

LYDIA ROSS, PhD

Mary Lou Fulton Teachers College
Arizona State University
Tempe, AZ

303.915.5554
llross1@asu.edu
<https://www.linkedin.com/in/lross19>

EDUCATION

Ph.D. Educational Policy & Evaluation Arizona State University, Tempe, AZ <i>Dissertation Title: Examining Undergraduate Engineering Students' Knowledge, Beliefs, and Attitudes Regarding Affirmative Action Admissions Policies: A Hierarchical Regression Analysis</i>	2019
M.P.S. Leadership & Organizations University of Denver, Denver, CO	2015
B.A. History University of Colorado, Denver, CO	2012

RESEARCH INTERESTS

- Higher education
- Access, equity, & inclusion
- Quantitative research methodologies
- College access & outcomes

PROFESSIONAL EXPERIENCE

Clinical Assistant Professor Mary Lou Fulton Teachers College, Arizona State University	August 2019 – Present
Executive Director Association for Education Finance & Policy	May 2019 – Present
Postdoctoral Research Fellow Ira A. Fulton Schools of Engineering, Arizona State University	Summer 2019
Management Research Analyst University Office of Evaluation and Educational Effectiveness, Arizona State University	Summer 2019
Graduate Research Assistant Mary Lou Fulton Teachers College, Arizona State University Primary Advisor: Dr. Eugene Judson Research Supervisors: Dr. Sherman Dorn, Dr. Jeanne Powers, & Dr. Pablo Ramirez	2015 – 2019
Education Data Assistant Decision Center, Arizona State University	Summer 2018
Graduate Research Assistant Arizona Minority Education Policy Analysis Center	Summer 2017

Graduate Research Associate Ira A. Fulton Schools of Engineering, Arizona State University	Summer 2016, 17, 18
Manager, Employer Relations University of Denver	2013 – 2015
Recruiting Coordinator University of Denver	2012
Coordinator University of Denver	2009 – 2012

PUBLICATIONS

Peer-Reviewed Journal Articles

- Ramirez, P. C., & **Ross, L.** (forthcoming). Translanguaging in a secondary social studies classroom: Creating language space with bilingual youth to expand conversations about students' community. *Bilingual Research Journal*.
- Hoyt, S., **Ross, L.**, Judson, E., Krause, S., & Mayled, L. (2020). Analyzing student achievement to measure the effectiveness of professional development for active learning strategies in the engineering classroom. *Journal of Higher Education Theory & Practice*, 20(11), 123–136. <https://doi.org/10.33423/jhetp.v20i11.3769>
- Chapman, K., **Ross, L.**, & Dorn, S. (2020). Opting out in the empire state: A geographic analysis of opting out in New York, spring 2015 & 2016. *Teachers College Record*, 122(2). Retrieved from <https://www.tcrecord.org/content.asp?contentid=23062>.
- Judson, E., **Ross, L.**, & Glassmeyer, K. (2019). How research, teaching, and leadership roles are recommended to male and female engineering faculty differently. *Research in Higher Education*, 60(7), 1025–1047. <https://doi.org/10.1007/s11162-018-09542-8>
- Ramirez, P. C., & **Ross, L.** (2019). Secondary dual language learners and emerging pedagogies: The intersectionality of language, culture, and community. *Theory into Practice*.
- Ross, L.**, & Judson, E. (2018). Gender-based differences in faculty members' view and use of student-centered learning strategies. *International Journal of Gender, Science, and Technology*, 9(3), 205-220.
- Judson, E., **Ross, L.**, Middleton, J. A., & Krause, S. J. (2017). Measuring engineering faculty views about benefits and costs of using student-centered strategies. *International Journal of Engineering Pedagogy*, 7(2), 65-78.
- Ramirez, P. C., Vickery, A. E., Salinas, C. C., & **Ross, L.** (2016). Advocating for language rights: Critical Latina teachers creating bilingual space in Arizona. *Bilingual Research Journal* (39), 3-4.

