

# Allison Theobold

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## Education

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<b>Ph.D., Statistics</b> Montana State University, Bozeman, Montana Dissertation: Supporting Data-Intensive Environmental Science Research: Data Science Skills for Scientific Practitioners of Statistics Advisors: <a href="#">Dr. Stacey A. Hancock</a> & <a href="#">Dr. Jennifer Green</a>	2020
<b>M.S., Statistics</b> Montana State University, Bozeman, Montana	2016
<b>B.S., Mathematics, concentration in Statistics</b> Colorado Mesa University, Grand Junction, Colorado	2014
<b>B.B.A., Economics</b> Colorado Mesa University, Grand Junction, Colorado	2014

## Academic Positions

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<b>Assistant Professor</b> Department of Statistics & Affiliate Faculty in Data Science California Polytechnic State University, San Luis Obispo, CA	2020 - present
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## Teaching

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<b>Data 301 (Introduction to Data Science)</b> Quarters Taught: Winter 2025	
<b>Statistics 218 (Applied Statistics for the Life Sciences)</b> Quarters Taught: Spring 2022, Fall 2022	
<b>Statistics 313 (Applied Experimental Design and Regression Models)</b> Quarters Taught: Fall 2020, Winter 2021, Fall 2021, Winter 2023, Spring 2023, Winter 2024, Spring 2025	
<b>Statistics 331 (Statistical Computing with R)</b> Quarters Taught: Spring 2021, Winter 2022, Fall 2022, Fall 2024	
<b>Statistics 513 (Applied Experimental Design and Regression Models)</b> Quarters Taught: Winter 2024	
<b>Statistics 541 (Advanced R)</b> Quarters Taught: Spring 2024, Spring 2025	
<b>Statistics 551 (Statistical Learning)</b> Quarters Taught: Fall 2023	

## Honors and Awards

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### **Pride Scholarship** 2022

American Statistical Association

The ASA Pride Scholarship was established to raise awareness for and support the success of LGBTQ+ statisticians and data scientists and allies. The scholarship supports the professional development of early career faculty who identify as a member of the LGBTQ+ community.

### **College of Letters and Sciences Outstanding Graduate Teaching Assistant Award** 2019

Montana State University, Bozeman, MT.

This is the highest honor given to graduate teaching assistants in the College of Letters and Sciences at Montana State University, awarded to two graduate students college-wide.

### **Department of Mathematical Sciences Outstanding Graduate Student Award** 2018

Montana State University, Bozeman, MT.

### **Department of Mathematical Sciences Outstanding Graduate Teaching Assistant Award** 2016

Montana State University, Bozeman, MT.

## Undergraduate Research & Mentoring

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**Jett Palmer** (STAT) – Group Collaborations & Social Identity Threat 2023-present

**Lana Huynh** (STAT) – Best Practices for Data Visualization (Presentation) April 2023

**Parker Landsman** (CS) – Student Identity & Reflexivity in Groupwork Winter & Spring 2023

**Aditi Gajjar** (STAT) – PCOS Sentiment Analysis Winter 2022

**Eric Tran** (STAT) – Infusing Data Feminism into the Scientific Curriculum Winter 2021

## Masters Committees

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**Sean Leader**, Statistics - Committee Chair Graduated June 2024

**Joshua Blank**, Statistics - Committee Member Graduated June 2024

**Kenzie Davidson**, Biological Sciences - Committee Member Graduating June 2025

## Scholarship

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### Peer-Reviewed Publications

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*Work at Cal Poly*

Dalzell, N. M., Rehnberg, Z. L., & **Theobald, A. S.**. A framework for evaluating inclusive teaching, *Journal of Statistics and Data Science Education*.

- **Journal:** This is a peer-reviewed publication in a journal for research on Statistics (and Data Science) Education. The *Journal of Statistics Education* has an acceptance rate of 11%.
- **Role:** This collaboration grew through Nicole, Zoe, and my dedication and interest in equitable teaching and inclusive pedagogy. This article describes a framework educators can use when evaluating their curricular and pedagogical decisions. Nicole is the lead creator of the “design decision” framework, and Zoe and I used this framework to outline how each component could be applied when designing a data analysis project. All authors contributed equally to the genesis and writing of the paper.

