



## **2022 Recipient of the William V. Moore Distinguished Teacher-Scholar Award**

**Matthew T. Rutter, Ph.D.**



The William V. Moore Distinguished Teacher-Scholar Award, established in 2001, honors faculty members selected by their peers as exemplifying the teacher-scholar model. The recipients' exemplary scholarship and exemplary teaching have enriched the intellectual lives of our students throughout their careers. We are pleased to recognize Dr. Matthew T. Rutter from the Department of Biology with the 2022 award.

Dr. Rutter's research laboratory epitomizes the Teacher-Scholar model by creating an innovative research program that engages undergraduate students, graduate students, a post-doctoral visiting scholar, and a long-term research laboratory manager. He has received over \$3.8M in extramural funding, including 6 major grants from the National Science Foundation (NSF) and USDA since arriving at the College of Charleston. Dr. Rutter has mentored 30 College of Charleston undergraduates and 2 graduate students in research projects. In addition, through the USDA REEU (Research and Extension Experiences for Undergraduates) program that fuses undergraduate research and teaching, he mentored an additional 11 undergraduate students from institutions nationwide.

The scientific community has recognized Dr. Rutter's innovative research. His publication record includes at least 25 peer-reviewed publications in prestigious, top-tier journals such as *PLoS ONE*, and *Evolution*. Notably, he was a co-author on a recent publication in *Nature* (Monroe et al 2022), the top journal in the sciences. This work was featured on the NPR radio show Science Friday and was the subject of international news articles and podcasts. Dr. Rutter has published with 11 undergraduate co-authors and 1 Masters student. Four of these students served as first author of the publication, demonstrating Dr. Rutter's commitment to mentorship.

Research is an essential component of Dr. Rutter's classroom teaching. He added a "CURE" Course-based Undergraduate Research Experience to Biol 211. Dr. Rutter's colleagues note, "working on the cutting edge of this discipline and addressing fundamental questions in plant ecology and population genetics, he has been able to integrate this research deeply into his teaching." Dr. Rutter made undergraduate research a major component of his research agenda through his unPAK program (undergraduate students phenotyping *Arabidopsis* knockouts). The program has grown to 18 institutions of higher education and reached over 1000 students. Dr. Rutter and colleagues published an article sharing the curriculum and describing positive effects on student self-efficacy through participation in the unPAK CURE (Murren et al. 2019). This curricular approach has now been adopted by faculty at several other colleges.

Dr. Rutter's NSF project (with Murren and Strand), titled *Expanding Scientific Opportunity with a Digital Course Based Undergraduate Research Experience: Development and Evaluation*, develops digital resources to expand the diversity of institutions and students that can do CURE-based courses, especially institutions that may lack the physical infrastructure to grow and study plants. Outcomes are shared with other students through CUREnet, a network of partner institutions (e.g., Barnard College, Hampden-Sydney College, University of Georgia).

In July 2019, Dr. Rutter was appointed the first Academic Director of Stono Preserve, where he has worked with the USDA and Clemson to establish new opportunities for research, education, and employment for students and graduates. Therefore, it is an honor to name Dr. Matt Rutter as the 2022 recipient of the William V. Moore Distinguished Teacher-Scholar Award.