

Katelyn M. Cooper

Assistant Professor

Department of Biology

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APPOINTMENTS

Assistant Professor, Department of Biology, University of Central Florida, August 2019 - present

- Research focus: Undergraduate biology education

Postdoctoral Scholar in Biology Education, Arizona State University, May 2018 – August 2019

- Concentration: Undergraduate Biology Education
- Advisor: Dr. Sara Brownell

Program Manager, LEAP Scholars program, Arizona State University, June 2017 – August 2019

- Managed the NSF-funded LEAP Scholars program developed to engage community college transfer students in undergraduate research.
- Recruited prospective students, managed program logistics, conducted program evaluations, and co-developed and co-taught all curricula for the program.

Academic Advisor and Coordinator, School of Life Sciences, Arizona State University, April 2013 – June 2017

- One of six advisors for 2500+ life sciences students.
- Advised students about degree planning, prospective research opportunities, and career planning, and developed academic success and engagement programs.
- Served on the committee to develop Bachelor of Science degrees in Medical Microbiology and Biomedical Sciences.
- Co-developed and oversaw the BioBridge program- a two-week program to transition incoming academically underprepared biology majors into college. The program prepared students for intro bio, provided students with academic resources, and built connections between faculty and students. This program was developed in 2014 and is still running each summer.

EDUCATION

Arizona State University, Tempe, AZ (2015 – 2018)

Ph.D. in Biology, May 2018

Concentration: Undergraduate Biology Education

Advisor: Dr. Sara Brownell

Northern Arizona University, Flagstaff, AZ *online* (2013 – 2014)

Master of Education, With Distinction, May 2014

Arizona State University, Tempe, AZ (2006 – 2010)

B.S. in Biochemistry, Magna Cum Laude, May 2010

PUBLICATIONS

Co-first authorships are designated with #, students that I have trained are designated with *, and students who conducted research as part of a biology education research course-based research experiences (CREs) that I have taught are designated with ^.

Peer Reviewed Journal Articles

18. **Cooper KM**, Nadile EM*, Brownell SE. Don't joke about me: Student identities and perceptions of instructor humor in college science courses. *Journal of Microbiology and Biology Education for the Inclusive Science special issue. In press.*

17. **Cooper KM**, Blattman JN, Hendrix T*, Brownell SE. The impact of broadly relevant novel discoveries on student project ownership. *CBE- Life Sciences Education*. November 2019.
<https://www.lifescied.org/doi/10.1187/cbe.19-06-0113>

16. **Cooper KM**, Brownell SE, Gormally C. Coming out to the class: Identifying factors that influence college biology instructor decisions about whether to reveal their LGBTQ identity in class. *Journal of Women and Minorities in Science and Engineering*. October 2019.
<http://www.dl.begellhouse.com/journals/00551c876cc2f027,4a7f1b59629473cd,3610e1d3176d3d99.html>

15. **Cooper KM**[#], Gin LE^{#*}, Akeeh B[^], Clark CE[^], Hunter JS[^], Roderick TB[^], Elliott DB[^], Gutierrez LA[^], Mello RM[^], Pfeiffer LD[^], Scott RA^{^*}, Arellano D[^], Ramirez D[^], Valdez EM[^], Vargas C[^], Velarde K[^], Zheng Y, Brownell SE. Factors that predict biological sciences student persistence in undergraduate research experiences. *PLoS One*. August 2019.
<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0220186>

Commentary:

Leander, S. (2019) ASU study shows positive lab environment critical for undergraduate success in research. *ASU Now*.

Highlighted by *Phys.Org*, *Science Daily*, and *Eureka Alert*.

Flaherty, C. (2018) Lab climate and persistence in undergraduate research? *Inside Higher Ed*.

Scott, R. (2019). Not all undergraduate research experiences are good. *ASU SOLS Teach Tech Blog*.

14. **Cooper KM**[#], Gin LE^{#*}, Brownell SE. Diagnosing differences in what undergraduates in a fully online and in-person program know and do regarding medical school admission. (#these authors contributed equally). *Advances in Physiology Education*. May 2019.
<https://www.physiology.org/doi/10.1152/advan.00028.2019>

13. **Cooper KM**, Brownell SE. Developing Discipline-based Education Research Course-based Research Experiences: Lessons learned and recommendations. *Journal of Microbiology and Biology Education*. September 2018.
<http://www.asmscience.org/content/journal/jmbe/10.1128/jmbe.v19i2.1567>

12. **Cooper KM**, Hendrix T^{*}, Stephens M^{*}, Cala JM^{*}, Mahrer K[^], Krieg A^{^*}, Agloro A[^], Badini G[^], Barnes ME, Eledge B[^], Jones R[^], Lemon E[^], Mossimo N[^], Martin A[^], Ruberto T[^], Simonson K[^], Weaver J[^], Webb E[^], Zheng Y, Brownell SE. To be funny or not to be funny: Gender differences in student perceptions of instructor humor in college science courses. PLoS One. August 2018.
<http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0201258>

Commentary:

Leander, S. (2018) Student-led study finds men and women differ in what topics they find funny and offensive. *ASU Now*.

Was the #1 most viewed ASU Now news story of 2018. Posted on Reddit and received over 35K views and 1300 comments. Highlighted by *ScienceCodex*, *Phys.Org*, *Brinkwire*, *Science Daily*, *Infosurhoy*, *EurekAlert*, *Wallstreet:online* and *Nature Partner Journals Science of Learning*.

Featured on WREK, a radio station at Georgia Tech (April, 2019). A full episode of Inside the Black Box, hosted by Pete Ludovice, Jennifer Leavy, and Ed Greco, was devoted to this work.

Flaherty, C. (2018) Why can't you trust an atom? *Inside Higher Ed*.
Highlighted by *STEM Prof Newsletter*

Ross, J. (2018). No laughing matter? Classroom humour treads a fine line. *The Times Higher Education*.

Renner B (2019). Class Clowns: Most students appreciate teachers with a sense of humor, study finds. *Study Finds*.

Micu, A. (2018). Humor done right helps in the classroom, 99% of students report. Bad humor hurts. *ZME Science*.

Ferdowsian, R (2018). 'To be funny or not to be funny': ASU study finds disparities in responses to humor. *The State Press*.

Brownell, S. (2018). Should science instructors try to be funny? Yes, depending on what they joke about. *ASU SOLS Teach Tech Blog*

Webb E, Cooper KM. (2018). Should science teachers try to be funny?. *ASU- Ask A Biologist*.

