Lisa B. Limeri

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PROFESSIONAL APPOINTMENTS

University of Rhode Island - *Assistant Professor* **2026 - Present**
Department of Biological Sciences

Texas Tech University - *Adjunct Professor* **2026 - Present**
Department of Biological Sciences

Texas Tech University - *Assistant Professor* **2021 - 2026**
Department of Biological Sciences

University of Georgia - *Postdoctoral Research and Teaching Associate* **2017 - 2021**
Department of Biochemistry and Molecular Biology

- Mentor: Dr. Erin Dolan

EDUCATION

University of Pittsburgh - *Ph.D., Biological Sciences* **2012 - 2017**

Dissertation: The evolution of color polymorphisms in *Colias* butterflies: Preferences, learning, and sensory limitations

- Dissertation Advisor: Dr. Nathan Morehouse
- Minor: Teaching in the Biological Sciences

Binghamton University - *B.S., Biological Sciences: Ecology, Evolution, and Behavior* **2008 - 2012**

- *Summa cum laude*
- Minor: Binghamton Scholars
- Certificate in Evolutionary Studies

PUBLICATIONS

27 total: 11 first author, 8 senior author
** undergraduate mentees, ^ graduate student mentees, $ postdoctoral mentees*

Education Publications

Marroquín-Flores, R. A[$], Campbell, M. A.*, Grimes, S.*, & **Limeri, L. B.** (2026).
PubNavigator activity to promote science argumentation in introductory biology.

Integrative Organismal Biology, 8(1), obag065. https://doi.org/10.1093/iob/obag065

Hecht, C., Trzesniewski, K., Canning, E., **Limeri, L. B.**, Mandujano, E., & Vu, A. (2026). Resourceful, not remedial: Shifting subjective construal promotes use of stigmatized academic support services. *Journal of Educational Psychology, In press.*

Limeri, L. B. & Cimpian, A. (2026). How Do Young Children Think About Ability? Implications for Education Policy. *Policy Insights from the Behavioral and Brain Sciences, 0*(0), 1-8. https://doi.org/10.1177/23727322261461199

Chouvalova, A.^, Billings, I.*, Caraway, A.*, Hoggatt, N.*, Kim, G. Y.*, Mehta, A.*, Vizcaino, D.*, & **Limeri, L. B.** (2026). Characterizing the content and mechanisms of instructor messages that communicate instructor beliefs about ability to undergraduates. *CBE-Life Sciences Education, 25*(1), ar6. https://doi.org/10.1187/cbe.25-09-0202

Navlekar, A. S.[$], Baker, N.*, Ghaemmaghami, M.*, Obasi, I.*, Onubogu, S.*, O'pry, C.*, Posey, R.*, Tan, J.*, Walulu, K.*, Reid, J. W., & **Limeri, L. B.** (2025). Assessing how a teaching professional development program for biology graduate students bolsters self-efficacy and shapes teaching perspectives. *Journal of Microbiology & Biology Education*, *26*(2), e00008-25. https://doi.org/10.1128/jmbe.00008-25

Navlekar, A. S.[$], Theobald, E. J., Griffith, K., & **Limeri, L. B.** (2025). Strategically creating maximally heterogeneous lab groups did not improve group performance in an introductory biology lab class. *PLoS One, 20*(5), e0323799. https://doi.org/10.1371/journal.pone.0323799

Limeri, L. B. (2025). Intelligence in context: A context-specific mindset measure better predicts outcomes for science and math undergraduates. *CBE-Life Sciences Education*, *24*(1), ar19. https://doi.org/10.1187/cbe.24-09-0229

Marroquín-Flores, R. A.[$], Tijerina, R. M.*, Tedeschi, M.^, Banjara, S.*, Warmsley, R.*, McFather, L.*, Casas, Z.*, & **Limeri, L. B.** (2024). Using a QuantCrit approach to develop and collect evidence of validity for a measure of Community Cultural Wealth. *CBE–Life Sciences Education, 23*(4), ar55. https://doi.org/10.1187/cbe.24-01-0028

Ambrosino, C. M., Gorospe, K., **Limeri, L. B.,** Correa-Garcia, S., & Rivera, M. A. J. (2024). Exploring science identity and latent factors of student gains in a place-based marine science CURE designed to provide access to Hawai'i students from historically marginalized ethnicities. *CBE–Life Sciences Education, 23*(4), ar50. https://doi.org/10.1187/cbe.24-02-0038

