SUZANNE C. SUKHDEO CURRICULUM VITAE

Address

Rutgers, The State University of New Jersey Dept. Ecology, Evolution, and Natural Resources 84 Lipman Drive New Brunswick, NJ <u>ssukhdeo@aesop.rutgers.edu</u> 732-932-3760

Education

1989	Ph.D.	University of Toronto, Zoology & Neuroscience
		Dissertation title: Neurobiology of Fasciola hepatica: a parasitic flatworm
1982	M.Sc.	McGill University, Institute of Parasitology
1979	B.Sc.	University of British Columbia, Cell Biology

Scholarships & Awards

2003	Teaching Award, Cook College Student Leadership
2000	Teaching Award, Cook College Student Leadership
1987	Best Student Poster Award, Vital Signs Meeting, Toronto, Ontario
1989-1991	National Science & Engineering Research Council of Canada,
	Postdoctoral Fellowship, Rutgers University
1986-1988	Ontario Graduate Scholarship, University of Toronto
1985-1986	University of Toronto Doctoral Fellowship, University of Toronto
1980	Graduate Summer Scholarship, McGill University

Employment History

2015-present	Assistant Teaching Professor, Dept. Ecol., Evol. & Nat. Res.
2011-present	Dept. Ecol., Evol. & Nat. Res. Undergraduate advisor
2008-present	SEBS Freshmen Advisor & Coordinator of Student Success Initiative
1996-present	Research Associate/Lecturer, Rutgers University, Dept. Ecol., Evol. & Nat.
	Res.
1994-1996	Research Associate, Rutgers University, Dept. of Animal Science
1991-1994	Postdoctoral Associate, Rutgers University, Dept. of Animal Science
1989-1991	NSERC Postdoctoral fellow, Rutgers University, Dept. of Biological
	Sciences
1984-1987	Teaching Assistant: Intro to Cell Biology, University of Toronto,
	Dept. of Zoology
1982-1983	Laboratory Technician, University of Toronto, Dept. of Zoology

Administrative Duties

2017-present	Undergraduate Program Director, Dept. Ecol., Evol. & Nat. Res.
2015-present	Assistant Teaching Professor, Dept. Ecol., Evol. & Nat. Res.
2015-present	Academic Scholastic Standings Committee, SEBS
2011-present	co-Undergraduate Program Director, Dept. Ecol., Evol. & Nat. Res.
2011-present	Dept. EENR scholarship committee and Reich Scholarship committee
2011-present	Open House talks for Dept. Ecol., Evol. & Nat. Res. (4 times a year)
2009-2015	LSAMP committee, SEBS representative
2008-present	SEBS Freshmen advisor
2008-present	SEBS Academic Dean Staff Committee
2008-present	SEBS Freshmen Advisor & Coordinator of Student Success Initiative

Extension Service

2017 July	4-H STEM Program
2016 July	4-H STEM Ambassador Program
2015 March	Junior Breeders Symposium
2014 July	Samsung STEM Discoverer Session
2014 February	Rutgers 4-H Science Day

Courses Taught

Academic Mentoring 11:015:112 ((coordinator), Rutgers Univ.
Portals to Academic Study Success 11:015:103 (coordinator), Rutgers
University
Exploring Graduate School 11:015:395 (co-taught), Rutgers Univ.
Portals to Academic Study Success 11:015:103, Rutgers Univ.
Evolution of Animal Behavior 11:216269, Rutgers Univ.
Introduction of Ecology and Evolution 11:216:101, Rutgers Univ.
Principles of Biology 01:119:103, Rutgers Univ.
Principles of Ecology 11:704:351 (co-taught), Rutgers Univ.
Animal Diseases 11:067:404 (co-taught), Rutgers Univ.
Principles of Biology 01:119:103 (co-taught), Rutgers Univ.
General Biology 01:119:102 (co-taught), Rutgers Univ.
General Biology 01:119:102 (co-taught), Rutgers Univ.
General Biology 01:119:102 (co- taught), Rutgers Univ.

Refereed articles: Journals and Book Chapters

- 20. Sukhdeo, M.V.K. and Sukhdeo, S.C. 2009. What does a parasite see when it looks at chimpanzee? *In*: Primate Parasite Ecology: The Dynamics and Study of Host-Parasite Relationships, Eds. Chapman, C. and Huffman, M. Cambridge University Press, p. 113-140.
- 19. Sukhdeo, M.V.K. and Sukhdeo, S.C. 2004. Trematode behaviours and the perceptual worlds of parasites. Canadian Journal of Zoology 82: 292-315.

