SECTION 06: Teaching (not required for research rank faculty)

- ☐ Teaching Statement (a narrative that analyzes the teaching area and is only to be included if this is candidate's area of excellence, a maximum of 2 single-spaced pages)
  See Personal Statement
- ☐ Teaching load information; graduate committees served on or chaired
  See CV
- ☐ Peer evaluation of teaching
  See attached letters from Dr. Dziraski and Dr. Mangini (Section 04)
- ☐ Student/house staff evaluation of teaching (in aggregated format)
  See attached letters from Mr. Easton, Mr. Nimry, and Mr. Lee.
- ☐ Evidence of student learning and match with unit and IUPUI student outcome goals
- ☐ Evidence of scholarly dissemination of work and leadership on teaching
- ☐ Evidence of undergraduate or graduate student research or mentoring
  See CV
- ☐ Evidence of quality of course development or innovation efforts
- ☐ Listing of teaching awards and grants
  See CV and Personal Statement
- ☐ Evidence of teaching development efforts
  See CV (a case for Problem-Based Learning)

INDIANA UNIVERSITY
Dean's office for Medical Education and Curricular Affairs
School of Medicine

Instructor Evaluation Report as Rated by Medical Students (Years 1-2)

Instructor: Bae, Taeok
Academic Year: 2006-07
Course: MICR P650 Invasion and Defense Step 6
Semester: Fall Center: NW

Back

Scale: 5= Strongly agree to 1= Strongly disagree, unless specified

During this course, the instructor generally:	2006-07	2005-06	2004-05	Discipline	School
Learning Climate	**4.38**			**3.97**	**4.28**
Listened to learners	4.33			3.94	4.27
Expressed respect for learners	4.47			3.97	4.29
Encouraged learners to bring up problems	4.33			4.00	4.27
Control of Session	**4.33**			**4.14**	**4.25**
Covered all scheduled topics	4.40			4.17	4.30
Set an agenda	4.47			4.18	4.28
Avoided digressions	4.13			4.07	4.17
Communication of Goals/Objectives	**4.29**			**4.04**	**4.20**
Prioritized goals/objectives	4.27			4.05	4.21
Repeated goals/objectives periodically	4.33			4.05	4.18
Stated relevance of goals/objectives to learners	4.27			4.02	4.20
Promoting Understanding and Retention	**4.22**			**3.88**	**4.16**
Explained relationships in materials	4.27			3.92	4.21
Presented well-organized material	4.20			3.85	4.12
Emphasized the relevant information	4.20			3.86	4.15
Evaluation	**4.20**			**3.86**	**4.05**
Evaluated learners' ability to analyze or synthesize knowledge	4.20			3.86	4.06
Evaluated learners' ability to apply knowledge to specific patients, cases, or examples	4.20			3.87	4.05
Evaluated learners' skills to apply knowledge to specific patients, cases, or examples	4.20			3.86	4.03
Feedback	**4.16**			**3.76**	**3.97**
Gave feedback frequently	4.13			3.77	3.95
Gave feedback in timely manner	4.13			3.78	3.98
Gave positive feedback to learners	4.20			3.75	3.98
Promoting Self-Directed Learning	**4.22**			**3.76**	**3.95**
Encouraged learners to do outside reading	4.20			3.76	3.90
Motivated learners to learn on their own	4.27			3.77	4.00
Explicitly encouraged further learning	4.20			3.74	3.95
Mean of seven constructs	**4.26**			**3.92**	**4.12**
Overall Assessment: The effectiveness of this instructor was (5=Excellent, ..., 1= Very Poor)	4.20			3.75	4.12
Number of Observations	15			476	6107

Discipline column represents the average of all instructors within a particular department statewide.
School column represents the average of all first and second instructors.

Back

Instructor Comments Report as Submitted by Medical Students (Years 1-2)

Instructor: Bae, Taeok
Course: MICR P650 Invasion and Defense Step 6

Academic Year: 2006-2007
Semester: Fall Center: NW

Back

Comments
Dr. Bae is awesome
Dr. Bae was an excellent professor. I could tell that he put a lot of time into modifying his material for us and went the extra mile to add in review sources that we liked. HIs enthusiasm really made lecture worthwhile.