**Theobald, A.,** Wickstrom, M., and Hancock, S. (2024). Coding Code: Qualitative Methods for Investigating Data Science Skills, *Journal of Statistics and Data Science Education*, 32(2), p. 161-173, [10.1080/26939169.2023.2277847](https://doi.org/10.1080/26939169.2023.2277847).

- Journal: This is a peer-reviewed publication in a journal for research on Statistics (and Data Science) Education. The *Journal of Statistics Education* has an acceptance rate of 11%.
- Role: This is a manuscript detailing methodological considerations for using qualitative analysis methods when investigating student's code. While the original topic of this paper was informed by the analytical methods I used in my dissertation research, the published version reflects substantial revisions which expand the scope of this methodology and connects it to qualitative research on student learning in computer science education. I wrote the entirety of the paper and my collaborators gave feedback on the content and structure of the paper.

**Theobald, A.** (2021). Oral Exams: A More Meaningful Assessment of Statistical Understanding, *Journal of Statistics and Data Science Education*, 29(2), p. 156-159, [10.1080/26939169.2021.1914527](https://doi.org/10.1080/26939169.2021.1914527).

- Journal: This is a peer-reviewed publication in a journal for research on Statistics and Data Science Education. The journal recently added "brief communications" to its list of scholarly contributions. These communications are specifically for short articles that are timely or relevant, have the potential for immediate positive impact, and / or discuss a novel teaching method in statistics and data science education. These communications are peer reviewed, and given similar scrutiny as original research published in JSDSE.
- Role: This article is the result of integrating oral exams into my STAT 313 courses in the Fall of 2020 and Winter of 2021.

**Theobald, A. S.** (2022), Materials and Data from: Coding Code: Qualitative Methods for Investigating Data Science Skills, Zenodo, <https://zenodo.org/record/7114764>.

- Journal: The materials published with this data repository are associated with the *Coding Code* manuscript accepted for publication in the *Journal of Statistics and Data Science Education*. Zenodo is a repository that makes software and data used for research discoverable, freely reusable, and citable. Non-profit organizations like Zenodo promote the importance of open science, by providing the infrastructure for, and promoting the re-use of, data underlying the scholarly literature.
- Role: The data included in the repository were collected as part of my dissertation research. The analysis methodology outlined in these materials, however, is a new contribution I've brought to the data science education community.

**Theobald, A.,** Hancock, S., & Mannheimer, S. (2021). Designing Data Science Workshops for Data-Intensive Environmental Science Research, *Journal of Statistics Education*, 29(sup1), S83-S94, [10.1080/10691898.2020.1854636](https://doi.org/10.1080/10691898.2020.1854636).

- Journal: This is a peer-reviewed publication in a journal for research on Statistics (and Data Science) Education. The *Journal of Statistics Education* has an acceptance rate of 11%.
- Role: This manuscript is the result of the second arm of my dissertation research, focusing on tailoring data science workshop materials to a specific population of researchers. As the lead author I wrote the entirety of the paper, my adviser (Dr. Stacey Hancock) provided guidance on the revisions, and Sara Mannheimer was my collaborator on obtaining funding through the National Network for Libraries of Medicine.
- While this paper was accepted after I began my position at Cal Poly, the writing of the paper and the major revisions took place before I began my position.

**Theobald, A.,** Hancock, S., & Mannheimer, S. (2020), Data from: Designing data science workshops for data-intensive environmental science research, Dryad, Dataset, [10.5061/dryad.7wm37pvp7](https://doi.org/10.5061/dryad.7wm37pvp7).

- **Journal:** The materials published with this data repository are associated with the data science workshop manuscript published in the Journal of Statistics Education. Dryad is a data repository that makes research data discoverable, freely reusable, and citable. Non-profit organizations like Dryad promote the importance of open science, by providing the infrastructure for, and promoting the re-use of, data underlying the scholarly literature.
- **Role:** I collected the data for the manuscript during my dissertation research, namely through the workshops I developed and taught. Additionally, I produced the R code associated with the repository to clean and produce the analyses presented in the JSE article.