- 18. Sukhdeo, M.V.K, Sukhdeo, S.C., and Bansemir, A.D. 2002. Interactions between intestinal nematodes and vertebrate hosts. *In*: The Behavioural Ecology of Parasites. (E.E. Lewis, J.F. Campbell and M.V.K. Sukhdeo, eds.). CABI Publishing, UK, pp. 223-242.
- 17. Sukhdeo, M.V.K. and Sukhdeo, S.C. 2002. Fixed behaviours and migration in parasitic flatworms. International Journal for Parasitology 32: 329-342.
- 16. Sukhdeo, S.C., Sukhdeo M.V.K., Black, M.B. and Vrijenhoek, R.C. 1997. The evolution of tissue migration in parasitic nematodes (Nematoda: Strongylida) inferred from a protein-coding mitochondrial gene. Biological Journal of the Linnean Society 61: 281-298.
- 15. Sukhdeo, M.V.K. and Sukhdeo S.C. 1994. Optimal helminth behaviours within the host environment. Parasitology 109: S41-S55.
- 14. Sukhdeo, S.C. and Sukhdeo, M.V.K. 1994. FMRFamide-related peptides in *Hymenolepis diminuta*: Immunohistochemistry and radioimmunoassay. Parasitology Research 80: 374-380.
- 13. Sukhdeo, S.C. and Sukhdeo, M.V.K. 1994. Mesenchyme cell of *Fasciola hepatica* (Platyhelminthes): primitive glia? Tissue and Cell 26: 123-131.
- 12. Sukhdeo, S.C. and Page, C.H. 1992. Abdominal postural responses initiated by muscle receptor organ in lobster depend upon centrally-generated motor program. Journal of Experimental Biology 162: 167-183.
- 11. Sukhdeo, S.C. and Sukhdeo, M.V.K. 1990. Ontogenetic development of the brain of *Fasciola hepatica* (Platyhelminthes). Tissue and Cell 22: 39-50.
- 10. Sukhdeo, M.V.K. and Sukhdeo, S.C. 1989. Gastrointestinal hormones: environmental cues in *Fasciola hepatica*? Parasitology 98: 239-243.
- 9. Sukhdeo, S.C. and Sukhdeo, M.V.K. 1988. Immunohistochemical and electrochemical detection of serotonin in the nervous system of *Fasciola hepatica*, a parasitic flatworm. Brain Research 463: 57-62.
- Sukhdeo, S.C., Sukhdeo, M.V.K. and Mettrick, D.F. 1988. Neurocytology of the cerebral ganglia of *Fasciola hepatica* (Platyhelminthes). Journal of Comparative Neurology 278: 337-343.
- 7. Sukhdeo, S.C., Sukhdeo, M.V.K. and Mettrick, D.F. 1988. Histochemical localization of acetylcholinesterase in the cerebral ganglia of *Fasciola hepatica*, a parasitic flatworm. Journal of Parasitology 75: 64-72.
- Mettrick, D.F., Sukhdeo, M.V.K. and Sukhdeo, S.C. 1987 Acetylcholine A neurotransmitter in parasitic platyhelminthes? *In*: Molecular Paradigms for Eradicating Helminthic Parasites. (A.J. MacInnis, ed.). UCLA Symposia on Molecular and Cellular Biology, New Series, Vol. 60. Alan Liss Inc., NY, pp. 421-431.
- 5. Sukhdeo, M.V.K., Sukhdeo, S.C. and Mettrick, D.F. 1987. Site-finding behaviour of *Fasciola hepatica* (Trematoda), a parasitic flatworm. Behaviour 103: 174-186.
- 4. Sukhdeo, S.C., Sangster, N.C. and Mettrick, D.F. 1986. Effects of cholinergic drugs on longitudinal muscle contractions of *Fasciola hepatica*. Journal of Parasitology 72: 858-864.
- 3. Hsu, S.C., Sukhdeo, M.V.K. and Mettrick, D.F. 1985. *Heligmosomoides polygyrus*: Inoculum size and glucose, ion, and gas fluxes in the small intestine of mice. Experimental Parasitology 60: 55-62.
- 2. Sukhdeo, M.V.K.. Hsu, S.C., Thompson, C.S. and Mettrick, D.F. 1984. The behavioural effects of 5-HT and ACh on *Hymenolepis diminuta*. Journal of Parasitology 70: 682-688.
- 1. Sukhdeo, M.V.K., O'Grady, R. and Hsu, S.C. 1984. The site selected by the larvae of *Heligmosomoides polygyrus* in the small intestine. Journal of Helminthology 58: 19-23.

