

October 31, 2014

Ann Guillot, MD Interim Director, Teaching Academy

Dear Dr. Guillot,

Please find attached my application and teaching portfolio for membership in the Teaching Academy. Ever since hearing about the concept from Dr. Jefferies, I have been excited about the opportunity to share with others my passion for teaching.

I was extremely fortunate to have a strong mentor during my college years – a relationship that continues to this day. Dr. John R. Jungck (Director of Interdisciplinary Science Learning Laboratories at the University of Delaware) introduced me to a teaching philosophy called the 3 P's: Problem posing, Problem solving and Peer persuasion (N. Peterson and J. R. Jungck (1988) Problem-Posing, Problem-Solving, and Persuasion in Biology. Academic Computing 2(6): 14-17 and 48-50). This teaching philosophy empowers students to engage in the methods, tasks and practices of science. It requires educators to model for our students how scientists select and pose a problem for study. Students are challenged to solve that problem using the same tools we would use (not a "dumbed down" set). And most importantly, this philosophy emphasizes to students that validation of the results and further problem solving requires that their data be shared. Students are also required to use the same vehicles that scientists use to alert others of their work: papers, posters, and/or oral presentations. These tenets brought together a community of scientists, educators, and learners more than 25 years ago to form the BioQUEST Curriculum Consortium, an organization that supports (biology) education that reflects realistic scientific practices. I helped found BioQUEST and to this day remain an active participant, serving as the Director of Graduate Outreach.

In my portfolio I have tried to capture my engagement with education at all levels by describing my efforts in: Direct Teaching, Mentoring & Academic Advising, Curriculum/Course Development, and Leadership and Service/Administration. I remain unclear as to which membership level would be appropriate for me and hope the reviewers can recommend the appropriate level.

In summary, I love teaching and strive each day to be better at it than I was the day before. I have been extremely fortunate to have had rooms full of students who can be excited to

learn and who, thus far, have responded enthusiastically to my methods. I look forward to learning new methods of connecting with the next generation of students from others in the Teaching Academy.

Sincerely,

HPAN Cipeps

Stephen J. Everse, Ph.D. Associate Professor 802-656-8271

## Teaching Academy Membership Application Teaching Portfolio Cover Page – Member, Master Teacher and Distinguished Educator

Name:	Stephen J. Everse			Email Address:	steph	mail Address: stephen.everse@uvm.edu Date:							
Current Position/Title:	Associate Professor			Primary Academ Department:	nic	Biochemistry							
School:	СОМ			Campus Address	s:	Given B418A							
Campus Telephone:	x6-8271			Other Telephone	э:	x6-4388							
Your current fa	aculty rank (check one):		Assistant	Professor		Associate Professor	Profes	sor					
Your academic	c Pathway (check one):	⊠Tenure Physician	] <b>Res</b> earch S	cholar E	Educa	ation Scholar Clinic	al Scholar						
Academy m	embershin category fo	r which you are											
applying:	chiberanip category to	i which you are	Membe	er		Master Teacher	<b>Distingu</b>	ished Educator					
Check each o should be bas	f the educational scholar sed:	ship domains within	in your Teac	hing Portfolio on	n whic	ch your application for Teac	hing Acade	emy membership					
Direct	Mentoring &	Academic Advising	Curric	ulum/Course		Educational	🛛 Leade	rship and					
Teaching			Deve	lopment;		Research/Creative	Servio	e/Administration					
			Learr	ner Assessment		Scholarship in							
						Teaching							
List your requi	red letter of support (See	guidelines for specifics).											
	Name / Institution /	Dept.	Positi	on / Role		Email Address	Teleph	one Number					
1. Gary Ste	I. Gary Stein, Ph.D. Chairman					gary.stein@uvm.edu x6-4874							

#### Please check the appropriate attestation to indicate your agreement, then sign and date in the appropriate space:

Role	Attestation	Signature	Date
Applicant	This application is an accurate representation of my involvement and achievement in teaching and education and if accepted, I agree to fulfill the expectations necessary to maintain active membership status as set forth in Section X of the UVMCOM TA <i>Guide to Applying for Membership</i> .	HPG Bres	<sup>10</sup> 31/14
Supervisor	Agree to support this applicant's full participation in the Academy.	· · ·	

## Teaching Portfolio: Mentoring & Academic Advising

 Use this page to describe your engagement in advising and mentoring, highlight specific evidence in the Mentoring & Academic Advising Record (next page) and/or your curriculum vita. Also include on this page any other narrative or evidence of quality and impact that is not included in the Mentoring & Academic Advising Record.

	Narrative/Description	Evidence Bullet items in this column are suggestions, not an exclusive list of what you may present as evidence. Please highlight the italicized text and replace with your relevant evidence. Reference any relevant evidence already in CV, do not duplicate entries here.
<b>Quantity</b> (Roles and Activities)	Active mentor for faculty and students. This includes advising first year graduate and medical students, mentoring undergraduate, graduate and postdoctoral fellows in career and research.	• CV (pgs 6-7 & 16-17)
Quality (Effectiveness and Excellence)	I find it hard to evaluate the quality of my advising and mentoring – I guess one measure would be the number of students and/or faculty that come to seek my counsel in a single day (on average 2) regarding some aspect of their career, life, etc.	• Just last week I received a card from a first year medical student which is like many others I have received over the years: "I am so grateful for your positive and dedicated mentorship in my first course of medical school and feel so lucky to be at UVM!"
Engagement (Collaboration; Scholarly Approach, Scholarship, Contributions/ Impact)	In addition to my time in the classroom, I really value my time mentoring colleagues and TAs in the art of student engagement in the classroom, encouraging them when things are busy, and helping them with the mundane tasks of proofing exams and syllabi. My mentoring extends beyond the UVM campus through my work with <i>BioQUEST</i> . In the past decade, I have co-lead more than 15 grant-funded faculty development workshops throughout the US. My primary role in these workshops is to help faculty bring structure & structural tools into their classrooms. In addition, for the past four years I have co-lead a week long Skills for Success workshop for new graduate students at the University of Tennessee - Knoxville. This NIH funded program seeks to engage students in interactive group work that focuses on computational tools and data used to address current biological problems.	<ul> <li>Faculty and Student Development Workshops led (CV pgs 7-8)</li> </ul>

## Teaching Portfolio: Mentoring & Academic Advising

Everse, Stephen J.

## **Mentoring & Academic Advising Record**

Name: Stephen J. Everse	Dept. Biochemistry	School: COM	Date 10/25/2014

Advisee/Protégé <sup>1</sup>		L	.eve	<b>2</b>			1	Гуре	3		Purpose/Goals <sup>4</sup>	Frequency & Duration <sup>5</sup>	Process/Activities <sup>6</sup>	Outcomes <sup>7</sup>	Evidence <sup>8</sup>
	1	2	3	4	5	1	2	3	4	5					
Maria Bravo											PhD mentor	2005 – 2012 Daily	Scientific and career advice; manuscript writing,	Ph.D. awarded 2012	Now a postdoc at UVM and we meet every couple of months to check in
Michael Klug											Research advisor	2011 – 2012 Weekly	Scientific and career advice	B.S. awarded 2012	Applying for Ph.D. programs in mathematics
Jacquie Gertz									$\boxtimes$		Thesis committee member	2008 -	Scientific and career advice	Current graduate student	Working with her to discover an alternative path as she doesn't enjoy bench work
Jamie Abbott											Thesis committee member	2009 –	Scientific and career advice	Current graduate	

<sup>&</sup>lt;sup>1</sup>In some situations, it may not be appropriate or in the best interest of the advisee/protégé to insert his/her name. In such cases, prove a brief description (e.g., 1<sup>st</sup> year medical student, PGY-2, Year 2 nurse anesthesia student, junior faculty)

<sup>4</sup> List the primary purpose(s) or goals of the relationship (abbreviated statements)

<sup>&</sup>lt;sup>2</sup> Double-click the box to check the appropriate response using the following: 1= Undergraduate student (e.g., MD, Baccalaureate Nursing, Allied Health); 2=Graduate (e.g., Masters, Medical Resident); 3=Doctoral (e.g., PhD, D.Ph.); 4=Fellow or Post-Doc; 5=Faculty/Professional Colleague

<sup>&</sup>lt;sup>3</sup>Double-click the box to check the appropriate response using the following: 1=Assigned Academic Advisor, 2=Voluntary Advisor; 3=Assigned Mentor; 4=Voluntary Mentor; 5=Other

<sup>&</sup>lt;sup>5</sup> <u>Duration</u>: Enter start and end dates (e.g., 2007-2009 or 2008-present; <u>Frequency</u>: Describe typical frequency of contact (e.g., monthly face-to-face meetings, 1-2 hours each; periodic telephone and email communication)

<sup>&</sup>lt;sup>6</sup> Process/Activities: Describe activities used in the relationship and provide details, specific examples (e.g., introduced protégé to role models, provided advice and critique for project development and materials, edited paper)

