

Ryan G. Summers

CURRICULUM VITAE

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EDUCATION

Ph.D. Curriculum and Instruction 2016
University of Illinois at Urbana-Champaign
Dissertation: *A Statewide Examination of Illinois Students' Attitudes toward Science in Grades 5-12*. Advisor and dissertation director: Fouad Abd-El-Khalick

M.S. Curriculum and Instruction 2012
University of Illinois at Urbana-Champaign

B.S. Biological Sciences 2007
Eastern Illinois University
Minor: Chemistry
Teacher Certification

PROFESSIONAL APPOINTMENTS

Assistant Professor 2016 – Present
UND College of Education and Human Development

Graduate Faculty 2016 – Present
UND School of Graduate Studies

RELATED ACADEMIC APPOINTMENTS

Project Director 2011 – 2014
Qatari Students' Interests in, and Attitudes toward Science (QIAS)
(Awarded by the Qatar National Research Foundation to Ziad Said and Fouad Abd-El-Khalick)

Graduate Research Assistant 2009 – 2016
Entrepreneurial Leadership in STEM Teaching and Learning (EnLiST) Project
(Awarded by the National Science Foundation to Mats Selen and Fouad Abd-El-Khalick)

RESEARCH GRANTS

Awarded

Education, Outreach & Workforce Development, National Science Foundation, North Dakota Experimental Program to Stimulate Competitive Research (ND-EPSCoR) Track-1 Award. *New Discoveries in the Advanced Interface of Computation, Engineering, and Science (ND-ACES)*, \$20,000,000. K.A. Rusch, Principal Investigator, J. Mihelich, Co-Principal Investigator, J. Ostrom-Blonigen, Co-Principal Investigator, **R. Summers, Education and Workforce Development**. July 2020 – Present.

North Dakota Career and Technical Education Department. *Future City in North Dakota*. T. Young, Principal Investigator, M. Gilmore, Y. Ji, & **R. Summers, Co-Principal Investigators**. August 2019 – Present. [\$50,000]

National Science Foundation. EAGER: Observations of Falling Snow in Windy Environments. A. Kennedy (Principal Investigator), & **R. Summers (Science Education Consultant)**. August 2018 – July 2020. [\$166,563]

Education, Outreach & Workforce Development (Rural STEM Education), National Science Foundation, North Dakota Experimental Program to Stimulate Competitive Research (ND-EPSCoR) Track-1 Award. *Innovative and Strategic Program Initiatives for Research and Education-North Dakota (INSPIRE-North Dakota)*. Research Grant. K.A. Rusch, Project Director and Principal Investigator (NDSU), M. Hoffmann, Co-Principal Investigator (UND), J. Ostrom-Blonigen, Co-Principal Investigator (NDSU), ... **R. Summers, Co-Lead, Education and Workforce Development**. August 2016 – Present. [\$224,995]

North Dakota IDeA Network of Biomedical Research Excellence (NDINBRE). Health and the Environment. D. Sens (Principal Investigator), V. Doze, S. Sletten, & **R. Summers (Science Education Consultant)**. Sponsored by the National Institutes of Health. August 2014 – April 2019. [\$16,892,803]

STEAM Energy!, North Dakota Department of Public Instruction. ND-DPI, Mathematics and Science Partnership Grant Program. T. Young Principal Investigator, M. Gilmore & **R. Summers, Co-Principal Investigators**. September 2017 – October 2018 [\$50,000]

STEAM Energy!, North Dakota Department of Public Instruction. ND-DPI, Mathematics and Science Partnership Grant Program. T. Young Principal Investigator, S. Ralph & **R. Summers, Co-Principal Investigators**. September 2015 – October 2017. [\$323,674]

REFEREED JOURNAL PUBLICATIONS

(^ indicates collaboration with K-12 teachers)

