CURRICULUM VITAE
LAUREL M. HARTLEY
Updated 2019

ACADEMIC ADDRESS
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EDUCATION

1996	Southwestern University	B.Sc.	Biology
1999	Colorado State University	M.S.	Biology (Zoology)
2006	Colorado State University	Ph.D.	Graduate Degree Program in Ecology

PROFESSIONAL EXPERIENCE

2015-present	Associate Professor, Department of Integrative Biology, University of Colorado Denver
2008-2015	Assistant Professor, Department of Integrative Biology, University of Colorado Denver
2006-2008	Postdoctoral Researcher/NSF GK-12 Project Manager**,** Kellogg Biological Station, Michigan State University
2005	Content Researcher, "Dig It! The Secrets of Soil" Exhibit, MFM Design and Smithsonian National Museum of Natural History, Washington, DC
2004-2006	Graduate Teaching Assistant, Department of Biology, Colorado State University
2001-2003	National Science Foundation GK-12 Fellow, Colorado State University
1999-2002	Research Associate/Education and Outreach Coordinator, NSF Shortgrass Steppe Long Term Ecological Research program, Colorado State University
1996-1999	Graduate Teaching Assistant, Department of Biology, Colorado State University
1995	Intern in Zoology, The Natural History Museum, London, England
1995	NSF Research Experiences for Undergraduates Student, Avila College, Kansas City, MO

REFEREED PUBLICATIONS (* indicates graduate or undergraduate student author, ^ indicates post-doctoral student author)

2020 Thompson, A.N.*, Talbot, R.M., Doughty, L.^, Huvard, H.*, Le, P.*, Hartley, L., & Boyer, J. (2020) Development and application of the Action Taxonomy for Learning Assistants (ATLAs). *International Journal of STEM Education*, *In press*

2019 Alred, A.*, Doherty, J.H., Hartley, L.M., Harris, C., & Dauer, J.M. (2019) Exploring students' ideas about biological variation. *International Journal of Science Education*. 41(12), 1682-1700. https://doi.org/10.1080/09500693.2019.1635289. Times cited = 1.

2019 Hartley, L.M., Ferrara, M.J., Handelsman, M.M., Rutemberwa, A. & Wefes, I. (2019) Principles and strategies for effective teaching: a workshop for pre- and post-doctoral training in the biomedical sciences. *Journal of Molecular Biology Education*, *In press.*

2019 Le, P.*, Doughty, L^. Thompson, A.N.*, & Hartley, L.M. (2019) Investigating undergraduate biology students' science identity production. *CBE-Life Sciences Education*, https://doi.org/10.1187/cbe.18-10-0204. Times cited = 0.

2019 Magle, S., Fidino, M., Lehrer, E., Gallo, T., Mulligan, M., Rios, M., Ahlers, A., Angstmann, J., Belaire, A., Dugelby, B., Gramza, A., Hartley, L., MacDougall, B., Ryan, T., Salsbury, C., Sander, H. Schell, C., Simon, K.; St. Onge*, S. & Drake, D. (2019). Advancing urban wildlife research through a multi-city collaboration. *Frontiers in Ecology and the Environment,* https://doi.org/10.1002/fee.2030. Times cited = 1.

2018 Le, P.T.*, Hartley, L.M., Doherty, J.H., Harris, CB., & Moore, J.C. (2018). Is being familiar with biodiversity related to reasoning about ecology? *Ecosphere*, 9(12):e02532. 10.1002/ecs2.2532. Times cited = 1.

2018 Doughty, L., Hartley, L., Le, P., Nyaema, M., Boyer, J., & Talbot, R. M., III. (2018). Investigating the relationship between active learning task characteristics and student success. In A. Traxler, Y. Cao, & S. Wolf (Eds.), *Physics Education Research Proceedings*. Washington, DC.

2016 Talbot, R. M., Doughty, L. ^, Nasim, A.*, Hartley, L., Le, P.*, Kramer, L., Kornreich-Leshem, H. & Boyer, J. (2016) Theoretically framing a complex phenomenon: student success in large enrollment active learning courses, *Physics Education Research Conference 2016 Proceedings*.

2016 Batzli, J. M, Knight, J. K., Hartley, L.M., Maskiewicz, A.C. & Desy E.A. (2016). Crossing the threshold: bringing biological variation to the foreground. *CBE-Life Sciences Education, 15 (4),* 10.1187/cbe.15-10-0221. Times cited = 6.

2015 Talbot, R.M., Hartley, L.M., Marzetta, K.*, & Wee, B.S. (2015). Transforming undergraduate science education with Learning Assistants: student satisfaction in large enrollment courses. *Journal of College Science Teaching, 44*(5), 24-30. Times cited = 25.

2014 Ellwein, A.L., Hartley, L.M., Billick, I., & Donovan, S. (2014). Using rich context and data exploration to improve climate and data literacy: bringing a field station into the

classroom. *Journal of Geoscience Education - Special Volume: Outcomes from Climate Literacy Efforts*, *62*(4), 578-586. Times cited = 16.

2014 Beals, S.C.*, Hartley, L.M., Prevey, J.S*, & Seastedt, T.R. (2014). The effects of black-tailed prairie dogs on plant communities within a complex urban landscape: an ecological surprise? *Ecology, 95*, 1349-1359. Times cited = 15.

2013 Harris, C., Berkowitz, C., Doherty, J.^, & Hartley, L. (2013). Exploring biodiversity's big ideas in your schoolyard. *Science Scope, 036*, 20-27. Times cited = 1.

2012 Hartley, L.M., Momsen, J., Maskiewicz, A., & D'Avanzo, C. (2012). Energy and Matter: Differences in discourse can be confusing for introductory biology students. *BioScience, 62*, 488-496. Times cited = 21.

2012 D'Avanzo, C., Anderson, C.W., Hartley, L.M., & Paleaz, N. (2012). A faculty development model for transforming introductory biology and ecology courses. *BioScience, 62*, 416-427. Times cited = 13.

2011 Hartley, L.M., Wilke, B.J.^, Schramm, J.W.^, Anderson, C.A., & D'Avanzo, C. (2011). College Students' Understanding of the Carbon Cycle: Contrasting Principle-Based and Informal Reasoning. *BioScience, 61*, 65-75. Times cited = 80.

2011 Savage, L.T., Reich, R., Hartley, L.M., Stapp, P., & Antolin, M.F. (2011). Climate, soils, and connectivity predict plague epizootics in black-tailed prairie dogs (*Cynomys ludovicianus*). *Ecological Applications, 21*, 2933-2943. Times cited = 24.

