

Nicola L. Ritter, MEd, PhD

Instructional Associate Professor & Director of Center for Educational Technologies
Veterinary Integrative Biosciences/College of Veterinary Medicine and Biomedical Sciences
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Degrees

PhD: Educational Psychology, Texas A&M University-College Station, TX, 2014

MEd: Curriculum and Instruction, Texas A&M University-College Station, TX, 2009

BS: Interdisciplinary Studies, Texas A&M University-College Station, TX, 2005

Career/Work Experience

2020 — Present: Instructional Associate Professor, Department of Veterinary Integrative Biosciences, College of Veterinary Medicine & Biomedical Sciences, Texas A&M University

2018 — Present: Director, The Center for Educational Technology, Department of Veterinary Integrative Biosciences, College of Veterinary Medicine & Biomedical Sciences, Texas A&M University

2016 — 2020: Instructional Assistant Professor, Department of Veterinary Integrative Biosciences, College of Veterinary Medicine & Biomedical Sciences, Texas A&M University

Awards and Honors

GoWeb Award for Transformational Education, 2018, Texas A&M University

Professional Certifications

Certificate in Education & Social Sciences Advanced Research Methods, Texas A&M University

Publications, Conference Proceedings, Patents and Creative Products/Innovations

Peer Reviewed Journal Articles.

(Names with asterisk (*) indicate co-authors are/were undergraduate students, in *italics* indicate co-authors are/were graduate students and underlined indicate co-authors are/were resident students. Lead authors, in my discipline, are in the first position of listed authors.)

Scholarly Metrics: According to Google Scholar, my scholarly work has received 855 total citations, with an h-index of 13 and an i10-index of 13. Since 2021, my work has received 411 citations, with an h-index of 10 and an i10-index of 10, reflecting continued scholarly engagement with my research and applied educational scholarship.

Completed/published

16. **Ritter, N. L.**, Heseltine, J. (2026). Impact of Adaptive Case-Based Learning on Clinical Reasoning Confidence in Pre-Clinical Veterinary Students. *Journal of Veterinary Medical Educators*. <https://doi.org/10.3138/jvme-2025-0052>
- This study evaluated whether adaptive, case-based learning improved pre-clinical veterinary students' confidence in clinical reasoning by giving students structured opportunities to make decisions, receive feedback, and work through virtual patient cases before entering clinical training. The article contributes to veterinary education by demonstrating how interactive case-based instruction can support early development of diagnostic reasoning and learner confidence in a low-stakes environment. My role included leading the research design, drafting the manuscript, conducting the statistical analysis, interpreting the findings, and managing all aspects of the study.
 - Views: 0; Citations: 0; Journal Impact Factor (5) = 1.0; CiteScore = 2.3
15. **Myers, J.**, Voges, A., Werner, R., **Ritter, N.L.** (2026). Maropitant citrate administration significantly decreases the rate of peristalsis in the stomach and jejunum and does not significantly alter intestinal diameter or intestinal wall thickness in healthy adult dogs. *Veterinary Radiology & Ultrasound*, 67(3). doi: <https://doi.org/10.1111/vru.70167>
- This clinical study showed that maropitant citrate significantly slows gastrointestinal motility in healthy dogs but does not meaningfully alter intestinal size, wall thickness, or gas patterns on diagnostic imaging. My role focused on conducting the statistical analyses, interpreting the quantitative findings, and development of statistical figures to communicate peristalsis and imaging trends clearly. Myers and Voges lead the writing of the paper and coauthors helped write, edit, and discuss the paper.
 - Views: 438; Citations: 0; Journal Impact Factor (2) = 1.5
14. **Williams, G.**, **Ritter, N.**, Chihak, V., & Wilson, P. (2025). "Digital Porcine GI Tract": testing the efficacy of a digital anatomy tool. *Journal of Visual Communication in Medicine*, 48(4), 132–136. <https://doi.org/10.1080/17453054.2025.2600954>
- This study examined whether an interactive "Digital Porcine GI Tract" tool helped veterinary students better learn and identify pig gastrointestinal anatomy using cadaver-based materials. My role on the manuscript included conducting the statistical analysis and contributing to the writing and interpretation of the statistical results.
 - Views: 47; Citations: 0; Journal Impact Factor (2) = 1.2
13. **Ritter, N. L.**, Whitaker, T., Gonzales, M., Mays, G., Washburn, K., Posey, D. (2025). Creating Partnerships Between Veterinarians and Under-represented Producers: Getting Started with Establishing Veterinary Client-Patient Relationships. *Frontiers for Veterinary Science: Veterinary Humanities and Social Sciences*. <https://doi.org/10.3389/fvets.2025.1595301>
- This article describes how veterinarians can build effective partnerships with under-represented livestock producers by establishing strong veterinary client-patient relationships. In layperson terms, the article provides practical guidance for improving trust, access, and communication between veterinarians and producers who may face barriers to veterinary care. As lead investigator, I contributed to the study design, data analysis, and interpretation of findings.
 - Views = 2,067; Citations = 0; Impact Factor(2) = 2.9; CiteScore = 5.1; Altmetric score of 3, placing it in the 95th percentile for outputs of the same age and source, the 66th percentile for outputs of the same age, and the 39th percentile among the 28,923,089 research outputs tracked by Altmetric.

12. **Ritter, N. L.**, Gonzales, M., Mays, G. (2025). Education necessity for veterinary-producer relationship creation and sustainability: a mixed method study. *Frontiers for Veterinary Science: Veterinary Humanities and Social Sciences*, 12. doi: <https://doi.org/10.3389/fvets.2025.1521440>

- This mixed-methods study examined how education can help veterinarians and livestock producers build and sustain effective working relationships, with practical implications for strengthening communication, trust, and access to veterinary care in producer communities. My role included serving as lead author/lead investigator, contributing to the study design, conducting the statistical analysis, and writing and interpreting the statistical results.
- Views = 2743; Downloads = 578; Citations = 3; Impact Factor(2) = 2.2; 2023 CiteScore = 5.1; Altmetric score of 3, placing good attention score compared to outputs of the same age (66th percentile).

11. **Means, K.**, Voges, A., **Ritter, N.L.** (2023). Students with access to 3D study materials are better able to translate spatial relationships between abdominal organs and correctly interpret abnormal radiographic images. *Veterinary Radiology & Ultrasound*. 1-9. <http://doi.org/10.1111/vru.13217>

- This prospective study tested whether 3D study materials helped veterinary students better understand the spatial relationships among abdominal organs and apply that understanding when interpreting normal and abnormal canine radiographic images. My role on the manuscript included conducting the statistical analysis and contributing to the writing and interpretation of the statistical results.
- Views: 981; Citations = 6; Impact Factor(2) = 1.5; JCR = 87/145 CiteScore: 2.4; SJR = 0.631

10. **Cheney, D.M.**, Voges, A.K., **Ritter, N.L.**, Scallan, E., Chaney, K. (2023). Modified B-QUIET Scoring of Kidney Images Acquired by Veterinary Students in Live Canines With Versus Without Sequential Practice on Ultrasound Phantoms. *Veterinary Radiology & Ultrasound*. 2022;1-10
<https://doi.org/10.1111/vru.13197>.

- This study evaluated whether repeated practice with ultrasound phantoms helped veterinary students acquire higher-quality kidney ultrasound images in live dogs. My role on the manuscript included conducting the statistical analysis and contributing to the writing and interpretation of the statistical results.
- Views = 981; Citations = 3; Impact Factor(2) = 1.5; CiteScore: 2.4; SJR = 0.631; Altmetric score of 1, placing it in the 51st percentile for outputs of the same age and source.

9. **Weng, W.**, **Ritter, N. L.**, Cornell, K., Gonzales, M. (2021). Adopting Learning Analytics in a First-Year Veterinarian Professional Program: What We Could Know in Advance about Student Learning Progress. *Journal of Veterinary Medical Education*, 48(6), 720-728. doi: <https://doi.org/10.3138/jvme-2020-0045>

- This article examined how learning analytics could be used in a first-year Doctor of Veterinary Medicine program to predict student learning progress early in the semester and identify students who may benefit from timely academic support. My role on the manuscript included contributing to the study design, conducting the statistical analysis, and writing and interpreting the statistical results.
- Downloads = 703; Citations = 2; IF(2) = 0.6; Publisher metrics show the article has reached an international audience, with 688 downloads and readership/download activity across multiple countries, led by the United States (34%), China (12%), Brazil (5%), the Russian Federation (5%), and the United Kingdom (4%).

8. **Scott, C.**, **Ritter, N. L.**, Fowler, R., & **Franks, A.** (2019). Developing a Community of Academic Writers: Using Social Media to Support Academic Accountability, Motivation, and Productivity. *Journal of*

Literacy and Technology, 20(2), 61-96. https://literacyandtechnology.org/wp-content/uploads/2023/08/jlt_v20_2_scott_ritter_fowler_franks.pdf

- The article explores how graduate students and faculty utilize online social networks (specifically Facebook) as a digital writing group to build community, foster accountability, boost motivation, and increase academic productivity. My role
- Views = 77; Citations = 13

7 Quiroz, R. E., **Ritter, N. L.**, Li, Y., Newton, R., Palkar, T. (2016). Standards Based Design: Teaching K-12 Educators to Build Quality Online Courses. *Journal of Online Learning Research*, 2(2), 123-144. <https://www.learntechlib.org/primary/p/171354/>

- This study examined the effectiveness of a professional development model designed to help K–12 educators apply Quality Matters standards when designing online instructional modules. My effort focused on conducting the statistical analysis and writing the results based on the statistical findings.
- Citations = 25

6. **Ritter, N. L.** (2017). Technology acceptance model of online learning management systems in higher education: A meta-analytic structural equation model. *International Journal of Learning Management Systems*, 5(1), 1-15. doi: [10.18576/ijlms/050101](https://doi.org/10.18576/ijlms/050101)

- This sole-authored meta-analysis used meta-analytic structural equation modeling to synthesize evidence on college students' acceptance of online learning management systems and to evaluate the Technology Acceptance Model in higher education online learning contexts. As sole author, I independently conceptualized the study, conducted the meta-analysis and path modeling, interpreted model fit and invariance findings, and wrote the manuscript. The findings cautioned educational technology researchers against overgeneralizing TAM-based conclusions across LMS studies due to mixed model fit and limited replicability across studies.
- Views = 485; Downloads = 489; Citations = 54

5. Delen, E., Kaya, F., **Ritter, N. L.**, & Sahin, A. (2015). Understanding parents' perceptions of communication technology use. *International Online Journal of Educational Sciences*, 7(4), 22-36. doi: <http://dx.doi.org/10.15345/iojes.2015.04.003>

- This study examined parents' perceptions of their children's communication technology use, including perceived skill differences, areas of concern, protective strategies, and views of the risks and benefits of communication tools. My effort included reviewing the study findings and contributing to manuscript development by writing and refining the results and interpretation of the data.
- Citations = 40; Views = 4180; Downloads = 2512; Impact Factor(2) = 0.1

4. **Ritter, N. L.** & Delen, E. (2013). Undergraduates' Facebook use: Evidence-based practice to implement social media in education. *International Journal of Social Media and Interactive Learning Environments*, 1(4), 387-405. doi: <https://doi.org/10.1504/IJSMILE.2013.05746>

- This study examined how Facebook could be used as an educational tool based on current undergraduate student use, including students' willingness to use Facebook for coursework and their concerns about blending academic and social spaces. My effort included writing the manuscript and reviewing the study findings to translate the results into practical recommendations for integrating Facebook features into courses while addressing student privacy and boundary concerns.

- Citations = 15; Impact Factor(5) = 0.116

3. **Warne, R. Lazo, M., Ramos, T. & Ritter, N.** (2012). Statistical methods used in gifted education journals, 2006-2010. *Gifted Child Quarterly*, 56(3), 134 - 149. doi:

<https://doi.org/10.1177/0016986212444122>

- This article reviewed quantitative and mixed-methods articles published from 2006–2010 in five gifted education journals to identify the statistical methods most commonly used and the extent to which reliability evidence was reported. My effort included writing the manuscript and reviewing the findings to help interpret patterns in statistical practice and discuss implications for research quality in gifted education. The study highlighted both commonly used analyses and opportunities to strengthen statistical reporting in the field. (journals.sagepub.com)
- Citations = 95; Views/Downloads = 852; Impact Factor(2) = 4.0; This research output has an Altmetric Attention Score of 6. This is a high-level measure of the quality and quantity of online attention that it has received. Good attention score compared to outputs of the same age (73 percentile).

2. **Kaya, F., Delen, E., & Ritter, N.** (2012). Test review: Children’s Organizational Skill Scales (COSS). *Journal of Psychoeducational Assessment*, 30(2), 205-208. doi:

<https://doi.org/10.1177/0734282911416320>.

