Kelly Findley

CURRICULUM VITAE

Teaching Associate Professor
Department of Statistics
University of Illinois Urbana-Champaign

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Champaign, IL 61820
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ACADEMIC INTERESTS

- Inquiry-oriented curricular materials in statistics
- Qualitative research methods in statistics education
- Student belonging and disciplinary appropriation in statistics
- Students' epistemic and metacognitive perspectives on statistics
- Teaching introductory statistics with R [https://stat212-learnr.stat.illinois.edu/]
- Training and professional development for graduate TAs and instructors in statistics
- Examining student cognition in statistics using resource views of knowledge and learning

EDUCATION

2019   **Ph.D. Curriculum & Instruction: Mathematics Education**
Florida State University, Tallahassee, FL
Supervisors: Elizabeth Jakubowski & Ian Whitacre.

Findley, K. (2019). *Connecting disciplinary and pedagogical spaces in statistics: Perspectives from graduate teaching assistants*. Unpublished doctoral dissertation, Florida State University. [https://iase-web.org/documents/dissertations/19.KellyFindley.Dissertation.pdf]

2015   **M.S. Statistics**
Florida State University, Tallahassee, FL

2013   **B.A. Mathematics**
Bryan College, Dayton, TN
Minors: Politics & Government, Music

APPOINTMENTS

2023 – Present   **Teaching Associate Professor**
Department of Statistics
University of Illinois Urbana-Champaign

2019 – 2023   **Teaching Assistant Professor**
Department of Statistics
University of Illinois Urbana-Champaign

Summer 2021   **Visiting Lecturer and Scholar**
Center of Methods in Social Sciences
The University of Göttingen

2013 – 2015 &   **Graduate Teaching Assistant**
2018 – 2019   Department of Statistics & School of Teacher Education
Florida State University

2015 – 2018   **Research Assistant**
Teaching and Learning Algebraic Thinking Across the Middle Grades: A Research-based Approach Using PhET Interactive Simulations (NSF Grant #1503510)
Florida State University

JOURNAL PUBLICATIONS

Published/Accepted Manuscripts

Findley, K., Aktas, M., & *Yang, J. (2025). Why come to class? Post-pandemic perspectives from students in an introductory statistics course. *Journal of Statistics and Data Science Education*. https://doi.org/10.1080/26939169.2025.2520206

Findley, K., Justice, N., Kinson, C., & Berens, F. (2025). Why swipe right? Career interests and aspirations of incoming statistics majors. *Journal of Statistics and Data Science Education, 33*(4). 447–458. https://doi.org/10.1080/26939169.2024.2430244

*Zeng, W., *Li, Z., **Findley, K.**, & Portnoy, S. (2024). The illusion of randomness: Evaluating student sampling performance. *CHANCE*, *37*(3), 22–31. https://doi.org/10.1080/09332480.2024.2415838

Findley, K., *Mosely, B., & *Ludkowski, A. (2023). Resources and tensions in student thinking about statistical design. *Statistics Education Research Journal*, *22*(3). https://doi.org/10.52041/serj.v22i3.662

Findley, K. (2022). Navigating a disciplinary chasm: The statistical perspectives of graduate teaching assistants. *Statistics Education Research Journal 21*(1). https://doi.org/10.52041/serj.v21i1.14

Findley, K., Whitacre, I., & Atabas, S. (2020). What's in a name? Leveraging students' informal vocabulary in probability. *Teaching Statistics 43*(2)*,* 72–78. https://doi.org/10.1111/test.12250

Atabas, S., Schellinger, J., Whitacre, I., **Findley, K.**, & Hensberry, K. K. R. (2020). A tale of two sets of norms: Comparing opportunities for student agency in mathematics lessons with and without interactive simulations. *Journal of Mathematical Behavior, 58*, Article 100761. https://doi.org/10.1016/j.jmathb.2020.100761

Findley, K. & Lyford, A. (2019). Investigating students' reasoning about sampling distributions through a resource perspective. *Statistics Education Research Journal*, *18*(1), 26–45. https://doi.org/10.52041/serj.v18i1.148

Findley, K., Whitacre, I., Schellinger, J., & Hensberry, K. K. R. (2019). Orchestrating mathematics lessons with interactive simulations: Exploring roles in the classroom. *Journal of Technology and Teacher Education*, *27*(1), 37–62. https://www.learntechlib.org/primary/p/184666