Scientific Presentations

- 22. Sukhdeo, S.C. and Bansemir, A.D. 2000. Molecular evolution of pathogenic nematodes of domestic animals. 21st Century Workshop on Animal Biotechnology, Rutgers University, New Brunswick, NJ.
- 21. Sukhdeo, S.C., Bansemir, A.D. and Sukhdeo, M.V.K. 1998. Phylogenetic analyses suggest convergent evolution in tissue migration strategies within animal parasitic nematodes (Order Strongylida). Annual Meeting of the Society for the Study of Evolution, the Society of Systematic Biologists and the American Society of Naturalists, Vancouver, B.C., Canada.
- 20. Sukhdeo S.C., Black, M.B., Vrijenhoek, R.C. and Sukhdeo, M.V.K. 1996. Transmission strategies in parasitic nematodes: Phylogeny of the Order Strongylida based on cytochrome c oxidase. Fiftieth Anniversary of the Founding of SSE and Annual Meeting of The Society for the Study of Evolution, Society of Systematic Biologists, St. Louis, MI.
- Sukhdeo, M.V.K., Sukhdeo, S.C., Medica, D.L., Black, M.B. and Vrijenhoek, R. 1995. Phylogenetic analysis of the strongylida based on nucleotide sequencing of mtDNA COI. Joint Meeting of The American Society of Parasitologists & The American Association of Veterinary Parasitologists, Pittsburgh, PA.
- 18. Sukhdeo, S.C. and Sukhdeo, M.V.K. 1995. RFamides in *Fasciola hepatica*: A role in feeding activity? Joint Meeting of The American Society of Parasitologists & The American Association of Veterinary Parasitologists, Pittsburgh, PA.
- 17. Sukhdeo, S.C. and Sukhdeo, M.V.K. 1994. Morphological differentiation of microtriches in adult *Hymenolepis diminuta*. American Society of Parasitology, Ft. Collins, CO.
- Sukhdeo, S.C. and Sukhdeo, M.V.K. 1992. FMRF-amide-like immunoreactivity in Hymenolepis diminuta: Ontogenetic changes. American Society of Parasitology, Philadelphia, PA.
- 15. Sukhdeo, M.V.K. and Sukhdeo, S.C. 1992. Brains and behavior in parasitic flatworm. Animal Behavior Society, Kingston, Ont.
- 14. Sukhdeo, S.C. 1991. Abdominal postural responses initiated by muscle receptor organ in lobster depend upon centrally-generated motor program. 17th Annual Meeting East Coast Nerve Net, Marine Biological Laboratory, Woods Hole, MA.
- 13. Sukhdeo, S.C. 1989. Ontogenetic changes to the brain of a parasitic. flatworm. Canadian Society of Zoologists Meeting, Toronto, Canada.
- 12. Sukhdeo, S.C., Sukhdeo, M.V.K. and Mettrick, D.F. 1988. Organization and neurocytology of the brain of a primitive parasitic flatworm. Canadian Society of Zoologists Meeting, Halifax, Canada.
- 11. Sukhdeo, S.C. 1987. Acetylcholine in *Fasciola hepatica*, a trematode parasite. Canadian Society of Zoologists Meeting, Montreal, Canada.
- Sukhdeo, S.C. 1987. The role of acetylcholine in *Fasciola hepatica*, a trematode parasite. Vital Signs: Combined Life Sciences Poster Conference, University of Toronto, Toronto, Canada.
- 9. Sukhdeo, S.C. and Mettrick, D.F. 1986. Physiological and ultrastructural studies of the nervous system of *Fasciola hepatica*. 6th International Congress of Parasitology, Brisbane, Australia.
- 8. Sukhdeo, S.C. and Mettrick, D.F. 1985. The role of acetylcholine in *Fasciola hepatica*. 36th Annual Fall Meeting of The American Physiological Society, Niagara, NY.
- 7. Sukhdeo, M.V.K., Sukhdeo, S.C., Sangster, N.C. and Mettrick, D.F. 1985. What is the adult *Fasciola hepatica* doing in the bile duct? 11th Conference of the World Association for the Advancement of Veterinary Parasitology, Rio de Janeiro, Brazil.
- 6. Sangster, N.C., Sukhdeo, S.C. and Mettrick, D.F. 1985. Acetylcholine and acetylcholinereceptors in helminths. 11th Conference of the World Association for the Advancement of Veterinary Parasitology, Rio de Janeiro, Brazil.

- 5. Sukhdeo, S.C. and Mettrick, D.F. 1984. The effects of acetylcholine on the locomotor activity of adult *Fasciola hepatica* (Trematoda). American Society of Parasitology Annual Meeting, Snowbird, UT.
- 4. Sukhdeo, M.V.K., Sukhdeo, S.C. and Mettrick, D.F. 1984. Site location in *Fasciola hepatica*. American Society of Parasitology Annual Meeting, XX.
- 3. Sukhdeo, S.C. and Mettrick, D.F. 1984. The effects of acetylcholine on the motor activities of adult *Fasciola hepatica* (Trematoda). Canadian Society of Zoologists Meetings, Acadia, Canada.
- Hsu, S.C. and Mettrick, D.F. 1983. The effect of size of infection of *Heligmosomoides* polygyrus on the net fluxes of glucose, H₂O, Na⁺, Cl⁻, HCO₃-, pO2 and pCO2 in the mouse intestine. American Society of Parasitology-American Society of Tropical Medicine and Hygiene Meetings, San Antonio, TX.
- 1. Hsu, S.C., Faubert, G.F. and Meerovitch, E. 1980. The effects of primary and challenge infection of *Trichinella spiralis* on C57Bl/6 mouse. Canadian Society of Zoologists Meetings, Waterloo, Canada.

SUZANNE SUKHDEO TEACHING PORTFOLIO

Statement of Teaching Responsibilities:

I am the sole coordinator of a large-enrollment introductory lecture and laboratory course, Principles of Biology 01:119:103 for non-life science majors at the School of Environmental and Biological Sciences (SEBS). This course is both a graduation requirement for SEBS and a natural science elective for the School of Arts and Science (SAS) and typically enrolls 200 students. As coordinator, I teach >60% of lectures, and I am wholly responsible for all the lab sections. I coordinate with 4 TAs so that they themselves are prepared and fully understand the material before they interact with the students in the lab. I have revised the lab manual several times to include new labs and to update old material.