- Summers, R.,** Alameh, S., Brunner, J., Maddux, J., Wallon, R., & Abd-El-Khalick, F. (2019). Representations of nature of science in U.S. science standards: A historical account with contemporary implications. *Journal of Research in Science Teaching, 56*(9), 1234-1268.
- Summers, R.,** & Abd-El-Khalick, F. (2019). An examination of Illinois students' attitudes toward science using multivariate multi-level modeling to analyze a cross-sectional sample of responses from grades 5 through 10. *Journal of Research in Science Teaching, 56*(8), 1106-1134.
- Summers, R.,** Wang, S., Abd-El-Khalick, F., & Said, Z. (2019). Comparing Likert scale functionality across culturally and linguistically diverse groups in science education research: An illustration using Qatari students' responses to an attitude toward science survey. *International Journal of Mathematics and Science Education, 17*(5), 885-903.
- Summers, R.,** & Abd-El-Khalick, F. (2019). Examining the Representations of NOS in Educational Resources: An Analysis of Lesson Plans Aligned with the Next Generation Science Standards. *Science & Education, 28*, 269-289.
- Summers, R.,** Rodems, K., Denos, S., & Atkinson, A. (2019). Using claims and evidence to support the search for extraterrestrial life: Teacher reflections following an interdisciplinary English–science argumentation unit. *Middle School Journal, 50*(2), 5-16.
- Summers, R.,** & Abd-El-Khalick, F. (2018). Development and validation of an instrument to assess student attitudes toward science across grades 5 through 10. *Journal of Research in Science Teaching, 55*, 172-205.
- Abd-El-Khalick, F., Myers, J., **Summers, R.,** Waight, N., Belarmino, J., Brunner, J., Wahbeh, N., & Zeineddin, A. (2017). A longitudinal analysis of the extent and manner of representations of nature of science in U.S. high school biology and physics textbooks. *Journal of Research in Science Teaching, 54*, 82-120.
- Said, Z., **Summers, R.,** Abd-El-Khalick, F., & Wang, S. (2016). Attitudes toward science among grades 3 through 12 Arab students in Qatar: Findings from a cross-sectional national study. *International Journal of Science Education, 38*(4), 621-643.
- Abd-El-Khalick, F., **Summers, R.,** Said, Z., Wang, S., & Culbertson, M. (2015). Development and large-scale validation of an instrument to assess Arabic-speaking

students' attitudes toward science. *International Journal of Science Education*, 37(16), 2637-2663.

BOOK CHAPTERS

^**Summers, R.**, Rodems, K., Denos, S., & Atkinson, A. (2020). *Using claims and evidence to support the search for extraterrestrial life: Teacher reflections following an interdisciplinary English–science argumentation unit*. In K. Brinegar, L. Harrison, & E. Hurd (Eds.) *Integrative and interdisciplinary curriculum in the middle school: Integrated approaches in teacher preparation and practice*. New York, NY: Routledge. (Note: Previously published in the *Middle School Journal* and selected for inclusion in this monograph.)

Lederman, N., Abd-El-Khalick, F., **Summers, R.**, & LePretre, D. (2020). *Connections to Nature of Science* (Chapter 7). In T. Willard (Ed.) *NSTA Atlas of the Three Dimensions*. NSTA Press.

Abd-El-Khalick, F., Belarmino, J., Brunner, J., Le, A., Myers, J. Y., **Summers, R.**, Wahbeh, N., Waight, N., Waters, M., & Zeineddin, A. (2017). *A longitudinal analysis of the prominence and representations of nature of science in U.S. high school chemistry, biology, and physics textbooks*. In C. McDonald & F. Abd-El-Khalick (Eds.), *Representations of nature of science in school science textbooks: Global perspectives*. New York: Routledge.

COMMISSIONED WORK AND REPORTS

Lederman, N., Abd-El-Khalick, F., **Summers, R.**, & LePretre, D. (2018). *Review of NOS Maps and Briefs In Development for the NSTA Atlas of the Three Dimensions*. Report prepared for Ted Willard, National Science Teachers Association.

Abd-El-Khalick, F., & **Summers, R.** (2010). *Science curriculum framework mapping for grades 1–10: Nile Egyptian Schools versus the Finnish National Science Curriculum*. Report prepared for the Nile Egyptian Schools, A Project with the Education Development Fund of Egypt, Cairo, Egypt.

RESEARCH PAPERS AND CONFERENCE PRESENTATIONS (SELECT)

Bowen, G. M., Taylor, J., Patrick, P., **Summers, R.**, Kubsch, M., Warfa, A., Sezen Barrie, A., Guzey, S., LaChapelle, C. (2020). *Understanding the use of academic research in science education practitioner journals*. Paper accepted for presentation at the Science Education Research Group for the annual conference of the Canadian Society for the Study of Education, London, Ontario. [Presentation scheduled 1 June 2020 canceled due to COVID-19. Abstract published in the *Journal of the Canadian Association for Curriculum Studies*]

