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Application e-portfolio for the Ogden College Faculty
Award for Student Advisement

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Table of Contents

Introduction	2
Personal Statement	3
Supporting Materials	6
Letters of Support	19
Current Professional VITA.....	21

Introduction

It is truly an honor to be nominated for this award. I view mentorship as a critical part of my role at Western Kentucky University. To be of service in this capacity is a key reason I sought a career in academia. Like many, my time as an undergraduate student was tumultuous, and in trying times my faculty mentor was an immeasurable source of strength and a key reason I completed my degree. As a graduate student, my advisor helped shape me into both the scientist and person I am today by pushing my boundaries and broadening my vision. My PhD mentor gave me the confidence to pursue my research interests independently and with confidence. Professionally, I was mentored by educators who nurtured my creativity and colleagues who have and continue to help me grow as a member of the academy. It is with all these experiences in mind that I approach my responsibility as an advisor, and it is *because* of each one, that I am here today, in a position to be nominated for this award. My advising philosophy is outlined below.

- **Their goals are mine.** I want what they want. Their objectives for themselves are my own. If their goals cannot currently be met, we work together to find an alternate path of which they can be proud.
- **“Not now” does not mean “not ever.”** A lower GPA, a lower test score, a missed opportunity; these things never mean a student cannot be what they want to be. I try to help students understand that life is long, and they can find new paths or revisit goals as life provides new opportunities and experiences.
- **Give grace, not judgement.** Students cannot be open if they fear judgement. I am straightforward with my advisees, but I will not add to their anxieties by judging their choices.
- **Balance independence with guidance.** I do my best to help my advisees gain independence; I want them to learn how to find resources, make decisions, and follow-through for themselves. I balance this self-determination with my own advocacy and support. Personal development is just as vital as academic progress.
- **Meet them where they are.** Student advisees are just starting to function as adults. They will need reminders and to be pushed. I must be accessible in the ways they need me to be.
- **They are a person first, and a student second.** I believe recognizing the humanity in our students is pre-requisite for quality advising. I help them remember this for themselves, especially when they are struggling. Students are much more open, honest, and receptive when you treat them as humans, deserving of care and respect, first.
- **I advise students who have the capacity to change the world.** I want my advisees think broadly about what they can contribute to society. I challenge them to find ways to be useful and of service. They are the next generation of thinkers and doers, and I want them to understand their opportunity, and responsibility, to make changes for the common good.

This portfolio highlights my philosophy, goals, and advising practice. Supporting documents have been added to provide examples and evidence. Nonunderlined links are to internal pages, while underlined links are to documents in an online database. Depending on your platform, use the CTRL+ right click function and select “yes” or “skip verification” for access. While navigating, you can select “open in a new tab” to save your place in this document. Thank you for your time and review.

Personal Statement

I advise both undergraduate and graduate students in the Biology Department. My biggest contributions are in the areas of general undergraduate advising, service on pre-professional committees, training peer mentors (BioCoaches) and graduate teaching students, and service on graduate student committees (Table 1). In addition to these roles, I have been active in several departmental and college-wide advising improvement initiatives and faculty mentoring.

General Undergraduate Advising. I have been responsible for over 250 undergraduate student advisees since S18. To handle the necessary volume, and provide each student with quality service, I created a “Mountjoy Undergrad Advisee” Blackboard organization that I update each term (Figure 1). All my communication is posted through the organizational site (Figure 2), and I have curated folders with relevant content for each career track I typically advise (i.e., pre-med, SMED, BIOL 617 and 5252 majors). The site houses FAQs, sample course plans, important links, and tips on advising and registration. I schedule appointments through TopNet and send 2+ reminder emails to illicit higher participation in the process. I offer Zoom sessions when necessary to accommodate student schedules. Additionally, and because preparation is vital to quality advising, I ask all my advisees to complete an updated course plan each term and to submit the plan on Blackboard.

My advising sessions typically last 20-30 minutes. I begin with a casual conversation to gauge how the student is feeling and to develop an informal, helpful tone. This is particularly valuable with my SARC and KAP students. We go over their progress and course plan, and I answer any specific questions as they arise. This often leads to advising on time management and study methods. The last 10-15 minutes is generally reserved for developmental advising. We discuss what type of career and life the student is looking forward to, what they want to achieve and what they value. We discuss their career goals and timelines to ensure they are on track. Sometimes students share personal issues with which they may be struggling, and occasionally these discussions lead to difficult topics including needing to change majors or career goals. My goal is to approach these topics with empathy and care and hope all my advisees feel respected and heard. I tell them that I am on their team, that I am their advocate, that I too struggled during my undergrad career. I want them to leave my office feeling confident about their next steps forward and supported in their journey.

Many of my undergraduate advisees ask me to also serve on or chair their pre-professional committees, and I have a separate organizational page for these students (Figure 3). Learning the intricacies of this process took a lot of work. I met with Drs. Crawford and Wyatt early on and then with Dr. Pesterfield to ensure I was using best practice. I have served on 20 pre-med committees and chaired nine. I work with students on compiling a well-organized application and collecting valuable experiences. I often consult on their cover letters and resumes, and practice interview techniques. On each committee I focus on a suite of characteristics, that I can speak to from experience, that highlight the applicant’s potential as medical student and eventual physician. The highlight of my year is receiving news from these students as they are afforded entrance into medical and look forward to the next chapter of their educational journey.

Advising Peer Mentors. Peer mentorship is a valuable tool in fostering a successful environment in and out of the classroom, particularly for incoming freshman. I created the BioCoach Program to facilitate the use of peer mentors and build a sense of community in our large-scale introductory biology courses. BioCoaches attend in-class sessions, work with small groups, and coordinate study sessions. They go through an orientation program where they learn to be “intrusively helpful” and post feedback and questions in our online discussion board. We meet regularly to discuss pedagogy, mentorship, and engendering student participation.

BioCoaches are now regularly used by four faculty across BIOL 120 and BIOL 122. The use of BioCoaches is linked to better exam performance (Figure 4), and students report higher levels of community and a greater sense of belonging program (Figure 5). BioCoaches themselves have found it to be an excellent way to review concepts and increase their confidence and communication skills (Figure 6); 95% rank it as a highly valuable experience (N=37, Figure 7).

Advising Research Students. Research is not a requirement of pedagogical faculty. However, mentoring undergraduates and graduate students in research is an important aspect of my advising responsibilities and a role I value. I have mentored many undergraduate students in independent research projects through BIOL 399 or BIOL 475 (Table 2). Several of these projects have been with SMED students and involved pedagogical projects to assess the outcomes of innovations in the BIOL 120-123 series. Others have been ecological in nature. Additionally, I have partnered with Med Center Health on several research initiatives, along with Dr. Doug McElroy. Most of these projects originated in our BIOL 397 course, which we developed to better meet the research needs of our pre-professional students, and several have led to student presentations and publications (Table 3).

I have also been active advising graduate students on their thesis projects and serving on graduate committees. I currently serve on six committees and previously served on two others who successfully defended and graduated (review CV for specifics). I have just accepted a new online master's student who will be using real-world restoration initiatives at Goose Creek (a watershed in eastern Kentucky), as the backbone for a citizen science project. I focus on helping these students connect theory to their questions and I assist in statistical analysis, applied ecology and the human dimensions of their projects. My goal is to ensure these young scientists leave WKU fully capable of contributing to our discipline in meaningful ways. One of the most satisfying aspects of these interactions is my mentorship of young female graduate students (N=8). As one of few females in our department, it is truly gratifying to provide support and guidance to these young women as they navigate our male-dominated field.

Advising Teaching Assistants. Coordinating our general biology labs (BIOL 121: Cells, Metabolism, & Genetics and BIOL 123: Ecology, Evolution, & Diversity) is one of my primary activities. I rely heavily on teaching assistants (TAs) for both courses (N= 6-8 per term) and advising these students on pedagogy, lab management, and logistics is exceptionally rewarding. I coordinate weekly lab meetings for each course where we discuss issues, practice with equipment and demos, and discuss grading or classroom issues. I have created checklists, Blackboard tutorials, and Best Practice Protocols to assist in TA advising (Figure 8) and created Blackboard Organizations to house this content. Each fall I conduct a TA Workshop with Dr. Steve Huskey. TAs play a crucial role in the success of our general biology lab curricula; the labs are an important gateway for students in our discipline. I ensure my TAs understand the critical nature of their contributions. My goal is to give them the confidence and autonomy they need to be successful. My TAs are also students themselves and my role also includes advising them on time management. I am proud to serve as touchstone for them in our department and I am honored that they lean on me for advice and guidance.