Ramirez, P. C., **Ross, L.**, & Jimenez-Silva, M. (2016). The intersectionality of border pedagogy and Latino/a youth: Enacting border pedagogy in multiple spaces. *High School Journal*, 99(4).

Manuscripts in Review

Powers, J. M., & **Ross, L.** (in review). The Durable Inequality of Redlining: The Lingering Association between HOLC Neighborhood Ratings and School Segregation in Oakland. *American Educational Research Journal*.

Judson, E., & **Ross, L.** (in review). Effects of gender and underrepresented minority status on faculty workload recommendations. *Journal of Women and Minorities in Science and Engineering*.

Policy Reports & Briefs

Vagi, R., **Ross, L.**, & Somani, Z. (2018). Arizona minority student progress report 2018: When the minority becomes the majority. *Arizona Minority Education Policy Analysis Center*. Retrieved from <https://highered.az.gov/sites/default/files/AMEPAC%202018%20Report.pdf>.

Book Reviews (Editorially Reviewed)

Ross, L., & Powers, J. M. (2018, December 12). Review of *The color of law: The forgotten history of how our government segregated America*, by R. Rothstein. *Education Review*, 25.

Ross, L. (2018, January 16). Book Review: Quintero, E. (Ed.) (2017). *Teaching in context: The social side of education reform*. Cambridge, MA: Harvard Education Press. *Teachers College Record*.

PRESENTATIONS

Peer-Reviewed – National Conferences

Ikegwuonu, E., & **Ross, L.** (2021). Do attitudes towards and knowledge of mandatory fees predict college student engagement in fee supported services?. Paper presented at the annual meeting of the Association for Education Finance & Policy (AEFP).

Judson, E., & **Ross, L.** (2021). How Biology and Physics Faculty Guide Female and URM Faculty toward Leadership, Research, and Teaching. Paper presented at the annual meeting of the National Association of Research in Science Teaching (NARST).

Ross, L., Krause, S. J., Hjelmstad, K. D., Judson, E., Mayled, L. H., ... & Glassmeyer, K. (2020, June). Review and assessment of an evidence-based professional development program

to promote active learning pedagogical practices in the classroom. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE) conference.

Judson, E., **Ross, L.**, Krause, S. J., Hjelmstad, K. D., & Mayled, L. H. (2020, June). How a STEM faculty member's gender affects career guidance from others: Comparing engineering to biology and physics. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE) conference.

Mayled, L. H., **Ross, L.**, Ankeny, C. J., & Oswald, J. (2020, June). Best 2019 PIC I paper: Effects of alternative course design and instructional methods in the engineering classroom. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE) conference.

Glassmeyer, K., **Ross, L.**, Judson, E., Krause, S. J., & Mayled, L. H. (2020, June). Exploratory factor analysis of approaches to teaching inventory (ATI): Use in an evidence-based faculty development program for promoting active learning pedagogical strategies. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE) conference.

Hoyt, S., Mayled, L. H., Krause, S. J., Hjelmstad, K. D., Hjelmstad, K. L., ... Liu, K. (2020, June). Extending faculty development through a sustainable community of practice. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE) conference.

Hoyt, S., Mayled, L. H., Judson, E., Krause, S. J., Hjelmstad, K. L., ..., Liu, K. (2020, June). Analyzing Student Achievement to Measure the Effectiveness of Active Learning Strategies in the Engineering Classroom. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE) conference.

Ross, L., Judson, E., & Glassmeyer, K. (2020, April). Faculty workload recommendations in STEM: The role of gender and ethnicity. Paper accepted for presentation at the annual meeting of the American Educational Research Association (AERA) conference, San Francisco, CA (note: conference canceled due to COVID-19).

Lopez, J. D., Dorn, S., & **Ross, L.** (2020, April). Finding home: Clusters of Native American college graduates national patterns and three case studies. Paper accepted for presentation at the annual meeting of the American Educational Research Association (AERA) conference, San Francisco, CA (note: conference canceled due to COVID-19).