2011 Doherty, J.^, Harris, C., & Hartley, L. (2011). Using stream leaf packs to explore community assembly. *Teaching Issues and Experiments in Ecology, http://tiee.esa.org/vol/v7/experiments/doherty/abstract.html*. Times cited = 0.

2010 Lehmer, E.M, Hartley, L., Lanci, J.*, & Kolb, C.*. (2010). Evaluating the impacts of black-tailed prairie dogs in traditional and non-traditional habitats. *The Prairie Naturalist, 42*, 67-70. Times cited = 0.

2009 Hartley, L. M., Detling, J.K., & Savage, L.T. (2009). Introduced plague lessens the effects of an herbivorous rodent on grassland plant communities. *Journal of Applied Ecology, 46*, 861-869. Times cited = 24.

2003 Rahm, J, H., Miller, C., Hartley, L.M., & Moore, J.C. (2003). The value of an emergent notion of authenticity: examples from two student/teacher partnership programs. *Journal of Research in Science Teaching, 40*(8), 737-756. Times cited = 140.

2000 Hartley, L. M., Packard, M. J., & Packard, G,C. (2000). Accumulation of lactate by supercooled hatchlings of the painted turtle (*Chrysemys picta*): implications for overwinter survival. *Journal of Comparative Physiology B, 170*, 45-50. Times cited = 22.

2000 Hartley, L. M., Glor, R.E., Sproston, A.L., Powell, R., & Parmerlee, J.S. (2000). Germination rates of seeds consumed by endangered rock iguanas (*Cyclura* sp.) on Hispaniola. *Caribbean Journal of Science, 36*, 149-151. Times cited = 20.

2000 Sproston, A.L., Glor, R.E, Hartley, L.M., Censky, E. J., Powell, R., & Parmerlee, J.S. (1999). Niche differences among three sympatric species of *Ameiva* (Reptilia: Teiidae) on Hispaniola. *Journal of Herpetology, 33*, 131-136. Times cited = 13.

1998 Hartley, L. M., Powell, R. & Parmerlee, J.S. (1998). Species description: *Ameiva lineolata* (Reptilia: Teiidae). *Catalogue of American Amphibians and Reptiles,* 654, 1-4. Times cited = 0.

REFEREED BOOKS AND BOOK CHAPTERS

2013 Seastedt, T.R., Hartley, L.M., & Nippert, J. (2013). Case Study: Ecosystem transformations along the Colorado Front Range: prairie dog interactions with multiple components of global environmental change. Pp. 142-149 In Novel Ecosystems: Intervening in the New Ecological World Order, First Edition, (e.d. R. J. Hobbs, E. S. Higgs, and C. M. Hall). John Wiley & Sons.

NON-REFEREED PUBLICATIONS AND GALLERIES

1. Smithsonian National Museum of Natural History, 2008-2010 (Exhibit is now at the St. Louis Science Center after years of touring). Dig It! Secrets of Soils Exhibition, P. Megonigal-Curator, Barbara Stauffer-Exhibit Developer, Laurel Hartley-Content Researcher, Sue Voss-Writer, MFM Designs-Design and Fabrication. *http://forces.si.edu/soils/*
2. Hartley, L. 2007. GK-12 graduate student fellowships at Kellogg Biological Station. *The LTER Network Newsletter*. Vol. 20. No. 1.
3. Hartley, L. M. 2006. Plague and the Black-tailed Prairie Dog: An Introduced Disease Mediates the Effects of an Herbivore on Ecosystem Structure and Function. Doctoral Dissertation. Colorado State University, Fort Collins, CO
4. Hartley, L. (Editor) 2003. 5 More Practice Tests for the SAT II Biology. Spark Publishing 265 pp. ISBN1-58663-872-6
5. Ortega, S. & Hartley, L. (2003). Integrating LTER research and education through graduate students. *The LTER Network Newsletter*. Vol. 16. No. 2
6. Hartley, L. 2001. The black-tailed prairie dog - a small mammal with a large influence in Colorado. *The LTER Network Newsletter*. Vol. 14. No. 1
7. Hartley, L. M. 1999. Accumulation of Lactate by Supercooled Hatchlings of the Painted Turtle

(*Chrysemys picta*): Implications for Overwinter Survival. Master of Science Thesis. Colorado State University, Fort Collins, CO

NON-REFEREED BOOKS

1. Lindbo, D. L. and others. 2008. Soils: Get the Inside Scoop. American Society of Agronomy. 36 pp. ISBN 13: 978-089118848 (Book about soils for children)

PUBLICATIONS/CREATIVE WORKS SUBMITTED (* indicates graduate or undergraduate student author, ^ indicates post-doctoral student author)

1. Le., P.*, Knochel, D., Hartley, L., Hug. S., Grassie, C*., Doughty, L.^, Thompson, A.*, & Talbot, R. Facilitating student belonging in a Learning Assistant supported general biology classroom. *In review*

REFEREED PRESENTATIONS AT MEETINGS

1. Hartley, L., Talbot, R., Boyer, J., Doughty, L., Hug, S., McDevitt, A., & Le, P. (2019, October) Using activity theory to examine tasks and interactions in Learning Assistant supported STEM courses. International Learning Assistant Alliance Research Conference, Boulder, CO.
2. Talbot, R., Thompson, A., Boyer, J., & Hartley, L. (2019, October) Development of The Survey of Actions for Learning Assistants (SALAs). International Learning Assistant Alliance Research Conference, Boulder, CO.
3. Doughty, L., Hartley, L., Le, P., Nyaema, M., Boyer, J., & Talbot, R. (2018, August). Investigating the relationship between active learning task characteristics and student success. Physics Education Research Conference.
4. Hartley, L., Talbot, R., Boyer. J., Doughty, L., Le, P., Huvard, H., Thompson, A.N., Grassie, Chelsey., McDevitt, A., Kramer, L., & Nyaema, M. (2018, July). Using Activity Theory to examine active learning in Learning Assistant supported STEM courses. Society for the Advancement of Biology Education Research (SABER) 8th Annual Meeting. Minneapolis, MN.
5. Le, P., Hartley, L., Doughty, L., & Thompson, A.N. (2018, July). Figuring out our place in science: How are students' science identities produced and shaped? Society for the Advancement of Biology Education Research (SABER) 8th Annual Meeting. Minneapolis, MN.
6. Nasim-Thompson, A., Doughty, L., Huvard, H., Le, P., Hartley, L., Boyer. J., & Talbot, R. (2018, April) Learning Assistant actions in undergraduate science courses: A video analysis. National Association for Research in Science Teaching (NARST) Conference, Atlanta, Georgia.