Summers, R., & Navarro, R. (2020). *Exploring students' intentions to engage with science: A side-by-side comparison of two theoretical models.* Paper accepted for presentation at the annual conference of the North Dakota Experimental Program to Stimulate Competitive Research (ND-EPSCoR), Grand Forks, ND. [Presentation scheduled 21 April 2020 canceled due to COVID-19]

Taylor, J., Bowen, G. M., Patrick, T., **Summers, R.**, Kubsch, M., Warfa, A., Sezen Barrie, A., Guzey, S., LaChapelle, C. (2020). *Translating research into classroom practice: Examining the use of research in science education practitioner journals (SEPJs).* Paper accepted for presentation at the annual meeting of the National Association for Research in Science Teaching, Portland, OR. [Canceled presentation scheduled 17 March 2020 due to COVID-19]

Summers, R., Abd-El-Khalick, F., & Brunner, J. (2020). *Evidence and rationale for expanding The Views of Nature of Science Questionnaire.* Paper accepted for presentation at the annual meeting of the National Association for Research in Science Teaching, Portland, OR. [Presentation scheduled 17 March 2020 canceled due to COVID-19. Conference paper available through University of North Dakota Scholarly Commons]

Summers, R. (2020). *Making Science Practices Explicit and Encouraging Student Reflection through Formative Assessment.* Presentation accepted for the annual conference of the North Dakota Science Teachers Association, West Fargo, ND. [Presentation scheduled 13 March 2020 canceled due to COVID-19]

Summers, R., Wang, S., & Hutchison, A. (2019, April). Exploring students' intentions to engage with science: A side-by-side comparison of two theoretical models. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.

Summers, R. (2018, March). *What led me here? An exploration into secondary students' attitudes and intentions in relation to elective course enrollment.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA.

Henderson, J. A., Greer, R. P., **Summers, R.**, & Morphey, J. W. (2017, June). *Engagement in practice: Successes gleaned from the St. Elmo Brady STEM Academy.* Paper presented at the annual meeting of the American Society for Engineering Education, Columbus, OH.

Summers, R., Alameh, S., Brunner, J., Maddux, J., Wallon, R., & Abd-El-Khalick, F., (2017, April). *Nature of science treatment in U.S. science standards: A historical account with contemporary implications.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Antonio, TX.

Summers, R., Maddux, J., Wallon, R., Alameh, S., Brunner, J., Myers, J., Pabuccu, A., Akyol, G., Silliman, C., Shehab, S., & Abd-El-Khalick, F. (2016, April). *The history of*

nature of science representation in state science standards: A systematic assessment.
Paper presented at the annual meeting of the National Association for Research in
Science Teaching, Baltimore, MD.

Brunner, J. L., **Summers, R.**, Myers, J. Y., & Abd-El-Khalick, F. (2016, April). *Toward
quantifying responses to the Views of Nature Of Science Questionnaire: Empirically
investigating qualitative coding.* Paper presented at the annual meeting of the National
Association for Research in Science Teaching, Baltimore, MD.

INVITED SESSIONS: PANEL DISCUSSIONS

Summers, R., Vo, T., Siry, C., Leak, A., Lo, S., Atwater, M., Allen, C., Owens, D.,
Lederman, N., & Marshall, S. (2020). Impacting Practice through Science Education
Research: Communicating Within and Across Places, Contexts, and Communities. In R.
Summers & T. Vo (Session Organizers), Research Committee Symposium. Panel
discussion at the annual meeting of the National Association for Research in Science
Teaching, Portland, OR. [Presentation scheduled 17 March 2020 canceled due to
COVID-19]

Boda, P. A., **Summers, R.**, Steinberg, S. R., Parker, C. A., Chinn, P. W. U., Chen, Y.-C.,
Tippins, D. J., Vo, T., Rodriguez, A. J., Adams, J., Tal, T., & Kahn, S. (2019, April).
Embodying Collective Activism in Science Education Research: Philosophies, Praxis,
and Pragmatics. In P. Boda & R. Summers (Session Organizers), Research Committee
Symposium. Panel discussion at the annual meeting of the National Association for
Research in Science Teaching, Baltimore, MD.

