

*Teaching Curriculum Vitae***KATI I. STODDARD**

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Office Phone: 979-845-8278; E-mail: kati.stoddard@ag.tamu.eduTeaching Portfolio: <https://sites.google.com/view/katistoddardteachingportfolio>**Education**

2009-2012 **Ph.D.**, Environmental Science, University of North Texas
 2005-2007 **M.S.**, Water Management and Hydrological Science, Texas A&M University
 2001-2005 **B.S.**, Bioenvironmental Sciences, Texas A&M University

Academic Appointments Related to Teaching and Mentoring

2023-Present **Associate Director for Scholarship of Teaching and Learning** at the Center for Teaching Excellence, Texas A&M University

2021-2023 **Associate Department Head for Undergraduate Programs**, PLPM, Bioenvironmental Sciences (BESC) undergraduate program, Texas A&M University

2020-Present **Instructional Associate Professor**, PLPM department, BESC undergraduate program, Texas A&M University, Appointment: 90% Teaching, 10% Service

2015-2020 **Instructional Assistant Professor**, PLPM department, BESC undergraduate program, Texas A&M University, Appointment: 90% Teaching, 10% Service

Teaching Interests

My approach to teaching is evidence-based, engaged, student-focused, and inclusive. As I have immersed myself in teaching and learning scientific literature, learning communities, and other professional development, I've come to believe that learning is becoming and requires students to be actively engaged (physically and mentally) in their creation of knowledge and skill development. Pedagogical research indicates that active learning and student-focused activities strongly influence students' academic success. As learners become engaged, they build upon their existing knowledge by exploring new ideas, observing, and building connections between new and existing knowledge. Long-lasting learning requires authentic context so that learners recognize the link between their new knowledge and skills to their personal and professional lives. Some activities I use to promote student engagement and contextualized learning in students include case studies, role-playing scenarios, debates, project-based learning, design thinking projects, peer-to-peer teaching opportunities, guided exploration of material, and mini-poster sessions. I continually remind my students that struggling and challenges are an essential part of the learning process as this indicates we are growing and changing, which is a fundamental part of learning. Finally, I'm committed to creating inclusive classrooms that honor all students' whole identities and experiences. Some characteristics of inclusive classrooms I work to foster include:

- Developing a learning environment where everyone feels comfortable expressing themselves
- Utilizing a variety of teaching methods to support a diversity of learning preferences; and
- Encouraging critical thinking and academic achievement in a respectful environment.

I facilitate the learning process through innovative instructional design, continual assessment of myself, my materials, and my students, advising, mentoring, and otherwise authentically supporting all students.

Additional features of my courses that are reflective of my transformation as an instructor include incorporating universal design_(UD) into my courses. Most students with disability accommodations find their unique needs are already met in my courses. I've found universal design features, such as providing all learning materials ahead of time in accessible formats and providing students unlimited attempts on online quizzes for the week they are due, help all students.

Teaching Practice

Course, Title & Format	Years and Semesters Taught	Enrollment	Notes
BESC 201-500- Introduction to Bioenvironmental Sciences Face-to-face	Every Fall and Spring since 2015	100	Life & Physical Science Core Curriculum Course <i>Current course structure is Mini-Lecture Monday, Team Project Workday Wednesdays, and Case Study Friday</i> <i>Incorporates universal design learning (UDL) principles to benefit all students</i>
BESC 201-700- Introduction to Bioenvironmental Sciences Online asynchronous	Every Fall and Spring since 2015; Every summer since 2016	100 in Fall and Spring; 25-30 in Summer	Life & Physical Science Core Curriculum Course <i>Incorporates universal design learning (UDL) principles to benefit all students</i>
BESC 403-500; Sampling and Environmental Monitoring Face-to-face	Fall and Spring, every year since 2017	24	<i>This course is heavily influenced by the BESC Professional Board. These environmental professionals provide guidance on knowledge and skills students need for the environmental workforce. Projects such as the mock Phase I and the Water sampling case study were created in partnership with this board using data and documents from their real-world projects. The projects in this course are designed to give students experience with tasks and skills they will perform when they enter the environmental workforce.</i> <i>Incorporates universal design learning (UDL) principles to benefit all students</i>
BESC 484-Field Experience Online asynchronous	Summers 2017, 2018, 2019	3-4	Certified Writing (W) course
BESC 481-Seminar Face-to-face	Springs 2017, 2018, 2019	14-15	Certified Communication (C) course)

See [Teaching Portfolio](#) for course syllabi and exemplar course materials. For W/C and Core Curriculum course, I have been the lead faculty member managing and maintaining the certifications for these courses.

Impact in Teaching**Example #1: Publish [Academic Honesty Quiz on TAMU OakTrust](#)**

In August 2020 I published a quiz that I created to help students learn and assess their own knowledge of the Aggie Honor Code. The quiz presents realistic scenarios of types of academic honesty and asks students to correctly identify the type of academic misconduct that's occurred. In my class, students must master this quiz before they can move on in the course, so I'm confident they understand the Honor Code. The publication on OakTrust allows me to share this quiz with colleagues broadly at TAMU and beyond. I was also invited to present this quiz as a workshop for Instructional Technology Service in Fall 2018.