Faculty Mentorship. Recently, I have been able to on-board new faculty into our department. Both Dr. Katz and Dr. Marquardt teach in the BIOL 120-series, which I help oversee. We have met many times over the past few semesters. I provided them with all my lecture, assignment, and assessment materials and worked with both on creating their syllabi and course policies. I helped Drs. Katz and Marquardt integrate some of my newer lecture innovations as well, including use of my peer mentors (the BioCoaches) and in-class assignments. They also implemented my new problem-based learning exercise for imbedded honors students (Figure 9

and Figure 10). These innovations required a lot of extra time and work, and it's a testament to their willingness to try new things that each took on these additional responsibilities as new faculty. It has been so rewarding to see these innovations expand into new sections.

Committee Advising Initiatives. I have been a member of the Biology Advising Committee for three years and the chair of the Biology Retention Committee for two years. I have also been the co-chair of the Ogden Retention Committee for four years. Through these service obligations, advising and its role in retention has been a primary focus.

The Biology Advising Committee has been reassessing our curriculum to ensure our pathways are straightforward and modern. We also consistently work with ACDC on the best course plans for our first- and second-year students and we developed and maintain specific “advising tracks” within our department so faculty can become subject-matter experts on various fields (e.g., medical technicians, science and math education, wildlife, pre-dental, etc.). This strategy helps focus our mentorship, allowing us to best serve our undergraduate advisees.

As chair of the Biology Department Retention Committee, we wanted to make Biology Student Organizations an easy discussion topic during all our general advising sessions; however, there was no streamlined process for students to sign-up. We collected and consolidated BIOL-club information across our department and created a single BIOL-Club Information Form students can use to reach out to our clubs (Figure 11). We also realized the career pathways for our non-pre-professional students were not as well-defined as those for our pre-professional students. The committee crowd-sourced and consolidated career information which now exists in a new Biology Career Database (Figure 12). We are working with the recruitment committee to turn our database into an online Career Porthole to be used by faculty advisors and students.

The Ogden Retention Committee (ORC) works to increase retention across our college by initiating and supporting evidence-based projects to improve student success and persistence. We collected data on student perceptions as part of our “Close the Gap” initiative and used the results to create a new college-wide “Get Advised Campaign.” The campaign included creation of college advising recommendations (Figure 13) and print/digital materials to advertise advising season each term (Figure 14). The campaign also included a new Ogden Student Advising Portal, to help students get the most from their advising sessions (Figure 15). Additionally, we used data from a faculty advising survey to construct a partner Faculty Mentoring Portal to ensure all our faculty have access to best practices for student advising (Figure 16).

Conclusion. Whether I'm interacting with undergraduates, TAs, BioCoaches, or simply students in my courses, much of my “advising time” comprises topics that are unaffiliated with course or project content. In all cases, I am dedicated to my students' success and practice an open-minded and open-door policy. Students often come to me with their fears and anxieties about college and life in general. I value these conversations and the relationships I have built with my students as a result. Because they are so open, I think I have a clear concept of who our students are, what many have overcome, and what their biggest hurdles might be. I hope that I have been helpful in these moments. I have done my best to provide them with an outlet, a listening ear, and good advice. In turn, I know these conversations had helped to make me who I am today at WKU. They are why I am so passionate about retention. They are why I teach the way I do and why I dedicate class time to off-content topics (e.g., metacognition, anxiety, service, etc.). I was fortunate to have wonderful advisors throughout my academic career and I do my best to provide that same experience for my advisees and all my students. I am privileged to have an opportunity to make the same impact and cherish every opportunity to do so. Thank you for your time and attention to this portfolio.

Supporting Materials

Table 1. Number of student advisees by category. [\(Return to Personal Statement\)](#).

Advisee Type	S 18	F 18	S 19	F 19	S 20	F 20	S 21	F 21	S 22	F 22	S 23	F 23
Undergraduate Student Advisees	1	9	11	15	19	27	20	30	29	32	32	31
Pre-Professional Committees					1		2		10		7	
Independents Research Students					1		2	1	8		7	2
Peer Mentors (BioCoaches)								6	10	5	10	12
Undergraduate Teaching Assistants				2	2			2	2	2	3	
Online Graduate Students (MAE & MS)		1	1									1
Graduate Student Committees						1	1	2	2	3	3	5
Graduate Teaching Assistants	7	7	6	5	5	7	6	5	6	5	4	6

Table 2. Undergraduate research advisee projects (BIOL 399, 475, 516, and honors theses), listed by category from earliest to most recent. Links to final products provided. ([Return to Personal Statement](#)).

Pedagogical Research Advising
BIOL 399 Independent Research: The impact of inquiry-based learning on the way students view science, by Emily Jones, Samantha Steward, & Shelby Robertson (view presentation). F21.
Honors Project: Student perspectives on inquiry-based learning. A capstone experience/thesis project. Presented in partial fulfillment of the requirements for the degree Bachelor of Science in Biology with Honors College Distinction at Western Kentucky University. 2022. (view thesis). S22.
BIOL 399 Independent Research: The effects of the quantity and quality of metacognitive study strategies on exam performance, by Alix Cross (view report). Manuscript in Progress. S22.
BIOL 399 Independent Research: The Effects of Learning Assistants on Undergraduate Students in Introductory Biology, by Macy Murphy & Taylor Boian (view Poster). S22.
BIOL 399 Independent Research: Establishment of a taxonomic key of mbuna cichlids and production of information cards to be used in inquiry-based learning, by Julia Howard. (view ID cards). S23.
BIOL 399 Independent Research: Metanalysis of freshman experience courses and exploration of the need and potential for a freshman seminar series in the biology department, by Janna James. (view paper and literature list). S23.
BIOL 516 Online Graduate Student. Watershed restoration as the basis for inquiry-based learning and research in highschool biology labs: A pilot analysis. Samatha Morgan. F23.
Clinical Research Advising
BIOL 475 Special Topics: Effects of COVID-19 on the Barren River Health District, by JT Newman. (view the timeline of policy and health initiatives surrounding COVID-19 and the accompanying infographic). S21.
BIOL 399 Independent Research: Literature review on the COVID vaccines and a vaccine questionnaire pilot-test analysis, by JT Newman (Products: Literature Review, introduction, timeline & infographic). S21.
BIOL 399 Independent Research: Analysis of the Patient Coordinator Program at the Medical Center Bowling Green, by Madeline Skau, Jackson Horn, and Rheanna Tes. (view presentation). S22.
BIOL 399 Independent Research: The effect of immigrant status and ESL on standard outcomes of maternal morbidity, by Rheanna Tes and Spencer Bass. (view paper). S23.
BIOL 399 Independent Research: Melanoma Incidence Rates and Outcomes in Rural vs. Urban Areas in Kentucky with Grace Alexander, Ruthie Eastham, Sadie Molina-Lopez, and Mason Towery. (view poster). S23
Voluntary Research Continued: Differences in NSTEMI Presentation: Analyzing Outcomes in Men vs. Women, by Caraline New and Dalton Webb. (view poster). S23.
Ecological Research Advising
BIOL 399 Independent Research. Establishment of a taxonomic key of Mbuna cichlids to be used in inquiry-based learning labs, by Julia Howard. (view ID cards). S23.
BIOL 399 Independent Research. Investigation of molecular and sampling techniques to analyze the season prey-base of lion sin Kruger National Park, South Africa, by Atiana Spivey. (view critique). F23.
Miscellaneous Research Advising
BIOL 399 Independent Research. Research on the impact of body farms, by Berkely Walton. (view paper). S23.

Table 3. Additional products resulting from independent research advising. Advisees marked with an (*). Links to final products provided. [\(Return to Personal Statement\)](#).