Whitacre, I., Hensberry, K. K. R.., Schellinger, J., & **Findley, K.** (2018). Variations on play with interactive computer simulations: Balancing competing priorities. *International Journal of Mathematical Education in Science and Technology*, *50*(5), 665–681. https://doi.org/10.1080/0020739X.2018.1532536

Hensberry, K. K. R., Whitacre, I., **Findley, K.**, Schellinger, J., & Wheeler, M. B. (2018). Engaging students with mathematics through play. *Mathematics Teaching in the Middle School*, *24*(3), 179–183. https://doi.org/10.5951/mathteacmiddscho.24.3.0179

Whitacre, I., Atabas, S., & **Findley, K.** (2018). Exploring unfamiliar mathematical territory: Constraints and affordances in a preservice teacher's reasoning about fraction comparisons. *Journal of Mathematical Behavior*, *53*, 148–163. https://doi.org/10.1016/j.jmathb.2018.06.006

Unpublished Manuscripts

Berens, F. & **Findley, K.** (2026+). The diamond model of statistics: Framing and measuring students' conceptions about the field*,* 30 pages. Manuscript submitted to *Journal of the Learning Sciences*.

Findley, K., Justice, N., & Kinson, C. (2026+). From Truth to Humble Conclusions: An Epistemological Framework for Navigating Subjectivity in Statistical Practice. Invited manuscript in progress for the *Statistics Education Research Journal.*

* Indicates student co-authors

BOOK CHAPTERS

Berens, F., **Findley, K.**, & Hobert, S. (2023). How students' statistics beliefs influence their attitudes: A quantitative and a qualitative approach. In G. Burill, L. de Oliveria Souza, & E. Reston (Eds.), *Research on Reasoning with Data and Statistical Thinking: International Perspectives. Advances in Mathematics Education* (pp. 303-316). Springer, Cham. https://doi.org/10.1007/978-3-031-29459-4_22

CONFERENCE PAPERS

Berens, F., **Findley, K.**, Justice N., & Kinson, C. (2024). Disciplinary appropriation at the beginning of a statistics major. In E. Jones (Ed.), *Fostering Learning of Statistics and Data Science. Proceedings of the Satellite conference of the International Association for Statistical Education (IASE)*. Toronto, CA. [https://iase-web.org/Webinars.php?p=230711_2000]

Findley, K., Justice, N., & Berens, F. (2022). Lois Lane, Superman, and Iron Man: How perspectives of statistics influence students' identities and career pursuits. In S. A. Peters, L. Zapata-Cardona, F. Bonafini, & A. Fan (Eds.), *Bridging the Gap: Empowering & Educating Today's Learners in Statistics. Proceedings of the 11th International Conference on Teaching Statistics.* Rosario, Argentina. [https://doi.org/10.52041/iase.icots11.T3F1]

Whitacre, I., **Findley, K.** & Atabas, S. (2020). Productive seeds in preservice teachers' reasoning about fractions. In A. I. Sacristán & J. C. Cortés (Eds.), *Proceedings of the 42nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1477–1484). Mazatlán, México. [http://www.pmena.org/pmenaproceedings/PMENA%2042%202020%20Proceedings.pdf]

Findley, K. & Berens, F. (2020). Assessing the disciplinary perspectives of introductory statistics students. In S. S. Karunakuran, Z. Reed, & A. Higgins (Eds.), *Proceedings of the 23rd Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1090–1095). Boston, MA. [http://sigmaa.maa.org/rume/RUME23.pdf]

Findley, K. & Kaplan, J. J. (2019). Is statistics just math? The developing epistemic views of graduate teaching assistants. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, & S. Brown (Eds.), *Proceedings of the 22nd Annual Conference on Research in Undergraduate Mathematics Education* (pp. 196–203). Oklahoma City, OK. [http://sigmaa.maa.org/rume/ RUME22_Proceedings.pdf]

Findley, K. & Atabas, S. (2018). Middle-schoolers' construction of probabilistic vocabulary. In T. E. Hodges, G. J. Roy, & A. M. Tyminski (Eds.), *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 868–871). Greenville, SC. [http://www.pmena.org/pmenaproceedings/PMENA%2040%202018%20Proceedings.pdf]

Atabas S., **Findley, K.**, & Schellinger, J. (2018). Using interactive simulations to think mathematically and engage in cognitively demanding tasks. In T. E. Hodges, G. J. Roy, & A. M. Tyminski (Eds.), *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1091–1093). Greenville, SC. [http://www.pmena.org/pmenaproceedings/PMENA%2040%202018%20Proceedings.pdf]

