

CURRICULUM VITAE
Teresa Eileen Foley, Ph.D.

- 1. Education**
 - Doctor of Philosophy (PhD)* 2004-2009
Integrative Physiology and Neuroscience, University of Colorado Boulder
 - Bachelor of Arts/Master of Science (BA/MS)* 2000-2004
Kinesiology & Applied Physiology, University of Colorado Boulder

- 2. Appointments and Professional Experience**
 - Associate Chair of Undergraduate Affairs* 2022-present
Department of Integrative Physiology, University of Colorado Boulder
 - Teaching Professor of Distinction (Principal Instructor)* 2020-present
Department of Integrative Physiology, University of Colorado Boulder
 - Teaching Associate Professor (Senior Instructor)* 2017-2020
Department of Integrative Physiology, University of Colorado Boulder
 - Teaching Assistant Professor (Instructor)* 2011-2017
Department of Integrative Physiology, University of Colorado Boulder
 - Post-Doctoral Discipline-Based Education Specialist* 2008-2011
[Science Education Initiative](#), University of Colorado Boulder

- 3. Honors and Special Recognitions**
 - Excellence Award in Teaching and Pedagogy* 2019
Boulder Faculty Assembly (BFA), nominated by IPHY Awards Committee
 - Excellence in Teaching Award* 2019
Department of Integrative Physiology, nominated by graduating IPHY students
 - Best Should Teach Gold Award* 2018
Graduate Teacher Program (GTP), nominated by 43 IPHY students
 - Marinus Smith Award* 2014
CU Parents Association, nominated by Haylee Fisher (student)
 - Marinus Smith Award* 2013
CU Parents Association, nominated by Abigail Hills (student)

- 4. Awarded Education Grants**
 - Chancellor's Award for Excellence in STEM Education (Foley, Casagrand)* 2018-2019
Center for STEM Learning, University of Colorado Boulder \$10,000
Curriculum Mapping: An Essential Tool for Undergraduate Curriculum
Development and Alignment in Integrative Physiology

 - Type II TRESTLE Award (Foley, Casagrand, Heisler)* 2016-2017
Center for STEM Learning, University of Colorado Boulder \$10,000
Development and Implementation of Case Studies Across the Foundational
IPHY Curriculum – A Continuation of the SEI Effort

 - Chancellor's Award for Excellence in STEM Education (Foley, Welsh, Link)* 2013-2014
Center for STEM Learning, University of Colorado Boulder \$10,000
Transformation of the Cell Physiology Laboratories in IPHY

<i>ASSETT Development Award</i> (Welsh, Link, Foley)	2013
Arts and Sciences Support of Education Through Technology, CU Boulder	\$4000
Microscope Mounted Digital Camera Systems for Cell Physiology Labs	
<i>Chancellor's Award for Excellence in STEM</i> (Foley, Casagrand, Bustamante)	2011-2012
Center for STEM Learning, University of Colorado Boulder	\$10,000
Evaluation of the Effectiveness & Success of Inquiry-Based Laboratories	

5. Teaching Experience

Primary Course Instructor

<i>Immunology (IPHY 4600)</i>	2010-present
<i>Physiology Laboratories (IPHY 3435)</i>	2011-2019
<i>Internships in Integrative Physiology (IPHY 4930)</i>	2011-2019
<i>Teaching in Integrative Physiology (IPHY 3010)</i>	2011-present
<i>Introduction to Human Physiology (IPHY 3430)</i>	2012
<i>Honor's Thesis (IPHY 4870)</i>	2013-present
<i>Endocrinology (IPHY 4440)</i>	2014-present
<i>Cell Physiology Laboratories, Lab Coordinator</i>	2014-2020
<i>Independent Study (IPHY 4860)</i>	2014-present
<i>Introduction to Epidemiology (IPHY 3490)</i>	2016-present
<i>Exercise Physiology (IPHY 4650)</i>	2017-present
<i>Seminar in Integrative Physiology – UGTA Training (IPHY 4010)</i>	2017-2018
<i>Graduate Endocrinology (IPHY 5440)</i>	2019
<i>Graduate Independent Study (IPHY 5840)</i>	2019-2021
<i>Physiology Laboratories, Lab Coordinator</i>	2020

