

Lydia L. Ross, PhD

Assistant Professor
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Education

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

Research Interests

Higher education; post-secondary access, equity, & inclusion; professional development; STEM education; quantitative research; research design & methodologies

Professional Experience

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| 2023 – Present | Assistant Professor
Mary Lou Fulton Teachers College, Arizona State University |
| 2019 – 2023 | Clinical Assistant Professor
Mary Lou Fulton Teachers College, Arizona State University |
| 2019 – 2023 | Executive Director
Association for Education Finance & Policy |
| Summer 2019 | Management Research Analyst
University Office of Evaluation and Educational Effectiveness, Arizona State University |
| | Postdoctoral Research Fellow
Ira A. Fulton Schools of Engineering, Arizona State University |
| 2015 – 2019 | Graduate Research Assistant
Mary Lou Fulton Teachers College, Arizona State University
Primary Advisor: Dr. Eugene Judson |

Summers
2016 – 2018

Research Supervisors: Dr. Sherman Dorn & Dr. Jeanne Powers
Graduate Research Assistant/Associate
Ira A. Fulton Schools of Engineering, Arizona State University
Decision Center, Arizona State University
Arizona Minority Education Policy Analysis Center

2009 – 2015

Manager, Employer Relations
(also served as Recruiting Coordinator & Coordinator)
University of Denver

Publications

Peer-Reviewed Journal Articles

*indicates doctoral students

Ikegwuonu, E., & **Ross, L.** (forthcoming). Do students' academic capital, knowledge, and attitudes towards mandatory fees, and university knowledge predict their payment methods?. *Journal of Student Financial Aid*.

Ross, L., Krause, S. J., Judson, E., Hjelmstad, K. J., Middleton, J. M., Hjelmstad, K. (2024). A multi-year professional development program for active learning practices in higher education. *Advances in Engineering Education*, 12(1), 45-73.

Ross, L., Chapman, K. P., Dorn, S. J., & Casanova, C. (2023). Opting out of standardized tests at the secondary level – A geographic analysis of Colorado. *AERA Open*.
<https://doi.org/10.1177/23328584231169735>

Ross, L., Dalal, M., & Carberry, A. C. (2023). Expanding access to STEM pathways: Professional learning for high school counselors. *School Science and Mathematics Journal*. <https://doi.org/10.1111/ssm.12576>

Middleton, J. A., Krause, S. J., Judson, E., **Ross, L.**, Culbertson, R., Hjelmstad, K. J., Hjelmstad, K. A., Chen, Y.C. (2022). A social network analysis of engineering faculty connections: Their impact of faculty student-centered attitudes and practices. *Education Sciences*, 12(2), 108. <https://doi.org/10.3390/educsci12020108>

Judson, E., & **Ross, L.** (2021). Effects of gender and underrepresented minority status on faculty workload recommendations. *Journal of Women and Minorities in Science and Engineering*, 27(5), 49-82. <https://doi.org/10.1615/JWomenMinorScienEng.2021034858>

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). <https://doi.org/10.1177/016146812012200206>
- 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*, 58(2), 176-184. <http://dx.doi.org/10.1080/00405841.2019.1569399>
- 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), 204-220. <https://genderandset.open.ac.uk/index.php/genderandset/article/view/513>
- 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. <https://doi.org/10.3991/ijep.v7i2.6808>
- 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), 296-308. <https://doi.org/10.1080/15235882.2016.1238856>
- 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), 302-321. <https://doi.org/10.1353/hsj.2016.0011>

Book Chapters

- Ross, L.**, Krause, S., Judson, E., Hjelmstad, K., Middleton, J., Mayled, L., Hoyt, S., & Hjelmstad, K. (2022). Best Practices in Program Structure & Participant Engagement in STEM Faculty Development Programs. In Linder, S., Lee, C., & High, K. (eds). *Handbook of STEM Faculty Development* (2022).