11. Wright CD, Huang AL^{*}, **Cooper KM**, Brownell, SE. Exploring differences in decisions about exams among instructors of the same introductory biology course. *Journal for the Scholarship of Teaching and Learning*. July 2018.
<https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1810&context=ij-sotl>

10. **Cooper KM[#]**, Downing VR^{*#}, Brownell SE. The influence of active learning practices on student anxiety in large-enrollment college science classrooms. *International Journal of STEM Education*. June 2018. (#these authors contributed equally).

<https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-018-0123-6>

Article is in the top 3% of all research outputs ever tracked by Altmetric and is #4 of 127 outputs from the International Journal of STEM Education.

Highlighted by Science Magazine as an Editor's Choice for Education.

Commentary:

Jarvis C.L. (2020). The flip side of flipped classrooms. *Chemical and Engineering News*.

Highlighted by STEM Prof Newsletter (2018). Examining the link between active learning practices and anxious students.

Downing V. (2018). Considering Clickers & Anxiety: Implementing clicker technology so that it decreases student anxiety in the classroom. *ASU SOLS Teach Tech Blog*.

Brownell S. (2018). Is active learning making students anxious? It depends on how it's done. *Center for Biology and Society*, Arizona State University.

9. **Cooper KM**, Ding L, Stephens MS^{*}, Chi MTH, Brownell SE. A course-embedded comparison of instructor-generated videos of either an instructor alone or an instructor and a student. *CBE- Life Sciences Education*. June 2018. <https://www.lifescied.org/doi/abs/10.1187/cbe.17-12-0288>

Commentary:

Hurlbert, D. (2018). Tutee or not tutee: Who should be on camera in your instructional video? *Carleton College Academic Technology Blog*.

8. **Cooper KM**, Krieg A^{*}, Brownell, SE. Who perceives they're smarter? Exploring the influence of student characteristics on student academic self-concept. *Advances in Physiology Education*. April 2018. <https://www.physiology.org/doi/full/10.1152/advan.00085.2017>

Article downloaded over 13,000 times, is in the top 1% of all research outputs ever tracked by Altmetric, and is #1 of 664 outputs from Advances in Physiology Education.

Commentary:

This article generated local, national, and international press including:

Chokshi, N. (2018). Do men think they're better at science than women do? Well, actually... *New York Times*.

Fox, M. (2018). Not smart enough? Men overestimate intelligence in science class. *NBC News*.

Gillett, G. (2018). College men think they're smarter than they are; women are a little more realistic, study finds. *ABC News*.

Additionally, USA: *CNN, CNBC, ABC, Yahoo! News, Fortune, Inside Higher Ed, Science Daily, Science Newsline, Mother Jones, Jezebel, Slate The Gist, and AZ Central*. UK: *The Times, Daily Mail, The Daily Telegraph, London Evening Standard, Times Higher Education, Irish Independent*, Australia: *The Australian, The Northern Star*, India: *DNA (Delhi), The Free Press Journal, The Times of India*, in addition to being featured in dozens of other blogs and news organizations.

7. **Cooper KM[#]**, Ashley M[#]*, Brownell, SE. Breaking down barriers: A bridge program helps first year biology students become comfortable and make connections with faculty. *Journal of College Science Teaching*. March 2018. <http://www.nsta.org/college/>

Featured article in JCST March 2018 issue

6. Ashley M[#]*, **Cooper KM[#]**, Cala JM*, Brownell SE. Building better bridges into STEM: A synthesis of 25 years of literature on STEM summer bridge programs. *CBE Life Sciences Education*. December 2017. (#these authors contributed equally) <https://www.lifescied.org/doi/10.1187/cbe.17-05-0085>

Featured article in CBE LSE December 2017 issue

5. **Cooper KM**, Ashley ME*, Brownell SE. Using expectancy value theory as a framework to reduce student resistance to active learning: a proof of concept. *Journal of Microbiology and Biology Education*. August 2017. <http://www.asmscience.org/content/journal/jmbe/10.1128/jmbe.v18i2.1289>

Featured as one of JMBE's most popular articles of 2017

4. **Cooper KM**, Soneral PA, Brownell SE. Define your goals before you design a CURE: A call to use backward design in planning course-based undergraduate research experiences. *Journal of Microbiology and Biology Education*. August 2017. <http://www.asmscience.org/content/journal/jmbe/10.1128/jmbe.v18i2.1287>

3. **Cooper KM**, Ashley M*, Brownell SE. A bridge to active learning: A summer bridge program helps students to maximize active learning experiences and the active learning experiences of others. *CBE Life Sciences Education*. March 2017. <https://www.lifescied.org/doi/full/10.1187/cbe.16-05-0161>

7th most read article in CBE Life Sciences Education in the second month it was published

2. **Cooper KM[#]**, Haney B[#], Krieg A*, Brownell SE. What's in a name? The importance of students perceiving an instructor knows their name in a high enrollment biology classroom. *CBE Life Sciences Education*. March 2017. (#these authors contributed equally) <https://www.lifescied.org/doi/10.1187/cbe.16-08-0265>

8th most read article in CBE Life Sciences Education in the first month it was published

Commentary:

Weimer, M. (2017). The Importance of Learning Students' Names. *Faculty Focus Blog*.

Krieg, A. (2017) What's the Point of Using Student Names in Large Courses? *ASU SOLS Teachtech blog*.

Highlighted in *STEM PROF newsletter* (2017). I Got a Name: Why It Matters that Instructors Know Student Names.

1. **Cooper KM**, Brownell SE. Coming out in class: The challenges and opportunities of active learning for LGBTQIA students in an undergraduate biology class. *CBE Life Sciences Education* as part of the Broadening Participation Special Issue. September 2016.

<https://www.lifescied.org/doi/10.1187/cbe.16-01-0074>

2nd most read article in CBE Life Sciences Education in the first month it was published.

Article is in the top 2% of all research outputs ever tracked by Altmetric and is #15 of 598 outputs from CBE Life Sciences Education.

Commentary:

Lieberman, G. (2018) New data collection by NSF could change the perception of LGBT+ in STEM. *ASU State Press*.

Leander, S. (2016.) 'Coming out' in the classroom, but not by choice. *ASU Now*.

Pedersen, T. (2016). Interactive Classrooms May Push LGBT Students to "Come Out" Before They Are Ready. *PsychCentral*.

Cooper, K. (2016). How Instructors Can Make Their Active Learning Classrooms More Inclusive to Members of the LGBTQIA Community. *ASU SOLS Teachtech blog*

Featured on Teach Learn Pima a podcast hosted by Mays Iman (Sept. 2019).