Presentations & Posters from Student Research
*Skau, M., *Horn, J., *Tes, R., [Pilot] Analysis of the Patient Coordinator Program . WKU Student Research Conference, WKU, March 26, 2022.
Robertson, S., Inquiry Based Learning & The Impact on Student Perspectives . WKU Student Research Conference, WKU, March 26, 2022.
Johnson, J., Newman J.T., Bandy D., McElroy, D., Mountjoy, N. J., Singh, A., Joyce, M. Incidence and severity of COVID-19 vaccine side effects in a medically at-risk and vaccine hesitant community. Research Foundation Symposium, Impact Award, Western Kentucky Heart & Lung. April 22, 2022.
*Skau, M, *Horn, J., *Tes, R., Mountjoy, N. J., McElroy, D., Joyce, M., Mountjoy, J. Rice, E., and Swiney, J., Analysis of the Patient Coordinator Program at the Medical Center Bowling Green . WKHL Research Foundation. Bowling Green, KY. May Meeting, 2022.
*Eastham, R., *Molina-Lopez, S., and *Towery, M., Melanoma Incidence Rates and Outcomes in Rural vs. Urban Areas in Kentucky . Research Foundation Symposium, Western Kentucky Heart & Lung. April Meeting, 2023.
*New, Caroline and *Webb, D. Differences in NSTEMI Presentation: Analyzing Outcomes in Men vs. Women . Research Foundation Symposium, Western Kentucky Heart & Lung. April Meeting, 2023.
*Towery, M., *Molina-Lopez, S., *Alexander, S., *Eastham, R., Melanoma Incidence Rates and Outcomes in Rural vs. Urban Areas in Kentucky . Research Foundation Symposium, Western Kentucky University Student Scholar Showcase, May 22, 2023.
Publications from Student Research
Joyce, M., Mountjoy, N. J., Johnson, J., *Newman, J. T., Bandy, D., Atalla, N., Singh, A., McElroy, D. From trial to practice: Incidence and severity of COVID-19 vaccine side effects in a medically at-risk and vaccine-hesitant community. BMC Public Health 22, 2351. [LINK]
<div style="border: 1px solid black; padding: 10px;"> <p>JMIR CARDIO Singh et al</p> <p>Original Paper</p> <p style="text-align: center;">Patient Perspectives With Telehealth Visits in Cardiology During COVID-19: Online Patient Survey Study</p> <hr/> <p>Aniruddha Singh^{1*}, MD; Natalie Mountjoy^{2*}, PhD; Doug McElroy^{2*}, PhD; Shilpi Mittal³, MD; Bashar Al Hemyari⁴, MD; Nicholas Coffey⁴, MSc; Kristen Miller⁴, BSc; Kenneth Gaines³, MD</p> </div>
Submitted and under re-review: McElroy, D., *Towery, M., *Seiry M-L., *Eastham, R., *Alexander, S. G., and Mountjoy N. J. Incidence rates and outcomes of nodular and superficial spreading melanoma along the rural-urban continuum in Kentucky, and their relationship to provider care access. Southern Medical Journal. [View Submission]
In Progress: Mountjoy, N. J., McDaniel, K, & Cross, A. The effects of a one-time metacognitive intervention on gateway biology students' grade predictions, assessment grades, and course persistence. Potential Outlets: Research & Practice or CBE - Life Sciences Education. [View Results & Analysis]

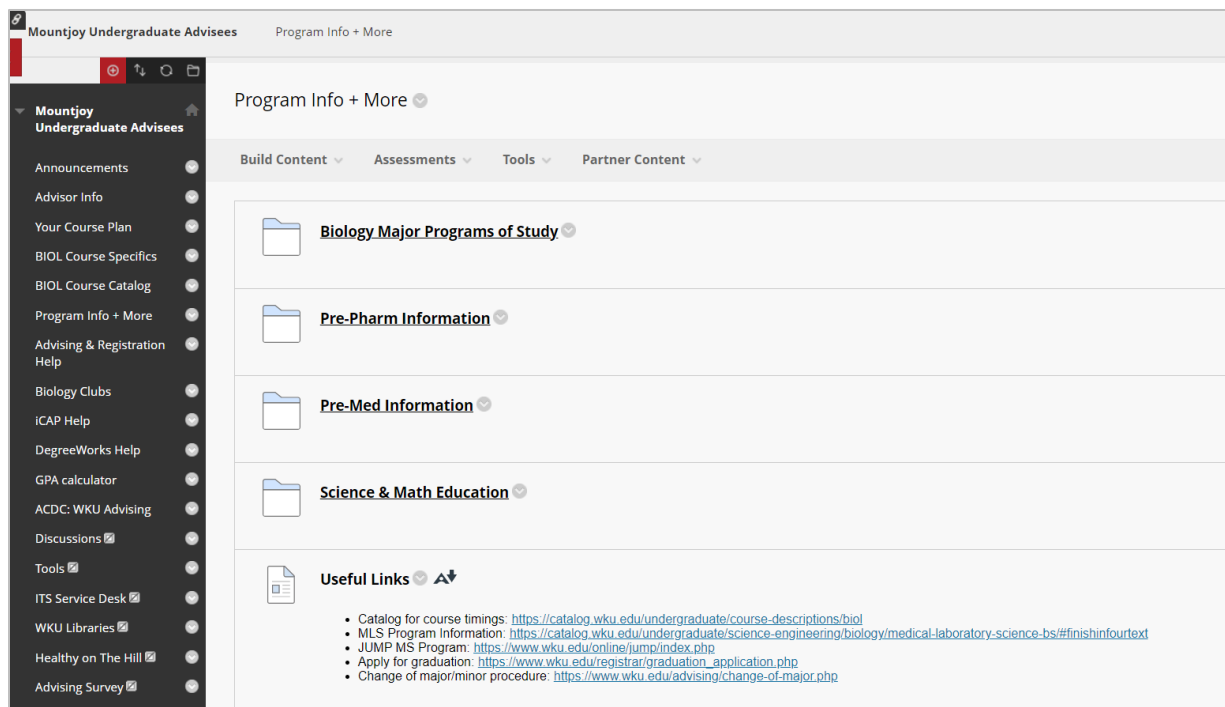


Figure 1. Mountjoy Undergraduate Advisees Blackboard organization site screen shot. (Return to Personal Statement).

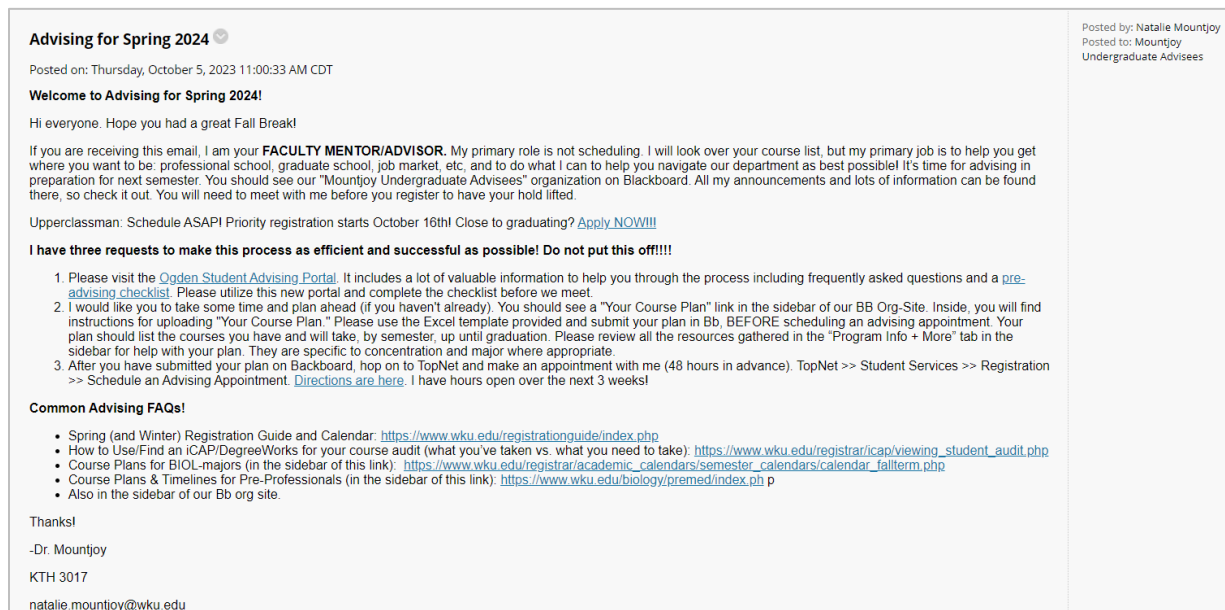


Figure 2. Standard "Get Advised" announcement. Also sent as an email and followed up with two reminders. (Return to Personal Statement).