#### *Prior to Cal Poly*

**Theobald, A.** and Hancock, S. (2019). How Environmental Science Graduate Students Acquire Statistical Computing Skills, *Statistics Education Research Journal*, 18(2), 68-85, [10.52041/serj.v18i2.141](https://doi.org/10.52041/serj.v18i2.141).

- **Journal:** This is a peer-reviewed publication in a journal for research on Statistics and Data Science Education. The *Statistics Education Research Journal* has an acceptance rate of 15%.
- **Role:** This manuscript is the results of my pilot study for my dissertation. As the lead author I wrote the entirety of the paper, and my adviser (Dr. Stacey Hancock) provided guidance on the revisions.
- **Journal:** This is a peer-reviewed publication in a journal for research in Applied Mathematics.
- **Role:** This manuscript was the result of work done at Central Michigan University during a summer REU. The work was fully collaborative, however, some of the results were unique to various authors.

#### **Peer-Reviewed Conference Proceedings**.....

#### *Work at Cal Poly*

**Theobald, A. S.** (2023). Human centered data science: Ungrading in an introductory data science course, In *Proceedings of the 28th ACM Conference on on Innovation and Technology in Computer Science Education (ITiCSE '23)*. Association for Computing Machinery, New York, NY, USA, [10.1145/3587102.3588816](https://doi.org/10.1145/3587102.3588816).

- **Journal:** It is standard for research in Computer Science Education to be published in peer-reviewed conference proceedings. ITiCSE is the European arm of ACM SIGCSE and is a selective conference on research in the teaching and learning of computer science education. In 2023, the conference accepted 27% of papers submitted and requires authors attend to the comments of a panel of four reviewers for publication.
- **Role:** This article is the result of integrating ungrading into my STAT 331 courses in the Fall of 2022 and Winter 2023.

Abdel-Ghani, A., Bodwin, K., McNamara, A., **Theobald, A.**, & Flores Siaca, I. (2022). "Looks okay to me": A study of best practice in data analysis code review, *International Conference on Teaching Statistics (ICOTS) Conference*, [10.52041/iase.icots11.T8I1](https://doi.org/10.52041/iase.icots11.T8I1).

- **Journal:** This is a peer-reviewed publication in a conference of research on the teaching and learning of statistics and data science education.
- **Role:** This manuscript is the first component of a larger manuscript detailing a study on novice and expert's error finding behavior. All authors contributed equally to the data analysis and writing of the paper.

**Theobald, A. S. & Williams, D. A. (2022).** "I watched as he put things on the paper": A Feminist View of Mathematical Discourse, In *Proceedings of the 44th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)*, Middle Tennessee State University, 519-528, [10.51272/pmena.44.2022](https://doi.org/10.51272/pmena.44.2022).

- **Journal:** This is a peer-reviewed publication in a selective conference on research in the psychology of mathematics education. Full papers published in the conference proceedings are required to attend to the comments of a panel of three reviewers.
- **Role:** This manuscript is (another) subset of the larger manuscript to be submitted to JRME, analyzing the discourse between two students through a feminist lens. All authors contributed equally to the data analysis and writing of the paper.

**Theobald, A. S. & Williams, D. A. (2021).** Discourse Patterns in a Small Group "Collaboration": The Case of Uma and Sean. In Karunakaran, S. S. & Higgins, A. (Eds.), *2021 Research in Undergraduate Mathematics Education Reports* (pp. 324-331).

- **Journal:** This is a peer-reviewed publication in a selective conference on research in undergraduate mathematics education.
- **Role:** This manuscript is a subset of the larger manuscript to be submitted to JRME, focusing specifically on the discourse analysis of two students working through a set of mathematical tasks. All authors contributed equally to the data analysis and writing of the paper.
- **Journal:** This is a peer reviewed publication in a selective, international conference on Computer Science Education.
- **Role:** This manuscript is the result of research for the Storytelling grant at Montana State University. The manuscript was fully collaborative.