Tedeschi, M.^ & **Limeri, L. B.** (2024). Models of disability as research frameworks in biology education research. *CBE–Life Sciences Education, 23*(3), ar8. https://doi.org/10.1187/cbe.24-01-0026

Chouvalova, A. C.^, Navlekar, A.$, Mills, D. J., Adams, M.*, Daye, S.*, De Anda, F.*, & **Limeri, L. B.** (2024). Undergraduates' reactions to errors mediates the association between growth mindset and study strategies. *International Journal of STEM Education, 11*(26), 1-15. https://doi.org/10.1186/s40594-024-00485-4

Limeri, L. B., Carter, N. T., Hess, R., Tuma, T. T., Koscik, I.*, Morrison, A.*, Outlaw, B.*, Royston, K.*, Bridges, B.*, & Dolan, E. L. (2024). Development of the Mentoring in Undergraduate Research Survey. *CBE – Life Sciences Education, 23*(2), ar26. https://doi.org/10.1187/cbe.23-07-0141

Limeri, L. B., Carter, N. T., Lyra, F.*, Martin, J.*, Mastronardo, H.*, Patel, J.*, & Dolan, E. L. (2023). Undergraduate Lay Theories of Abilities: Mindset, universality, and brilliance beliefs uniquely predict undergraduate educational outcomes. *CBE – Life Sciences Education, 22*(4) ar40. https://www.lifescied.org/doi/10.1187/cbe.22-12-0250

Canning. E. & **Limeri, L. B.** (2023). Theoretical and methodological directions in mindset intervention research. *Social and Personality Psychology Compass, 17*(6) *e12758*. 1-11. http://doi.org/10.1111/spc3.12758

McDaniel, M. A, Cahill, M. J., Frey, R. F., **Limeri, L. B.**, & Lemons, P. L. (2022). Learning introductory biology: Students' concept-building approaches predict transfer on biology exams. *CBE – Life Sciences Education*, *21*(4), ar65. https://doi.org/10.1187/cbe.21-12-0335

Chen, S., Binning, K. R., Manke, K. J., Brady, S. T., McGreevy, E. M., Betancur, L., **Limeri, L. B.,** & Kaufmann, N. (2021). Am I a science person? A strong science identity bolsters minority students' sense of belonging and performance in college. *Personality and Social Psychology Bulletin*, *47*(4), 593-606. https://doi.org/10.1177/0146167220936480

Limeri, L. B., Carter, N. T., Choe, J.*, Harper, H. G.*, Martin, H. R.*, Benton, A.*, & Dolan, E. L. (2020). Growing a growth mindset: Characterizing how and why undergraduate students' mindsets change. *International Journal of STEM Education, 7*(35), 1-19. https://doi.org/10.1186/s40594-020-00227-2

Limeri, L. B., Chen, M. M., Henry, M. A., & Schussler, E. E. (2020). Leveraging psychosocial interventions to motivate instructor participation in teaching professional development. *CBE–Life Sciences Education, 19*(3), es10. https://doi.org/10.1187/cbe.19-11-0236

Binning, K. R., Kaufmann, N., McGreevy, E. M., Fotuhi, O., Chen, S., Marshman, E., Kalender, Z. Y., **Limeri, L. B.,** Betancur, L., & Singh, C. (2020). Changing social contexts to foster equity in college science courses: An ecological-belonging intervention. *Psychological Science, 31*(9), 1059-1070. https://doi.org/10.1177/0956797620929984

Dolan, E. L., Borrero, M., Callis-Duehl, K., Chen, M. M., de Lima, J., Ero-Tolliver, I., Gerhart, L. M., Goodwin, E. C., Hamilton, L. R., Henry, M. A., Herrera, J., Huot, B., Kiser, S., Ko, M., Kravek, M., Lee, M., **Limeri, L. B.**, Peffer, M. E., Pires, D., Ramirez Lugo, J. S., Sharp, S. B., & Suarez, N. A. (2020). Undergraduate Biology Education Research Gordon Research Conference: A meeting report. *CBE – Life Sciences Education, 19*(2), mr1. https://doi.org/10.1187/cbe.19-09-0188

Limeri, L. B., Choe, J.*, Harper, H. G.*, Martin, H. R.*, Benton, A.*, & Dolan, E. L. (2020). Knowledge or abilities? How undergraduates define intelligence. *CBE – Life Sciences Education, 19*(1), ar5. https://doi.org/10.1187/cbe.19-09-0169