Findley, K. & Kaplan, J. J. (2018). What is statistics? Examining the disciplinary beliefs of incoming statistics TAs. In M. A. Sorto, A. White, & L. Guyot (Eds*.), Looking back, looking forward. Proceedings of the 10th International Conference on Teaching Statistics.* Kyoto, Japan. [https://icots.info/10/?contributed=C175]

Findley, K. & Kaplan, J. J. (2018). Cognitive resources in student reasoning about mean tendency. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, & S. Brown (Eds.), *Proceedings of the 21st Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1345–1351). San Diego, CA. [http://sigmaa.maa.org/rume/RUME21.pdf]

Findley, K., Whitacre, I., & Hensberry, K. K. R. (2017). Integrating interactive simulations into the mathematics classroom: Supplementing, enhancing, or driving? In E. Galindo & J. Newton (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1297–1304). Indianapolis, IN. [http://www.pmena.org/pmenaproceedings/PMENA%2039%202017%20Proceedings.pdf]

Whitacre, I., Hensberry, K. K. R. & **Findley, K.** (2017). Teachers' facilitation of play with PhET interactive simulations in middle-school mathematics lessons. In E. Galindo & J. Newton (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 1386)*.* Indianapolis, IN. [http://www.pmena.org/pmenaproceedings/PMENA%2039%202017%20Proceedings.pdf]

Haider, M., Bouhjar, K., **Findley, K.**, Quea, R., Keegan, B., & Andrews-Larson, C. (2016). Using student reasoning to inform assessment development in linear algebra. In T. Fukawa-Connelly, N. E. Infante, M. Wawro, & S. Brown (Eds.), *Proceedings of the 19th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 163–177). Pittsburgh, PA. [http://sigmaa.maa.org/rume/RUME19v3.pdf]

PRESENTATIONS

Invited Presentations

Kay, L. (Moderator), House, R., **Findley, K.,** Reyes, E., Saidi, R., & Vance, L. (2025, November). *The evolving normal: Navigating Post-pandemic challenges in statistics education.* Invited panelist for the ASA Section on Statistics and Data Science Education.

Findley, K. (2025, July). *A useful model for the human role in statistics.* Lightning talk for the closing session of the United States Conference on Teaching Statistics (USCOTS) 2025, Ames, IA. [https://www.youtube.com/watch?v=E-p2B3rkxzw]

Findley, K., Justice, N. (2025, June). *Developing data agency: Towards a theoretical learning trajectory for engaging in subjectivities with data.* Presentation at the 14th Statistical Reasoning, Thinking, and Literacy (SRTL-14) Research Forum, State College, PA.

del Rosario, Z. (Moderator), Sochacka, N. & **Findley, K.** (2025, June). *Getting started in statistics and data science education research: Qualitative research.* Presentation discussant for the Researchers of Statistics Education (RoSE) Network's webinar series, Online. [https://www.causeweb.org/cause/webinar/rose/2025-06]

Findley, K. & Justice, N. (2025, May). *Why swipe right? Career interests and aspirations of incoming statistics majors.* Presentation for the Journal of Statistics and Data Science Education/Consortium for the Advancement of Undergraduate Statistics Education (JSDSE/CAUSE) webinar series, Online. [https://www.causeweb.org/cause/webinar/jsdse/2025-05]

Findley, K. (2023, November). *Resources and tensions in student thinking about statistical design.* Presentation for the International Association for Statistics Education (IASE) webinar series, Online. [https://iase-web.org/Webinars.php?p=231113_2000]

Findley, K. (2020, April). *Assessment strategies in post-secondary education.* Guest Lecture for EOL 585: College Teaching, University of Illinois Urbana-Champaign.

Contributed Presentations

*Hunt, M., *Petrie, M., **Findley, K.**, & Rao, V. N. V. (2025, July). *Challenges and opportunities for promoting visual data literacy.* Poster Presentation at United States Conference on Teaching Statistics (USCOTS) 2025, Ames, IA.

*Petrie, M., *Hunt, M., Rao, V. N. V., & **Findley, K.** (2025, July). *"It's just quantitative": Exploring students' detection of biases in data visualizations.* Poster Presentation at Research Satellite of the United States Conference on Teaching Statistics (USCOTS) 2025, Ames, IA.