Judson, E., & **Ross, L.** (2020, April). Are gender and ethnicity considerations part of faculty workload recommendations?. Paper accepted for presentation at the annual meeting of the American Educational Research Association (AERA) conference, San Francisco, CA (note: conference canceled due to COVID-19).

Ross, L., Powers, J. M. (2020, March). Documenting durable inequality: The association between redlining and contemporary patterns of school segregation in Denver, CO. Paper

presented at the annual meeting of the Association for Education Finance and Policy (AEFP) conference.

- Ross, L.** (2019, November). Students' knowledge of affirmative action admissions policies in higher education. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE) conference, Portland, OR.
- Ross, L.** (2019, June). 2018 best PIC V paper: Continuing professional development division: Is there a connection between classroom practices and attitudes towards student-centered learning in engineering? Paper presented at the annual meeting of the American Society for Engineering Education (ASEE) conference, Tampa, FL.
- Ross, L.,** Glassmeyer, K., Honeycutt, C. F., Judson, E., Krause, S. J., Middleton, J. A., Hjelmstad, K. D., Hjelmstad, K. A., Mayled, L., & Culbertson, R. J. (2019, June). Examining effects of an evidence-based professional development program on student achievement. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE) conference, Tampa, FL.
- Ross, L.,** Mayled, L., Krause, S. J., Judson, E., Hjelmstad, K. D., Middleton, J. A., Culbertson, R. J., Ankeny, C. J., Chen, Y. C., Hjelmstad, K. L., Glassmeyer, K., & Hoyt, S. (2019, June). Scaling and assessment of an evidence-based faculty development program for promoting active learning pedagogical strategies. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE) conference, Tampa, FL.
- Mayled, L., **Ross, L.,** Ankeny, C. J., & Oswald, J. (2019, June). Effects of alternative course design and instructional methods in the engineering classroom. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE) conference, Tampa, FL.
- Mayled, L., **Ross, L.,** Krause, S. J., Hjelmstad, K. D., Judson, E., Middleton, J. A., Culbertson, R. J., Hjelmstad, K. L., & Glassmeyer, K. (2019, June). Impact of evidence-based active learning faculty development on low-SES engineering students' achievement. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE) conference, Tampa, FL.
- Mayled, L., **Ross, L.,** Collofello, J., Krause, S. J., Hjelmstad, K. D., Sebold, B. J., & Hoyt, S. (2019, June). Coaching and feedback in a faculty professional development program that integrates the entrepreneurial mindset and pedagogical best practices into capstone design courses. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE) conference, Tampa, FL.
- Ross, L.** (2019, April). Examining undergraduate student attitudes toward affirmative action. Paper presented at the annual meeting of the American Educational Research Association (AERA) conference, Toronto, ON.

Powers, J. P., & **Ross, L.** (2019, April). The durable inequality of redlining: The lingering association between HOLC neighborhood ratings and school segregation. Paper presented at the annual meeting of the American Educational Research Association (AERA) conference, Toronto, ON.

Ross, L., Ambroso, E., Chapman, K. P., & Sweet, J. D. (2019, April). Examining the proximity effect between school shootings and academic achievement in Florida secondary schools. Paper presented at the annual meeting of the American Educational Research Association (AERA) conference, Toronto, ON.

Ross, L. (2019, March). Examining undergraduate students' knowledge and attitudes regarding affirmative action admissions policies. Paper presented at the annual meeting of the Association for Education Finance & Policy Conference (AEFP), Kansas City, MO.

Ross, L., Judson, E., Krause, S., Culbertson, R. Hjelmstad, K., & Middleton, J. (2018, November). Examining shifting faculty beliefs and practices through an active learning professional development program. Paper presented at the annual meeting of the Association for the Study of Higher Education conference (ASHE), Tampa, FL.

Ross, L., Judson, E., Ankeny, C. J., Krause, S. J., Culbertson, R. J., Hjelmstad, K. D., Mayled, L. H., Glassmeyer, K., Middleton, J. A., & Hjelmstad, K. L. (2018, June). Is there a connection between classroom practices and attitudes towards student-centered learning in engineering?. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), Salt Lake City, UT.