Limeri, L. B., Asif, M. Z., Bridges, B. H. T.*, Esparza, D.*, Tuma, T. T.*, Sanders, D.*, Morrison, A. J.*, Rao, P.*, Harsh, J. A., Maltese, A. V., & Dolan, E. L. (2019). "Where's my mentor?!" Characterizing negative mentoring experiences in undergraduate life science research. *CBE—Life Sciences Education, 18*(4), ar61. https://doi.org/10.1187/cbe.19-02-0036

Limeri, L. B., Asif, M. Z., & Dolan, E. L. (2019). Volunteered or voluntold? The motivations and perceived outcomes of graduate and postdoctoral mentors of undergraduate researchers. *CBE – Life Sciences Education, 18*(2), ar13. https://doi.org/10.1187/cbe.18-10-0219

Hanauer, D. I., Graham, M. J., **SEA-PHAGES**†, Betancur, L., Bobrownicki, A., Cresawn, S. G., Garlena, R. A., Jacobs-Sera, D., Kaufmann, N., Pope, W. H., Russell, D. A., Jacobs W. R., Sivanathan, V., Asai, D. J., & Hatfull, G. F. (2017). An inclusive Research Education Community (iREC): Impact of the SEA-PHAGES program on research outcomes and student learning. *Proceedings of the National Academy of Sciences, 114*(51), 13531-36. https://doi.org/10.1073/pnas.1718188115 †Contributing author in SEA-PHAGES group: Contributing author list, https://bit.ly/2FhkqBH

Biology Publications

Limeri, L. B. & Morehouse, N. I. (2016). The evolutionary history of the 'alba' polymorphism in the butterfly subfamily Coliadinae (Lepidoptera: Pieridae). *Biological Journal of the Linnean Society, 117*(4), 716-24. https://doi.org/10.1111/bij.12697

Lariviere, A., **Limeri, L. B.**, Meindl, G. A., Traw, B. M. (2015). Herbivory and relative growth rates of *Pieris rapae* are correlated with host constitutive salicylic acid

concentration and flowering time. *Journal of Chemical Ecology, 41*(4), 350-59. https://doi.org/10.1007/s10886-015-0572-z

Limeri, L. B. & Morehouse, N. I. (2014). Sensory limitations and the maintenance of color polymorphisms: Viewing the 'alba' female polymorphism through the visual system of male Colias butterflies. *Functional Ecology, 28*(5), 1197-1207. https://doi.org/10.1111/1365-2435.12244

RESEARCH GRANTS

$2,989 – PI, Building cross-institutional collaboration in self-regulated learning and motivation, UNIDOS Partnership Travel Grant, 2/1/2026-5/31/2026.

$20,000 – co-PI (PI Dr. Michael Serra and other co-PIs Drs. Eevin Jennings, Stephanie Stroever, Christine Prater, Jill White, Ahmad Jezzini), Why Do Some Medical Students Struggle in the Preclinical Curriculum? Fear of Failure, Error Beliefs, and Other Barriers to Effective Studying, TTUHSC seed grant, 5/1/2025 – 4/31/2026.

$1,992,025 – PI, Maximizing the Impacts of Inclusive Course-based Undergraduate Research Experiences: from Hypothesis to Undergraduate Conference Participation, Improving Undergraduate STEM Education, National Science Foundation, #2235819, 1 May 2023 – 30 Apr 2028

$11,000 – PI, The Biology Teacher-Scholars Program, Texas Tech University Graduate College and College of Arts & Sciences, 20 Jul 2022 – 30 Aug 2024.

$590,030 – PI, Collaborative Research: Improving Biology Undergraduates' Success by Fostering Positive Beliefs About Intellectual Abilities, Improving Undergraduate STEM Education, National Science Foundation, #2141956, 1 Feb 2022 – 31 Jan 2025.

$5,000 – Measuring students' perceptions of faculty beliefs, TrUE Transformers, Texas Tech University, 12 Jan 2022 – 10 Dec 2022

$2,000 – Assessing a CURE for the BLUEs (Boring Lecture-based Undergraduate Education), TrUE Undergraduate Project Funding, Texas Tech University, 12 Jan 2022 – 3 May 2022.

$3,215 – Improving student success and equity with student-level and instructor-level mindset interventions, FLAMEnet mini-grant, 1 Mar 2021 – 30 Apr 2022.

