

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). <i>Connecting disciplinary and pedagogical spaces in statistics: Perspectives from graduate teaching assistants</i> . Unpublished doctoral dissertation, Florida State University.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 <i>Teaching and Learning Algebraic Thinking Across the Middle Grades: A Research-based Approach Using PhET Interactive Simulations</i> (NSF Grant #1503510) Florida State University

JOURNAL PUBLICATIONS

Published/Accepted Manuscripts

- Findley, K.**, Aktas, M., & *Yang, C. (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. Karunakaran, 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

- 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://iae-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, C., **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.** & *Moseley, 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.
- *Moseley, 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

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| 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

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| 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 & Mostafa, 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, Chloe – 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.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**

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
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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
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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	<i>Review of Science, Mathematics, and ICT Education</i>

Service to Professional Organizations

2024	Panel Reviewer – National Science Foundation (NSF) Division of Research on Learning: Data Science Corps Program
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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 <ul style="list-style-type: none">• 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. <i>Assessment strategies in post-secondary education.</i>

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