7. Le, P., Talbot, R., McDevitt, A., Hartley, L., Nasim-Thompson, A., & Doughty, L. (2018, April) Network differences in underrepresented students in Learning Assistant supported undergraduate science classrooms. National Association for Research in Science Teaching (NARST) Conference, Atlanta, Georgia.
8. Le, P., McDevitt, A., Talbot, R., Hartley, L., Nasim-Thompson, A., & Doughty, L. (2018, April) The classroom community: How student interaction relates to outcomes. National Association for Research in Science Teaching (NARST) Conference, Atlanta, Georgia.
9. Doughty, L., Hartley, L., Le, P., Nyaema, M., Boyer, J., & Talbot, R. (2018, April) Characterizing mediating artifacts: Authenticity of active learning tasks. National Association for Research in Science Teaching (NARST) Conference, Atlanta, Georgia.
10. Nasim-Thompson, A., Doughty, L., Huvard, H., Le, P., Hartley, L., Boyer. J, & Talbot, R. (2018, April) Understanding the roles of Learning Assistants in undergraduate science courses. National Association for Research in Science Teaching (NARST) Conference, Atlanta, Georgia.
11. Hartley, L., McDevitt, A., Doughty, L., Le, P., Nasim-Thompson, A., & Talbot, R. (2018, April) The classroom community: What students, faculty and Learning Assistants are doing in the active learning class. National Association for Research in Science Teaching (NARST) Conference, Atlanta, Georgia.
12. Hartley, L.M., Ostfeld, R.S., Doherty, J.H., Berkowitz, A.R., & Harris, C. (2017, August) Comparing ecologist and student views about the causes and consequences of biodiversity as it relates to disease. Ecological Society of America Annual Meeting, Portland, OR.
13. Hartley, L.M. (2017, August). Learning progression-based activities and assessments to teach ecology. Ecological Society of America Annual Meeting, Portland, OR.
14. Hartley, L.M., Talbot, R.M., Doughty, L., Thompson, A.N., Le, P., Grassie, C., McDevitt, A., Kramer, L., Boyer, J., Kornreich-Leshem, H., & Nyaema, M. (2017, July) Understanding active learning and learning assistant support in undergraduate science classrooms using activity theory framing. Society for the Advancement of Biology Education Research (SABER) 7th Annual Meeting. Minneapolis, MN.
15. Talbot, R.M., Le, P., McDevitt, A., Thompson, A.N., Doughty, L., & Hartley, L. (2017, July). Relationships between social networks and student outcomes in Learning Assistant supported courses. American Association of Physics Teachers Annual Meeting.
16. Doughty, L., Farlow, B., Boyer, J., Hartley, L., Kornreich-Leshem, H., Kramer, L., Thompson, A.N, Le, P., Nyaema, M. & Talbot, R. M. (2017, July). Understanding active learning and Learning Assistant support in undergraduate science classrooms. Transforming Research in Undergraduate STEM Education Conference.

17. Doughty, L., Hartley, L., Thompson, A.N, Le, P. & Talbot, R. M. (2017, July). Characterizing active learning tasks in undergraduate science classrooms. Society for the Advancement of Biology Education Research (SABER) 7th Annual Meeting. Minneapolis, MN.
18. Doughty, L., Talbot, R. M., Hartley, L., Thompson, A.N & Le, P. (2017, July). Characterizing active learning tasks in university science classrooms. Physics Education Research Conference.
19. Doughty, L., Talbot, R. M., Hartley, L., Thompson, A.N & Le, P. (2017, August). Characterizing active learning tasks in university science classrooms. European Science Education Research Association Conference.
20. Le, P.T., Talbot, R.M., Boyer, J., McDevitt, A., Hartley, L.M., Thompson, A.N., & Doughty L. (2017, July). Does more interactive engagement lead to increased student success? Network differences in LA and non-LA supported courses. Society for the Advancement of Biology Education Research (SABER) 7th Annual Meeting. Minneapolis, MN.
21. Nyaema, M., Rodriguez, I., Diaz. O., Kornreich-Leshem, H., Kramer, L., Grassie, C., McDevitt, M., Boyer, J., Thompson, A.N, Le, P., Doughty, L., Hartley, L., & Talbot, R. (2017, July) Investigating the effects of Learning Assistant-Supported active learning environment: What LAs do in the classroom. Contributed session presented at American Association of Physics Teachers Conference, Cincinnati, Ohio.
22. Nyaema, M., Rodriguez, I., Diaz. O., Kornreich-Leshem, H., Kramer, L., Grassie, C., McDevitt, M., Boyer, J., Thompson, A.N, Le, P., Doughty, L., Hartley, L., & Talbot, R.(2017, July) Investigating the effects of Learning Assistant-Supported active learning environment: What LAs do in the Classroom. Poster presented at Physics Education Research Conference, Cincinnati, Ohio.
23. Thompson, A.N, Doughty, L., Hartley, L., Le, P., & Talbot, R. M. (2017, July). Understanding the roles that Learning Assistants undertake in undergraduate Science Courses. Society for the Advancement of Biology Education Research (SABER) 7th Annual Meeting. Minneapolis, MN.
24. Talbot, R. M., Doughty, L., Nasim, A., Hartley, L., Le, P., Kramer, L., Kornreich-Leshem, H. & Boyer, J. (2016, July). Data, variables, and evidence: Specifying theoretically sound predictive models. Physics Education Research Conference, Sacramento, CA.
25. Doughty, L., Talbot, R. M., Nasim, A., Hartley, L., Le, P., Kramer, L., Kornreich-Leshem, H. & Boyer, J. (2016, July). Developing an observation protocol to investigate cactors that influence student success. Physics Education Research Conference, Sacramento, CA.
26. Doughty, L., Talbot, R. M., Hartley, L., Nasim, A., Le, P., Kramer, L., Kornreich-Leshem, H. & Boyer, J. (2016, July). Active learning and Learning Assistant support predictors of student success. Physics Education Research Conference, Sacramento, CA.