Book Chapter

Cooper KM, Brownell SE. Student anxiety and fear of negative evaluation in active learning science classrooms. Chapter in book: *Active learning in college science, the case for evidence-based practice*. Springer Nature. February 2020. https://link.springer.com/chapter/10.1007/978-3-030-33600-4_56

Teaching manuscript

Cala JM*, **Cooper KM**, Brownell SE. Using a Sequential Interpretation of Data in Envelopes (SIDE) approach to identify a mystery TRP channel. *CourseSource*. September 2018.
<https://doi.org/10.24918/cs.2018.7>

Manuscripts under re-review after revision

Cooper KM, Gin LE*, Brownell SE. Depression as a concealable stigmatized identity: What influences whether students conceal or reveal their depression in undergraduate research experiences? *International Journal of STEM Education*.

Cooper KM[#], Gin LE^{#*}, Barnes ME, Brownell SE. An exploratory study of students with depression in undergraduate research experiences. Under re-review at *CBE Life Sciences Education*. [#] These authors contributed equally.

Cooper KM[#], Downing VR^{#*}, Cala JM*, Gin LE*, Brownell SE. Fear of negative evaluation and student anxiety in community college active learning science courses. Under re-review at *CBE Life Sciences Education*. [#]These authors contributed equally

Manuscripts submitted and under peer review

Ding L, **Cooper KM**, Stephens MD*, Chi MTH, Brownell SE. Learning from error episodes in dialog-videos: A comparison between higher- and lower-performing undergraduates in an authentic course study. Under review at the *Journal of Learning and Instruction*.

Guest blogs

Webb E, **Cooper KM**. (2018, September). Should science teachers try to be funny? ASU- Ask A Biologist. <https://askabiologist.asu.edu/plosable/science-teacher-humor>

Cooper, K. (2016, September 1) How instructors can make their active learning classrooms more inclusive to members of the LGBTQIA community. SOLS Teachtech Blog. <http://asutechwebs.blogspot.com/2016/09/>

Cooper, K. (2015, September 30) The hidden economic costs of active learning. SOLS Teachtech Blog. <http://asutechwebs.blogspot.com/2015/09/>

Scientific Conference Proceedings

Iyer, N., **Cooper, K.**, Yang, J., and Zenhausern, F. (2009). Measuring Elastic Properties of Highly Metastatic Cells using Nano-Capillary Wrinkling. *MRS Proceedings* (Vol. 1185, pp. 1185-II06). Cambridge University Press.

Iyer, N., **Cooper, K.**, Yang, J., and Zenhausern, F. (2009). Measuring elastic properties of thin biological films using capillary wrinkling. In A. D'Amore, D. Acierno, & L. Grassia (Eds.), *AIP Conference Proceedings* (Vol. 1042, No. 1, pp. 41-43). AIP.

PRESENTATIONS

Invited talks and seminars, upcoming

10. **Cooper KM.** Factors that predict student persistence in research: From lab environment to mental health. Cary Institute of Ecosystem Studies. Millbrook, NY, USA. May 2020.
9. **Cooper KM.** Factors that predict student persistence in research: From lab environment to mental health. Florida International University STEM Transformation Institute invited seminar. Miami, FL, USA. April 2020.
8. **Cooper KM.** Factors that predict student persistence in research: From lab environment to mental health. University of Alabama Birmingham invited seminar. Birmingham, AL, USA. March 2020.

Invited talks and seminars

7. **Cooper KM.** Toward more inclusive active learning classrooms: How groups of students are differentially impacted by active learning. University of California San Diego Division of Biological Sciences Seminar Program. San Diego, CA, USA. February 2020.
6. **Cooper KM.** Toward more inclusive active learning classrooms: Identifying inequities and possible underlying mechanisms. Auburn University. Department of Biological Sciences Seminar, Auburn AL, USA. November 2019.
5. **Cooper KM.** Factors that predict student persistence in research: From lab environment to mental health. University of Central Florida, Department of Chemistry invited seminar. Orlando, FL, USA. October 2019.
4. **Cooper KM.** Toward more inclusive active learning classrooms: Identifying inequities and possible underlying mechanisms. University of Central Florida. Orlando, FL, USA. March 2019.
3. **Cooper KM.** Toward more inclusive active learning classrooms: Identifying inequities and possible underlying mechanisms. Western Michigan University. Kalamazoo, MI, USA. January 2019.
2. **Cooper KM, Brownell SE.** A Sense of Mission: Assessment of courses that integrate teaching and research. Invited by the Howard Hughes Medical Association (HHMI) at the Council of Undergraduate Research (CUR) Dialogues Meeting. Washington DC, USA. February 2018.
1. **Cooper KM.** Coming out in class: The challenges and opportunities of active learning for LGBTQIA students in an undergraduate biology class. Arizona State University LGBT Showcase. Tempe, AZ, USA. April 2016.

Peer-reviewed talks

Trainees who co-presented with me are designated with a *

15. **Cooper KM**. The impact of research anxiety on biology undergraduates' intentions to pursue a science research career. Society for the Advancement of Biology Education Research (SABER). Minneapolis, MN, USA. July 2019.

14. **Cooper KM**. The impact of research anxiety on biology undergraduates' intentions to pursue a science research career. Undergraduate Biology Education Gordon Research Seminar. Lewiston, ME, USA. June 2019.

13. **Cooper KM**, Cala J*. Identifying the unwritten rules of obtaining undergraduate research experiences. Society for the Advancement of Biology Education Research (SABER) West coast regional meeting. Irvine, CA, USA. January 2019.

12. **Cooper KM**. Comparison of an immunology cookbook lab course and a course-based undergraduate research experience. The Future of Education International Conference. Pixel-International Education and Training Institution. Florence, Italy. June 2018.

11. **Cooper KM**, Brownell SE. A course-embedded comparison of instructor-generated videos of either an instructor alone or an instructor and a student. Experimental Biology. International Conference of Learning Sciences. London, United Kingdom. June 2018.

10. **Cooper KM**. Who perceives they're smarter? The influence of student identities on student academic self-concept in physiology. ASU Diversity and Inclusion Science Initiative. Tempe, AZ, USA. February 2018.

9. **Cooper KM**, Downing VD*. How to make large-enrollment active learning science classes less anxiety inducing. ASU Diversity and Inclusion Science Initiative. Tempe, AZ, USA. February 2018.

8. **Cooper KM**. To be funny or not to be funny: Student perceptions of instructor use of humor in college science classrooms. ASU Diversity and Inclusion Science Initiative. Tempe, AZ, USA. February 2018.