Major Course/Program Development with CU Boulder Faculty

<i>Introduction to Statistics (IPHY 2800)</i>	2008-2015
<i>Human Anatomy (IPHY 3410)</i>	
<i>Human Physiology I (IPHY 3470)</i>	
<i>Human Physiology II (IPHY 3480)</i>	
<i>Scientific Writing in Physiology (IPHY 3700)</i>	
<i>Cell Physiology (IPHY 4060)</i>	
<i>Neurophysiology (IPHY 4720)</i>	
<i>Introduction to Global Public Health (GEOG 3692)</i>	
<i>Graduate Statistics (IPHY 5600)</i>	

6. Service, Leadership, & Volunteer Activities (in IPHY Department unless otherwise indicated)

Course Development Committees

Introductory Sequence (IPHY 2800, 3410, 3430, 3435)	2018-2019
Cell Physiology Laboratory (IPHY 3060)	2013-2014
Physiology Laboratory (IPHY 3435)	2011-2015
Statistics (IPHY 2800)	2010-2015

Curriculum Development Committees

Graduate Admissions Committee	2022-present
Graduate Curriculum Subcommittee	2021-2022
Curriculum Committee (co-chair since 2021)	2020-present
Public Health Certificate , College of Arts and Sciences	2014-present

Program Evaluation Committees

Program Assessment (IPHY representative)	2022
Merit Review Evaluation Committee	2019
ARPAC Undergraduate Curriculum Review/Assessment Workgroup	2018
ARPAC Undergraduate Education Committee	2011

Teaching Evaluation Committees

Quality Teaching Initiative (IPHY representative, chair)	2021-present
PRIMERS Project (IPHY representative)	2019-present
Teaching Quality Framework	2017-2021
Faculty Course Questionnaire (FCQ) Redesign Pilot , University of Colorado	2017
Departmental Action Team Project	2015-2016
AAU STEM Education Initiative (IPHY representative)	2013-2016

Primary Unit Evaluation Committees (PUEC)

Member (Associate Teaching Professor Heidi Bustamante)	2022
Member (Associate Teaching Professor Ruth Heisler)	2022
Member (Assistant Teaching Professor Jia Shi)	2021
Member (Assistant Teaching Professor Gay Lynn Olson)	2020
Member (Associate Teaching Professor Janet Casagrand)	2012, 2019

Reviewer

CU Next Award Reviewer, University of Colorado Boulder	2022
Teaching Professorship Reviewer, College of Arts and Sciences	2021-present
UROP Review Board, Special Undergraduate Enrichment Programs	2018-2019
Textbook Reviewer, Oxford University Press USA	2013-2015
Innovative Seed Grant Reviewer, Colorado Research Administration	2013

Search Committees

IPHY Scientific Writing Instructor Search Committee	2019
IPHY/DBER Search Committee	2015-2016

Additional Service Activities

Transfer Credit Prototype Project, Admissions and A&S Evaluation & Articulation Unit	2022-present
Faculty Salary Committee Working Group, University of Colorado Boulder	2022-present
IPHY Executive Committee	2022-present
Student-Athlete Recruitment, CU Athletics Department	2019-present
PhET Interactive Simulations Design Team, University of Colorado	2020
Intercollegiate Athletics Committee, Boulder Faculty Assembly	2019-present
Faculty Leadership Institute (FLI), University of Colorado	2018-2019
Health Risks to Football Players, Arts and Sciences Council	2017-2018
IPHY Awards Committee	2012-2019

Volunteer Activities

Fall Welcome Volunteer, University of Colorado Boulder	2021, 2022
Welcome Fair, College of Arts and Sciences	2021, 2022
Virtual Admitted Student Day, College of Arts and Sciences	2021
IPHY Spring Symposium, Judge	2019
CU at Denver PrideFest, University of Colorado Boulder	2019
Make a Major Impact Fair, College of Arts and Sciences	2019
Cool Down with 43 Degrees, College of Arts and Sciences	2018
Buffalo Bicycle Classic, College of Arts and Sciences	2011