27. Le, P., Hartley, L, Talbot, R., Nasim, A., & Doughty, L. (2016, July). The influence of student diversity on social network formation. Society for the Advancement of Biology Education Research Annual Meeting, Minneapolis, MN.
28. Hartley, L. , Talbot, R., Boyer, J., Doughty, L., Le, P., Nasim, A. & Kornreich-Lesham, A. (2016, July). Characterizing the activities of Learning Assistants in large enrollment science courses. Society for the Advancement of Biology Education Research Annual Meeting, Minneapolis, MN.
29. Le, P., L. Hartley, R. Talbot, and A. Nasim. (2015, July). Class and student-level social networks in a learning assistant supported biology course and their relationship to student outcomes. Society for the Advancement of Biology Education Research Annual Meeting, Minneapolis, MN.
30. Alred, A., Hartley, L., Dauer, J. & Doherty, J. (2015, July). Biodiversity literacy: using student frameworks to explore student explanations of species conservation. Society for the Advancement of Biology Education Research Annual Meeting, Minneapolis, MN.
31. Hartley, L., Doherty, J., Harris, C., Moore, J.C., Berkowitz, A.R. & Anderson, C.W. (2015, July). Learning progression based biodiversity teaching unit: Investigating the impact of teacher knowledge and implementation fidelity on student learning. Society for the Advancement of Biology Education Research Annual Meeting, Minneapolis, MN.
32. Hartley, L., Doherty, J., Harris, C., Moore, J.C., Berkowitz, A.R. & Anderson, C.W. (2015, April). Learning progression based biodiversity teaching unit: Investigating the impact of teacher knowledge and implementation fidelity on student learning. National Association for Research in Science Teaching, Chicago, IL.
33. Irish, T., Berkowitz, A.R., Parker, S. D., Doherty, J. H., Johnson, M., Yestness, N., Caplan, B., Hartley, L., Clapp, F.N., & Moore, J. C. (2015, April). Learning progressions in environmental science: the impact of a professional development on teacher practice. National Association for Research in Science Teaching, Chicago, IL.
34. Talbot, R.M., Hartley, L., & Liddick, L, & Wee, B. (2015, April). Characterizing student engagement in a Learning Assistant supported biology course: The classroom as a social network. National Association for Research in Science Teaching, Chicago, IL.
35. Talbot, R.M., Hartley, L., & Liddick, L. (2014). Characterizing student engagement in a Learning Assistant supported biology course: The classroom as a social network. Integrating Cognitive Science with Innovative Teaching in STEM Disciplines, St. Louis, MO.
36. Hartley, L., Doherty, J., Harris, C., Moore, J.C., Berkowitz, A.R. & Anderson, C.W. (2014, August). A learning progression for community ecology: how students develop systems thinking. Ecological Society of America Annual Meeting, Sacramento, CA.

37. Visel, M., Hartley, L., & Seastedt, T. (2014, August). Effects of plague-extirpation on vegetation in prairie dog (*Cynomys ludovicianus*) colonies in Boulder, Colorado. Ecological Society of America Annual Meeting, Sacramento, CA.
38. Hartley, L., Doherty, J., Harris, C., Moore, J.C., Berkowitz, A.R. & Anderson, C.W. (2014, August). A learning progression for community ecology: how students develop systems thinking. Society for the Advancement of Biology Education Research Annual Meeting, Minneapolis, MN.
39. Doherty, J.H., Hartley, L, Harris, C., & Anderson, C.W. (2014, August). Developing understanding of evolution in complex contexts. Society for the Advancement of Biology Education Research Annual Meeting, Minneapolis, MN.
40. Hartley, L., Doherty, J., Harris, C., Moore, J.C., Berkowitz, A.R. & Anderson, C.W. (2014, March). Learning progression framework and assessments for community ecology. National Association for Research in Science Teaching, Pittsburgh, PA.
41. Doherty, J.H., Hartley, L., Harris, C., & Anderson, C.W. (2014, March). Developing understanding of evolution in complex contexts. National Association for Research in Science Teaching, Pittsburgh, PA.
42. Moore, J.C., Hartley, L., Doherty, J., Harris, C., Berkowitz, A.R. & Anderson, C.W. (2014, August). Ecological systems and learning progressions: applications of basic principles across multiple scales of organization. National Association for Research in Science Teaching, Pittsburgh, PA.
43. Hartley, L. & Regier, K. (2013). Implementing Vision and Change ideas in the Department of Biology at the University of Colorado Denver. Vision and Change in Biology Undergraduate Education: Chronicling Change, Inspiring the Future, Washington, DC.
44. Talbot, R.M., Hartley, L., & Wee, B. (2013). Defining and measuring student engagement in undergraduate science courses. School Science and Mathematics Association Annual Conference, San Antonio, TX.
45. Doherty, J.H., Hartley, L.M., Harris, C., Anderson, C.W., Berkowitz, A.R., & Moore, J.C. (2013, August). Using learning progressions to describe how students develop increasingly sophisticated understandings of biodiversity. Ecological Society of America Meeting, Minneapolis, MN.
46. Harris, C., Berkowitz, A., Doherty, J., & Hartley, L. (2013). Teaching biodiversity using a learning progression framework and leaf packs. North American Association for Environmental Education, Baltimore, MD.
47. Hartley, L., Doherty, J., Harris, C., Anderson, C.W., Berkowitz, A.R., & Moore, J.C. (2013). Using scenario-based assessments to build a learning progression framework for reasoning about ecosystems. National Association for Research in Science Teaching Annual Meeting, Puerto Rico.

48. Hartley, L.M., C. D'Avanzo, J.L. Momsen, & A. Maskiewicz. (2012). Diagnostic question clusters: differences in discourse in physical and life sciences can be confusing for students. Ecological Society of America Meeting, Portland, OR.
49. McMahon, S., L.M. Hartley, & B.J. Wilke. (2011). Student understanding of processes and principles related to species diversity in communities. Ecological Society of America Meeting, Austin, TX.
50. Long, T., J.Z. Barlow, J. Dauer, L.M. Hartley, K.M. Kostelnik, J. Momsen, & S.R. Thomas. (2011). Analyzing visual representations of the carbon cycle: A picture worth a thousand misconceptions. Ecological Society of America Meeting, Austin, TX.
51. D'Avanzo, C., C.W. Anderson, L.M. Hartley, & N.J. Palaez. (2011). A faculty development model for transforming introductory ecology and biology courses. Ecological Society of America Meeting, Austin, TX.
52. Hartley, L.M., C.W. Anderson, A. Berkowitz, J.C. Moore, J. Schramm, & S. Simon. (2011). Development of a grades 6-12 learning progression for biodiversity: an overview of the approach, framework, and key findings. National Association for Research in Science Teaching Annual Meeting, Orlando, FL.
53. Hartley, L.M., B. J. Wilke, J.H. Doherty, & S. McMahon. (2010). Pathways to Environmental Literacy: Developing a Learning Progression for Biodiversity. Ecological Society of America Meeting, Pittsburgh, PA.
54. Anderson C.W., C. D'Avanzo, L. M. Hartley, B. Wilke, & J. H. Doherty. (2010). Comparing student understanding of carbon-transforming processes across colleges and universities: Why do misunderstandings persist? Ecological Society of America Meeting, Pittsburgh, PA.
55. D'Avanzo, C. and others. 2010. Faculty use of Diagnostic Question Clusters (DQCs) and active teaching in biology and ecology courses. Ecological Society of America Meeting, Pittsburgh, PA.
56. Johansen, L. K., L. Hartley, & T. Duncan. (2010). Blog, blog, blog. How to get the most from a course blog. American Society for Microbiology Conference for Undergraduate Educators, San Diego, CA.
57. Schramm, J., B. Wilke, L. Hartley, & C. Anderson. (2010). College student understanding of carbon transforming and cycling processes. National Association of Research in Science Teaching, Philadelphia, PA.
58. Hartley, L., B. Wilke, J. Schramm, & C.W. Anderson. (2009) College students' accounts of carbon transforming processes in socio-ecological systems. National Association of Research in Science Teaching, Garden Grove, CA.
59. Hartley, L.M., C. W. Anderson, B.J. Abraham, A. Arnett, A. Dickman, H. Griscom, A. Maskiewicz, C. Picone, J.W. Schramm, & B. Wilke. (2009, August). Student reasoning related to matter and energy