7. **Cooper KM**, Hendrix T*. To be funny or not to be funny: Student perceptions of instructor use of humor in college science classrooms. Society for the Advancement of Biology Education Research (SABER) West coast regional meeting. Irvine, CA, USA. January 2018.

6. **Cooper KM**, Brownell SE. Coming out in class: The influence of covert identities on student experiences in active learning classrooms. European Molecular Biology Laboratory (EMBL) Equality and Diversity Committee's Inspirational Seminar. Heidelberg, Germany. July 2017.

5. **Cooper KM**, Brownell SE. Coming out in class: The influence of covert identities on student experiences in active learning classrooms. International Higher Education of Teaching and Learning (HETL) Annual Meeting. Paisley, Scotland. June 2017.

4. **Cooper KM.** Coming out in class: The influence of covert identities on student experiences in active learning classrooms. Society for the Advancement of Biology Education Research (SABER) West meeting. Irvine, CA, USA. January 2017.
3. **Cooper KM.** A summer bridge program helps students to maximize active learning experiences and the active learning experiences of others. American Society for Cell Biology (ASCB) meeting. San Francisco, CA, USA. December 2016.
2. **Cooper KM.** A bridge to active learning: A summer bridge program helps students to maximize active learning experiences and the active learning experiences of others. Society for the Advancement of Biology Education Research (SABER) meeting. Minneapolis, MN, USA. July 2016.
1. **Cooper KM.** What's in a name? The importance of student perceptions of an instructor knowing their names in a high enrollment biology course. Society for the Advancement of Biology Education Research (SABER) meeting. Minneapolis, MN, USA. July 2016.

Invited workshops, upcoming

7. **Cooper KM,** Building inclusive and fair classrooms: Spotting sources of bias in biology classrooms. University of Alabama. March 2019.

Invited workshops

6. **Cooper KM,** Donnelly J. Understanding students' responses to active learning. Faculty Center for Teaching and Learning 2019 Winter Conference. University of Central Florida. December 2019.
5. **Cooper KM,** Brownell SE. Building inclusive and fair classrooms: Spotting sources of bias in biology classrooms. University of Heidelberg Center for Organismal Studies seminar. Heidelberg, Germany. July 2017.
4. **Cooper KM,** Brownell SE. Building inclusive and fair classrooms: Spotting sources of bias in biology classrooms. ASU Human Evolution and Social Change seminar. Tempe, AZ, USA. March 2017.
3. **Cooper KM,** Brownell SE. Building inclusive and fair classrooms: Spotting sources of bias in biology classrooms. Society for the Advancement of Biology Education Research (SABER) West meeting. Irvine, CA, USA. January 2017.
2. **Cooper KM,** Brownell SE. Building inclusive and fair classrooms: Spotting sources of bias in biology classrooms. ASU Committee for Campus Inclusion (CCI) Diversity and Inclusion Educational Conference. Tempe, AZ, USA. November 2016.
1. **Cooper KM,** Brownell SE. Building inclusive and fair classrooms: Spotting sources of bias in biology classrooms. ASU Evidence-based Teaching Seminar Series. Tempe, AZ, USA. September 2016.

Conference Poster Presentations

Trainees who co-presented with me are designated with a *

35. **Cooper KM.** The impact of student research anxiety on undergraduate intention to pursue a scientific research career. American Society of Cell Biology (ASCB) annual meeting. Washington DC, USA. December 2019
34. **Cooper KM.** Factors that predict life sciences student persistence in undergraduate research experiences. American Society of Cell Biology (ASCB) annual meeting. Washington DC, USA. December 2019.
33. **Cooper KM.** Fear of negative evaluation: A novel construct underlying student anxiety in active learning college science courses. Society for the Advancement of Biology Education Research (SABER) annual meeting. Minneapolis, MN, USA. July 2019.
32. **Cooper KM.** Fear of negative evaluation: A novel factor underlying student anxiety in active learning. Undergraduate Biology Education Gordon Research Conference. Lewiston, ME. June 2019.
31. **Cooper KM.** Leaving research: Factors that impact a student leaving an academic year research experience. Focus URE conference. Stuttgart, Germany. June 2019.
30. **Cooper KM.** Leaving research: Factors that impact a student leaving an academic year research experience. Society for the Advancement of Biology Education (SABER) West meeting. Irvine, CA, USA. January 2019.
29. **Cooper KM.** Gender differences of student perceptions of instructor humor in college science courses. American Society for Cell Biology (ASCB) annual meeting. San Diego, CA, USA. December 2018.
28. **Cooper KM.** The influence of active learning practices on student anxiety in large-enrollment college science classrooms. American Society for Cell Biology (ASCB) annual meeting. San Diego, CA, USA. December 2018.
27. **Cooper KM.** Coming out to the class: Identify factors that influence college biology instructor decisions about whether to reveal their LGBQ identity in class. Society for the Advancement of Biology Education Research (SABER) annual meeting. Minneapolis, MN, USA. July 2018.
26. **Cooper KM.** A course-embedded comparison of instructor-generated videos of either an instructor alone or an instructor and a student. Society for the Advancement of Biology Education Research (SABER) annual meeting. Minneapolis, MN, USA. July 2018.
25. **Cooper KM.** To be funny or not to be funny: Students' perception of humor used by instructors in college science courses. Society for the Advancement of Biology Education Research (SABER) annual meeting. Minneapolis, MN, USA. July 2018.

