

ANGELA L. VAUGHAN, Ph.D.

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Education

- 2005 University of Texas at Austin
 Ph.D., Educational Psychology (Emphasis Area: Learning, Cognition, & Instruction)
- 2002 University of Texas at Arlington, MEd., Teaching
- 1991 University of Texas at Arlington, B.A., Mathematics

Professional Experience

- 2010 to Director, University 101 Program
Current Associate Professor, Curriculum and Instruction
 Graduate Faculty and Affiliate Psychology Faculty
 Department of Applied Psychology and Counselor Education
 University of Northern Colorado, Greeley, CO

Provide the overall leadership, administration, and management for the university's first year programs designed to increase student academic engagement, success, and retention and support holistic student development that bridges their experiences between academic and student affairs. This includes a 3-credit full semester academic first-year seminar (FYS), an embedded peer mentor program, and summer support program for entering students. Responsible for the research, development, implementation, and evaluation of the recruitment, enrollment, curriculum and delivery functions of the programs. Manage and administer program budgets (approx. \$265K). Recruit, hire, train and evaluate program staff, which includes graduate and undergraduate students.

- Conducted comprehensive program evaluation that led to the redesign of recruitment, marketing and enrollment processes as well as course design, content, and delivery of the programs.
 - Every fall semester, the program typically serves 50% first-generation students and 45% students of color.
 - Program includes sections and curriculum specifically for the TRIO/SSS (Center for Human Enrichment) program, Honors students, Business majors, Psychology majors (including online majors; primarily nontraditional students), Natural and Health Science majors and undeclared students. GOAL (Go On and Learn) students, who have intellectual and/or developmental disabilities, are also required to enroll.
 - Staff typically includes 30 – 35 or more instructional (doctoral students) and peer mentor staff (undergraduate students).
- Consistently, the programs and curriculum have resulted in significant effects on student achievement and persistence. Greatest differences continue to occur for at-risk undergraduate student populations.
 - Four-year persistence rates (using matched control groups) include a 19% difference for first-generation students, a 21% difference for students of color, and 14% difference for all students.

- Graduation rates are as much as 20% higher for our most at-risk student populations (conditionally admitted, high school GPA < 3.0, first-generation students).
- Based on national trends and our campus needs, developed all aspects (recruiting, training, personnel evaluation, curriculum, and program assessment) of comprehensive peer mentoring program. This includes active participation and attendance in courses as well as planning campus events throughout the semester. Developed partnerships with athletics, performance and visual arts, and community engagement. Continuous assessment and refinement have led to full program implementation. Recent analysis (matched control groups) shows significant student outcomes in retention (as high as 13% difference in spring persistence) and first-term GPA (as high as .5 points) for all students including those who identify as first generation and students of color.
- Due to the constraints and realities of the Covid pandemic beginning in 2020, developed summer support program to engage and connect students to the university early and throughout the summer. Evaluation of the pilot program in 2020 has resulted in refinements to the summer 2021 delivery, which includes campus events, Zoom hangouts, and other content to help prepare students for the fall semester and build community. Initial analysis shows significant differences in early perceived belongingness, self-efficacy and increased student first-term GPAs for those who participate.
- Established and maintain long-standing partnerships with Center for Career Readiness, Library, Disability Resource Center, Psychological Services Clinic (group and individual counseling opportunities), SOAR, New Student Orientation and Dean of Students Office to develop and deliver curriculum, recruit and encourage student participation, and provide wide-ranging outreach.
- Responsible for ongoing program evaluation and research. Sophisticated analyses include mixed-methods, quantitative, and qualitative methodologies. Mentor and partner with undergraduate and graduate students on all research processes including research design, IRB processes, data collection, analysis, manuscript preparation, and conference presentations. Serve on dissertation committees. Helped develop Developing Scholars program for UNC's Spring Research Day.
- Design and deliver comprehensive summer and semester weekly instructor training that includes topics such as learning outcomes, lesson planning, and assessment, student engagement, inclusiveness, and effective classroom management.
- Maintain relationships and communications with offices and groups across campus such as Admissions, Registrar, New Student Orientation, Center for International Education, leadership councils, and faculty committees.
- Serve on university committees to support strategic planning (Student Success Task Force, Academic Portfolio Task Force), Covid response (Reentry Task Force, Vaccination and Mask policies, and Covid Responsiveness Group), and selection of the College of Education and Behavioral Sciences Dean (member and Chair).
- Serve on Faculty Senate and Chair the Academic Policies Committee.
 - Recently, provided voice and assistance to support students, faculty and staff in specific accommodations and policies related to Covid.
- Invited regularly to speak at graduate student and teacher conferences on topics such as inclusiveness, setting expectations, student-centered pedagogy, assessment, student engagement and motivation, and classroom management.
 - Invited to develop graduate student instructional videos on effective teaching.
- Contracted by other universities to develop similar first-year program curriculum and to design and deliver instructor training.

