

CURRICULUM VITAE

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(a) Education

University of Sydney	Sydney, Australia	Evolutionary Biology	PhD, 2014
University of Minnesota	Twin Cities, MN	Wildlife Biology/Biological Sciences	BS, 2008

(b) Research & Professional Appointments

2018 – present Assistant Professor, Biology Education Research, Auburn University
2016 – 2018 Postdoctoral Associate, Biology Education Research, University of Minnesota
2014 – 2016 Postdoctoral Associate, Biology Education Research, Cornell University

(c) Honors & Grants

2022 – 2023 Research Council of Norway FORSKERMOBILITET International Mobility Grant, Co-principal Investigator (\$ 71,000 NOK total)

2022 – Centre for Excellence in Biology Education, University of Bergen, Mobility Grant, Principal Investigator (\$ 70,000 NOK total)

2021 – 2024 National Science Foundation, Improving Undergraduate STEM Education grant: Fostering ideological awareness in the context of postsecondary biology through open-source course modules, Principal Investigator (\$ 299,950 USD total; includes subaward to South Alabama)

2021 – National Science Foundation, Improving Undergraduate STEM Education grant: Career-Life Balance supplement (\$ 10,787 USD)

2021 – iEMBER SPARC (Supported Preliminary Award for Research Collaboration) award (\$ 3,200 USD)

2020 – 2025 National Science Foundation, Improving Undergraduate STEM Education grant: Diversifying and Humanizing Scientist Role Models to Increase the Impact of Data Literacy Instruction on Student Interest and Retention in STEM, Principal Investigator (\$ 1,001,102 USD total; \$ 520,847 to Auburn)

2019 – 2024 National Science Foundation, Research Coordination Network grant: Equity and Diversity in STEM Research Collaborative Network in Undergraduate Biology Education (RCN-UBE), co-Principal Investigator (\$ 499,090 USD total; \$ 122k to Auburn)

2019 – Iris Moreno Totten Education Research Award, Geological Society of America-Geoscience Education Division Award (\$ 1,000 USD)

2017 – 2019 National Science Foundation, Research Coordination Network grant: Equity and Diversity in STEM Research Collaborative Network – Incubator Grant in Undergraduate Biology Education (RCN-UBE), co-Principal Investigator, (\$ 49,104 USD)

2015 – University Scholarship of Teaching and Learning Practitioners Fellowship, Cornell University (\$ 1,000 USD)

2015 – Foundation course online innovation module grant, Cornell University (\$ 7,500 USD)

2011 – University of Sydney Post Graduate Research Support Scheme (\$ 2,500 AUD)

2010-2014 – University of Sydney Biological Sciences Faculty Postgraduate Scholarship (\$ 168,000 AUD)

2009 – Outstanding Performance Award for Teaching Assistants in the College of Biological Sciences, University of Minnesota

2004-2008 – College of Natural Resources High Ability Non-Resident Scholarship, University of Minnesota (\$ 34,000 USD)

(d) Publications

56 peer-reviewed journal publications or textbook chapters, including education research articles in *PLoS Biology* (2017), *Bioscience* (2017, 2018, 2019), *CBE-Life Sciences Education* (2017, 2020, 2021), *Proceedings B* (2020), and *Psychological Science in the Public Interest* (2021). Currently 6 manuscripts in review. [Google Scholar](#).

2022: Robnett, R., Ballen, C. J., Fagbodun, S., Lane, A. K., McCoy, S., Robinson, L., Weems, E., Cotner, S. Are synchronous chats a silver lining of emergency remote instruction? Text-based chatting is disproportionately favored by women in a non-majors introductory biology course. (In press, PLoS ONE)

2022: Driessen, E. P., Beatty, A. E., Ballen, C. J. Evaluating open-note exams: student perceptions and preparation methods in an undergraduate biology class. (In press, PLoS ONE)