7. Professional Development (at CU Boulder unless otherwise indicated)

Leadership Training

Academic Leadership Institute (ALI)	2022
Leading for Wellbeing and Performance in Challenging Times	2022
Managing Microaggressions in Your Unit	2022

Pedagogy Workshops, Discussion Groups, and Seminars

Faculty Fellows Program, ASSETT	2022-2023
Online Teaching Academy, Continuing Education	2021
Curricular Alignment Special Interest Group, TRESTLE/ASSETT	2018-2019
TRESTLE Scholars, Course Based Undergraduate Research Experiences	2017
Departmental Education Specialist Training Workshop, Stanford University	2017
Critical Thinking Seminar, Digital Learning Community	2017
Shared Innovation Discussion Group (ShInDiG)	2016-2019
Assessment Institute: Achieving Course Goals: Gathering Evidence About Student Learning, Faculty Teaching Excellence Program (FTEP)	2012
Discipline-Based Education Research (DBER) Seminar Series	2011-present

Diversity & Inclusivity Trainings and Workshops

Inclusive Pedagogy Workshop, Center for STEM Learning	2018
UndocuAlly Training, Office of Diversity, Equity & Community Engagement	2018
Safe Zone Training, Gender and Sexuality Center	2017

Technology Workshops and Pilot Projects

iClicker Cloud – Canvas Integration, Office of Information Technology	2021
iClicker Reef Training, Office of Information Technology	2020
iClicker with Canvas Workshop, Office of Information Technology	2018
Canvas Workshops, Office of Information Technology	2017-2018
Mediasite Lecture Capture Pilot Project, Office of Information Technology	2016
ePortfolio Pilot Project, Office of the Provost	2016

8. Invited Presentations, Workshops, Outreach, and Media Articles

1. *Teaching Evaluation at the University of Colorado Boulder* (2022), Task Force Meeting, California State University San Marcos
2. [*Still hesitant to get the shot? 7 COVID vaccine concerns addressed*](#) (2021), CU Boulder Today, article co-written with Lisa Marshall
3. *Burning questions about the COVID-19 pandemic* (2021), Employee Training, Skratch Labs, Boulder, CO
4. *Vaccine Education* (2020), Employee Training, Skratch Labs, Boulder, CO
5. *Remote Teaching and Learning in Integrative Physiology* (2020), Center for Teaching and Learning Faculty Coffee Hour
6. *First Year Program Workshop for New Student Athletes* (2020), Athletics Department
7. *Meet the Professor* (2019), Miramontes Arts & Sciences Program Colloquium
8. *Strategies for Teaching Large Undergraduate Courses* (2019), Promoting Integrative Collaboration and Science (PiCS) monthly meeting
9. *Health Concerns of Female Endurance Athletes* (2019), All Star Collegiate Cycling Camp, Skratch Labs, Boulder, CO

10. *Strategies for Teaching Large Undergraduate Courses* (2018), GTP & FTEP
11. *Creating and Implementing Student Surveys* (2017), IPHY Brown Bag
12. *Syllabus Quizzes* (2016), TRESTLE Annual Meeting
13. *TA Training* (2009-2014), IPHY Graduate Student Orientation
14. *Immunity in Health and Disease: An Integrative Physiologists Perspective* (2013), Academy of Lifelong Learning in Denver, CO

9. Instructor Guides

1. **Foley TE** & Tsai PS. (2010) Thought questions: A new approach to using clickers. http://www.cwsei.ubc.ca/resources/files/CU-SEI_Thought_Questions.pdf
2. Bentley F & **Foley TE** (2010) Promoting course alignment: Developing a systematic approach to question development. http://www.cwsei.ubc.ca/resources/files/PromotingCourseAlignment_CU-SEI.pdf