I also teach a second large-enrollment introductory lecture course, Introduction to Ecology and Evolution 11:704:101 which is a natural science elective for both SEBS and SAS and which typically enrolls >150 students. I developed this course from scratch using ideas from >5 textbooks as instructional models. The primary goal of this course is to introduce ecology and evolutionary concepts to both biology and non-biology majors.

Teaching Method:

My teaching/learning philosophy is based on the idea that learning is a complex process which requires effort on the student's part. It is difficult to force students to learn. Therefore, my most important role as a teacher is to make the student's job of learning easier. I do this by engaging the students in the material and stimulating the thinking processes by using real world examples that speak to them. For example, I freely utilize contemporary examples (flesh eating disease, antibiotic resistance, newly-discovered early *Homo* species) to illustrate conceptual ideas in class.

The primary teaching method is lecture because of the large class size. However, I use a number of strategies to engage the students in the process of learning, especially since the material is not usually in their major and they tend to have little prior interest. Some of these strategies include:

In-lecture quizzes. These are mini-tests of basic understanding that is restricted to only material from the previous lecture. Quizzes are unannounced and always given at the beginning of the lecture period. I go over the answers after all the quizzes are turned in, and use this opportunity to reinforce the main messages of the previous lecture, and to transition to the current lecture. In addition, the performance of the students on these quizzes gives me rapid feedback on my own teaching performance and points out areas where I might improve. A second plus is that the quizzes are an excellent proxy of class attendance. Over the years, I have found a strong positive correlation between quiz scores and the final grade of the student. The general consensus from the students is that these quizzes are a worthwhile part of the course.

Questioning Strategies. To encourage active participation in a large-enrollment class, I intersperse questioning paradigms throughout my lectures, that is, I deliberately set up some material in each lecture so that the answers can be worked out in mini-discussions. This allows me to personally engage students and the discussion make the thinking processes available to the whole class. The questions usually revolve around the application of basic concepts to different systems or to

situations of social relevance. A third of my exams feature scenario-based questions on the application of the concepts taught in class.

Presentation Style. My students are very diverse and generally do not have strong biology backgrounds. So I try to appeal to their understanding of biology by providing many 'everyday' examples that they may have or will encounter in their life. It is easy to make biology relevant to the everyday life of students, e.g. especially the sections on human physiology. My lectures always start off with a broad overview of the topic, and as I segue into deeper analyses of each section I try to be careful with jargon, and I use specific examples to highlight each concept. I believe that writing and making my diagrams on an overhead slows down the pace of the lecture, and importantly, it allows students to take notes on-pace with own my speaking/writing pace. I end each lecture with a five-minute show of images based on topics/concepts of that lecture. I believe that 'a picture is worth a thousand words' and I use these images to aid their visualization of the lecture material and to reinforce the concepts from the lecture.

Course Descriptions & Teaching Evaluations

Undergraduate Classes:

Principles of Biology 103 Course Description Lecture Syllabus Laboratory Manual Table of Contents Instructional Ratings Summary Sample student comments

Introduction to Ecology and Evolution 101 Course Description Syllabus Instructional Ratings Summary Sample student comments

Principles of Ecology 351 Instructional Ratings Summary Sample student comments

PRINCIPLES OF BIOLOGY 01:119:103 MTH 9:15-10:35 Loree 022

The purpose of this course is to introduce the biological world. It is intended that students completing this course will have knowledge of the biological world and the ability to understand material written for a non-scientific audience in any area of biology. It includes a laboratory, many of which are outside, to expose students to biology in a hands-on manner. Topics include: Evolution, Ecology, Biological diversity, Plant biology, Genetics, Molecular biology, and Human Physiology.

Suggested Textbook:

i) Text: Campbell, N.A., Reece, J.B., Taylor, M.R., Simon, E.J. and J.L Dickey 2009. <u>Biology</u>: <u>Concepts & Connections</u>, 6th ed. Benjamin Cummings, San Francisco.

ii) Lab Manual: Principles of Biology 01:119:103. 2008. XanEdu Publishing Services.

Grading:

In-lecture quizzes	100 (~11%)
Hour Exam I	120 (~13%)
Hour Exam II	120 (~13%)
Laboratory	335 (~37%)
Final Exam (comprehensive)	240 (~27%)
Total points	915*

* There are <u>NO</u> extra credit work in either the lecture or lab portion of this course.