2022: Tracy, C.*, Driessen, E.P.*, Beatty, A.E., Lamb, T., Pruett, J., Botello, J., Brittain, C., Claudio Ford, I., Josefson, C., Klabacka, R., Smith, T., Steele, A., Zhong, M., Bowling, S., Dixon, C., Ballen, C. J. Why students struggle in undergraduate biology: sources and solutions. *CBE-Life Sciences Education* (In press)

2022: Ewell, S., Josefson, C., Ballen, C. J. Why did students report lower test anxiety during the COVID-19 pandemic? *Journal of Microbiology Biology Education* (in press)

2022: Ewell, S., Cotner, S., Drake, A. G., Fagbodun, S., Google, A., Robinson, L., Soneral, P., Ballen, C. J. Eight recommendations to promote effective study habits for biology students enrolled in online courses. *Journal of Microbiology Biology Education*. (in press)

2022: Beatty, A.E. p, Esco, A., Curtiss, A., Ballen, C.J. Students who prefer face-to-face tests outperform their online peers in organic chemistry. *Chemistry Education Research Practice*. (in press)

2021: Salehi, S., Berk, S.A., Brunelli, R., Cotner, S., Creech, C., Drake, A.G., Fagbodun, S., Hall, C., Hebert, S., James, A.C., Shuster, M., St. Juliana, J.R., Stovall, D.B., Whittington, R., Zhong, M., Ballen, C.J. Context matters: social psychological factors that underlie academic performance across seven institutions. *CBE-Life Sciences Education*. (in press).

2021: Salehi, S., Ballen, C. J., Trujillo, G., Wieman, C. Inclusive instructional practices: course design, implementation, and discourse. (In press, *Frontiers in Education*) [PDF](#)

2021: Beatty, A.E., Driessen, E.P., Gusler, T., Ewell, S., Grilliot, A., Ballen, C. J. Teaching the tough topics: Fostering ideological awareness through the inclusion of societally impactful topics in introductory biology. (In press, *CBE—Life Sciences Education*) [PDF](#)

- 2021: Odom, S., Bosso, H., Bowling, S., Brownell, S., Cotner, S., Creech, C., Drake, A. G., Eddy, S., Fagbodun, S., Hebert, S., James, A. C., Just, J., Juliana, J. R., Shuster, M., Thompson, S. K., Whittington, R., Wills, B. D., Wilson, A. E., Zamudio, K. R., Zhong, M., Ballen, C. J. Meta-analysis of gender performance gaps in undergraduate natural science courses. *CBE-Life Sciences Education* 20:ar40. [PDF](#)
- 2021: Ballen, C. J. Salehi, S. Mediation analysis in discipline-based education research using structural equation modeling: beyond “what works” to understand how it works, and for whom. *Journal of Microbiology Biology Education* 22(2): e00108-21. [PDF](#)
- 2021: Lombardi, D., Shipley, T. F., Astronomy Team (Bailey, J. M, Bretones, P. S., Prather, E. E.), Biology Team (Ballen, C. J., Knight, J. K., Smith, M. K.), Chemistry Team (Stowe, R. L., Cooper, M. M.), Engineering Team (Prince, M.), Geography Team (Atit, K., Uttal, D. H.), Geoscience Team (LaDue, N. D., McNeal, P. M., Ryker, K., St. John, K., van der Hoeven Kraft, K. J.), Physics Team (Docktor, J. L.). The curious construct of active learning. (In press, *Psychological Science in the Public Interest*)
- 2021: Beatty, A. E., Ballen, C. J., Driessen, E. P., Schwartz, T. S., Graze, R. M. Addressing the unique qualities of upper-level biology CUREs through the integration of skill-building. *Integrative and Comparative Biology*, icab006.
- 2021: Simpson, D.Y.*, Beatty, A.E.*, Ballen, C.J. Teaching between the lines: Representation in science textbooks. *Trends in Ecology and Evolution*, 36(1), 4-8. [PDF](#)
- 2020: Ballen, C. J. How a classroom failure improved my teaching. *The American Biology Teacher* 82 (9), 577. [PDF](#)
- 2020: Salehi, S., Cotner, S., Ballen, C.J. Variation in incoming academic preparation: consequences for minority and first-generation students. *Frontiers in Education* 5, 552364. [PDF](#)
- 2020: Driessen, E.P., Beatty, A.E., Stokes, A., Wood. S., Ballen, C.J. Learning principles of evolution during a crisis: an exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. *Ecology and Evolution* 10(22), 12431-12436. [PDF](#)
- 2020: Driessen, E.P., Knight, J., Smith, M., Ballen, C.J. Demystifying the Meaning of Active Learning in Post-Secondary Biology Education. *CBE-Life Sciences Education* 19(4), ar52. [PDF](#)
- 2020: Thompson, S., Hebert, S., Berk, S., Brunelli, R., Creech, C., Drake, A. G., Fagbodun, S., Garcia Ojeda, M., Hall, C., Harshman, J., Lamb, T., Robnett, R., Shuster, M., Cotner, S., Ballen, C.J. 2020. A call for data-driven networks to address equity in the context of undergraduate biology. *CBE-Life Sciences Education* 19(4), mr2. [PDF](#)
- 2020: Wood, S., Henning, J. A., Chen, L., McKibben, T., Smith, M. L., Weber, M., Zemenick, A., Ballen, C. J. A scientist like me: demographic analysis of biology textbooks reveals both progress and long-term lags. *Proceedings of the Royal Society B: Biological Sciences* 287(1929), 20200877. [PDF](#)
- 2020: Aguillon, S. M.*, Siegmund, G.-F.*, Petipas, R., Drake, A. G., Cotner, S., Ballen, C. J. Gender differences in student participation in an active learning classroom. *CBE-Life Sciences Education* 19(2), ar12. [PDF](#)