RESEARCH AWARDS

Engineering Education Post-Doctoral Seed Funding Program, Office of the Provost, 2020
University of North Dakota. [\$140,000]

Research Mini-Grant, College of Education and Human Development, 2020
University of North Dakota. [\$3000]

New Faculty Scholar Award, Senate Scholarly Activities Committee, 2017
University of North Dakota. [\$2,700]

Dissertation Completion Fellowship, Graduate College, 2015
University of Illinois at Urbana-Champaign. [\$20,000]

Hardie Dissertation Award, College of Education, 2015
University of Illinois at Urbana-Champaign. [\$2,000]

Robert Ferber Dissertation Award for Excellence in Survey Research, 2014
Survey Research Lab, University of Illinois at Urbana-Champaign. [\$2,000]

TRAVEL AWARDS

PERSIST Workshop (Pre-conference workshop at ASTE annual conference) University of Nebraska-Lincoln	2020
College Research Committee Travel Award, EHD, University of North Dakota	2017, 2018
Conference Travel Award, Graduate College, University of Illinois at Urbana-Champaign	2015
Hardie Conference Travel Award, College of Education, University of Illinois at Urbana-Champaign	2013, 2015

COURSES TAUGHT

Graduate Level

TL 590 Specialized Methods – Science Fall 2019 – Present
Asynchronous online course for graduate secondary education licensure students. Organized in modules, the course introduced students to the history and philosophy of science and science education, reinforced learning theories relevant to modern science education, provided opportunities for students to experience learning science through specific practices such as argumentation and modeling, introduced students to science curriculum materials and facilitated the analysis of materials in light of relevant learning standards.

TL 580 Graduate Field Experience – Science Spring 2017 – Present
Supervised a graduate student in field placement experience, providing structured tasks and opportunities for discussion as they immerse in high school science settings. I encouraged the journaling of field observations and reflection, and I provided feedback at multiple points in the semester during the 30-hour experience.

TL 577 Assessment of Learning Spring 2017 – Present
Graduate course that reinforces and expands on core concepts of assessment, measurement, and evaluation from philosophical, theoretical, and practical viewpoints. Organized in seminar-style, I facilitated discussion in a hybrid format for face-to-face and distance learners in synchronous sessions (beginning Spring 2018). Major topics included: alignment of assessments to curriculum; elements and applications of diagnostic, summative, and formative assessment; student evaluation, grading, item and rubric design, and issues of validity and reliability; and current issues related to assessment in K-12 settings.

TL 542 Models of Teaching Fall 2018

Graduate course that examines the foundations of teaching and learning with an emphasis on practical applications that includes perspectives from the history, philosophy, and psychology of education. Organized in seminar-style, I facilitated discussion in a hybrid format for face-to-face and distance learners in synchronous sessions. Major topics included: inductive approaches to teaching and learning; constructivism and conceptual change; classroom discourse and argumentation; project- and problem-based learning; personal models and advocacy through teaching; and current issues related to the application of these models in K-12 settings.

TL 518 Science in the Elementary School

Fall 2017

Online graduate course that engages students in a study of current trends and practices associated with teaching and assessing inquiry-based science in elementary classrooms. Organized in bi-weekly synchronous sessions, the course is structured to provide learners with various science-related experiences relevant to the elementary classroom setting. These experiences are intended to enhance knowledge and confidence in teaching science through explorative inquiry and within a project-based approach to teaching. Throughout the course, students were exposed to theoretical underpinnings for science instruction, assessment strategies, curriculum materials, resources available to teachers, and other relevant ideas that support learners.

CI 507 Reform-Oriented Science Teaching

Fall 2011

University of Illinois at Urbana-Champaign (UIUC) Graduate Research Assistant
Co-taught an online graduate-level science pedagogy course building on the Entrepreneurial Leadership in STEM Teaching and Learning (EnLiST) Project summer institute for 16 junior high and high school teachers. The course engaged teachers in thinking about the implementation of innovative science teaching practices in their classrooms.

Undergraduate Level

TL 400 Secondary Methods and Materials – Science

Fall 2016 – Present

Course for undergraduate secondary education licensure students. Introduced students to the history and philosophy of science and science education, reinforced learning theories relevant to modern science education, provided opportunities for students to experience learning science through specific practices such as argumentation and modeling, introduced students to science curriculum materials and facilitated the analysis of materials in light of relevant learning standards.

TL 401 School Safety Science

Fall 2017 – Present

Online hybrid course taken concomitantly with TL 400 that prepares students to plan for and communicate about a wide variety of classroom and laboratory safety issues. Health and safety issues are examined for the classroom teacher and the students in all science courses,

including electrical safety, biological safety, chemical use, storage and disposal, legal issues, liability reduction and cost control are addressed in detail.