- This test review evaluated the Children’s Organizational Skills Scales, an assessment designed to measure organizational, time-management, and planning behaviors in children. My effort included writing the manuscript and reviewing the findings to interpret the measure’s psychometric quality, practical utility, and relevance for psychoeducational assessment. The review contributes to the assessment literature by helping educators and clinicians evaluate the appropriateness of the instrument for identifying organizational skill deficits in school-age children.
- Citations = 14; Views/Downloads = 792; Impact Factor(2) = 1.2; Impact Factor(5) = 1.7

1. **Ritter, N., Kilinc, E., Navruz, B., & Bae, Y.** (2011). Test Review: Test of Nonverbal Intelligence-4 (TONI-4). *Journal of Psychoeducational Assessment*, 29 (5), 484-488. doi:

<https://doi.org/10.1177/0734282911400400>

- This test review evaluated the Test of Nonverbal Intelligence–Fourth Edition (TONI-4), a measure designed to assess nonverbal intelligence using language-reduced problem-solving tasks. My effort included writing the manuscript and reviewing the findings to interpret the test’s psychometric properties, practical applications, and relevance for psychoeducational assessment. The review contributes to the assessment literature by helping educators and clinicians evaluate the appropriateness of the TONI-4 for diverse learners and assessment contexts.
- Citations = 67; Views/Downloads = 2798; Impact Factor(2) = 1.2; Impact Factor(5) = 1.7

In press/accepted

1. Washburn, S., **Ritter, N.L.**, Davis, A., Herman, J., Samson, J., Moore, J., & Brown, S. (in press, 2026). Assessment of Student Confidence, Knowledge and Attitudes after use of Interactive Computer Animated Models for Cardiovascular Physiology. *Advances in Physiology Education*.

Referred Conference Proceedings

18. Myers, J., Voges, A. Warner, R., **Ritter, N. L.** (October 30 – November 2, 2024). The effect of maropitant citrate on gastrointestinal motility in healthy adult dogs. 2024 ACVR Scientific Conference. American College of Veterinary Radiology. Norfolk, VA.
17. Washburn, S., **Ritter, Nicola**, Davis, A., Herman, J., Samson, J., Moore, J. & Brown, S. (October 12-15, 2022). *Self-Efficacy and Knowledge After Interactive Computer Modules in Cardiovascular Physiology*. Lilly Conferences Evidence-Based Teaching & Learning, International Teaching Cooperative (ITLC): Traverse City, MI.
16. Cheney, D., Voges, A., Scallan, E., Chaney, K., **Ritter, N.** (Oct. 19-23, 2020). *Does Sequential Practice on Ultrasound Phantoms Improve the Diagnostic Quality of Kidney Images Acquired by Veterinary Students in Live Canines?* 2020 ACVR Scientific Conference, Virtual., USA.
<https://doi.org/10.1111/vru.12964>
15. **Ritter, N.L.**, Gonzales, M., *Weng, W.*, Cornell, K., & Chaney, K. (March, 2020). *Where Success Begins: Leveraging Learning Analytics to Predict Student Program Success*. 2020 AAVMC Annual Conference. Washington, D.C.
14. *Quiroz, R. E.*, **Ritter, N. L.**, *Li, Y.*, *Newton, R.* (October, 2016). *Standards Based Design: Teaching K-12 Educators to Build Quality Online Courses*. Paper presented at the meeting of Quality Matters Conference.
13. *Mercer, R.* & **Ritter, N. L.** (September, 2015). Teaching faculty to design online courses-centering Quality Matters in a historically decentralized process. Paper presented at the meeting of Quality Matters Conference, Baltimore, MD.
12. *Scott, C.*, **Ritter, N. L.**, *Fowler, R.*, & *Franks, A.* (February, 2015). Academia and Facebook: Social Media's Effects on Academic Writing. Paper submitted to the annual meeting of Ethnographic & Qualitative Research Conference, Las Vegas, NV.
11. **Ritter, N. L.** & *Navruz, B.* (February, 2015). The Need for Meta-Analytic Thinking in Educational Technology. Paper submitted to the annual meeting of the Southwest Educational Research Association (SERA), San Antonio, TX.
10. **Ritter, N. L.** & *Navruz, B.* (February, 2015). A Primer: Meta-Analytic Structural Equation Modeling. Paper submitted to the annual meeting of the Southwest Educational Research Association (SERA), San Antonio, TX.
9. *Navruz, B.*, *Bicer, A.*, & **Ritter, N. L.** (February, 2015). Reliability generalization of the Survey Attitudes toward Statistics (SATS). Paper submitted to the annual meeting of the Southwest Educational Research Association (SERA), San Antonio, TX.
8. *Navruz, B.*, **Ritter, N. L.**, & *Juntune, J. E.* (February, 2015). Examination of the factor structure of the Reynolds Intellectual Assessment Scales (RIAS) with a sample from poverty. Paper submitted to the annual meeting of the Southwest Educational Research Association (SERA), San Antonio, TX.

7. *Mercer, R. & Ritter, N. L.* (September, 2014). Teaching faculty to design online courses-centering Quality Matters in a historically decentralized process. Paper presented at the meeting of Quality Matters Conference, Baltimore, MD.
6. *Scott, C., Fowler, R., Ritter, N. L., Wright, K., & Franks, A.* (April, 2014). Academic facebook?: Using social media to support academic motivation, productivity, and accountability. Paper presented at the meeting of American Educational Research Association, Philadelphia, PA.
5. **Ritter, N. L.** (2013). Statistical Techniques Used in Educational Technology 2010-2013. Paper accepted at the meeting of Association of Educational Communications and Technology, Anaheim, CA.
4. *Bicer, A., Ritter, N. L., Capraro, M. M., Cavlazoglu, B., & Sahin, A.* (2013). Integrating Writing into Mathematics Classroom through Facebook. Paper presented at the meeting of School Science and Mathematics Association Conference, San Antonio, TX.
https://www.ssma.org/assets/docs/SSMA_Program2013-Final_WEBSITE.pdf
3. **Ritter, N. L.** (February, 2012). A comparison of distribution-free and non-distribution free methods in factor analysis. Paper presented at the meeting of Southwestern Educational Research Association, New Orleans, LA (ED529153).
2. **Ritter, N. L.** (February, 2011). Designing surveys to determine the impact of online social networks. Paper presented at the meeting of Student Affairs Administrators in Higher Education (NASPA) Technology, Newport, RI.
1. **Ritter, N. L.** (February, 2010). Understanding a widely misunderstood statistic: Cronbach's alpha. Paper presented at the meeting of Southwestern Educational Research Association Conference 2010, New Orleans, LA (ED526237).

Oral Presentations.

8. *McCool, K.E., Ritter, N., Tayce, J. Cornell, K.* (June 28-30, 2022). *The impact of an integrated communications curriculum on communication skills confidence in veterinary students.* Veterinary Educator Collaborative (VEC). Manhattan, KS.
7. *Chaney, K., Macik, M., Tayce, J., Thieman-Mankin, K., Scallan, E., & Ritter, N.* (July, 2019). *The Impact of Horizontal and Vertical Integration on Student Learning and Faculty Engagement.* VetED 2019 International Symposium of the Veterinary Schools Council. London, England.
6. **Ritter, N.L.,** *Gonzales, M., Wang, W., & Cornell, K.* (April, 2019). *Where Success Begins: Leveraging Learning Analytics to Predict Student Program Success.* TAMIDS Workshop on Data Science/AI/ML in Education. College Station, TX.

5. Heseltine, J.C., **Ritter, N.L.**, Nabity, M.B. (June, 2018). *Activating Student Learning through Adaptive Learning Modules*. Joint Symposium of the Primary Care Veterinary Educators and the Veterinary Educators Collaborative, Ithaca, New York.
4. Heseltine J.C., **Ritter, N.L.**, Nabity, M.B. (June, 2018). *Rehearsing the Role of the Decision Maker: Adaptive Learning Modules Allow Students to Progress*. 2018 ACVIM Forum. Seattle, Washington.
3. Heseltine, J.C., **Ritter, N.L.**, Nabity, M.B. (January, 2018). *Students' Perspectives on Computer-Directed Individualized Instruction on Clinical Reasoning*. 2018 College of Veterinary Medicine Teaching Showcase. College Station, TX.
2. Heseltine, J.C., **Ritter, N. L.**, Nabity, M. (March, 2017). *Activating Student Learning through Adaptive Learning Case Studies and Digital Badging*. Texas A&M University System's Teaching with Technology Conference.
1. Heseltine, J., **Ritter, N. L.**, Nabity, M. (January, 2017). *Instruction through Case-based Adaptive Learning*. Texas A&M University College of Veterinary Medicine & Biomedical Sciences Teaching Showcase.

Poster Presentations.

4. Williams, G., Pine, M., **Ritter, N.**, Wilson, P. (2024). *'Digital Porcine GI Tract': testing the efficacy of a digital anatomy tool*. *Anatomy Connected, American Association of Anatomy, Toronto, CA*.
3. Harlin, J. Murphrey, T., Whitaker, T. **Ritter, N.**, Budke, C. Walker, H., *Bittner, B.* (May 2023). *Vaccine Hesitancy – Vaccines and You*. Presented at NIH SciEd, Washington, DC.
2. Harlin, J. Murphrey, T., Whitaker, T. **Ritter, N.**, Budke, C. Walker, H. (May 2023). *Student-Centered One-Health Modules How Digital Middle School Science Curriculum Addresses Complex Interdisciplinary Issues*, Presented at American Association for Agriculture Education, Raleigh, NC. (63% acceptance rate)
1. *Belvin, C., *Lewis, J., *Frazier, A., Daley, M., Mays, G., **Ritter, N. L.** (April 2-5, 2022) *Veterinarians & Producers Perspectives on Creating Partnerships to Sustain Small & Medium Sized Ranches*. Association of 1890 Research Directors Research Symposium 2022. Atlanta, GA.

Book Chapters.

4. Goodson, Patricia & **Ritter, N.L.** (2024) POWER in Practice. In *Becoming an Academic Writer*, Third Edition, Thousand Oaks, CA; SAGE Publications, Inc.
3. *Rezaei, D. F. & Ritter, N. L.* (2018). Social media in education: Gains in student learning and instructor best practices In J. S. Keengwe *Handbook of Research on Mobile Technology: Constructivism, and Meaningful Learning*. Hershey, PA: IGI Global.
2. *Goodson, Patricia & Ritter, N.L.* (2016) POWER in Practice. In *Becoming an Academic Writer*, Second Edition, Thousand Oaks, CA; SAGE Publications, Inc.

1. Goodson, Patricia & **Ritter, N.L.** (2012) POWER in Practice. In *Becoming an Academic Writer*, First Edition, Thousand Oaks, CA; SAGE Publications, Inc.

Grants & Contracts

To improve readability, non-competitive contracts are reported as a single consolidated entry in the Grants and Contracts section. A separate itemized list of non-competitive contracts is available in the 2026–2027 Grants and Contracts document.

PI Competitive Proposal Success Rate: Among competitive proposals on which I served as PI and for which an outcome is known, 51 of 60 were funded, representing an 85% acceptance rate. This calculation excludes pending submissions, discontinued projects, and non-competitive contracts or licenses.