Back

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Home Evaluation Reports ECMS Assessments Logout

User: Dawn Ilgenfritz

Instructor Evaluation Report

Rated by Medical Student Year 1/2 <

Instructor: Bae, Taeok **Course:** MICR P650 Invasion and Defense Step 6 (NW)
Academic Year: 2007-08 **Semester:** Fall

Rating Scale: 5=Strongly agree to 1=Strongly disagree

During this course, the instructor generally:	2007-08	2006-07	2005-06	Discipline*	School**
Learning Climate	**4.35**	**4.37**		**4.17**	**4.38**
Listened to learners.	4.31	4.35		4.20	4.38
Expressed respect for learners.	4.38	4.41		4.15	4.40
Encouraged learners to bring up problems.	4.38	4.35		4.15	4.37
Control of Session	**4.46**	**4.35**		**4.24**	**4.32**
Covered all scheduled topics.	4.50	4.41		4.26	4.37
Set an agenda.	4.44	4.47		4.22	4.35
Avoided digressions.	4.44	4.18		4.23	4.24
Communication of Goals/Objectives	**4.40**	**4.31**		**4.10**	**4.26**
Prioritized goals/objectives.	4.50	4.29		4.11	4.27
Repeated goals/objectives periodically.	4.31	4.35		4.09	4.24
Stated relevance of goals/objectives to learners.	4.38	4.29		4.09	4.28
Promoting Understanding and Retention	**4.52**	**4.25**		**4.03**	**4.22**
Explained relationships in materials.	4.50	4.29		4.08	4.29
Presented well-organized material.	4.44	4.24		3.99	4.15
Emphasized the relevant information.	4.63	4.24		4.02	4.21
Evaluation	**4.33**	**4.24**		**3.97**	**4.10**
Evaluated learners' ability to analyze or synthesize knowledge.	4.38	4.24		3.96	4.11
Evaluated learners' ability to apply knowledge to specific patients, cases, or examples.	4.31	4.24		3.98	4.10
Evaluated learners' skills to apply knowledge to specific patients, cases, or examples.	4.31	4.24		3.98	4.10
Evaluation	**4.33**	**4.20**		**3.90**	**4.07**
Gave feedback frequently.	4.31	4.18		3.90	4.04
Gave feedback in timely manner.	4.31	4.18		3.89	4.08
Gave positive feedback to learners.	4.38	4.24		3.90	4.09
Promoting Self-Directed Learning	**4.31**	**4.25**		**3.85**	**4.06**
Encouraged learners to do outside reading.	4.31	4.24		3.83	4.02
Motivated learners to learn on their own.	4.44	4.29		3.90	4.10
Explicitly encouraged further learning.	4.19	4.24		3.82	4.05
Mean of seven constructs	**4.39**	**4.28**		**4.04**	**4.20**
Overall Assessment: The effectiveness of this instructor was (5= Excellent, ..., 1= Very Poor)	4.44	4.24		3.85	4.15
Number of Observations	**16**	**17**		**428**	**5745**

*-Discipline column represents the average of all instructors within a particular department statewide
**-School column represents the average of all instructors who taught first and second year courses.

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User:
Dawn
Ilgenfritz

Instructor Comments Report

Rated by =Submitted by Medical Students Years 1/2 <

Instructor: Bae, Taeok **Course:** MICR P650 Invasion and Defense Step 6 (NW)

Academic Year: 2007-08 **Semester:** Fall

Comments
Dr. Bae's prepared lecture outline notes were very helpful in learning the material. Also, his lectures were very well-organized and his frequent reference to important "facts" and material was very beneficial, as well as his funny memory devices for remembering important facts. Dr. Bae's upbeat presentation style and energy while lecturing also made the material much easier to remember.
Truly reeinforced topics in lecture. His lectures actually helped my learn the material, which is very rare. Best biology professor I have had.
Dr Bae's lectures and lecture notes were both phenomenal. I really enjoyed going to his lectures, and his notes were incredibly thorough.