TL 486 Field Experience – Science

Fall 2016 – Present

Required concordant enrollment for undergraduate secondary science licensure students in TL 400. Supervised students in field placement experience within a clinical model, providing students with structured tasks and support as they take on classroom responsibilities. Through a clinical model of instruction I observed and provided feedback at multiple points in the semester during their 60-hour experience, culminating in the observation of a fully planned lesson and reflection exercise.

TL 495 Independent Study

2017

I coordinated independent study for undergraduate elementary education licensure students, which encouraged students to expand their conceptual understanding of select topics in a science content area (e.g., life science) through deep reading. Students were afforded an opportunity to synthesize key information by annotating a set of 20 articles; and required that students explore multiple modes of instruction and inquiry by commenting on a set of 20 lesson plans related to their identified topic.

TL 472 Teaching Life-Science in the Elementary School

Fall 2016

Elective science content course for undergraduate elementary education licensure students, which engaged students in multiple modes of instruction and inquiry; identified and expanded students' conceptual understanding of numerous life science topics through hands-on investigations and reflections; and pushed students to articulate and explain their understanding of science phenomena. Students were introduced to learning theory relevant to modern science instruction, relevant learning standards for the elementary level, and boundaries and progressions related to precollege science learning outcomes.

CI 450 Elementary Science Teaching Methods I

Spring 2015

Independently taught a course with 20 undergraduate elementary education licensure students as a graduate teaching assistant at UIUC, which included delivering course materials and assessing student performance; introduced students to learning theory and relevant learning standards for elementary and middle school science; engaged students in multiple modes of instruction and inquiry; identified and expanded students' conceptual understanding of numerous science topics through hands-on investigations and reflections; and pushed students to articulate and explain their understanding of science.

CI 451 Elementary Science Teaching Methods II

Fall 2014

Independently taught a course with 24 undergraduate elementary education licensure students as a graduate teaching assistant at UIUC, which included delivering course materials and

assessing student performance; introduced students to science curriculum materials and facilitated the analysis of materials in light of relevant learning standards and design practices; exposed students to technologies useful for science instruction and encouraged students to incorporate technology into their teaching practices.

EnLiST Summer Institute Facilitator 2010, 2011

Co-taught a pedagogy institute for junior high and high school science teachers during Entrepreneurial Leadership in STEM Teaching and Learning (EnLiST) Project summer institutes. As a graduate assistant with prior teaching experience my role in course instruction centered on immersing teachers in reform oriented learning experiences, and engaging teachers in discussions to connect these experiences to their own teaching practices.

University Foundations 2006

Eastern Illinois University

Co-taught an introductory course for college freshmen as an upper-undergraduate instructor to help them acclimate to life on campus. My responsibilities included planning instructional sessions, delivering content, and holding office hours.

INVITED SEMINARS AND LECTURES (SELECT)

Summers, R. (2020, March). Understanding the nature of science, applying evidence-based reasoning, and making sense of the NGSS. Invited lecture series, Naomi McGaughey's Middle Level Curriculum and Methods (TL 465), University of North Dakota, Grand Forks, ND.

Summers, R. (2019, September). What can I do with my Biology degree? Become a Science Educator. Invited lecture, Sally Pyle's Introduction to Biology for Majors (Biol 120), University of North Dakota, Grand Forks, ND.

Stupnisky, R., & **Summers, R.** (2018, April). Submitting your first external research grant application. Invited lecture, Scholarship and Teaching Enhancement Presentation Series (STEPS), University of North Dakota, Grand Forks, ND.

PROGRAM DEVELOPMENT

STEAM Energy 2019

Developed Continuing Education Module for Middle Level Science Teachers

Teacher Education Graduate Certificate 2019

Developed Certificate Program, Computer Science Education for Teachers

Curriculum & Instruction (Track 2) Master of Science 2017 – 2018

Developed Online Course, TL 590 Specialized Methods: Science

B.S.Ed. Composite Science 2017
Revised Undergraduate Program Course Requirements

ACADEMIC SERVICE

Service to the Department

Committee Member, 2016 – Present
UND Middle and Secondary Education Program Committee

Committee Member, 2016 – Present
UND Curriculum & Instruction Master's Program Committee

Committee Member, 2019 – Present
UND Teaching & Leadership Master's Program Committee

Committee Member, 2016 – Present
UND Doctoral Program Committee

Committee Co-chair, Ad hoc, Appointed 2019 – 2020
Search for Math Teacher Educator