In progress

Title	Type of Funding	Funding Agency	Role	Competitive	Start Date	End Date	% Effort Contributed	Total Funding	Research \$ attributed to faculty member
Independent Facilitation of the SB 1241 Validity Study For the Texas Higher Education Coordinating Board (THECB)	State	Texas Higher Education Coordinating Board	Consultant	Y	10/1/2025	8/31/2026	8.33%	\$300,000.00	\$12,816.79
Supplement: Application of Augmented Reality Models in Veterinary Practice of Investigating Foreign Animal Diseases	Federal	USDA-APHIS	PI	Y	8/29/2025	7/31/2027	12.00%	\$500,000.00	\$500,000.00
Impact of Student Demographic Background on Rubric Assessment Reliability and Consistency	Other	International Council for Veterinary Assessment/	CoPI	Y	1/31/2025	12/31/2026	0.00%	\$10,000.00	\$10,000.00
Faculty Exchange Program Southeast Asia Veterinary Sciences	Federal	USDA-FAS	Col	Y	9/15/2024	9/14/2026	1.00%	\$489,465.00	\$1,769.00
Application of Augmented Reality Models in Veterinary Practice of Investigating Foreign Animal Diseases	Federal	USDA-APHIS	PI	Y	8/1/2024	7/31/2026	16.00%	\$1,000,000.00	\$1,000,000.00
Building Capacity for Aquaculture Food Security for the United States	Federal	USDA-APHIS	PI	Y	1/1/2024	8/31/2025	5.00%	\$40,000.00	\$40,000.00
Aquatic Health Training Program for Aquatic Producers	Federal	USDA-APHIS	PI	Y	9/1/2023	12/31/2025	13.20%	\$100,000.00	\$100,000.00

On-Demand Training for Foreign Animal Disease Diagnosticians for Animal Disease Response	Federal	USDA-APHIS	PI	Y	5/1/2023	10/31/2025	75.00%	\$499,496.00	\$374,622.00
Improvement and Maintenance of Sanitary and Phytosanitary Distance Learning and Knowledge Management Platforms	Federal	USDA-FAS	PI	Y	4/1/2023	9/30/2027	85.12%	\$1,156,740.00	\$340,480.00
Core Surgical Skills: Basic Instrument Use Course	Other	Texas A&M University Colorado State University Kansas State University Lincoln Memorial University NVA Mentorship East Central Region Oklahoma State University University of California - Davis University of Missouri	PI	N	4/8/2016	1/4/2027	100.00%	\$111,661.46	\$111,661.46

Completed

Title	Type of Funding	Funding Agency	Role	Competitive	Start Date	End Date	% Effort Contributed	Total Funding	Research \$ attributed to faculty member
Title IX Mental Health & Sexual Assault Course	Internal	Texas A&M University Division of Student Life Services	PI	N	5/13/2025	9/8/2025	100.00%	\$7,594.00	\$7,594.00
Sanitary, Phytosanitary, and Food Safety Enhancements for Benin's Agricultural Trade	Federal	USDA-FAS	CoPI	Y	4/1/2025	6/30/2029	1.00%	\$902,900.00	\$26,731.00
Companion Animal Decision Making Cases	Internal	College of Veterinary Medicine & Biomedical Sciences - Texas A&M University (VMBS)	PI	N	2/7/2025	2/6/2026	100.00%	\$8,121.00	\$8,121.00
Medical Reserve Corps (MRC) Veterinarian Training Program	Other	Tarrant County	PI	Y	1/17/2025	4/30/2025	100.00%	\$8,884.10	\$8,884.10
Core Facilities Promotional Campaign	Internal	VMBS	PI	N	8/30/2024	2/28/2025	100.00%	\$3,134.50	\$3,134.50
Title IX Mental Health & Sexual Assault Course	Internal	Texas A&M University Division of Student Life Services	PI	N	1/8/2024	7/31/2024	100.00%	\$34,929.00	\$34,929.00
Anatomy Intelligent Tutor: Neuro-anatomy Supplemental Instruction (NeuroSI)	Internal	VMBS	PI	Y	1/1/2024	6/30/2024	50.00%	\$9,621.45	\$9,621.45
Camelids Physical Exam Video	Internal	VMBS	PI	Y	1/1/2024	6/30/2024	25.00%	\$20,952.23	\$5,238.06
Case Studies with Mental Health Component	Internal	VMBS	PI	Y	1/1/2024	6/30/2024	100.00%	\$12,856.74	\$12,856.74

Murmur Learner Expansion	Internal	VBS	PI	Y	1/1/2024	6/30/2024	100.00%	\$21,308.58	\$21,308.58
Title IX and Mental Health Course	Internal	VMBS	PI	N	8/1/2023	8/31/2023	100.00%	\$7,770.00	\$7,770.00
Title IX Mental Health & Sexual Assault Course	Internal	Texas A&M University Division of Student Life Services	PI	N	8/1/2023	8/31/2023	100.00%	\$7,770.00	\$7,770.00
Bovine Physical Exam Video/Canine Physical Exam	Other	South Dakota University	PI	N	4/19/2023	4/18/2024	50.00%	\$100.00	\$50.00
Biocontainment Curriculum Development Contract	Federal	USDA-APHIS	CoI	Y	3/1/2023	11/3/2023	100.00%	\$52,623.92	\$52,623.92
Equine Library	Internal	VMBS	PI	Y	2/1/2023	12/23/2023	100.00%	\$4,615.75	\$4,615.75
The Effectiveness of Scenario-based Micro-learning Interactive Videos	Federal	DOJ - National Institute of Corrections (NIC)	PI	Y	1/3/2023	1/2/2024	90.00%	\$320,000.00	\$320,000.00
Murmur Learner Expansion to Include Equine Care & Heart Sounds	Internal	VMBS	PI	N	1/3/2023	6/30/2023	100.00%	\$46,277.00	\$11,569.25
HWG Veterinary Clinic: Interactive Patient Case Management (4VM Rotation Cases)	Internal	VMBS	PI	N	1/2/2023	6/30/2023	33.00%	\$16,384.03	\$5,461.00
Swine Necropsy Video	Internal	VMBS	PI	Y	1/2/2023	6/30/2023	33.00%	\$17,093.00	\$5,697.00
Development of Exotic Animal Handling and Care Video	Internal	VMBS	PI	Y	1/2/2023	6/30/2023	33.00%	\$16,860.00	\$4,670.00
Development of Murmur Learner Tool for Large Animals	Internal	VMBS	PI	Y	1/2/2023	6/30/2023	33.00%	\$47,601.00	\$11,900.25
Development of Small Ruminants Physical Exam Video	Internal	VMBS	PI	Y	1/2/2023	6/30/2023	33.00%	\$17,100.00	\$3,420.00

Development of Opioids Training Video	Internal	VMBS	PI	N	1/1/2023	9/1/2023	50.00%	\$2,160.00	\$1,264.00
Development of Clinical Laboratory Medicine Case Study	Internal	VMBS	PI	Y	1/1/2023	6/30/2023	100.00%	\$2,939.63	\$2,939.63
Primary Care Veterinary Educators Curriculum	Industry	American Association of Veterinary Medical Colleges Primary Care Veterinary Educators	PI	Y	2/1/2022	1/31/2023	50.00%	\$2,900.00	\$1,450.00
Expansion of SPS Learning Curriculum	Federal	USDA-FAS	PI	Y	9/15/2021	9/29/2022	85.00%	\$478,376.80	\$354,444.30
Bone Pathology Library	Internal	VMBS	PI	N	9/1/2021	2/1/2023	100.00%	\$23,182.25	\$23,182.25
Veterinary Cardiology Course	Other	University of Illinois	PI	N	9/1/2021	9/1/2022	100.00%	\$3,000.00	\$3,000.00
Veterinary Dermatology & Veterinary Hematology Course	Other	Lincoln Memorial University	PI	N	9/1/2021	9/1/2022	100.00%	\$4,000.00	\$4,000.00
Veterinary Training Video Library	Industry	Leader Healthcare Group	PI	Y	9/1/2021	9/1/2022	100.00%	\$9,000.00	\$9,000.00
Carcass Management Resources and Tools to Ensure Stakeholder Acceptance and Maximize Cost Effectiveness	Federal	USDA-APHIS	PI	Y	8/1/2021	1/31/2024	100.00%	\$74,996.00	\$67,496.00
DVM Accreditation Report Project	Internal	VMBS	PI	N	3/30/2021	7/7/2022	100.00%	\$16,580.00	\$16,580.00

Online Veterinary Opioid Course	Internal	VMBS	PI	N	1/8/2021	10/8/2021	100.00%	\$3,880.00	\$3,880.00
Creating Partnerships Between Veterinarians And Small And Medium-Sized Farmers To Enhance Economic Efficiency And Sustainability	Federal	USDA-NIFA	PI	Y	1/1/2021	12/31/2023	65.00%	\$499,999.00	\$324,999.00
Expected Practices Video Project	Federal	Department of Justice	PI	Y	9/1/2020	8/31/2021	82.38%	\$297,060.00	\$297,060.00
Supporting Recruitment to Doctoral of Veterinary Medicine degree program at Texas A&M University	Internal	VMBS	PI	N	8/1/2020		100.00%	\$10,000.00	\$10,000.00
Initiative for Education Excellence	Internal	VMBS	PI	N	8/1/2020	7/31/2021	100.00%	\$38,164.00	\$38,164.00
Anatomy Instructional Video	Internal	VMBS	PI	N	7/27/2020	8/5/2020	100.00%	\$658.00	\$658.00
Filming of Texas Representative Charles 'Doc' Anderson for Partnership for Environmental Education & Rural Health program	Internal	VMBS	PI	N	7/1/2020	7/31/2020	100.00%	\$797.00	\$797.00
SPS Distance Learning	Federal	USDA-FAS	PI	Y	4/2/2020	4/1/2022	50.00%	\$1,460,423.00	\$730,211.50
Women's Faculty Network Collage Picture	Internal	VMBS	PI	N	4/1/2020	4/15/2020	100.00%	\$476.00	\$476.00

VSCS 934: Professional & Clinical Skills V's Hoof Lab Video	Internal	VMBS	PI	N	2/24/2020	9/30/2020	100.00%	\$2,128.00	\$2,128.00
Veterinary Skills Sets Video	Internal	VMBS	PI	N	2/3/2020	3/2/2021	100.00%	\$8,822.00	\$8,822.00
An Interactive Online Training Program for Foreign Animal Disease Diagnosticians to Respond to Foreign Animal Diseases and Emerging Disease Incidents	Federal	USDA-APHIS	PI	Y	1/6/2020	1/5/2022	45.00%	\$449,287.00	\$220,083.50
Development of Veterinary Lab Photos	Internal	VMBS	PI	N	11/11/2019	1/22/2020	100.00%	\$760.00	\$760.00
"I AM CVM" Promotional Program Videos	Internal	VMBS	PI	N	10/1/2019	3/2/2020	100.00%	\$7,244.00	\$7,244.00
MEGARes Website Updates	Internal	VMBS	PI	N	9/12/2019	9/2/2020	100.00%	\$850.00	\$850.00
National Institute of Environmental Health Sciences Superfund Research Program 2020 Promotional Video	Internal	VMBS	PI	N	9/2/2019	12/2/2019	100.00%	\$1,140.00	\$1,140.00
Scaling Up Existing PCS Content with Technology enhanced Pedagogy and Active Learning	Internal	VMBS	PI	N	9/1/2019	9/9/2022	100.00%	\$41,476.80	\$41,476.80
2-Minute Teaching Nugget Videos	Other	American Association of Veterinary Medical Colleges	PI	N	9/1/2019	1/28/2021	100.00%	\$4,561.00	\$4,561.00
Development of Videos for a Surgical Manual	Internal	VMBS	PI	N	9/1/2019	9/30/2020	100.00%	\$380.00	\$380.00
Veterinary Medical Communication Modules	Industry	VetFolio	PI	Y	5/1/2018	8/31/2019	100.00%	\$21,983.75	\$21,983.75
Dog Aging Video	Federal	National Institutes of Health	Consultant	Y	5/19/2019	7/2/2021	50.00%	\$20,696.00	\$10,348.00
Veterinary Ophthalmology Videos	Internal	VMBS	PI	N	4/1/2019	4/19/2021	100.00%	\$1,976.00	\$1,976.00

Filming of BIMS 489: Special Topics Lecture	Internal	VMBS	PI	N	1/3/2019	2/4/2019	100.00%	\$304.00	\$304.00
Murmur Learner License	Other	VMBS, Ohio State University University of Illinois University of Tennessee	PI	N	9/1/2018	9/26/2026	100.00%	\$46,105.60	\$46,105.60
Program Evaluation of Glucose & Cardiology Modules	Other	University of Georgia	PI	N	9/1/2018	9/1/2019	50.00%	\$5,000.04	\$5,000.04
Learning Analytics in Doctoral Veterinary Medicine Degree Program	Internal	VMBS	PI	N	5/1/2018	8/31/2018	100.00%	\$46,862.00	\$46,862.00
Filming College of Veterinary Medicine Leadership Retreat	Internal	VMBS	PI	N	8/26/2018	8/31/2019	100.00%	\$1,097.00	\$1,097.00
A Computer-based, Student-Centered Middle-School Approach to One Health Learning/ K-12 Educational Resources on Vaccine Biology and SARS-CoV-2 Vaccine Hesitancy	Federal	National Institutes of Health	CoPI	Y	8/24/2018	7/31/2023	9.00%	\$1,321,463.50	\$134,358.00
Film Equine Physical Exam Video	Internal	VMBS	PI	N	8/1/2018	8/31/2018	100.00%	\$340.00	\$340.00
Film Veterinary Medical Rehab Course	Internal	VMBS	PI	N	8/1/2018	8/31/2018	100.00%	\$850.00	\$850.00
Acute Kidney Injury (AKI) Curriculum	Internal	VMBS	PI	Y	5/1/2018	8/31/2018	100.00%	\$25,998.50	\$25,998.50
Development of DVM Program's Large Animal Surgical Manual	Internal	VMBS	PI	Y	5/1/2018	4/23/2019	100.00%	\$24,941.00	\$24,941.00