Manuscripts in Review

- Ross, L.** (in review). Diverse perspectives on affirmative action: A mixed methods investigation among undergraduate students. *Journal of Women and Minorities in Science and Engineering*.
- Thurber, D.*, Markos, A., **Ross, L.**, Conley, Q., & Wendt, J. (in review). Examining the use and usability of course “fact sheets” as an innovative approach to faculty development. *International Journal of Academic Development*.

Thurber, D.*, Markos, A., & **Ross, L.** (in review). Standardization vs. autonomy: Exploring tensions in faculty perceptions of agency in a redesigned curriculum. *Teaching in Higher Education*.

Manuscripts in Process

Powers, J. M., & Ross, L. (in progress). The durable inequality of redlining: The lingering association between HOLC neighborhood ratings and school segregation in Oakland. *Journal TBD*.

Edwards, H.*, **Ross, L.**, & Gobin, D.* (in progress). Developing lecturers' research competence through action research. *Journal TBD*.

Ikegwuonu, E., & **Ross, L.** (in progress). Do attitudes towards and knowledge of mandatory fees predict college student engagement in fee supported services? *Journal TBD*.

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 (2018). <http://dx.doi.org/10.14507/er.v25.2440>

Ross, L. (2018, January 16). Book Review: Quintero, E. & Hargreaves, A. (Eds.) (2017). *Teaching in context: The social side of education reform*. Cambridge, MA: Harvard Education Press. *Teachers College Record*. https://journals.sagepub.com/page/tcz/collections/bookreviews_2022

Grants

National Grants

Role: 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

Role: Co-Principal Investigator 2021 – 2022
 St. Cloud State University Early Career Grant: *Do Attitudes Towards and Knowledge of Mandatory Fees Predict College Student Engagement in Fee Supported Services?*

Amount: \$7,355

Role: Researcher 2020 – 2021
 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

Honors & Awards

Honors

2024 Outstanding Service Award, Association for Education Finance and Policy

Best Paper Awards

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, Mechanical Engineering Division, 2019

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.

- Best Paper, Professional Interest Council V, 2018
- Best Paper, Continuing Professional Development Division, 2018

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.

- 2nd Place Best Paper Award, First-Year Program Divisions, 2018

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.

- Best Paper Award, First-Year Program Divisions, 2016

Presentations

Invited Presentations & Other Invited Roles

Ross, L. (2023, Discussant). *A new college admissions in the face of cultural and policy changes*. Annual meeting of the Association for the Study of Higher Education (ASHE), Minneapolis, MN.

Ross, L. (2023, Chair). *Work in progress session*. Annual meeting of the Association for the Study of Higher Education (ASHE), Minneapolis, MN.

Ross, L. (2023, Chair). *Take the money and learn: Financial aid barriers and breakthroughs*. Annual meeting for the Association of the Study of Higher Education (ASHE), Minneapolis, MN.

Ross, L. (2023, Panelist). *Distinguishing the dissertation in practice*. Annual meeting of the Carnegie Project for the Education Doctorate (CPED), Pensacola, FL.

Peer-Reviewed – National Conferences

*Indicates work with doctoral student(s), **Indicates best paper award

Thurber, D., Markos, A. M., Wendt, J., **Ross, L.**, & Conley, Q. (2024, April). *Improving implementation of a constructively-aligned program: Balancing fidelity and agency*. Paper presented at the annual meeting of the American Educational Research Association (AERA) conference, Philadelphia, PA.

Ross, L. (2024, March). *A mixed methods exploration of students' attitudes regarding affirmative action admissions policies*. Paper presented at the annual meeting of the Association for Education Finance & Policy (AEFP) conference, Baltimore, MD.

Ross, L. (2023, November). *A mixed methods analysis of attitudes towards affirmative action amongst undergraduate students*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Minneapolis, MN.

Seth, D., & **Ross, L.** (2023, November). *The use of a bio-inspired educational robot to enhance integrated STEM education*. Poster presented at the annual meeting of the American Association of Colleges and Universities (AAC&U) conference, Arlington, VA.