- Teach undergraduate educational psychology course for secondary teacher education majors.
 - Taught Chinese students during three summer exchange partnerships with Capital Normal University.
- 2009 to 2010 Instructor, General Psychology
Front Range Community College, Boulder County Campus, Longmont, CO
Skyline High School, Longmont, CO
 Developed curriculum and taught nontraditional college students and high school students (predominantly students of color) under the Post-Secondary Enrollment Option.
- 2008 to 2009 Secondary Mathematics Teacher
Thompson Valley High School, Thompson School District, Loveland, CO
 Taught a developmental Algebra I class for students with learning disabilities and three sections of an Algebra 2 class.
- 2007 Instructor, General Psychology and Developmental Mathematics
Front Range Community College, Boulder County Campus, Longmont, CO
Skyline High School, Longmont, CO
 Developed curriculum and taught nontraditional college students and high school students (predominantly students of color) under the Post-Secondary Enrollment Option.
- 2005 to 2006 Evaluation Analyst
Department of Program Evaluation, Austin ISD, Austin, TX
 Worked with program staff throughout the district to design and carry out formative and summative program evaluation and research of federal, state, and locally funded programs designed to support large populations of underrepresented students. Evaluation efforts included large-scale research design, administration, statistical analyses, and written and oral presentation of results. Developed and administered surveys and analyzed survey data. Designed and provided advanced statistical training to department staff.
- 2003 to 2004 Coordinator
Department of Educational Psychology, University of Texas at Austin
 Administered a 12-section undergraduate course designed for at-risk and underrepresented students by increasing student academic engagement, success, and retention and support holistic student development that bridged their experiences between academic and student affairs. Transformed classes from primarily lecture-based to more learner centered by developing curriculum and training instructors. Designed materials and training program for new instructors and conducted training and orientation for new/returning instructors.
- 2002 to 2003 Instructor
Department of Educational Psychology, University of Texas at Austin
 Taught the above undergraduate course.
- 1999 to 2002 Secondary Mathematics Teacher
James Bowie High School, Arlington ISD, Arlington, TX
 Taught Algebra I curriculum in school serving predominantly students of color. Developed and implemented district's only self-paced Algebra course which has been published in *Educational Leadership*. Continue to advise teachers and administrators across the nation.
- 1992 to 1998 USAF Captain
 Responsible for the leadership of personnel and administrative tasks supporting units in the Pacific Air Forces during real-world joint operations. This included assessing and

implementing new processes to streamline and improve operation responsiveness. As commander of air communications squadron, responsible for the leadership of overall personnel well-being, professional development and evaluation, and execution of job requirements. Managed multi-million dollar budgets, presented briefings to high-ranking military officers, senior civilian staff, and U.S. and foreign government officials. Taught program management and acquisition procedures to officers and senior civilian staff. Developed USAF first online courses.

Reviewer

- 2020 Reviewer, *2021 Annual Conference, American Educational Research Association*
- 2019 to Editorial Review Board, *Journal of College Student Retention: Research, Theory & Practice*
2022
- 2018 Grant Reviewer, *US Department of Education: Teacher Quality Partnership Competition*
- 2017 External Reviewer, *University of Nebraska Kearney*
- 2016 to Editorial Review Board, *Journal of the First-Year Experience & Students in Transition*
2019
- 2015 Reviewer, *2016 Annual Conference, American Educational Research Association*
- 2015 Reviewer, *2016 Annual Conference, First-Year Experience*
- 2015 Grant Reviewer, *US Department of Education: i3 Competition*
- 2013 Grant Reviewer, *US Department of Education: School Leadership Competition*