Committee Member, Ad hoc, Appointed 2018 – 2019
Search for Math Teacher Educator

Program Area Coordinator, 2017 – 2018
UND Middle and Secondary Education

Committee Member, 2016 – 2017
UND Search for Elementary Science Teacher Educator

Committee Member, Ad hoc, 2016
Taskforce Exploring UND Undergraduate Field Experience Requirements

Committee Member, 2014
Search for UIUC Curriculum and Instruction Department Head

Service to the College

Committee Member, Elected 2017 – Present
CEHD Research and Faculty Development

Committee Member, Ad hoc, Appointed 2019 – 2020
NDACTE Taskforce for Reviewing Basic Skills Requirements and Praxis I Use

Committee Member, Ad hoc, Appointed 2019
Search for CEHD Associate Dean for Student Services and Assessment

Poster Judge, 2017
College of Education and Human Development Spring Research Fair

Committee Member, Ad hoc, Elected, 2017
Search for Associate Dean for Research and Faculty Development

Service to the University

Committee Member, Appointed, 2017 – Present
Teacher and School Professionals Education Committee (TSPEC)

Committee Member, Ad hoc, 2018
Taskforce for Identifying Innovation in North Dakota Schools

Faculty Guide, 2018
First Generation New Student Orientation

SERVICE TO THE PROFESSIONAL COMMUNITY

National Committee Service

NARST Research Committee,

Chair, 2019 – 2020

Co-chair, 2018 – 2019

Committee Member, 2017 – Present

Committee Member, 2019
Search for Editorial Team for the *Journal of Research in Science Teaching*

External Funding Review

Invited Merit Review Panelist, 2020
National Science Foundation (NSF)

Editorial Responsibilities

Invited Reviewer,
Science & Education 2018 – Present

<i>Public Library of Science (PLOS) ONE</i>	2018 – Present
<i>Canadian Journal of Science, Mathematics and Technology Education</i>	2018 – Present
<i>Teaching and Teacher Education</i>	2017 – Present
<i>Journal of Research in Science Teaching</i>	2015 – Present
<i>International Journal of Science Education</i>	2014 – Present
<i>Journal of Science Education and Technology</i>	2013 – Present

Occasional Reviewer

NARST Strand 2 2012 – Present
 Science Learning: Contexts, Characteristics and Interactions. Learning environments, teacher-student and student-student interactions, and factors related to and/or affecting learning. Annual meeting of the National Association for Research in Science Teaching.

NARST Strand 13 2012 – Present
 History, Philosophy, and Sociology of Science. Historical, philosophical and social issues of science as related to science education. Annual meeting of the National Association for Research in Science Teaching.

SERVICE TO THE COMMUNITY

Presenter, 2018
 The Usefulness and Importance of Models in Science Teaching and Learning
 North Dakota State Science and Engineering Fair, Grand Forks, ND.

Presenter, 2017
 Models and Modeling in Science
 North Dakota State Science and Engineering Fair, Grand Forks, ND.

PROFESSIONAL ORGANIZATION AFFILIATIONS

- American Educational Research Association (AERA)
- The Association for Science Teacher Education (ASTE)
- NARST (formerly National Association for Research in Science Teaching)
- North Dakota Science Teacher Association (NDSTA)
- National Science Teachers Association (NSTA)

RELEVANT PROFESSIONAL DEVELOPMENT

Attendee, 2019
 Holding Space: A Toolkit for Partners in Tribal Research. (2019, April 13). Presented by Y. Roubideaux, J. E. Lucero, G. Evans-Lomayesva, & A. D. Emerson. Hosted by the School of Medicine and Health Science, University of North Dakota, Grand Forks, ND.

Attendee, 2019
Hanover Research Grant Writing Workshop. (2019, February 21). Presented by C. Doggett. Hosted by the College of Education and Human Development and College of Nursing and Professional Disciplines, University of North Dakota, Grand Forks, ND.

Attendee, 2018
Systematic Literature Reviews. (2018, April 20). Presented by V. Clinton, Scholarship and Teaching Enhancement Presentation Series (STEPS). Hosted by the College of Education and Human Development, University of North Dakota, Grand Forks, ND.

Attendee, 2018
Embedding High Impact Practices (HIPs) Strategically. (2018, February 26). Presented by A. Kelsch. Hosted by the Teaching Transformation and Development Academy, University of North Dakota, Grand Forks, ND.