<sup>&</sup>lt;sup>7</sup> List the results/impact of the relationship (e.g., goal attainment, problem resolved, award, presentation/paper acceptance, publication)

<sup>&</sup>lt;sup>8</sup> Include or describe evidence/documentation of the outcome(s)/impact achieved (e.g., quote from a thank you card, email message, or letter from the protégé, list/describe award, presentation, publication or reference entry(ies) already included in your curriculum vita)

## Teaching Portfolio: Mentoring & Academic Advising

Everse, Stephen J.

										student	
Chloe Adams		$\square$				$\boxtimes$	Thesis committee	2011 – 2014	Scientific and career	M.S. awarded	Had to help her realize
							member		advice	2014	that a Ph.D. was not
											the appropriate degree
											for her aspirations.
Victoria Devault		$\boxtimes$				$\boxtimes$	Mentor	2012	Scientific and career	Current	
									advice	graduate	
										student	
Joyce Thompson		$\square$				$\square$	Mentor	2012	Scientific and career	Current	
									advice	graduate	
										student	
Laura Solomon			$\square$			$\square$	Mentor	2013	Scientific and career	Current	
									advice	graduate	
										student	

\*Add rows as needed

## Teaching Portfolio: Curriculum/Course Development & Learner Assessment

- Use this page to describe your overall engagement and achievements in this educational domain.
- Use the optional template (next page) to describe one or two of your best/most significant examples. Complete a separate template for each example you choose.

	Narrative/Description	Evidence Bullet items in this column are suggestions, not an exclusive list of what you may present as evidence. Please highlight the italicized text and replace with your relevant evidence. Reference any relevant evidence already in CV, do not duplicate entries here.
<b>Quantity</b> (Roles and Activities)	Recent accomplishments include significant curricular enhancements for two groups of students. First, the development of the first new course in the Vermont Integrated Curriculum (medical curriculum) in 5 years called Foundations of Medicine. The second project has been to develop a new series of courses for our first year graduate students entering the newly created Cellular, Molecular and Biomedical Sciences (CMB) program. These courses aim to develop key reading, writing, analysis, presentation, and teaching skills that are fundamental to their graduate studies.	
Quality (Effectiveness and Excellence)	As the medical course finished only 1 month ago, it is hard to evaluate the course for effectiveness. Two cadres of graduate students have passed through Data Analysis & Presentation I & II but it still remains hard to evaluate the effectiveness of the course.	<ul> <li>Simple metrics for Foundations of Medicine – nobody failed and the averages on questions that were used this year and in past years were higher.</li> <li>Of the 26 CMB graduate students who completed the courses only 2 students failed to pass their first year qualifying exam.</li> </ul>
Engagement (Collaboration; Scholarly Approach, Scholarship, Contributions/ Impact)	In the past decade, I have co-lead more than 15 grant-funded faculty development workshops throughout the US with <i>BioQUEST</i> . My primary role in these workshops is to help faculty bring structure & structural tools into their classrooms though I also have demonstrated and helped faculty utilize many different bioinformatical tools in their courses. Most of our faculty workshops aim to have faculty produce a product at the end in which they can take back to their own course and utilize.	<ul> <li>Workshops led (CV pgs 7-8)</li> <li>CV papers #14 &amp; #34 (pgs 9-11)</li> </ul>

## Teaching Portfolio: Curriculum/Course Development & Learner Assessment

Comple	ete this template for each sele	cted activity in this domain that you wish to	include in your portfolio. Limit to only	one or two of your best examples.						
Title or	description of activity:	Foundations of Medicine								
Catego	ory(ies):	<b>X</b> Curriculum Development	Instructional Design	Assessment						
Primar	y focus (check one):	X Original/New	Major Revision	Minor or Ongoing Refinement						
Your re	ole and contribution(s):	Course director								
Collab	orators and consultants:	Michael Goedde, M.D. and Paula Tracy, I	Ph.D. along with all the talented facult	y I selected to participate in the course						
Descri this wo need, µ target	be the context in which ork occurred (e.g., specific problem, opportunity, or of change or innovation)	Due to the retirement of a 2 week medica course. A task force was put together to basic principles, concepts, and methods t including biochemistry, cell biology, epide	I course director the opportunity arose examine this idea and it was decided hat are foundational to the study and miology, ethics, genetics, pharmacolo	e to discuss merging the course with my 4 week that it had merit. The challenge was to integrate practice of medicine, drawing from disciplines ogy, and public health.						
Demor	strate how you met scholar	ship attributes and provided value to the	e institution using the six Glassick,	et al.* attributes listed below:						
1.	Clear goals	Our goals were to reduce lecture hours (b foundational to the study and practice of r pharmacology, and public health. We als learning strategies to help students devel	below 50%) while integrating the basic nedicine, from biochemistry, cell biolo o introduced interactive sessions also op effective approaches that will prepa	principles, concepts, and methods that are gy, epidemiology, ethics, genetics, include guided practice with a variety of are them for success in their ongoing studies						
2.	Adequate preparation	There is never enough time to prepare for completely revamp any material that they	a new course. However the faculty t had used before.	ook to the challenge and in most cases had to						
3.	Appropriate methods	Course activities that include team-based clinical skills practice with standardized pa clinical, ethical, and public health implicat	learning, small- and large-group disc atients. The integrated and interdiscip ions of basic medical sciences.	ussions, interactive modules, lectures, and plinary organization of the course highlighted the						
4.	Significant results (outcomes)	Foundations of Medicine received a 4.1 o used this year and in past years, average	n a 5-point scale and no students faile s were higher.	ed the course. For most questions that were						
5.	Effective presentation (dissemination)	Several of our TBL modules are being pre passionately worked on them.	epared for submission to MedEd Porta	al to bring credit to the faculty who designed and						
6.	Reflective critique (next steps for continued improvement)	In process now (have met with the Student Education Group for their feedback, am currently meeting with all of the faculty who participated to prepare a report for the Foundations Course Directors which will then be modified and presented to the Medical Curriculum Committee).								
Dissen	nination	Changes are being made in other medica Medicine and in small group learning.	l courses to build upon the work we s	tarted with the students in Evidence Based						
Reven	ue (including grants)	None								
*Glassic	k CE, Huber MT, Maerott GI. Schola	arship Assessed: Evaluation of the Professoriate.	San Francisco: Jossey-Bass, 1997							

Interim Director Ann Guillot, M.D.

	Narrative/Description	Evidence Bullet items in this column are suggestions, not an exclusive list of what you may present as evidence. Please highlight the italicized text and replace with your relevant evidence. Reference any relevant evidence already in CV, do not duplicate entries here.
<b>Quantity</b> (Roles and Activities)	I have been and continue to be an active participant in Departmental and College teaching. My roles vary from course to course lecturer, small group leader, evaluator, director. I also am one of the few College of Medicine faculty who teach in all domains (undergraduate, graduate and medical).	• Courses (CV pgs 4-5)
Quality (Effectiveness and Excellence)	I believe my multiple roles in many different courses for long periods of time serves as a testament to the quality and effectiveness of my teaching.	<ul> <li>Courses (CV pgs 4-5)</li> <li>Nominated twice for the University Kroepsch-Maurice Excellence in Teaching Award (2012 &amp; 2013)</li> </ul>
Engagement (Collaboration; Scholarly Approach, Scholarship, Contributions/ Impact)	My teaching philosophy incorporates <i>BioQUEST</i> 's work with a particular focus on student engagement. Rather than expecting students to love the raw facts and concepts of science, I generate enthusiasm by incorporating the learning of that information through issues of the day and topics that particularly interest them. My approach was documented and featured as a book chapter in <u>Revitalizing</u> <u>Undergraduate Science: Why Some Things Work and Most Don't. An</u> <u>Occasional Paper on Neglected Problems in Science Education</u> by Sheila Tobias in 1992. At the time, I was a graduate student TA at UCSD. I'm happy to say that the chapter on my work falls in the "Why Some Things Work" category.	<ul> <li>Workshops led (CV pgs 7-8)</li> <li>CV papers #14 &amp; #34 (pgs 9-11)</li> </ul>

		leachi	ng I	Record														
Name: Stephen J. Eve	rse Dept. Bi	ochemis	try			School: CO	М						Dat	e 1	0/25	/2014	1	
·			,										Pag	je		of		
		Co	urse		Number of	Learner				-					1	Л		
0		1	U	Hours	Learners	Learner				<u> </u>	eact	ning	Net	nod	(s) '	<u> </u>		
Year <sup>9</sup>	Course Title	R	E	11	12	Level <sup>13</sup>	1	2	3	4	5	6	7	8	9	10	11	12
Fall 2014	Foundations of Medicine (Course Director)	$\square$		25	116	MS1			$\boxtimes$	$\boxtimes$			$\boxtimes$				$\boxtimes$	
Spring 2014	BIOC 207/296 Biochemistry Laboratory (Course Director	)		80	40	UG						$\boxtimes$	$\boxtimes$					
Spring 2014	BIOC 326 Data Analysis and Presentation II (Course			22	6	G				$\boxtimes$			$\boxtimes$					
	Director)														ļ		ł	
Fall 2013	BIOC 301 Biochemistry I (Co-Course Director)	$\boxtimes$		28	34	G							$\boxtimes$					
Fall 2013	CLBI 301 Cell and Molecular Biology (Course Director)	$\boxtimes$		4	23	G				$\boxtimes$								
Fall 2013	BIOC 325 Data Analysis & Presentation I (Course	$\square$		16	6	G				$\boxtimes$			$\boxtimes$					
	Director)														ļ		ł	
Fall 2013	BIOC 325 Proteins		$\square$	13.5	6	G				$\boxtimes$		$\boxtimes$	$\boxtimes$					
Fall 2013	Cell and Molecular Biology (Course Director)	$\square$		6	116	MS1							$\boxtimes$					
Spring 2013	CLBI 396 Data Analysis and Presentation II (Course	$\square$		22	20	G				$\boxtimes$			$\boxtimes$					