- 2020: Ballen, C.J. Enhancing Diversity in College Science with Active Learning. In J.J. Mintzes and E.M. Walter, Eds. *Active learning in college science: The case for evidence based practice*. Berlin: Springer Nature.
- 2019: Salehi, S., Cotner, S., Azarin, S. M., Carlson, E. E., Driessen, M., Ferry, V. E., Harcombe, W., McGaugh, S., Wassenberg, D., Yonas, A., Ballen, C. J. Gender performance gaps across different assessment methods and the underlying mechanisms: the case of incoming preparation and test anxiety. *Frontiers in Education* 4(107). [PDF](#)
- 2019: Ballen, C.J., Aguillon, S.M., Awwad, A., Bjune, A.E., Challou, D., Drake, A.G., Driessen, M., Ellozy, A., Ferry, V.A., Goldberg, E.E., Harcombe, W., Jensen, S., Jørgensen, C., Koth, Z., McGaugh, S.E., Mitry, C., Mosher, B., Mostafa, H., Petipas, R.H., Soneral, P.A.G., Watters, S., Wassenberg, D., Weiss, S., Yonas, A., Zamudio, K.R., Cotner, S. Smaller classes promote equitable student participation in STEM. *Bioscience* 69(8), 669-680. [PDF](#)
- 2019: Neill, C., Cotner, S., Driessen, M., Ballen, C.J. Structured learning environments are required to promote equitable participation. *Chemistry Education Research and Practice* 20(1), 197-203. [PDF](#)
- 2019: Ballen, C.J. Holmegaard, H.T. With big data comes big responsibilities for science equity research. *Journal of Microbiology Biology Education* 20(1): 1-4. [PDF](#)
- 2019: Henning, J.A., Ballen, C.J., Molina, S., Cotner, S. Hidden identities shape student perceptions of active learning environments. *Frontiers in Education*. 4(129). [PDF](#)
- 2018: Ballen, C.J., Aguillon, S.M., Brunelli, R., Drake, A.G., Wassenburg, D., Weiss, S.L., Zamudio, K.R., Cotner, S. Do small classes reduce performance gaps in STEM? *Bioscience* 68(8):593–600. [PDF](#)
- 2018: Ballen, C.J. Zamudio, K.R. Active learning reduces course content misconceptions and promotes self-efficacy in large classrooms. In Golding, J., K. Kern, and C. Rawn (Eds.), *Strategies for Teaching Large Classes Effectively in Higher Education*. Cognella Publishing.
- 2018: Mason, N.A., Brunner, R., Ballen, C.J., Lovett, I.J. Cognitive and social benefits among underrepresented first-year biology students in a field course: a qualitative case study of experiential learning in the Galápagos. *Frontiers: International Journal of Study Abroad*. [PDF](#)
- 2018: Sullivan, L.L.*, Ballen, C.J.*, Cotner, S. Small group gender ratios in active learning courses impact performance and peer evaluations. *PLoS ONE* 13(4):e0195129. [PDF](#) *Authors contributed equally to this work
- 2018: Ballen, C.J., Lee, D., Rakner, L., Cotner, S. Politics a ‘chilly’ environment for undergraduate women in Norway. *PS: Political Science* *Politics* 51(3):653-658. [PDF](#)
- 2018: Ballen, C.J., Thompson, S.T., Blum, J.E., Newstrom, N.P., Cotner, S. Discovery and broad relevance may be insignificant components of course-based undergraduate research experiences for non-biology majors. *Journal of Microbiology Biology Education* 19(2):1-9. [PDF](#)
- 2017: Ballen, C.J. Greene, H.W. Walking and talking the tree of life: Why and how to teach about biodiversity. *PLoS Biology* [PDF](#)
- 2017: Ballen, C.J. Mason, N.A. Longitudinal analysis of a diversity support program in biology: a national call for further assessment. *Bioscience* 67(4):367-373. [PDF](#)