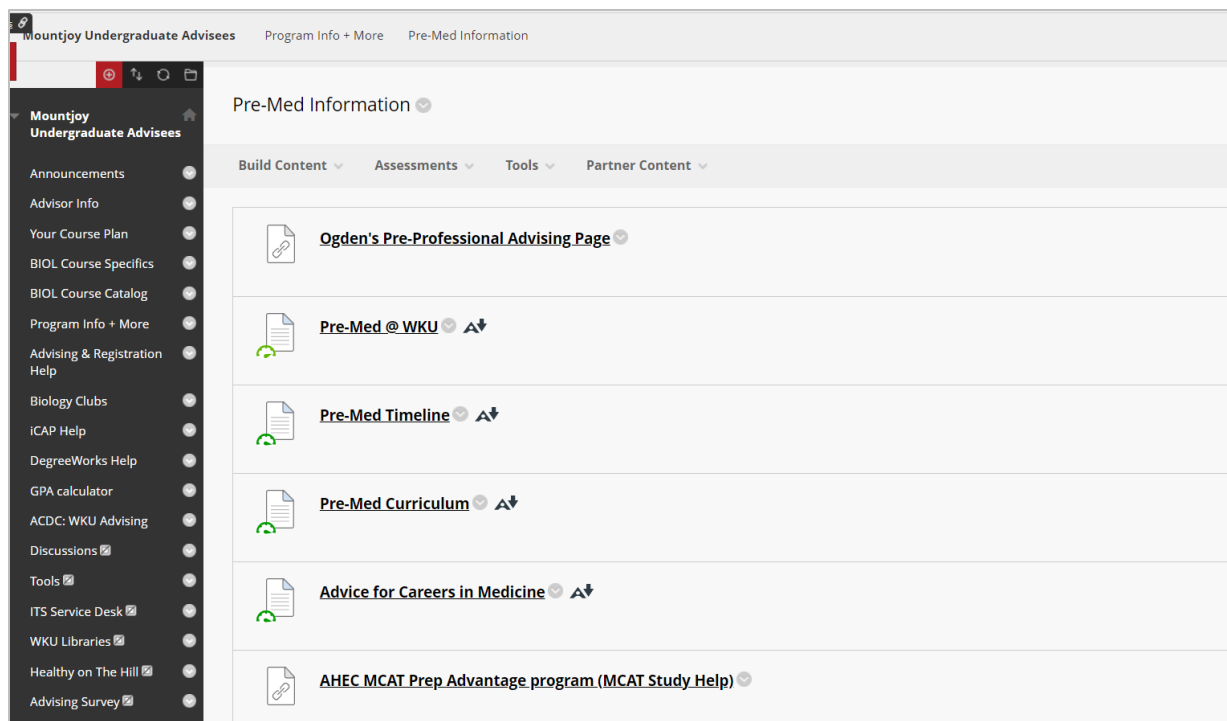


Figure 3. Screenshot of pre-med resources provided on my Mountjoy Undergraduate Advisees Blackboard organization site. ([Return to Personal Statement](#)).

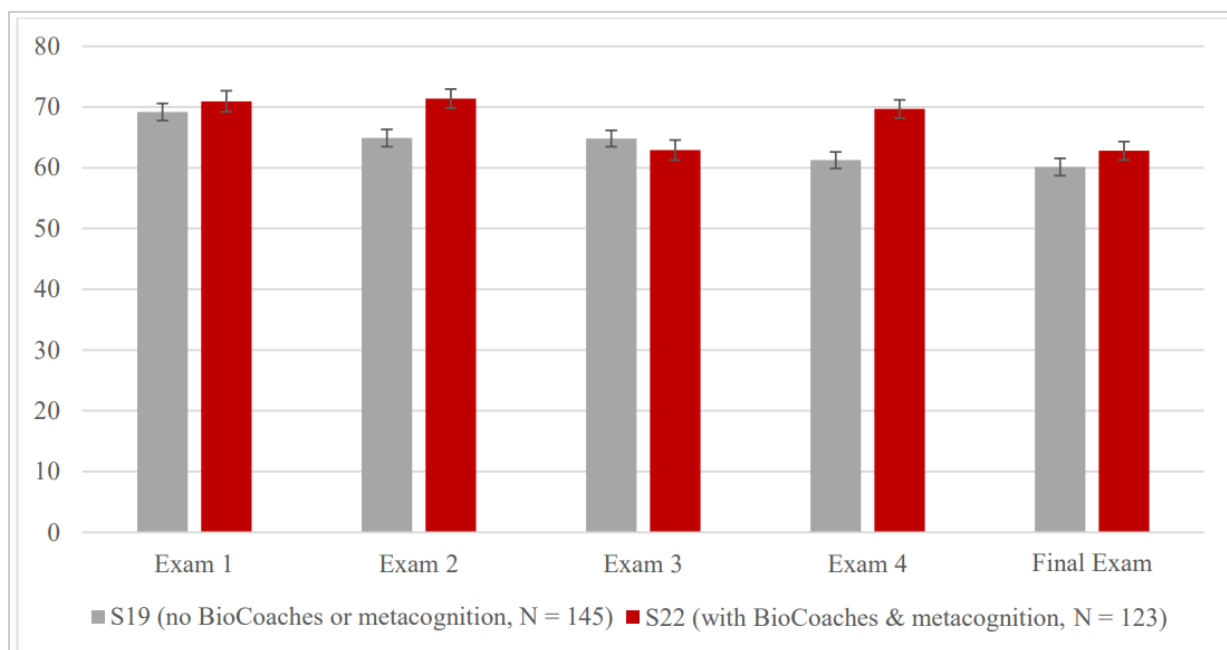


Figure 4. Exam averages in two sections of BIOL 120 in S22 (with BioCoaches/metacognition intervention) compared to those in S19 (without). MANOVA showed the scores were significantly better with the interventions ($F=13.78$, $p<0.001$). IRB # 1889425-1. ([Return to Personal Statement](#)).

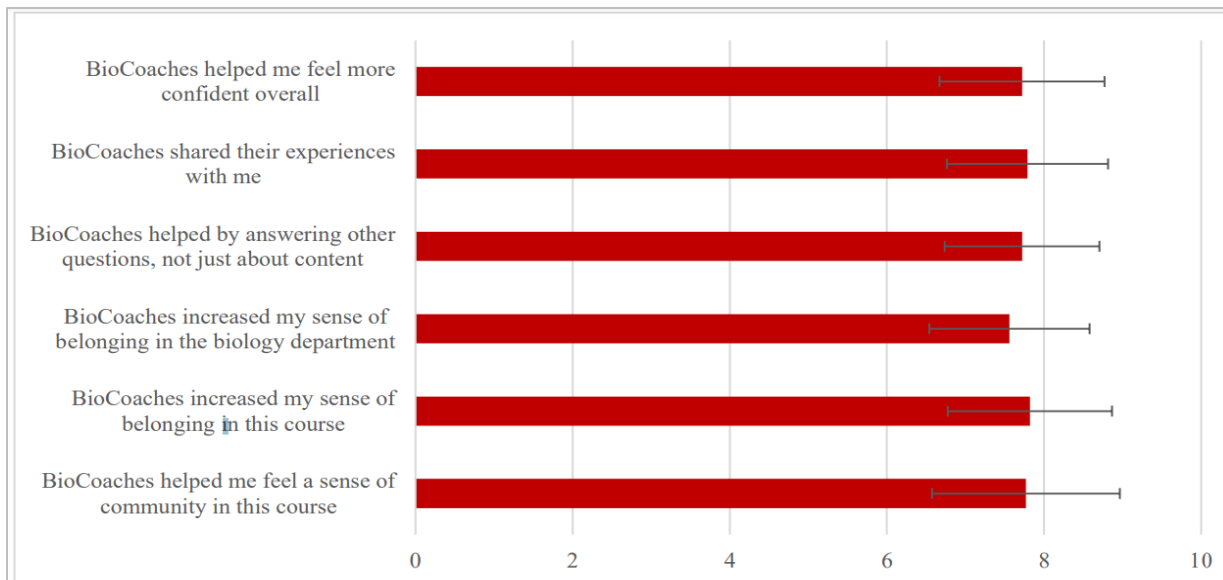


Figure 5. BIOL 120 students (S22) rated their agreement on a 10-point Likert-type scale regarding perceived gains from the BioCoach Program. Means shown with standard error (N=39). IRB # 1889425-1. ([Return to Personal Statement](#)).