 $\ge$ 

28

50

G

<sup>10</sup>R=Required/Core Curriculum Course; E=Elective Course

Director)

<sup>11</sup>Number of hours involved in direct teaching with learners (does not include preparation time)

BIOC 301 Biochemistry I (Co-Course Director)

<sup>12</sup>Number of learners enrolled/participating in the course/educational program

<sup>13</sup>Write in each cell the code(s) that apply for the course (You may modify key to reflect appropriate learner groups): MS1, MS2, MS3, MS4= Medical student and year of training; R= Medical Specialty Resident; F = Fellow; Ug= Undergraduate G = Ph.D./Graduate, PGY1, PGY2, PGY3, FD = Faculty Development, C = Continuing Education ,CmuO= community outreach (e.g. High school students, community medical school, etc.)

<sup>14</sup>Double click the boxes corresponding to numerical codes that reflect the teaching method(s) you use regularly in the course. Mark all (multiple if applicable) that apply for each course entry. Please use the following key: \*\*

1= Case-Based Instruction/Learning; 2 = Clinical Experience-Ambulatory or Inpatient; 3 = Concept Mapping; 4= Discussion, small group; 5= Independent Learning; 6 = Laboratory; 7 = Lecture; 8 = Preceptorship; 9 = Problem-Based Learning; 10 = Simulation; 11 = Team-Based Learning; 12 = Workshop

\*\* Please note that the listed teaching /instructional methods are those recommended by the MedBiguitous Curriculum Inventory Working Group Standardized Vocabulary Subcommittee (AAMC 2012). Please consult their document at http://medbig.org/curriculum/vocabularies.pdf for additional information/descriptions of each instructional method or to see additional methods (not listed here) that may better fit your teaching method

Fall 2012

<sup>&</sup>lt;sup>9</sup>Please indicate the academic year in which each teaching activity occurred (e.g., 2009-2010; if taught multiple times list as such, e.g. 2012, 2013, 2014 rather than documenting as separate entries). Include only the most recent five years. Add rows to the table, as needed.

## Teaching Portfolio: Teaching

Fall 2012	CLBI 301 Cell and Molecular Biology (Course Director)	$\boxtimes$	4	28	G			$\square$		
Fall 2012	CLBI 395 Data Analysis & Presentation I (Course Director)	$\boxtimes$	16	20	G		$\boxtimes$	$\square$		
Fall 2012	Cell and Molecular Biology (Course Director)	$\boxtimes$	10	116	MS1		$\boxtimes$			

- Use this page to describe your overall involvement and achievements in <u>educational</u> leadership and administrative service.
- Complete the Educational Administration and Service Record.

		Evidence
	Narrative/Description	Bullet items in this column are suggestions, not an exclusive list of what you may present as evidence. Please highlight the italicized text and replace with your relevant
		evidence. Reference any relevant evidence already in CV, do not duplicate entries here.
	Since joining the UVM Dept of Biochemistry faculty in 1998, I have	Courses directed (CV pgs 4-5)
	been an advocate of and for education. Over the years, my Chairs have	Workshops led (CV pgs 7-8)
	enabled my participation in many different courses at all levels to	
Quantity	facilitate the inclusion of new educational paradigms. In many cases, I	
(Roles and	was selected as the director of the course to facilitate these changes.	
	In addition to my Departmental duties, I have been recognized outside	
Activities	of my Department and selected to direct courses for other graduate	
	programs and the medical school. I have been a member of the	
	BioQUEST Curriculum Consortium ( <u>http://bioquest.org</u> ) since 1998 and	
	their Director of Graduate Outreach since 2008.	
	In 2008 selected to be the Director of Graduate Outreach for	<ul> <li>Courses directed (CV pgs 4-5)</li> </ul>
	BioQUEST. In addition to directing courses for my own Department, I	• Foundations of Medicine received a 4.1 on a 5 point scale. Specific
	was selected to direct the Cell and Molecular Biology course in 2010 for	student comments included: "Dr. Everse clearly worked very hard and
	their graduate program. In June 2012, we merged all of department-	was invested in the course. All the faculty knew what the others were
0 11	based graduate programs and created a single program called the Cell	teaching and seemed to understand the whole flow of our curriculum,
Quality	and Molecular Biomedical Sciences program. I successfully argued	which felt good. It felt like there was an overarching story we were
	that this program needed a first year course to help our students learn	being told, and I liked that.", "Overall the course was really well
and Excellence)	to read and write. I was selected to design and direct this yearlong	organized and well integrated. I kept hearing about 'vertical
	Course. In 2013, I was selected to direct the Medical Cell and	integration' but were unsure of how well that would translate in the
	Committee collected me to examine 2014, the Medical Curriculum	curriculum. In the end, I felt that this was considered and executed in
	Committee selected me to organize a direct the first new medical	a very thoughtful and successful way.", and "Best course I ever taken
	Course in 5 years (Foundations in Medicine) for the vermont integrated	in my life. Well structured and well prepared!".
Engagement	As a member of PicOLIEST (a community of acientista, educators, and	a Warkshana lad (CV nga 7.0)
	As a member of blogoest (a community of scientists, educators, and	• Workshops led (CV pgs 7-8)
Scholarly	that reflects realistic scientific practices) since 1008. I participated	• Courses airected (CV pgs 4-3)
Approach	initially as a presenter and later as a workshop leader. Most recently 1	
Scholarshin	have spearheaded their efforts in graduate outreach. For the last 4	
outoiaiship,	nave speameaded their enorts in graduate dutreach. Tor the last 4	

Contributions/	years BioQUEST, has provided a workshop for incoming graduate	
Impact)	students at the University of Tennessee – Knoxville to promote	
	teamwork, build their basic scientific skills, and excite them about their	
	educational role.	
	As a course director, I believe my role is to have an initial vision that	
	can be refined with the faculty teaching in the course. Each year the	
	vision is re-evaluated, updated, and honed.	

## **Educational Administration and Service Record**

Name: Stephen J. Everse	Dept. Biochemistry	School: COM	Date 10/25/2014
			Page of

	Scope			Scope					R	Role				Frequency	Leadership		
				•									Purpose/Goals	& Duration	Contribution(s)	Impact/Outcome	Evidence
Activity	1		2	3	4	5	1		2	3	4	5					
Director of		ב				$\boxtimes$		וב				$\boxtimes$	The BioQUEST	6 years	Facilitated outreach	Facilitator and	Invitations nationally and
													Curriculum		to faculty &	speaker at many	internationally to help
DIOQUEST													(BQCC) is a		graduate students	graduate	students develop skills in
													community of			workshops (CV	bioinformatics. CV
													scientists,			pgs 7-9)	papers #14 & #34 (pgs
													educators, and				9-11)
													interested in				
													supporting				
													biology				
													education that				
													scientific				
													practices.				
BIOC 301		]	$\boxtimes$									$\boxtimes$	A graduate level	9 years in	Course Director for	Course director of	Of the 26 students
Biochemistry I													course covering	the Fall	8 years	all 3 required	enrolled in the two
													chemistry,			Courses in the	completed years, only 2
									V				metabolism. and			in our new Cell &	their first vear qualifying
													function of			Molecular	exam. For the majority
													proteins,			Biomedical	of these 26 students, I
													carbohydrates,			Sciences	was their academic
													lipids. Responsible for			graduate program	advisor and mentor for
BIOC 301 Biochemistry I			X									X	scientists, educators, and learners of all ages who are interested in supporting biology education that reflects realistic scientific practices. A graduate level course covering chemistry, structure, metabolism, and function of proteins, carbohydrates, lipids. Responsible for	9 years in the Fall	Course Director for 8 years	pgs 7-9) Course director of all 3 required courses in the Fall for students in our new Cell & Molecular Biomedical Sciences graduate program (started 2012)	papers #14 & #34 (p 9-11) Of the 26 students enrolled in the two completed years, or students failed to pa their first year qualif exam. For the majo of these 26 students was their academic advisor and mentor their first year of