- 2017: Cotner, S. Ballen, C.J. Can Mixed Assessment Methods Make Biology Classes More Equitable? PLoS ONE 12(12):e0189610. [PDF](#)
- 2017: Ballen, C.J., Wieman, C., Salehi, S., Searle, J. Zamudio, K.R. Enhancing diversity in undergraduate science: Self-efficacy drives performance gains with active learning. CBE-Life Sciences Education 16(4):ar56. [PDF](#)
- 2017: Ballen, C.J.*, Salehi, S.*, Cotner, S. Exams disadvantage women in introductory biology. PLoS ONE 12(10):e0186419. [PDF](#) *Authors contributed equally to this work
- 2017: Ballen, C.J., Blum, J., Brownell, S., Hebert, S., Hewlett, J., Klein, J., McDonald, E., Monti, D., Nold, S., Slemmons, K., Soneral, P., Cotner, S. A call to develop course-based undergraduate research experiences (CUREs) for nonmajor courses. CBE-Life Sciences Education 16(2): mr2. [PDF](#)
- 2017: Ballen, C.J., Danielsen, M., Jørgensen, C., Grytnes, J. A., Cotner, S. Norway's gender gap: classroom participation in introductory science. Nordic Journal of STEM Education 1(1):262-270. [PDF](#)
- 2017: Cotner, S., Ballen, C.J., Jenó, L.M. Strategies to document active learning in biology. Nordic Journal of STEM Education. 1(1):36-42.
- 2017: Mcdiarmid, C.S., Friesen, C., Ballen, C.J., Olsson, M. Sexual coloration and sperm performance in the Australian painted dragon lizard, *Ctenophorus pictus*. Journal of Evolutionary Biology 30:1303-1312. [PDF](#)
- 2016: Ballen, C.J., Andrews, R., Shine, R., Olsson, M. Multifactorial sex-determination in chameleons. Journal of Herpetology 50(4):548-551. [PDF](#)
- 2015: Tobler, M., Ballen, C.J., Healey, M., Wilson, M., Olsson, M. Oxidant trade-offs in immunity: an experimental test in a lizard. PLoS One 10(5):e0126155. [PDF](#)
- 2015: Ballen, C.J., Shine, R., Olsson, M. Developmental plasticity in an unusual animal: the effects of incubation temperature on behavior in chameleons. Behaviour 152 (10):1307-1324. [PDF](#)
- 2014: Ballen, C.J., Shine, R., Olsson, M. Effects of early social isolation on the behaviour and performance of juvenile lizards, *Chamaeleo calyptrotatus*. Animal Behaviour 88:1-6. [PDF](#)
- 2013: Olsson, M. M., Stuart-Fox, D., Ballen, C.J. Genetics and evolution of colour patterns in reptiles. Seminars in Cell and Developmental Biology 24:529-41. [PDF](#)
- 2012: Ballen, C.J., Healey, M., Wilson, M., Tobler, M., Olsson, M. Predictors of telomere content in dragon lizards. Naturwissenschaften 99(8):661-664. [PDF](#)
- 2012: Ballen, C.J., Healey, M., Wilson, M., Tobler, M., Wapstra, E. and Olsson, M. Net superoxide levels: steeper increase with activity in cooler female and hotter male lizards. Journal of Experimental Biology 215(5):731-735. [PDF](#)
- 2011: Cotner, S., Ballen, C.J., Brooks, C. D., Moore, R. Instructor gender and student confidence in the sciences: a need for more role models? Journal of College Science Teaching 40(5):96-101. [PDF](#)