Impact of Academic Honesty Quiz:

Since August 2022, there have been 1,510 views of the Quiz on OakTrust. While the majority views (900) have come from the U.S., other countries in order of number of views include Denmark (103), Canada (79), Germany (34), China (25), France (22), Ireland (13), Japan (13), Philippines (12), and Pakistan (8). The quiz was also included in the Galveston Campus Academic Integrity Module. This challenging quiz and requiring students to retake the quiz until they've earned 100%, a few favorable outcomes are achieved. 1) Students recognize how

serious the Academic Honesty Code is; 2) Students begin to think more deeply about the code, asking questions about different scenarios; 3) students recognize the activities they can and cannot engage in per the Aggie Honor Code; and 4) the quiz serves as a tool to facilitate the conversation about the Aggie Honor code and eases the burden on faculty to develop materials to teach students this information.

Example 2: Coursework Based Assessment in BESC 201 and BESC 403

In my BESC 201 Summer course in 2020, I experimented with eliminating exams and replacing them with course work-based assessments. I was exposed to this idea through a Scholarship of Teaching and Learning (SoTL) community of scholars. I consulted with TAMU colleagues who had made this switch, with the Office of Institutional Effectiveness and Evaluation, and with the college level assessment coordinator before I did this. Now both BESC 201 and BESC 403 use coursework-based assessments.

Impact of Coursework Based Assessment

1. Personalized course evaluations reveal that most students prefer to have some choice in how they are assessed and appreciate the opportunity to demonstrate their learning in a way other than an exam.
2. Students express their excitement to use their creativity to create something (e.g., a paper, website, infographic, annotated quiz, etc.) and are equally excited when I give them choices in the final products they create for their assessment and the topics they include in their assessments.
3. I have found that most students seem to express a deeper understanding of select topics through the coursework-based assessment and I am better able to identify misconceptions or places where I need to help students with their understanding of topics.
4. Student report that this form of assessment produces longer lasting learning for them because they are not memorizing information for an exam, which they will forget the next week.

Example 3: No Questions Asked Policy (NQAP), started in Fall 2020

I am interested in educating each student as a full person, which must account for a student's life outside of class. It would be best if all assignments and tasks could be completed on time, but I understand that sometimes life happens. Therefore, I have a "Contingent 24 hours no questions asked policy (NQAP)" that I extend to students to use a set number of times per semester. Students who need to use this policy fill out a Google form telling me they want to use the policy. Then they are immediately granted a 24-hour extension on any assignment for any reason, and they don't have to explain anything to me.

Impact of the NQAP

While I don't have data to quantify this impact, I can say that students love this policy and tell me it helps them focus on learning and it helps reduce stress associated with learning and assignments. When emergencies come up or a week is hard for them, they are secure knowing they have a safety net in my course. This policy is not used for excused absences but is used for things such as when a pet is sick or passes away, they have car issues, or other personal matters that require their attention.

Recognition for Teaching

2023	Texas A&M University Professorships for Undergraduate Teaching Excellence (UPUTE)
2022	Texas A&M Provost Academic Professional Track Faculty Teaching Excellence Award
2020	Texas A&M Association of Former Students Distinguished Achievement Award for Teaching – College Level
2016	Plant Pathology Teaching Faculty of the Year Award (TAMU)
2015	Interdisciplinary Studies-University Foundations Faculty of the Year Award (TAMU-T)

Research and Scholarship Related to Teaching

2020-Present	The Innovation and Design for Exploration and Analysis in Teaching Excellence (IDEATE) community of scholars (TAMU, Center of Teaching Excellence) <ul style="list-style-type: none"> • Collaborate and learn with diverse TAMU colleagues on scholarship of teaching and learning (SoTL) projects. SoTL projects have included Design Thinking for Engaged Learning, Fostering Inclusion and Raising Diversity Awareness, and Innovative Grading.
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- 2022 **USDA FY 2022 Higher Education Challenge Grants Program**, Co-PI, submitted by not funded.
- 2023 **USDA FY 2023 Higher Education Challenge Grants Program**, Co-PI, revised and resubmitted, pending notification.
- 2023 Invited Panelist for a PackBack Webinar: [Empowering Student Voices: Unleashing Creativity and Amplifying Student Potential with Packback’s AI Tools](#)
- 2022 American Educational Research Association (AERA) Annual Meeting, San Diego, CA, April 21-26. **Platform Presentation:** “Design Thinking as a Structure for Collaborative Project-Based Learning”. Co-Presenters and Co-authors: Jonan Donaldson, Summer Odom, Dawn Parker, and Yingying Zhao.
- 2022 International Conference of the Learning Sciences. **Paper Presentation:** “Design thinking as a structure for collaborative project-based learning in multiple disciplines.”
Co-Authors: Donaldson, J. P., Stoddard, K., Odom, S., Parker, D., Paudyal, S., Thomas, S., Dunlap, K., & Jamal, T.
- 2021 Invited Panelist for a Peerceptiv Webinar: [Active Learning that Engages and Retains Students: Case studies from leaders in peer learning](#)
- 2021 Invited TAMU CTE Workshop Presenter: Revising Your Spring Course: Using Peerceptiv to Facilitate Critical Thinking in Large Classes, Jan 6
- 2017 COALS Proposal for funding to support a high impact student learning activity, Co-writer, submitted October, Awarded March 2018, \$29,462. Used to purchase high quality water quality monitoring equipment used to teach students in BESC 403.