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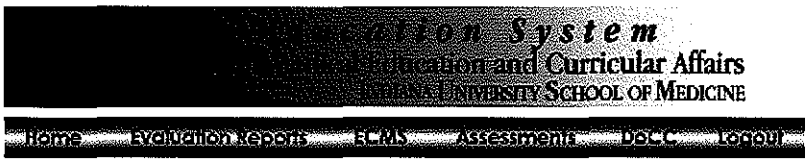

User: Dawn Ilgenfritz

Instructor Evaluation Report

Rated by Medical Student Year 1/2 <

Instructor: Bae, Taeok **Course:** MICR P650 Invasion and Defense Step 6 (NW)
Academic Year: 2008-09 **Semester:** Fall

Rating Scale: 5=Strongly agree to 1=Strongly disagree

During this course, the instructor generally:	2008-09	2007-08	2006-07	Discipline*	School**
Learning Climate	**4.19**	**4.39**	**4.37**	**3.91**	**4.39**
Listened to learners.	4.17	4.39	4.35	3.97	4.39
Expressed respect for learners.	4.00	4.39	4.41	3.92	4.41
Encouraged learners to bring up problems.	4.42	4.39	4.35	3.85	4.37
Control of Session	**4.39**	**4.52**	**4.35**	**4.03**	**4.33**
Covered all scheduled topics.	4.50	4.56	4.41	4.03	4.39
Set an agenda.	4.50	4.50	4.47	4.08	4.37
Avoided digressions.	4.17	4.50	4.18	3.97	4.24
Communication of Goals/Objectives	**4.28**	**4.46**	**4.31**	**3.91**	**4.27**
Prioritized goals/objectives.	4.33	4.56	4.29	3.96	4.29
Repeated goals/objectives periodically.	4.25	4.39	4.35	3.89	4.23
Stated relevance of goals/objectives to learners.	4.25	4.44	4.29	3.88	4.28
Promoting Understanding and Retention	**4.36**	**4.57**	**4.25**	**3.68**	**4.20**
Explained relationships in materials.	4.42	4.56	4.29	3.68	4.25
Presented well-organized material.	4.25	4.50	4.24	3.66	4.14
Emphasized the relevant information.	4.42	4.67	4.24	3.70	4.20
Evaluation	**4.17**	**4.41**	**4.24**	**3.55**	**4.12**
Evaluated learners' ability to analyze or synthesize knowledge.	4.25	4.44	4.24	3.52	4.13
Evaluated learners' ability to apply knowledge to specific patients, cases, or examples.	4.17	4.39	4.24	3.56	4.11
Evaluated learners' skills to apply knowledge to specific patients, cases, or examples.	4.08	4.39	4.24	3.56	4.11
Evaluation	**4.22**	**4.41**	**4.20**	**3.44**	**4.08**
Gave feedback frequently.	4.17	4.39	4.18	3.37	4.04
Gave feedback in timely manner.	4.42	4.39	4.18	3.46	4.10
Gave positive feedback to learners.	4.08	4.44	4.24	3.50	4.10
Promoting Self-Directed Learning	**4.22**	**4.39**	**4.25**	**3.51**	**4.05**
Encouraged learners to do outside reading.	4.17	4.39	4.24	3.59	4.03
Motivated learners to learn on their own.	4.25	4.50	4.29	3.49	4.10
Explicitly encouraged further learning.	4.25	4.28	4.24	3.45	4.03
Mean of seven constructs	**4.26**	**4.45**	**4.28**	**3.72**	**4.21**
Overall Assessment: The effectiveness of this instructor was (5= Excellent, ..., 1= Very Poor)	4.25	4.50	4.24	3.37	4.13
Number of Observations	**12**	**18**	**17**	**339**	**4191**

*-Discipline column represents the average of all instructors within a particular department statewide
**-School column represents the average of all instructors who taught first and second year courses.