10. Publications (in reverse chronological order)

1. **Foley TE**, Brooks LR, Gilligan LV, Burghardt PR, Koch LG, Britton SL, Fleshner M. Brain activation patterns at exhaustion in rats that differ in inherent exercise capacity. *PLOS One*. 2013. 7(9): e45415. doi:10.1371/journal.pone.0045415.
2. Greenwood BN*, **Foley TE***, Le TV, Strong PV, Loughridge AB, Day HEW, Fleshner M. Long term voluntary wheel running is rewarding and produces plasticity in the mesolimbic reward pathway. *Behavioral Brain Research*. 2011. 217: 354-362. * Both authors contributed equally to the preparation of this manuscript.
3. Greenwood BN, Strong PV, **Foley TE**, Fleshner M. A behavioral analysis of the impact of voluntary exercise on hippocampus-dependent contextual conditioning. *Hippocampus*. 2009. 19(10): 988 – 1001.
4. Johnson JD, Cortez V, Kennedy SL, **Foley TE**, Hanson H, Fleshner M. Role of central and peripheral beta-adrenergic receptors in regulating proinflammatory cytokine responses to a peripheral bacterial challenge. *Brain, Behavior, and Immunity*. 2008. 22: 1078-1086.
5. **Foley TE** & Fleshner M. Plasticity of dopamine circuits after exercise: Implications for central fatigue. *Neuromolecular Medicine*. 2008. 10(2): 67-80.
6. Greenwood BN, Strong P, **Foley TE**, Thompson R, Fleshner M. Learned helplessness is independent of brain-derived neurotrophic factor in the hippocampus. *Neuroscience*. 2007. 144(4): 1193-1208.
7. **Foley TE**, Greenwood BN, Day HEW, Koch LG, Britton SM, Fleshner M. Elevated central monoamine receptor mRNA in rats bred for high endurance capacity: Implications for central fatigue. *Behavioral Brain Research*. 2006. 74(1): 132-42.
8. Greenwood BN, **Foley TE**, Burhans D, Maier SF, Fleshner M. The consequences of uncontrollable stress are sensitive to duration of prior wheel running. *Brain Research*. 2005. 1033: 164-178.
9. Greenwood BN, **Foley TE**, Day HEW, Burhans D, Brooks L, Campeau S, Fleshner M. Wheel running alters 5-HT transporter, 5-HT1A, 5-HT1B, & β -adrenergic receptor mRNA in the rat raphe nucleus. *Biological Psychiatry*. 2005. 57: 559-568.
10. Greenwood BN, **Foley TE**, Day HEW, Campisi J, Hammack SH, Campeau S, Maier SF, Fleshner M. Freewheel running prevents learned helplessness/behavioral depression: role of dorsal raphe serotonergic neurons. *Journal of Neuroscience*. 2003: 23(7): 2889-2898.