Findley, K., Justice, N., & Kinson, C. (2025, July). *Developing data agency.* Poster Presentation at Research Satellite of the United States Conference on Teaching Statistics (USCOTS) 2025, Ames, IA.

Carter, C., McGarry, A., & **Findley, K.** (2024, September). *Exploring statistical measures of center and variability through powerful interactive simulations*. Workshop Presentation at National Council for Teachers of Mathematics (NCTM) Annual Meeting, Chicago, IL.

Findley, K., Justice, N., Berens, F., & Kinson, C. (2024, August)*. Pathways to belonging for undergraduate statistics majors.* Paper presentation at Joint Statistics Meetings (JSM) 2024, Portland, OR.

*Yang, J., **Findley, K.**, & Aktas, M. (2024, June). *In-person vs. videos: A qualitative examination of what students value (and learn) with both.* Poster presentation at Electronic Conference on Teaching Statistics (eCOTS) 2024, Online.

*Li, Z., *Zeng, W., **Findley, K.**, & Portnoy, S. (2024, June). *The illusion of randomness: Evaluating student sampling performance.* Poster presentation at Electronic Conference on Teaching Statistics (eCOTS) 2024, Online.

Berens, F., **Findley, K.**, Justice, N., & Kinson, C. (2023, July). *Disciplinary appropriation at the beginning of a statistics major.* Paper presentation at International Statistical Institute's (ISI) 65th World Statistics Congress (WSC), Online.

Deeke, J. & **Findley, K.** (2023, June). *Supporting professional development through teaching assistantships*. Breakout Session at United States Conference on Teaching Statistics (USCOTS) 2023, State College, PA.

Justice, N. & **Findley, K.**, Berens, F. & Kinson, C. (2023, May). *Do I belong? Statistics majors' identity formation in their first year.* Presentation at the Research Satellite of the United States Conference on Teaching Statistics (USCOTS) 2023, State College, PA.

Findley, K., Justice, N., Berens, F., & Kinson, C. (2023, May). *Linking students' statistical perspectives with identity through the lens of disciplinary appropriation*. Presentation at Research of Statistics Education (RoSE) Conference 2023, Online.

Berens, F., **Findley, K.**, & Justice, N. (2022, September). *Lois Lane, Superman, and Iron Man: How perspectives of statistics influence students' identities and career pursuits*. Paper presentation at 11th International Conference on Teaching Statistics (ICOTS) International Association of Statistics Education (IASE), Rosario, Argentina.

Findley, K. & *Mosely, B. (2022, August). *Tensions in student thinking about statistical design.* Paper presentation at Joint Statistics Meetings (JSM) 2022, American Statistical Association (ASA), Washington D.C.

Findley, K. & Deeke, J. (2022, May). *Creating a culture for growth in TA training*. Presentation at American Mathematical Society (AMS) Western Sectional Meeting Spring 2022, Online.

Findley, K. & Berens, F. (2021, July). *Students' perspectives about statistics: Developing an instrument to capture beliefs about our field.* Presentation at International Statistical Institute's (ISI) 63rd World Statistics Congress (WSC), Online. [https://www.youtube.com/watch?v=-xMmeoOVig4]

Berens, F., **Findley, K.**, & Hobert, S. (2021, July). *Students' beliefs about statistics and their influence on students' attitudes toward statistics in introductory courses*. Paper presentation at 14th International Congress on Mathematical Education (ICME), Online.

*Mosely, B., **Findley, K.**, & Flanagan, K. (2021, July). *Understanding students' thoughts about experimental design.* Poster Presentation at the United States Conference on Teaching Statistics (USCOTS) 2021, Online. [https://www.causeweb.org/cause/uscots/uscots21/th-11-understanding-students-thoughts-about-experimental-design]

Whitacre, I., **Findley, K.**, & Atabas, S. (2021, May). *Productive seeds in preservice teachers' reasoning about fractions.* Paper presentation at 42nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Online.

Berens, F. & **Findley, K.** (2021, May). *New ideas for testing a psychometric instrument using mixed methods.* Presentation at 76th Annual American Association for Public Opinion Research (AAPOR) Conference, Online.

Findley, K. & Berens, F. (2020, February). *Assessing the disciplinary perspectives of introductory statistics students*. Paper presentation at 23rd Annual Conference, Research in Undergraduate Mathematics Education (RUME), Boston, MA.