Clinical Skills Instructional Activity for Use with SynDaver's Surgical Canine Model	Internal	VMBS	PI	N	5/1/2018	8/1/2018	100.00%	\$9,996.75	\$9,996.75
Development of Pharmacology Slider Bar	Internal	VMBS	PI	N	5/1/2018	8/31/2018	100.00%	\$4,632.00	\$4,632.00
Psychometric Analysis of a Clinical Reasoning Assessment	Other	Cornell University	PI	N	2/1/2018	8/4/2022	100.00%	\$10,978.00	\$10,978.00
Filming of Animal Necropsy Videos	Internal	VMBS	PI	N	11/1/2017	4/3/2018	100.00%	\$9,967.50	\$9,967.50
Development of Tail Vein Blood Draw Instructional Video	Internal	VMBS	PI	N	10/9/2017	1/25/2018	100.00%	\$933.00	\$935.00
Multidisciplinary, problem-based lessons on antimicrobial resistance for seamless integration into veterinary curricula	Federal	USDA-NIFA	PI	Y	9/1/2017	8/31/2020	25.00%	\$300,000.00	\$149,998.00
Development of Veterinary Lab Safety Videos	Internal	VMBS	Consultant	N	9/1/2017	10/31/2017	100.00%	\$2,720.00	\$2,720.00
Primary Care Preventive Care Curriculum (PCVE)	Other	American Veterinary Medical Foundation	PI	N	8/1/2017	6/30/2018	100.00%	\$50,000.00	\$50,000.00
Development of College of Veterinary Medicine & Biomedical Science Alumni Interviews	Internal	VMBS	PI	N	6/6/2017	9/1/2020	100.00%	\$2,128.00	\$2,128.00
SPS Distance Learning Training Program	Federal	USDA-FAS	PI	Y	4/2/2017	4/1/2022	55.00%	\$1,460,423.00	\$803,232.65
Translation of SPS Distance (French)	Federal	USDA-FAS	PI	Y	3/1/2017	9/30/2018	100.00%	\$235,101.70	\$235,101.70
SPS International Training Program	Federal	USDA-FAS	CoPI	Y	1/18/2017	6/30/2018	45.00%	\$111,517.00	\$50,182.65
Antibiotic Use, Resistance, and Stewardship in Veterinary Practice for Domain 8	Federal	DHHS - Centers For Disease Control and Prevention	CoPI	Y	9/30/2016	9/29/2018	16.00%	\$350,873.84	\$0.00

StepStone License	Other	VMBS, Cornell University, Dechra, TAMU Medical Sciences Library, University of California - Davis	PI	N	9/27/2016	10/31/2021	100.00%	\$34,645.00	\$34,645.00
Development & Publication of Foreign Animal Disease Diagnostician Manual, 3rd Edition	Federal	USDA-APHIS	CoPI	Y	9/12/2016	9/11/2018	50.00%	\$106,040.00	\$53,020.00
SPS International Training Program	Federal	USDA-FAS	CoPI	Y	9/1/2016	12/31/2017	18.96%	\$52,961.70	\$10,042.00
Development of Veterinary Dermatology Video	Internal	VMBS	PI	N	9/1/2016	8/31/2020	33.00%	\$9,954.00	\$9,954.00
Development of Microbiology Curriculum Resources	Internal	VMBS	PI	Y	5/1/2016	1/31/2018	100.00%	\$34,202.18	\$14,691.25
Development of USDA's Foreign Animal Disease Continuing Education Program	Federal	USDA-FAS	PI	Y	1/1/2016	12/31/2017	100.00%	\$111,625.47	\$111,625.00
Core Surgical Skills: Knot Tying License	Other	Colorado State University Kansas State University NVA Mentorship East Central Region Oklahoma State University University of California - Davis University of Missouri	PI	N	4/8/2016	3/5/2026	100.00%	\$83,100.00	\$83,100.00

Other type of Research /Scholarship/Creative Work

Creative Copyrighted Works

3. **Ritter, N. L.**, Shuta, D., Kabat, S. (2025). SPS GRP Tool (Version 1.0) [Software].

<https://spsgrptoolkit.com/>

- The Sanitary and Phytosanitary Good Regulatory Practices Tool (SPS GRP Tool) is a web-based application used to identify gaps in SPS measures. The SPS GRP Tool provides a report that shows where good regulatory practices meet expectations, identifies gaps, and reports recommendations and timelines to meet expectations. The SPS GRP Toolkit is used by international regulatory, food-safety, and trade organizations, including the European Union, FAO, and WTO-affiliated partners.

2. Shuta, D., **Ritter, N. L.**, Cornell, K. (2018). [StepStone](#). (Version 1.8.0) [Software].

- StepStone is a powerful web-based content authoring environment designed with the educator in mind. Users can easily produce compelling and effective learning experiences that work on any device with internet access. StepStone provides an adaptive HTML5 format that permits instructional materials to be deployed on all major devices, including smart phones and tablets. Lessons authored in StepStone are SCORM compatible, allowing the published lesson to track user responses and activity within each lesson. The Center for Educational Technologies manages the copyright registration (TXu 2-144-144) and license agreements on behalf of Texas A&M University System. Since its release in 2016, 4 institutions (423 users) license this copyrighted tool from Texas A&M University Center for Educational Technologies resulting in \$23,120 revenue. StepStone, 1st runner-up in 2018 Texas A&M University GoWeb Award, Innovation Award of Excellence, has proven very popular with university faculty and corporate trainers, who find the tool easy to use. StepStone has been highlighted in local press release, with approximately 442 readers. The tool is available at: <https://stepstonelearning.net/> For more information, view: <https://www.tamucet.org/stepstoneapp/>.

1. Foreign Animal Disease Diagnostician Manual [4th ed.]. (2022). College Station, TX: Texas A&M University & United States Department of Agriculture.

The manual provides investigators with a comprehensive yet concise reference to help guide them in conducting a disease investigation. Printed on Yupo paper, a water-resistant plastic paper, this innovative manual can be washed and disinfected after each use. Images, flowcharts, and tables are used extensively throughout the manual to simplify complex procedures, while QR codes embedded on the pages allow users to watch videos explaining proper methods for collecting diagnostic samples on their mobile devices. The manual was released in 2013 and subsequently distributed to more than 1,625 veterinarians in the U.S. and abroad. The manual, winner of the 2013 BioCommunications Association award, has proven very popular with foreign animal disease diagnosticians who find the visual format easy to use. For more information, view:

<https://tamucet.org/faddce>.

Peer Reviewed Teaching Aids/Curriculum

13. College of Veterinary Medicine and Biomedical Sciences at Texas A&M University. (2024). [Murmur Learner](#) Version 2.0) [Software]. (Varied hours contact time)
 - Cardiac auscultation is one of the most challenging skills for veterinary students to master. The Murmur Learner module features a series of lessons designed to optimize learning through a unique combination of synchronized audio, video, and animations that explain how murmurs and arrhythmias are generated and classified. Since its release, 20,508 veterinary students from four colleges of veterinary medicine and 18 veterinarians have used this aid.
12. Neuro-anatomy Supplemental Instruction (NeuroSI). (2024). College Station, TX: College of Veterinary Medicine & Biomedical Sciences at Texas A&M University. (3 hours contact time).
 - Neuroanatomy Supplemental Instruction was developed to provide additional instructional material to lectures at the veterinary anatomy labs at Texas A&M University. It is a navigable tool that will assist you in reviewing topics from lecture, provide you with questions to test your understanding, and give you an opportunity to practice localizing lesions. The module is a tutorial on neuroanatomy for first year veterinary students. Since its release in Spring 2024, 179 veterinary students have used this aid. Preliminary data demonstrates a statistically significant increase in learning gains from students who used the aid compared to students who did not use the aid.
11. Companion Animal Medicine Decision Making Course (2024). College Station, TX: College of Veterinary Medicine & Biomedical Sciences at Texas A&M University. (4 hours contact time)
 - Strengthen clinical reasoning and emotional resilience with this immersive course. Explore four interactive, companion animal case scenarios that mirror real-world challenges in diagnosis, treatment, and client expectations. Each case offers branching decision-making exercises with varied outcomes—from recovery to euthanasia—highlighting the complexity and unpredictability of veterinary medicine. Video reflections on the emotional toll of clinical decisions follow each scenario. Licensed counselors address the grief, guilt, and moral distress that often accompany veterinary decision-making, and provide strategies for healthy emotional processing, peer support, and maintaining a growth mindset. This course prepares future veterinarians not only to make sound medical decisions but also to navigate the emotional realities of their profession with empathy and resilience. Since its release in 2024, 170 veterinary students have completed the course.
10. Veterinary Healthcare Communications (VHC) (2024). College Station, TX: College of Veterinary Medicine & Biomedical Sciences at Texas A&M University. (16 hours contact time)
 - The Veterinary Healthcare Communication Curriculum addresses gaps in veterinarian-client communication training at veterinary schools. The curriculum includes 16 lessons with tools and resources for improving communication skills on various topics. Teaching communication in veterinary medicine is now endorsed through national reports and the North American Veterinary

Licensing Examination testing of client communication skills for licensure. Veterinary academic surveys have consistently demonstrated that practice success depends on effective communication skills, and consumer surveys show that good communication is the number one priority when animal owners choose or decide to stay with a veterinary practice. Since its release in July 2024, 209 veterinary educators across 24 colleges of veterinary medicine have used the curriculum with veterinary students.

9. Swine Gastro-Intestinal Anatomy Video (2024). College Station, TX: College of Veterinary Medicine & Biomedical Sciences at Texas A&M University. (1 hour contact time)
 - The Digital Porcine GI Tract is a navigable tool that allows students to explore the structures of the porcine GI by clicking through info buttons placed on high resolution images. Since its release in 2024, 212 veterinary students have used the teaching aid. The impact of the teaching aid is reported in: Williams, G., Ritter, N., Chihak, V., & Wilson, P. (2025). “Digital Porcine GI Tract”: testing the efficacy of a digital anatomy tool. *Journal of Visual Communication in Medicine*, 48(4), 132–136. <https://doi.org/10.1080/17453054.2025.2600954> Impact Factor = 1.2
8. Partnership Pathways: Establishing a Veterinarian-Client Patient Relationship (VCPR) (2023). College Station, TX: Texas A&M University. (8 hours contact time)
 - Integrative interdisciplinary food animal workshops were held in person to initiate the creation of partnerships between small-and medium-sized ranchers and veterinarians. Hands-on experiences through practical exercises allowed ranchers and veterinarians to work together to build connections. Specifics of the new federally/state-mandated veterinarian-client-patient relationship (VCPR) were discussed at length. Ranchers and veterinarians were able to discuss the challenges of and the need for the VCPR. Additionally, workshop attendees learned more about veterinary feed directives and how to take advantage of distance animal care by their veterinarian. A wide set of resources were provided for ranchers and veterinarians to “click-access” vetted information on VCPRs, animal health, biosecurity, vaccines, drug residues, etc. Also provided were the workshop materials for attendees to share with partners or peers. Since its release in 2023, 73 participants have attended the workshop. The workshop resources are available at the [U.S. Cooperative Extension System’s online catalogue](#).
7. Vaccines and You. (2022). College Station, TX: Texas A&M University. (1 hour contact time)
 - This video series for rural middle school-age children to increase vaccine confidence and encourage vaccine acceptance by the public, and especially among populations with a high level of vaccine hesitancy characteristic of rural areas. This series is delivered through the Partnerships for Environmental Education and Rural Health (PEER) program’s YouTube channel. Since its release in 2022, the series has reached 374 views. [View the series on YouTube](#).
6. Antimicrobial Stewardship for Veterinary Students. (2022). College Station, TX: Texas A&M University. (9 hours contact time)

- This series of modules was developed by a multi-institutional team of experts to help teach veterinary students the essential knowledge and skills to support judicious use of antimicrobials in clinical practice. The online collection of evidence-based educational resources is available for free to all schools of veterinary medicine within the United States and covers antimicrobial pharmacology, mechanisms of antimicrobial resistance, public health implications of antimicrobial resistance, and judicious antimicrobial use in clinical practice. Practicing antimicrobial stewardship requires an integrated understanding of microbiology, immunology, pharmacology, clinical medicine, and public health. This flexible collection of resources can be used modularly, in any sequence, allowing faculty to utilize the items that best fit their students and course needs. Since its release in 2022, the program has reached 1,956 veterinary students and 11 colleges of veterinary medicine and 13 veterinarians. For more information, view: <https://www.tamucet.org/curriculum/amr/>.