Teaching publications

- 2019: Ballen, C.J., Drake, A.G., and Zamudio, K.R. Forensic phylogenetics: implementing tree-thinking in a court of law. CourseSource. <https://doi.org/10.24918/cs.2019.16>. [PDF](#)

2017: Ballen, C.J. and Newstrom, N. ‘Testing hypotheses about sexual violence among adolescents’, in Cotner, S. and Nelson, P. *Evolution and Biology of Sex: Laboratory Investigations*, 4E. Blue door: Minnesota.

2017: Ballen, C.J. ‘Reconstruction and using phylogenetic trees: Active learning module’, in Sadava, D.E, Hillis, D.M., Heller, H.C., Hacker, S. D., eds., *Life: The science of biology*. London, UK: Macmillan Learning.

2016: Ballen, C.J. ‘Introduction to population genetics: Active learning module’, in Sadava, D.E, Hillis, D.M., Heller, H.C., Hacker, S. D., eds., *Life: The science of biology*. London, UK: Macmillan Learning.

2016: Ballen, C.J. ‘Animal origins and diversity: Apply What You’ve Learned’, in Hillis, D.M., Sadava, D.E, Heller, H.C., Price, M.V., eds., *Principles of Life*, 2e. Sunderland, MA: Sinauer Associates.

2016: Ballen, C.J. ‘Protostome Diversity: Apply What You’ve Learned’, in Hillis, D.M., Sadava, D.E, Heller, H.C., Price, M.V., eds., *Principles of Life*, 2e. Sunderland, MA: Sinauer Associates.

2016: Ballen, C.J. ‘Deuterostome Diversity: Apply What You’ve Learned’, in Hillis, D.M., Sadava, D.E, Heller, H.C., Price, M.V., eds., *Principles of Life*, 2e. Sunderland, MA: Sinauer Associates.

(e) Invited seminar presentations 2016-2023 (*virtual)

2023 – Department of Plant Biology. *University of Georgia*, Athens, Georgia.

2022 – Invited presentation and panel discussion. *Evolution Conference*. iEvoBio Education Event.

2022 – *Invited panelist. *The Chronicle of Higher Education*. Next Steps for the Inclusive Classroom.

2022 – *Department of Biology. *University of Wyoming*, Laramie, Wyoming.

2022 – *Department of Biology Teaching and Learning. *University of Minnesota*, Twin Cities, Minnesota.

2021 – *Department of Biology. *New Mexico State University*, Las Cruces, New Mexico.

2021 – *Invited plenary presentation. Barriers to participation in biology: where they are and what you can do about them. *University of Sydney*, Biosciences Education Australia Network Forum.

2020 – *Department of Biology, *Middlebury College*, Middlebury, Vermont.