## Manuscripts.....

### *Manuscripts Under Review*

**Theobald, A..** A Learning Trajectory for Data Science: the Case of Alicia, *Journal of Statistics and Data Science Education*.

- **Role:** This manuscript is the result of data collected while at Montana State, focusing on the data science skills graduate students used throughout their degree program. While the data were collected prior to my work at Cal Poly, the entirety of the manuscript was written after I began my position. Moreover, this manuscript explores a topic unrelated to my dissertation—the learning pathways of one graduate student (Alicia) throughout the course of her research.

### *Manuscripts in Preparation*

**Theobald, A..** Data Science Skills for Data-Intensive Environmental Science Research: The Cases of Alicia and Ellie, *PLOS One*.

- **Role:** This manuscript is the result of data collected while at Montana State, focusing on the data science skills graduate students used throughout their degree program. While the data were collected prior to my work at Cal Poly, the entirety of the manuscript was written after I began my position. This manuscript is a response to previous manuscripts emphasizing the importance of skills for "data-intensive environmental science research," focusing on the skills used by two graduate students (Alicia and Ellie) during their graduate research.
- **Timeline:** During the 2023-2024 academic year, I dedicated my time to the JSDSE paper (above). Thus, I did not make much headway in work toward this manuscript. However, I hope that with the

completion of the JSDSE paper, I am able to dedicate time toward completing this manuscript during the 2024-2025 academic year.

## Educational Materials.....

I have been part of a collaboration developing interactive learnr tutorials to accompany the OpenIntro, *Introduction to Modern Statistics* textbook. I have written large sections of original content and have revised every tutorial to use similar data science tools throughout. I will continue to make changes as the textbook evolves.

The tutorials are published (with attribution) here:

<https://openintrostat.github.io/ims-tutorials/>

## Presentations.....

Undergraduate students are indicated with a \*, graduate students are indicated with a +

### *Invited Conference Presentations*

<b>Assessment at Scale: Thoughts for Discussion</b>	August 2024
Go Big or Go Home: Innovations in Large-Scale Assessment Practice, Discussant Topic Contributed Session at Joint Statistical Meetings Portland, OR	
<b>Coding Code: Qualitative Methods for Investigating Data Science Skills</b>	January 2024
Journal of Statistics & Data Science Education (JSDSE) Invited Webinar	
<b>Evaluating Code as a Communication Product</b>	January 2024
Institute for Mathematical and Statistical Innovation (IMSI) Chicago, IL	
<b>Whose voice can you hear? Issues of Power in Classroom Discourse</b>	August 2023
Invited Session at Joint Statistical Meetings Toronto, Canada	
<b>Implementing Oral Assessments in the Statistics Classroom</b>	April 2023
CAUSE Research Reading Group	
<b>Researching Data Science Education: Perspectives on Qualitative Research Methods</b>	April 2023
Statistics Colloquium, Duke University	
<b>Building Student Authority in the Classroom – Issues of Power in Group Work</b>	June 2022
Conversations About Teaching Statistics – Cal Poly Statistics Department Colloquium	
<b>Data Feminism: Just a Taste</b>	April 2022
Data Science Fellowship Seminar	

### *Invited Seminars*

<b>The Current State of Data Science Education</b>	February 2024
Statistics & Data Science Education Seminar Penn State University, University of Minnesota, & Michigan State University	

### *Contributed Conference Presentations*

<b>decoderR: Gameful Activities for Introductory Programming</b>	June 2024
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**Allison Theobold & Kelly Bodwin**  
Breakout Session at eCOTS

**Coding Code: Investigating Student's Data Science Skills with Qualitative Methods** June 2023  
Statistics Education Research Satellite at USCOTS

**Alternative grading: a more meaningful representation of student learning** June 2023  
Ciaran Evans, Jessie Oehrlein, Sara Stoudt, **Allison Theobold**  
Breakout Session at USCOTS