Findley, K. (2019, May). *A slippery slope for new instructors: How introductory statistics turns into remedial mathematics.* Poster Presentation at United States Conference on Teaching Statistics (USCOTS) 2019, State College, PA. [https://www.causeweb.org/cause/uscots/uscots19/posters/1-22]

Findley, K. & Kaplan, J. J. (2019, February). *Is statistics just math? The developing epistemic views of graduate teaching assistants*. Paper presentation at 22nd Annual Conference, Research in Undergraduate Mathematics Education (RUME), Oklahoma City, OK.

Findley, K. & Kaplan, J. J. (2019, January). *Is statistics just math? The developing epistemic views of graduate teaching assistants*. Presentation at Joint Mathematics Meetings (JMM) 2019, Mathematics Association of America (MAA), Baltimore, MD.

Findley, K. & Atabas, S. (2018, November). *Middle-schoolers' construction of probabilistic vocabulary*. Paper presentation at 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Greenville, SC.

Atabas, S. **Findley, K.**, & Schellinger, J. (2018, November). *Using interactive simulations to think mathematically and engage in cognitively demanding tasks.* Paper presentation at 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Greenville, SC.

Findley, K. & Kaplan, J. J. (2018, July). *What is statistics? Examining the disciplinary beliefs of incoming statistics TAs*. Paper presentation at 10th International Conference on the Teaching of Statistics (ICOTS), International Association of Statistics Education (IASE), Kyoto, Japan.

Findley, K. (2018, May). *The statistical epistemologies of first year graduate teaching assistants*. Presentation at Electronic Conference on Teaching Statistics (eCOTS) 2018 North Florida Regional Conference, Gainesville, FL.

Findley, K. (2018, February). *Cognitive resources in student reasoning about mean tendency*. Paper presentation at 21st Annual Conference, Research in Undergraduate Mathematics Education (RUME), San Diego, CA.

Burr, M., **Findley, K.**, & Whitacre, I. (2017, October). *Online simulations: What, how, and why?.* Presentation at National Council of Teachers of Mathematics (NCTM), Southern regional conference, Orlando, FL.

Findley, K. (2017, October). *"Science-izing" the statistics standards*. Presentation at National Council of Teachers of Mathematics (NCTM), Southern regional conference, Orlando, FL.

Findley, K., Whitacre, I., & Hensberry, K. K. R. (2017, October). *Integrating interactive simulations into the mathematics classroom: Supplementing, enhancing, or driving?* Paper presentation at 39th Annual Conference, Psychology of Mathematics Education – North America (PME-NA), Indianapolis, IN.

Whitacre, I., Hensberry, K. K. R., & **Findley, K.** (2017, October). *Teachers' facilitation of play with PhET interactive simulations in middle-school mathematics lessons*. Poster Presentation at 39th annual meeting, North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Indianapolis, IN.

Findley, K. (2017, May). *Student-driven simulations for the statistics classroom*. Poster Presentation at 2017 United States Conference on Teaching Statistics (USCOTS) 2017, State College, PA. [https://www.causeweb.org/cause/uscots/uscots17/posters/1-01]

Whitacre, I., Hensberry, K. K. R., & **Findley, K.** (2017, February). *Examining the play phase of mathematics lessons involving computer simulations*. Presentation at 21st Annual Conference, Association of Mathematics Teacher Educators (AMTE), Orlando, FL.

Hollingsworth, L., **Findley, K.**, & Jakubowski, E. (2017, January). *Do college level mathematics courses support student success in introductory statistics?* Presentation at Joint Mathematics Meetings (JMM) 2017, Mathematics Association of America (MAA), Atlanta, GA.

Findley, K., Burr, M., Whitacre, I., Schellinger, J., & Hensberry, K. K. R. (2016, October). *Discovering functions and geometric transformations with an interactive computer simulation.* Presentation at 2016 Annual Conference, Florida Council of Teachers of Mathematics (FCTM), Orlando, FL.

Schellinger, J., Whitacre, I., Burr, M., Hensberry, K. K. R., & **Findley, K.** (2016, October). *Instructional approaches to support mathematical sense making using interactive simulations*. Presentation at 2016 Annual Conference, Florida Council of Teachers of Mathematics (FCTM), Orlando, FL.

Findley, K. & Bose, R. (2016, May). *Investigating international statistics TAs' perceptions on pedagogy and professional development*. Presentation at Electronic Conference on Teaching Statistics (eCOTS) 2016 North Florida Regional Conference, Gainesville, FL.