flow through ecosystems: lessons from diagnostic question clusters. Ecological Society of America Meeting, Albuquerque, NM.

60. D'Avanzo, C., C.W. Anderson, B. Wilke, N. Stamp, K.S. Williams, A. Griffith, L. M. Hartley, & N. Palaez. (2009, August). Helping students reason about energy and matter from cells to ecosystems with diagnostic question clusters. Ecological Society of America Meeting, Albuquerque, NM.
61. Lindbo, D.L., L. Hartley, W. Greenberg, T. Loynachan, M. Mbila, B. Moebius-Clune, E. Stockman, & D. Osborne. (2008). "Dig It! The Secret Life of Soil" – SSSA General Interest Soils Book. Soil Science Society of America Meeting, Houston, TX.
62. Greenberg, W., L. Hartley, T. Loynachan, & S. Schultz. (2008). Maintaining and updating the SSSA K-12 Education Website. Soil Science Society of America Meeting, Houston, TX.
63. Hartley, L.M., C. W. Anderson, & B. W. Wilke. (2008) Why do students have so much trouble tracing matter through ecological processes and systems? Ecological Society of America Meeting, Milwaukee, WI.
64. Alba-Lynn, C & L. M. Hartley. (2008). Effects of natural disturbance by black-tailed prairie dogs (*Cynomys ludovicianus*) on exotic plant invasion in urban and rural plant communities. Ecological Society of America Meeting, Milwaukee, WI.
65. Wilke, B.J., C. W. Anderson, & L.M. Hartley. 2008. The missing link between structure and function in biodiversity education. Ecological Society of America Meeting, Milwaukee, WI.
66. Zesaguli, J., Tsurusaki, B. K., Wilke, B., Tan, E., Hartley, L., & Anderson, C. W. (2008). The Development of an Environmental Literacy Learning Progression: Biological Diversity in Environmental Systems. National Association for Research in Science Teaching Meeting, Baltimore, MD.
67. Greenberg, W., L. Hartley, T. Loynachan, D. Lindbo, & M. Mbila. (2007). Soils sustain life: educational resources for teachers – the Soil Science Society of America k-12 education website. Soil Science Society of America Meeting, New Orleans, LA.
68. Savage, L, Reich, R., Hartley, L., Stapp, P., & Antolin, M. (2007, August). The influence of climate, soils, and the spatial configuration of prairie dogs towns on plague epizootics. Ecological Society of America Meeting, San Jose, CA.
69. Hartley, L. M. & Detling, J.K. (2006, August). Bubonic plague mediates the effects of prairie dogs on shortgrass steppe structure and function. Ecological Society of America Meeting, Memphis, TN.
70. Hartley, L., Creegan, T., Driskill, T., & Seemueller, C. (2006, August). The value of partnerships in providing authentic research experiences for K-12 students. Ecological Society of America Meeting, Memphis, TN.

71. Hartley, L.M. & Detling, J.K. (2005, August). Prairie Dogs, Plants, and Plague: A study of plant community and nutrient cycling on prairie dog colonies. Ecological Society of America Meeting, Montreal, Canada.
72. Hartley, L.M. & Detling, J.K. (2003, August). Effects of Black-tailed Prairie Dogs on Plant Community and Nutrient Cycling on the Shortgrass Steppe. Ecological Society of America Meeting, Savannah, GA.
73. Hartley, L.M. 1999. Lactate accumulation by hatchling painted turtles (*Chrysemys picta*) exposed to subzero temperatures. Society for Integrative and Comparative Biology Meeting, Denver, CO.

NON-REFEREED PRESENTATIONS AT MEETINGS

1. Hartley, L.M., Kramer, L., & Talbot, R.M. (2016) The Learning Assistant model: promoting transformation of instructional practices in large-enrollment STEM courses. APLU Science and Mathematics Teaching Imperative National Conference, San Antonio, TX.
2. Talbot, R.M., Hartley, L., Kramer, L., Kornreich-Leshem, H., Boyer, J., & Doughty, L. (2016). Specifying a Hierarchical Linear Model and Interpretive Framework to Investigate the Effects of Learning Assistant Support on Student Outcomes. Poster presented at Envisioning the Future of Undergraduate STEM Education: Research and Practice meeting, Washington, D.C.
3. Talbot, R. & Hartley, L. (2014). Characterizing student engagement in a learning assistant supported biology course: the classroom as a social network. International Learning Assistant Alliance, 6th Annual Workshop, Boulder, CO.
4. Hartley, L. & R. Talbot. (2014). Learning Assistants contribute to student success in large lecture courses. International Learning Assistant Alliance, 6th Annual Workshop, Boulder, CO.
5. Hartley, L.M, J. Doherty, C. Harris, C.W, Anderson, A. Berkowitz, & J. Moore. (2012). Learning progressions for environmental literacy. University of Colorado Denver Math Science Learning and Education Symposium, Denver, CO.
6. Hartley, L.M., C. D'Avanzo, J.L. Momsen, & A. Maskiewicz. (2012). Differences in discourse in physical and life sciences can be confusing for biology students. University of Colorado Boulder 4th Annual Symposium on STEM Education, Boulder, CO.
7. Hartley, L.M., J. Doherty, A. Anderson, C. Harris, J Moore, A. Berkowitz, & S Simon. (2012). Using a learning progression approach to describe how students develop increasingly sophisticated understandings of biodiversity over grades 6-12. University of Colorado Boulder 4th Annual Symposium on STEM Education, Boulder, CO.