Judson, E., **Ross, L.**, Hjelmstad, K. L., Krause, S. J., Culbertson, R. J., Hjelmstad, K. J., Mayled, L. H., & Middleton, J. A. (2018, June). The effects of professional development and coaching on teaching practices. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), Salt Lake City, UT.

Ankeny, C. A., Mayled, L. H., **Ross, L.**, Hjelmstad, K. D., Krause, S. J., Middleton, J. A., & Culbertson, R. J. (2018, June). Creating and scaling an evidence-based faculty development program. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), Salt Lake City, UT.

Middleton, J. A., Judson, E., Krause, S. J., Culbertson, R. J., Hjelmstad, K. D., Mayled, L. H., **Ross, L.**, Hjelmstad, K. L., & Chen, Y. C. (2018, June). Social network analysis of faculty connections in a multi-year professional development program. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), Salt Lake City, UT.

Hjelmstad, K. L., Hjelmstad, K. D., Krause, S. J., Mayled, L. H., Judson, E., **Ross, L.**, Culbertson, R. J., Middleton, J. A., Ankeny, C. J., & Chen, Y. C. (2018, June). Facilitating change in instructional practice in a professional development program through classroom observations and formative feedback coaching. Paper presented at the

annual meeting of the American Society for Engineering Education (ASEE), Salt Lake City, UT.

Krause, S. J., Hjelmstad, K. D., Judson, E., Middleton, J. A., Culbertson, R. J., Ankeny, C. J., Chen, Y. C., **Ross, L.**, Mayled, L. H., & Hjelmstad, K. L. (2018, June). Assessing faculty and organizational change in a professional development program with workshops and disciplinary communities of practice. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), Salt Lake City, UT.

Krause, S. J., Judson, E., Hjelmstad, K. D., Middleton, J. A., Culbertson, R. J., Ankeny, C. J., Chen, Y. C., **Ross, L.**, Mayled, L. H., Hjelmstad, K. L. (2018, June). A multidisciplinary professional development program that shifts faculty attitudes and practices towards evidence-based instructional strategies (EBIS) for teaching and learning. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), Salt Lake City, UT.

Chapman, K. P., **Ross, L.**, & Dorn, S. J. (2018, April). The 999 code: A geographic analysis of opting-out behavior in New York. Paper presented at the annual meeting of the American Educational Research Association (AERA) conference, New York, NY.

Ross, L., Chapman, K. P., & Dorn, S. J. (2018, March). A geographic analysis of opting-out behavior in Colorado. Paper presented at the annual meeting of the Association for Education Finance & Policy Conference (AEFP), Portland, OR.

Ross, L. (2017, November). Literature review: CRT & affirmative action research. Paper presented at the annual meeting of the Association for the Study of Higher Education Conference (ASHE), Houston, TX.

Ross, L., Judson, E., Hjelmstad, K., Krause, S., Ankeny, C., Culbertson, R., & Middleton, J. (2017, November). Gender & implicit bias in assigning faculty tasks. Paper presented at the annual meeting of the Association for the Study of Higher Education Conference (ASHE), Houston, TX.

Ross, L., Judson, E., Krause, S., Ankeny, C., Culbertson, R., & Hjelmstad, K. (2017, November). Assessing relationships between faculty beliefs and instruction practices in the classroom. Paper presented at the annual meeting of the Association for the Study of Higher Education Conference (ASHE), Houston, TX.

Ross, L., Krause, S., Hjelmstad, K., Middleton, J., Judson, E., Culbertson, R., Ankeny, C., ...Lopez, E. (2017, November). Scaling a faculty professional development program to multiple disciplines to promote active learning strategies in classroom instruction. Paper presented at the annual meeting of the Association for the Study of Higher Education Conference (ASHE), Houston, TX.