Ikegwuonu, E., & **Ross, L.** (2022, April). *Do students' academic capital, knowledge and attitudes of mandatory fees predict their payment methods?* Paper presented at the annual meeting of the American Educational Research Association (AERA) conference, San Diego, CA.

Dalal, M., **Ross, L.**, & Roarty, J.* (2022, April). *Whistling Vivaldi: Examining stereotypes and implicit biases in the context of engineering career counseling*. Paper presented at the

annual meeting of the American Educational Research Association (AERA) conference, San Diego, CA.

Roarty, J.*, Dalal, M. D., **Ross, L.**, & Carberry, A. C. (2021, October). *Examining the influence of a professional development program on high school counselors' practices regarding engineering*. Paper presented at the annual meeting of the Frontiers in Education (FIE) conference.

Ross, L., Dalal, M. D., Carberry, A. C., & Roarty, J.* (2021, June). *Professional development program for high school counselors on the engineering design process*. Paper presented at the annual meeting of the American Society for Engineering Education (ASEE).

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.

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 presented 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 presented 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.,** 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. (Best Paper Award, Mechanical Engineering Division, 2019).
- 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. (2 awards: Best Paper Award, Continuing Professional Development Division, 2018; Best Paper Award, Professional Interest Council V, 2018).
- **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. (2nd Place Best Paper Award, First-Year Program Divisions, 2018).
- 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. (Best Paper Award, First-Year Program Divisions, 2016)

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*. Presentation at the Arizona Educational Research Association Conference, Tempe, AZ.

Ross, L. (2018, September). *Examining undergraduate engineering students' attitudes towards affirmative action: A hierarchical regression analysis*. Presentation at the 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*. Presentation accepted at the 2nd Annual Teachers College Doctoral Council (TCDC) Research Conference, Tempe, AZ.

Teaching Experience

Assistant Professor (inc. Clinical Assistant Professor 2019 – 2023)

Mary Lou Fulton Teachers College, Arizona State University

- TEL 701: Advanced Quantitative Methods (Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022, Spring 2023, Fall 2023)
- TEL 799: Dissertation (Fall 2023, Spring 2023)
- TEL 792: Research (Fall 2022, Spring 2023)
- TEL 712: Mixed Methods Inquiry (Spring 2020, Spring 2021)
- TEL 707: Reading the Research (Summer 2020, 2021 2022)
- TEL 708: Collaborative Approaches in Data-Informed Decision-Making (Summer 2022)
- COE 502: Introduction to Data Analysis (Fall 2019, Fall 2020)
- COE 501: Introduction to Research & Evaluation in Education (Fall 2019, Summer 2021, Summer 2022)
- EPA 792: Research (Spring 2020)

Teaching Assistantships & Internships

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

Advisement & Doctoral Committees

Chair or Co-Chair

- Robert McGehee, Ed.D., expected Fall 2024
- Rebekah West-Keur, Ed.D., expected Summer 2024 (co-chair)
- Ryan Cordia, Ed.D., Spring 2024
- Amy Gleiser, Ed.D., Spring 2024
- Brooke Schneider, Ed.D., Spring 2024
- Brian Welch, Ed.D., Spring 2024
- Cody Singer, Ed.D., Fall 2023 (co-chair)

Committee Member

- Yaxin (Crystal) Wang, Ph.D., expected Spring 2025
- Cecilia Ortiz, Ed.D., expected Spring 2025
- Katelyn Armbruster, Ed.D., expected Spring 2025
- Lauren Lee, Ed.D., expected Spring 2025
- Valeria Rizo, Ed.D., expected Fall 2024
- Petra Santos, Ed.D., expected Fall 2024
- Rachna Mathur, Ed.D., expected Summer 2024
- Monique Sarius, Ed.D., expected Fall 2024
- Kristopher Seydel, Ed.D., expected Spring 2025
- Christopher Oka, Ed.D., Spring 2024
- Erica Wager, Ed.D., Spring 2024
- Joshua Sealey, Ed.D., Spring 2024
- Nadine El-Awar, Ed.D., Fall 2023
- Stefany Shaibi, Ed.D., Fall 2023
- Heather Raitchel, Ed.D., Fall 2023