$322,402 – PI, Measuring Mindset in Undergraduate STEM Students, Building Capacity in STEM Education Research, National Science Foundation, #1937684 & #2200485, 1 Jan, 2020 – 31 Dec, 2021.

$45,000 – Gordon Research Seminar on Undergraduate Biology Education Research, Howard Hughes Medical Institute, 7 Feb, 2019 – 31 Aug, 2019.

$500 – How students respond to and grow through academic struggles. Mini-grant, Center for Integrated Research on Teaching and Learning at UGA, 2017.

$2,537 – The relative roles of genetically fixed and learned preferences. G. Murray McKinley Research Fund, Pymatuning Laboratory of Ecology, 2015.

$1,000 – The relative roles of genetically fixed and learned preferences. Arthur and Barbara Pape Award, Pymatuning Laboratory of Ecology, 2015.

OTHER RESEARCH PRODUCTS

Undergraduate Lay Theories of Abilities (ULTrA) Survey

- Development process, evidence of validity, and full text of measure published in open-access manuscript
- Published in the APA PsycTests repository of psychological measurements (PsycTests ID 999990198; DOI 10.1037/t90198-000), Learning About STEM Student Outcomes (LASSO) platform, and in the VM^{2}ED Repository for math education measures.

SELECTED FELLOWSHIPS AND AWARDS

Apple Polishing Award - *Mortar Board Society, TTU* **2025**

Integrated Scholar Award - *TTU* **2025**

Advisor Appreciation Award - *Women in STEM, TTU* **2025**

Distinguished Phenomenal Women of Texas Tech University - *TTU* **2024**

Apple Polishing Award - *Mortar Board Society, TTU* **2024**

New Faculty Award for the College of Arts & Sciences - *TTU Alumni Association* **2023**

Outstanding Faculty Mentor Award - *TTU* **2023**

Apple Polishing Award - *Mortar Board Society, TTU* **2023**

Open Access Publication Award - *TTU Libraries* **2023**

Outstanding Faculty Mentor Award - *TTU* **2022**

Postdoctoral Research Award - *UGA* **2020**

People's choice presentation - *Scientists Engaged in Education Research, UGA* **2018**

Andrew W Mellon Predoctoral Fellowship - *University of Pittsburgh* **2016 - 2017**

Stanton C Crawford Excellence in Teaching Award - *University of Pittsburgh* **2016**

Ivy McManus Predoctoral Fellowship - *University of Pittsburgh* **2015 - 2016**

Course Transformation Award - *Discipline-based Science Education Research Center, University of Pittsburgh* **2015**

Honorable Mention - *NSF Graduate Research Fellowship Program* **2014 & 2015**

PRESENTATIONS (past 5 years)

Invited and Peer-Reviewed Conference Presentations

Botany 2026, Tucson, AZ Aug 2026

Oral presentation: Developing concept inventories to measure undergraduates' data science skills and geospatial reasoning skills

American Educational Research Association Annual Mtg, Los Angeles, CA Apr 2026

Invited symposium presentation: Undergraduate instructors' beliefs about students' abilities relate to their course policies and student outcomes.

European Association for Research on Learning and Instruction Conference Aug 2025
University of Graz, Austria.

Invited symposium presentation: Growth mindset interventions at student and instructor levels narrow equity gaps in introductory biology courses.

ChemEd Conference, Golden, CO. Jul 2025

Long talk: Growth mindset interventions at student and instructor levels narrow equity gaps in introductory biology courses.

Open Science in Undergraduate Education Symposium Jun 2025
Allen Institute, Seattle, WA.

Poster: Using open access digitized natural history collections databases for course-based undergraduate research experiences

Learner-Oriented Innovations to Enhance Self-Regulation and May 2025
Teaching Associated Researchers (LONESTAR) Symposium, Austin TX

Invited Data Blitz: How students perceive their instructors' beliefs... and what's next?

American Educational Research Association Annual Conference, Denver, CO Apr 2025

Invited symposium presentation: A qualitative study of college STEM student perceptions of their instructors' beliefs about intelligence and ability.

Ecological Society of America, Long Beach, CA Aug 2024

Poster: Growth mindset interventions at student and instructor levels narrow equity gaps in introductory biology courses.

Biennial Conference on Chemical Education, Lexington, KY. Jul 2024

Oral presentation: Measuring mindset more accurately with the Undergraduate Lay Theories of Abilities (ULTrA).