11. Science Education Research Meeting Abstracts (in reverse chronological order)

1. **Foley TE**, Tsai P, Bustamante H, Hoeffler H, Vetter, C. A Scholarly Approach to Teaching Evaluation in Integrative Physiology. Accelerating Systemic Change Network (ASCN) / Network of STEM Education Centers (NSEC) Transforming Institutions Virtual Conference, 2021.
 - a. Work also presented at TEval Knowledge Exchange, Virtual Conference, 2021.
2. **Foley TE** and Casagrand J. Development of a curriculum map in Integrative Physiology to provide a mechanism for assessing undergraduate student achievement of departmental program goals. 11th Annual Symposium in STEM Education, 2019.
3. Heisler R, Casagrand J, **Foley TE**. Department Education Specialists in Integrative Physiology: A New Approach to Sustaining STEM Transformations. 33rd Annual Human Anatomy and Physiology Society Meeting, 2019.
4. Casagrand J, Heisler R, **Foley TE**. Challenges Encountered when Integrating Case Studies Across a Foundational Anatomy and Physiology Sequence. 33rd Annual Human Anatomy and Physiology Society Meeting, 2019.
5. Barandiaran AF, **Foley TE**, LaRocca TJ, Boyko ME. The Audience Specific Writing Task (ASWT): Assessment Tool Aimed at Establishing a Professional Standard of Scientific Writing for Assessing Physiology Undergraduates. 10th Annual Symposium in STEM Education, 2018.
6. Barandiaran AF, **Foley TE**, LaRocca TJ. A Literature-Based Research Project with a Publishable Outcome Enhances Learning in an Undergraduate Scientific Writing Course in Physiology. 10th Annual Symposium in STEM Education, 2018.
7. Barandiaran A, Lengel H, Boyko M, **Foley TE**, LaRocca T. The Scientific Writing Assessment Tool (Sci-WAT): A Pilot Test to Measure Improvements in Audience-Specific Writing in IPHY Undergraduates. 9th Annual Symposium on STEM Education, 2017.
8. **Foley TE**, Casagrand J, and Heisler R. Curriculum Coordinators in Integrative Physiology: A new approach to sustaining STEM transformations. 8th Annual Symposium on STEM Education, 2016.
9. Casagrand J, **Foley TE**, and Heisler R. Challenges encountered when integrating case studies across the foundational IPHY curriculum. 8th Annual Symposium on STEM Education, 2016.
10. Boyko, M, **Foley TE**, LaRocca T, and Casagrand J. Student Perceptions of Learning in IPHY's Scientific Writing Course: A Preliminary Look at the Responses. 8th Annual Symposium on STEM Education, 2016.
11. Casagrand J and **Foley TE**. Is it possible to improve student performance in identifying the appropriate study design and statistical test in a physiology lab? 6th Annual Symposium on STEM Education, 2014.
12. Knight JK, **Foley TE**, Hoskinson A. Leveraging Change with the Science Education Initiative. AAAS Vision & Change Abstracts, 2013.
13. Casagrand J and **Foley TE**. Student perceptions and learning gains in a reformed IPHY Physiology Lab course. Science Education Initiative/Center for STEM Learning End-of-Year Event, 2013.
14. Homestead E, **Foley TE**, Casagrand J, Bustamante H. What we learned when transitioning physiology labs from a cookbook to inquiry-based format. Science Education Initiative/Center for STEM Learning End-of-Year Event, 2012.
15. **Foley TE**, Bentley F, Semsar KA, Byrnes W. How physiology students value and use learning goals. Experimental Biology abstracts, 2011.

16. Semsar KA, Bentley F, **Foley TE**, Byrnes W. Helping change the way we teach -- My life as a spy with the CU Science Education Initiative. NC State Alumni Reunion Symposium, 2010.
17. **Foley TE**, Semsar KA, Bentley F, Heisler R. Initial impact of IPHY teaching assistant training. Science Education Initiative End-of-Year Event, 2010.
18. Bentley F, **Foley TE**, Semsar KA. The in's and out's of faculty development: A look into the process of working with upper-division courses. Science Education Initiative End-of-Year Event, 2010.
19. Semsar KA, Foley TE, Bentley F, Heisler R, Saul L, and Lowry C. Head, shoulders, knees, and toes. What concepts should your Anatomy students know? Science Education Initiative End-of-Year Event, 2010.
20. Benay F, **Foley TE**, Semsar KA, Byrnes W. Science Education Initiative in Integrative Physiology. Science Education Initiative End-of-Year Event, 2009.
21. Semsar KA, Benay F, **Foley TE**, Heisler R, Saul L, and Lowry C. Finding a way to make homework helpful and varied. Science Education Initiative End-of-Year Event, 2009.

12. Faculty Advisees

- 1 Faculty Mentor
- 7 Teaching Mentor

13. Student Advisees

- 3 Master Thesis Committee
- 30 Latin Honors Committee
- 3 Graduate Independent Study Students
- 7 Undergraduate Independent Study Students
- 1 McNair Scholar
- 2 Graduate Teaching Program – Faculty Mentor
- 50 Graduate Teaching Assistants
- 79 Undergraduate Teaching Assistants
- 59 Undergraduate Interns