5. Adaptive Case Studies on Acute Kidney Injury. (2018). College Station, TX: Texas A&M University. (8 hours contact time)

- This is a unique, self-paced online learning opportunity for veterinary students and veterinarians to manage virtual hospital cases. Through this course students practice clinical decision-making skills in a real-world internal medicine context. The course uses adaptive educational technologies to personalize instructional journey and provide just-in-time customized feedback. The course includes a suite of 14 case studies and corresponding assessments. This course is used with veterinary students in Texas A&M University's Doctorate of Veterinary Medicine program and with veterinarians through continuing education outlets such as VetFolio and Texas A&M University's Continuing Education and Professional Development platform, cped.tamu.edu. Since its release in 2018, the program has reached 360 veterinary students and 21 veterinarians. For more information view: <https://www.tamucet.org/curriculum/aki/>.

4. Sanitary and Phytosanitary Standards International Training Program. (2024). College Station, TX: Texas A&M University & United States Department of Agriculture. (172 hours contact time)

- The purpose of this education program is to enhance the scientific capacity of Animal and Plant Health Officials in developing countries to create and implement a science-based regulatory process, and to improve their inspection and verification effectiveness, stressing the benefits to public health and trade. The 14 plant health modules and 7 hands-on workshops are available in English, Spanish, French, Dari, and Russian. The program also includes 1 animal health module and corresponding workshop and 1 food safety module and corresponding workshop. Since its release in 2018, this program has trained 3500 people in 175 countries. This innovative curriculum model has been highlighted in 3 global news articles and 2 local news articles, 22 blogs, and 5 promotional videos with approximately 1,600 readers reached about the program. For more information, view: <https://www.tamucet.org/work/sps/> The course is available at: <https://www.spscourses.com>.

3. Adaptive Case Studies on Chronic Kidney Disease. (2017). College Station, TX: Texas A&M University. (8 hours contact time)
 - This is a unique, self-paced online learning opportunity for veterinary students and veterinarians to manage virtual hospital cases. Through this course students practice clinical decision-making skills in a real-world internal medicine context. The course uses adaptive educational technologies to personalize instructional journey and provide just-in-time customized feedback. The course includes a suite of 14 case studies and corresponding assessments. This course is used with veterinary students in Texas A&M University's Doctorate of Veterinary Medicine program and with veterinarians through continuing education outlets such as VetFolio and Texas A&M University's Continuing Education and Professional Development platform, cped.tamu.edu. Since its release in 2016, the program has reached 270 veterinary students. For more information, view: <https://www.tamucet.org/curriculum/ckd/>
2. Foreign Animal Disease Diagnostic Continuing Education Curriculum (4th Edition). (2025). College Station, TX: Texas A&M University & United States Department of Agriculture. (26 hours contact time)
 - The Foreign Animal Disease Investigation Course provides veterinarians and animal health technicians with the proper steps to conduct field investigations, collect samples, use personal protective equipment, and tools to respond effectively when faced with a foreign animal disease outbreak. Since its release in 2017, this program has trained 539 people in 30 states across the United States. The FADD-CE training program has reached learners across a broad national footprint, with course completions distributed throughout the West, Midwest, South, and East Coast and the highest concentration of learners in California. This innovative curriculum has been highlighted in local news articles, with approximately 725 readers reached about the program. For more information, view: <https://www.tamucet.org/work/faddce/>. The course is available at: <https://usdatraining.com>.
1. Sanitary and Phytosanitary Standards Pakistani Training English Program. (2017). College Station, TX: Texas A&M University & United States Department of Agriculture. (13 hours contact time)
 - The purpose of this education program was to enhance the scientific capacity of Animal and Plant Health Officials in Pakistan to develop and implement a science-based regulatory process, and to improve their inspection and verification effectiveness, stressing the benefits to public health and trade. The 14 plant health modules and 7 hands-on workshops are available in English and Urdu. This program trained 50 Pakistanis which have resulted in \$250 million increase in horticultural exports since 2012. This innovative curriculum model has been highlighted in 3 global news articles and 2 local news articles. For a full report on the impact of this curriculum, [view the impact report](#).

Teaching

Courses taught

Course Title	Subject/ course #	Credit Hours	Lecture Hours	Lab Hours	Instruction Mode	Enroll- ment	Student Credit Hours	If co- taught, % contributed to course	Semester
Research	VIBS 691	5	5	0	NT	1	5	N/A	Fall 2025
Research	VIBS 691	6	6	0	NT	1	6	N/A	Summer 2025
Research	VIBS 691	3	3	0	NT	1	3	N/A	Spring 2025
Research	VIBS 691	5	5	0	NT	1	5	N/A	Spring 2025
Research	VIBS 691	3	3	0	NT	1	3	N/A	Fall 2024
Research	VIBS 691	6	6	0	NT	1	6	N/A	Summer 2024
E-Learning Design and Development	LDTC 651 700	3	3	0	WEB	21	63	N/A	Spring 2024
Directed Studies	VIBS 685 604	4	4	0	F2F	1	4	N/A	Spring 2024
Directed Studies	VIBS 685 310	4	4	0	F2F	1	4	N/A	Summer 2023
Directed Studies	VIBS 985 600	4	4	0	F2F	1	4	N/A	Spring 2023
Directed Studies	VIBS 985 600	4	4	0	F2F	1	4	N/A	Spring 2023
E-Learning Design and Development	LDTC 651 699	3	3	0	WEB	2	6	N/A	Spring 2022

E-Learning Design and Development	LDTC 651 700	3	3	0	WEB	20	60	N/A	Spring 2022
E-Learning Design and Development	LDTC 651 699	3	3	0	WEB	2	6	N/A	Fall 2021
E-Learning Design and Development	LDTC 651 700	3	3	0	WEB	14	42	N/A	Fall 2021
E-Learning Design and Development	EDTC 651 700	3	3	0	WEB	22	66	N/A	Spring 2021

Support Teaching in Texas A&M University Courses

Dates	Organization	Course Number/ Name	Number of Participants	Type of Teaching	Description
01/2020 - 5/2026	Texas A&M University	VMID 966: Professional and Clinical Skills VI	900	Curricular Development	Acute Kidney Injury This collection of case studies is designed to help veterinary students learn how to recognize acute kidney injury based upon patient assessment, laboratory results, and imaging. In this course package, learners are assigned cases based on prior performance as they work through four levels of case studies on diagnosing and managing feline and canine acute kidney injury.

01/2018-5/2026	Texas A&M University	VMID 966: Professional and Clinical Skills VI	1200	Curricular Development	Chronic Kidney Disease Adaptive Case Studies: This collection of case studies is designed to help veterinary students learn how to recognize chronic kidney disease from acute kidney injury and determine clinical signs, diagnosis, IRIS staging, and IRIS sub-staging. In this course package, learners are assigned cases based on prior performance as they work through four levels of case studies on diagnosing and managing feline and canine kidney disease.
1/2018-1/2027	Texas A&M University	VSCS 932: Principles of Surgery	1200	Curricular Development	Development and Delivery of Core Surgical Skills I: Basic Instrument Use: This course provides the novice surgeon with detailed instructions on the proper use of the surgical instruments commonly encountered in soft tissue surgery. The course includes overviews of scalpels, thumb forceps, scissors, surgical clamps, and needle holders, and includes a variety of practice exercises to help prepare students for surgery laboratories.
8/2024-7/2028	Texas A&M University	VSCS 945: Advanced Small Animal Clinical Elective	266	Curricular Development	This interactive course places learners in the role of a clinician at the HWG Veterinary Clinic, where they work through a series of virtual patient cases presenting with a variety of medical concerns. Each case guides learners through the clinical reasoning process, including reviewing patient history, conducting a physical examination, interpreting diagnostic test results, and answering case-based questions. As learners progress, they collect relevant information using a case clipboard that records examination findings and diagnostic results. The cases are designed to simulate real clinical decision-making and challenge learners to apply their knowledge across multiple body systems. Learners will encounter several patients within designated exam rooms and complete a brief survey after finishing the required cases. The course emphasizes diagnostic reasoning, interpretation of clinical data, and practical application of veterinary medical knowledge in a simulated clinical environment.

1/2025-5/2026	Texas A&M University	VIBS 910: Small Animal Anatomy	352	Curricular Development	Development and Delivery of Nervous System Supplemental Instruction (Neuro SI): Neuroanatomy Supplemental Instruction was developed to provide additional instructional material to lectures at the veterinary anatomy labs at Texas A&M University. It is a navigable tool that will assist you in reviewing topics from lecture, provide you with questions to test your understanding, and give you an opportunity to practice localizing lesions. The module is a tutorial on neuroanatomy for first year veterinary students.
8/2024-5/2026	Texas A&M University	VMID 964: Clinical Experience	358	Curricular Development	Development and Delivery of Mental Health Topics in Companion Animal Medicine Decision Making: Strengthen clinical reasoning and emotional resilience with this immersive course. Explore four interactive, companion animal case scenarios that mirror real-world challenges in diagnosis, treatment, and client expectations. Each case offers branching decision-making exercises with varied outcomes—from recovery to euthanasia—highlighting the complexity and unpredictability of veterinary medicine. Video reflections on the emotional toll of clinical decisions follow each scenario. Licensed counselors address the grief, guilt, and moral distress that often accompany veterinary decision-making, and provide strategies for healthy emotional processing, peer support, and maintaining a growth mindset. These instructional materials prepare future veterinarians not only to make sound medical decisions but also to navigate the emotional realities of their profession with empathy and resilience.

9/2024-9/2025	Texas A&M University	VTPB 927: Clinical Laboratory Medicine- Clinical Pathology	178	Curricular Development	<p>Developed six StepStone-based branching case studies for use as an educational tool in 2VM Clinical Laboratory Medicine. These interactive cases place students in the role of clinical decision-maker for a patient scenario, requiring them to select diagnostic pathways, interpret results, and observe the consequences of their choices. Embedded instructional prompts provide targeted explanations of mechanisms, pathogenesis, diagnostic reasoning, and potential sources of error.</p> <p>The case studies were designed to reinforce lecture material through self-paced, case-based learning outside the classroom. By allowing students to explore decisions in a low-stakes, private learning environment, the cases support clinical reasoning, confidence-building, and repeated practice without public judgment. The StepStone format also allows for potential gamified elements, such as mastery-based progress indicators or badges, to encourage engagement and validate student progress.</p>
8/2024-7/2026	Texas A&M University	VIBS 912: Clinical Anatomy of Large Animals	214	Curricular Development	<p>Developed an interactive, web-based instructional module to address constraints associated with live animal use in gross anatomy laboratories, including limited access and recurring costs of disposable specimens. The Digital Porcine GI Tract provides a navigable, high-resolution visual environment in which learners explore anatomical structures through embedded, clickable information nodes. This scalable resource enables consistent, real-time access for all learners while reducing reliance on live pig models and associated laboratory expenditures. Designed for continuing education audiences, the module supports learner outcomes including (1) identification and recognition of key anatomical structures of the porcine gastrointestinal tract and (2) explanation of the functional roles of selected GI components.</p>
9/2018 - 9/2025	Texas A&M University	VSCS 945: Advanced Small Animal Clinical Elective	700	Curricular Development	<p>Murmur Learner Cardiac auscultation is one of the most challenging skills for veterinary students to master. The Murmur Learner module features a series of lessons designed to optimize learning through a unique combination of synchronized audio, video, and animations that explain how murmurs and arrhythmias are generated and classified.</p>

9/2019 - 9/2025	Texas A&M University	VTPP 910: Physiology I	972	Curricular Development	Murmur Learner Cardiac auscultation is one of the most challenging skills for veterinary students to master. The Murmur Learner module features a series of lessons designed to optimize learning through a unique combination of synchronized audio, video, and animations that explain how murmurs and arrhythmias are generated and classified.
1/2018- 1/2025	Texas A&M University	VSCS 926: Professional and Clinical Skills III	840	Curricular Development	The Veterinary Healthcare Communication Curriculum (formerly The Veterinary Communication Project at IHC) addresses gaps in veterinarian-client communication training at veterinary schools. The curriculum includes 16 lessons with tools and resources for improving communication skills on various topics. Teaching communication in veterinary medicine is now endorsed through national reports and the North American Veterinary Licensing Examination testing of client communication skills for licensure. Veterinary academic surveys have consistently demonstrated that practice success depends on effective communication skills, and consumer surveys show that good communication is the number one priority when animal owners choose or decide to stay with a veterinary practice.
8/2024 - 8/2025	Texas A&M University	Undergraduate Students	44,000	Curricular Development	State-mandated, Title IX Mental Health Course
8/2024 - 8/2025	Texas A&M University	Undergraduate Students	44,000	Curricular Development	State-mandated, Title IX Sexual Assault Awareness and Prevention Course
5/2022 - 4/2024	Texas A&M University	Veterinary Students	248	Revise Existing Course	The Clinical Pathology Rapid Review course is designed to reinforce key clinical pathology concepts during the clinical pathology rotation. Learners complete four sets of 25 review questions through the StepStone platform, covering topics such as hematology, clinical chemistry, urinalysis, coagulation profiles, and cytology. These questions serve as a structured review of material learned during prior didactic training and are intended to strengthen knowledge and build confidence in interpreting clinical pathology data. Completion of all question sets contributes to the participation component of the rotation grade, and the activity also helps prepare learners for the end-of-rotation quiz.