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Instructor Comments Report

Rated by =Submitted by Medical Students Years 1/2 <

Instructor: Bae, Taeok **Course:** MICR P650 Invasion and Defense Step 6 (NW)

Academic Year: 2008-09 **Semester:** Fall

Comments
Dr. Bae was very helpful outside of class and was willing to give practice examinations and help with understanding the process of answering clinical case type questions.
Could be very critical (and not constructivly)-- which does not aid the learner. His method of running case made students less likely to ask questions/bring up issues and also more afraid to be wrong (and, therefore, less likely to be speak up and be involoved).
Dr. Bae was able to quickly explain a large volume of material to us that was both pertinent and concise. His sense of humor made lectures enjoyable, and it helped us to remember facts we may have otherwise forgotten.
He motivates students by challenging them. He makes them work harder.
It's nice to have you as my instructor
Dr. Bae is a very effective instructor.

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Instructor Evaluation Report

Rated by Medical Student Year 1/2 <

Instructor: Bae, Taeok **Course:** MICR P650 Invasion and Defense Step 6 (NW)
Academic Year: 2009-10 **Semester:** Fall

Rating Scale: 5=Strongly agree to 1=Strongly disagree

During this course, the instructor generally:	2009-10	2008-09	2007-08	Discipline*	School**
Learning Climate	**4.86**	**4.26**	**4.39**	**4.00**	**4.42**
Listened to learners.	4.86	4.23	4.39	3.98	4.42
Expressed respect for learners.	4.86	4.08	4.39	4.07	4.44
Encouraged learners to bring up problems.	4.86	4.46	4.39	3.94	4.41
Control of Session	**4.86**	**4.44**	**4.52**	**3.88**	**4.37**
Covered all scheduled topics.	4.86	4.54	4.56	3.87	4.42
Set an agenda.	4.86	4.54	4.50	3.94	4.41
Avoided digressions.	4.86	4.23	4.50	3.81	4.28
Communication of Goals/Objectives	**4.95**	**4.33**	**4.46**	**3.88**	**4.33**
Prioritized goals/objectives.	5.00	4.38	4.56	3.88	4.36
Repeated goals/objectives periodically.	4.86	4.31	4.39	3.90	4.30
Stated relevance of goals/objectives to learners.	5.00	4.31	4.44	3.88	4.35
Promoting Understanding and Retention	**4.86**	**4.41**	**4.57**	**3.65**	**4.27**
Explained relationships in materials.	4.86	4.46	4.56	3.68	4.33
Presented well-organized material.	4.86	4.31	4.50	3.61	4.22
Emphasized the relevant information.	4.86	4.46	4.67	3.68	4.26
Evaluation	**5.00**	**4.23**	**4.41**	**3.55**	**4.21**
Evaluated learners' ability to analyze or synthesize knowledge.	5.00	4.31	4.44	3.56	4.21
Evaluated learners' ability to apply knowledge to specific patients, cases, or examples.	5.00	4.23	4.39	3.57	4.21
Evaluated learners' skills to apply knowledge to specific patients, cases, or examples.	5.00	4.15	4.39	3.53	4.20
Evaluation	**4.86**	**4.28**	**4.41**	**3.56**	**4.13**
Gave feedback frequently.	4.86	4.23	4.39	3.54	4.10
Gave feedback in timely manner.	4.86	4.46	4.39	3.57	4.15
Gave positive feedback to learners.	4.86	4.15	4.44	3.59	4.15
Promoting Self-Directed Learning	**5.00**	**4.28**	**4.39**	**3.61**	**4.11**
Encouraged learners to do outside reading.	5.00	4.23	4.39	3.63	4.07
Motivated learners to learn on their own.	5.00	4.31	4.50	3.62	4.16
Explicitly encouraged further learning.	5.00	4.31	4.28	3.59	4.09
Mean of seven constructs	**4.91**	**4.32**	**4.45**	**3.73**	**4.26**
Overall Assessment: The effectiveness of this instructor was (5= Excellent, ..., 1= Very Poor)	4.86	4.31	4.50	3.54	4.24
Number of Observations	**7**	**13**	**18**	**216**	**3976**

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Instructor Comments Report

Rated by =Submitted by Medical Students Years 1/2 <

Instructor: Bae, Taeok **Course:** MICR P650 Invasion and Defense Step 6 (NW)

Academic Year: 2009-10 **Semester:** Fall

Comments
Dr. Bae is one of the best professors that I have ever had. He does everything in his power to make sure that his students succeed in this difficult class. Words cannot express enough the gratitude that I have for all of his efforts.
Dr. Bae is one of the best professors I have ever had. It's too bad he teaches at a center so will never have the chance to win professor of the year or a similar award because he deserves it.
Lecture notes were excellent. Class reviews were excellent as well. Instructor was able to teach in an engaging manner that stimulated learning.

