ANGELA L. LARUE

angela.larue@uconn.edu

QUALIFICATION HIGHLIGHTS

Dedicated, enthusiastic professional with a master's in public health driven to increasing genetic literacy in the classroom and the community and to sharing my experiences with students planning their future academic endeavors. As a certified cytogenetics laboratory technologist with hospital, clinical, and research and development experience, I strive to create a challenging, relevant and active learning environment. I have an extensive sales, marketing and business portfolio which provides me with a perspective regarding the nature of the genetic testing business and with advice for students about career paths. I seek to develop trust and a good rapport with students always focusing on their success, interests and encouraging them to achieve their goals.

EXPERIENCE

ADJUNCT INSTRUCTOR, UNIVERSITY OF CONNECTICUT (STORRS, CT)

Aug – Dec 2023

- Primary instructor to 14 students for Fall 2023 offering of DGS 3100: Cytogenetic Technologies, 3-credit course
- Using of HuskyCT to post syllabus, assignments and other materials and to communicate with students
- Providing students an approved syllabus that includes course objectives and learning outcomes, teaching methodology, attendance policies in line with those of the school, texts and readings, assignments and deliverables, timelines and evaluation criteria
- Evaluating and selecting texts and instructional materials; prepare course materials and lesson plans
- Delivering course content using a variety of teaching styles and provide interesting and engaging assignments that demonstrate the real-world applications of concepts covered
- Maintaining records of enrollment and attendance, assessments and grades, submit class rosters and grade sheets by the deadlines established by the university
- Offering opportunities inside and outside the classroom to supplement learning such as conferences, hospital and laboratory tours, guest speakers, and the creation of a Resource Guide

SUBSTITUTE TEACHER, COVENTRY PUBLIC SCHOOLS (COVENTRY, CT)

Aug 2022 – present

- Provide instruction in various core subjects and in various grades
- Ensure students are welcomed into a supportive learning environment
- Encourage student participation and provide individual instruction as necessary
- Maintain day-to-day classroom management and discipline to promote learning initiatives

ADJUNCT INSTRUCTOR, UNIVERSITY OF CONNECTICUT (STORRS, CT)

Aug – Dec 2017

- Primary instructor to 12 students for Fall 2017 offering of DGS 3223: Laboratory in Cytogenetics. Met twice weekly for the 5-hour, 3-credit course
- Mentored students and completed recommendation letters for graduate schools
- Received an Excellence in Teaching Letter from Vice Provost for Academic Affairs

COURSE DESIGNER, ASNUNTUCK COMMUNITY COLLEGE (ENFIELD, CT)

Jan - May 2017

- Prepared Principles of Genetics course (BIO*260) including syllabi, lesson plans, teaching aids, exercises, and exams
- Course updates included active learning presentations, relevant studies and guest seminars

GENERAL MANAGER, RAINBOW SCIENTIFIC, INC. (WINDSOR, CT)

Sept 2007 - Present

- Ensure the company meets or exceeds customer needs and expectations by supporting sales team members, training new employees and managing product inventory
- Execute financial tasks including report preparation and distribution, account reconciliations, collection, invoicing and billing
- Perform extensive marketing skills through development of product and company print materials and the maintenance of the company website
- Communicate effectively with varied persons and personalities in managerial role
- Deal with customer inquiries and problems, employee scheduling, and arranging tradeshow and travel reservations
- Represent company at national and international meetings and conferences
- Develop and organize workshops presenting product and company information

CYTOGENETIC PRODUCT SPECIALIST, RAINBOW SCIENTIFIC, INC. (WINDSOR, CT)

Dec 2005 – Sept 2007

- Responsibilities included timely processing of customer orders and invoices, on-site and phone troubleshooting, development of marketing materials, and representing the company at various meetings and conferences

RESEARCH SCIENTIST, CYTOCELL TECHNOLOGIES, LTD. (CAMBRIDGE, UNITED KINGDOM)

May – Dec 2005

- Performed fluorescence in situ hybridization (FISH), quality control testing and developed new FISH assays for commercial use (Pan-Telomere and Pan-Centromere Probes)
- Trained company scientists in cytogenetic laboratory techniques of cytogenetics

CYTOGENETIC TECHNOLOGIST, BAYSTATE MEDICAL CENTER (SPRINGFIELD, MA)

Sept 2000 - May 2005

- Performed highly specialized procedures including culture, harvesting and microscopy of all specimen types for cytogenetic analysis
- Served on the QA/QC FISH Committee
- Served on the CAP Inspection Readiness Committee
- Educational Coordinator responsible for organization of journal clubs, seminars, etc. for staff to obtain CEUs
- Responsible for mentorship and training of clinical students in the UCONN DGS program and other clinical programs