Haider, M., Bouhjar, K., **Findley, K.**, Quea, R., & Andrews-Larson, C. (2016, February). *Using student reasoning to inform assessment development in linear algebra*. Paper presentation at 19th Annual Conference, Research in Undergraduate Mathematics Education (RUME), Pittsburgh, PA.

* Indicates student co-presenters

GRANTS

Funded

2024 – 2025	**Building a modern assessment for statistical literacy**. $7,500. Funded by the University of Illinois: Provost's Initiative on Teaching Advancement. **Findley, K.** (PI) & Rao, V. N. V.
2022 – 2024	**Enhancing operations of the walk-in tutoring center to support students in mathematics & statistics courses**. $50,000. Funded by the University of Illinois: Liberal Arts and Sciences Student Success Innovation. Hoffmeister, A. (PI), Kerman, E., Douglas, J., & **Findley, K**.

Applied

2026 – 2028	**Developing formative assessment and learning resources for authentic visual data literacy**. $49,972. Funded by the Spencer Foundation. Rao, V. N. V (PI) & **Findley, K.** (Co-PI).

HONORS & AWARDS

2025	**LAS Honors Program Faculty Mentor of the Year** – University of Illinois, College of Liberal Arts and Sciences
2019 – 2025	**List of Instructors Ranked Excellent by their Students** – University of Illinois
2015 – 2018	**McDonald Scholar** – Florida State University
2013 – 2015	**Legacy Fellow** – Florida State University

SUPERVISION OF STUDENT RESEARCH OR INDEPENDENT STUDY

Medical School

2025 – 2026	**Li, Maggie & Mostofa, Nafisa –** Monitored Anesthesia Care vs. General Anesthesia for Endoscopic Retrograde Cholangiopancreatography
2024 – 2025	**Dusza, Matthew, Koo, Hyunji, & Lu, Jeffrey** – Optimal timing and duration of beta blockers in traumatic brain injury

Graduate

| 2021 – 2022 | **Mosely, Brein –** Research on Students' Beliefs about Experimental Design |

Undergraduate

2025 – Present	**Ai, Cheng** – Research on students' use of Generative AI to write Code
2024 – Present	**Petrie, Mia & Hunt, Madeline** – Research on Students' Data Visualization Literacy
2023 – 2024	**Yang, Junke** – Research on Students' Use of Class Recordings
2024	**Decatus-Haddad, Leah & Bustos, Sophia** – Blackwell Scholars Summer Research on Survey Data regarding Students' Class Attendance
2023 – 2024	**Li, Zhaolin & Zeng, Wenqi** – Research on Student Perceptions of Randomness
2023	**Li, Zuchen** – Research on Flight Delay Modeling Project
2022	**Ludkowski, Aaron** – Data coding for Experimental Design project
Fall 2020	**Pazmino, Brandon** – Creation of R coding tutorials using `learnr`

CURRICULAR DEVELOPMENT

STAT 212: Biostatistics
- https://kelly-findley.gibhub.io/teaching
- Complete re-design of the course, including comprehensive course note set, homeworks, original lab assignments, custom R tutorials, and exams
- Materials have also been adapted for use in STAT 100: Statistics and STAT 200: Statistical Analysis.

COURSES TAUGHT

University of Illinois

Last Taught	*Course Title*
2021	**STAT 420**/ASRM 450: Methods of Applied Statistics
2022	**STAT 400**: Statistics and Probability I
Current	**STAT 212**: Biostatistics
2022	**STAT 200**: Statistical Analysis
2023	**STAT 100**: Statistics

University of Göttingen

| 2021 | Methods of Data Collection and their Impact on Data Analysis |

Florida State University

2019	**EDF 1005**: Introduction to Education
2018	**ISC 3523**: Research Methods
2017	**STA 2122**: Introduction to Applied Statistics
2015	**STA 2171**: Statistics for Biology