FALL 2008 PRINCIPLES OF BIOLOGY 01:119:103 Course website: http://www.rci.rutgers.edu/~ssukhdeo/

INSTRUCTORS: Dr. Suzanne Sukhdeo Bartlett Hall, rm 217 932-3760 ssukhdeo@aesop.rutgers.edu

Dr. Thomas Gianfagna Foran Hall, rm 280 932-9711 x252 gianfagna@aesop.rutgers.edu

DATE	LECTURE	INS	TOPIC	CHAPTER READING
9/4	1	S	Introduction	
9/8	2	S	Phylogeny & Natural Selection	13
9/11	3	S	Microevolutionary mechanisms	14
9/15	4	S	How species evolve	14
9/18	5	S	Human Evolution	19
9/22	6	S	Population Ecology	36
9/25	7	S	Communities Ecology	37
9/29	8	S	Animal Diversity	18
10/2	9	G	Protists & Prokaryotes	16: 1-18, 24-25
10/6			MIDTERM I (LECTURES 2-8)	
10/9	10	G	Plants & Fungi	17: 1-3, 9-22
10/13	11	G	Structure, Reproduction & Nutrition of Plants	31: 2-3, 9-15; 32: 1-6, 12-15
10/16	12	G	The Cell	4: 3-10, 12-15
10/20	13	G	Cellular Reproduction	8: 1-18
10/23	14	G	Genetics	9: 1-21
10/27	15	G	Molecular Biology	10: 1-4, 6-8, 16-21
10/30	16	G	Gene Expression & Cloning	11: 1-3, 10-12, 16-20
11/3	17	G	Recombinant DNA Technology	12: 1-7, 12-20
11/6	18	S	Nervous System & The Senses	28 & 29
11/10			MIDTERM II (LECTURES 9-17)	
11/13	19	S	Brain & behavior	28
11/17	20	S	Animal Structure & Function	20
11/20	21	S	Immune System I	24
11/24	22	S	Immune System II	24
11/25	23	S	Infectious Diseases	24
12/1	24	S	Endocrinology	26
12/4	25	S	Digestion	21
12/8	26	S	Muscular Skeletal System	30
12/19			FINAL EXAMINATION 4:00-7:00 PM (Cu	mulative exam)

S=Suzanne Sukhdeo; G=Tom Gianfagna

FALL 2008 PRINCIPLES OF BIOLOGY LABORATORY SCHEDULE

INSTRUCTOR: Please fill in the following information during your first lab period:

LAB INSTRUCTOR _____

EMAIL _____

PHONE: _____

LOCATION: _____ OFFICE HOURS: _____

LAB	WEEK OF	TITLE	ASSIGNMENT*	LOCATION
1	September 8	Evolution/phylogeny		Biol. Sci. Building rm 104
2	September 15	Helyar Woods I	Evolution homework due In-class assignment	Helyar Woods
3	September 22	Foraging	Quiz on Labs 1-2	Passion Puddle
4	September 29	Animal Diversity	Foraging homework due	Biol. Sci. Building rm 104
5	October 6	Animals at the Cook Farm	Diversity homework due In-class assignment Quiz on Labs 3-4	Round House
6	October 13	Plant structure/pollination		Floriculture Greenhouse
7	October 20	Photosynthesis/ DNA	Pollination homework due	Biol. Sci. Building rm 104
8	October 27	Genetics	Photosynthesis homework due Quiz on Labs 5-7	Biol. Sci. Building rm 104
9	November 3	Helyar Woods II	Genetics homework due In-class assignment	Helyar Woods
10	November 10	Human Physiology	In-class assignment	Biol. Sci. Building rm 104
11	November 17	Pre-lab Practicum	Quiz on Labs 8-10	Biol. Sci. Building rm 104
12	December 1	LA	B FINAL	Biol. Sci. Building rm 104

* Study sheets are completed prior to lab and MUST be turned in at the beginning of lab. Late Study Sheets will NOT be collected.

RUTGERS UNIVERSITY STUDENT INSTRUCTIONAL RATING FORM FALL 05

MEAN OF	100 LEVEL	4.30	4.07	4.01	4.19	3.99	3.85	3.86	3.51		4.03	3.76	66 6	5 2 - 7		5.0%	10.0	10.0	0. / C	3.13	3.33	2.97
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MEAN	COURSE	4.82	4.72	4.60	4.71	4.62	4.51	4.35	3.28		4.64	4.34		00.0	00.00	0.00	000	00.00	0.00	00.00	0.00	0.00
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01 119 103 00 99999 SUKHDEO SU ENROLL= 186 RESP= 81 STROI DISAN	PART A: UNIVERSITY-WIDE QUESTIONS:	 The instructor was prepared for class and presented the material in an organized manner 	2. The instructor responded effectively to student comments and questions	3. The instructor generated interest in the course material	 The instructor had a positive attitude toward assisting all students in understanding course material 	5. The instructor assigned grades fairly	The instructional methods encouraged student learning	7. I learned a great deal in this course	8. I had a strong prior interest in the subject matter and wanted to take this course	8	I rate the teaching effectiveness of the instructor as	10. I rate the overall quality of the course as	PART R: OUESTIONS ADDED BY DEPARTMENT OR INSTRUCTC	11.	12	13.	14.	15.	16	17		18. 19.