Everse.	Stephen	J
	Olephen	U

						proteins &			which allowed me	graduate school. Many
						enzymes			to streamline their	still return for advice.
CLBI 301 Cell &	$\boxtimes$				$\boxtimes$	Advanced	4 years in	Course Director for	education	
Molecular Biology						survey of cell	the Spring	4 years		
						organelles, their		,		
						composition.				
						origin, and the				
						relationship				
						between their				
						structure and				
						function.				
						Emphasis on				
						recent literature				
						and current				
						controversies.				
Data Analysis &	$\boxtimes$					This course	2 years in	Course Director &		
Presentations I & II						addresses	both	curriculum designer		
						common	Fall &			
						criticisms of	Spring			
						today's graduate				
						students include				
						their inability to				
						write and that				
						they struggle to				
						comprehend the				
						literature. In				
						addition we				
						address their				
						lack of				
			ĺ.			knowledge of				
						biostatistics.				
Cell & Molecular		$\boxtimes$			$\square$	Provides an	Yearly	Assistant director	Facilitated the	JumpStart VIC – a series
Biology						introduction to	Fall	for 10 years and	creation of web	of modules students
						cell & molecular		Director for 1	modules to help	work through before the
						biology over 4			students learn the	course starts to make

						weeks in the Vermont Integrated Curriculum.			material in the course; helped other faculty create modules	sure they remember key elements of their preparatory studies
Foundations of Medicine						Provides an introduction to biochemistry, cell & molecular biology, ethics, genetics, metabolism, and statistics over 6 weeks in the Vermont Integrated Curriculum (VIC).	Yearly Fall	Director of the course for 1 year	Chaired the task force examining whether the first two VIC courses should be merged; was selected by MCC to lead the course when the merge was approved	With Michael Goedde, M.D. built a curriculum and obtained buy-in from the course faculty. Completely restructured the course to make it more than 50% active learning
Medical Curriculum Committee (MCC)						The MCC has overall responsibility for management and evaluation of the VIC.	Monthly 2 hour meeting	Member for 1 year (and of ICC for 2 years)	Appointed by the Dean of COM because of my interest in education	As part of the committee, helped to shape the curriculum; led a task force to examine merging courses (above).
Biochemistry Department Education Committee						Help the new Chair understand the educational mission of the College and the Department.	Bi-weekly 1 hour meeting	Member for 2 years	Selected for my interest in education to advise the Chair on any decisions regarding teaching	

Activity: Insert specific educational leadership or service activity (e.g., Course Director, Department Educational Evaluation Committee, Curriculum Committee, Faculty Development Committee, Service Learning Work Group, Tenure and Promotion Committee)

Scope: 1=Within a department/program; 2=Department/Program; 3=School-wide; 4=Health Sciences Center; 5=Beyond HSC (e.g., professional organization, state or regional committee) Role: 1=Informal, volunteer activity, 2=Leader, informal or volunteer activity, 3=Formal, appointed member, 4=Formal, elected member, 5=Formal, responsible leader (e.g., Chair, Director) Purpose/Goal(s): List or describe specific purpose or goals of the activity

# Duration and Frequency: Duration: Enter start and end dates, term of position/membership (e.g., 2007-2009 or 2008-present); Frequency: Describe typical frequency of contact (e.g., monthly face-to-face meetings, 1-2 hours each; periodic telephone and email communication)

Process/Activities: Describe your specific activities and contributions (e.g., attend meetings, review curriculum results, plan annual program)

Outcome(s): Describe the specific outcomes/impact to which you have directly contributed

Evidence: Include or describe documentation of the outcome(s)/impact achieved (e.g., quote from a thank you card, email message, or letter indicating recognition of your contribution(s), or items/citations that are already listed in your curriculum vita)

Interim Director Ann Guillot, M.D.

### Everse, Stephen J.



Gary S. Stein,PhD Chair, Department of Biochemistry Co-director, Vermont Cancer Center University of Vermont 149 Beaumont Ave, HSRF 326 Burlington, VT05405 Phone: 802-656-6613 Email: Gary.Stein@uvm.edu

October 31, 2013

Ann Guillot, MD Interim Director, Teaching Academy c/o Sheri Youngberg <u>sheri.youngberg@med.uvm.edu</u>

Dear Dr. Guillot,

I am writing in support of Stephen J. Everse as a candidate for the Teaching Academy at the University of Vermont College of Medicine. Stephen has shown evidence of being a leader in the field of education scholarship, and he will benefit from being a member of the Teaching Academy, both in terms of his development as an education scholar as well as his ability to provide guidance to others in this pursuit.

I recognize that the Teaching Academy has been developed as a community of education scholars with a continuing commitment to improve the standards of how members practice both as individuals and as greater members of the Teaching Academy. I support 0.05 FTE to support Stephen for Teaching Academy activities such as attending face-to-face workshops, participating in at least one of the Teaching Academy's bi-annual workshops, and active participation within the academy including mentoring/advising and presenting workshops.

I have discussed with Stephen this opportunity, and look forward to the enhanced education scholarship knowledge and skills that this will afford him.

Sincerely,

#### **CURRICULUM VITA**

Stephen Jay Everse

Department of Biochemistry Given Medical Building B418-A University of Vermont Burlington, VT 05405

stephen.everse@uvm.edu	Tel:	(802) 656-8271
	Fax:	(802) 656-8220

#### **EDUCATION**

Ph.D. 1995	Univ. of California, San Diego, La Jolla, California (Chemistry) Thesis title: Insights into the structure of human fibrinogen. Advisor: Dr. Russell F. Doolittle
B.S. 1988	Beloit College, Beloit, Wisconsin (Chemistry)

#### **PROFESSIONAL EXPERIENCE**

#### Positions and Employment

2005- present	Associate Professor, Dept. of Biochemistry, College of Medicine, Univ. of Vermont, Burlington, Vermont
1998- 2005	Assistant Professor, Dept. of Biochemistry, College of Medicine, Univ. of Vermont, Burlington, Vermont
1997- 1998	Postdoctoral Fellow in the lab of Dr. R.F. Doolittle, Dept. of Chemistry and Biochemistry, Univ. of California, San Diego, La Jolla, California
1995- 1997	American Heart Association, California Affiliate Postdoctoral Fellow in the lab of Dr. R.F. Doolittle, Dept. of Chemistry and Biochemistry, Univ. of California, San Diego, La Jolla, California

Other Experience and Professional Membership

2012 - present	Member, Cell and Molecular Biosciences Program, University of Vermont
2008 – present	Director of Graduate Outreach, BioQUEST Curriculum Consortium
1999- 2012	Member, Cell and Molecular Biology Program, University of Vermont
1999 - present	Member, Graduate College, University of Vermont
1998 – present	Member, BioQUEST Curriculum Consortium
1988 - 1989	Student Researcher in the lab of Dr. J. Visser, Department of Genetics, Landbouwuniversiteit, Wageningen, The Netherlands

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#### AWARDS AND HONORS

2012 & 2013	Nominated for the Kroepsch-Maurice Excellence in Teaching Award, University of Vermont
2000 - 2002	American Society of Hematology/Wyeth-Ayerst Scholar
1992	Honorable Mention, Outstanding Teaching Award, Dept. of Chemistry UCSD
1990	Outstanding Teaching Award, Dept. of Chemistry UCSD

#### **RESEARCH SUPPORT**

Completed Research Support

5 R01 DK21739-21 (A.B. Mason PI)

NIH/NIDDK

Iron Delivery via Blood: Structural Role of Transferrin

Mechanisms of iron release in human serum transferrin-- a physical chemical approach. Role: Co-investigator

P01 HL046703-17 (Mann KG, P.I.)

8/1/07-7/31/12

8/1/07-7/31/12

7/1/06 - 6/30/12

NIH/NHLBI

Surface Dependent Reactions in Thrombosis and Thrombolysis <u>Project 4</u>: "Regulation of Human Platelet Prothrombinase Activity" (P. Tracy PI) Studies will include determining the differences between plasma and platelet factor V. Role: Collaborator

P01 HL046703-17 (Mann KG, P.I.)

NIH/NHLBI Surface Dependent Reactions in Thrombosis and Thrombolysis <u>Project 5</u>: "Thrombin Generation in Human Pathology" (KE Brummel-Ziedins PI) Development and interpretation of new coagulation models. Role: Collaborator

Structural Biology Cluster Project 11 (Everse)7/1/04 - 6/30/07DOE-EPSCoR $D_2E$ : The fundamental structural unit of a clotThe goal of this grant is to isolate the fundamental unit of a fibrin clot ( $D_2E$ ) and crystallize it.