BioCOACHING OUR STUDENTS TOWARD SUCCESS

Using Learning Assistants to increase student engagement, achievement, and retention in large introductory biology courses

Natalie J. Mountjoy, Western Kentucky University, with BioCoaches: Grace Alexander, Kaley Bloyd, Molly Bostic, Ashley Hecklinger, Drew Hinton, Jocelyn Joshiin, Elizabeth Lyons, Annclaire Mcgee, Caroline Reed, Megan Rowe, Madeline Skau, Caleb Tammings and Katie Thomason

Set-Up & Challenges

Course Creation

- BIOL 369- Internships/Undergrad TAs
- Departmental Approval Process
- Course Design: objectives, syllabus, e-guidebook, organization in Blackboard

Expectations (1ch)

- Attend 8 classes with your team, assist students in completion of activities
- Set up study sessions before each exam
- Attend bi-weekly prep meetings

Evaluation

- BIOL 120 Student Feedback
- Supervisor Evaluation
- Complete an online logbook with assignment reflections and survey

Recruitment

- Honors, upper-level courses and clubs
- Emails & in-class announcements
- Held info meeting & "Meet & Greet"
- Recruited 13

Introductions

- BioCoaches introduced themselves
- Used diagram at right to sort BIOL 120 students
- 13 groups of 10-12 students
- First meeting (no assignment) > Team Building Activity

The COVID-19 pandemic necessitated a rapid switch to online learning during this project. BioCoaches only attended 4 in-class assignment days. Instead, they reviewed the literature on LAs, created 2 new micro-activities and conducted exam reviews with their small groups via zoom. However, student participation in these sessions and with their BioCoaches was limited, likely due to the unprecedented nature of the pandemic.

Example Micro-Activities

In-Class Assignment 7 - Tuesday April 27th

Create a path from the 1st of photos on the left to the path on the right. You will need to use the 1st of photos on the left and the 1st of photos on the right to create the path.

- Light green path
- Water ions NH₂
- CO₂ ions H₂O

OBJECTIVES

- Recognize formation and control
- Think explicitly about the energy involved, conserved and transferred
- Recognize the 1st of photos and address the 1st of photos
- Answer the question

See a student's solution below for light green path and for water ions path (not shown).

I created 8 in-class activities (20-40m) to cover the most difficult concepts in BIOL 120. BioCoaches were provided an e-guidebook with the assignments, objectives and answer keys. Following the activity, students submitted pictures of their work in-progress through an app, for participation points, and finished independently. I had used in-class activities in the past. Students found them moderately useful and asked for more. I found it impossible to keep students fully engaged, and to answer all their questions in time. BioCoaches were intended to address these issues and increase the usefulness of these activities.

PowerPoints

E-Text

HW

Mentimeter Qs

Not Useful AT ALL

In-Class Assignments

Out-of-class Tutoring

Extremely Useful

BioCoach Feedback & Observations

BioCoaches reported that the experience was valuable, citing the opportunity to review/refresh content and build confidence (see BioCoach comments and survey results below). They also saw value from the student perspective, noting that students felt more comfortable asking them questions than they might a professor. It was clear in the classroom that BioCoaches: 1) kept my students more engaged; 2) were not only asked about content, but scheduling, major, and career questions as well; and 3) started to build relationships and community within their small groups.

Future Directions

Although this initiative was interrupted by COVID-19, useful groundwork was established. As we return to F2F classes, a new crop of BioCoaches will begin. I hope to build on the success of this "pilot," and to assess the effectiveness of this intervention by monitoring BioCoach and 120 student feedback, assessment grades, DFW rates, and persistence. If effective, we will implement BioCoaches across our introductory biology courses as a student retention and success initiative.

Figure 6. Poster presented at Pearson's Biology Leadership Community Summit, invited participant, Online Conference. March 2021. ([View larger poster](#) or [Return to Personal Statement](#)).

- Yes! It has refreshed my memory on a subject I took a long time ago and one that was not really my favorite. It has also allowed me to talk to more of my peers and share our experiences. I am also glad to be helping not only students succeed but also helping professors by doing these study sessions and being creative with them.
- I believe being a Bio Coach was a very worthwhile experience for me because I learned how to teach others, make friends, and refresh my memory on things I learned last semester. Also, Bio Coaches played a vital role in my success and understanding in BIOL 120 last semester, so it was only right that I be that person for someone else.
- It was definitely a worthwhile experience for me. I feel like it gave me a sense of responsibility leading study sessions. It also helped me review old content and truly learn things that I had not in the past, you have to know it well to teach it. I had a lot of fun and am looking forward to doing it again.
- I do think being a BioCoach has been a worthwhile experience. I have gained knowledge myself, and helped the students in the class to also gain knowledge about Biology. I loved getting to speak about Biology to the students because I am passionate about the topic.
- I think so, I really enjoyed it. I got to meet many other students, work with my peers, and hopefully help some younger students through their first biology classes. I've never been a learning assistant or tutor before so this was out of my comfort zone. I think I learned a lot!
- The experience to get to teach in front of a large classroom of students is something that not very many people get to experience. BioCoaching helps with leadership and public speaking whilst helping you review old content that you may need again when taking later exams (MCAT, DAT, etc.).
- Absolutely yes! I was able to review and re-establish my pre-existing knowledge regarding the content and also help students in multitudes of ways, from answering questions regarding the content, classes, pre-medicine student, studying tips and tricks, and etc. When I took BIOL120 as a freshman, I was beyond terrified since that was the first Biology class/content in English that I was ever introduced to. I made sure to be such LA who would have helped me throughout my challenging time as a student in BIOL120. This experience have definitely helped me to grow as mentor, student, and as a person.
- This experience not only taught me a lot of introductory biology material, it also taught me a lot about myself. I learned that if you are truly passionate about helping others, their responses of coming to the review sessions or not, does not hurt you because ultimately you know that if you helped 1 student, the job was done.
- I do think this was a worthwhile experience. I learned a lot about myself and how I can be of assistance to others, it brought out a teaching aspect from me that I enjoyed. It also was a good refresher for basic biology which will be helpful in the future of my profession.
- This experience challenged me and helped me grow in all the best ways. I was nervous that I would not know the answer to some questions, but it proved as useful recall for me to talk a student through topics. It made me realized I know a lot more than I thought I do.
- Yes I enjoyed this experience. It gave me an opportunity to take on a leadership role within biology and really put my knowledge to the test. This program also gave me a good refresher on basic biological concepts and an opportunity to interact with underclassmen in the department.
- I enjoyed meeting with my group. We had become friends through the semester, and the students learned lots. I was afraid, though, that I wouldn't know some of the questions they were asking. I learned and studied to make sure I was able to answer such questions. It was a good review and helped me with my communication skills.

Figure 7. Selected comments from BioCoaches, 95% of which rated the experience as highly valuable (N=37). ([Return to Personal Statement](#)).

TA Best Practices for 121 & 123

Outside the Lab

Review all materials. I have provided you with quizzes, HW assignments, PowerPoints, etc. But YOU are still responsible for the content of these items. Review them carefully, before our meetings and before your students, and report any issues to me via email.

Read ahead. You should read the lab one week ahead to make connections for your students and help them know what to expect.

Attend all Lab Meetings. Be on time and prepared. Before each meeting, it is your responsibility to go over all materials to be covered in the coming week: quizzes, HW, PowerPoint, etc. Be ready to discuss any issues with the prior lab and any issue you foresee with the coming lab.

Changes to provided material. Of course, if you find typos, incorrect information, or inconsistencies, make the changes needed and let me know ASAP. If you want to add a "personal touch" please do! But, if you want to make big changes to content, bring your ideas to the lab meeting the week before so we can discuss. This is important for consistency across all our sections, and because if you have a great idea, we might want to implement it!

Observe. If you are a new TA, you must observe one section each week, before you teach. If you are returning, please do this as you see fit.

Complete the pre-course and post-course checklists. Both are imperative for successful opening and closing of your course.

Grades. You should never be more than 1 week behind. The only exception here is for posters in 123. You should download and save your grades in Blackboard every few weeks as back-up.

Exam grading. The best way to grade exams is one page at a time. Grade all the page 1s, then page 2s, etc. This increases objectivity, consistency, and the likelihood you may recognize cheating. Do not enable student viewing of exam statistics in Blackboard. Show the students the class distribution and averages when you pass back the exams. Never pass back exams until all students in all sections have completed the test. Do not let students keep the exams. Let students make appointments with you if they want to go over the exam. If your exam mean is under 70%, please discuss with me.

Final grades due 1 week after the lab final. No excuses.

Record your time. Set aside a few minutes each week to record your time on your TA time sheet. These data help me understand how changes made to these courses affect your time.