RUTGERS UNIVERSITY STUDENT INSTRUCTIONAL RATING FORM Fall 2006

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5.	The instruct	or assigned	d grades fairly		0	0	1	22	70	8	4.74	4.63	4.00	4.00
ų	The instruct	ional metho	ode encouraded											
	student lear	ning meen			0	ч	e	27	67	ю	4.63	4.47	3.90	3.90
7.	I learned a	great deal	in this course		0	ч	7	36	55	2	4.46	4.42	3.88	3.88
8.	I had a stro matter and w	ng prior ir anted to ta	nterest in the suk ake this course	oject	9	10	39	22	21	٣	3.43	3.38	3.58	3.58
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9.	I rate the t	eaching efi	fectiveness of)		
	the instruct	or as			0	0	ო	21	74	m	4.72	4.61	4.08	4.08
10.	I rate the o	verall quai	lity of the course	ឧន	0	0	7	41	46	7	4.41	4.37	3.79	3.79
PAR	T B: OUESTION	IS ADDED BY	DEPARTMENT OR INS	STRUCTO	DR:									
					0	0	0	1	Ч	66	4.50	4.67	4.28	4.28
12.					0	0	0	Ч	0	100	4.00	4.50	4.20	4.20
13.					0	0	0	0	0	101	0.00	5.00	4.57	4.57
14.			te.		0	0	0	0	0	101	0.00	5.00	4.50	4.50
15.					0	0	0	0	0	101	0.00	5.00	4.43	4.43
16.					0	0	0	0	0	101	0.00	5.00	4.50	4.50
17.					0	0	0	0	0	101	0.00	5.00	4.67	4.67
18.					0	0	0	0	0	101	0.00	5.00	4.80	4.80
19.					0	0	0	0	0	101	0.00	5.00	5.00	5.00

Rutgers University Student Instructional Rating FALL 2007

119 103 00 99999 SUKHDEO S ENROLL= 173 RESP= 93 (53%) STRO. DISA	NGLY	NEUTRAL		STRONGLY AGREE	# OF	MEAN OF	MEAN OF	MEAN	MEAN OF
" UNIVERSITY-WIDE QUESTIONS:	1 2	3	4	ى ت	RESPONSES	SECTION	COURSE	DEPT	LEVEL
The instructor was prepared for class and presented the material in an organized manner	0	63	13	LL	r,	4.82	4.78	4.51	4.51
The instructor responded effectively to student comments and questions	0 1	г	17	74	0	4.76	4.77	4.40	4.40
The instructor generated interest in the course material	0 0	4	16	73	o	4.74	4.69	4.22	4.22
The instructor had a positive attitude toward assisting all students in understanding course material	0	2	16	72	m	4.78	4.81	4.47	4.47
The instructor assigned grades fairly	0 0	7	16	74	Ч	4.78	4.71	4.24	4.24
The instructional methods encouraged student learning	0	Ŋ	18	69	ч	4.70	4.63	4.13	4.13
I learned a great deal in this course	0	7	22	61	Ч	4.54	4.43	4.06	4.06
I had a strong prior interest in the subject matter and wanted to take this course	4 11	33	15	28	0	3.57	3.46	3.63	3.63
I rate the teaching effectiveness of the instructor as	0	e	12	77	ч	4.80	4.79	4.30	4.30
I rate the overall quality of the course as	0 0	9	25	58	4	4.58	4.47	3.95	3.95
3: QUESTIONS ADDED BY DEPARTMENT OR INSTRUCTOR	000000000000000000000000000000000000000	000000000	400400400	0 m m H 0 0 H 0 0	6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	4 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	4.75.00 5.00 5.00 5.00 5.00 5.00 5.00 5.0	44.62 44.73 44.50 44.33 44.33 44.86 4.86 4.80	44.62 44.50 44.50 44.50 44.86 4.86 4.80

Principles of Biology Sample Student Comments

23. Other comments or suggestions.

Dr. Suchde o mode getting up and out early a worthwhile tack to get to her lectures. They are very interesting and simple to grasp. Overall, a great experience!

22. In what ways, if any, has this course or the instructor encouraged your intellectual growth and progress?

I have learned many things not only about biology but Dr. Suchedeo helped me with studying and gave me wonderful study hips.

22. In what ways, if any, has this course or the instructor encouraged your intellectual growth and progress?

Learned more about Theory of Euclidian 11 " population dynamics 11 " " human body and basic concepts of certian systems " " cell structure, origins, and functions

22. In what ways, if any, has this course or the instructor encouraged your intellectual growth and progress?

The subject matter of Brology has great width and even greater deptr. Having an greative instructor, ifeel the majoring of the class how has both eyes open towards the subject matter. Personally, I now consider outside to sources the of information that contain mentionings of science to be 23. Other comments or suggestions. Guite interesting. As a whole class, I wouldn't be surprised if some change their majors completely.

at 9:15 in the mouring, Dr. suchded was my own personal cup of stubucks - eye-opening, interesting, and she teaches with great taste.