Judson, E., **Ross, L.**, Hjelmstad, K. D., Krause, S. J., Ankeny, C. J., Culbertson, R. J., & Middleton, J. A. (2017, June). Examination of implicit gender biases among engineering faculty when

assigning leadership, research, and service roles. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), Columbus, OH.

Ross, L., Judson, E., Krause, S. J., Ankeny, C. J., Culbertson, R. J., & Hjelmstad, K. D. (2017, June). Relationships between engineering faculty beliefs & classroom practices. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), Columbus, OH.

Judson, E., **Ross, L.,** Krause, S. J., Middleton, J. A., Ankeny, C. J., Culbertson, R. J., & Hjelmstad, K. D. (2017, June). An expectancy theory based instrument assessing relationships between faculty dispositions and use of student-centered strategies. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), Columbus, OH.

Krause, S. J., Middleton, J. A., Hjelmstad, K. D., Judson, E., Culbertson, R. J., Ankeny, C. J., Chen, Y. C., **Ross, L.,** Mayled, L. H., Lopez, E., Park, Y. S., Smith, & B. B. (2017, June). Scaling a faculty professional development program to multiple disciplines through disciplinary communities of practice evolving from evidence-based workshops. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), Columbus, OH.

Lopez, E., Park, Y. S., Smith, B. B., Middleton, J. A., Hjelmstad, K. D., Judson, E., Culbertson, R. J., Chen, Y. C., **Ross, L.,** Mayled, L. H., Krause, S. J., & Ankeny, C. J. (2017 June). Work in progress: The impact of faculty development workshops on shifting faculty teaching beliefs and classroom practice toward student-centeredness. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), Columbus, OH.

Ross, L. (2017, April). Critical discourse analysis of *Fisher* anti-affirmative action rhetoric. Paper presented at the annual meeting of the American Educational Research Association (AERA) conference, San Antonio, TX.

Judson, E., & **Ross, L.** (2017, April). Advanced placement science teachers pivoting to regular and honors courses: how approaches change and persist. Poster presented at the annual meeting of the American Educational Research Association (AERA) conference, San Antonio, TX.

Judson, E., & **Ross, L.** (2017, April). How sentiments and approaches change from AP to regular and to honors science courses. Paper presented at the annual meeting of the National Association of Research in Science Teaching (NARST), San Antonio, TX.

Judson, E., & **Ross, L.** (2017, April). How feelings about student-centered strategies affect actual implementation. Paper presented at the annual meeting of the National Association of Research in Science Teaching (NARST), San Antonio, TX.

Judson, E., & **Ross, L.** (2017, April). Advanced placement science teachers pivoting to regular and honors courses: How approaches change and persist. Paper presented at the annual

meeting of the National Association of Research in Science Teaching (NARST), San Antonio, TX.

Krause, S., Middleton, J., Hjelmstad, K., Ankeny, C., Culbertson, R., Judson, E., Chen, Y. C., **Ross, L.**, Mayled, L., Hjelmstad K. Smith, B., & Park, Y. S. (2017, April). Creating faculty disciplinary communities of practice through professional development workshops. Paper presented at the American Society of Engineering Education (ASEE) Pacific Southwest Section conference, Tempe, AZ.

Ross, L., Chapman, K., & Dorn, S. (2017, March). A geographic analysis of opting-out behavior in New York from 2014-2016. Paper presented at the annual meeting of the Association for Education Finance and Policy (AEFP), Washington, DC.

Cirell, A. M., Chapman, K., **Ross, L.**, & Ambroso, E. (2017, March). Geographically correlating school shootings, school violence, and student performance in Florida, 2006-2009. Paper presented at the annual meeting of the Association for Education Finance and Policy (AEFP), Washington, DC.

Ross, L., Judson, E., Krause, S. J., Middleton, J. A., Ankeny, C. J., Culbertson, R. J., ... Smith, B. B. (2016, June). How do male and female faculty members view and use classroom strategies?. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), New Orleans, LA.

Judson, E., **Ross, L.**, Middleton, J. A., Krause, S. J., Ankeny, C. J., Chen, Y. C., ... Park, Y. S. (2016, June). Work in progress: Measuring dispositions toward teaching strategies and their reported use. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), New Orleans, LA.