Participate in WKU assessments. You MUST provide information necessary for the 5th week assessments (and others) as it is requested from you by WKU. Not optional. Also, follow through with your 5th week intervention to be determined in consultation with me.

Careful correspondence. Be sure your students know to only email you from their WKU accounts and to always include their course and section number. You should save every

121 & 123

problematic correspondence to me come across in email. Be respectful and turn emails within 48 hours. This can be "all student emails so you can go through

urs, but you should let your students email.

Do not go back on this without a on. Do not go back on this.

ase there are ever questions about

ns to help your students stay on track. h the skills they need to succeed in a hole class through the Blackboard

re. But if this is the case, email Mountjoy erage.

useful tutorials online. Use them.

e the Lab Group Sign-Up sheet and student

located here for your convenience.

Students should address you as Mr. or Ms. On day one, when you introduce yourself, just add, "...and you can address me as Mr. Smith." Students appreciate the clarity and it separates you from them.

Be 10 minutes early to lab, every day. The lab may have been left messy or items may be missing from prep. Spend this time finding everything you need, signing in, getting the projector ready, reading notes from other TAs about the week, etc.

Dress appropriately: business casual. Nice jeans (no holes) are OK with business-style shirt. You must wear closed toed shoes as well. Nothing dirty, nothing wrinkled. Of course, dress has nothing to do with your skills as a scientist or educator, but perception is important, especially because you are close in age to your students.

Do not use personal electronic devices. Stay off your phones & laptops. This time belongs to your students, not you. Do not grade in the lab.

Be prepared. This is easy if you go to the Lab Meeting.

Figure 8. Best practices and protocols for Teaching Assistants. Pdf is available [at this link](#). Other tools like [checklists](#) and [Blackboard tutorials](#) are also available as well as TA [workshop materials](#). (Return to Personal Statement).



Figure 9. Images from our first General Biology Poster Session in F19. This tradition has continued with four other faculty members (Drs. Smith, Srivastava, Katz, and Marquardt), during all subsequent embedded Honors sections. ([Return to Personal Statement](#)).

PBL poster session course augmentation: Relating real-world content and problems with the general biology curriculum to enhance student understanding and subject relevance

Natalie J. Mountjoy, Michael Smith, and Ajay Srivastava, Western Kentucky University, with approximately 150 WKU Mahurin Honors student-participants (listed in accompanying booklet)

WKU MAHURIN HONORS COLLEGE

As biologists, it is easy for us to see the core concepts and principles of our discipline in the world around us. However, this leap is not as direct for our students. We have implemented a semester-long problem-based learning (PBL) exercise as an honors augmentation in our general biology courses. Students identify a local, national, or international problem or issue with which they are interested. The problem must be connected to our content and addressable through scientific exploration. Students detail the biological concepts involved, compare the popular literature with the scientific literature, and create an action plan to address the problem. They display their work in a departmental poster session for our faculty, staff, graduate students, and all introductory biology students. The Intro-Bio PBL Poster Session has now run for 5 semesters with four different faculty mentors. It has become an end-of-the-semester tradition that explores the real-world application of core biological principles, exposes students to the poster-style presentation of scientific research, and fosters a sense of community in our incoming freshman. Students involved and examples posters are displayed in the accompanying booklet.

PBL Poster Project

Our first Biology PBL Poster Session was in F19 and began in an honors-only section of our large introductory biology course. Since then, four different faculty mentors have facilitated these projects in both stand-alone and embedded honors sections within our large (N=120-200) lectures. The assignment consists of 4 primary parts.



Students are also provided background on finding and citing scientific sources and the dissemination of research via poster sessions at conferences. They submit a draft following peer review and revisions are made before the final posters are printed.

Embedded honors students in a break-out session during lecture, while the case completed study-starters with Learning Assistants.

How to Involve the WHOLE Class

- Each group constructs 5 multiple choice questions based on their poster content. These are provided to the whole class.
- A sub-set of the questions appear on the final exam.
- All students are giving nominal EC for attending the poster session.

Students were provided with the following materials, all of which are available in the google drive folder connected to this QR-code: Group contract, rubric, poster template in PowerPoint with instructions for each section, directions for finding and citing scientific literature, examples of past posters, a peer-evaluation form and a reflection form. I welcome your feedback or questions: natalie.mountjoy@wku.edu.



Poster Session

The poster session is held near the end of each term. Faculty, graduate students and all general biology students are encouraged to attend.







Feedback and Reflection

Overall, I enjoyed the poster and liked how we could choose our own topics. It helped me see connections between what we were learning and the world of biology. I also really enjoyed the poster session; meeting biology staff and faculty and other students was definitely beneficial (Honors Student).

I learned very much from this project in relation to real world situations. It was successful in allowing me to develop my academic and professional capabilities. It's focus on collaboration and allowance for insight into specific biological concepts were especially helpful (Honors Student).

This is a tremendous learning opportunity. Students take what they learn in class and apply the principles to a problem they observe in their surroundings. Students learn poster making, poster presentation, collaboration and become more confident in themselves (Biology Faculty).

Builds Student Resilience & Reliance: BBS Session Connection. PBL strengthens conceptual understanding and critical thinking, both of which can help sustain student success in the face of increasing course difficulty. Further, these connections build resilience. PBL also increases retention. Many of our students are interested in science to achieve positive outcomes for humanity (e.g., health, conservation, etc.). Highlighting the role of biology in problem-solving crystallizes this type of impact. When students start to founder, reminding them of WHY they chose biology in the first place, can improve course performance and retention in the major.

Tips for Success

- Start sooner than you think.
- Schedule with departmental functions and course times in mind
- Posters are expensive to print! Find small grants to cover it.
- Set regular student check-ins for ideas, outlines & drafts.
- Ask students to provide the section numbers for connections
- If it feels like stretch to you, it *definitely* will be for them
- Advise students to meet with relevant colleagues.
- Engage colleagues to join/facilitate

thank you Special thanks to the WKU The Mahurin Honors College for more than \$1K of funding for printing.

93% understanding of real-world application

85% connection with the biology department

Student survey responses for F21 (N=14)

Example Topics

Vaccine Hesitancy	Genetic Causes of Food Allergies
Exercise & Dementia	Neuro-degenerative Disease
Health Risks of Sleeping	Muscle Registration
CRISPR & COVID-19	Alcohol Consumption & Cancer

Figure 10. Poster presented at the Biology Leadership Conference in S22 with student comments and perceived gains (N = 19) from the Poster Session. ([View larger poster](#) or [Return to Personal Statement](#)).

Ecology Club: WKU Ecology Club is for those who enjoy nature, and want to make a difference in the environment. (<https://www.facebook.com/wkuecologyclub1>)

Microbiology Club: (https://www.facebook.com/wkumicroclub/?locale=zh_CN)

Pre-Physician's Assistant Club: Any student can join, but the club is mainly focused on those with a Pre-PA Concentration (<https://instagram.com/wkuprepaclub?igshid=YmMyMTA2M2Y=>)

Pre-Veterinary Club: Any WKU student with a love for animals or an interest in the veterinary career is welcome to join the club! (https://www.wku.edu/wkuhp/student-org_pre-veterinary-club.php)

WKU Pre-Optometry Club: Any WKU student with an interest in the field of Optometry or Vision Research is welcome to join the club! (<https://www.instagram.com/wkupreoptometry/>)

WKU Pre-Physical Therapy Club: (<https://mobile.twitter.com/wkupreptclub>)

Tri-Beta: An honor society for students dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. (<https://www.instagram.com/wkutribeta/?hl=en>)

Wildlife & Conservation Club: For any WKU student with interest in wildlife/conservation. (<https://www.instagram.com/wkuwcc/?hl=en>)

Figure 11. Screenshot of an excerpt from the new **BIOL Student Organization Information Form**. New student sign-ups are sent to our club faculty sponsors and the club's secretaries each month to make contact. Now, regardless of student turnover, new members can be contacted and brought into our student organizations. (**Return to Personal Statement**).