20. What do you like best about this course?

I understand that this is the won-major Biology course. However, the information provided was still very stimulating, the instructor was very interesting and keypt the subject matter relevant to a student body that is not fully involved in Browgy and best of all, the instructor understand that the student body dynamic was of 21. If you were teaching this course, what would you do differently? The non-biology mentality and balanced her work accordingly.

e alta line

15

INTRODUCTION TO ECOLOGY & EVOLUTION 11:704:101 MTH 9:15-10:35 Loree 022

Instructor:

Dr. Suzanne Sukhdeo Dept. Ecol., Evol. & Nat. Res. 84 Lipman Drive, rm 217 Email: <u>ssukhdeo@aesop.rutgers.edu</u> Webpage: www.rci.rutgers.edu/~ssukhdeo/ Tel: 732-932-3760 Office hrs: by appointment

Course:

This course covers basic principles in evolution and ecology at an introductory level. The evolution section is meant to provide an understanding of natural selection and evolutionary mechanisms, including how to interpret phylogenetic trees and current theories on human evolution. The ecology section covers population ecology, community ecology, ecosystems, climate, biochemical cycling in the ecosystems and conservation ecology.

The course consists of lectures interspersed with research seminars by faculty from the Dept. of Ecology, Evolution and Natural Resources. These speakers will discuss their research areas to illuminate concepts given in the preceding lectures.

Suggested Textbook:

A textbook is not an absolute requirement for this course. All tests will be based on lecture material and guest seminars. However, for those students interested in ecology and evolution, an excellent basic textbook is:

Thomas M. Smith & Robert L. Smith (2006) "Elements of Ecology", 7th Edition. Pearson/Benjamin Cummings. [older editions are fine]

Grading:

In-lecture Quizzes	100
Exam 1	120
Exam 2	120
Exam 3	120
Short Paper	50
Total	510*

* There are NO extra credits in this course.

SPRING 2009 INTRODUCTION TO ECOLOGY & EVOLUTION 11:704:101 Course website: http://www.rci.rutgers.edu/~ssukhdeo/

Date	Lecture	TOPICS	Suggested Readings
1/22	1	Introduction	
1/26	2	Evolution – Charles Darwin	Ch. 2
1/29	3	Natural Selection	Ch. 2
2/2	4	Evolutionary Mechanisms I	Ch. 2
2/5	5	Evolutionary Mechanisms II	Ch. 2
2/9	6	Phylogenetic Trees	-
2/12	7	Human Evolution	
2/16	8	Recent Gene Selections	
2/19	9	Guest lecture: Dr. Michael Sukhdeo "Parasites and the Evolution of Drug Resistance"	-
2/23	10	Population Ecology	Ch. 9-10
2/26		EXAM 1 (Lecture 2-9)	<u> </u>
3/2	11	Density Effects & Intraspecific Effects	Ch. 11
3/5	12	Interspecific Competition	Ch. 11
3/9	13	Guest lecture: Dr. Julie Lockwood "Can we control Human Population Growth?"	-
3/12	14	Community Ecology	Ch. 16
3/16		SPRING BREAK	<u> </u>
3/23	15	Predation	Ch. 13-14
3/26	16	Symbiosis & Food Webs	Ch. 15 & 17
3/30	17	Guest lecture: Dr. Peter Morin " Community Ecology of Microbes"	-
4/2	18	Terrestrial Ecosystems (Biomes)	Ch. 23
4/6		EXAM 2 (Lecture 10-16)	
4/9	19	Aquatic Ecosystems	Ch. 24
4/13	20	Biogeochemical Cycling	Ch. 22
4/16	21	Climate Change	Ch. 29
4/20	22		
4/23	23	Conservation Ecology	Ch. 28
4/27	24	Guest lecture: Dr. David Ehrenfeld "Energy and Friendly Fire"	-
4/30	25	Review	
5/4		EXAM 3 (Lecture 17-24)	

704 Spring 2008

7/1/08 9:41 AM

MEAN MEAN OF OF E DEPT LEVEL	4.52 4.86	4.52 4.75	4.40 4.81	4.56 4.74	4.39 4.75	4.19 4.66	4.23 4.66	3.82 4.13	4.35 4.74	4.21 4.75	3 80 5 00	3.92 5.00	4.00 5.00	4.12 5.00	4.32 0.00	3.00 0.00	3.00 0.00	3.00 0.00
MEAN OF	4.86	4.70	4.80	4.72	4.70	4.64	4.62	4.00	4.70	4.72	00 0	00.00	0.00	0.00	0.00	00.0	00.00	0.00
MEAN OF SECTION	4.86	4.70	4.80	4.72	4.70	4.64	4.62	4.00	4.70	4.72	00 0	0.00	0.00	0.00	00.00	00.00	00.00	0.00
# OF NO RESPONSES	1	1	1	0	1	2	1	4	2	ñ	75	75	75	75	75	c/ ٦٢	75	75
TRONGLY AGREE 5	99	64	63	61	63	56	55	35	60	59	c	0	0	0	0	0 0	0 0	0
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NEUTRAL 3	2	0	1	ı	4	4	4	20	2	2	c	0	0	0	0	0 0	0 0	0
7	0	e	0	0	2	1	1	9	2	1	c	0 0	0	0	0	5 0	0	0
izanne tongLy iAGREE 1	0	5	Т	2	1	ч	ч	ч	п	٦	د م	0	0	0	0		0 0	0
11 704 101 01 72784 SUKHDEO SU ENROLL= 97 RESP= 75 (77%) STR PART A: UNIVERSITY-WIDE QUESTIONS:	1. The instructor was prepared for class and presented the material in an organized manner	2. The instructor responded effectively to student comments and guestions	3. The instructor generated interest in the course material	4. The instructor had a positive attitude toward assisting all students in understanding course material	5. The instructor assigned grades fairly	 The instructional methods encouraged student learning 	7. I learned a great deal in this course	8. I had a strong prior interest in the subject matter and wanted to take this course	9. I rate the teaching effectiveness of the instructor as	10. I rate the overall guality of the course as	PART B: QUESTIONS ADDED BY DEPARTMENT OR INSTRUCTOR 11.	12.	13.	14.	15.	17.	18.	19.