Structural Biology Cluster Sub-Project 10 (Everse/Hondal/Madalengoitia) 7/1/03 – 6/30/05 DOE EPSCoR Structural Studies of Mammalian Thioredoxin Reductase
We propose to crystallize both the native enzyme containing selenocysteine and a reconstituted enzyme/peptide complex.

Role: Co-PI

1 R01 HL64891 (Everse ) NIH/NHLBI Structures of coagulation cofactors 5/1/00 - 4/30/04

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The major goal of this award is to solve the crystal structures of bovine and human factors V & Va. Role: PI 1 R25 GM62491 (C.S. Francklyn PI) 2/1/01 - 1/31/05 NIH/NIGMS Summer Undergraduate Research Experience (SURE) Program A 9 week undergraduate research program to introduce physical science students to the biological sciences. Role: Co-PI 7/1/01 - 6/30/03 Structural Biology Cluster Project 9 (Daugherty/Everse) DOE EPSCoR SL1: Craving Out the Structure of the TAFs We propose to determine the molecular structure of the SL1 complex (human RNA polymerase I pre-initiation complex) by completing crystal structures of the primary components- TAF<sub>1</sub>48,  $TAF_{1}63$  and  $TAF_{1}110$ . Role: Co-PI Structural Biology Cluster Project 6 (Everse/Mason) 7/1/01 - 6/30/03DOE EPSCoR Transferrin : Transferrin receptor complex We propose to co-express human serum transferrin with its soluble receptor in mammalian cell culture as a prelude to attempts at crystallization. Role: Co-PI ASH/Wyeth-Ayerst Junior Faculty Scholar (Everse) 7/1/00 - 6/30/02 American Society of Hematology/Wyeth-Ayerst Crystal structures of the prothrombinase complex We propose to solve the 3D structures of the prothrombinase complex with and with out substrate. Role: PI Research Award (Bond, Chu, Doublié, Everse, Lyons, Rould) 3/1/00 - 2/28/01 Research Advisory Council, UVM A Beowulf Cluster: A low cost 'super' computer for structural biology This grant adds a Beowulf Cluster (off the shelf PCs with a specialized Linux operating system to create a parallel, multiprocessor system at a tenth of the price of a standard system) to the structural biology facility. Role: Co-PI 0030252N (Everse PI) 1/1/00 - 12/31/03 American Heart Association Structures of coagulation factors Va & V We propose to solve the crystal structures of bovine and human factors V & Va; Award returned 4/30/00 to accept the NIH award. Role: PI

#### **TEACHING EXPERIENCE**

#### Graduate Courses

*BIOC301*: "Introduction to Biochemistry I" A graduate level course which covers chemistry, structure, metabolism, and function of proteins, carbohydrates, lipids. Responsible for covering enzymes in 11 hours in 2005; 19 hours in 2006, 2007, 2008, 2009, 2010, 2011, 2012 & 2013.

*BIOC307/351*: "Proteins I: Structure & Function" Introduction to concepts in protein structure and chemistry as well as exploration of ideas in a "hands on" fashion using computational resources. Single lectures in 2000 and 2002. In 2004, responsible for 16 of the 35 hrs, 13 in 2006, 13 in 2009, 24 in 2011, and 6 in 2014.

*BIOC320/353*: "Proteins II: General Enzymology" General consideration of enzyme nomenclature, purification, assay, kinetics, mechanisms, cofactors, active sites, subunit, structure, allosteric and regulatory properties, and control of multienzyme systems. Responsible for 12.5 of the 37.5 hrs in 1999 and 2003. In 2001 I mentored Qing-Yu He with his first teaching assignment.

*BIOC371*: "Physical Biochemistry" Graduate level course providing a survey of techniques and methods used to study biological macromolecule structure, including ultracentrifugation, fluorescence spectroscopy, NMR and X-ray crystallography. Responsible for 6, 6, 3 and 6 hours of class time respectively in 1999, 2001, 2003, 2005, 2007, 2009 and 2011.

*BIOC381*: "Biochemistry Seminar" Topical graduate level seminar course designed to explore biochemistry while improving speaking skills. Spring 2004 topic was the most highly cited but least read papers. In Spring 2007 the topic was "The Biochemistry of Death and Dying". In Spring 2010 the topic was "The Elements in Biochemistry".

*CLBI 301*: "Cell Biology" Advanced survey of cell organelles, their composition, origin, and the relationship between their structure and function. Emphasis on recent literature and current controversies. Directed and led small group discussions in 2010, 2011, 2012 and 2013.

*CLBI 302*: "Specialized Cells and Cell Processes" Current issues and research in the field of plant, invertebrate, mammalian cell, and molecular biology. Directed in 2010, 2011 and 2012.

*CLBI 395 (now called BIOC 325)*: "Data Analysis & Presentation I" This course addresses common criticisms of today's graduate students include their inability to write and that they struggle to comprehend the literature. In addition we address their lack of knowledge of biostatistics. Directed and taught in Fall 2012 and 2013.

*CLB1 396 (now called BIOC 326)*: "Data Analysis & Presentation II" This course continues to address our graduate students inability to write and their struggle to comprehend the literature. In addition we address their lack of knowledge of biostatistics. Directed and taught in Spring 2013 and 2014.

#### Medical Courses

*BIOC305*: "Medical Biochemistry" A survey course in human biochemistry with particular emphasis on medical applications. Responsible for 15 of the 71 hrs in 2000, 2001 & 2002.

*VIC*: "Safety Net/JumpStart" Responsible for the generation of on-line review materials in general biology and chemistry for beginning medical students in 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013 & 2014.

*VIC*: "Cell and Molecular Biology" Provides an introduction to cell & molecular biology over 4 weeks in the Vermont Integrated Curriculum. Responsible for 11 of the 84 hrs in 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011 & 2012. Course Director beginning 2013.

*VIC*: "Nutrition, Metabolism and the GI System" Provides an integration of nutrition and metabolism with the anatomy, physiology and biochemistry of the GI system. Responsible for 4 hrs in 2005, 2 hrs in 2006, and 5 hrs in 2007. Facilitator for small groups in 2010, 2011, 2012 & 2013.

*VIC*: "Doctoring in Vermont" Presentations by students on a case from their Doctoring in Vermont experience in which they highlight the importance of the basic sciences. Facilitator for a small group in 2012 & 2013.

*VIC*: "Foundations of Medicine" Provides an introduction to biochemistry, cell & molecular biology, ethics, genetics, metabolism, and statistics over 6 weeks in the Vermont Integrated Curriculum. Responsible for organizing and directing the course. First taught in the Fall of 2014.

#### Undergraduate Courses

*CHEM 196/204*: "Biological Chemistry" Designed as a one semester biochemistry survey course for chemistry majors. It became the foundation for a new undergraduate biochemistry major on campus and was extended to a full year course. Course was only offered in Spring 2000, Fall 2000 and again in Spring 2001. Responsible for 22.5, 19 & 9 hrs of the 35 hrs respectively.

*BIOC/CHEM/MMG 206*: "Biochemistry II" Second semester of our undergraduate majors course. Course covers nucleic acids, protein synthesis, cellular and physiological control mechanisms. Responsible for 50% of the lectures as a sabbatical replacement for Dr. Chris Francklyn in 2011.

*BIOC/CHEM/MMG 207 & BIOC 296:* "Biochemistry Laboratory" Responsible for one section (6 hrs) of lab per week and the hourly lecture each week. Course was designed to give students a theoretical and practical introduction to the techniques used in a biochemistry laboratory. Codirected with Drs. Beth Bouchard and Jay Silveira in Spring 2014.

*BIOC* 212 "Biochemistry of Human Diseases" A one semester biochemistry course which uses human diseases to highlight the underlying biochemistry. Facilitated three small group (8-10 students) case discussions per semester. Spring 2009, 2010, 2011, 2012, 2013 & 2014. Fall 2013 & 2014.

BIOC/*MMG240*: "Introduction to macromolecular structure of proteins and nucleic acids" This undergraduate course provides an introduction to structural biology and macromolecular structure. This class was offered for the first time in 2000, in 2002, 2005, 2009 & 2012. 13 class hours out of 39 total.

*BIOC 196 (now called BIOC 284)*: "Biochemistry Senior Seminar" A course designed to teach our students how to read a scientific paper, write and present science. Co-Directed the course with Chris Francklyn in 2008, 2009, 2010, 2012 & 2013. In 2011 I co-directed with Tom Orfeo. In 2014 I co-directed the course with Jay Silveira and Janet Stein in Fall 2014.