Job Title/ Position	Aligned with what interests?	Potential Employers	Salary Range & Benefits	Job Description/ Responsibilities	Requirements/ Preferences/ Experience	Potential for Advancement
Wildlife Educator	ecology, environmental biolog	Salato Wildlife Educati	\$30-80K		Have a bachelor's degree in natural or phy	Good
Medical Laboratory Sc	lab work, medical field, micro	Hospital Labs-Anywh	\$40,000-80,000 (dependi	Analyze body fluid and cells	A bachelor's degree in science with specifi	Good potential for advancem
Water Quality Manage	Lab work, environmental inter	Municipal Utilities- Loc	\$55,000-\$80,000 with ber	A water quality analyst (manager)	A 4-year degree in biology or chemistry.	There is potential to advance
Cytologist	Microscopy, Histology, Health	Hospitals and Private	\$74,000-91,000 with bene	Work with pathologist to examine	Four-year degree in biology or Cytotechno	Advancement to supervisor c
Molecular Genetics Te	Lab Work, healthcare, genetic	Hospitals, Research la	\$40,000-95,000	Work in a hospital, research or pri	Entry level degree requirements are a bac	There is potential for advanci
Scientific Illustrator (M	Any area of biology coupled v	One third of medical ill	According to the Associat	Produce illustrations for publicatic	Generally, a master's degree in medical illi	Medical illustrators can adva
Wildlife Biologist	Wildlife, working with animals	State natural resource	35K to 70K depending on	From a current job ad in S. Carolii	Bachelor's degree at minimum (with 2+ y e	It is common to move upwar
Genetic Counselor	Genetics, molecular biology, t	Hospitals, doctors offic	\$55,000-85,000 (entry-lev	Evaluate genetic data of individua	Masters degree in Genetic Counseling; Ce	Yes
College/University Inst	All areas of biology	Colleges and Universit	Hard to nail this one dow	Teach undergraduate classes anc	Depends; Masters in related field with a Ph	Most have a path for advanc
Forensic Lab Technici	Genetics, molecular genetics,	State and local govern	According to the US Bure	Carrying out molecular and statist	Generally a bachelor's or master's degree	Typically there are multiple
Natural Resources Ma	Wildlife Ecology, Conservatio	US Army Corps of Eng	\$47K (BS), \$57K (MS), \$	Utilize scientific principles to cond	BS, MS, PhD	Merit-based promotion
Wildlife Manager	Wildlife Biology, Conservation	Fish & Wildlife Service	\$57K (MS), \$94K (PhD)	Manage and perform professional	BS, MS, PhD	Merit-based promotion
Zoo Keeper	Animal Biology & Diversity, Ai	Zoos; Universities	\$18-30/hr	Perform upkeep, cleaning and dis	High school degree/diploma with experie	Potential to advance to positi
Animal Nutritionist	Agriculture, Biology, Chemistr	Feed companies (Agric	\$75-85k per year. Nutritio	Developing nutritional programs a	Bachelor's degree required preferably in a	Yes, especially if you have ar
Entomologist	medicine, crop protection, pe	1. Entomologist	?	1. Crop Characteristics, Inc. is a s	Undergraduate Degree	strong potential in some posi
Molecular Biologist - E	Molecular Biotechnology, Ger	Steris Corporation, Adi	~\$40,000 - \$45, 000 with various	benefits.	BS in one of these (Genetics, Biotechnolog	Without further certifications ;
Pharmaceutical Sales	Biology, Biochemistry, Molecu	AstraZeneca, Pharmat	Varies, \$20-\$28/hr + Com	Primary Duties and Responsibiliti	Bachelors, some employers do not mentio	Good, based on performance

Figure 12. Excerpt from the new **Biology Career Database**. The database, crowd-sourced from Biology Department faculty using this **online form**, includes information on over 25 careers and outlines the courses, certifications, job duties, salaries, etc., for each field. We are working with the Recruitment Committee to turn the database into a searchable BIOL-Careers Portal for faculty mentors and students. (**Return to Personal Statement**).

The Ogden Retention Committee has made the following recommendations for each department/unit:

- Please ensure all faculty mentors contact their advisees to schedule appointments. These emails or announcements should be timely and include instructions to do so.
- Department chairs should send majors multiple e-mails over the weeks preceding registration. These emails should explicitly state the department's advising policy (i.e., when/if to use ACDC or their faculty mentor).
- Departments should post signs and use social media outlets to remind students to get advised. The advising materials used by the committee are attached and available for your use.
- Please remind all student groups to announce advising reminders at their meetings.
- Please ensure that faculty, especially those teaching 100/200 level Gateway and Colonnade courses, make weekly announcements about getting advised-both in class and on their course Blackboard sites. The department may wish to provide common text or images for all to use.

All additions, changes, or questions can be sent to Natalie Mountjoy (natalie.mountjoy@wku.edu).

Figure 13. The new advising recommendations set by the Ogden Retention Committee. These recommendations were supported and communicated by the dean and delivered to each department chair. ([Return to Personal Statement](#)).

GET ADVISED!

Get the schedule you want and need to
ENSURE YOU GRADUATE ON TIME!

Schedule an appointment
with your faculty mentor
and academic advisor
TODAY!

Visit our **ADVISING PORTAL**
to get started!

Ogden WKU
Science & Engineering

Figure 14. Example of the new “Get Advised” campaign materials. Images consistent with this theme are created for yard signs, flyers, large posters, TV, and social media (including TikTok and Instagram). The campaign begins two weeks prior to registration and includes disbursement across Ogden College. Departments also receive all the digital files to use in their own efforts. It also includes reminder emails and communication protocols from the dean to department chairs and faculty regarding advising and “I got advised” stickers for faculty mentors to give their students following advising sessions. ([Return to Personal Statement](#)).

Advising

Getting advised on time and following through with your plan is the best way to stay on track and finish in four! Advising is a crucial part of your Western Kentucky University experience and the Ogden College of Science and Engineering is committed to making the process as seamless as possible. We have created this Advising Portal to help you navigate the process and understand student and faculty expectations. Please note that Freshmen and Sophomores have two types of advisors. One is through the [Advising and Career Development Center](#), and the other is labeled your faculty mentor. Once you reach Junior status, you will rely solely on your faculty mentor. Pre-professional students also have an additional set of advisors in their last two years.

Fac-ulty Men-tor

/ˈfak(ə)lti/ /menˈtɔr/
noun.

A faculty member in the department of your major with expertise in your curriculum and chosen career path, an experienced and trusted adviser.

Pri-ma-ry Ad-visor

/priˈmeri/ /ədˈvɪzər/
noun.

An employee of the Advising and Career Development Center (ACDC) who advises Ogden freshmen and sophomores to ensure a quality start at WKU.



Welcome to the WKU Ogden College Advising Portal! At WKU, academic advising is required for all associate and baccalaureate degree-seeking students until graduation. We can guide you in tailoring your WKU experience for the career you want after graduation.

Knowing When to Register

Finding Your Faculty Mentor

Preparing for Your Meeting

Registering for Your Classes

Mapping Your Pathway

Tracking Your Progress

Ogden College Advising | Prep for Your Meeting

We want you to get the most out of each advising meeting as well as your faculty/mentor-student relationship. Following these tips will make each meeting more worthwhile and help you Finish-in-Four. Remember, your mentor is not here just to check your schedule and release your holds. We aim to help you through your time on The Hill!

Find Your Faculty Mentor

As a freshman or sophomore, most Ogden College students have a faculty mentor and an advisor from ACDC to help with scheduling. In your third and fourth years, you will only meet with your faculty mentor as you prepare for graduation and your next steps.

1. [Find your Faculty Mentor](#). To view your faculty mentor and other advisor(s), go to TopNet > Student Services > Registration > View Advisor Information.
2. If you don't have a faculty mentor listed, email academic.advising@wku.edu or call (270) 745-5065.

Schedule Your Meeting

1. [Schedule your Meeting](#).
2. Stay current on your email and keep an eye out for directions from your faculty mentor. If you don't get an email, check the scheduler on TopNet.
3. If there are no times posted in TopNet, send your faculty mentor a polite, timely email asking for an advising appointment and include your WKU ID.

Things to Do Before Your Meeting

Figure 15. Screenshots of the new Ogden [Student Advising Portal](#) which contains FAQs, a pre-advising checklist, and many other useful links and tools. Created by Ms. Lacey DiPietro-Bell. [\(Return to Personal Statement\)](#).

Advising

As faculty mentors in the Ogden College of Science and Engineering, you play a critical role in the lives of our students. Your purpose is not simply to create course lists and lift holds. At the front lines, you have an opportunity to guide and mentor students through their time on The Hill, and to help them be their best. Quality advising can have a massive impact on student retention and success both at WKU and after, as students pursue their professional goals following graduation. This advising portal was built with guidance from you and is intended to assist you in providing a quality advising experience for all our students.