2020 – *Department of Biology, *University of South Alabama*, Mobile, Alabama.

2020 – *Invited plenary presentation. Addressing Intersectionality in Biology Education Research. *Equity and Diversity in Undergraduate STEM annual meeting*.

2020 – Invited to participate on panel. Diversity Promising Practices Conference. *Auburn University*.

2020 – Keynote presentation. Active learning symposium, Teaching and Learning Center. *Florida Gulf Coast University*, Fort Myers, FL.

2019 – Teaching and Learning Laboratory Series, *Massachusetts Institute of Technology*, Cambridge, MA

2019 – Discipline-Based Education Research Group, *Cornell University*, Ithaca, NY

2019 Department of Biological Sciences, *Louisiana State University*, Baton Rouge, LA

2019 – ROSE seminar series, *University of Alabama-Birmingham*, Birmingham, AL

2019 – Plenary Speaker: *Annual meeting of the Northeastern region HHMI awardee institutions*, Dover, DE

2019 – Department of Biological Sciences, *University of Alabama*, Tuscaloosa, AL

2018 – HHMI Series, Course-based Undergraduate Research Experiences, *Brown University*, Providence, RI

2018 – Scientific Teaching Webinar, *Yale Summer Institutes on Scientific Teaching*

2018 – Department of Science Education, *University of Copenhagen*, Denmark

2018 – Department of Biological Sciences, *University of New Hampshire*, Durham, NH

2017 – Graduate school of Education, *Stanford University*, Stanford, CA

2017 – Yale Center for Teaching and Learning Yale Postdoctoral Association, *Yale University*, New Haven, CT

2017 – Biology Education Group, *Syracuse University*, Syracuse, NY

2017 – Public lecture, *University of Bergen*, Norway

2017 – Department of Physics, Chemistry and Biology (IFM), *University of Linköping*, Sweden

2016 – BioCEED Center for Teaching Excellence seminar, *University of Bergen*, Norway

2016 – The Practice of Inclusive Teaching in STEM Workshop, *Cornell University*, Ithaca, NY

2016 – Careers in Molecular Biosciences. *Cornell University*, Ithaca, NY

(f) Lab conference presentations 2016-2023 (*virtual)

2022 – Society for Integrative and Comparative Biology.

2022 – Annual Southeastern STEM Education Research Conference, Middle Tennessee State University.

2022 – American Educational Research Association, San Diego, CA.

2022 – Improving Undergraduate STEM Education (IUSE) Summit. Washington, D. C.

2022 – Western Regional Meeting of the American Chemical Society. Las Vegas, NV.

2022 – Society for the Advancement of Biology Education Research. Minneapolis, MN.

2022 – Equity and Diversity in Undergraduate STEM annual meeting. Minneapolis, MN.

2021 – *Joint meeting of the American Society for Cell Biology (ASCB) and European Molecular Biology Organization (EMBO). Washington, DC.

2021 – *Annual Southeastern STEM Education Research Conference, Middle Tennessee State University.

2021 – *Society for Integrative and Comparative Biology Meeting.

2021 – *Association for College and University Biology Educators (ACUBE). *MS Student Todd Lamb awarded Carlock Award for Excellence in Graduate Student Research in Biology Education.*

2021 – *Society for the Advancement of Biology Education Research, Minneapolis, MN
 2021 – *Discipline-based Education Research Conference, University of Nebraska, Lincoln, NE.
 2021 – *American Educational Research Association Annual Meeting.
 2020 – *Society for the Advancement of Biology Education Research, Minneapolis, MN
 2020 – Diversity Promising Practices Conference, Auburn, AL (invited seminar)
 2019 – International Society for the Scholarship of Teaching and Learning (ISSOTL), Atlanta, GA
 2019 – Auburn Research Faculty Symposium, Auburn, AL
 2019 – Conference for the Society for the Advancement of Biology Education Research, Minneapolis, MN
 2018 – Conference for the Society for the Advancement of Biology Education Research, Minneapolis, MN, USA
 2017 – Undergraduate Biology Education Research, Gordon Research Conference, Easton, MA, USA
 2017 – National Association for Research in Science Teaching (NARST), San Antonio, Texas, USA
 2017 – MNT-Konferansen, Oslo, Norway
 2016 – Evolution conference, Austin, TX, USA