Books and Book Chapters

- Vaughan, A. L., & Wilkinson, B. D. (2019). *Educational psychology for learners: Connecting theory, research and application* (2nd ed.). Dubuque, IA: Kendall Hunt.
- Vaughan, A. L., & Wilkinson, B. D. (2017). *Educational psychology for learners: Connecting theory, research and application* (Revised ed.). Dubuque, IA: Kendall Hunt.
- Vaughan, A. L., & Wilkinson, B. D. (2016). *Educational psychology for learners: Connecting theory, research and application*. Dubuque, IA: Kendall Hunt.
- Weinstein, C. E., Tomberlin, T. L., Julie (Vaughan), A. L., & Kim, J. (2004). Helping students to become strategic learners: The roles of assessment, teachers, instruction, and students. In J. Be, A. Chang, and O. Tan (Eds.), *Thinking about Thinking: What Educators Need to Know* (pp. 282 -310). Asia: McGraw-Hill Education.

Publications

- Graham, M., Wayne, I., Persutte-Manning, S. L., Pergantis, S. I., & Vaughan, A. L. (In Press). Enhancing student outcomes: Peer mentors and student transition. *International Journal of Teaching and Learning in Higher Education*.
- Graham, M., Wayne, I., Moore, S., Dorn, B., & Vaughan, A. (2021). Quasi-experimental design: Four-year persistence, graduation and first-year seminars. (Under Review with *Higher Education*).

- Pickenpaugh, E. N., Yoast, S. R., Baker, A., & Vaughan, A. L. (2021) The role of first-year seminars and first-year college achievement for undeclared students. *Higher Education*.
- Hauck, A., & Vaughan, A. (In Press). Incorporating wellness to promote metacognitive knowledge and regulation. *The Toolbox*.
- Graham, M., & Vaughan, A. L. (In Press). Self-determination and college student first-year achievement. *International Journal of Teaching and Learning in Higher Education*.
- Vaughan, A. L., Dorn, B., Rose, J. S., Ward, C., & Hauck, A. (2020). Intersection between TRIO/SSS programs and FYS: Effects on first-generation students. *Journal of Higher Education Theory and Practice*, 20(15).
- Ward, C., Ohde, K., Rose, J. S., Park, J., Critchlow, C., & Vaughan, A. L. (2020). First-year seminars: Supporting STEM college student academic success and persistence. *The Journal of The First-Year Experience & Students in Transition*, 32(2), 45 - 58.
- Hauck, A., Persutte-Manning, S. L., Ward, C., & Vaughan, A. L. (2020). Assessing first-year seminar performance with college engagement, academic self-efficacy, and student achievement. *Journal of Higher Education Theory and Practice*, 20(4), 88 – 101.
- Vaughan, A. L., Pergantis, S. I., & Moore, S. M. (2019). Assessing the difference between 1-, 2-, and 3-credit first-year seminars on college student achievement. *The Journal of The First-Year Experience & Students in Transition*, 31(2) 9 – 28.
- Swanson, N. M., Vaughan, A. L., & Wilkinson, B. D. (2017). First-year seminars: Supporting male college students' long-term academic success. *Journal of College Student Retention: Research, Theory & Practice*, 18(4), 386 - 400. doi: 10.1177/1521025115604811
- Jenkins-Guarnieri, M., Vaughan, A. L., & Wright, S. (2015). Development of a self-determination measure for college students: Validity evidence for the basic needs satisfaction at college scale. *Measurement and Evaluation in Counseling and Development*, 48(4), 266 - 284. doi: 10.1177/0748175615578737
- Jenkins-Guarnieri, M.A., Horne, M., Wallis, A., Rings, J., & Vaughan, A. (2015). Quantitative evaluation of a first year seminar program: Relationships to persistence and academic success. *Journal of College Student Retention: Research, Theory & Practice*, 16(4), 593-606.
- Vaughan, A. L., Lalonde, T., & Jenkins-Guarnieri, M.A. (2014). Assessing student achievement in large-scale educational programs using hierarchical propensity scores. *Research in Higher Education*, 55(6), 564-580. doi: 10.1007/s11162-014-9329-8
- Vaughan, A. L., Parra, J., & Lalonde, T. (2014). First-generation college student achievement and the first year seminar: A quasi-experimental design. *The Journal of The First-Year Experience & Students in Transition*, 26(2), 53-69.
- Vaughan, A. L. (2005). An interaction of teacher and school variables: Assessing influences on secondary teacher motivation, retention, school participation, and professional development. *Dissertation Abstracts International*.
- Alderete, K., Vaughan, A. L., & Coneway, C. (2005). Gear Up Austin: Impacting lives project. 2004-2005. Publication No. 04.09.