Middleton, J. A., Krause, S. J., Judson, E., Culbertson, R. J., **Ross, L.**, Hjelmstad, K. D., ... Smith, B. B. (2016, June). Connections among university faculty engaged in the first two years of engineering, and their impact on faculty attitudes and practice. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), New Orleans, LA.

Smith, B. B., Park, Y. S., **Ross, L.**, Krause, S. J., Chen, Y. C., Middleton, J. A., ... Yan, C. Y. (2016, June). Faculty characteristics that influence student performance in the first two years of engineering. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), New Orleans, LA.

Smith, B. B., Park, Y. S., **Ross, L.**, Krause, S. J., Chen, Y. C., Middleton, J. A., ... Yan, C. Y. (2016, June). Pathways of student stayers, movers, and leavers in the first two years of undergraduate engineering. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE), New Orleans, LA.

Local Conferences

Ross, L. (2018, December). Examining undergraduate engineering students' attitudes towards affirmative action admissions policies in higher education. Arizona Educational Research Association Conference, Tempe, AZ.

- Ross, L.** (2018, September). Examining undergraduate engineering students' attitudes towards affirmative action: A hierarchical regression analysis. 7th Annual Arizona Multicultural Education Conference, Mesa, AZ.
- Ross, L.** (2018, January). Exploring student attitudes towards admissions policies in STEM. Presentation at the 4th Annual Teachers College Doctoral Council (TCDC) Research Conference, Tempe, AZ.
- Ross, L.** (2017, February). Discourse analysis of anti-affirmative action rhetoric in *Fisher v. UT Austin*. Poster presentation at Teachers College Doctoral Prospective Student Visit, Tempe, AZ.
- Ross, L.** (2017, January). Anti-affirmative action rhetoric: discourse analysis in *Fisher v. UT Austin*. Presentation at the 3rd Annual Teachers College Doctoral Council (TCDC) Research Conference, Tempe, AZ.
- Ambroso, E., **Ross, L.**, Chapman, K., & Montana, A. (2017, January). Tools of modern terror and the 48-hour wait: Geopolitical implications of school shootings on student performance and school violence in Florida. Presentation accepted for the 3rd Annual Teachers College Doctoral Council (TCDC) Research Conference, Tempe, AZ.
- Ross, L.** (2016, December). Critical analysis of anti-affirmative action *Fisher* discourse. Presentation at the Mary Lou Fulton Teachers College Doctoral Research Forum. Tempe, AZ.
- Ross, L.** (2016, February). Gender-based differences in engineering faculty members' dispositions towards classroom strategies and actual use. Poster presentation at Teachers College Doctoral Prospective Student Visit, Tempe, AZ.
- Ross, L.** (2016, January). History of race-based admissions: Review of UT Austin's admissions policies. Roundtable presentation accepted at the 2nd Annual Teachers College Doctoral Council (TCDC) Research Conference, Tempe, AZ.

GRANTS

National Grants

Research assistant 2015 – 2019
JTFD: Scaling a Cyber-Enabled, Just-in-Time-Teaching with Two-Way Formative Feedback Pedagogy to the Multiple Disciplinary Program
 Amount: \$1,500,000 from National Science Foundation
 PI: Dr. Stephen Krause

Research Grants

Principal investigator 2019 – 2020
 MLFTC Internal Grant: *Evaluating the Efficacy of an Engineering Education Professional Development for High School Guidance Counselors*
 Amount: \$13,325 from Mary Lou Fulton Teachers College

Academic Grants & Scholarships Received

ASU EPE Program Grant – competitive 2018
 ASU GPSA Graduate Research Support Grant – competitive 2018

ASU GPSA Group Travel Grant – competitive	2018
ASU GPSA Travel Grant – competitive	2018
ASU EPE Program Grant – competitive	2017
ASU GPSA Travel Grant – competitive	2017
ASU University Graduate School Fellowship	2016
ASU Educational Policy Studies Alumni Fellowship	2016
ASU University Graduate School Fellowship	2015
ASU MLFTC University Grant	2015