### POSTDOCTORAL FELLOWS MENTORED

Matthew F. Hockin	1998 – 1999
Brian E. Eckenroth	2007 - 2009

GRADUATE STUDENTS ADVISED & MENTORED	
Ty E. Adams	1998 – 2004
Peter Halbrooks (Joint student with Anne Mason)	2000 - 2004
Brian Johnson (MS in Biochemistry)	2000 - 2003
Maria Christina Bravo (CMB program)	2005 - 2012

#### UNDERGRADUATE STUDENTS ADVISED & MENTORED

	<u>Major</u>	Duration	_
<b>HELiX Students</b>			
Michael Hrubec	Biology	Fall 2000	
SURE Students			
Eliza Peterson	Microbiology	Summer 2001	
Karyn Austin	Biochemistry	Summer 2002	
Sarah Thompson	Mol Bio/Biochem	Summer 2003	
Waylon Brown	Biochemistry	Summer 2004	
BIOC 192 Research S	Students		
Jake Mink	Math/Biochem	Spring 2010	(Co-mentored with Drs.
			Danforth & Brummel-Ziedins)
Michael Klug	Mathematics	Spring 2011 – Spri	ng 2012
Volunteer	<b>NU</b>		
Addi von Eynern	Biochemistry	Spring 2014	

### **RESEARCH PERSONNEL TRAINED**

	Title	Duration
Sara K. Briggs	Lab Tech I/II, Sr	8/01 – 4/06

### HIGH SCHOOL STUDENTS ADVISED & MENTORED

Lee Bast (CVU)	2000
Katie Goodwin (Essex)	2002 - 2003
Jenna Grenillo (Essex)	2003 - 2004
Caitlin Kearney (Essex)	2005 - 2006

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#### COM STUDENTS MENTORED

Andrew Boyer	2005 - 2007
Allison Collen	2003 - 2004
Wayne Moss	2005 - 2007
Minh Nguyen	2003 - 2004
Justin Pitman	2005 - 2007

#### **INVITED PRESENTATIONS AND LECTURES**

- 2012 PEER Graduate student workshop, University of Tennessee Knoxville, August 14-17. BioQUEST staff and invited UTK and ORNL speakers provide opportunities for collaborative problem solving using cyberlearning, bioinformatics, quantitative reasoning, data visualization, and productivity resources.
  - SCALEIT: A BioQUEST faculty development workshop on Exploring Data, University of Tennessee Knoxville, January 12-14.
- 2011 PEER Graduate student workshop, University of Tennessee Knoxville, August 11-14. BioQUEST staff and invited UTK and ORNL speakers provide opportunities for collaborative problem solving using cyberlearning, bioinformatics, quantitative reasoning, data visualization, and productivity resources.
- 2010 PEER Graduate student workshop, University of Tennessee Knoxville, August 11-14. BioQUEST staff and invited UTK and ORNL speakers provide opportunities for collaborative problem solving using cyberlearning, bioinformatics, quantitative reasoning, data visualization, and productivity resources.
  - Faculty development workshop to support the development of interdisciplinary modules that can be used in science courses at Oakwood University and other undergraduate institutions, August 9-11.
  - NIMBioS/BioQUEST Computational Biology Curriculum Development Faculty Development Workshop, University of Tennessee – Knoxville, July 6-9.
  - Beyond Biology 2010. National Academy of Science, May 21-22, 2010. Invited participant to celebrate significant progress made by the mutual effort of biologists and mathematicians in the development of new curricular materials, majors, collaborative research initiatives, national institutes, professional development workshops, journals, national science digital libraries, awards, etc.
- 2009 PEER Graduate student workshop, University of Tennessee Knoxville, August 3-7. BioQUEST staff and invited UTK and ORNL speakers provide opportunities for collaborative problem solving using cyberlearning, bioinformatics, quantitative reasoning, data visualization, and productivity resources.
- 2008 A BioQUEST faculty development workshop to support the development of interdisciplinary modules that can be used in science courses at Oakwood University and other undergraduate institutions, August 11-12.

Biochemistry Departmental Seminar, University of Vermont, January 18

2006 ASM/BioQUEST Bioinformatics Institute: Evolutionary Bioinformatics, Washington DC, March 2-4.

Mathematics and Biology Education: Linking Undergraduate Disciplines, Long Island NY, April 7.

Bates/Colby Bioinformatics Workshop, Lewiston ME, June 20-22. ACUBE 50<sup>th</sup> Annual Meeting: BioQUEST Workshop, Decatur, IL, October 27-28.

2005 BEDROCK (Bioinformatics Education Dissemination - Reaching Out, Connecting, and Knitting Together) Workshop: Evolutionary Bioinformatics, Atlanta GA, March 10-13. ISTH 2005, Sydney Australia, August 7-12.

BioQUEST Summer Workshop for Undergraduate Faculty: Systems Biology June 12-20.
Biochemistry Departmental Seminar, University of Vermont, June 25.
Hemostasis Gordon Conference, Colby College, July 7-11.
Cell & Molecular Biology Annual Retreat, September 10.
BEDROCK (*Bioinformatics Education Dissemination - Reaching Out, Connecting, and Knitting Together*) Workshop: Mammalian Genetics, Bar Harbor ME, November 3-6.

- 2003 "in silico DNA, RNA, Protein Sequence, and Structure Analysis: Theory and Practice. A Computational Molecular Biology & Molecular Bioinformatics Workshop III" (with J.R. Jungck), Suranaree University of Technology, Nakhon Ratchasima, Thailand, January 6-10.
  - "Meeting the Challenges" a joint NSF, NIH and MAA meeting, Bethesda MD February 27-March 1.
  - BEDROCK (Bioinformatics Education Dissemination Reaching Out, Connecting, and Knitting Together)Workshop: Bioinformatics in Biology Education, Burlington VT, April 3-6.

"Reading the Book of Life: How Bioinformatics Makes Sense of Molecular Messages" a twoday short course at MathFest, Boulder CO, July 29-30.
MD-PhD seminar, University of Vermont, October 28.

- 2002 Community Rounds Internship Program (with P. Tracy), May 9.
   International Society of Blood Transfusion, Vancouver, B.C., August 24-29.
   BEDROCK(*Bioinformatics Education Dissemination Reaching Out, Connecting, and Knitting Together*) Workshop: Bioinformatics in Biology Education, Sunnyvale CA, October 17-20.
- HELiX/EPSCoR Science, Math and Technology Careers Day for High School Students (with J. Bond and M. Rould), March 20.
   Deans Council, College of Medicine, October 10.
- 2000 "in silico DNA, RNA, Protein Sequence, and Structure Analysis: Theory and Practice. A Computational Molecular Biology & Molecular Bioinformatics Workshop II" (with J.R. Jungck), Suranaree University of Technology, Nakhon Ratchasima, Thailand, January 17-21.

Biochemistry Department, Medical College of Wisconsin, May 12.

EPSCoR Annual Conference, University of Vermont, October 24. Department of Chemistry, Beloit College, November 16. Department of Chemistry, Wisconsin Lutheran College, November 20. Community Rounds Internship Program (with P. Tracy), December 11-12.

1999 Biochemistry Department, Wake Forest, March 2 Biology Department, University of Vermont, November 1.

#### **PUBLICATIONS**

#### PAPERS

- 1. J. Zanocco, I. Caldicott, and <u>S.J. Everse</u>. Strobomicroscopy: A quantitative, noninvasive biophysics lab. *Midwest Bioscene*, 14(1): 24-30, 1988.
- 2. L.O. Lutherer, <u>S.J. Everse</u>, and J.L. Williams. Neurons of the rostral fastigial nucleus are responsive to cardiovascular and respiratory challenges. *Journal of the Autonomic Nervous System* 27(2): 101-11, 1989.
- 3. J.L. Williams, <u>S.J. Everse</u>, and L.O. Lutherer. Stimulating fastigial nucleus alters central mechanisms regulating phrenic activity. *Respiratory Physiology* 76: 215-228, 1989.
- 4. S.S. Twining, <u>S.J. Everse</u>, P.M. Wilson, B.Y.J.T. Yue, and S.K. Chan. Localization of the α-1-proteinase inhibitor in the human cornea. *Current Eye Research* 8(4): 389-95, 1989.
- 5. <u>S. J. Everse</u>, H. Pelletier, and R. F. Doolittle. Crystallization of fragment D from human fibrinogen. *Protein Science* 4: 1013-1016, 1995.
- M.O. Skidmore, M.R. Sawaya, S. Parkin, B. Rupp, H. Hope, <u>S.J. Everse</u>, and G.W. Walter. Crystallization of the Aα subunit of the protein phosphatase 2A. *Protein Science* 5: 1198-1200, 1996.
- 7. R.F. Doolittle, <u>S.J. Everse</u>, and G. Spraggon. Human fibrinogen: anticipating a 3-dimensional structure. *FASEB Journal* 10: 1464-1470, 1996.
- G. Spraggon<sup>\*</sup>, <u>S.J. Everse</u><sup>\*</sup>, and R.F. Doolittle. Crystal structures of fragment D from human fibrinogen and its crosslinked counterpart from human fibrin. *Nature* 389: 455-462, 1997.
   (\*= these authors contributed equally)
- 9. <u>S.J. Everse</u>, G. Spraggon, and R.F. Doolittle. A three-dimensional consideration of variant human fibrinogens. *Thrombosis and Haemostatsis* 80:1-9, 1998.
- <u>S.J. Everse</u><sup>\*</sup>, G. Spraggon<sup>\*</sup>, L. Veerpandian, M. Riley, and R.F. Doolittle. Crystal structure of fragment double-D from human fibrin with two different bound ligands. *Biochemistry* 37: 8637-8642, 1998. (\*= these authors contributed equally)
- J.R. Jungck, V. Streif, I. Caceraj, and <u>S.J. Everse</u>. BENZER: An interval graph tool for deletion mapping, restriction mapping and food webs. *BioQUEST Library Volume IV*, 1998, Academic Press, Inc.: San Diego.