Support Teaching at Other Colleges of Veterinary Medicine

Dates	Organization	Course Number/ Name	Number of Participants	Type of Teaching	Description
01/2020 - 5/2026	Texas A&M University	VMID 966: Professional and Clinical Skills VI	900	Curricular Development	Acute Kidney Injury This collection of case studies is designed to help veterinary students learn how to recognize acute kidney injury based upon patient assessment, laboratory results, and imaging. In this course package, learners are assigned cases based on prior performance as they work through four levels of case studies on diagnosing and managing feline and canine acute kidney injury.
8/2024-7/2028	Texas A&M University	VSCS 945: Advanced Small Animal Clinical Elective	266	Curricular Development	This interactive course places learners in the role of a clinician at the HWG Veterinary Clinic, where they work through a series of virtual patient cases presenting with a variety of medical concerns. Each case guides learners through the clinical reasoning process, including reviewing patient history, conducting a physical examination, interpreting diagnostic test results, and answering case-based questions. As learners progress, they collect relevant information using a case clipboard that records examination findings and diagnostic results. The cases are designed to simulate real clinical decision-making and challenge learners to apply their knowledge across multiple body systems. Learners will encounter several patients within designated exam rooms and complete a brief survey after finishing the required cases. The course emphasizes diagnostic reasoning, interpretation of clinical data, and practical application of veterinary medical knowledge in a simulated clinical environment.

1/2025-5/2026	Texas A&M University	VIBS 910: Small Animal Anatomy	352	Curricular Development	Development and Delivery of Nervous System Supplemental Instruction (Neuro SI): Neuroanatomy additional Supplemental Instruction was developed to provide instructional material to lectures at the veterinary anatomy labs at Texas A&M University. It is a navigable tool that will assist you in reviewing topics from lecture, provide you with questions to test your understanding, and give you an opportunity to practice localizing lesions. The module is a tutorial on neuroanatomy for first year veterinary students.
8/2024-5/2026	Texas A&M University	VMID 964: Clinical Experience	358	Curricular Development	Development and Delivery of Mental Health Topics in Companion Animal Medicine Decision Making: Strengthen clinical reasoning and emotional resilience with this immersive course. Explore four interactive, companion animal case scenarios that mirror real-world challenges in diagnosis, treatment, and client expectations. Each case offers branching decision-making exercises with varied outcomes—from recovery to euthanasia—highlighting the complexity and unpredictability of veterinary medicine. Video reflections on the emotional toll of clinical decisions follow each scenario. Licensed counselors address the grief, guilt, and moral distress that often accompany veterinary decision-making, and provide strategies for healthy emotional processing, peer support, and maintaining a growth mindset. These instructional materials prepare future veterinarians not only to make sound medical decisions but also to navigate the emotional realities of their profession with empathy and resilience.

8/2024-7/2026	Texas A&M University	VIBS 912: Clinical Anatomy of Large Animals	214	Curricular Development	Developed an interactive, web-based instructional module to address constraints associated with live animal use in gross anatomy laboratories, including limited access and recurring costs of disposable specimens. The Digital Porcine GI Tract provides a navigable, high-resolution visual environment in which learners explore anatomical structures through embedded, clickable information nodes. This scalable resource enables consistent, real-time access for all learners while reducing reliance on live pig models and associated laboratory expenditures. Designed for continuing education audiences, the module supports learner outcomes including (1) identification and recognition of key anatomical structures of the porcine gastrointestinal tract and (2) explanation of the functional roles of selected GI components.
1/2018-1/2025	Texas A&M University	VSCS 926: Professional and Clinical Skills III	840	Curricular Development	The Veterinary Healthcare Communication Curriculum (formerly The Veterinary Communication Project at IHC) addresses gaps in veterinarian-client communication training at veterinary schools. The curriculum includes 16 lessons with tools and resources for improving communication skills on various topics. Teaching communication in veterinary medicine is now endorsed through national reports and the North American Veterinary Licensing Examination testing of client communication skills for licensure. Veterinary academic surveys have consistently demonstrated that practice success depends on effective communication skills, and consumer surveys show that good communication is the number one priority when animal owners choose or decide to stay with a veterinary practice.
8/2024 - 8/2025	Texas A&M University	Undergraduate Students	44,000	Curricular Development	Mental Health Course: This course introduces university students to mental health awareness, suicide prevention, substance use concerns, trauma, grief, and strategies for recognizing when someone may need support. Grounded in Texas mental health and student safety expectations, the course emphasizes early identification, appropriate response, and referral to campus or community resources. Students will learn practical ways to support their own well-being and contribute to a safer, more responsive university community.

8/2024 - 8/2025	Texas A&M University	Undergraduate Students	44,000	Curricular Development	Sexual Assault Awareness and Prevention Course: This course prepares university students to recognize, prevent, and respond to sexual assault, sexual harassment, dating violence, and stalking in alignment with Texas higher education requirements. Students will learn about consent, bystander intervention, risk reduction, reporting options, victim support resources, and the role of the institution's Title IX office. The course emphasizes campus safety, respectful relationships, survivor-centered response, and students' responsibility in helping create a safe learning environment.
1/2021 - 1/2023	Colorado State University	Veterinarians	32	Revise Existing Course	Antimicrobial Stewardship: Building Competencies in Judicious Use to Combat Antimicrobial Resistance Course: By the end of this continuing education course, the learner will: connect aspects of microbiology, immunology, pharmacology, clinical medicine, and public health to antimicrobial stewardship; recognize the essential knowledge and skills that are needed to support judicious use of antimicrobials in clinical practice
4/2023 - 3/2024	South Dakota University	Veterinary Students		Revise Existing Course	Bovine Physical Exam Video/Canine Physical Exam: By the end of this continuing education course, the learner will: compare different methods for different types of animal physical exams; determine the correct steps to take while conducting an animal physical exam; recognize the correct animal physical examination tools and for what they are used.
5/2022 - 4/2024	Texas A&M University	Veterinary Students	248	Revise Existing Course	The Clinical Pathology Rapid Review course is designed to reinforce key clinical pathology concepts during the clinical pathology rotation. Learners complete four sets of 25 review questions through the StepStone platform, covering topics such as hematology, clinical chemistry, urinalysis, coagulation profiles, and cytology. These questions serve as a structured review of material learned during prior didactic training and are intended to strengthen knowledge and build confidence in interpreting clinical pathology data. Completion of all question sets contributes to the participation component of the rotation grade, and the activity also helps prepare learners for the end-of-rotation quiz.

12/2021 - 5/2026	Global: Top 3 countries: United States, United Kingdom, Germany	Faculty Teaching Veterinary Medicine Topics	263	Revise Existing Course	Dr. Pool has collected common and uncommon stem cell cases and examples for decades. The slideshows include seminars, lectures, and collections containing thousands of images and explanations of bone tumors; lesions; oral, dental, and pharyngeal disorders and tumors; and orthopedic disorders. Review the extensive collection, download resources of interest, and use these resources in your own lectures and presentations at: https://veteducator.com/bone-path-library
7/2021 - 7/2026	Partnership for Environmental Education & Rural Health (PEER) Program	Pre-Veterinary Students	236	Revise Existing Course	This is a free, TEKS-aligned, web-based curriculum that has been designed to be more interesting and motivating to students by framing academic content in terms that are close to them: namely, their own health. The term "One Health" refers to the biological reality that humans and animals share the same biology and many of the same diseases. Almost everything that has been discovered about human medicine was first discovered in research on animals, and many applications have been made in both human and veterinary medicine. One Health also includes environmental effects on the health of animals and humans.
1/2018 - 3/2026	11 colleges of veterinary medicine in American Association of Veterinary Medical Colleges	Veterinary Students	4098	Revise Existing Course	Core Surgical Skills I: This course provides the novice surgeon with detailed instructions on the proper use of the surgical instruments commonly encountered in soft tissue surgery. The course includes overviews of scalpels, thumb forceps, scissors, surgical clamps, and needle holders, and includes a variety of practice exercises to help prepare students for surgery laboratories.
1/2018 - 1/2023	Mississippi State University, Tuskegee University	Faculty Teaching Veterinary Medicine Topics	4	Revise Existing Course	Core Surgical Skills I: This course provides the novice surgeon with detailed instructions on the proper use of the surgical instruments commonly encountered in soft tissue surgery. The course includes overviews of scalpels, thumb forceps, scissors, surgical clamps, and needle holders, and includes a variety of practice exercises to help prepare students for surgery laboratories.

1/2018 - 3/2026	University of Missouri Oklahoma State University University of California – Davis The Ohio State University Kansas State University Colorado State University	Veterinary Students	2668	Revise Existing Course	Core Surgical Skills II – Knot Tying: This course provides the novice surgeon with detailed instructions on basic knowledge of tying techniques, including instrument hand-ties. Using a combination of interactive media, students will learn the fundamental principles of knot tying while a series of practice exercises help prepare students for face-to-face surgery labs.
1/2018 - 1/2023	University of Melbourne, Australia Western College of Medicine University College of Dublin Mississippi State University	Faculty Teaching Veterinary Medicine Topics	15	Revise Existing Course	Core Surgical Skills II – Knot Tying: This course provides the novice surgeon with detailed instructions on basic knowledge of tying techniques, including instrument hand-ties. Using a combination of interactive media, students will learn the fundamental principles of knot tying while a series of practice exercises help prepare students for face-to-face surgery labs.
1/2021 - 1/2023	Iowa State University, University of Melbourne, Australia	Veterinary Students	50	Revise Existing Course	Endocrine Case Studies
1/2021 - 1/2023	6 colleges of veterinary medicine in American Association of Veterinary Medical Colleges	Faculty Teaching Veterinary Medicine Topics	6835	Revise Existing Course	Endocrine Case Studies

1/2021 - 1/2023	Royal Veterinary College, London, United Kingdom Midwestern University Iowa State University University College Dublin	Veterinary Students	6835	Revise Existing Course	Hypothalamus Pituitary Instructional Resources: This module introduces students to the Hypothalamus Pituitary Target Axis and the different diseases that can be associated with it. This video-based module introduces this challenging physiological concept using a humorous restaurant analogy that leverages bright illustrations to explain key ideas.
1/2018 - 12/2018	Washington State University Purdue University	Faculty Teaching Veterinary Medicine Topics	3	Revise Existing Course	Hypothalamus Pituitary Axis Instructional Resources: This module introduces students to the Hypothalamus-Pituitary-Target Organ axis and the different diseases that can be associated with it. This video-based module introduces this challenging physiological concept using a humorous restaurant analogy that leverages bright illustrations to explain key ideas.
9/2018 - 9/2025	Texas A&M University The Ohio State University University of Tennessee Oklahoma State University	Veterinary Students	20508	Revise Existing Course	Murmur Learner Cardiac auscultation is one of the most challenging skills for veterinary students to master. The Murmur Learner module features a series of lessons designed to optimize learning through a unique combination of synchronized audio, video, and animations that explain how murmurs and arrhythmias are generated and classified.
1/2018 - 12/2018	Iowa State University University College of Dublin Kansas State University Western University, California University of California - Davis	Veterinary Students	192	Revise Existing Course	Video Library: The Video Library consists of a rich collection of over 45 instructional videos across various veterinary topics. From “Feline Handling Skills,” to “Assembling an Instrument Tray,” these videos can be utilized throughout your curriculum, within lectures or during laboratories. This collection can also be leveraged and provided to students as independent homework assignments.