Other Activities Supporting Student Learning or Advancing Texas A&M’s Teaching Mission

2023-present **Mentor for Fellow APT faculty member**

Plant Pathology Graduate Club Faculty Advisor

2023-present *Provided leadership training and mentorship to club officers*

Academy for Future Faculty (AFF) Mentor

2018-present Mentor for 4 graduate students, 3 from PLPM, 1 from Dept. of Geography

National Association of Environmental Professionals (NAEP) Faculty Advisor

2015-2022 *Provided leadership training and mentorship to students and especially officers in NAEP.*

PLPM Teaching Assistant (TA) Trainer and Mentor

2015-Current *Train and mentor graduate students on teaching PLPA/BESC courses, helping them identify areas of professional teaching growth*

2017-2019 University-Wide Learning Management System (LMS) Selection Committee

Teaching Professional Development or Presentations

2023 **TAMU Transformational Teaching and Learning Conference**, May 4
Presenter: A Strengths-Based Approach to Teaching and Mentoring

2023 **TAMU Center for Teaching Excellence, “Hear from Peers: Creating Supportive Learning Communities with Curiosity, Awareness and Humility” Workshop**, Facilitator

- 2022 **Gallup Certified CliftonStrengths Coach**
Successfully completed Gallup’s strengths coaching certification program to help others use strength-based development to learn, grow, develop and succeed
- 2021 **APT to Lead**
Faculty learning community for current and future Academic Professional Track (APT) faculty leaders. Gained valuable leadership training and connections with other APT leaders on campus.
- 2021 **Stoddard, Kati & Catharina Laporte. Conversation Facilitator. Rethinking Attendance and Participation in Courses; an L3 initiative (August) (55 participants)**
- 2021 **Summer Fellowship with the Interdisciplinary Design for Empowerment and Agency through the Learning Sciences Lab (IDEALS)**
Designed and conducted SoTL research, specifically in the areas of Design Thinking for Engaged Learning and learner experiences during the transition to online classes due to the Covid-19 pandemic.
- 2021 **University of Colorado – Colorado Springs Knapsack Institute**
Three Day Summer Institute Focused on Social Justice Pedagogy, including: Supporting LGBTQ+ and transgender students, Culturally Responsible Teaching, Stereotype Threat and Microaggressions, and Implicit Bias
- 2021 **TAMU Transformational Teaching and Learning Conference, April 29**
Workshop Presenter: Design Thinking for Engaged Learning at Lightning Speed
- ‘20-’21 **TAMU National Association of Systems Heads & Association of College and University Educators (NASH-ACUE) -Scaling Instructional Excellence for Student Success**
25-week asynchronous online professional development certification course on evidence based-practices for teaching and learning with 5 focus areas: 1. Designing Effective Courses; 2. Establishing a Productive Learning Environment; 3. Using Active Learning Strategies; 4. Promoting Higher Order Thinking; & 5. Assessing to Inform Instruction and Promote Learning
- 2020 Poling, Nate; Laporte, Catharina, and **Stoddard, Kati** (September 2020 x 2) Online CTE Workshop: Alternative Assessments and Student Learning (140 participants at both sessions).
- 2019 **TAMU Transformational Teaching and Learning Conference, May 1-2**
Workshop Presenter: “Top Hat vs. iClicker—A Professor’s Side by Side Comparison of Two Active Learning Technology Tools”
- 2018 **Invited Instructional Technology Services (ITS) Workshop Presenter— “Using eCampus to Instill Accountability for Academic Dishonesty”, August 22**
- 2018 **TAMU Transformational Teaching and Learning Conference, April 17-18, 2018**
Presenter: “Using the peer review platform Peerceptiv to improve critical thinking and written communication while also introducing students to different worldviews”
Poster: “Using the IPG to Incrementally Improve BESC 201: Intro. to Bioenvironmental Sciences”
- 2017 **TAMU CTE Wakonse South 19th Annual Conference on College Teaching, April 1-3**
Presenter: “One assignment to rule them all: Using infographics to accomplish multiple learning objectives”
- 2017 **Innovative Pedagogy Grant Project (IPGP)— (\$10,000)**
Through this program I completed the Quality Matters Improving your Online Course (IYOC) and the Instructional Technology Certificate Program.