8. D'Avanzo, C., J. Doherty, J. Dauer, L. Hartley, & J. Momsen. (2012). Whole Course Transformation for Introductory Biology. IBP Summer Conference: Implementing Vision and Change at the Introductory Biology Level, Washington, D.C.
9. Long, T., J.Z. Barlow, J. Dauer, L.M. Hartley, K.M. Kostelnik, J. Momsen, & S.R. Thomas. (2012). Analyzing visual representations of the carbon cycle: A picture worth a thousand misconceptions. IBP Summer Conference: Implementing Vision and Change at the Introductory Biology Level, Washington, DC.
10. D'Avanzo, C., C.W. Anderson, L.M. Hartley, & N.J. Palaez. (2012). A faculty development model for transforming introductory ecology and biology courses. IBP Summer Conference: Implementing Vision and Change at the Introductory Biology Level, Washington, DC.
11. Balan, U., E. Gillitzer, A. Merten, J. Perischetti, & L. Hartley. (2010). Describing patterns of exotic plant invasions on prairie dog colonies in Colorado. University of Colorado Denver Research and Creative Activities Symposium, Aurora, CO.
12. Hartley, L. M., B. Wilke, C. W. Anderson, E. Keeling, J. Schramm, R. Tinghitella, L. Ratashak, Y. Garcia, S. McMahon, C. Harris, & M. Burke. (2009). Pathways to Ecological Literacy: developing a biodiversity learning progression. NSF-LTER All Scientists Meeting. Estes Park, CO.
13. Hartley, L., K. Hardwicke, C. Alba-Lynn, & J. Detling. (2006). Habitat alteration by black-tailed prairie dogs influences associated insect species. NSF-LTER All Scientists Meeting, Estes Park, CO.
14. Hartley, L.M. & J. K. Detling. (2005). Prairie Dogs, Plants, and Plague: A study of plant community and nutrient cycling on prairie dog colonies. Great Plains Grassland Conservation Conference, Fort Collins, CO.
15. Stapp, P., M.D. Lindquist, N.E. Kaplan, & L.M. Hartley (2000). Arthropod Studies on the Shortgrass Steppe LTER: Past, Present, and Future. NSF-LTER All Scientists Meeting, Snowbird, UT.
16. Hartley, L.M. (1998). Lactacidosis: A possible cause of winter mortality in painted turtles. Physiological Ecology Meeting, White Mountain Research Station, University of California.

INVITED SEMINARS

1. Hartley, L.M. (2019) Student understanding of structure, function, and change in ecological communities. Department of Biology Seminar Series, University of Northern Colorado
2. Talbot, R.M., Hartley, L., Doughty, L., Nasim, A., Le, P., Grassie, C., & McDevitt, A. (2016) Beyond active learning: Learning Assistant supported pedagogies in large enrollment science courses. Math and Science Learning and Education Seminar Series, University of Colorado Denver

3. Hartley, L.M. (2013). Developing and assessing principle-based reasoning in your students. American Society for Microbiology-Committee on Undergraduate Education, Annual Meeting, Denver, CO.
4. Hartley, L.M. (2013). Developing learning progressions for environmental literacy: how students move toward systems thinking. Department of Integrative Biology, University of Colorado Denver.
5. Hartley, L.M. (2010). Effects of disease and global change factors on role of prairie dogs (*Cynomys ludovicianus*) as ecosystem engineers in Colorado. Institute of Arctic and Alpine Research, University of Colorado Boulder.
6. Hartley, L.M. (2009). Learning progressions for environmental literacy. Natural Resource Ecology Laboratory, Colorado State University.

SEMINARS/WORKSHOPS PRESENTED

2019 Learning Assistant Alliance International Conference, University of Colorado Boulder. workshop for 50 participants wanting to learn more about implementing the Learning Assistant model at their college or university, facilitator.

2018 Inclusive Pedagogy Academy, 8 week workshop, University of Colorado Denver, workshop for Biology faculty as part of Howard Hughes Medical Institute Inclusive Excellence Award. On planning committee.

2018 Course Based Undergraduate Research Experience (CURE) Mobile Institute, University of Colorado Denver, site host for a regional workshop for educators wanted to develop CUREs.

2018 Learning Assistant Alliance International Conference, University of Colorado Boulder. workshop for 50 participants wanting to learn more about implementing the Learning Assistant model at their college or university, facilitator.

2018 Learning Assistant Workshop, Florida International University, Workshop presenter for faculty from the Florida Consortium of Urban Universities.

2017 Learning Assistant Alliance International Conference, University of Colorado Boulder. workshop for 50 participants wanting to learn more about implementing the Learning Assistant model at their college or university, facilitator.

2016 Learning Assistant Alliance International Conference, University of Colorado Boulder. workshop for 50 participants wanting to learn more about implementing the Learning Assistant model at their college or university, facilitator.

2015 Learning Assistant Alliance Regional Workshop, University of Colorado Denver. workshop for 12 participants wanting to learn more about implementing the Learning Assistant model at their college or university, co-organizer and host.

2015 Learning Assistant Alliance International Conference, University of Colorado Boulder. workshop for 50 participants wanting to learn more about implementing the Learning Assistant model at their college or university, facilitator.

2014 Learning Assistant Alliance International Conference, University of Colorado Boulder. workshop for 50 participants wanting to learn more about implementing the Learning Assistant model at their college or university, co-organizer and host.

2013 Best Practices for Introductory Biology, University of Colorado Denver, CO, Research Coordination Network workshop (2 days) for 30 faculty members from diverse institutions who teach and conduct research related to introductory college biology, supported by National Science Foundation, co-organizer and host.

2013 Climate Change and Biodiversity, Workshop (1 day) for K-12 Teachers at Colorado State University, Fort Collins, CO.

2012 How to use Teaching Issues and Experiments in Ecology (TIEE) in Your Teaching and Publish Ecology Research in TIEE, Workshop at the Ecological Society of America Annual Meeting, Portland, OR.

2012 Workshop (5 days) for high school teachers involved in the K-12 learning progression research I conduct as part of an NSF Math Science Partnership grant, Fort Collins, CO.

2012 Student understanding of soil-related processes. Workshop for participants of the Summer Soil Institute at Colorado State University, Fort Collins, CO.

2011 Workshop (5 days) for high school teachers involved in the K-12 learning progression research I conduct as part of an NSF Math Science Partnership grant, Fort Collins, CO.

2011 Student understanding of soil-related processes. Workshop for participants of the Summer Soil Institute at Colorado State University, Fort Collins, CO.

2010 Workshop (6 days) for high school teachers involved in the K-12 learning progression research I conduct as part of an NSF Math Science Partnership grant, Fort Collins, CO.