Vaughan, A. L. (2005). The self-paced student. A high school math teacher dares to let students take control of their own learning and raises student achievement in the process. *Educational Leadership*, 62(7), 69 - 73.

Weinstein, C.E., Julie (Vaughan), A. L., Corliss, S. B., Cho, Y., & Palmer, D. (2004). Knowing about learning how to learn is as important as knowing what to learn: The Learning and Study Strategies Inventory (LASSI). In R. L. Swing (Ed.), *Proving and Improving Volume II: Tools and Techniques for Assessing the First College Year* (First Year Experience Monograph No. 37). Columbia: University of South Carolina.

Presentations

Dixon, B., Sands, H., Hauck, A., & Vaughan, A. (February, 2021). *Integrating nature-based strategies into the FYS curriculum*. Paper presented at the annual meeting on the First Year Experience, Virtual.

Hauck, A., Miller, C., Dixon, B., & Vaughan, A. (February, 2021). *Mindfulness as a precursor to metacognitive processes in an FYE classroom*. Paper presented at the annual meeting on the First Year Experience, Virtual.

Miller, C., Gorman, M., Hauck, A., & Vaughan, A. (.February, 2021) *Moving from culturally responsive pedagogy to sustaining pedagogy*. Paper presented at the annual meeting on the First Year Experience, Virtual.

Graham, M., Wayne, I., & Vaughan, A. (February, 2021). *Nuclear holocaust activity: An experiential approach to teaching diversity*. Paper presented at the annual meeting on the First Year Experience, Virtual.

Gorman, M., Kriescher, D., Martell, J., & Vaughan, A. (February, 2021). *Student-centered pedagogy in a F2F classroom during a pandemic*. Paper presented at the annual meeting on the First Year Experience, Virtual.

Martell, J., Kriescher, D., Sands, H., & Vaughan, A. (February, 2021). *The relationship of summer programming and successful transitions for incoming freshman*. Paper presented at the annual meeting on the First Year Experience, Virtual.

Graham, M., Hauck, A., Martell, J. L., Pickenpugh, E. N., & Vaughan, A. L. (September, 2020). *Comprehensive assessment of UNIV 101 Class Leader Program*. Poster presented at the University of Northern Colorado's annual Teaching and Assessment Symposium, Greeley, CO.

Pickenpugh, E. N., Wayne, I., Hauck, A., Graham, M., & Vaughan, A. L. (February, 2020). *Strategies for creating an atmosphere of belonging in the classroom*. Paper presented at the annual meeting on the First Year Experience, Washington, D.C.

Hauck, A., Graham, M., Pickenpugh, E. N., Wayne, I., & Vaughan, A. L. (February, 2020). *FYS instructor of record professional development and pedagogy training*. Paper presented at the annual meeting on the First Year Experience, Washington, D.C.

Wayne, I., Martell, J. L., Graham, M., Hauck, A., & Vaughan, A. L. (February, 2020). *Using challenge to promote engagement: Strategies for any classroom*. Paper presented at the annual meeting on the First Year Experience, Washington, D.C.