Improving Undergraduate STEM Education Summit, Washington, D.C. Jun 2024

Poster: Growth mindset interventions at student and instructor levels narrow equity gaps in introductory biology courses.

Association for Psychological Science Annual Conference, San Francisco, CA May 2024
Invited symposium presentation: Testing Student and Instructor Mindset Interventions in Diverse Introductory Biology Classrooms.

Learner-Oriented Innovations to Enhance Self-Regulation and Teaching May 2024
Associated Researchers (LONESTAR) Symposium, Austin TX
Invited Data Blitz Presentation: Guiding questions in research supporting strategic learning.

Mindsets for Inclusive Learning Environments in STEM (MILES) Symposium Apr 2024
Austin, TX
Invited Presentation: Implementing mindset interventions at the student-level and instructor-level to improve equity in student outcomes.

Society for the Advancement of Biology Education Research National, Jul 2023
Minneapolis, MN
Short Talk: How instructors' beliefs about students' abilities and teaching perspectives relate to their pedagogical and course policy decisions.

American Educational Research Association Annual Conference, Chicago IL Apr 2023
Invited symposium presentation: Measuring Mindset More Accurately with the Undergraduate Lay Theories of Abilities (ULTrA) Survey
*note: The Program Chair of the Motivation Special Interest Group in AERA selected our symposium proposal to make public as an exemplar: https://drive.google.com/drive/u/0/folders/1BbXHaZIGD5TzktVegRN4GcuLdyraYW7Y

Society for the Advancement of Biology Education Research West, Irvine, CA Jan 2023
Oral presentation: What do instructors believe about students' abilities?

Society for the Advancement of Biology Education Research National, Jul 2022
Minneapolis, MN
Short talk: Intelligence in context: The Undergraduate Lay Theories of Abilities (ULTrA) survey is a robust and precise tool to measure mindset in undergraduate education contexts

Improving Undergraduate STEM Education Summit, Washington, D.C. Jun 2022
Poster: Measurement of Negative Mentoring in Undergraduate Research.

Association for Psychological Science Annual Convention, Chicago, IL May 2022
Poster: Measuring Mindset: Development of the Undergraduate Lay Theories of Abilities (ULTrA) Survey.

Integrating Psychology and STEM Education Research to Promote Innovative Apr 2022

Teaching Conference. Washington University's Center for Integrative Research on Cognition, Learning, and Education (CIRCLE), St. Louis, MO

Poster: Measuring mindset: Development of the Undergraduate Lay Theories of Abilities (ULTrA) Survey

Society for Personality and Social Psychology Annual Meeting, virtual Feb 2022

Oral presentation in a symposium I co-organized: Untangling mindset, universality, and brilliance beliefs in science and math undergraduates.

(Conference cancelled) Society for the Advancement of Biology Education Research West, Irvine, CA. Jan 2022

Selected for a short talk: Relationships among students' beliefs about abilities (lay theories) and social psychological outcomes.

Society for the Advancement of Biology Education Research National, virtual. Jul 2021

Short talk: Untangling mindset, universality, and brilliance beliefs in science and math undergraduates.

Florida-Caribbean Louis Stokes Regional Center for Excellence Mindsets for STEM Conference, virtual Jul 2021

Oral presentation: Why do students' mindsets change and how do we measure them?

American Educational Research Association Annual Conference, virtual Apr 2021

Invited symposium presentation: Development of the Undergraduate Lay Theories of Abilities (ULTrA) survey.

X-DBER Conference, virtual Mar 2021

Oral presentation: Developing the Undergraduate Lay Theories of Abilities (ULTrA) survey.

Invited Department Seminars

Department of Cell and Molecular Biology, University of Rhode Island Sep 2026

Title: Student and instructors' beliefs about abilities shape student success

Department of Biological Sciences, University Rhode Island May 2026

Title: Evidence based approaches to student motivation and resilience: From theory to practice

Department of Biology, University of Massachusetts - Boston, Boston MA. Apr 2026

Title: Evidence based approaches to student motivation and resilience: From theory to practice

Department of Biological Sciences, University of South Carolina Nov 2025

Title: How instructors' beliefs shape student experiences and outcomes.

Department of Biological Sciences, University at Buffalo (SUNY) Oct 2025

Title: Instructor beliefs' roles in shaping student experiences and outcomes.

Center for Advancing Scholarship to Transform Learning, RIT, Rochester, NY Apr 2025
Title: Leveraging students' and instructors' beliefs about students' abilities to improve biology undergraduates' outcomes.