24. **Cooper KM.** Who perceives they're smarter? Exploring the experience of gender, transfer student status, and native English speaking on student academic self-concept in physiology. Experimental Biology annual meeting. San Diego, CA, USA. April 2018.
23. **Cooper KM.** A course-embedded comparison of instructor-generated videos of either an instructor alone or an instructor and a student. Experimental Biology annual meeting. San Diego, CA, USA. April 2018.
22. **Cooper KM.** Arizona State University's LEAP Scholars Program. Experimental Biology annual meeting- Outreach and Education. San Diego, CA, USA. April 2018.
21. **Cooper KM.** Identifying the unwritten rules for participating in undergraduate research. Diversity and Inclusion Science Initiative. Tempe, AZ, USA. February 2018.
20. **Cooper KM.** Same curriculum, different mice, different outcomes: A reductionist approach to probing the impact of working on broadly relevant novel research. Society for the Advancement of Biology Education Research (SABER) West coast regional meeting. Irvine, CA, USA. January 2018.
19. **Cooper KM.** Identifying the unwritten rules of obtaining undergraduate research experiences. Society for the Advancement of Biology Education Research (SABER) West coast regional meeting. Irvine, CA, USA. January 2018.
18. **Cooper KM.** Learning anxiously: Alleviating and exacerbating student anxiety in active learning classrooms. Society for the Advancement of Biology Education Research (SABER) West coast regional meeting. Irvine, CA, USA. January 2018.
17. **Cooper KM.** To be funny or not to be funny: Students' perception of humor used by instructors in college science courses. Society for the Advancement of Biology Education Research (SABER) annual meeting. Minneapolis, MN, USA. July 2017.
16. **Cooper KM.** Who perceives they're smarter? Males have a higher academic self-concept in a large-enrollment physiology course. Society for the Advancement of Biology Education Research (SABER) annual meeting. Minneapolis, MN, USA. July 2017.
15. **Cooper KM.** Learning Anxiously: The challenges and benefits of active learning for students with anxiety. Gordon Research Conference, Undergraduate Biology Education Research. Stonehill College, Easton, MA, USA. July 2017.
14. **Cooper KM.** Who perceives they're smarter? Males have a higher academic self-concept in a large-enrollment physiology course. Gordon Research Conference, Undergraduate Biology Education Research. Stonehill College, Easton, MA, USA. July 2017.
13. **Cooper KM.** Capital Gains: The influence of a summer bridge program on first year students' social capital. National Association for Research in Science Teaching (NARST) annual meeting. San Antonio, TX, USA. April 2017.

12. **Cooper KM.** A summer bridge program helps students to maximize active learning experiences and the active learning experiences of others. Biology Leadership Conference. Tucson, AZ, USA. February 2017.
11. **Cooper KM.** Who perceives they're smarter? Males have a higher academic self-concept in a large-enrollment physiology course. Society for the Advancement of Biology Education Research (SABER) West meeting. Irvine, CA, USA. January 2017.
10. **Cooper KM.** What's in a name? The importance of student perceptions of an instructor knowing their names in a high enrollment biology course. American Society for Cell Biology (ASCB) meeting. San Francisco, CA, USA. December 2016.
9. **Cooper KM.** Coming out in class: The challenges and opportunities of active learning for LGBTQIA students in an undergraduate biology class. American Society for Cell Biology (ASCB) meeting. San Francisco, CA, USA. December 2016
8. **Cooper KM.** An exploratory interview study of what factors impact student participation in undergraduate research. The Council on Undergraduate Research (CUR) meeting. Tampa, FL, USA. June 2016.
7. **Cooper KM.** A high enrollment course-based undergraduate research experience improves student conceptions of scientific thinking. The Council on Undergraduate Research (CUR) meeting. Tampa, FL, USA. June 2016.
6. **Cooper KM.** Design elements of a high-enrollment course based undergraduate research experience may lead to inaccurate student conceptions about scientific research. Experimental Biology meeting. San Diego, CA, USA. April 2016.
5. **Cooper KM.** Design elements of a high enrollment course based undergraduate research experience may lead to inaccurate student conceptions about scientific research. Freshman Research Initiative (FRI) Biennial Conference. Austin, TX, USA. March 2016.
4. **Cooper KM.** BioBridge: A two-week intensely active learning biology program has a positive impact on incoming first year students. ASU Institute for the Science of Teaching and Learning (ISTL) Learning and Innovation Showcase. Tempe, AZ, USA. January 2016.
3. **Cooper KM.** A high enrollment course-based undergraduate research experience improves student conceptions of scientific thinking. ASU Association for Women in Science (AWIS) JumpStarting STEM Careers Conference. Tempe, AZ, USA. January 2016.
2. **Cooper KM.** A high enrollment course-based undergraduate research experience improves student conceptions of scientific thinking. American Society for Cell Biology (ASCB) annual meeting. San Diego, CA, USA. December 2015.

1. **Cooper KM.** A high enrollment course-based undergraduate research experience improves student conceptions of scientific thinking and ability to interpret data. Society for the Advancement in Biology Education Research (SABER) meeting. Minneapolis, MN, USA. July 2015.

Trainee peer-reviewed talks and poster presentations, upcoming

33. **Downing VR.** Fear of negative evaluation and student anxiety in community college active learning science courses (talk). American Educational Research Association (AERA). San Francisco, CA, April 2020.

Trainee peer-reviewed talks and poster presentations

32. **Gin L.** Factors that predict life sciences student persistence in undergraduate research experiences (talk). Society for the Advancement of Biology Education Research West coast meeting. Irvine, CA, USA. January 2020.

31. **Gin L.** Fear of negative evaluation and student anxiety in community college active learning science courses (poster). Society for the Advancement of Biology Education Research West coast meeting. Irvine, CA, USA. January 2020.

30. **Nadile E.** Don't joke about me: The impact of student identity on perception of instructor humor in college science courses (poster). Society for the Advancement of Biology Education Research West. Irvine, CA, USA. January 2020.

29. **Cala J.** Fear of negative evaluation and student anxiety in community college active learning science courses (talk). National Association for Biology Teachers national meeting. Chicago, IL, USA. November 2019.

28. **Cala J.** The unwritten rules of undergraduate research (poster). National Association for Biology Teachers national meeting. Chicago, IL, USA. November 2019.

27. **Gin L.** Diagnosing differences in preparing for med school between students in online and in-person biology degree programs (poster). American Association for Medical Colleges Annual Meeting. Phoenix AZ, USA. November 2019.

26. **Scott R, Ramiriez D.** Factors that predict biological sciences student persistence in undergraduate research experiences (poster). BioSci Southwest Symposium. Tempe, AZ, USA. November 2019.

25. **Nadile E.** Don't joke about me: The impact of student identity on perception of instructor humor in college science courses (poster). BioSci Southwest Symposium. Tempe, AZ, USA. November 2019.

24. **Gin L.** Diagnosing differences in what undergraduates in ASU's fully online and an in-person biology degree program know and do regarding medical school admission (lightening talk). ASU BioSci Southwest Symposium. Tempe, AZ, USA. November 2019.