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Home Evaluation Reports ECMS PSA Assessments Clerkship Eval OSCE DoCC Logout

Instructor Evaluation Report

Rated by Medical Student Year 1/2

Instructor: Bae, Taeok **Course:** MICR P650 Invasion and Defense Step 6 (NW)
Academic Year: 2010-11 **Semester:** Fall

Rating Scale: 5=Strongly agree to 1=Strongly disagree

During this course, the instructor generally:	2010-11	2009-10	2008-09	Discipline*	School**
Learning Climate	**4.61**	**4.69**	**4.26**	**4.20**	**4.42**
Listened to learners.	4.59	4.71	4.23	4.23	4.42
Expressed respect for learners.	4.53	4.71	4.08	4.18	4.43
Encouraged learners to bring up problems.	4.71	4.64	4.46	4.20	4.40
Control of Session	**4.75**	**4.64**	**4.44**	**4.23**	**4.39**
Covered all scheduled topics.	4.76	4.64	4.54	4.33	4.46
Set an agenda.	4.71	4.64	4.54	4.24	4.43
Avoided digressions.	4.76	4.64	4.23	4.13	4.29
Communication of Goals/Objectives	**4.57**	**4.62**	**4.33**	**4.15**	**4.32**
Prioritized goals/objectives.	4.59	4.64	4.38	4.21	4.35
Repeated goals/objectives periodically.	4.59	4.57	4.31	4.09	4.29
Stated relevance of goals/objectives to learners.	4.53	4.64	4.31	4.16	4.33
Promoting Understanding and Retention	**4.39**	**4.64**	**4.41**	**4.05**	**4.26**
Explained relationships in materials.	4.59	4.64	4.46	4.15	4.32
Presented well-organized material.	4.06	4.64	4.31	3.92	4.20
Emphasized the relevant information.	4.53	4.64	4.46	4.10	4.25
Evaluation	**4.37**	**4.64**	**4.23**	**3.95**	**4.19**
Evaluated learners' ability to analyze or synthesize knowledge.	4.41	4.64	4.31	3.93	4.19
Evaluated learners' ability to apply knowledge to specific patients, cases, or examples.	4.35	4.64	4.23	3.97	4.20
Evaluated learners' skills to apply knowledge to specific patients, cases, or examples.	4.35	4.64	4.15	3.95	4.18
Evaluation	**4.37**	**4.57**	**4.28**	**3.93**	**4.13**
Gave feedback frequently.	4.41	4.43	4.23	3.89	4.10
Gave feedback in timely manner.	4.41	4.64	4.46	3.98	4.15
Gave positive feedback to learners.	4.29	4.64	4.15	3.92	4.15
Promoting Self-Directed Learning	**4.51**	**4.79**	**4.28**	**3.89**	**4.12**
Encouraged learners to do outside reading.	4.47	4.79	4.23	3.92	4.09
Motivated learners to learn on their own.	4.53	4.79	4.31	3.91	4.17
Explicitly encouraged further learning.	4.53	4.79	4.31	3.85	4.11
Mean of seven constructs	**4.51**	**4.66**	**4.32**	**4.06**	**4.26**
Overall Assessment: The effectiveness of this instructor was (5= Excellent, ..., 1= Very Poor)	4.47	4.71	4.31	3.95	4.23
Number of Observations	**17**	**14**	**13**	**314**	**4313**

*-Discipline column represents the average of all instructors within a particular department statewide
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Instructor Comments Report

Rated by =Submitted by Medical Students Years 1/2 <

Instructor: Bae, Taeok **Course:** MICR P650 Invasion and Defense Step 6 (NW)

Academic Year: 2010-11 **Semester:** Fall

Comments
I can't say how awesome Dr. Bae is. He is a great teacher who cares about his students.
a bit too condescending of students
Great job!

