**Teaching Experiences.** My first full-time teaching appointment began in 2006 when I was hired as a teaching specialist by the Chemistry & Biochemistry Department at The University of Texas. I supervised a total of 270 undergraduate students in the Organic Chemistry Laboratory course (CH201C) over the next 2.5 years. I enjoyed teaching this lab, but I had two major frustrations:

1. I never received feedback on my teaching or grading style
2. My suggestions for course improvement were never incorporated into the syllabus

In 2008, I left this position to pursue another with more professional growth potential. I was lucky to find a mentor, Dr. Hans Hofmann, who provided two major platforms for me to improve my teaching and transform educational curricula.

I have been enhancing graduate and post-doctoral training through the Neural Systems and Behavior (NS&B) course at the Marine Biological Laboratories since 2012. At NS&B, I teach molecular approaches to neuroscience and supervise the student’s discovery-driven research projects. I developed a laboratory manual specifically for this course and have played a vital role in adding a genomics module to the curriculum to modernize the course.

Through the Center for Computational Biology and Bioinformatics (CCBB) at UT Austin I organize workshops, short courses, symposia, and dinners so that researchers can learn and share programming and bioinformatic tools. I teach some, but my role is mostly organizational. I was looking for role models to help me improve our training program when I found the SCF community, which has been a fountain of information and knowledge for both my teaching and research.

**Research and Computing Experiences.** In 2008, I joined Hans Hofmann’s lab as a research technician then stayed on as a PhD student. My thesis focuses on understanding transcriptional responses to learning with single neuron resolution. In the past 8 years, I have mentored over twenty scientists in the lab and authored thirteen scientific articles.

I first learned R to perform statistical analyses and visualize the gene expression data I collected using quantitative PCR. I started learning Unix and Python when I incorporated next generation sequencing data and analyses in my research. I am still learning these languages, but they’ve become an integral part of my research. I wish I had been fortunate enough to learn these as an undergrad, but I am excited to continue learning and teaching these tools and applications.

**Software Carpentry Foundation Involvement.** Impressed by my CCBB training program, a colleague and dedicated SWC/DC instructor secured a spot for me in the January 2015 Instructor Training Workshop at UC Davis. The workshop was so informative that I wrote a blog entitled “Effective Teaching Tips from a Train-the-Trainers Workshop” for the PLOS Neuroscience Community Blog. In 2015, I co-taught workshops at UT Arlington and New Mexico State University, and I’m looking forward to teaching more, especially in Austin.

In addition to teaching, I co-organized the Austin-based Instructor/Helper Retreat to strengthen the local teaching community. I’ve co-hosted multiple debriefing sessions with Mentoring Subcommittee members, and I worked with the Assessment Subcommittee to improve the new post-workshop assessment. More recently, I stared working on the pilot Edthena project to improve teaching using classroom video and online collaboration. I am also standing in for the Steering Committee election with a focus on integration across committee and initiatives.

**Rationale for Instructor Trainer Training.** The SCF instructors, materials, and methods have impressed me since Day 1, and I have yet to encounter a better, scalable program. I have tried to integrate some of these methods and materials into the CCBB training programs, but it is difficult to convince some teachers to adopt new methods. Becoming an Instructor Trainer will give the me tools, knowledge, and platform needed to share effective tools for teaching with new instructors that they can take with them throughout their career. There are many challenges and opportunities for improving computing education, and I am looking forward to playing an active role improving the quality of training available for the current and next generations of scientists.