

Teaching and Mentoring

TEACHING PHILOSOPHY

I admit that I love teaching as much as I love science and truly believe that these two essential components of every chemistry professor cannot be separated, but do rather complement each other. I wish to express my appreciation to my university professors and my research advisors who taught me science, who taught me what chemistry is. I feel that teaching is as much a gift as a skill to be learned, although I have never had any formal training for teaching. I was born in Russia, where my grandfather was a high school and college teacher of mathematics, my grandmother taught music at school, and my mother was a professor of piano at the Gnessin State Musical College. Students often visited our house, and from the childhood, I have understood what it means to be a good teacher. Students who graduated as many as 40-50 years ago still called my mother to tell her how fortunate they were to study music with her. One of her former students who later became a conductor and director of a music academy wrote: "Her love and support were very important for me: she was one of the first people who believed in my talent unconditionally, and I only now starting to understand how important it was for me at that moment!" The same atmosphere was in my grandfather's house. As a small child, I was unable to understand why so many people on the street stopped to speak with my grandfather. When I grew up a bit, many people told me that he was the greatest teacher and the wisest man they had ever met. That was many years ago. Now being a teacher myself, I wish to thank my grandfather and my mother for all the passion to teach that I have inherited from them.

It is my belief that teaching can only happen in the context of a human relationship, and it is my desire to first create an atmosphere or learning environment in which all people in a room can connect. In the first few minutes of a lecture or a presentation, I try to establish the shared passion for chemistry as a common ground. In that territory of shared passion, the sharing of ideas or communication becomes easier. What I may think about a molecule, a reaction, a mechanism, or a topic need not be what my student thinks; rather, we think together, share our knowledge with each other, and learn together how to think better. I often use group assignments and chalk-board exercises, extended office hours, casual settings for study groups, and one-page quizzes in even the largest classes. It is my objective to maintain classes as communities of learners by keeping all constantly aware of the others' objectives, different perspectives, and shared passions. In doing this, I attempt to teach students how to think as well as how to broaden their scientific knowledge base.

I derive equal joy from my students and my subject; I am equally interested in both. My students know that I like working with them and I respect them. My students know that I am deeply interested in my subject and I am truly interested in their ideas. I know that most of them work very hard to develop fresh ideas about their assignments and projects. I work equally as hard to make their learning efficient, enjoyable, and seemingly easy. When we work together, we discover why science elicits passion, including the passion to gain knowledge. Chemical science is itself an efficient, enjoyable, and seemingly easy way of starting to understand the complexities of the living world, of establishing relationships with it, and more importantly of knowing one's self.

For teaching evaluations refer to <http://www.ratemyprofessors.com/ShowRatings.jsp?tid=464141>

TEACHING ASSIGNMENTS – enrolment (total classroom enrolment 1,819)

Winter, 2021

Special Topics of Organic Chemistry: Carbohydrate Chemistry (Graduate Lecture Course, 3.0) -

Chemistry Colloquium (Graduate Course, 1.0) -

<i>Fall, 2020</i>	Advanced Organic Chemistry Laboratory (Undergraduate Lecture/Laboratory Course, 2.0) - Problem Seminar in Organic Chemistry (Graduate Course, 1.0) -
<i>Winter, 2020</i>	Organic Chemistry II (Undergraduate Lecture Course, 3.0, Online from March 13, 2020) - 48
<i>Fall, 2019</i>	Advanced Organic Chemistry Laboratory (Undergraduate Lecture/Laboratory Course, 2.0) - 17 Problem Seminar in Organic Chemistry (Graduate Course, 1.0) - 15
<i>Winter, 2019</i>	Special Topics of Organic Chemistry: Synthesis in Glycosciences (Graduate Lecture Course, 3.0) - 7
<i>Fall, 2018</i>	Advanced Organic Chemistry Laboratory (Undergraduate Lecture/Laboratory Course, 3.0) - 18
<i>Winter, 2018</i>	Organic Chemistry II (Undergraduate Lecture Course, 3.0) - 61
<i>Fall, 2017</i>	Advanced Organic Chemistry Laboratory (Undergraduate Lecture/Laboratory Course, 2.0) - 7 Chemistry Colloquium (Graduate Course, 1.0) - 36
<i>Winter, 2017</i>	Special Topics of Organic Chemistry: Carbohydrate Chemistry (Graduate Lecture Course, 3.0) - 24
<i>Fall, 2016</i>	Advanced Organic Chemistry Laboratory (Undergraduate Lecture/Laboratory Course, 2.0) - 12
<i>Winter, 2016</i>	Organic Chemistry II (Undergraduate Lecture Course, 3.0) - 55
<i>Fall, 2015</i>	Organic Chemistry I (Undergraduate Lecture Course, 3.0) - 103 Problem Seminar in Organic Chemistry (Graduate Course, 1.0) - 21
<i>Winter, 2015</i>	Organic Chemistry II (Undergraduate Lecture Course, 3.0) - 63
<i>Fall, 2014</i>	Organic Chemistry I (Undergraduate Lecture Course, 3.0) - 93
<i>Winter, 2014</i>	Organic Chemistry I (Undergraduate Lecture Course, 3.0) - 61
<i>Fall, 2013</i>	Organic Laboratory (Undergraduate Lecture/Laboratory Course, 3.0) - 17 Problem Seminar in Organic Chemistry (Graduate Course, 1.0) - 14
<i>Winter, 2013</i>	Special Topics of Organic Chemistry: Carbohydrate Chemistry (Graduate Lecture Course, 3.0) - 11
<i>Fall, 2012</i>	Organic Chemistry I (Undergraduate Lecture Course, 3.0) - 108
<i>Winter, 2012</i>	Organic Chemistry II (Undergraduate Lecture Course, 3.0) - 56
<i>Fall, 2011</i>	Organic Chemistry I (Undergraduate Lecture Course, 3.0) - 116 Chemistry Colloquium (Graduate Course, 1.0) - 49 Advanced Reading in Chemistry (Graduate Course, 1.0) - 2
<i>Winter, 2011</i>	Taught an 8-hour course on "Synthetic Carbohydrate Chemistry" to doctoral and post-doctoral students during the sabbatical leave at the Eastern Piedmont University, Novara, Italy - 10
<i>Fall, 2010</i>	Organic Laboratory (Undergraduate Lecture/Laboratory Course, 2 sections, 3.0 each) – 27 Advanced Reading in Chemistry (Graduate Course, 1.0) - 4
<i>Winter, 2010</i>	Special Topics of Organic Chemistry: Carbohydrate Chemistry (Graduate Lecture Course, 3.0) - 16 Problem Seminar in Organic Chemistry (Graduate Course, 1.0) - 19