- Graham, M., Hauck, A., Martell, J. L., Pickenpaugh, E. N., & Vaughan, A. L. (February, 2020). *Comprehensive assessment of a peer mentor program for first-year students*. Paper presented at the annual meeting on the First Year Experience, Washington, D.C.
- Hauck, A., Pickenpaugh, E. N., Wayne, I., Martell, J. L., & Vaughan, A. L. (February, 2020). *Wellness, critical thinking and holistic learning through intentional course design*. Paper presented at the annual meeting on the First Year Experience, Washington, D.C.
- Hauck, A., Graham, M., Pickenpaugh, E. N., Martell, J. L., & Vaughan, A. L. (February, 2020). *Reflective writing and FYS: Promoting critical thinking and metacognition*. Paper presented at the annual meeting on the First Year Experience, Washington, D.C.
- Dorn, B., Rose, J. S., Ward, C., Vaughan, A. L., & Lail, D. J. (February, 2019). *TRIO/SSS programs and FYS: Creating meaningful partnerships for first-generation students*. Poster presented at the annual meeting on the First Year Experience, Las Vegas, NV.
- Hauck, A., Critchlow, C., Persutte-Manning, S. L., Ward, C., Ohde, K., & Vaughan, A. L. (February, 2019). *Designing FYS curriculum to promote college engagement, academic self-efficacy, and student achievement*. Paper presented at the annual meeting on the First Year Experience, Las Vegas, NV.
- Moore, S., M., Dorn, B., Graham, M., & Vaughan, A. L. (February, 2019). *Four-year persistence and first-year seminar: A quasi-experimental design*. Paper presented at the annual meeting on the First Year Experience, Las Vegas, NV.
- Persutte-Manning, S. L., Manson, J. L., Graham, M., Pergantis, S. I., & Vaughan, A. L. (February, 2019). *Three-year development, analysis and implementation of a peer mentor program*. Paper presented at the annual meeting on the First Year Experience, Las Vegas, NV.
- Yoast, S. R., Pickenpaugh, E. N., & Vaughan, A. L. (February, 2019). *Undeclared students at-risk? Supporting first-year college success with FYS*. Paper presented at the annual meeting on the First Year Experience, Las Vegas, NV.
- Ward, C., Ohde, K., Rose, J. S., Park, J., & Vaughan, A. L. (February, 2019). *Research-based academic FYS: Leading STEM students' through demanding first year*. Paper presented at the annual meeting on the First Year Experience, Las Vegas, NV.
- Persutte-Manning, S. L., Manson, J. L., Graham, M., Pergantis, S. I., & Vaughan, A. L. (March, 2018). *Class leaders and FYS students' perception of course value – Part 2*. Poster presented at University of Northern Colorado's Assessment Fair, Greeley, CO.
- Moore, S., M., Graham, M., & Vaughan, A. L. (February, 2018). *Student self-selection into FYS: Why or why not?* Paper presented at the annual meeting on the First Year Experience, San Antonio, TX.
- Manson, J. L., Justice, N. M., & Vaughan, A. L. (March, 2017). *Class leaders and FYS students' perception of course value*. Poster presented at University of Northern Colorado's Assessment Fair, Greeley, CO.
- Vaughan, A. L., Manson, J. L., & Justice, N. M. (February, 2017). *Research nights: Launching freshman students into the university research community*. Paper presented at the annual meeting on the First Year Experience, Atlanta, GA.

- Manson, J. L., Justice, N. M., & Vaughan, A. L. (February, 2017). *Class leaders and FYS students' perception of course value*. Poster presented at the annual meeting on the First Year Experience, Atlanta, GA.
- Wilkinson, B. D., Manson, J. L., & Vaughan, A. L. (February, 2016). *Emotional self-regulation, academic self-efficacy, and self-empowerment: The regulatory engagement model*. Paper presented at the annual meeting on the First Year Experience, Orlando, FL.
- Vaughan, A. L. (November, 2015). *Assessing the difference between 1-, 2-, and 3-credit first-year seminars on college student achievement*. Paper presented at the National Symposium on Student Retention, Orlando, Florida.
- Vaughan, A. L., Wilkinson, B. D., & Swanson, N. M. (November, 2015). *Assessing first year seminar participation, academic engagement and self-efficacy, and college student achievement*. Paper presented at the National Symposium on Student Retention, Orlando, FL.
- Vaughan, A. L., Swanson, N. M., & Wilkinson, B. D. (November, 2015). *Promoting male college students' short- and long-term academic achievement*. Paper presented at the National Symposium on Student Retention, Orlando, FL.
- Swanson, N., Wilkinson, B., & Vaughan, A. L. (February, 2015). *FYS and male college students' first- and third-year persistence*. Paper presented at the annual meeting on the First Year Experience, Dallas, TX.
- Vaughan, A. L. (February, 2015). *Three challenging student-centered classroom activities for any topic*. Paper presented at the annual meeting on the First Year Experience, Dallas, TX.
- Wilkinson, B., Swanson, N., & Vaughan, A. L. (February, 2015). *Academic self-efficacy, engagement, and achievement for all students*. Paper presented at the annual meeting on the First Year Experience, Dallas, TX.
- Vaughan, A. L., & Lucas, K. (April, 2014). *An adapted self-determination measure and college student success*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Vaughan, A. L., Lucas, K., & Lalonde, T. (March, 2014). *An evolving first year seminar course: Student perspectives and achievement*. Poster presented at the Annual Assessment Fair at the University of Northern Colorado, Greeley, CO.
- Vaughan, A. L., Lucas, K., Pote, S. (February, 2014). *The role of a first year seminar course on student self-determination*. Paper presented at the annual meeting on the First Year Experience, San Diego, CA.
- Vaughan, A. L., & Lalonde, T. (April, 2013). *The role of a first year seminar course on first-generation student achievement and persistence*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Vaughan, A. L. (February, 2013). *The role of a first year seminar course on first-generation student achievement*. Paper presented at the annual meeting on the First Year Experience, Orlando, FL.
- Jenkins-Guarnieri, M., Valdez, J., & Vaughan, A. L. (February, 2012). *The role of noncognitive factors and the first year seminar*. Poster presented at the annual meeting on the First Year Experience, San Antonio, TX.