**"I watched as he put things on the paper": A Feminist View of Mathematical Discourse** August 2022  
**Allison Theobold & Derek Williams**  
Psychology in Mathematics Education  
Nashville, TN

**Mitigating Issues of Power in Group Work** August 2022  
Birds of a Feather Discussion, Joint Statistical Meetings

**Building Student Authority in the Classroom – Issues of Power in Group Work** February 2022  
Cal Poly Social Justice Teach In

**Your First Year as Faculty** August 2021  
Sara Stoudt & **Allison Theobold**  
Preparing to Teach Statistics & Data Science Workshop

**Oral Assessments: Building a Community of Statistical Thinkers and Speakers** June 2021  
**Allison Theobold & Paul Roback**  
Breakout Session at USCOTS

*Contributed Workshops*

**Equitable & Inclusive Teaching** August 2024  
Jennifer Ward, Claire Kelling, & **Allison Theobold**  
Preparing to Teach Statistics & Data Science Workshop

**Equitable Teaching** August 2023  
**Allison Theobold**  
Preparing to Teach Statistics & Data Science Workshop

**An Introduction to Intro Stat** August 2022  
**Allison Theobold & Sara Stoudt**  
Preparing to Teach Statistics & Data Science Workshop

**Best Practices for Data Visualization** April 2023  
Lana Huynh \* & **Allison Theobold**  
ENAR Fostering Diversity in Biostatistics Workshop

**Introduction to R** March 2022  
**Allison Theobold & Maria Tackett**  
ENAR Fostering Diversity in Biostatistics Workshop

**Software Carpentry – Developing Skills for Hosting a Website** February 2021  
Robin Donatello, Clark Fitzgerald, & **Allison Theobold**

CSU Math Council

*Invited Blog Contributions*

**Beyond Achievement: Access, Identity, and Power in Alternative Grading** May 2024  
Grading for Growth

*This blog is arguably the most read blog on alternative grading. Through this venue, we are able to disseminate our ideas to a broader audience than we would reach in a Statistics Education journal. In 2024, we had the second most read guest blog post with over 10,000 views.*

**Evaluating Pedagogical Choices with an Eye Toward LGBTQ+ Students** May 2024  
Statistics Teaching and Learning Corner (StatTLC)

**Navigating Issues of Power in Group Work** August 2022  
Statistics Teaching and Learning Corner (StatTLC)

*Contributed Poster Presentations*

**Student Collaborative Experiences & Self-Perceptions – A Comparison  
Study of Complex Instruction** June 2024  
Jett Palmer\* & Allison Theobold  
Beyond Session at eCOTS 2024

## External Grants.....

**Collaborative: RUI: Assessing Classroom Community for Students of Color in Early Mathematics and Statistics Courses (ACCESS)**

- Source: NSF Racial Equity in STEM
- Amount: \$1.3 million Cal Poly, \$3.5 million total budget
- Status: Not Funded, Resubmitted October 2024
- Role: As the the lead PI of this collaborative grant, I wrote the (15-page) project description and project summary, the RUI Impact statement, data management plan, created template budgets and budget justifications for each institution, and will be leading the submission and coordination of our research protocol to Cal Poly's IRB.
- Co-PIs: Ciera Street (Cal Poly), Alana Unfried & Jeffrey Wand (CSU Monterrey Bay), Maria Tackett & Shira Viel (Duke), Katie Johnston & Bao Maddux (Winston-Salem State University)

**Supporting Equitable Collaborations through Pair Programming Experiences in Undergraduate Data Science Courses**

- Source: NSF IUSE Level 2, Engaged Student Learning
- Amount: \$380,000 Cal Poly, \$750,000 total budget
- Status: Funded
- Role: The proposal is based on the Spencer proposals I submitted previously, I wrote the vast majority of the proposal materials (e.g., project description, summary, RUI impact statement).
- Co-PIs: Judith Canner (CSU Monterrey Bay)

**Authority in Data Science: How Group Programming Helps and Hinders Student Learning**

- Source: Spencer Foundation Small Grant
- Amount: \$59,674.00
- Status: Not Funded
- Role: I wrote the entirety of the grant submission and Derek provided feedback.
- Co-PIs: Derek Williams (Montana State University)