1/2018 - 12/2018	17 colleges of veterinary medicine in American Association of Veterinary Medical Colleges	Faculty Teaching Veterinary Medicine Topics	289	Revise Existing Course	Video Library: The Video Library consists of a rich collection of over 45 instructional videos across various veterinary topics. From “Feline Handling Skills,” to “Assembling an Instrument Tray,” these videos can be utilized throughout your curriculum, within lectures or during laboratories. This collection can also be leveraged and provided to students as independent homework assignments.
01/2018-5/2026	Texas A&M University Oklahoma State University	Veterinary Students	1509	Curricular Development; Revise Existing Course	Chronic Kidney Disease Adaptive Case Studies: This collection of case studies is designed to help veterinary students learn how to recognize chronic kidney disease from acute kidney injury and determine clinical signs, diagnosis, IRIS staging, and IRIS sub-staging. In this course package, learners are assigned cases based on prior performance as they work through four levels of case studies on diagnosing and managing feline and canine kidney disease.
1/2018 - 1/2023	23 colleges of veterinary medicine in American Association of Veterinary Medical Colleges	Veterinary Students	4638	Revise Existing Course	Primary Care Veterinary Educators Curriculum: In 2014, the Primary Care Veterinary Educators (PCVE) and Partners for Healthy Pets (PHP) partnered to create an online, modular curriculum about the importance of small animal preventive veterinary care. The program is freely available to any institution that is a current AAVMC member for use in their curricula. The curriculum has been divided into concise modules that focus on topics of small animal primary care including vaccinations, parasite protocols, dentistry, nutrition, canine- and feline- friendly practices, behavior, and others. Interwoven into the curriculum are professional skills topics such as communication, internet marketing, social media, and practice management.
1/2018 - 1/2023	Tuskegee University Washington State University Massey University, New Zealand	Faculty Teaching Veterinary Medicine Topics	3	Revise Existing Course	Veterinary Cardiology Course: By the end of this continuing education course, the learner will: Demonstrate their understanding of veterinary cardiology. Implement their fundamental skills to practice their knowledge within example scenarios related to cardiology conditions.

1/2021 - 1/2023	Royal Veterinary College, London, United Kingdom University of Melbourne, Australia University of Tennessee	Veterinary Students	27207	Revise Existing Course	Veterinary Cardiology Course: By the end of this continuing education course, the learner will: Demonstrate their understanding of veterinary cardiology. Implement their fundamental skills to practice their knowledge within example scenarios related to cardiology conditions.
1/2021 - 1/2023	University of Florida Colorado State University	Veterinary Students	27192	Revise Existing Course	Veterinary Cardiology Course: By the end of this continuing education course, the learner will: Demonstrate their understanding of veterinary cardiology. Implement their fundamental skills to practice their knowledge within example scenarios related to cardiology conditions.
1/2018 - 1/2023	Massey University, New Zealand Iowa State University	Faculty Teaching Veterinary Medicine Topics	2	Revise Existing Course	Veterinary Dentistry Course: By the end of this continuing education course, the learner will: Demonstrate their knowledge and understanding of veterinary dentistry best practices; explain feline and canine tooth extraction, nerve blocks, and dental disease
1/2018 - 1/2023	10 colleges of veterinary medicine in American Association of Veterinary Medical Colleges	Veterinary Students	516	Revise Existing Course	Veterinary Dentistry Course: By the end of this continuing education course, the learner will: Demonstrate their knowledge and understanding of veterinary dentistry best practices; explain feline and canine tooth extraction, nerve blocks, and dental disease
1/2018 - 1/2023	Washington State University Tuskegee University	Faculty Teaching Veterinary Medicine Topics	11	Revise Existing Course	Veterinary Dermatology Course: By the end of this continuing education course, the learner will: interpret dermatological data, compare treatments for diagnosed conditions; recognize the common offenders of dermatitis; develop an appropriate diagnostic and treatment plan for the patients presented.

1/2018 - 1/2023	12 colleges of veterinary medicine in American Association of Veterinary Medical Colleges	Veterinary Students	30408	Revise Existing Course	Veterinary Dermatology Course: By the end of this continuing education course, the learner will: interpret dermatological data, compare and contrast treatments for diagnosed conditions; recognize the common offenders of dermatitis; develop an appropriate diagnostic and treatment plan for the patients presented.
1/2018 - 12/2018	Purdue University	Faculty Teaching Veterinary Medicine Topics	2	Revise Existing Course	Veterinary Hematology Course: By the end of this continuing education course, the learner will: describe hematology interpretations and diagnostic approaches for patients who present for anemia; recognize the proper procedure for preparing and examining a peripheral blood smear; and recognize techniques for evaluating blood smears and analyzing erythrocyte morphology.
1/2018 - 1/2023	9 colleges of veterinary medicine in American Association of Veterinary Medical Colleges	Veterinary Students	384	Revise Existing Course	Veterinary Hematology Course: By the end of this continuing education course, the learner will: describe hematology interpretations and diagnostic approaches for patients who present for anemia; recognize the proper procedure for preparing and examining a peripheral blood smear; and recognize techniques for evaluating blood smears and analyzing erythrocyte morphology.

Additional Teaching Activities

Continuing Education

Dates	Organization	Audience	# of Participants	Type of Teaching	Description
12/2023 - 5/2026	Center for Educational Technologies at Texas A&M University	Faculty in College of Veterinary Medicine & Biomedical Sciences	62	F2F	StepStone Training Level 1 - Introduction Training: StepStone is a powerful web-based content authoring tool designed with the educator in mind. The tutoring sessions are broken into three Levels – Introduction, Intermediate and Advanced. StepStone enhances the teacher’s ability to illustrate concepts to students and can also serve as a digital tutor to students after hours. Those familiar with StepStone will have an opportunity to ask questions and learn advanced techniques.
10/2023 - 5/2026	Center for Educational Technologies at Texas A&M University	Faculty in College of Veterinary Medicine & Biomedical Sciences	40	F2F	StepStone Training Level 2 Training: StepStone is a powerful web-based content authoring tool designed with the educator in mind. The tutoring sessions are broken into three Levels – Introduction, Intermediate and Advanced. StepStone enhances the teacher’s ability to illustrate concepts to students and can also serve as a digital tutor to students after hours. Those familiar with StepStone will have an opportunity to ask questions and learn advanced techniques.
10/2023 - 5/2026	Center for Educational Technologies at Texas A&M University	Faculty in College of Veterinary Medicine & Biomedical Sciences	14	F2F	StepStone Training Level 3 Training: StepStone is a powerful web-based content authoring tool designed with the educator in mind. The tutoring sessions are broken into three Levels – Introduction, Intermediate and Advanced. StepStone enhances the teacher’s ability to illustrate concepts to students and can also serve as a digital tutor to students after hours. Those familiar with StepStone will have an opportunity to ask questions and learn advanced techniques.

1/20218 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	21	Online	Acute Kidney Injury Adaptive Case Studies Course: This adaptive continuing education course on Acute Kidney Injury consists of four levels of case studies that are assigned based upon prior performance within the previous case. Within each of these cases, the learner will be challenged to apply their knowledge to successfully diagnose and treat patients within these example scenarios. The levels are Bronze Exam Room: The bronze room consists of eight options for case studies. Silver Exam Room: The silver room consists of eight options for case studies. Gold Exam Room: The gold room has two case studies to be completed. Platinum Exam Room: The platinum room has two case studies to be completed.
1/2019 - 15/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	13	Online	Antimicrobial Stewardship: Building Competencies in Judicious Use to Combat Antimicrobial Resistance Course: By the end of this continuing education course, the learner will: connect aspects of microbiology, immunology, pharmacology, clinical medicine, and public health to antimicrobial stewardship; recognize the essential knowledge and skills that are needed to support judicious use of antimicrobials in clinical practice
1/2017-5-2026	Center for Educational Technologies at Texas A&M University	Veterinarians	12	Online	Chronic Kidney Disease Adaptive Case Studies Course: This collection of case studies is designed to help veterinary students learn how to recognize chronic kidney disease from acute kidney injury and determine clinical signs, diagnosis, IRIS staging, and IRIS sub-staging. In this course package, learners are assigned cases based on prior performance as they work through four levels of case studies on diagnosing and managing feline and canine kidney disease.
1/2018 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	8	Online	Constant Rate Infusions (CRI) Course: This course discusses the physiology of pain and the pain pathway, as well as drugs commonly used for analgesia in small animals. It focuses on delivery of these drugs through constant rate infusion (CRI), the practical aspects of CRI management, and how to calculate drug doses for CRI administration. Featuring animated videos, practice questions, and printable handouts. By the end of this continuing education course, the learner will: Discuss the physiology of pain and pain management and identify and review the drugs commonly delivered by CRI.

1/2018 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	18	Online	Murmur Learner Course: Cardiac auscultation is one of the most challenging skills for veterinary students to master. The Murmur Learner module features a series of lessons designed to optimize learning through a unique combination of synchronized audio, video, and animations that explain how murmurs and arrhythmias are generated and classified.
1/2018 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	28	Online	Veterinary Cardiology Course: By the end of this continuing education course, the learner will: Demonstrate their understanding of veterinary cardiology. Implement their fundamental skills to practice their knowledge within example scenarios related to cardiology conditions.
1/2018 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	7	Online	Veterinary Dentistry Course: By the end of this continuing education course, the learner will: Demonstrate their knowledge and understanding of veterinary dentistry best practices; explain feline and canine tooth extraction, nerve blocks, and dental disease
1/2018 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	8	Online	Veterinary Dermatology Course: By the end of this continuing education course, the learner will: interpret dermatological data, compare and contrast treatments for diagnosed conditions; recognize the common offenders of dermatitis; develop an appropriate diagnostic and treatment plan for the patients presented.
1/2018 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	15	Online	Veterinary Hematology Course: By the end of this continuing education course, the learner will: describe hematology interpretations and diagnostic approaches for patients who present for anemia; recognize the proper procedure for preparing and examining a peripheral blood smear; and recognize techniques for evaluating blood smears and analyzing erythrocyte morphology.
1/2025 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	30	Online	Tarrant County Medical Reserve Corps: Introduction to the Incident Command System for Local Veterinary Heroes: The Introduction to the Incident Command System for Local Veterinary Heroes course will familiarize veterinary professionals with the Incident Command System and its use when volunteering with the Tarrant County Medical Reserve Corps.

1/2018 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinary Technicians	1	Online	Veterinary Technician Course: By the end of this continuing education course, the learner will: interpret dermatological data; compare and contrast treatments for diagnosed conditions; recognize the common offenders of dermatitis; and develop an appropriate diagnostic and treatment plan for the patients presented.
1/2018 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	1	Online	Animal Physical Exam Series: This course contains seven instructional animal physical exam videos that may be streamed at any time for 365 days (from date of purchase). Includes the following species: Equine, Canine, Feline, Small Ruminant, Bovine, Camelid, Camelid Restraint
1/2018 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	1	Online	Dr. Peabody DVM: Complete Video Package
1/2018 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	1	Online	Dr. Peabody DVM: Female Reproductive Tract Videos
1/2018 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	1	Online	Dr. Peabody DVM: The Cell Videos: The Cell Surface Structures video is an introduction to cytology, histology, and the importance of H&E staining in organelle identification. Light microscopic images, EM images, or illustrations are used to observe and discuss plasma membrane, endocytosis, exocytosis, basal lamina, glycocalyx, microvilli, cilia, stereocilia, and junctional complexes. The Cell Organelles video discusses organelles, cytoskeleton, nucleus, cell growth/death, and observes these concepts through images and illustrations. Emphasis is placed on H&E staining for identifying organelles microscopically.

1/2018 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	8	Online	Video Library: The Video Library consists of a rich collection of over 45 instructional videos across various veterinary topics. From “Feline Handling Skills,” to “Assembling an Instrument Tray,” these videos can be utilized throughout your curriculum, within lectures or during laboratories. This collection can also be leveraged and provided to students as independent homework assignments.
1/2018 - 5/2026	VetFolio	Veterinarians	9	Online	Veterinary Cardiology Course: By the end of this continuing education course, the learner will: Demonstrate their understanding of veterinary cardiology. Implement their fundamental skills to practice their knowledge within example scenarios related to cardiology conditions.
1/2018 - 5/2026	VetFolio	Veterinarians	8	Online	Veterinary Dentistry Course: By the end of this continuing education course, the learner will: Demonstrate their knowledge and understanding of veterinary dentistry best practices; explain feline and canine tooth extraction, nerve blocks, and dental disease.
1/2018 - 5/2026	VetFolio	Veterinarians	12	Online	Veterinary Dermatology Course: By the end of this continuing education course, the learner will: interpret dermatological data, compare and contrast treatments for diagnosed conditions; recognize the common offenders of dermatitis; develop an appropriate diagnostic and treatment plan for the patients presented.
1/2018 - 5/2026	VetFolio	Veterinarians	4	Online	Veterinary Hematology Course: By the end of this continuing education course, the learner will: describe hematology interpretations and diagnostic approaches for patients who present for anemia; recognize the proper procedure for preparing and examining a peripheral blood smear; and recognize techniques for evaluating blood smears and analyzing erythrocyte morphology.
1/2018 - 5/2026	VetFolio	Veterinary Technicians	1	Online	Veterinary Technician Course: By the end of this continuing education course, the learner will: interpret dermatological data; compare and contrast treatments for diagnosed conditions; recognize the common offenders of dermatitis; and develop an appropriate diagnostic and treatment plan for the patients presented.
1/2023-12/2024	Leader Healthcare Group	Veterinarians	8	Online	Video Library: The Video Library consists of a rich collection of over 45 instructional videos across various veterinary topics. From “Feline Handling Skills,” to “Assembling an Instrument Tray,” these videos can be utilized throughout your curriculum, within lectures or during laboratories. This collection can also be leveraged and provided to students as independent homework assignments.