Introduction to Ecology and Evolution Instructional Ratings Summary 2008

http://ctaar.rutgers.edu/sirs_online/display.php?year=2008&semester=Spring&school=11&form=default&dept=704

Intro. to Ecol. & Evol. Sample Student Comments

22. In what ways, if any, has this course or the instructor encouraged your intellectual growth and progress?

23. Other comments or suggestions.

22. In what ways, if any, has this course or the instructor encouraged your intellectual growth and progress?

23. Other comments or suggestions.

20. What do you like best about this course?

22. In what ways, if any, has this course or the instructor encouraged your intellectual growth and progress?

RUTGERS UNIVERSITY STUDENT INSTRUCTIONAL RATING FORM Spring 06

11	704 351 00 99999 ENROLL= 298	SUKHDEO RESP= 222 S	SUZANNE TRONGLY	5		LS	RONGLY	# OF	MEAN	MEAN	MEAN	MEAN
PAF	MT A: UNIVERSITY-WIDE QUE	D ESTIONS: Dared for rlass and	15AGKEE 1	77 77	3 3	4 4	5 I	RESPONSES	SECTION	COURS	E DEPT	300 LEVEL
÷	presented the material	in an organized mann	er 2	Ч	11	78	130	0	4.50	4.47	4.50	4.47
2.	The instructor responde student comments and qu	ed effectively to uestions	1	0	13	75	133	0	4.53	4.40	4.45	4.42
ς.	The instructor generate course material	ed interest in the	5	e	19	51	147	0	4.52	4.20	4.28	4.23
4.	The instructor had a por assisting all students course material	ositive attitude towa in understanding	rd 2	Ч	10	54	154	Ч	4.62	4.43	4.48	4.45
5.	The instructor assigned	d grades fairly	0	0	21	19	39	143	4.23	4.08	4.26	4.18
9	. The instructional methe student learning	ods encouraged	ß	0	27	69	121	0	4.36	4.00	4.08	4.04
7.	. I learned a great deal	in this course	e	4	37	87	89	2	4.16	3.99	4.10	4.04
8	. I had a strong prior in matter and wanted to to	nterest in the subjec ake this course	t 4	13	74	63	67	1	3.80	3.66	3.74	3.69
1			POOR			E	CELLEN	2				
5	. I rate the teaching ef: the instructor as	fectiveness of	7	Т	13	83	114	თ	4.44	4.20	4.26	4.22
10.	. I rate the overall qua.	lity of the course as	0	4	35	95	75	13	4.15	4.04	4.13	4.08
PAI	RT B: QUESTIONS ADDED BY	DEPARTMENT OR INSTRU	ICTOR:	c		c	c	- C C	00 0			00 4
TT					4 0			222	0.00	0.00	0.00	0.00
1 1			0	0	0	0	0	222	0.00	0.00	0.00	0.00
14			0	0	0	0	0	222	0.00	0.00	0.00	0.00
15.			0	0	0	0	0	222	0.00	0.00	0.00	0.00
16			0	0	0	0	0	222	0.00	0.00	0.00	0.00
17			0 0	0 0	0 0	0 0	0 0	222	0.00	0.00	00.00	0.00
19.			00	0 0	00	00	00	222	0.00	0.00	0.00	0.00

Principles of Ecology Instructional Ratings Summary 2007

Principles of Ecology Sample Student Comments

22. In what ways, if any, has this course or the instructor encouraged your intellectual growth and progress?

Professos Sukhdeo made community Ecology less intimidating and more approachable lam even considering taking another course with similar topics/themes.

20. What do you like best about this course?

Dr. Sukhdeo was an awesome leaturer who was able to communicate material effectively through her sense of humor. She really connected with the class. I also enjoyed the slide shows at the end of lecture.

22. In what ways, if any, has this course or the instructor encouraged your intellectual growth and progress?

23. Other comments or suggestions.

I loved the way Pr. sukhders presented the material is a very simple manner, that is not say it was simplished. She encouraged student learning by being really humanous and keeping energoine attentive.

20. What do you like best about this course?

Dr. Suchdee's section of the class was not only informative, but presented in a way that students wild learn. Using the overhead was really grow,