23. **Clark C.** Arizona State University's LEAP Scholars program (poster). National Science Foundation S-STEM meeting. Washington DC, USA. September 2019.
22. **Gin L.** Leaving research: Factors that influence science student persistence in undergraduate research (talk). Geological Society of America national meeting, Phoenix AZ, September 2019.
21. **Gin L.** Diagnosing differences in what undergraduates in a fully online and in an in-person biology degree program know and do regarding medical school admission (talk). Society for the Advancement of Biology Education Research. Minneapolis, MN, USA. July 2019.
20. **Gin L.** Leaving Research: Factors that impact a student leaving an academic year research experience (poster). Society for the Advancement of Biology Education Research. Minneapolis, MN, USA. July 2019.
19. **Gin L.** Leaving Research: Factors that impact a student leaving an academic year research experience (poster). Undergraduate Biology Education Research Gordon Research Conference. Lewiston, ME, USA. June 2019.
18. **Gin L.** Diagnosing differences in what undergraduates in a fully online and in an in-person biology degree program know and do regarding medical school admission (poster). Undergraduate Biology Education Research Gordon Research Seminar. Lewiston, ME, USA. June 2019.
17. **Gin L.** Leaving Research: Factors that impact a student leaving an academic year research experience (poster). Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC) summer conference. Ann Arbor, MI, June 2019.
16. **Gin L.** Fear of negative evaluation: A novel construct underlying student anxiety in active learning college science courses (poster). Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC) summer conference. Ann Arbor, MI, USA. June 2019.
15. **Gin L.** Online with Career Goals? Exploring student decisions to enroll in online biology degree programs and lab courses (poster). ASU Teacher's College Education Research Conference. Tempe, AZ, USA. February 2019.
14. **Gin L.** Maximizing inclusion and questioning excellence: Are online biology degree programs a way to promote inclusive excellence in undergraduate education? (talk). ASU Diversity and Inclusion Science Initiative (DISI) Tempe, AZ, USA. February 2019.
13. **Hendrix T.** How do astrophysicists organize a party? Their wives planet: Gender differences in student perceptions of instructor humor in college science classrooms (poster). Experimental Biology. San Diego, CA, USA. April 2018.
12. **Hendrix T.** How do astrophysicists organize a party? Their wives planet: Gender differences in student perceptions of instructor humor in college science classrooms (poster). ASU Undergraduate Research Symposium. Tempe, AZ, USA. April 2018.

11. **Cala JM.** Identifying the unwritten rules of obtaining undergraduate research experiences (poster). Society for the Advancement of Biology Education Research. Minneapolis, MN, USA. July 2017.
10. **Krieg A.** What's in a name? The importance of student perceptions of an instructor knowing their names in a high enrollment biology course (poster). ASU Undergraduate Research Symposium. Tempe, AZ, USA. March 2017.
9. **Krieg A.** What's in a name? The importance of student perceptions of an instructor knowing their names in a high enrollment biology course (poster). American Association for the Advancement in Science (AAAS) national meeting. Boston, MA, USA. February 2017.
8. **Downing VR.** Learning Anxiously: The challenges and benefits of active learning for students with anxiety (poster). Society for the Advancement of Biology Education Research West coast regional meeting. Irvine, CA, USA. January 2017.
7. **Ashley ME.** Capital Gains: The influence of a summer bridge program on first year students' social capital (poster). Society for the Advancement of Biology Education Research West coast regional meeting. Irvine, CA, USA. January 2017.
6. **Krieg A.** What's in a name? The importance of student perceptions of an instructor knowing their names in a high enrollment biology course (poster). Society for the Advancement of Biology Education Research West coast regional meeting. Irvine, CA, USA. January 2017.
5. **Ashley ME.** Capital Gains: The influence of a summer bridge program on first year students' social capital (poster). ASU ISTL Learning Innovation Showcase. Tempe AZ, USA. January 2017.
4. **Krieg A.** What's in a name? The importance of student perceptions of an instructor knowing their names in a high enrollment biology course (poster). ASU ISTL Learning Innovation Showcase. Tempe AZ, USA. January 2017.
3. **Krieg A.** What's in a name? The importance of student perceptions of an instructor knowing their names in a high enrollment biology course (poster). ASU School of Life Sciences Honors Event. Tempe AZ, USA. December 2016.
2. **Ashley ME.** Using a lens of Expectancy Value Theory to explore student resistance to active learning (poster). Society for the Advancement of Biology Education Research national meeting. Minneapolis MN, USA. July 2016.
1. **Ashley ME.** A bridge to active learning: A summer bridge program helps students to maximize their active learning experiences and think about equity in groupwork (poster). ASU SOLS Undergraduate Research Symposium, Tempe, AZ, USA. April 2016.

GRANTS AND TRAVEL AWARDS

University of Central Florida Interdisciplinary Team Building Award.

- Towards a Center for Discipline-based Education Research at UCF: Flexible, Accessible, Equitable, and Transferable strategies for Post-Secondary STEM Education. \$40,000 total funded December 2019 as a Co-PI.

National Science Foundation (NSF) S-STEM Making the LEAP from Transfer Student to Researcher (2017)

- Contributed preliminary data and co-wrote the grant proposal as a graduate student, which was successfully awarded. \$999,965. Served as the program manager for the LEAP Scholars program for two years.

ASU Lincoln Center for Applied Ethics Grant (2015)

- Awarded \$7000 to determine the unwritten rules of undergraduate research

Awarded 16 travel awards to attend meetings or to visit other institutions

- Florida International University Advance Women, Equity and Diversity travel award, \$700, October 2019
- LGBTQ+ Scientist Travel Award to the 2018 American Society of Cell Biology (ASCB) Annual Meeting, \$600, September 2018
- ASU School of Life Sciences (SOLS) Graduate Student Travel Award, \$400, April 2018
- Undergraduate Biology Education Gordon Research Conferences Travel Stipend, \$500, July 2017
- ASU School of Life Sciences Undergraduate Programs Travel Stipend, \$500, July 2017
- ASU Graduate & Professional Student Association (GPSA) Travel Grant, \$950, June 2017
- ASU School of Life Sciences (SOLS) Graduate Student Travel Award, \$400, June 2017
- ASU Graduate College Travel Award, \$500, June 2017
- ASU Center for Evolutionary Medicine Trainee Travel Grant, \$500, June 2017
- Environment and Metrics in Biology Education and Research (EMBER) Conference Travel Award, \$600, June 2017
- ASU Graduate & Professional Student Association (GPSA) Travel Grant, \$450, July 2016
- ASU School of Life Sciences (SOLS) Graduate Student Travel Award, \$400, July 2016
- American Society for Biochemistry and Molecular Biology (ASBMB) Graduate Travel Award, \$1000, April 2016
- ASU Graduate & Professional Student Association (GPSA) Travel Grant, \$632, December 2015
- ASU School of Life Sciences (SOLS) Graduate Student Travel Award, \$400, July 2015
- National Association of Advisors for the Health Professions (NAAHP) Travel Grant, \$610, June 2014

TEACHING EXPERIENCE

University of Central Florida, Department of Biology (2020 – present)

- BSC 4910 Biology Education Research, *Research-Intensive course, Spring 2020
 - Developed and currently teaching a 3-credit course-based undergraduate research experience (CURE) for 20 biology, chemistry and physics majors. In this course, students learn about the process of science by engaging in an authentic biology education research project with the intent to publish their findings. * The University of Central Florida awards Research-Intensive (RI) course designations to courses that provide curriculum-based engagement in high impact practices such as research.