## Internal Grants.....

### **A comprehensive course sequence for statistical programming**

- Source: Noyce School of Applied Computing Teaching Innovation Track
- Amount: \$40,000
- Status: Submitted December 2024

### **Whose perspectives are being valued? Assessing whose values are privileged in introductory mathematics and statistics courses**

- Source: Cal Poly's Research, Scholarly & Creative Activities Grant Program
- Amount: \$18,000
- Status: Not Funded

### **Counter-Stories of Belonging: Detailing Racialized and Gendered Mechanisms of Instruction in Introductory Mathematics and Statistics Classrooms**

- Source: Cal Poly's Proposal Development Program, DEI Initiative
- Amount: \$20,000
- Status: Funded

### **Frost Grant Writing Assigned Time**

- Source: College of Science and Mathematics
- Amount: \$10,000
- Status: Funded

### **Hypothetical Learning Trajectory for Introductory Data Science: A Deeper Look into DATA 8**

- Source: Cal Poly's Research, Scholarly & Creative Activities Grant Program
- Amount: \$16,240
- Status: Not Funded

## Professional Honors & Leadership Activities.....

### **Writing Committee**

2025

GAISE College Guidelines Revision Group

*Coordinate with three other faculty to develop a concise and impactful description of the new inclusivity recommendation: "Implement a course design that uses inclusive strategies to foster a sense of belonging."*

### **Program Chair Elect**

2024 - 2026

ASA Section on Statistical Computing

*Organize the 2024 Mini-Symposium on Statistical Computing, solicit and assemble the 2025 program for the Joint Statistical Meetings, and co-organize the 2025 Mini-Symposium on Statistical Computing.*

### **Chair: Mentoring Program**

2024 - 2025

ASA Section on Statistics and Data Science Education.

*Focus of the committee is to establish and foster mentoring relationships between current faculty members in statistics and students seeking such jobs.*

### **Writing Committee**

2025

High School Math Pathways, Statistics & Quantitative Reasoning, Bill & Melinda Gates Foundation

*Review the Gate Foundation's proposed Statistics course (as an alternative to Algebra), including proposed learning outcomes and curricular materials.*

**Committee Member: Mentoring Program** 2021 - 2024  
ASA Section on Statistics and Data Science Education.

**Preparing to Teach Statistics & Data Science Workshop Co-Organizer** 2021 - present  
*Preparing to Teach is a one-day workshop to prepare current and recent graduate students for a future role as faculty responsible for teaching statistics and data science to undergraduate students across a variety of disciplines. I have co-organized the workshop with Mine Çetinkaya-Rundel (2021-2023) & Claire Kelling (2024), eliciting applications, making acceptance decisions, outlining the workshop schedule, and recruiting presenters.*

## Other

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**Data Carpentry Maintainer - Data Analysis and Visualization with R for Social Scientists** 2020 - 2023

I work with the Carpentries community to make sure that lessons stay up-to-date, accurate, functional and cohesive. I work with two other co-maintainers to monitor the lesson repository (<https://datacarpentry.org/r-socialsci/>), ensure that pull requests and issues are addressed in a timely manner, and participate in the lesson development cycle including lesson releases.

As part of my involvement in this curriculum, I have written and revised large portions of the lessons for the R for Social Scientists curriculum (<https://datacarpentry.org/r-socialsci/>). Specifically, I have made the following contributions:

- Discussion of Long and Wide Data:  
<https://preview.carpentries.org/r-socialsci/04-tidyr.html>
- Discussion of methods to avoid overplotting and use of barplots for categorical data:  
<https://preview.carpentries.org/r-socialsci/05-ggplot2.html>
- Code Handout for Starting with Data:  
<https://preview.carpentries.org/r-socialsci/starting-with-data-handout.html>
- Code Handout for Introduction to R:  
<https://preview.carpentries.org/r-socialsci/reference.html#glossary>
- Code Handout for Data Visualization with ggplot2:  
<https://preview.carpentries.org/r-socialsci/data-visualisation-handout.html>
- Code Handout for Data Wrangling with dplyr & tidyr:  
<https://preview.carpentries.org/r-socialsci/data-wrangling-handout.html>
- Glossary: <https://preview.carpentries.org/r-socialsci/reference.html#glossary>