(g) Teaching experience

2020, 2022	Introduction to Discipline-Based Education Research	Auburn University
2019-20	Organismal Biology	Auburn University
2018	Norwegian Centennial Chair Summer Institutes for Scientific Teaching	University of Oslo
2017	Systemic bias in STEM – Nature of Life Field Course	University of Minnesota
2016	Organismal Biology II Field Course	University of Bergen
2014-16	Evolutionary Biology and Biodiversity	Cornell University
2015	Evolutionary Biology and Marine Biodiversity Field Course	Cornell University

(h) Mentorship

Postdoctoral mentorship

Ryan Dunk	NSF Postdoctoral Associate	2022-
Paula Adams	Postdoctoral Associate	2022-
Robin Costello	NSF Postdoctoral Associate	2021-
Sharday Ewell	NSF Postdoctoral Associate	2021-
Chloe Josefson	NSF Postdoctoral Fellow	2019-
Abby Beatty	NSF Postdoctoral Associate	2021-2022
Ash Zemenick	NSF Postdoctoral Associate	2020-2021
Sara Berk	Postdoctoral Associate	2019-2020

Graduate student mentorship

Emily Driessen	PhD student, Auburn University	2019-
Todd Lamb	MS student, Auburn University	2019-2021
Sara Odom	MS student, Auburn University	2018-2020

Undergraduate student mentorship

Alayna Harvey	Auburn University	2022-
Devan Deramus	Auburn University	2022-
Caroline Audette	Auburn University	2022-
Julia Le	Auburn University	2022-
Kate Kiani	Auburn University	2022-
Peyton Brewer	Auburn University	2021-
Ian Hall	Auburn University	2021-
Rachel Youngblood	Auburn University	2019-
Keyaira Singleton	Auburn University	2020-2021
Abby Esco	Auburn University	2020-2021
Taylor Gusler	Auburn University	2020-2021
Sara Beth Ramsay	Auburn University	2020-2021
Brandon Dye	Auburn University	2019-2020
Taylor McKibben	Auburn University	2019-2020
Halle Bosso	Auburn University	2019-2020
Luoying Chen	Auburn University	2018-2020
Alexis Stokes	Auburn University	2018-2020
Brittany Woodruff	Auburn University	2018-2020
Sara Wood	Auburn University	2018-2020
Sydney Bell	Auburn University	2018-2019
Egypt Pettway	Auburn University	2018-2019
Sergio Molina	University of Minnesota	2017-2019
Azariah Yonas	University of Minnesota	2017-2018
Connor Neill	University of Minnesota	2017-2018
Neelam Chandiramani	University of Minnesota	2017-2018
Christine Lian	University of Minnesota	2017-2018

(i) Professional Society Memberships

International Society for the Scholarship of Teaching and Learning; Society for the Advancement of Biology Education Research; National Association for Research in Science Teaching National Association of Biology Teachers

(j) Professional Service 2016-2021

Journal Refereeing. Physical Review Physics Education Research, CBE-Life Sciences Education, International Journal for the Scholarship of Teaching and Learning, Biology Letters, CourseSource, PLoS Biology, PLoS ONE, Studies in Higher Education

Panel Service. NSF Advancing Informal STEM Learning (AISL), NSF Building Capacity for STEM Education Research (BCSER), NSF Directorate on Education and Human Resources Faculty Early Career Development (CAREER)

(k) Press

Research has been covered in [Science Daily](#), [Inside Higher Ed](#), [BBC News](#), [Newsweek](#), [IFLScience](#), [The Times Higher Education](#), as well as in University news such as [Auburn's COSAM Daily](#), the [Cornell Chronicle](#), and [University of Minnesota's CBS Blogs](#).