2010 Workshop (2 days) for discussing research and needs for Introductory Biology Teaching as part of NSF Research Coordination Network Grant, Dallas, TX.

2010 Workshop (2 days) for college introductory ecology faculty related to using diagnostic assessments in introductory biology courses. Pittsburg, PA.

2010 Workshop (2 days) for college introductory biology faculty related to using diagnostic assessments in introductory biology courses. Detroit, MI.

2009 Workshop entitled, Writing assessments: how to align questions with your learning goals and reveal student understanding, co-presented with Lisa Johansen, University of Colorado Denver.

2009 Workshop (1 day) for faculty wishing to use diagnostic question clusters, Ecological Society of America Meeting, Albuquerque, NM.

2009 Workshop (1 day) for faculty wishing to use diagnostic question clusters, Detroit, MI.

2009 Workshop (6 days) for high school teachers involved in the K-12 learning progression research I conduct as part of an NSF Math Science Partnership grant, Fort Collins, CO.

2008 Lecture for High School teachers and guided tour of exhibit preparation rooms at Smithsonian Natural History Museum, Washington, D.C.

2008 Grant sources for K-12 Science. Frontiers in Science Workshop, Michigan State University.

COURSES TAUGHT

Advanced Ecology (BIOL 4052/5052), University of Colorado Denver (2009)

Biology Skill Sets – Pedagogy (BIOL 6002), University of Colorado Denver (2011-present)

Disease Ecology (BIOL 4053/5053), University of Colorado Denver (2008-present)

Ecology Laboratory (BIOL 3413), University of Colorado Denver (2009-2011)

General Biology II (BIOL 2061), University of Colorado Denver (2009-present)

General Biology II Honors (BIOL 2061), University of Colorado Denver (2011, 2013)

SERVICE

Department

2015-present Chair of Outcomes and Assessment Committee

2011-present Chair of Teaching Effectiveness Committee

2010-2011 Assistant Graduate Advisor for Integrative Biology MS Program

2009-2012 Member of Integrative Biology Curriculum Committee

2008-2010 Organized Department of Integrative Biology Stemapalooza Exhibit

College

2019 Lead, University of Colorado Denver STEAM Summer Camp for Grades 1-5

2018 Lead, University of Colorado Denver Urban Ecology Summer Camp for Grades 6-9

2012-present Co-Director of STEM Learning Assistant Program

2014-2018 Director of Math and Science Learning and Education Signature Area

2012 Member of Organizing Committee for first Math Science Learning and Education Symposium

2012-2014 Reviewer for CLAS internal grants and awards

2008-2013 Faculty Member in Sustainability Signature Area

2008-2018 Faculty Member in Math and Science Education and Learning Signature Area

University

2014-2017 Member of Faculty Assembly Learning, Educational Technology, Teaching and Scholarship Committee

2009-2012 Member of Undergraduate Council

Professional Discipline

Leadership at National Level

2019-present Board of Editors for the journal Ecosphere, Ecological Society of America

2019-present Co-Chair of Mentoring Committee, Society for the Advancement of Biology Education Research

2019-present Chair of Education Committee, Urban Wildlife Information Network

2014-present LAgent for International Learning Assistant Alliance

2006-2009 Committee Member, Soil Science Society of America K-12 General Committee, Website Subcommittee, Smithsonian Soils Book Subcommittee.

Reviewer for Journals

BioScience, CBE-Life Sciences Education, Conservation Biology, Course Source, Ecosphere, Journal of Geoscience Education, Journal of Mammalogy, PLOS-ONE, Restoration Ecology, Vector-borne and Zoonotic Diseases, Western North American Naturalist

Other

2014 Consultant and participant in NSF National Institute for Mathematical and Biological Synthesis working group - *Expanding Data Nuggets*, Melissa Kjelvik and Elizabeth Schultheis, PI

2012-2014 Advisory board for University of Colorado Boulder NSF grant - *Investigating Instructional Influences on the Productivity of Clicker Discussions,* Jennifer Knight, PI

2008, 2009 Consultant for Boston Productions on a Greenhouse Gas Calculator interactive for Smithsonian National Museum of Natural History

2007,2008 Reviewer of Assessment Items, Project 2061, American Association for the Advancement of Science

2007-2008 Reviewer of Exhibit Curriculum, Smithsonian National Museum of Natural History

2007 Partner for Polar Discovery Program, Woods Hole Oceanographic Institution

2007 Consultant for Innovations in Education Project, Cantho University (Cantho, Vietnam) and Michigan State University

Community

2018, 2019 Guest Speaker about Disease Ecology, Mead Middle School, Mead, CO

2017 Guest Speaker at Denver Regional Science Fair, Denver, CO

2017 Presenter, Fall River Elementary STEM Night, Longmont, CO

2016 Presenter, Fall River Elementary STEM Night, Longmont, CO

2016 Guest Speaker at Denver Regional Science Fair, Denver, CO

2011 Volunteer for Project Greenleaf (inner city youth gardening), Denver, CO

2010 Workshop for K-12 Teachers on Soils, Poudre Learning Center, Greeley, CO

2009 El Espejo Science Camp for Girls, Poudre Learning Center, Greeley, CO

PROFESSIONAL ORGANIZATIONS (Past and Present)

American Association for the Advancement of Science

American Institute of Biological Sciences

Ecological Society of America

National Science Teachers Association

National Association for Research in Science Teaching

Society for the Advancement of Biology Education Research

Soil Science Society of America

RECOGNITION AND HONORS

2014 University of Colorado Denver, College of Liberal Arts and Sciences, Excellence in Research Award, ($500)

2013 University of Colorado Denver, College of Liberal Arts and Sciences, Excellence in Teaching Award, ($500)

FUNDING

Current

2017 National Science Foundation (DUE #1660770) – Recruiting and Preparing Exemplary Science and Mathematics Teachers through a Student Teacher Residency Model, ($1,198,648) (5/30/2017), Co-PI with Doris Kimbrough (PI), Michael Jacobsen, Heather Johnson, and Robert Talbot.

2015 National Science Foundation (DUE #1525155) - Collaborative Research: Beyond Active Learning: Learning Assistant Supported Pedagogies in Large Lecture Science Courses, ($1,078,851) (8/15-7/20), co-PI with Robert Talbot (PI)

Past

2011 National Science Foundation (DUE #1136122) – Promoting Undergraduate Licensure in Science Education, ($1,119,996) (9/11-8/16), Co-PI with Doris Kimbrough (PI), Leo Bruederle, Robert Talbot, and Bryan Wee

2012-2015 National Science Foundation (Ecosystem Science, #1120390) – Ecosystem transformations along the Colorado Front Range: Prairie dog interactions with multiple components of global environmental change ($851,704 total, $110,280 subcontract to CU Denver) (9/2012-8/2015), Co-PI with Timothy Seastedt (PI) and Jessie Nippert.