Franklin and Marshall College, Lancaster, PA Mar 2025
Title: Leveraging students' and instructors' beliefs about students' abilities to improve biology undergraduates' outcomes.

Science of Teaching seminar series, UC San Diego, San Diego, CA Oct 2024
Title: Leveraging students' and instructors' beliefs about students' abilities to improve biology undergraduates' outcomes.

Dept of Biology Teaching and Learning, Univ. of Minnesota, Minneapolis, MN Mar 2024
Title: Leveraging students' and instructors' beliefs about students' abilities to improve biology undergraduates' outcomes.

Department of Biology Louisiana State University, Baton Rouge, LA Feb 2024
Title: Students' and instructors' beliefs about student abilities.

Department of Microbiology, University of Georgia, Athens, GA Jan 2024
Title: Students' and instructors' beliefs about student abilities.

Carol Dweck's Intelligence Lab, Stanford University, Stanford, CA Oct 2023
Title: Measuring Mindset in STEM undergraduates and their instructors.

Department of Human Ecology, University of California Davis, Davis, CA Oct 2023
Title: Dual perspectives: A tale of two perspectives: Students' and instructors' beliefs about student abilities.

Teaching Community of Practice, University of California Davis, Davis, CA Oct 2023
Title: Dual perspectives: A tale of two perspectives: Students' and instructors' beliefs about student abilities.

Ecology & Evolutionary Biology, U. of Tennessee at Knoxville, Knoxville, TN Sep 2023
Title: Dual perspectives: Students' and instructors' beliefs about student abilities.

Schmid College Science Forum, Chapman University, Orange, CA Jan 2023
Title: Measuring and exploring what students and instructors believe about intelligence.

Department of Biological Sciences, University of Memphis, Memphis, TN Apr 2022
Title: What do students believe about intelligence and why does it matter?

Education Research Seminar Series, Texas Tech University, Lubbock, TX Feb 2022
Title: Developing the Undergraduate Lay Theories of Abilities (ULTrA) survey

Department of Biological Sciences seminar series, Purdue University, virtual Feb 2022
Title: Developing the Undergraduate Lay Theories of Abilities (ULTrA) survey.
*Invited by graduate students

Discipline-based Science Education Research Center, U. of Pittsburgh, virtual Feb 2022
Title: Measuring mindset: the Undergraduate Lay Theories of Abilities (ULTrA) survey.

Educational Psychology department seminar, University of Georgia, virtual Nov 2020
Title: Measuring Mindset: What do students believe about intelligence, why does it matter, and how do we know?

Biology dept, North Carolina Agricultural & Technical State University, virtual Oct 2020
Title: Measuring Mindset: What do students believe about intelligence, why does it matter, and how do we know?

TEACHING EXPERIENCE

Biology II for Life Sciences Majors - *Texas Tech University* **Every spring since 2023**

- Second course in the introductory biology course sequence for majors, typically enrolling ~700 students across two sections focusing on evolution and ecology.

Biology I for Life Sciences Majors - *Texas Tech University* **Each fall 2021 - 2024**

- First course in the introductory biology course sequence for majors, typically enrolling ~800 students across two sections focusing on cellular biology and genetics.

Principles of Biology II: Organismal Biology - *University of Georgia* **Summer 2018**

- Instructor of record for second semester course of the introductory biology sequence for majors, enrolled 77 students

Supplementary Instruction for Introductory Biology - *University of Pittsburgh* **Spring 2016**

- Designed and taught weekly workshop for 20 students from underrepresented racial/ethnic backgrounds enrolled in the introductory biology course

PEDAGOGICAL TRAINING

STEM Teaching, Engagement & Pedagogy (STEP) Program Fellow **2021 - Present**
Teaching, Learning, and Professional Development Center, TTU

Divergent Minds, Inspired Designs Conference - *TTU TLPDC* **2024**

Advancing Teaching and Learning Conference - *TTU TLPDC* **2022 & 2023**

Engage Conference - *Top Hat* **2022**

Teaching Mentoring through Peer Observation (TeMPO) Program Fellow **2021**
Teaching, Learning, and Professional Development Center, TTU

Scholar Certification - *Center for Integrated Research on Teaching and Learning* **2017**

Minor in teaching - *University of Pittsburgh, Department of Biological Sciences* **2017**

Practicum on University Teaching - *2-credit graduate level course, UPitt* **2016**