Arizona State University, School of Life Sciences (2013 – 2019)

- BIO/BCH/SES 494 Producing Research, Instructor of Record, Spring 2019
 - Co-developed and co-taught a 1-credit course-based undergraduate research experience (CURE) for 7 students in biology and biochemistry. This is the fourth course in a four-semester sequence of courses aimed to support undergraduate transfer students as they engage in scientific research. This course guides students as they finish their final semester of undergraduate research and focus on developing research products including posters, presentations, and manuscripts. The 4-course sequence (Learning about research, Entering research, Advising research, and Producing research) resulted in a publication in the journal PLoS One with all 16 students as co-authors and myself as first author.
- BIO/BCH/SES 494 Entering Research, Instructor of Record, Spring 2018, Spring 2019
 - Co-developed and co-taught a 1-credit course-based undergraduate research experience (CURE) for 7 students in biology and biochemistry. This is the second course in a four-semester sequence of courses aimed to support undergraduate transfer students as they engage in scientific research. This course guides students as they enter their first basic science research experience. Additionally, students continue to conduct education research by exploring a novel research question with the aim to publish their findings.
- BIO/SES 494 Advising Research, Instructor of Record, Fall 2018
 - Co-developed and co-taught a 1-credit course-based undergraduate research experience (CURE) for 8 students in biology and geosciences. This is the third course in a four-semester sequence aimed to support undergraduate transfer students as they engage in scientific research. As a class, students continue an education research project, investigating a novel research question with the aim to publish their findings.
- BIO/BCH/PHY 494 Learning about Research, Instructor of Record, Fall 2017, Fall 2018
 - Co-developed and co-taught a 3-credit course-based undergraduate research experience (CURE) for ~10 students in biology, biochemistry, geosciences, and physics. This is the first course in a four-semester sequence of courses aimed to support undergraduate transfer students as they engage in scientific research. This course prepares students to conduct scientific research through engaging in a science education research project. As a class, students explore a novel research question with the aim to publish their findings.

- BIO 360 Animal Physiology, Instructor of Record, Fall 2017
 - Co-taught a 300-person, 3-credit, upper-level course on animal physiology with an emphasis on human physiology. This course was taught to biology majors in an active learning way. I taught a unit on muscle physiology and a unit on metabolism and diabetes.
- BIO 494/594 Biology Education Research, Instructor of Record, Spring 2017
 - Co-developed and co-taught a 3-credit course-based research experience (CRE) in biology education research to 16 undergraduate and graduate students. As a class, students explored a novel research question with the aim to publish their findings. We successfully completed the project and our manuscript was published in PLoS One with all 16 students as co-authors and myself as first author.
- BIO 189 Life Sciences Career Paths, Instructor of Record, Fall 2015 and Fall 2016
 - Co-developed and co-taught a 1-credit course to ~35 academically underprepared first-semester biology majors that was an extension of the Bio Bridge early start program. The focus of course was on specialized topics in biology and I taught a five-week module on infectious diseases.
- BIO 194 Bio Bridge Early Start Program, Instructor of Record, Summer 2014, Summer 2015, Summer 2016
 - Co-developed and co-taught a 3-credit biology course to ~35 students as part of an early start program for academically underprepared incoming biology majors. The purpose of this course was to prepare students for introductory biology. I taught modules on thinking like a scientist, career options in biology, and academic success strategies.
- BIO 360 Animal Physiology, Teaching Assistant, Fall 2015
 - Teaching assistant for a 200 person, 3-credit, upper-level course focused on animal physiology with an emphasis on human physiology. Co-developed and taught one lesson to three sections of ~65 students each, which was later published as a CourseSource article. Facilitated active learning in weekly classes and discussion sessions and wrote exam questions.
- BIO 294 Advanced Career Preparation in Health and Medicine, Instructor of Record, Spring 2014, Spring 2015, Spring 2016
 - Developed and taught a 1-credit course to ~30 upper-level students that focused on enhancing students' scientific thinking and preparing students for careers in health and medicine.
- BIO 189 Career Preparation in Health and Medicine, Instructor of Record, Fall 2013, Fall 2014
 - Developed and taught a 1-credit course to ~36 introductory biology students that focused on enhancing their scientific thinking and familiarizing students with careers in health and medicine.

Guest lectures

- Syracuse University. Discussion about course-based undergraduate research experiences.

- University of Tennessee, Knoxville. Training session for introductory biology teaching assistants.
 - Taught a guest lecture on the importance of using student names in high enrollment biology courses

Scottsdale Education Center, Biology and Chemistry Tutor (2010 – 2012)

- Developed curriculum and taught an ACT Science preparatory course to ~30 high school students each year
- Tutored AP and IB high school and college-level Biology and Chemistry

MENTORSHIP EXPERIENCE

Trainees mentored in biology education research, University of Central Florida

- Jordan Dowell, ecology graduate student, 2019 – present
- Chris Sellas, undergraduate student, 2019 – present
- Lorena Parilla, undergraduate student, 2019 - present
- Isabella Ferriera, undergraduate student, 2019 – present

Trainees mentored in biology education research, Arizona State University

- Erika Nadile, graduate student, 2019 - present
 - Mentored research has led to 1 publication.
- Rachel Scott, undergraduate student, 2018 – present
 - Mentored research has led to 1 publication.
- Logan Gin, graduate student, 2017 – present
 - Mentored research has led to 3 publications and 2 under review.
- Jacquie Cala, graduate student, 2016 – 2019
 - Mentored research has led to 2 publications and 2 under review.
- Virginia Downing, graduate student, 2016 – 2019
 - Mentored research has led to 1 publication and 1 under review.
- Michelle Stephens, undergraduate student, 2017 – 2018
 - Mentored research led to 2 publications.
- Taija Hendrix, undergraduate student, 2017 – 2018
 - Mentored research led to 2 publications.
- Austin Huang, undergraduate student, 2016-2017
 - Mentored research led to 1 publication.
- Kayla Campbell, undergraduate student, 2016 – 2017
- Brian Haney, graduate student, 2015-2016
 - Mentored research led to 1 publication.
- Anna Krieg, undergraduate student, Honors thesis student, 2015 – 2017
 - Mentored research led to 3 publications.
- Michael Ashley, undergraduate student, 2015 – 2017
 - Mentored research led to 4 publications.
- Cyril Wassef, undergraduate student, Honors thesis student 2015 – 2016
- Kate Bergovy, undergraduate student, 2015