- Parra, J., Prabjandee, D., Jenkins-Guarnieri, M., & Vaughan, A. (February, 2012). *Student self-determination and the first year seminar*. Paper presented at the annual meeting on the First Year Experience, San Antonio, TX.
- Vaughan, A. L., & Jenkins-Guarnieri, M. (February, 2012). *A defined pathway: Providing the link between university criteria, course objectives, and assessment*. Roundtable discussion presented at the annual meeting on the First Year Experience, San Antonio, TX.
- Vaughan, A. L. (April, 2006). *The association of secondary teacher self-determination with individual characteristics and professional relationships within the school*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Vaughan, A. L. (February, 2006). *Secondary school climate and teacher intrinsic motivation*. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.
- Vaughan, A. L. (February, 2005). *Secondary teacher self-determination and professional commitment*. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.
- Weinstein, C. E. (in alphabetical order), Acee, T., Corliss, S. B., King, C. A., & Vaughan, A. L. (August, 2004). *Learning and demographic variables influencing college success: a longitudinal study*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Julie (Vaughan), A. L. (February, 2004). *Incorporating autonomy-supportive versus controlling behaviors in the novice teacher's classroom*. Paper presented at the annual meeting of the Southwest Educational Research Association, Dallas, TX.

Curriculum

- Vaughan, A. L. (2019). First-Year Seminar Program Curriculum. Chadron State College, NE.
- Vaughan, A. L. (2018). First-Year Seminar Program Curriculum. University of Nebraska at Kearney, NE.

Grants Funded

- Vaughan, A. L., & Hauck, A. UNIV 101 Summer Support Initiative. Funding period 7/2021 to 6/2022, \$1000, Assessment Mini-Grant, University of Northern Colorado.
- Vaughan, A. L., Graham, M., Hauck, A., & Persutte-Manning, S. Full Scale Implementation of Class Leaders within FYS. Funding period 7/2019 to 6/2020, \$1500, Assessment Mini-Grant, University of Northern Colorado.
- Graham, M., Vaughan, A. L., & Manson, J. L. Class leaders and FYS students' perceptions of course value – Part 2. Funding period 7/2017 to 6/2018, \$1500, Assessment Mini-Grant, University of Northern Colorado.
- Vaughan, A. L., Manson, J. L., & Wilkinson, B. D. Class leaders and FYS students' perceptions of course value. Funding period 7/2016 to 6/2017, \$1500, Assessment Mini-Grant, University of Northern Colorado.
- Lucas, K., Parra, J., & Vaughan, A. L. Student perspectives on first year curriculum and instruction. Funding period 7/2013 to 6/2014, \$800, Assessment Mini-Grant, University of Northern Colorado.

Vaughan, A. L. The role of first-year programs in student-athletes' transition to college. Funding period 6/2012 through 8/2012, \$3000, Summer Support Initiative, University of Northern Colorado.

Grants Submitted

McCartin, L. (Principal), Vaughan, A. (Co-Principal), Brown, C. (Co-Principal), Shellito, L. (CoPrincipal), Swaffer, M. (Co-Principal), "Increasing Access and Improving Achievement through AI-enhanced Online STEM Lab Delivery," Sponsored by NSF, Federal, \$1,888,202.00.

