

IV. Teaching Portfolio

D. Highlighted Achievements/Activities

DOMAIN 2: Mentoring and Advising		Do not exceed 2 pages.
Name: Christianne Magee	Affiliation: BMS, Colorado State University	
1. Name the mentoring and/or advising role(s) or activity(ies) you've chosen to highlight:		
Advisor for MS in Biomedical Sciences, concentration in Animal Anatomy		
2. Your role(s): Describe your role(s) and specifically what you contribute.		
As the advisor for the one-year Professional Master's students (animal anatomy concentration) in the Department of Biomedical Sciences, I am responsible for approximately 16 Master of Science (MS-B) students each year. I am the primary advisor for one DVM/PhD student (Jason Martin) and serve on other graduate committees and 1 faculty mentor committee (Jeckel). I also advise and mentor 1-3 Honors undergraduate Honors students each year. Many of my undergraduate and graduate students wish to pursue a career in veterinary medicine and enroll in the MS-B to demonstrate their academic capacity for professional school. My role is to help all of my students explore their motivations for their personal and professional goals and to aid them in becoming active and independent life-long learners.		
3. Mentees and amount of contact: Describe types, levels and numbers of mentees; amount of contact you have with them.		
My primary teaching with the MS-B students occurs during the Spring semester with approximately 17 contact hours each week; however, my mentorship of these students begins well before Fall semester. Many of my MS-B students have <3.0 GPAs, but a great deal of potential. Therefore, I must petition the CSU Graduate School of acceptance and the students are admitted to CSU on probation their first semester. From the time of application, I will spend 1-2 hours/week during the Summer-Fall semesters mentoring the cohort of MS-B students, ensuring that their progress monitored, that they are academically successful, and that the MS-B program is meeting their personal and professional needs. I also spend an additional 1-2 hours/week advising and mentoring undergraduate and DVM students, our BMS research program trainees, and when appropriate other faculty and instructors in BMS.		
4. Goals and learning objectives: List goals and <u>learning objectives</u> of program and/or individual mentees. If these are extensive, provide just a few illustrative examples.		
As a veterinarian who has participated in the DVM Admissions process at CSU, my goal is not to get anyone in to veterinary school and my success is not defined by the DVM acceptance rate of my students. My success is defined by someone's happiness and career satisfaction long after we have discussed their motivations and personal and professional goals.		
5. Methods: Describe the methods used for instruction, how these align with objectives, and rationale for choices.		
I work very hard to create learning environment that is inclusive, supportive, equitable, and professional. There are no stupid questions and there is no such thing as failure as long as it is a productive learning experience. However, I learned early on that I can be intimidating and somewhat terrifying if I'm not careful about my approach and honest about my own weaknesses and vulnerabilities. Staring at a student across the work table in my office while I asked them about why they wanted to be a veterinarian would result in tears if I told them "because I've always wanted to be one" was not a sufficient answer. I learned quickly that going for a walk helped ease the tension, even if it was just across the way to the public greenhouse or for a cup of coffee.		
6. Rationale: Describe why and how you chose the mentoring & advising method(s) you use.		
Walking meetings have been shown to improve mental and physical health, as well as productivity . Not only do I like to model healthy habits for work-life balance, but I think the movement helps some difficult conversations to flow. With a walk I am able to develop a rapport with the student that simply does not occur in an office or coffee shop with me staring them down across a table while waiting for an answer.		
7. Results and impact: Describe evidence of mentee ratings for mentoring, learning outcomes, career trajectories, impact on educational programs, and/or mentoring awards.		
Although I do not define my success as an advisor by this number, 62 of 112 MS-B animal anatomy students from the last 7 years have gone on to veterinary school. For those who have not gone on to professional school, we work very hard to ensure that they have successful, alternate career paths. Letters of recommendation for former undergraduate, graduate and DVM students have contributed to 1 PEO Scholar , 1 USDA-APHIS Pathways intern , 1 animal anatomy instructor at CSU, 2 PhD students at		

CSU, 2 PhD students not at CSU, 1 Physician Assistant, 1 Physical Therapist, and more than two dozen others who are veterinary students or veterinary practitioners, including 1 equine surgical resident and 2 small animal surgical residents. The MS-B students often graduate at the top of their class, including the CSU DVM Class of 2020 President who I supported in 2016 to turn down her non-sponsored DVM spot and encouraged her to not let veterinary school get in the way of her life. She was accepted as a sponsored student in 2017, and 2 children later, is graduating 2nd out of 148 students. Monitoring impact comes in the form of text messages, emails, and cards from students thanking me for helping them on their path to veterinary medicine or encouraging them to pursue a non-DVM career, as well as inviting me to attend or asking me to officiate their weddings. Impact comes from undergraduate students asking that I read their names and brief bios at our undergraduate graduation ceremony, or from faculty on DVM admissions committees thanking me for my very thorough letter of recommendation. Impact comes from using my network of professional contacts and former students to place new students in animal, veterinary, or research related experiences.

8. Reflective critique: Describe your reflections, what went well and plans for improvement.

At the completion of my PhD, my advisor gave me the 'Oh, the Places You'll Go' by Dr. Seuss. Having never read it before, and pregnant at the time with my only child, I initially thought the book was a gift for the baby. I was starting a post-doc, but I loved teaching and there was a possibility (now my reality) that the BMS animal anatomy courses would need a new instructor. I wasn't sure which way to go or how I would ever balance it all. Little did I know that Dr. Seuss had perfectly captured the ups and downs of every person's career and the emotions that occur when you arrive at a "place where the streets are not marked." That book is now required reading material for my advisees, particularly those exceptional DVM applicants who have been overlooked in an application cycle and find themselves in "The Waiting Place." Despite having served on the CSU DVM Admissions committee and serving as one of the primary architects of the CSU DVM Multiple-Mini Interview, I still don't understand the DVM admissions process. However, I have gotten a lot better at helping students to understand that the lack of an acceptance is not a rejection, but rather an opportunity for continued growth and exploration. I want them to embrace their identity and see their value beyond how they may contribute to the veterinary profession. I've learned a lot over the years about being open, honest, and vulnerable with students - particularly around imposter syndrome. From students who have shared horrific traumas, I've also learned that I have to take care of my own psychological well-being. I love my job and I especially love helping students find their way to whatever mountain is waiting to be moved.

9. Dissemination: If applicable, describe how your efforts have been recognized by others externally through peer review, dissemination, use by others, or mentoring awards nationally.

I have been repeatedly nominated by BMS students and staff for the [Jack E. Cermak Advising Award](#). Supporting undergraduate Honors students in their research efforts has resulted in 1 manuscript accepted for publication (Magee et al., J Eq Vet Sci 2020) and 1 manuscript in review (Lee et al., PLOSone). Both of these former Honors students are currently CSU DVM students.

The following supporting materials include student nomination letters for the Cermak Award and student comments from the CSU DVM Class of 2023.