- Julieanne Candio-Sekel, Ed.D., 2023
- Aletha Connelly, Ed.D., 2023
- Shanomae Rose, Ed.D., 2023
- Michele Stiehl, Ed.D., 2023
- Hector Edwards, Ed.D., 2023
- Diana Gobin, Ed.D., 2023
- Simone Bernard, Ed.D., 2023
- Derek Thurber, Ed.D., 2023
- Michele Stiehl, Ed.D., 2023
- Jenna Lowder, Ed.D., Fall 2022
- Nicole Mason, Ed.D., 2022
- Corinne Corte, Ed.D., 2022
- Wendy Lowery, Ed.D., 2022
- Alene Terzian-Zeitounian, Ed.D., 2022
- Raquel Alvara, Ed.D., 2022
- Brittany Schroeder (Barnes), Ed.D., 2020

Service

Institutional Service

Mary Lou Fulton Teachers College, Arizona State University

- Educational Policy & Evaluation PhD Admissions Committee (Fall 2023 – Present)
- Doctoral Advisory Committee (Fall 2023 – Present)
- Quantitative Methods Courses Committee (Fall 2023 – Present)
- Mixed Methods Courses Committee (Fall 2023 – Present)
- Leadership & Innovation Program Committee (Fall 2023 – Present)
- Leadership & Innovation Admissions Executive Committee (Fall 2023 – Present)
- Leadership & Innovation Admissions Committee (Fall 2020 – Present)
- Chair, Search committee for Instructor of Educational Leadership (Fall 2022)
- Evaluation Committee for Masters in Education Faculty Associate Pool (Fall 2022)
- Leadership & Innovation Admissions Committee Admissions Committee (2019 – Present)
- Executive Editor, *Current Issues in Education* Journal (2016 – 2018)
- Section Editor, *Current Issues in Education* Journal (2015)
- President, Teachers College Doctoral Council (2017 – 2018)
- Vice President, Teachers College Doctoral Council, (2016 – 2017)
- Student Representative, EPE Doctoral Program Committee (2016 – 2017)

Institutional Service

Arizona State University

- Reviewer, Graduate College Dissertation Completion Fellowship (Spring 2020 – Present)
- Director of Research Grants, Graduate & Professional Student Association (GPSA), Arizona State University, (2018 – 2019)
- Assembly President Pro Tempore, GPSA (2017 – 2018)

- Assembly Member, GPSA (2016 – 2018)

Professional Service

- *Association for the Study of Higher Education*, Program Committee, Undergraduate Student Access Section Co-Chair (2023 – 2024)
- *Association for Education Finance and Policy*, Program Committee (2023 – 2024)
- *Association for the Study of Higher Education*, Bobby Wright Dissertation of the Year, Committee Member (2022 – 2025)
- *Association for the Study of Higher Education*, Program Committee, Undergraduate Student Access Section Co-Chair (2022 – 2023)
- *School of Science & Mathematics Journal*, Reviewer
- *Review of Higher Education Journal*, Reviewer
- *Educational Researcher*, Reviewer
- *Journal for Engineering Education*, Reviewer
- *Journal of Educational Psychology*, Reviewer
- *Association for the Study of Higher Education* conference, Reviewer
- *American Society for Engineering Education* conference, Reviewer

Community Service

- Two guest lectures each year on best practices in data analysis in education, St. Cloud State University (2020 – Present)

Awards

Assembly Service Award
Graduate and Professional Student Association

2017

Professional Organizations & Memberships

American Educational Research Association
American Evaluation Association
American Society for Engineering Education
Association for Education Finance & Policy
Association for the Study of Higher Education
Carnegie Project for the Education Doctorate