Science Communication Fellowship - *Phipps Conservatory* **2015**

Teaching in the Biological Sciences - *2-credit graduate level course, UPitt* **2015**

STUDENT MENTORSHIP

Graduate Major Advisor

Anastasia Chouvalova, Ph.D. Candidate **2022 - Present**

- Distinguished Graduate Student Award recipient

Mason Tedeschi, Ph.D. Candidate **2022 - Present**

- NSF Graduate Research Fellowship recipient

Noah Courtney, Post-baccalaureate researcher **2025 - Present**

- NSF Graduate Research Fellowship recipient

Postdoctoral Research Advisor

Dr. Anisha S. Navlekar **2022 - 2023**

- Currently Assistant Professor of Practice at Texas Tech University

Dr. Rosario A. Marroquín-Flores **2022 - 2024**

- Currently Assistant Professor at James Madison University

Thesis and Dissertation Committees

Since 2021, I have served on 4 thesis/dissertation committees.

Undergraduate Research Mentorship

Since 2021, I have mentored 41 undergraduate researchers in my lab.

- One completed an Honors Thesis
- Produced 5 peer-reviewed publications with 24 undergraduate coauthors.
- Undergraduates have delivered 9 national conference presentations at SABER National, SABER East, SACNAS, ABRCMS, and the National Collegiate Honors Council.

- Undergraduates have earned 14 presentation awards at local and regional conferences and 16 other research awards

PROFESSIONAL LEADERSHIP

Leadership of Professional Development Workshops and Programs

Workshop for community college instructors - *Texas Community College Teachers Association Annual Convention* **2026**

- Invited to lead an interactive workshop titled "Evidence-based instructional strategies to foster a supportive classroom climate" for the TCCTA Annual Convention for Community College instructors in Texas

Workshop for undergraduate STEM instructors - *FLAMEnet* **2025**

- Invited to lead an interactive workshop titled "Instructional strategies to foster a supportive classroom climate" as part of their annual network meeting for ~30 instructors at this meeting from diverse institutions around the country

Workshop for undergraduate instructors - *Franklin and Marshall College* **2025**

- Invited to lead an interactive workshop titled "Instructional strategies to foster a supportive classroom climate" as part of an HHMI Inclusive Excellence award

Biology Teacher-Scholars Program - *TTU* **2022 - 2024**

- Designed, implemented, and secured funding for a professional development program for Graduate Teaching Assistants in the Biology Department at Texas Tech University
- Program involves a 2-day bootcamp before the fall semester begins, monthly peer-mentoring sessions, reflective peer teaching observations, teaching observation with feedback from experts

Workshop for STEM instructors - *UC San Diego* **2024**

- Led an interactive workshop titled "Instructional strategies to foster a supportive classroom climate" as part of the "Science of Teaching" series at UCSD

Workshop for biology instructors - *Codon Learning* **2024**

- Led an interactive, virtual workshop titled "Power of Mindset to Transform the Undergraduate Classroom" on mindset theory applications in the classroom for instructors nationally hosted by Codon Learning

Workshop on Measurement validity - *University of Minnesota* **2022**

- Led a workshop for the Biology Teaching and Learning Department at the University of Minnesota about the types of validity evidence and how to build a validity argument

Workshop for Biology instructors - *High Point University* **2021**

- Developed and facilitated a 1-hr interactive workshop titled "Using growth mindset theory to inform your teaching" on mindset theory for faculty in the biology department at High Point University

Workshop: Measurement validity and factor analyses - *CC Bio INSITES* **2021**

- Co-developed and facilitated a 2-hr interactive workshop on validity and collecting validity evidence with factor analyses for community college faculty conducting education research invited by CC Bio INSITES group

Workshop: Selecting a Statistical Model - *CC Bio INSITES* **2021**

- Co-developed and facilitated a 2-hr interactive workshop on selecting an appropriate statistical model to evaluate hypotheses for community college faculty conducting education research invited by CC Bio INSITES group

Teaching professional development workshop & panel - *University of Georgia* **2018**

- Co-developed and facilitated an interactive workshop on motivation theories and research followed by a panel discussion for graduate teaching assistants in the Grady School of Journalism at the University of Georgia

Other Professional Leadership

Faculty Mentor - *Community College Biology Instructor Network to Support Inquiry into Teaching and Education Scholarship (CC Bio INSITES)* **2019 - 2024**

- Mentor in an NSF-funded research coordination network
- Created and facilitated professional development workshops in quantitative data analysis
- Attended annual network meetings & meet throughout year to mentor teams of community college faculty in education research

Visiting Fellow in Assessment - *College Board AP Program* **2023**

- Reviewed assessment material for AP Biology and provided feedback.