EDUCATION

UNIVERSITY OF CONNECTICUT - FARMINGTON, CT: MASTER OF PUBLIC HEALTH 2007

Dean's List

Relevant experience

INTERN, VIRTUAL OFFICE OF GENOMICS (CONNECTICUT DEPT OF PUBLIC HEALTH)

Sept – Dec 2006

- Developed a Family Health Outreach Program for Capstone project
- Created and delivered presentations on the importance of Family Health History to various departments within the Connecticut Department of Public Health
- Surveyed CT DPH employees on knowledge of how genetics plays a role in chronic diseases

UNIVERSITY OF CONNECTICUT - STORRS, CT: BS IN DIAGNOSTIC GENETIC SCIENCES 2000

Dean's List

Inducted into Pi Beta Phi's "Pi Society" (requires ≥ 3.14 GPA)

Relevant experience

CYTOGENETICS INTERN, MEDICAL UNIVERSITY OF SOUTH CAROLINA, CYTOGENETICS AND MOLECULAR PATHOLOGY, CHARLESTON, SC DIRECTOR DAYNNA WOLFF, PHD

Jan – Jun 2000

- Research project: Genetics and Autism

PROFESSIONAL QUALIFICATIONS AND SKILLS

- Technologist in Cytogenetics Certification No: 1437, American Society for Clinical Pathology (ASCP), 2000-current
- Proficient in Microsoft Office Suite
- Proficient in Google
- Over 20-years-experience with QuickBooks Pro
- Introduction to Excel Certification, 2015
- Intermediate QuickBooks Certification, 2015

PROFESSIONAL ORGANIZATION AND COMMITTEES

- Representative for the Association of Genetic Technologists Educational Committee, New England and New York State, 2018-present
- Association of Genetic Technologists, Member 1999-present
- Advisory Board member, University of Connecticut's Diagnostic Genetic Sciences Program, 2011-2020
- Vice President of Finance, Manchester Area Alumnae Club of Pi Beta Phi, 2015-present
- Vice President of the Coventry, CT Youth Basketball Association, 2018-present

VOLUNTEERISM AND OUTREACH

- Organized seminar "Dealing with Difficult People in the Workforce" for Professional Development Seminar Program for students in the Diagnostic Genetic Sciences Program, focusing on sharing skills in workplace dynamics, corporation, and effectiveness, 2017
- Given talks to UCONN Diagnostic Genetic Sciences students about various topics including clinical placements, working with difficult people, and career paths
- Volunteer as an Assistant Coach for Coventry Youth Basketball, 2018-present

Angela L. LaRue Teaching and Advising Statement

Teaching and advising a diverse student population with the multitude of external and personal factors impacting learning, requires an instructor who respects differences in learning modalities, as well as a keen sense of cultural awareness. Students learn best when they are respected and challenged. Being a parent of a child with ADHD, I understand the diverse needs of students in a classroom. As an instructor, I have engaged, coached and mentored students young, and not so young how to navigate their academic journey by respecting their differences and encouraging them to become independent life-long learners and critical thinkers capable of taking ownership of their educational and health career goals.

Research shows that nearly 1 in 5 university students are affected with anxiety and depression. My teaching philosophy is that students are more than a number. They are individuals who walk in our classrooms grappling with all the societal pressures outside the classroom door. I believe a tailored individual learning approach using varied teaching methods and styles including but not limited to guest lecturers, small group projects, videos, dialogue and traditional handouts is key to learning. This is my commitment to effective learning, providing multimodal learning to engage my students. I like to get to know my students, connect with them and hopefully build a rapport such that they know and trust I have their best interests at heart. Students in my class know that I am their advocate and will do my absolute best to provide outstanding academic and career support.

My teaching and advising experiences include classroom instruction, developing college curriculum, capstone project completion, public health facilitation and presentations. I am currently the instructor of record for the 3 credit Cytogenetic Technologies course (DGS 3100) within the UConn Department of Allied Health Sciences. This semester students have had the opportunity to attend the New York State Regional Cytogenetics Meeting in Buffalo, NY; tour both the Cytogenetics and Molecular Laboratories, and the NICU at Hartford Hospital; and enjoy many guest speakers. Guest speakers have included a mother and her daughter with Downs Syndrome; a mother of a child with Hypertrophic Cardiomyopathy; a Cytogenetic Technologist; a Neonatologist; a Director of a Cytogenetics Laboratory and a Genetic Counselor.