## Professional Development.....

<b>Posit Academy – Python Workshop</b>	July & August 2024
<b>StatsForward Fellow</b>	Inaugural 2023 cohort
<b>Project NExT Fellow</b>	2021 cohort
<b>Center for Teaching, Learning &amp; Technology – Early Career</b>	2020 cohort
<b>ASA Mentoring Program – Mentor &amp; Mentee</b>	2018 - present
<b>AP Statistics Exam – Reader</b>	2017 - 2022

## Service & University Citizenship

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### Service to the University

- Cal Poly Career Services Pride Month Representative 2024
- Lavender Celebration Volunteer 2024
- Women in STEM Mixer - Faculty Participant 2024
- CSM Faculty Task Force 2021 - present
- CTLT New Faculty Foundations – New Faculty Panel 2021 & 2023
- Integrating Specifications Grading into the Classroom – CTLT Workshop March 2022
- Participant - FSA Listening Session (Aspire) May 2022
- Student Research Conference - PhD Programs & Applying for Graduate School May 2022
- Mentor for ASA Data Fest April 2021
- Queer & Trans Leadership Council 2020 - 2022

### Service to the Department

- Recommendation Letters for Undergraduate Students 23 Letters to Date
- Assisted in Organizing and Facilitating DataFest 2024
- PALiSaDS Mentor 2023 - present
- Committee on Diversity, Equity, & Inclusion – Chair 2022 - present
- Committee on Diversity, Equity, & Inclusion – Committee Member 2020 - present
- Attended Graduation Ceremony 2022, 2023, 2024
- College of Science and Math Committee for Inclusion and Equity – Committee 2022
- Center for Teaching, Learning & Technology – Summer Peer Mentoring Program 2020
- Diversity Practices for Distance Learning:  
Creating an LGBTQ+ Inclusive Online Space – Webinar September 2020
- College of Science and Mathematics Equitable Teaching – Workshop September 2020

### Service to the Profession.

- Advisory Board Member – Jennifer Broach Mid-Career Award 2024 - present
- Co-organizer of the [Mini-Symposium on Statistical Computing](#) 2024
- eCOTS Organizing Committee – Breakout Session Reviewer 2024
- Invited Session Organizer – Joint Statistical Meetings 2024
- Invited Session Organizer & Session Chair – Joint Statistical Meetings 2023
- Certified Instructor - Data & Software Carpentry 2020 - present
- Mentor – ASA Section on Statistics and Data Science Education Mentoring Program 2022

- Topic Convener – *Statistics Education with Technology and Multimedia Resources* International Conference On Teaching Statistics (ICOTS) 2022
- Reviewer, *Introduction to Modern Statistics* 2021
- Session Chair – Joint Statistical Meetings 2020 & 2023
- Topic Contributed Session Evaluator – Joint Statistical Meetings 2019

### Reviewer

- Statistics Education Research Journal
- Journal of Statistics and Data Science Education
  - 13 Manuscripts Reviewed to Date, resulting in 3 Published Manuscripts
  - [SCRATCH to R: Toward an Inclusive Pedagogy in Teaching Coding](#)
  - [Think-Aloud Interviews: A Tool for Exploring Student Statistical Reasoning](#)
  - [Metaphor Types as Strategies for Teaching Regression to Novice Learners](#)
- Technology Innovations in Statistics Education
- Journal for Research in Mathematics Education
- Grace Hopper Celebration of Women in Computing
- RUME
- SIGCSE

### Professional Memberships

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American Statistical Association	2014 - present
American Mathematical Society	2020 - 2023
Association for Computing Machinery	2022 - 2024
500 Women Scientists	2018 - present
500 Queer Scientists	2018 - present