SUPERVISION OF GRADUATE STUDENT INSTRUCTION

Summer 2024	**Mohammadi, Mehrdad** – STAT 200 Solo Instructor
Spring 2024	**Gao, Hanjia** – STAT 200 Solo Instructor (co-mentored with Kit Clement)
Summer 2022	**Tang, Tommy** – STAT 100 Solo Instructor
Summer 2022	**Liu, Zihe** – STAT 100 Solo Instructor
Spring 2022	**Liu, Zihe** – STAT 400 Discussion Section Instructor
Spring 2022	**Andrew Gracyk** – STAT 400 Discussion Section Instructor
Summer 2021	**Cardenas-Torres, Eduardo** – STAT 100 Solo Instructor
Summer 2021	**Williams, Theren** – STAT 100 Solo Instructor
Fall 2020	**Yun, Sooin** – STAT 212 Solo Instructor

SERVICE TO THE UNIVERSITY

University of Illinois – Department of Statistics

2025 – Present	**Committee Member** - Curriculum
2022 – Present	**Committee Member** - Graduate Awards
2022 – Present	**Committee Member** - Undergraduate Program
2020 – Present	**Statistics PhD Orientation and TA Training Facilitator** - One-day event that includes sessions on working with teaching supervisors, attention to student thinking, and incorporating thoughtful and fair grading principles.
2020 – Present	**Committee Member** - Specialized Faculty Search
2019 – Present	**Committee Chair -** Teaching Assistant Training
2024 – 2025	**Committee Member** – Social and Activities
2024	**Faculty Mentor** - Illinois Datathon
2020 – 2022	**Committee Member** - Timetable
2020 – 2021	**Committee Member** - Student Appeals

University of Illinois – College and University

2021 – Present	**Judge** for Annual Undergraduate Research Symposium – University of Illinois
2025 – Present	**Council Member** for Computer-Based Testing Facility Advisory Council – Grainger College of Engineering
2025 – Present	**Faculty Advisor** for the Health Analytics Society
2024 – 2025	**Committee Member** for Statistics Department Chair Search – College of Liberal Arts and Sciences
2023	**Committee Member** for Student Success Innovation Proposal Committee – College of Liberal Arts and Sciences
2020 – 2022	**Committee Member** for Courses and Curricula – College of Liberal Arts and Sciences
2021, '22	**Microteaching Facilitator** – CITL Graduate Teaching Academy

SERVICE TO THE COMMUNITY

Editorial Board Membership

2025 – Present	**Associate Editor** – *Journal of Statistics and Data Science Education*

Reviewer for Refereed Journals

2025 – Present	*Technology Innovations in Statistics Education*
2025 – Present	*Journal for Research in Mathematics Education*
2022 – Present	*Statistics Education Research Journal*
2020 – Present	*Mathematics Teacher: Learning and Teaching*
2023 – 2024	*Journal of Statistics and Data Science Education*
2018	*Science Education*
2017	*Review of Science, Mathematics, and ICT Education*

Service to Professional Organizations

2026 – Present	**Advisory Board Member** – Consortium for the Advancement of Undergraduate Statistics Education (CAUSE) - Research
2024	**Panel Reviewer** – National Science Foundation (NSF) Division of Research on Learning: Data Science Corps Program
2024	**Judge** – Undergraduate Statistics Project Competition (USPROC)
2023	**Paper Referee** – Americas Conference on Information Systems
2018, '22, '26	**Paper Referee** – International Conference on the Teaching of Statistics
2018 – 2021	**Paper Referee** – Annual Conference on Research in Undergraduate Mathematics Education
2017 – 2020	**Paper Referee** – North American Chapter of the International Group for the Psychology of Mathematics Education

Public Engagement

2021 – Present   **Statistics Education Consultant** – "PhET Development of Simulations for Statistics and Data Science" project
- Center and Variability - https://phet.colorado.edu/sims/html/mean-share-and-balance/latest/mean-share-and-balance_all.html
- Mean: Share and Balance - https://phet.colorado.edu/en/simulations/mean-share-and-balance
- Projectile Data Lab - https://phet.colorado.edu/en/simulations/projectile-data-lab
- Projectile Sampling Distributions - https://phet.colorado.edu/en/simulations/projectile-sampling-distributions

March 2024   **Guest Teacher** for AP Statistics – University of Illinois Laboratory High School.
2024   **Mathematics and Statistics Tutor** – "ACTIONS" Program for Champaign Unit 4 School District

Mentorship and Service to Individuals

2025 – Present   **ASA Mentor** for Cristine Remy
2024 – Present   **Faculty Mentor** for V.N. Vimal Rao
2023 – 2025   **Faculty Mentor** for Julie Deeke
Spring 2021   **Expert Reviewer** for the Dissertation of Elijah Meyer, Montana State University