



ALLSYST3MSG0 STRATEGIES LLC

JOSEPH R. POMERENING, PH.D., PMP

Award-Winning Former Assistant Professor & Teaching Assistant

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SUPPORT IN NAVIGATING ACADEMIC PRINCIPLES & PROCESSES

ACADEMIC CONSULTING & COUNSELING

From Small Colleges to Large Research Universities

Starting and adjusting to the undergraduate education experience is daunting for new students *and* parents. Each topic of study, discipline, and major poses unique challenges, as do the differences in philosophies, approaches, and teaching styles of professors and other academic staff. Concurrent with this significant life change as a new undergraduate student, your aspiring young adult is still developing: as new experiences and lessons come into play that will further refine their views and understanding of the world, these are also likely to impact their interests and attitudes. For good reason, the excitement and pride of your undergraduate pursuing their dreams *can* be matched by your concerns as parents, who just want them to achieve fulfillment and success.

This service focuses on parent (and student) concerns, answering questions, and providing perspective from inside academia, to help you better understand and relate to what your undergraduate is experiencing. Common topics include:

- Navigating the Highs and Lows (Student & Parent)
- Handling Stress and Unforeseen Circumstances
- Coping with and Recovering from Failure
- Choosing and/or Changing Majors
- Identity Crisis
- Changing Attitudes Towards Coming to/Being at Home
- Students from Diverse and Unique Backgrounds
- Athletics & Other Time-Intensive University Activities

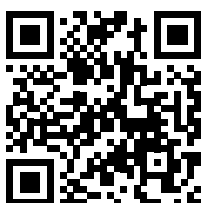
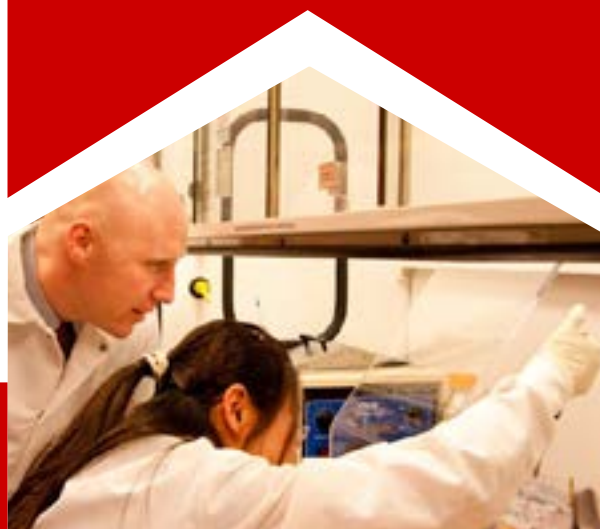
SUPPORTED & MENTORED STUDENT ATHLETES

Men's & Women's Soccer & Swimming-Track & Field-Cross Country
Baseball-Softball-Women's Golf, Water Polo, Rowing & Field Hockey



SELECT EXPERIENCE & AWARDS

- Taught >1400 IU Undergraduates Molecular Biology
- Taught 56 IU Graduate Students Cell Biology
- Taught 480 UIUC Undergraduates Biology Lab/Discussion
- Taught and Trained 200 UIUC "At-Risk" Students in a Self-Developed "Bridge-Transition" Summer Biology Course
- IU Biology Department Senior Class Award for Teaching Excellence (4-year awardee, 2009-2012)
- IU Kappa Alpha Theta Outstanding Professor (2011-2012)
- IU Pi Kappa Phi Outstanding Professor (2011)
- IU Trustees' Teaching Award (2008)
- UIUC Campus Award for Excellence in Undergraduate Teaching (2000)
- UIUC College of Liberal Arts and Sciences Award for Excellence in Undergraduate Teaching (1999)
- UIUC Plant Biology Excellence in Teaching Award (1998)
- Top 10% of UIUC Teaching Assistants (10/10 semesters)



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CONNECT WITH JOE

Hear perspectives from Joe in an introductory video (QR Code 1)
Email to request a free 30-minute consultation (QR Code 2)

~ ONE TO WATCH ~

There's a reason students love Joe Pomerening

Great teachers often have strong role models, professors who most powerfully influenced their own pedagogic style. **Joe Pomerening**, a widely popular biology professor with a waiting list, has something more like an anti-model.

Pomerening joined the IU Bloomington Biology Department in 2003 as an assistant professor. He studies how specific enzyme systems that control cell growth and division are regulated. He was named a 2009 Pew Scholar in the Biomedical Sciences, an early career award that provides extraordinary scientists with a four-year, \$240,000 grant. But his start in the sciences was not as auspicious.

Sophomore year at the University of Wisconsin, Madison had been particularly rough for Pomerening. His father was terminally ill back home on the dairy farm, and Joe had just failed a big exam in intermediate organic chemistry. When he sought advice on passing the next exam, the professor told him he would be better off dropping the class altogether. Undaunted, Joe reattempted the question and again was advised to give up.

Pomerening refused. "I told him, 'I'll be in the front row for every single lecture.'" Joe buckled down, memorized 500 reactions, aced the final, and got an A in the class.

But Pomerening hardly felt successful. "I felt disgraced," he recalls, still increased years later. "I didn't learn

anything in that class. I memorized 500 reactions but didn't have a damn clue about how they really worked."

Fifteen years later, it is 2007 in the College of Arts and Sciences at Indiana University and now Pomerening is the professor. But one thing has not changed: Grades are still the coin of the academic realm. "It's heartbreaking that students continue to be programmed this way," says Pomerening, who graduated from IUW with honors, went on to earn his PhD from the University of Illinois, and has since earned ten awards for teaching excellence. "I really wanted my students to let go of that drive to binge and purge," he says, describing the process of memorizing vast amounts of data and spitting them back on exam day. "I wanted them to leave my classrooms enabled as learners. That doesn't mean knowing every single little detail but understanding the big picture."

To that end, Pomerening decided to put the big picture on the small screen — through podcasts. If students could remember details and dialing from their lecture notes, he reasoned, maybe they would also recall complicated biology concepts. He bought a couple of Handicams and started rolling. By the end of the fall semester Pomerening had produced 12 podcasts and the following year, funded by a grant from the IU Podcasting Initiative, he produced another 13. His topics range from DNA and sun damage to the usefulness of studying fruit flies, bacteria, and viruses.

Pomerening's videos are fun, creative, and a little bit crazy. Sitting in a wingback chair beside a crackling fireplace is a Alastair Cooke, for instance, he hosts it up in "How to Think About Reading Frames," a podcast about the way ribosomes "read" RNA in triplets of nucleotides.

And he bakes cookies in his kitchen in "Mystery in Prokaryotic Transcription and DNA Fingerprinting," introducing a method molecular biologists use to identify protein binding sites on DNA molecules. Differences in sizes between the cookies illustrate how gaps or "kinks" appear when the DNA is separated by size. Posted to YouTube, the videos attract viewers far beyond Indiana University; the DNA fingerprinting podcast has had 6,700 views to date and plenty of comments. "I have an exam at 8 am," writes one student. "I was sad, now I'm happy. Please do more."

For all his accolades, Pomerening, who recently received a new grant to develop the iPad as a teaching tool, never wants to forget how it felt to be an undergraduate failing organic chemistry. "Success is not about getting the answer but working through a problem and yielding the product," he says. "Success isn't about output, it's about growth. It's not about the answers, it's about the questions." ■

Written by Debra Kent



INDIANA UNIVERSITY (2007-2014)
"RATE MY PROFESSOR" FEEDBACK