1/2021 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	81	Online	Sample Shipping Course: Upon completion of this training, you will be able to package, label, and ship potential Category B infectious substances to a diagnostic laboratory for Veterinary Services program activities.
1/2021 - 5/2026	Center for Educational Technologies at Texas A&M University	Veterinarians	158	Online	By the end of this course, learners will be able to explain and follow the FAD protocols to conduct field investigations, apply FAD procedures, the reasons behind those procedures, and best practices of conducting field investigations to make decisions, and utilize APHIS tools and resources, including the field manual and FAD Prep website, to conduct field investigations. Learners will receive a certificate of completion at the end of each module.
6/17/2023	Prairie View A&M University	Food Animal Producers	18	F2F	Integrative interdisciplinary food animal workshops were held in person to initiate the creation of partnerships between small- and medium-sized ranchers and veterinarians. Hands-on experiences through practical exercises allowed ranchers and veterinarians to work together to build connections. Specifics of the new federally/state-mandated veterinarian-client-patient relationship (VCPR) were discussed at length. Ranchers and veterinarians were able to discuss the challenges of and the need for the VCPR. Additionally, workshop attendees learned more about veterinary feed directives and how to take advantage of distance animal care by their veterinarian. A wide set of resources were provided for ranchers and veterinarians to “click-access” vetted information on VCPRs, animal health, biosecurity, vaccines, drug residues, etc. Also provided were the workshop materials for attendees to share with partners or peers. The workshop materials are available via the Extension Foundation Campus platform at: https://campus.extension.org/course/search.php?search=VCPR

7/20/2023	100 Ranchers, Inc., Oakwood, Texas	Food Animal Producers	19	F2F	<p>Integrative interdisciplinary food animal workshops were held in person to initiate the creation of partnerships between small-and medium-sized ranchers and veterinarians. Hands-on experiences through practical exercises allowed ranchers and veterinarians to work together to build connections. Specifics of the new federally/state-mandated veterinarian-client-patient relationship (VCPR) were discussed at length. Ranchers and veterinarians were able to discuss the challenges of and the need for the VCPR. Additionally, workshop attendees learned more about veterinary feed directives and how to take advantage of distance animal care by their veterinarian. A wide set of resources were provided for ranchers and veterinarians to “click-access” vetted information on VCPRs, animal health, biosecurity, vaccines, drug residues, etc. Also provided were the workshop materials for attendees to share with partners or peers. The workshop materials are available via the Extension Foundation Campus platform at: https://campus.extension.org/course/search.php?search=VCPR</p>
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Advising/Mentoring

Graduate Advising

Student Name	Degree	Program	Year Start	Year End
Bette Bittner	EdD	Agriculture Leadership Education and Communications	Fall 2023	Ongoing
Gretchen Williams	PhD	PHD-VM	Spring 2023	Ongoing
Miguel Hoch	MS	Public Service and Administration	Spring 2024	Summer 2025
Lindsey Walker	MS	Veterinary Public Health & Epidemiology (VPHE)	Fall 2021	Spring 2025
Rutvi Vasani	MS	Computer Science	Spring 2024	Spring 2024
Helen Hunter	MS	VT-NGP	Fall 2023	Summer 2024
Lizette Beltran	MS	Public Administration	Fall 2023	Spring 2024
Neeti Sharma	MS	Management Information Systems	Spring 2023	Spring 2024
Angelica Frazer	MS	Biomedical Science	Fall 2021	Summer 2022
Wenting Weng	PhD	Educational Psychology	Fall 2015	Spring 2022
Wenting Weng	MEd	ED-MDE	Spring 2014	Summer 2019
Kimberly Jones	MEd	Educational Psychology	Fall 2018	Fall 2018
Babette Perkins	MEd	Educational Psychology	Fall 2017	Fall 2017

Post-doc/Professional Students/Interns/Residents Advising

Student Name	Type of Mentee	College	Year Start	Year End
Lindsey Walker	Professional Student - DVM	VMBS	Spring 2023	Summer 2023
Heather Showley	Professional Student - DVM	VMBS	Spring 2023	Summer 2023
Jennifer Nary	Professional Student - DVM	VMBS	Summer 2019	Summer 2019

Aisha Hanna Ellis	Professional Student - DVM	VMBS	Summer 2019	Summer 2019
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Undergraduate Advising

Student Name	Program	Year Start	Year End
Pablo Gonzalez	Computer Science	Spring 2026	Ongoing
Aubry Putnam	Agricultural Communications and Journalism	Summer 2025	Ongoing
Seo Hyeon Beom	Computer Science	Spring 2025	Ongoing
Aarya Patade	Technology Management	Fall 2025	Fall 2025
Deigo Burgueno	Computer Science	Summer 2025	Fall 2025
Katelyn Jensen	Economics	Fall 2024	Summer 2025
Aidan Cannon	Computer Science	Summer 2024	Summer 2025
Max Mouget	Computer Science	Fall 2023	Summer 2025
Zippora Johnson	Technology Management	Spring 2024	Spring 2024
Daniel Lam	Computer Science	Fall 2023	Spring 2024
Audrey Fidler	Sociology	Spring 2023	Spring 2024
Cameren Belvin	Animal Sciences	Fall 2021	Spring 2022
Jaylin Lewis	Animal Sciences	Spring 2021	Spring 2022
Hannah Wang	Mechanical Engineering	Spring 2019	Fall 2020
Ledet Awano	Computer Science	Summer 2018	Fall 2018
Sarah Baker	General Studies	Summer 2017	Summer 2017

Faculty Mentoring

Mentee Name & Title	Department	Year Start	Year End
Dr. Molly Gonzales, Instructional Assistant Professor	Veterinary Integrative Biosciences	Fall 2018	Summer 2024

Service

Department

Committee Name/Activity	Service Role	Start Term	End Term
Promotion and Tenure (P&T) Committee -Served as a member of a promotion and tenure committee, contributing to the formal review of faculty accomplishments in teaching, research/scholarship, service, and professional impact. Responsibilities included reviewing candidate materials, evaluating evidence against institutional and departmental criteria, participating in committee deliberations, and supporting a fair, rigorous, and confidential review process. Estimated time commitment: 8 hours per year.	Committee Member	Fall 2022	Ongoing

College

Committee Name/Activity	Service Role	Start Term	End Term
Initiative for Educational Excellence -Served on a faculty committee focused on strengthening teaching quality and instructional scholarship through peer review, faculty development, and support for evidence-based teaching practices. My role included developing processes and resources for faculty peer review of teaching, facilitating grant writing and Scholarship of Teaching and Learning workshops, and assisting faculty in designing and conducting SoTL projects related to their teaching innovations. This service supported faculty growth, improved documentation of teaching effectiveness, and expanded opportunities for scholarly dissemination of instructional work. Estimated time commitment: 5-10 hours per week.	Liaison	Spring 2017	Spring 2020

University

Committee Name/Activity	Service Role	Start Term	End Term
<p>Committee on the Status of Academic Professional Track Faculty -Contributes to institutional discussions and recommendations related to the roles, advancement, support, and recognition of Academic Professional Track faculty. This service supported efforts to strengthen faculty governance, clarify expectations for non-tenure-accruing faculty appointments, and promote equitable consideration of APT faculty contributions across teaching, research/scholarship, service, and administrative responsibilities. Estimated time commitment: 2 hours per month.</p>	Committee Member	Fall 2025	Ongoing
<p>Service Center Director -Oversees service center operations, rate development, billing practices, and compliance with Texas A&M System requirements for cost recovery, documentation, and state/federal regulations. This role included ensuring services were provided at approved rates, monitoring revenues and expenses to support break-even operations, and maintaining accountability for allowable costs, internal users, and sponsored-project billing practices. Estimated time commitment: 10 hours per week.</p>	Director	Spring 2018	Ongoing
<p>Core Facility Director -Oversees core facility operations, rate development, billing practices, and compliance with Texas A&M System requirements for core facilities, and documentation. This role included ensuring services were provided at approved rates, monitoring revenues and expenses to support break-even operations, and maintaining accountability for allowable costs, internal users, and sponsored-project billing practices. Estimated time commitment: 10 hours per week.</p>	Director	Spring 2018	Ongoing
<p>Faculty Advisor -Served as faculty advisor to a Texas A&M student organization, providing guidance on organizational planning, leadership development, university policies, event coordination, and responsible stewardship of student activities. This role included mentoring student officers, supporting continuity of organizational goals, and helping students connect their activities to professional development, service, and campus engagement. Estimated time commitment: 2 hours per week.</p>	Faculty Advisor	Spring 2012	Summer 2025
<p>Texas A&M University Women’s Faculty Network -Served as a committee member for the Texas A&M University Women’s Faculty Network, supporting</p>	Committee Member	Spring 2017	Spring 2019

<p>initiatives that promote faculty connection, professional development, mentoring, leadership, and institutional engagement among women faculty. This role included participating in committee planning, creating/updating the organization’s website, contributing to programming and outreach efforts, and promoting the mentorship award to recognize and elevate faculty contributions to mentoring. Estimated time commitment: 2 hours per month.</p>			
<p>Academic and Professional Track Committee -Contributes to institutional discussions and recommendations related to the roles, advancement, support, and recognition of Academic Professional Track faculty. This service supported efforts to strengthen faculty governance, clarify expectations for non-tenure-accruing faculty appointments, and promote equitable consideration of APT faculty contributions across teaching, research/scholarship, service, and administrative responsibilities. Estimated time commitment: 2 hours per month.</p>	Committee Member	Spring 2017	Spring 2019
<p>Quality Matters Master Reviewer -Lead formal course reviews using the QM rubric to evaluate online course design, alignment, accessibility, learner support, assessment strategies, and instructional materials. This role included guiding the review team, ensuring evidence-based and collegial feedback, documenting recommendations, and supporting continuous improvement in online and hybrid course quality. Estimated time commitment: 40 hours per review cycle, with 2–3 review cycles per year.</p>	Editor	Spring 2016	Fall 2018
<p>Promoting Outstanding Writing Excellence Research (POWER) Consultant -Served as a reviewer for Texas A&M University’s Promoting Outstanding Writing Excellence Research (POWER) initiative, evaluating faculty writing and research-development materials to support stronger scholarly communication and proposal/manuscript readiness. This role included providing constructive, criteria-based feedback to help faculty strengthen clarity, organization, argumentation, methodological framing, and overall competitiveness of their written work. Estimated time commitment: 2 hours per month.</p>	Editor	Spring 2012	Spring 2018

Professional Development Activities

Course Title	Start Term	End Term	Sponsoring Organization
Research Security Training (Combined)	Fall 2025	Ongoing	Texas A&M University
U.S. Foreign Corrupt Practices Act	Fall 2024	Fall 2027	Texas A&M University

Cultivating Performance: Mastering the Use of Check-In Questions	Fall 2024	Fall 2024	Texas A&M University
International Travel Safety: Safe Passage Presentation	Fall 2024	Fall 2024	Texas A&M University
Unlocking Digital Accessibility and Leveraging AI to Assist in Making Materials Accessible	Fall 2024	Fall 2024	Texas A&M University
RCR Face-to-Face Training: Safe & Inclusive Research Environment	Fall 2023	Fall 2023	Texas A&M University
Responsible Conduct of Research (RCR) - AgriLife Research	Fall 2023	Fall 2023	Texas A&M University
RCR Face-to-Face Training: Export Controls	Spring 2023	Ongoing	Texas A&M University (Office of Export Controls)
RCR CITI Training Social and Behavioral Research Investigators and Key Personnel IRB Social Refresher	Feb. 11, 2023	Feb. 11 2028	CITI Program
CITI RCR Training Social and Behavioral Responsible Conduct of Research	April 7, 2010	April 7, 2015	CITI Program
The Importance of Self-Care for Go-Getters	Spring 2022	Spring 2022	Texas A&M University

Other Activities

Client Name	Start Term	End Term	Description
Professional Programs Office, College of Veterinary Medicine & Biomedical Sciences	Spring 2018	Spring 2026	Conducted reliability analysis of the doctorate of veterinary medicine program's multiple mini-interviews for admission into the degree program.
American Association of Veterinary Medical College (AAVMC)	Summer 2019	Summer 2020	Provided consultation services on hosting continuing education courses online.