Conference Chair of the 2019 Gordon Research Seminar on Undergraduate Biology Education Research **2017 - 2019**

- Obtained funding (>$46,000) for participant travel and registration
- Managed the conference budget, including creating and implementing a travel award application process
- Advertised conference and recruited attendees with an emphasis on broadening participation of underrepresented groups
- Led committee to develop conference goals, theme, and session topics
- Organized abstract committee to select conference speakers and discussion leaders
- Organized a mentoring session to provide professional development from field leaders for early-career participants

PROFESSIONAL ORGANIZATION MEMBERSHIPS

Society for the Advancement of Biology Education Research (SABER) **2017 - Present**

- Mentor in the SABER buddy groups program annually at national meetings (since 2022)
- Review abstracts annually for national and sometimes regional conferences (since 2018)
- Review presentations for the Bill Woods awards (2024)
- Review travel award applications (2024 & 2025)
- Serve as a session moderator at annual meetings (2024)
- Served as chair of the funding sub-committee for the Scholars-in-Training group (AY 2020-21)

American Educational Research Association **2021 - Present**

- Review paper submissions for the annual conference (for the 2026 meeting)

Teaching Academy - *TTU* **2025 - Present**

Factors influencing Learning, Attitudes, and Mindsets in Education Network (FLAMEnet) 2017 - Present

STEM Center for Outreach, Research, and Education (STEM CORE) - *TTU* 2021 - Present

President's STEM Mentoring Academy - *TTU* 2022 - 2023

- Monthly professional development workshops focused on mentoring

Scientists Engaged in Education Research (SEER) - *University of Georgia* 2017 - 2021

PROFESSIONAL SERVICE

Service to the Field

Panelist, Career panel - *DBER-SiT* 2021 & 2022

- Virtual career panel, "Making the transition: From graduate student to postdoc in discipline-based education research" hosted by the SABER Scholars-in-Training committee

Panelist, Career Panel - *REU Program, University of Georgia* 2022

- Virtual career panel for participants in the Research Experience for Undergraduates: Undergraduate Biology Education Research (REU: UBER) at the University of Georgia

Ad-hoc review service

Journal Articles

CBE - Life Sciences Education
International Journal of STEM Education
Journal of Microbiology and Biology Education
Journal of Chemical Education
Chemistry Education Research and Practice
Review of Educational Research
Contemporary Educational Psychology
Science Education
The Journal of Social Psychology
npj Science of Learning
Journal of STEM Education: Innovations and Research
Advances in Physiology Education
Social Psychology and Personality Science
Social Psychology Quarterly
Journal of Research in Personality
Psychology Research and Behavior Management
Ecosphere

Conference Abstracts

SABER national conference Annually since 2017

Travel Awards

SABER National conference 2024

Presentation Awards

SABER National conference 2024

Grant proposals

National Science Foundation 2021, 2022, 2023, 2024

Service to the Institution

Student Organization Advisor for Women in STEM 2021 - Present

STEP Faculty Scholar, TTU TLPDC 2025 - Present

Reviewer at the TTU Undergraduate Research Conference Annually since 2022

Dean's representative at dissertation defense June 2025

Member of Academic Sciences Building Planning 2021 - 2024

Interviewed for video series by the Office of Student Success & Retention 2021

- Interviewed and filmed for a video series "What I wish students knew"

Service to the Department

Member, Graduate Student Selection Committee 2025 - Present

Member, Undergraduate Program Assessment and Evaluation Committee 2022-Present

Member, Majors Biology Committee 2022 - Present

Reviewer, Texas Tech Annual Biological Sciences Symposium Annually since 2023

Member, Faculty Search Committee - Chair of Dept of Biological Sciences 2025 – 2026

Member, Faculty Search Committee - Mammalogist 2025 – 2026

PI and founder, Biology Teacher-Scholars Program 2022 - 2024

- Designed, obtained internal funding for, and implemented the Biology Teacher-Scholars Program to provide our graduate students with targeted and evidence-based pedagogical training and research funding.

Member, Faculty Search Committee - Biology education researcher 2021 – 2022

Member, Undergraduate Awards Committee 2022