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Terry C. Easton, MS III
Indiana University School of Medicine
9 Beach Lane
Ogden Dunes, IN 46368
Tel: (219) 378-0861
tceaston@iupui.edu

April 22, 2011

Subject: Taeok Bae, Ph.D.

Dear Committee Members:

It is both my pleasure and privilege to write this letter of recommendation on behalf of Dr. Taeok Bae. As a student at the Indiana University School of Medicine, I was fortunate to have Dr. Bae as my Microbiology and Immunology professor. Throughout my educational career I have had many fine professors. However, I have never encountered a more professional and dedicated professor than Dr. Bae. Dr. Bae is an extremely diligent professor and consistently demonstrated outstanding leadership skills in both lecture and problem-based learning studies. Dr. Bae is clearly a leader during case discussions, not being dominating but leading by example, by giving attention to details and by giving respect and consideration to all group members – motivating them and getting each of them involved.

His lectures were thorough, interesting and interactive. Dr. Bae was always on time and well-prepared. I enjoyed how he would regularly integrate clinical scenarios during lectures. He makes his students his number one priority by conducting review sessions and working with students individually. Dr. Bae is the type of professor that will make any sacrifice to serve the needs of his students. From my experiences his sense of compassion and yearning to help his students makes him stand out as a truly exceptional professor.

Should you wish to contact me for further information, please do not hesitate to do so at any time by telephone or email. I will make myself available at your convenience.

Sincerely,

Terry C. Easton MSIII

To the NW Campus of IUSM:

I recently learned that Dr. Taeok Bae is up for tenure and I am gladly writing this letter in support of him. Dr. Bae was the Microbiology professor during the second year of medical school and I found him to be one of the most beneficial and enjoyable during my time in Gary.

I will admit that I did not attend every lecture during my first two years of medical school especially during the latter half leading up to my Step 1 exam. And perhaps I just found the subject of Microbiology more interesting than some of the others. But I made sure I attended nearly all of the lectures given by Dr. Bae because of his insight and his ability to engage me as a student. He explained difficult material clearly and found a way to prioritize information in a subject with endless material. That being said, I most appreciated Dr. Bae during our small group sessions. There were many leadership styles to a PBL session but I felt his was the most beneficial. He had a way of challenging students that was direct without being condescending and I appreciated his way of teaching. His expectation of students is high and at first it is intimidating. But it is a strong motivating factor as I began to realize what is expected of me as medical professional and I feel he helped me develop a sense of responsibility that I would need in my clinical years. I began to prepare more seriously ahead of time and I was motivated to do my best in those sessions as I felt a sense of importance in what we were studying. I also appreciated how he allowed us as students to direct sessions and develop learning issues of our own during the cases. Many times we were coddled or essentially led through a case but Dr. Bae helped us develop a sense of leadership and accountability that wasn't always present with other tutors. I found his belief in us to be motivating but also it gave us a glimpse into our considerable expectations and duties as medical professionals.

I found Dr. Bae to be concerned with his students both personally and professionally. He was always approachable with questions during lectures, PBL, and during free time after class was over. During his weeks lecturing, he would occasionally find me or other students studying in the library and take the time to ask if we had questions regarding any particular subject. I do remember a situation in which Dr. Bae had asked to speak with me in private. He was concerned that he might have been misunderstood during a lecture and asked for a moment of my time to clarify any confusion. There was no issue but I really appreciated the effort he made to clarify the situation and to be upfront with any concerns he had. I had never had a professor take it upon him or herself to personally clear the air with me even over a minor point of confusion during a lecture. I found it very refreshing and allowed me to feel comfortable in approaching Dr. Bae for any reason.

My first encounter with Dr. Bae was actually at an intramural basketball game during my first year at the campus. I did not recognize who he was but I was informed by some of my second-year teammates that he attends the games to support the students. I also saw that he had provided some of the players with sports drinks during the game. After hearing about that, I began to view him as one of the more likable professors I had come in contact with during all my years of schooling. During my second year, Dr. Bae would attend some of the games well and it was fun to have a member of the staff there to support us.