Grants Unfunded

An Examination of Self-Compassion, Self-Determination, and Entering Freshmen's Attitudes Toward Professional Psychological Help-Seeking Behavior; National Resource Center for The First-Year Experience & Students in Transition \$5K.

STEM Online Chemistry Labs; National Science Foundation \$300K.

Honors and Awards

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| 2020 | Paul P. Fidler Research Grant Finalist, National Resource Center for the First-Year Experience and Students in Transition. |
| 2018 | Nominated for Excellence in Teaching First-Year Seminars Award
National Resource Center for The First-Year Experience and Students in Transition |
| 2018 &
2017 | Outstanding Women's Mentor Nominee
Center for Women's and Gender Equity, University of Northern Colorado |
| 2014 | Program selected by the Colorado Department of Higher Education for recognition in its Colorado Completes Program

— UNC's University 101 course for new first-time freshmen was selected as a high-quality program that promotes successful postsecondary completion through innovation and assessment |
| 2013 | Outstanding Faculty
First Year Scholars, University of Northern Colorado |
| 2006 | Outstanding Dissertation Award
Department of Educational Psychology, University of Texas at Austin |
| 2005 &
2004 | Outstanding Graduate Student Paper Award
Southwest Educational Research Association |
| 2003 | Weinstein Memorial Teaching Award
Department of Educational Psychology, University of Texas at Austin |
| 1998 | USAF Commendation Medal for Instruction and Curriculum Development Systems
Acquisition School, Brooks AFB, San Antonio, Texas |

University Service

Committee Member, Academic Covid Responsiveness Group. (Aug 2021 - Present).

Committee Chair, Academic Policies Committee. (Aug 2021 - Present).

Committee Member, Faculty Senate Executive Committee. (Aug 2021 - Present).

Committee Member, Compliance Committee. (Aug 2021 - Present).

Committee Member, Unit Leader Working Group. (Sep 2019 - Present).

University Senate Service, Faculty Senate. (Aug 2019 - Present).

Committee Member, Faculty Success Tips Panel. (May 2020 - Aug 2021).

Committee Member, Academic Policies Committee. (Aug 2020 - Jul 31, 2021).

Committee Member, COVID-19 Vaccination Policy Committee. (May 2021).

Committee Chair, UNC ROTC Advisory Board. (Jul 2017 - May 2021).

Committee Chair, CEBS Dean Search. (May 2020 - Jan 6, 2021).

Committee Member, Academic Affairs FA20 Reentry Task Force. (May 2020 - Aug 2020).

Committee Member, Welfare Committee. (Aug 2019 - May 2020).

Committee Member, Board of Athletic Control. (Sep 2017 - May 2020).

Committee Member, CEBS Dean Search Committee. (Sep 26, 2019 - Mar 2020).

Committee Member, Veteran Services Director Search Committee. (Aug 2019 – Dec 2019).

Committee Member, Academic Portfolio Task Force - Active Learning. (Sep 2018 - Jan 2019).

Committee Member, Student Success Task Force - First Year Experiences. (Sep 2018 - Jan 2019).

Attendee, Meeting, Liberal Arts Core Committee. (Sep 2010 - 2015).

Department Service

Committee Member, Tutoring Coordinator Position Search Committee. (Jan 2020 – Jun 2020).

Committee Member, Counselor Education and Supervision Advisory Board (APCE). (Nov 2017 - May 2018).

Program Service

Committee Member, Honors Faculty Advisory Council. (2019 - Present).

Committee Member, Campus Community Engagement Committee, Office of Community & Civic Engagement. (2018 - 2020).

School Service

Committee Member, Special Education - Goal Advisory Committee. (Dec 2018 - Present).

Committee Member, Graduate School and HSL Research Day Planning Committee. (Jan 2018 - Present).

Committee Member, Graduate School - Graduate Student Professional Development. (June 2017 - 2019).

Licenses, Certifications and Service

2008	Colorado Department of Education: Professional Teacher License, Secondary Mathematics (available for renewal)
2002	Texas State Board for Educator Certification: Secondary Mathematics Classroom Teacher (inactive 03/31/2014)
1992 to 1998	United States Air Force: Captain