2012 University of Colorado Denver Faculty Development Grant – The Effect of a Learning Assistant Program on Undergraduate Science Teaching and Learning and Science Teacher Recruitment ($9670), Co-PI with Robert Talbot (PI) and Bryan Wee

2011 University of Colorado Denver College of Liberal Arts and Sciences – Advancing Curricula and Teaching Grant: Developing a Learning Assistant Program to Promote Learning in Large Introductory Science Courses ($3500), PI with Robert Talbot and Bryan Wee

2010-2014 National Science Foundation (Course, Curriculum and Laboratory Improvement, #0941875) - Bringing a Field Station to the Classroom ($249,271 total, $15,530 subcontract to CU Denver) (2/2010-1/2014), Co-PI with Ian Billick (PI), Diana Cosand, Samuel Donovan, and Chris Floyd.

2010 Catalytic Mini grant, through National Science Foundation Research Coordination Network grant to American Institute for Biological Sciences and University of Oklahoma- Identifying differences in discourse and teaching about matter and energy in biology, chemistry, and physics courses, and the challenges this poses for learners of biology ($2000), PI with Charlene D'Avanzo, April Maskiewicz, and Jennifer Momsen PAST

2010 Catalytic Mini grant, through National Science Foundation Research Coordination Network grant to American Institute for Biological Sciences and University of Oklahoma - Do you see what I see? How standard representations used in introductory biology instruction communicate biological information ($2000), Co-PI with Tammy Long (PI), Zane Barlow, and Jennifer Momsen

2010 CU Denver, College of Liberal Arts and Science Dissemination Grant ($1000)

2008-2015 National Science Foundation (Math Science Partnership, #0832173) - Targeted Partnership: Culturally relevant ecology, learning progressions and environmental literacy ($12,768,898 total, $90,629 in subcontracts to CU Denver) (10/2008-9/2015) – assisted with proposal preparation as a post-doc, currently funded as the leader of one of three research strands with UC Denver subcontract, PI John Moore with Charles Anderson, Alan Berkowitz, Allison Whitmer, Ray Tschillard

2009 CU Denver, College of Liberal Arts and Science Dissemination Grant ($1000)

2009 National Science Foundation (Course, Curriculum and Laboratory Improvement, #0920186 and #0919992) - Collaborative Research: Improving General Biology Teaching with Diagnostic Question Clusters and active Teaching ($293,169 total, $15,000 to Hartley) (1/2009-8/2012), Personnel, PIs Charlene D'Avanzo and Charles Anderson

2006 National Science Foundation Shortgrass Steppe Long Term Ecological Research Graduate Fellowship ($5000)

2001-2003 National Science Foundation GK-12 Fellowship ($27,000/year)

2003 Colorado State University Travel Grant ($500)

2003 Sigma Xi Research Grant – Effects of Prairie Dogs on Soil Nutrient Cycling ($1000)

2003 Breniman Scholarship for Grassland Research ($1500)

1997 Colorado State University Graduate Student Fellowship ($6000)

PENDING GRANT PROPOSALS

2019 National Science Foundation (*submitted*) - Collaborative Research: Colorado "Beyond Articulation Collaborative (CO-BAC) ($3M), PI, with Richard Allen (co-PI) and Robert Talbot (co-PI), *in preparation for December submission*

GRADUATE, UNDERGRADUATE, AND HIGH SCHOOL STUDENTS MENTORED IN RESEARCH AND TEACHING

Graduate Students

Primary Advisor for: Andrew McDevitt (present), Julie Byle (present), Paul Le (completed PhD in 2019), Sarah St. Onge (completed MS in 2018), Mark Visel (MS Fall 2015), Trent Smith (completed MS, 2012) Lannie Phijalic (completed MS, 2010)

Committee Member for: Adrienne D'Agostino, Usha Balan, Stower Beals, Chelsea Beebe, Rebecca Bryan, Liam Cullinane, Nathan Frank, Chelsey Grassie, Kelly Keena, Kim McTaggart, Marika Majack, Ryan Parker, Jill Pyatt, Jennifer Scott, Erin Steiner, Amreen Nasim Thompson, Sydney vanderWal, Pengsue Yang

Internship Mentor for: Lannie Phijalic (2010)

NSF GK-12 Mentor for: Katrina Button, Lauren Kinsman, Justin Kunkle, Katherine Lander, Todd Robinson, Jay Sobel, Edythe Sonntag, Sigrid Smith, Sara Syswerda, Brook Wilke, Michigan State University (2006-2008)

Undergraduate Students

Urban Wildlife Ecology Project, University of Colorado Denver – Galen Brunk (2018-2019), Jesse Credit (2019), Danielle Dillon (2019), Keiran Fish (2018-2019), Tom Kennedy (2018-2019), Daniel Reedy (2019), Jaime Stedman (2017), Jett Turner (2019) Kevin Vu (2018-2019)

Course transformation and student learning of introductory biology, University of Colorado Denver: all students completed independent projects as part of their role as Learning Assistants in my course - Mark Andersen-Nissen, Lauren Anderson, Teresa Davis, Dana Hall, Vuong Hung, Laura Jaffe, Susan Staggs, and Nemanja Vukovic (2014), Yulia Hartenbower, Jeanette Lanier-Hall, Joe McGirr, Roshal Patel, and Kevin Simpson (2013), Habab Badri, Beth Kennicutt, Linda McQuade, Roshan Patel, and Kim Sung (2012),

K12 Student Recognition of Biodiversity, University of Colorado Denver - Beth Kennicutt (2013-2014)

Effects of Prairie Dogs on Soil Erodibility Factors in Urban Colorado, University of Colorado Denver – Sara Wells (2010, 2011)

Effects of Prairie Dogs on Invasive Plants in Urban Colorado, University of Colorado Denver - Angela Merten (2009), Taryn Breit (2009), Emily Hammad (2009), Usha Balan (2009) and Jason Perischetti (2009)

Development of Nature Trail and Ecology Unit, Michigan State University – Ryan Young (2007)

Prairie Dog Ecology, Colorado State University - Benjamin Noon (2003), Jennifer Kaiser (2001)

High School Students

Tyler Benton, Akron High School – Soil Organic Matter in Conservation Reserve Program Land (1999)

Brock Benson, Akron High School – Prairie Dog Ecology (1999)

Amber Henry, Akron High School – Forensic Science (1999)