<i>Fall, 2009</i>	Advanced Reading in Chemistry (Graduate Course, 1.0) - 5 Organic Chemistry I (Undergraduate Lecture Course, 3.0) - 90
<i>Winter, 2009</i>	Advanced Reading in Chemistry (Graduate Course, 1.0) - 9 Organic Chemistry II (Undergraduate Lecture Course, 3.0) - 65
<i>Fall, 2008</i>	Advanced Reading in Chemistry (Graduate Course, 1.0) - 9 Organic Chemistry I (Undergraduate Lecture Course, 3.0) - 97
<i>Winter, 2008</i>	Advanced Reading in Chemistry (Graduate Course, 1.0) - 6 Special Topics of Organic Chemistry: Carbohydrate Chemistry (Graduate Lecture Course, 3.0) - 19 Problem Seminar in Organic Chemistry (Graduate Course, 1.0) - 10
<i>Fall, 2007</i>	Advanced Reading in Chemistry (Graduate Course, 1.0) - 8 Organic Laboratory (Undergraduate Lecture/Laboratory Course, 2 sections, 3.0 each) – 35 total
<i>Winter, 2007</i>	Organic Chemistry II (Undergraduate Lecture Course, 3.0) - 53
<i>Fall, 2006</i>	Organic Laboratory (Undergraduate Lecture/Laboratory Course, 2 sections, 3.0 each) – 30 total
<i>Winter, 2006</i>	Special Topics of Organic Chemistry: Essentials of Carbohydrate Chemistry (Graduate Lecture Course, 3.0) - 11 Problem Seminar in Organic Chemistry (Graduate Course, 1.0) - 8
<i>Winter, 2005</i>	Organic Chemistry II (Undergraduate Lecture Course, 3.0) - 60
<i>Fall, 2004</i>	Organic Chemistry I (Undergraduate Lecture Course, 3.0) - 89
<i>Winter, 2004</i>	Organic Chemistry II (Undergraduate Lecture Course, 3.0) - 46
<i>Fall, 2003</i>	Organic Laboratory (Undergraduate Lecture/Laboratory Course, 3.0) - 14 Problem Seminar in Organic Chemistry (Graduate Course, 1.0) - 6
<i>Winter, 2003</i>	Organic Chemistry II (Undergraduate Lecture Course, 3.0) - 67
<i>Fall, 2002</i>	Organic Chemistry I (Undergraduate Lecture Course, 3.0) - 64
<i>Winter, 2002</i>	Special Topics of Organic Chemistry: Modern Carbohydrate Chemistry (Graduate Lecture Course, 3.0) - 7
<i>Fall, 2001</i>	Structural Organic Chemistry (Undergraduate Lecture Course, 3.0) – 53

MASTER'S ADVISING AND DEFENSE COMMITTEES SERVED (* - CHAIRED)

2020	Olivia Slater (SIUE Pharmacy)
2019	Brad Jones (SIUE)
2017	Huy Nguyen*
2015-2016	Scott Geringer (SIUE)
2015	Rashad Aalaei (SIUE)
2014-2016	Firouzeh N. Khosroshahi (SIUE)
2012-2013	Chase Gobble*
2008-2010	Janice Wildrick (SLU)
2008-2010	Teerada Kamkhachorn*
2006-2007	Sergey Sedinkin*
2002-2003	Jamin Graham*