As the instructor of record for the 3 credit Laboratory in Cytogenetics course (DGS 3223), I was honored to have received an Excellence in Teaching Letter from the Vice Provost for Academic Affairs. The course met twice a week for 5 hours, with lab one day and the other discussion. Preparation included updating syllabi, lesson plans, PowerPoint slides, homework, quizzes, and exams. Familiarity was attained with the HuskyCT and PeopleSoft systems. On behalf of one of my former teaching assistants, I submitted letters of recommendation for graduate school and provided career and graduate school advice. At Asnuntuck Community College as a course designer for the Principles of Genetics course (BIO*260), preparation included the creation of syllabi, lesson plans, class exercises, guest seminars and active learning presentations. During my capstone project for my master’s in public health degree, I presented on the importance of Family Health History related to chronic diseases and surveyed participates on their knowledge

of the relation of genetics to chronic diseases. The results amazed me. Most did not know about the connection of Family Health History (genetics) and chronic diseases. These presentations took place within various departments at the Connecticut Department of Public Health. While at Baystate Medical Center I was the Educational Coordinator for the Cytogenetics Lab and assisted technicians with educational requirements for recertification and training requirements. I trained new employees, residents, and clinical students in laboratory techniques. Experiences also include presenting at numerous conferences on the topics of family health history, genetics, and fluorescence in situ hybridization (FISH).

My ability to build upon and/or expand the curriculum within the Department of Allied Health Sciences is expansive due to my diverse educational and career experiences. I am knowledgeable and experienced not only in cytogenetics but public health and business, allowing me to bring a unique perspective to the Department. Opportunities to expand on courses already established in the Department such as the Genetic Testing and Genomic Medicine, Healthcare Genetics and Genomics, and Management for the Health Professional. My areas of interests consist of public health; public health genomics including ethical, legal, and social implications; fluorescence in situ hybridization (FISH); and business management.

Concepts for new course development in the Department of Allied Health Sciences include offering a public health genomics class that expands the genomic knowledge of allied health students. Genomics is intertwined throughout allied health disciplines and can be used to improve health and prevent disease. For instance, students interested in nutrition could benefit from having a general competency of genomics and family health history due to anticipated expansion of nutritional genomics. Nutritional genomics is an emerging science and although the use of nutrigenetic testing is not routine practice, the field is expanding. Providing students with a basic competency in genomics and how it relates to public health will provide them with a foundation that better prepares them for their future careers. Other concepts for new courses include Public Health and Allied Health Professions, Genomics and Chronic Non-Communicable Diseases, and Health Care Leadership: Skills and Styles. Concepts for new course development in the Diagnostic Genetic Sciences program include offering a laboratory in Cytogenetics, a stand alone course on Fluorescence In Situ Hybridization (FISH), and Laboratory Mathematics.

Angela L. LaRue Commitment to diversity statement

Diversity, especially in a classroom setting, presents both extraordinary opportunities and daunting challenges for educators and students alike. The dimensions of diversity including race, religion, gender, ethnicity, sexual orientation, cultural background, culture, language, mental and physical ability, class and immigration status are complex on many different levels. I believe teachers must have a keen sense of self and be open to our own biases and cultural norms learning from our students and appreciating our differences.

Growing up in the state of Maine with less then 1% minority population, I found myself hungry for a diverse college experience. My choice was the University of Connecticut which exposed me to people from all over the globe. That experience has contributed to both my personal and professional growth. In 2005, I had an opportunity to live in England and travel around Europe experiencing and engaging in different cultures first hand. My experiences have given me a deeper appreciation for those that are different from me and a greater understanding of the challenges and benefits that comes with living in a diverse society.

Diversity comes in many shapes and forms. For instance, depression and anxiety have afflicted college students at alarming rates. As noted in the 2017 Center for Collegiate Mental Health annual report, anxiety and depression are the top reasons student seek counseling. When 1 in 5 university students enter our classrooms dealing with anxiety and depression, it can't be ignored. They need our patience and understanding. And they need to know what resources are available to them for help.

Ethical topics are discussed in class, and fellow students need to keep an open mind and respect those that have a different opinion. We are all not going to agree but that is what makes this world an interesting place to live. As an instructor it is important that we facilitate all points of view.

Teaching to diverse audiences is something I take very seriously. My students have an enormous amount to teach me. I strive to learn from and adapt both the content and style of my teaching material to the diversity of the class allowing for a more memorable learning experience.