TEACHING EXPERIENCE

Clinical Assistant Professor 2019 – Present
Mary Lou Fulton Teachers College, Arizona State University

- Advanced Quantitative Methods (TEL 701)
- Introduction to Data Analysis (COE 502)
- Mixed Methods Inquiry (TEL 712)
- Reading the Research (TEL 707)
- Introduction to Research & Evaluation in Education (COE 501)
- Methodological Discussion Seminars

Teaching Assistantships & Internships 2015 - 2019
Mary Lou Fulton Teachers College, Arizona State University

- Research Design (EPA 691)
 - Race, Class, Gender (EPA 691)
 - Multiple Regression (EDP 552)*
- *Nominated for the Teaching Excellence Award through GPSA

Invited Lectures/Workshops

JTFD Workshop Series – Leadership Faculty Community of Practice Fall 2016
Present a workshop about microaggressions and the importance of an inclusive pedagogical strategies to a group of engineering faculty in the JTFD professional development program.

EPA 691 – Issues in STEM Ed Fall 2016
Guest lecture on meta-analysis of microaggressions presentations and reactions from different constituent groups (engineering faculty and graduate education students).

EPA 565 – Critical Issues in Education Spring 2016
Guest lecture about inclusion, intersectionality, and microaggressions in K-20 education.

JTFD Workshop Series – Leadership Faculty Community of Practice Spring 2016
Present a lecture and workshop about microaggressions and the importance of an inclusive pedagogical strategy to engineering faculty, as part of the JTFD funded NSF project.

SERVICE

Manuscript Reviewer, 2017 – Present.

- *Educational Researcher*
- *Research in Higher Education*

Director of Research Grants, Graduate & Professional Student Association (GPSA), Arizona State University, 2018 – 2019.

Executive Editor, *Current Issues in Education* Journal, Arizona State University, 2016 – 2018.

Section Editor, *Current Issues in Education* Journal, Arizona State University, 2015.

President, Teachers College Doctoral Council, Arizona State University, 2017 – 2018.

Assembly President Pro Tempore, GPSA, Arizona State University, 2017 – 2018.

Assembly Member, GPSA, Arizona State University, 2016 – 2018.

Vice President, Teachers College Doctoral Council, 2016 – 2017.

Program Committee Student Representative, Educational Policy & Evaluation PhD Program, Arizona State University, 2016 – 2017.

AWARDS

Best Paper Awards

Best Paper, Mechanical Engineering Division, 2019 American Society for Engineering Education Conference, Tampa, FL.

Mayled, L., **Ross, L.**, Ankeny, C. J., & Oswald, J. (2019, June). Effects of alternative course design and instructional methods in the engineering classroom. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE) conference, Tampa, FL.

Best Paper, Professional Interest Council V, 2018 American Society for Engineering Education Conference, Salt Lake City, UT.

Ross, L., et al. Is there a connection between classroom practices and attitudes towards student-centered learning in engineering?.

Best Paper, Continuing Professional Development Division, 2018 American Society for Engineering Education Conference, Salt Lake City, UT.

Ross, L., et al. Is there a connection between classroom practices and attitudes towards student-centered learning in engineering?.

Best Paper – 2nd Place, First-Year Program Divisions, 2018 American Society for Engineering Education Conference, Salt Lake City, UT.

Judson, E., et al. The effects of professional development and coaching on teaching practices.

Best Paper, First-Year Program Divisions, 2016 American Society for Engineering Education Conference, New Orleans, LA.

Middleton, J., et al. Connections Among University Faculty Engaged in the First Two Years of Engineering, and Their Impact on Faculty Attitudes and Practice.

Other Awards

Assembly Service Award 2017
Graduate and Professional Student Association

PROFESSIONAL ORGANIZATIONS

American Educational Research Association
American Society for Engineering Education
Association for Education Finance & Policy
Association for the Study of Higher Education