NSF Community College Biology Instructor Network to support Inquiry into Teaching and Education Scholarship (CC Bio INSITES) mentor (2019 - present)

- Invited to serve as a mentor for this NSF project connecting biology education researchers at 4-year institutions to community college instructors who are interested in learning how to conducting biology education research

Mentor for UCF LGBTQ+ Alliance Mentoring Program (2019 – present)

- Currently serve as an LGBTQ+ academic mentor for 2 LGBTQ+ undergraduates per year

Director of Activities and Engagement, UCLA School of Theater Film and Television and US Performing Arts (2012)

- Coordinated weekly activities for groups of 300+ incoming college students and mentored 15 students each week over a three-month period

Medical Student Mentor, University of Arizona College of Medicine- Phoenix (2011 – 2012)

- Worked with BioScience High School to implement the Medical School Mentorship Program and personally mentored students throughout the year by introducing them to medicine

Mentor, UCLA School of Theater, Film, and Television and US Performing Arts (2010)

- Mentored 15 incoming college students each week over a three-month period in academic success and theatre performance

PROFESSIONAL SERVICE

- Ad hoc reviewer for *CBE: Life Sciences Education* (2016 – present)
- Ad hoc reviewer for the *International Journal of STEM Education* (2017 – present)
- Ad hoc reviewer for *Wildlife Society Bulletin* (2017 – present)
- Ad hoc reviewer for *Studies in Higher Education* (2019 – present)
- Ad hoc reviewer for *PLoS One* (2019 – present)
- Ad hoc reviewer for the *Journal for STEM Education Research* (2019 – present)
- Member of UCF Department of Biology's Undergraduate Programs Committee (2020 – present)
- Undergraduate Biology Education Research, Gordon Research Conference discussion leader for “Changing Identities and Demographics in Undergraduate Biology Education” session (2019)
- Associate member of the American Society of Cell Biology (ASCB) LGBTQ+ Task Force (2019 – present)
- Co-chair of the Society for the Advancement of Biology Education Research (SABER) Bill Wood Graduate Talk Award Committee (2019- present)
- Member of the Society for Advancement of Biology Education Research (SABER) Diversity and Inclusion committee (2018- present)
- Panelist for ASU Graduate College panel about teaching (2018, 2019)
 - One of three ASU graduate students selected by the Graduate College to serve on the Graduate and Professional Student Association (GPSA) panel about teaching for incoming graduate students

- Panelist for the Students Affiliates of the American Chemical Society (SAACS) pre-med and pre-graduate student panel (2018)
One of three panelists with expertise in medical and graduate school admission standards
- Graduate participant in ASU's Camp Ignite, (2014 – 2016)
Attended 2-day summer program for all incoming biology majors developed to build community among students, staff, and faculty
- Graduate participant, ASU's Out in STEM (OSTEM) graduate panel (2016)
Served on panel highlighting LGBTQIA identifying graduate student experiences in STEM
- ASU SOLUR Summer Research Program selection committee (2015)
Served on committee as a graduate representative to select ASU School of Life Sciences summer undergraduate research scholars
- Pre-health advising, ASU's pre-health club (2015 – 2016)
Gave guest lectures about how to maximize students' chances of being accepted to medical school
- ASU SOLS Undergraduate Programs Committee (2013 – 2014)
Served as an advising representative on the committee for one year
- ASU Undergraduate Programs Subcommittee for Biomedical Sciences and Medical Microbiology concentrations (2013 – 2014)
Served as the pre-health advisor on the committee to develop new degrees
- ASU SOLS Scholarships and Awards Committee (2013 – 2014)
Served on committee as an advising representative
- ASU College of Liberal Arts and Sciences Development Success Network (2014)
Served on committee to determine best practices for retaining students in the College of Liberal Arts and Sciences

SCHOLARSHIPS, AWARDS, and RECOGNITIONS

- Personally featured in UCF's Faculty Center for Teaching and Learning Faculty SOTL Activity: [Scholarship of Teaching and Learning Activity](#) (2019)
- Personally featured in UCF College of Sciences News: "[New Biology Hire Brings Focus to Accessibility](#)" (2019)
- Work with the NSF S-STEM grant featured by Course Hero in "[How to Enrich the Research Experience of Transfer Students](#)" (2019)
- Personally featured in the University of Leicester Department of Physics and Astronomy's showcase of LGBT+ identifying scientists (2019)
- AAAS/Science Program for Excellence in Science (2018)
- ASU Faculty Women's Association (FWA) Distinguished Graduate Student Award (2018)
- ASU College of Liberal Arts and Sciences (CLAS) Graduate Excellence Award (2018)
- ASU School of Life Sciences Innovative Teaching Award (2018)
- ASU Sun Devil Award for Service (2018)
- Featured on ASU Now as one of ASU's outstanding graduates: *Biology PhD Grad Gains International Recognition for Her Research in Final Week of School* (2018)
- ASU Graduate and Professional Student Association (GPSA) Teaching Excellence Award (2017)

- iEMBER Best Lightening Talk Award (2017)
- ASU College of Liberal Arts and Sciences (CLAS) Graduate Excellence Award (2016)
- University of Arizona College of Medicine-Phoenix Academic Accomplishments Tuition Scholarship (2011 – 2012)
- ASU Provost's Scholarship (2006 – 2010)
- AIMS Tuition Waiver (2006 – 2010)
- ASU Dean's List (2006 – 2010)
- ASU Herberger College of Fine Arts Time and Talent Scholarship (2006 – 2008)

PROFESSIONAL SOCIETY MEMBERSHIPS

- American Association for the Advancement of Science (2018 – present)
- Inclusive Environments and Metrics for Biology Education Research (iEMBER) (2017 – present)
- Out in STEM (OSTEM) (2016 – present)
- Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) (2015 – present)
- Society for the Advancement of Biology Education Research (SABER) (2014 – present)
- American Society of Cell Biology (ASCB) (2016 – present)
- American Society of Biochemistry and Molecular Biology (ASBMB) (2016 – 2017)
- National Academic Advising Association (NACADA) (2013 – 2017)
- ASU Council of Academic Advisors (CAA) (2013 – 2017)
- National Association of Advisors for the Health Professions (NAAHP) (2013 – 2015)