- 12. G. Spraggon, D. Applegate, <u>S.J. Everse</u>, J-Z. Zhang, L. Veerapandian, C. Redman, R. F. Doolittle, and G. Grieninger. Crystal structure of a recombinant αEC domain from human fibrinogen-420. *Proceedings of the National Academy of Science USA* 95: 9099-9104, 1998.
- 13. R.F. Doolittle, G. Spraggon, and <u>S.J. Everse</u>. Three-dimensional structural studies on fragments of fibrinogen and fibrin. *Current Opinion in Structural Biology* 8(6): 792-8, 1998.
- 14. J.R. Jungck, V. Vaughan, J.N. Calley, <u>S.J. Everse</u>, P. Soderberg, E. Stanley, and J. Stewart. *BioQUEST Library Volume V*, 1999, Academic Press, Inc.: San Diego.
- 15. <u>S.J. Everse</u>, G. Spraggon, L. Veerpandian, and R.F. Doolittle. Conformational changes in fragments D and double-D from human fibrin(ogen) upon binding the peptide ligand Gly-His-Arg-Pro-amide. *Biochemistry*, 38(10): 2941-2946, 1999.
- 16. R.F. Doolittle, G. Spraggon, and <u>S.J. Everse</u>. Crystal structures of fragment D and double-D from fibrinogen and fibrin. *Thrombosis and Haemostasis* 82(2): 271-6, 1999.
- 17. M.F. Hockin, K.C. Jones, <u>S.J. Everse</u>, and K.G. Mann. A model for the stoichiometric regulation of blood coagulation. *Journal of Biological Chemistry*. 277(21): 18322-33, 2002.
- A.B. Mason, Q-Y. He, P.J. Halbrooks, <u>S.J. Everse</u>, D.R. Gumerov, I.A. Kaltashov, V.C. Smith, J. Hewitt, and R.T. MacGillivray. Differential effect of a His tag at the N- and Ctermini: functional studies with recombinant human serum transferrin. *Biochemistry* 41(30): 9448-54, 2002.
- 19. Z. Yang, G. Spraggon, L. Pandi, <u>S.J. Everse</u>, M. Riley, and R.F. Doolittle RF. Crystal structure of fragment D from lamprey fibrinogen complexed with the peptide Gly-His-Arg-Pro-amide. *Biochemistry* 41(32): 10218-24, 2002.
- 20. <u>S.J. Everse</u>. New insights into fibrin(ogen) structure and function, *Vox Sanguinis* 83 (Suppl. 1): 375-82, 2002.
- 21. T.E. Adams, A.B. Mason, Q-Y. He, P.J. Halbrooks, S.K. Briggs, V.C. Smith, R.T.A. MacGillivray, and <u>S.J. Everse</u>. The position of arginine 124 controls the rate of iron release from the N-lobe of human serum transferrin: A structural study. *Journal of Biological Chemistry*, 278: 6027-33, 2003.
- 22. T.E. Adams, <u>S.J. Everse</u>, and K.G. Mann. Predicting the Pharmacology of Thrombin Inhibitors. *Journal of Thrombosis and Haemostasis*, 1:1024-7, 2003.
- 23. P.J. Halbrooks, Q-Y. He, S.K. Briggs, <u>S.J. Everse</u>, V.C. Smith, R.T.A. MacGillivray, and A.B. Mason. Investigation of the mechanism of iron release from the C- lobe of human serum transferrin: Mutational analysis of the role of a pH sensitive triad. *Biochemistry* 42: 3701-7, 2003.
- 24. P.J. Halbrooks, A.B. Mason, T.E. Adams, S.K. Briggs, and <u>S.J. Everse</u>. The oxalate effect on the release of iron from human serum transferrin explained. *Journal of Molecular Biology* 339(1): 217-26, 2004.

- 25. T.E. Adams, M.F. Hockin, K.G. Mann, and <u>S.J. Everse</u>. The crystal structure of activated protein C-inactivated bovine factor Va: Implications for cofactor function. *Proceedings of the National Academy of Science USA* 101(24): 8918-23, 2004.
- 26. P.J. Halbrooks, A.M. Giannetti, J.S. Klein, P.J. Bjorkman, J.R. Larouche, V.C. Smith, R.T. MacGillivray, <u>S.J. Everse</u>, and A.B. Mason. Composition of pH-sensitive triad in C-lobe of human serum transferrin. Comparison to sequences of ovotransferrin and lactoferrin provides insight into functional differences in iron release. *Biochemistry* 44(47):15451-60, 2005.
- 27. J. Wally, P.J. Halbrooks, C. Vonrhein, M.A. Rould, <u>S.J. Everse</u>, A.B. Mason, and S.K. Buchanan. The crystal structure of iron-free human serum transferrin provides insight into inter-lobe communication and receptor binding. *Journal of Biological Chemistry*, 281: 24934-24944, 2006.
- 28. B.E. Eckenroth, M.A. Rould, R.J. Hondal, and <u>S.J. Everse</u>. The Crystal Structure of Drosophila melanogaster Thioredoxin Reductase: Comparison of Selenium and Sulfur Enzymes. *Biochemistry* 46:4694-705, 2007.
- 29. C.J. Lee, P. Lin, V. Chandrasekaran, R.E. Duke, <u>S.J. Everse</u>, L. Perera, and L.G. Pedersen. Proposed structural models of human factor Va and prothrombinase. *Journal of Thrombosis Haemostasis* 6:83-9, 2008.
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#### **CHAPTERS**

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- K.E. Brummel Ziedens, T. Orfeo, N. Swords Jenny, <u>S.J. Everse</u>, and K.G. Mann. "Blood coagulation and fibrinolysis" (2004) <u>Wintrobe's Clinical Hematology 11th Edition</u>. Greer J.P., Forester, J., Lukens J., Rodgers G.M., Paraskevas F., and Glader, B. (Eds.) Lippincott Williams & Wilkins: Philadelphia, pp. 677-774.
- <u>S.J. Everse</u> and S. Doublié. "Software for crystallographic analysis and structure visualization" (2007) Chapter 15 in <u>Methods in Molecular Biology Vol. 364</u> "Macromolecular Crystallography Protocals, Volume 2 Structure Determination", (Ed. S. Doublié), pp. 273-278.
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#### MANUSCRIPTS IN PREPARATION

1. <u>S.J. Everse</u>, T. Orfeo, M. Gissel, K.G. Mann, and K.E. Brummel-Ziedins. Predicting Thrombosis in Factor V Leiden Heterozygotes.

#### PUBLISHED ABSTRACTS

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- 4. S.E. O'Dell, <u>S.J. Everse</u>, and R. Viswanathan. Investigating singlet oxygen in the physical chemistry laboratory. *Second Annual Conference on Undergraduate Research*, 1988.
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- S.J. Everse, G. Spraggon L. Veerapandian, M. Riley, and R.F. Doolittle. Crystal structure of fragment double-D from fibrin complexed with Gly-His-Arg and Gly-Pro-Arg ligands. *Blood* 90 (suppl.): 256a, 1997.
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- 14. P.J. Hallbrooks, Q-Y. He, <u>S.J. Everse</u>, V.C. Smith, R.T.A. MacGillivray, A.B. Mason. Investigation of the mechanism of iron release from the C-lobe of human transferrin. *The Protein Society*, Abs #444, 2002.

