

Kelly Findley, Ph.D.

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 Unpublished doctoral dissertation, Florida State University.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 &
2018 – 2019 **Graduate Teaching Assistant**
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*. <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.** (2025+). The diamond model of statistics: Framing and measuring students' conceptions about the field, 30 pages. Manuscript submitted to *Journal of the Learning Sciences*.

* 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

- 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.
- 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]

Contributed Presentations

- Carter, C., McGarry, A., & **Findley, K.** (2024, September). *Exploring statistical measures of center and variability through powerful interactive simulations*. Workshop Presentation at the 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*. Contributed 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*. 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 the 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 the 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*. Presentation at the 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*. Contributed Paper Presentation at Joint Statistics Meetings (JSM) 2022, Washington D.C.
- Findley, K.** & Deeke, J. (2022, May). *Creating a culture for growth in TA training*. Presentation at the 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*. Presentation at the 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*. Presentation at the 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 the 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*. Contributed 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*. Contributed 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 the Joint Mathematics Meetings (JMM) 2019, Mathematics Association of America (MAA), Baltimore, MD.
- Findley, K.** & Atabas, S. (2018, November). *Middle-schoolers' construction of probabilistic vocabulary*. Presentation at the 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*. Presentation at the 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*. 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, Consortium for the Advancement of Undergraduate Statistics Education (CAUSE), Gainesville, FL.
- Findley, K.** (2018, February). *Cognitive resources in student reasoning about mean tendency*. Contributed 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 Southern regional conference, National Council of Teachers of Mathematics (NCTM), Orlando, FL.
- Findley, K.** (2017, October). *"Science-izing" the statistics standards*. Presentation at Southern regional conference, National Council of Teachers of Mathematics (NCTM), Orlando, FL.
- Findley, K.**, Whitacre, I., & Hensberry, K. K. R. (2017, October). *Integrating interactive simulations into the mathematics classroom: Supplementing, enhancing, or driving?* 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, Consortium for the Advancement of Undergraduate Statistics Education (CAUSE), 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*. Contributed Paper Presentation at 19th Annual Conference, Research in Undergraduate Mathematics Education (RUME), Pittsburgh, PA.

* Indicates student co-presenters

GRANTS

2024 – 2025	Building a modern assessment for statistical literacy. \$7,500. Funded by the Provost's Initiative on Teaching Advancement (<i>Internal</i>). Findley, K. (PI) & Rao, V. N. V.
2022 – 2024	Enhancing operations of the walk-in tutoring center to support students in mathematics & statistics courses. \$25,000. Funded by the Liberal Arts and Sciences Student Success Innovation (<i>Internal</i>). Hoffmeister, A. (PI), Kerman, E., Douglas, J., & Findley, K. (2022).

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
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Undergraduate

2024 – Present	Petrie, Mia & Hunt, Madeline – Research on Students' Data Visualization Literacy
2023 – Present	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 <code>learnr</code>

CURRICULAR DEVELOPMENT

STAT 212: Biostatistics

- <https://kelly-findley.github.io/teaching>
- Complete re-design of the course, including comprehensive course note set, homeworks, original lab assignments with a focus on inquiry, custom R tutorials, and exams.
- These course materials have also been adapted for use in STAT 100: Statistics and STAT 200: Statistical Analysis.

COURSES TAUGHT

University of Illinois

<i>Last Taught</i>	<i>Course Title</i>
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
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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
Spring 2024	Gao, Hanjia – STAT 200 (co-mentored with Kit Clement)
Summer 2022	Tang, Tommy – STAT 100
Summer 2022	Liu, Zihe – STAT 100
Summer 2021	Cardenas-Torres, Eduardo – STAT 100
Summer 2021	Williams, Theren – STAT 100
Fall 2020	Yun, Sooin – STAT 212

SERVICE TO THE UNIVERSITY

University of Illinois – Department of Statistics

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.
2019 – Present	Committee Chair - Teaching Assistant Training
2022 – Present	Committee Chair/Member - Graduate Awards
2022 – Present	Committee Member - Undergraduate Program
2024 – Present	Committee Member – Social and Activities
2024	Faculty Mentor - Illinois Datathon
2020 – 2023	Committee Member - Specialized Faculty Search
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	Grad Academy Workshop Facilitator – University of Illinois
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 – <i>Journal of Statistics and Data Science Education</i> (JSDSE)
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Reviewer for Refereed Journals

2022 – Present	<i>Statistics Education Research Journal</i> (SERJ)
2020 – Present	<i>Mathematics Teacher: Learning and Teaching</i> (MTLT)
2023 – 2024	<i>Journal of Statistics and Data Science Education</i> (JSDSE)
2018	<i>Science Education</i>

2017 *Review of Science, Mathematics, and ICT Education*

Service to Professional Organizations

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 – 2022 **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

April 2020 **Guest Lecturer** for EOL 585: College Teaching. *Assessment strategies in post-secondary education.*

Mentorship and Service to Individuals

Present **Faculty Mentor** for V.N. Vimal Rao

Present **Faculty Mentor** for Julie Deeke

Spring 2021 **Expert Reviewer** for the Dissertation of Elijah Meyer, Montana State University