised the academic advisement procedures, and prepared a new biology curriculum grid sheet when the university system switched from quarter to semester system in 1998. As an Academic (pre-health science) Advisor I have advised 40-50 biology majors (per semester) to enable them to successfully graduate with biology as major. Also, as a member of the Institutional Program Review (Self-Study) Committee I have evaluated 28 academic programs and provided feedback to the SSU administration on enrollment, retention, advisement, teaching and research excellence strategies to the undergraduate students. As part of the Heath Profession Partners Initiative with the Medical College of Georgia, I have established an advisement facility to assist biology majors for admission into Health Sciences Universities.

I have employed different effective mentoring methods for freshman, sophomore, junior and senior students which include: on-campus job placement through campus programs (peer counselors, work study in research laboratories), encourage participation in science clubs, departmental activities and enrichment seminars/workshops by visiting scientists and recruiters from major universities in the area, provide videos on career development, sponsor field trips to career fairs/ review workshops at other institutions, provide assistance for summer research internships at other major institutions, provide review (GRE/MCAT/DAT) books and software, provide assistance with the travel awards to attend and present research work at national scientific meetings, meet with the parents, maintain contact with the students though e-mail and visit graduate schools to interact with faculty and coordinators of graduate programs, monitor the progress of the students, provide career counseling and encourage community service (please see the supplemental information in the following pages). As part of a Distinguished Professorship I have organized two mentoring workshops at SSU, a) Life/Career planning (for students) and b) Mentoring: A proven Strategy for Developing Students (for faculty) on January 14, 2002.

V. Student Evaluation of Instruction Report (1999-2002) (Composite):

		Fall99 N = 23	Spring00 N = 53	Fall00 N= 45	Spring01 N = 24	Fall01 N=42	Spring02 N = 35
Clearly stated course objectives	Mean Median/SD	4.91 5.00	4.75 5.00	4.73 5.00	4.63 5.00	4.36 1.12	4.40 0.90
Knowledgeable of the course content	Mean Median/SD	4.91 5.00	4.83 5.00	4.93 5.00	4.80 5.00	4.57 1.13	4.60 0.55
Enthusiastic about his subject	Mean Median/SD	4.65 5.00	4.79 5.00	4.82 5.00	4.84 5.00	4.57 1.13	4.71 0.52
Well prepared	Mean	4.96	4.79	4.82	4.80	4.50	4.69

for class	Median/SD	5.00	5.00	5.00	5.00	1.15	0.47
Present on time	Mean	4.87	4.79	4.78	4.80	4.60	4.71
for class meetings	Median/SD	5.00	5.00	5.00	5.00	1.13	0.67
Effective use of	Mean	4.91	4.74	4.73	4.55	4.31	4.40
class time	Median/SD	5.00	5.00	5.00	5.00	1.20	0.88
Makes good use	Mean	4.83	4.77	4.78	4.46	4.12	4.09
of examples	Median/SD	5.00	5.00	5.00	5.00	1.15	0.82
Uses supplemental	Mean	4.87	4.77	4.78	4.55	4.17	4.23
instruction materials	Median/SD	5.00	5.00	5.00	5.00	1.34	0.94
Presents course	Mean	4.68	4.49	4.64	4.46	4.36	4.40
material effectively	Median/SD	5.00	5.00	5.00	5.00	1.17	1.16
Encourages class	Mean	4.70	4.64	4.78	4.71	4.33	4.34
participation	Median/SD	5.00	5.00	5.00	5.00	1.18	0.80
Reasonable Evaluation	Mean	4.78	4.70	4.58	4.50	4.20	4.00
of student work	Median/SD	5.00	5.00	5.00	5.00	1.32	1.06
Returns tests with	Mean	4.96	4.79	4.84	4.63	4.38	4.36
in a reasonable time	Median/SD	5.00	5.00	5.00	5.00	1.31	1.41
Helps students with	Mean	4.82	4.75	4.78	4.84	4.57	4.66
questions & problems	Median/SD	5.00	5.00	5.00	5.0	1.15	0.64
Shows respect for	Mean	4.52	4.74	4.71	4.88	4.60	4.60
student ideas/opinions	Median/SD	5.00	5.00	5.00	5.00	1.13	0.55
Overall rate the	Mean	4.78	4.72	4.62	4.75	4.60	4.40
instructor as excellent	Median/SD	5.00	5.00	5.00	5.00	1.13	0.55

SD: Standard Deviation; N = Number of students

Since 1999, due to increased grant activity, I have 50% release time from teaching. Each semester I have taught at least 2 courses (one freshman and one senior level course). In general, on a comparative basis (as per my administrators), I have always received excellent ratings from the students and department chair. In my 26 years of service in academia, I always received higher ratings at all the institutions I served. In addition to this spectacular achievement, I am also proud to state that, I have NOT missed a single class in 26 years when I am physically present in the department. I strongly believe that strict classroom discipline is the key for success and I am confident that my colleagues agree with my opinion.