I would also see him at other school functions and he helped to create a familial atmosphere by being a member of the NW community in a setting outside of the labs and classrooms we were all accustomed to.

I have no doubt that Dr. Bae would be an invaluable professor to retain on tenure. He does an excellent job of keeping students challenged and involved during his sessions and has always been one of the most approachable professors at the campus. He expects the most from us as students and pushes us to become responsible for our learning. I feel he does a great job of connecting with students even outside of class and I truly believe he is one of the strongest assets at the NW campus. I feel very fortunate to have been taught by him during my second year and I believe he should be granted tenure. Thank you.

Andrew Nimry

IUSM Class of 2011

NW Campus 2007-2008 and 2008-2009

Teaching Evaluation for Dr. Taeok Bae

During my experience with Dr. Bae, I found him to be an excellent overall educator. He is well-organized and thorough in his handling of the broad subject of teaching bacteria, fungi, and parasites at the Northwest campus. He teaches at an appropriate level for 2nd year medical students and is complete without being overwhelming. Dr. Bae has many strengths, but foremost from an academic standpoint is that the lecture guides/notes he created were an excellent teaching and reference manual. I used his notes in addition to a textbook, but I strongly suspect that I could have done away with the text without detriment to my learning. They were primarily how I learned the information he was responsible for teaching.

Dr. Bae's primary weakness is that he does not have clinical experience in the field of microbiology. Thus he is less able to explain how a particular bacterial disease may present to a physician in an office or hospital setting. While he teaches the classic presentations very well, he speaks less well for how a bacteria typically presents or the settings in which one might encounter the bacteria as a physician. He is also less adept at describing the application of antimicrobials in clinical settings. Integrating the pharmaceutical aspect of microbiology is a large part of medicine and it would be helpful if this was done somewhat more cohesively at the Northwest campus. Dr. Bae is also somewhat less familiar with virology, which is he is not responsible for teaching. This is disappointing only in the sense that he does such an excellent job teaching everything else that it would be nice to see that consistency throughout microbiology. Though weaker in these areas, I did not find this to be detrimental to my education, only that I was on proper footing for my third year instead of being half a step ahead.

As mentioned, Dr. Bae has a multitude of strengths. In addition to compiling an excellent set of notes, he is also a dynamic lecturer. For those of my classmates that elected to attend his lectures, they were well-rewarded by his engaging approach to the material. He has also taken time to collect a number of mnemonic devices which I found to be invaluable in remembering the various aspects of microbiology, especially considering that his topics are condensed into roughly 6 weeks of learning time.

As a case tutor, I found the sessions led by Dr. Bae to be much more focused and directed. While allowing learners to present their findings and be independent learners, he also corrects gross errors in information and will clarify a subject that has some uncertainty for the group. He is meticulous in his evaluations and also tries to be very clear in how the group is evaluated. Though I never enjoyed being evaluated during case sessions, I at least knew that Dr. Bae took his role seriously and would be as fair as possible.

Dr. Bae's tests were valuable learning tools as well. They very closely mirrored the style and relative emphasis of the details of microbiology that were necessary to know for our board examinations. After preparing for his tests and afterwards reviewing my mistakes, I felt well prepared for my Step 1 examination. As I've continued on in my third year, I continue to rely on knowledge that I learned at that time, and know that I have a reliable resource to re-learn that which has become dusty.

Dr. Bae is also impressive in his willingness and ability to tutor on an individual level. When students are struggling to learn in his class, he offers his time to better understand why a student is struggling and

will devote one-on-one teaching time. While many professors may offer to do so, Dr. Bae is particularly approachable and demonstrates that he cares only for the best with regards to the student.

Not only does Dr. Bae care deeply about his students learning academically, he cares about their overall well-being. While I never struggled academically, I did at times find the overall experience of going to medical school in Gary to be disheartening. Dr. Bae took time to talk to me and share his personal experiences with me and tried to guide me to make the best of my time.

I found Dr. Bae to be a very genuine and caring person who also happens to be an excellent professor.

Chris Lee

Class of 2012