- 15. T.E. Adams, M.F. Hockin, K.G. Mann and <u>S.J. Everse</u>. The Crystal Structure of Bovine Factor Va: Fitting the Density. ASH Scholars Poster Presentation, American Society of Hematology Annual Mtg. Dec. 6-10 Philadelphia, PA, 2002.
- 16. P.J. Halbrooks, <u>S.J. Everse</u>, S.K. Briggs, S.A. Connolly, T.E. Adams and A.B. Mason. High Resolution Crystal Structure of Recombinant Human Serum Transferrin N-Lobe with Oxalate Substituted for Carbonate: Functional Consequences. *BioIRON*, 2003.
- S.J. Everse, T.E. Adams, M.F. Hockin and K.G. Mann. The Novel 2.8Å Crystal Structure of the Coagulation Factor Va<sub>i</sub> Offers Insights into Biological Function. *The FASEB Journal* 18(8):C188, 2004.
- 18. K.G. Mann, <u>S.J. Everse</u> and K. Jones. Modeling the Coagulation Cascade to Predict Outcomes. *The FASEB Journal* 18(8):C62, 2004.
- 19. T.E. Adams, M.F. Hockin, K.G. Mann and <u>S.J. Everse</u>. The Crystal Structure of Factor Va<sub>i</sub>: A New Mechanism for Membrane Binding and Function. *Am. Crystallographic Assoc* 2004.
- B.E. Eckenroth, <u>S.J. Everse</u> and R. Hondal. Crystallization of mammalian thioredoxin reductase for structural studies using synthetic active site peptides. *The FASEB Journal*, 2005.
- 21. <u>S.J. Everse</u>, T. Orfeo, K.E. Brummel-Ziedins, M.F. Hockin and K.G. Mann. Predicting Thrombosis in Factor V<sup>Leiden</sup> Heterozygotes, American Society of Hematology Annual Mtg. Dec. 6-9, San Francisco CA, 2008.
- 22. A. Fager, P.B. Tracy and <u>S.J. Everse</u>. Unique structural models of prothrombinase assembled on the activated platelet. Oral presentation, International Society of Thrombosis and Haemostasis, July 11-16, Boston MA, 2009

#### NATIONAL SERVICE JOURNAL REVIEW

Biochemistry, Cell, Journal of Biological Chemistry, Journal of Molecular Biology, Journal of Thrombosis and Haemostasis, Thrombosis and Haemostasis, Proceedings of the National Academy of Science, Structure

#### **GRANT REVIEW**

Wellcome Trust (2005 & 2008), NIH Program Project (2005 & 2006), American Heart Association (2006 & 2007), Israeli Science Foundation (2009)

#### EDITORIAL SERVICE

Co-Editor of The BioQUEST (Biology Quality Undergraduate Educational Simulations and Tools) Library

#### PROFESSIONAL SOCIETIES

American Association for the Advancement of Science

American Crystallographic Association

American Society for Biochemistry and Molecular Biology BioQUEST Curriculum Consortium International BioIron Society Protein Society

#### UNIVERSITY AND COLLEGE SERVICE BIOCHEMISTRY

Library	1998
Admissions	1999 – 2012
Graduate Studies	2007 - 2008
	2012 – present
Shared Instrumentation Committee	1999 – 2000
(Successfully acquired a MALDI-TOF from NIH)	
Five Year Planning	2001 – present
Curriculum Committee	2012 – present
Website Redesign	2013 - present

#### COLLEGE OF MEDICINE

OLLEGE OF MEDICINE	
Information Technology (IT) Committee	2000
Participated in the Dean's Council Meeting	10/12/01
Participated in information technology meeting with AAAS visitor	rs 07/08/03
VIC: Cell & Molecular Biology Focus Group	2003 - 2006
Member, Graduate Education Committee	2004 - present
Participated in LCMS Review	04/06/05,04/20/13
Orthopedics Faculty Search Committee	2005 - 2006
Biochemistry Chair Search Committee	2010 - 2011
Instructional Improvement Committee	2011 - 2012
LCME Subcommittee on Medical Students	2011 - 2013
Medical Curriculum Committee	2011 - present
Foundation Directors	2013 - present

#### <u>UNIVERSITY</u>

Judge for Vermont Science Fair	03/05/2002
Reviewer for Computational Biology EPSCoR Awards	2004
Reviewer for Small Equipment EPSCoR Awards	2004
Member, CMB Recruitment Committee (Chair 2006-2008)	2004 - 2008
Planning committee for Farrell Hall (VACC space)	2006

	Everse, pg 16
University Accreditation Preparation	2007 - 2008
University representative to ABRCMS (Annual Biomedical	
Research Conference for Minority Students)	2007 - 2008
Member, CMB Education Committee	2010 - present
University of Vermont representative to International	
Association of Medical Science Educators (IAMSE)	2011 – present

### STUDENT THESIS COMMITTEE

Past	<u></u>		
Student	Degree	Department	Advisor
Chloe Adams	M.S.	Biochemistry	Sylvie Doublié
Ty Adams	Ph.D.	Biochemistry	Stephen Everse
Peter Brescia	-	Biochemistry	Barbara Lyons
Shaina Byrne	Ph.D.	Biochemistry	Anne Mason
Karen Champagne	Ph.D.	Microbiology & Molecular Genetics	Christopher Francklyn
Jianhong Chen	Ph.D.	Biochemistry	Scott Morrical
Richard Chiott	Ph.D.	Biochemistry	Kenneth Mann
Sirisha Chundru	M.S.	Microbiology &	Jeffrey Bond
		Molecular Genetics	2
Molly Coseno	Ph.D.	Microbiology &	Sylvie Doublié
-		Molecular Genetics	-
Justin Decarreau	Ph.D.	Biochemistry	Christopher Berger
Joshua Farb	Ph.D.	Biochemistry	Scott Morrical
Kristiaan Finstad	M.S.	Biochemistry	Scott Morrical
Brian Eckenroth	Ph.D.	Biochemistry	Robert Hondal
Peter Halbrooks	Ph.D.	Biochemistry	Anne Mason &
			Stephen Everse
Susan Hawko	Ph.D.	Biochemistry	Christopher Francklyn
Matt Hogg	Ph.D.	Cell and Molecular	Susan Wallace
	*	Biology	
Jennie Hyde	Ph.D.	Microbiology &	Sylvie Doublié
		Molecular Genetics	
Donald Gaffney	-	Molecular Physiology &	Christopher Berger
		Biophysics	
Nicholas James	Ph.D.	Biochemistry	Anne Mason
Brian Johnson	M.S.	Biochemistry	Stephen Everse
Charles Johnson	-	Cell and Molecular	Mary Tierney
		Biology	
Michael Klug	M.S.	Mathematics	John Voight
Anna Knapp	Ph.D.	Biochemistry	Robert Kelm
Dimitry N. Krementsov	Honors B.S.	CALs	Kathy Trybus
Emily Larson	Ph.D.	Cell and Molecular	Mary Tierney
		Biology	~ ~ · ·
Jie Liu	Ph.D.	Biochemistry	Scott Morrical
Mınmin Liu	Ph.D.	Microbiology &	Susan Wallace
		Molecular Genetics	

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			Everse, pg 17
Andrew Menke	M.S.	Cell and Molecular	Wolfgang Dostmann
		Biology	
Ben Millard	M.S.	Cell & Molecular Biology	Mark Rould
Marque Moffett	M.S.	Biochemistry	Christopher Berger
Brent Osborne	Ph.D.	Cell and Molecular	Wolfgang Dostmann
		Biology	
Na Qian	-	Biochemistry	Scott Morrical
Gregg Snider	Ph.D.	Biochemistry	Robert Hondal
Amy Rumora	Ph.D.	Biochemistry	Robert Kelm
Ashley Steere	Ph.D.	Biochemistry	Anne Mason
Jian Wang	M.S.	Chemistry	Jose Madalengoitia
Hang Xu	Ph.D.	Biochemistry	Scott Morrical
Qun Wan	Ph.D.	Molecular Physiology &	Kathy Trybus
		Biophysics	
Matthew Whelihan	M.S.	Biochemistry	Kenneth Mann
Jeremy Wood	Ph.D.	Biochemistry	Paula Tracy
Qin Yang	Ph.D.	Microbiology &	Sylvie Doublié
		Molecular Genetics	
Chris Yengo	Ph.D.	Molecular Physiology &	Christopher Berger
		Biophysics	
Karl Zahn	Ph.D.	Microbiology &	Sylvie Doublié
		Molecular Genetics	

#### Current

rent			
Student	Candidate for	Department	Advisor
Jamie Abbott	Ph.D.	Biochemistry	Chris Francklyn
Jacquie Gertz	Ph.D.	Biochemistry	Beth Bouchard
Chase Haven	Ph.D.	Biochemistry	Kathleen Brummel-
			Ziedins

Rotation Students:	
Ty E. Adams (Biochem)	1999
Donald P. Gaffney (Biochem)	1999
Peter Halbrooks (Biochem)	2000
Brian Johnson (Biochem)	2000
Jie Liu (Biochem)	2001
Na Qian (Biochem)	2001
John Chapin (MD/PhD)	2003
Anna Knapp (Biochem)	2003
Brian Lacy (Biochem)	2004
Jeremy Wood (Biochem)	2004
Maria-Cristina Bravo (CMB)	2005
Nicholas James (Biochem)	2005

Justin Decarreau (Biochem)	2006
Jolanta Amblo (Biochem)	2006
Kelli Gilliland (Biochem)	2006
Matthew Whelihan (Biochem)	2006
Ashley Steere (Biochem)	2008
Amy Rumora (Biochem)	2008
Sarah Abdalla (Biochem)	2008
Gregg Snider (Biochem)	2009
Jacquie Gertz (Biochem)	2009