DOCTORAL DISSERTATION ADVISING COMMITTEES SERVED (* - CHAIRED)

2020-Present	Saroj Kafle	
2020-Present	Kapur Dhami	
2019-Present	Dhanbir Lingden	
2019-Present	Hayley Steber*	
2019-Present	Deva Talasila	
2019-Present	Palak Sondhi	
2018-Present	Melanie Shadrack*	Bauer, Nichols
2018-Present	Huy Nguyen	
2018-Present	Ganesh Shrestha*	Bauer, Stine
2017-Present	Samira Escopy*	Bauer, Stine, De Meo
2017-Present	Bishal Nepal	
2016-Present	Catherine Alex*	Bauer, Stine, Hamper
2016-Present	Dharmendra Neupane	
2016-2018	Vasilii Mikhailov	
2016-Present	Giri Gnawali	
2015-2020	Scott Geringer*	Bauer, Stine, De Meo
2015-2019	Matteo Panza*	Bauer, Stine, Wong
2015-2019	Shen-Shen Guan	
2014-2019	Mithila Bandara*	Chickos, Wilking, Stine
2014-2019	Michael Mannino*	Spilling, Dupureur, Nichols
2014-2018	Tinghua Wang*	Bauer, Wilking, Stine
2014-2019	Maha Abutokaikah	
2014-2018	Matthew Stark	
2014-2017	Matthew Queensen	
2014-2016	Natthakaln Lomchoey (SWU, Thailand)	
2013-2018	Satsawat Visansirikul*	Bauer, Hamper, Kolodziej
2013-2016	Allan Alla	
2012-2016	Andrew Kamadulski	
2012-2016	Salvatore Pistorio*	Stine, Hamper, Bauer
2011-2016	Xiao Jia*	Bauer, Chickos, Wilking
2011-2014	Jay Bhattarai	
2009-2014	J. Prithika Yasomanee*	
2009-2014	Swati S. Nigudkar*	
2008-2012	Jacqueline Hawkins (WUSTL School of Medicine)	
2008-2013	Scott Hasty*	
2007-2012	Sneha Ranade*	
2007-2011	Hemali Premathilake*	
2006-2010	Sophon Kaeothip*	
2005-2010	Laurel Mydock*	
2004-2008	Aileen Bongat*	
2004-2008	Archana Parameswar*	
2002-2008	James Smoot*	
2002-2006	Medha Kamat*	
2002-2006	Papapida Pornsuriyasak*	

DOCTORAL DISSERTATION DEFENSE COMMITTEES SERVED (* - CHAIRED)

<i>March 2020</i>	Scott Geringer*
<i>November 2019</i>	Matteo Panza*
<i>October 2019</i>	Mithila Bandara*
<i>July 2019</i>	Maha Abutokaikah
<i>April 2019</i>	Michael Mannino*
<i>November 2018</i>	Tinghua Wang*
<i>April 2018</i>	Matthew Stark
<i>April 2018</i>	Satsawat Visansirikul*
<i>December 2017</i>	Nicholas Ahlemeyer (WUSTL)
<i>April 2017</i>	Vikramjit Sarkar (IISER-Kolkata, India)
<i>November 2016</i>	Salvatore Pistorio*
<i>July 2016</i>	Xiao Jia*
<i>May 2016</i>	Roger Ashmus (University of Alberta, Canada)
<i>April 2016</i>	Allan Alla
<i>January 2016</i>	Natthakaln Lomchoey (SWU, Thailand)
<i>November 2015</i>	Kumar Bhaskar Pal (IISER-Kolkata, India)
<i>November 2014</i>	Jay Bhattarai
<i>July 2014</i>	Ben Martin
<i>July 2014</i>	Swati Nigudkar*
<i>June 2014</i>	Prithika Yasomanee*
<i>April 2014</i>	Abeera Sharma
<i>July 2013</i>	Pushkar Shejwalkar
<i>June 2013</i>	Scott Hasty*
<i>June 2013</i>	Surendra Dawadi
<i>November 2012</i>	Sneha Ranade*
<i>November 2012</i>	Binod Pandey
<i>May 2012</i>	Mahesh Paudyal
<i>November 2011</i>	Hemali Premathilake*
<i>July 2011</i>	Raj Malla
<i>November 2010</i>	Sophon Kaeothip*
<i>July 2010</i>	Kenise Jefferson
<i>April 2010</i>	Laurel Mydock*
<i>January 2010</i>	Vijaya G. Narayanaswamy (Indian Institute of Science, Bangalore, India)
<i>July 2009</i>	Maria Udan
<i>July 2008</i>	Aileen Bongat*
<i>July 2008</i>	Archana Parameswar*
<i>April 2008</i>	James Smoot*
<i>November 2007</i>	Patamaporn Umnahanant
<i>November 2006</i>	Medha Kamat*
<i>April 2006</i>	Papapida Pornsuriyasak*
<i>January 2006</i>	William Hanshaw
<i>July 2005</i>	Anyu He