Provide Feedback on this Portal



Best Practices

Advising Tools

Common Forms

Communication Templates

Resources for Students

Frequently Asked Questions

Student Forms

- [Academic Renewal](#)
- [Adding a Second Degree](#)
- [Audit Permission Form](#)
- [Change of Catalog Term Request](#)
- [Change of Major](#)
- [Degree Program Change](#)
- [Degree Works Exemption Form](#) (to have one course count for another or as a different requirement)
- [Degree Works: Other Forms](#)
- [iCAP Exemption Form](#)
- [iCAP: Other Forms](#)
- [Name Change](#)
- [Overload Form \(Winter/Summer, Undergraduates\)](#)
- [Overload Form \(Fall/Spring, Undergraduates\)](#)
- [Overload Form \(Winter/Summer, Graduates\)](#)
- [Overload Form \(Fall/Spring, Graduates\)](#)
- [Pass/Fail Option](#) (For undergraduate students ONLY)
- [Repeat Authorization Form](#)
- [Registrar Forms](#)
- [Schedule Change Fee Appeal for Extenuating Circumstances](#)
- [Student Schedule Exception Appeal Form](#) (for non-academic reasons only)

Communication & Timing

Communicating With Your Advisee

- Introduce yourself.
 - What is your role as an advisor?
 - How are you different from ACDC?
- Explain registration holds and if you must clear a hold before they can register.
 - This will vary depending on your department's advising policy and their year (freshman vs. juniors).
- Include directions for scheduling an appointment. For example:
 - "Please make an appointment with me 48 hours in advance. Directions are [here]. I have availability three days a week for the next three weeks."
 - "I will host open advising hours over the next three weeks on Mondays 12:00 pm - 4:00 pm and Tuesdays 8:00 am - 12:00 pm. Please stop by ASAP to get advised."
- Include directions for them to follow BEFORE their appointment. For example:
 - "Visit the new [Ogden Advising Portal](#) and browse around. It houses a variety of valuable resources to help you through the advising process."
 - "Please complete the [Ogden Advising Checklist](#) before we meet."
 - "Review these [registration FAQs](#)."
 - "Review the required courses for your major/career plan (e.g., industry/field requirements, graduate school, med school, PT school, vet school, etc.). Review your [degree audit](#) and [Finish-in-Four plan](#) for help."
 - "Build a schedule for the next semester. Check the [common course rotations](#) for planning. Think about how many hours you need/want. Know your potential graduation date."
- Include directions for them to register. For example:
 - "Your faculty mentor does not register for you (see our [Registering for Classes](#) page)."
 - "Your faculty member cannot lift restrictions or provide overrides for other professor's courses. You must request these from the professor of the courses for which you are seeking the override."
- Include directions for them to apply for graduation. For example:
 - "If you have 90+ hours, you can [apply for graduation](#). I recommend that you do so during the first few weeks of your last academic year. The registrar will run additional checks on your credit hour requirements when you apply. Applying early will keep you from missing necessary changes or additions."

Figure 16. Screenshots of the new [Faculty Mentoring Portal](#). The portal consolidates disparate advising tools and forms from across WKU into one location. It also houses easy to use templates and directions, as well as up-to-date information on course offerings and upcoming PD opportunities. Created by Ms. Lacey DiPietro-Bell. ([Return to Personal Statement](#)).

Letters of Support

Links to each full letter are provided below as well as a short excerpt.

Some of these letters were originally written in support of tenure and are reused here for your consideration.

1. [Student Advising, Ms. Abbigale Young](#) (undergraduate advisee)
...*"Day one under Dr. Mountjoy's advisement, I was met with the connection to a Blackboard site/class that linked me to every source I would need for classes within my major, to my minor, to my concentration. It was truly bewildering the connections that she was able to provide me, without overwhelming me. It was at this point I truly felt like I had everything I needed, and it was from that point I was able to develop an eye for her extreme organization. I used her resources and her Excel sheets to form a rough draft of a schedule for my remaining semesters at WKU. I took this draft to her and expressed my questions and concerns. With each question she always led me to an answer, if it were a simple know, she would tell me, if it were something that I would want to revisit in the future, she would show me where to find my question."* [\[continue here\]](#)
2. [Student Advising, Ms. Samantha Morgan](#) (undergraduate and new graduate advisee)
...*"As a student who has worked with Dr. Mountjoy for multiple years as my advisor and research mentor, I can attest to the exceptional impact she has in supporting and shaping students' academic and personal development. Dr. Mountjoy has consistently demonstrated an unwavering commitment to her students' success in every role. She goes beyond the traditional duties of guiding class selection, as she is sincerely known for her approachability, genuine interest in her students' well-being, and aptitude to tailor advice to the individual needs of her students. This approach has not only enhanced my academic experience but has positively contributed to the overall growth of others within the biology department."* [\[continue here\]](#)
3. [Graduate Student Advising, Ms. Sophia Corde](#) (graduate & GTA advisee)
...*"Dr. Mountjoy creates a safe space for her students to learn and grow in academia while also feeling comfortable to reach out for help. As a student who has experience in special education services, I have also witnessed Dr. Mountjoy's ability to accommodate students learning differences. Through my time in academia I have seen, all too often, students with learning disabilities discouraged from seeking help not only due to judgement from their peers, but the sense that they are burdening their professors. Not once did I feel this way with Dr. Mountjoy, and, as her assistant, I found that her students did not either. Dr. Mountjoy is constantly monitoring her class to see how she can make the learning experience better for all of her students to help them grow in academia and as people. Not only does she implement different teaching techniques in her lecture halls and labs to accommodate her students, but she has dedicated her studies and research in the sciences to better the learning and growth of college students. Her intellectual brilliance coupled with an enthusiasm for learning help to make Dr. Mountjoy an incredible professor, mentor, and researcher."* [\[continue here\]](#)

Letters of Support (continued)

Links to each full letter are provided below as well as a short excerpt.

Some of these letters were originally written in support of tenure and are reused here for your consideration.

4. [Faculty Mentorship, Dr. Hilary Katz](#) (new Biology faculty member)
... *“Dr. Mountjoy has been an “unofficial” mentor to me since before I even stepped foot on campus. She shared all of the materials that she developed for BIOL 120 the first time I taught the course, and addressed any and all questions that I had. Throughout the last year, I have come to her many times seeking advice on classroom policies and exemptions, and she is always happy to provide her thoughts. We have spent hours brainstorming and discussing new teaching ideas. Without Dr. Mountjoy’s guidance and support, my first year at WKU would have been substantially more challenging.”*
[\[continue here\]](#)

5. [Retention Efforts, Dr. Les Pesterfield](#) (co-chair on Ogden Retention Committee)
... *“In working and talking with Natalie, it is clear that she has a real passion for helping students. While acknowledging that students must take responsibility for their education, she also strives to provide students with the resources and advising necessary to be successful. She consistently looks for areas in which Ogden can improve retention. Whether by communicating to students the importance of attending class by developing an Ogden College attendance policy, providing students a resource to better understand the technology expectations of being in college through the development of the Ogden College Student Technology Information webpage or identifying gaps in the advisement process by developing and deploying a student satisfaction survey, Natalie’s primary goal is to help students be successful. She has been the primary force in moving initiatives along in the Ogden Retention Task Force (ORTF). Having served on a wide variety of department, college and university committees over the last thirty-one years at WKU, Natalie’s energy, dedication and enthusiasm for making a positive impact on our students’ educational experiences at WKU is truly exceptional.”* [\[continue here\]](#)

Current Professional VITA

Natalie Jones Mountjoy, Ph.D.

Department of Biology · Western Kentucky University
Bowling Green · KY · 42101
natalie.mountjoy@wku.edu

EDUCATION

2014 Ph.D. Zoology and Center for Ecology, Southern Illinois University
2007 M.S. Biology, Western Kentucky University
2002 B.A. Biology, University of Kentucky

PROFESSIONAL EXPERIENCE

2023-current Associate Professor, Department of Biology, Western Kentucky University
2017-2023 Assistant Professor, Department of Biology, Western Kentucky University
BIOL 120 Biological Concepts: Cells, Metabolism & Genetics
BIOL 120H Honors, Biological Concepts: Cells, Metabolism & Genetics
BIOL 122 Biological Concepts: Ecology, Evolution & Diversity
BIOL 122H Honors, Biological Concepts: Ecology, Evolution & Diversity
BIOL 121 Biological Concepts Lab: Cells, Metabolism & Genetics
BIOL 123 Biological Concepts Lab: Ecology, Evolution & Diversity
BIOL 369 Cooperative Education in Biology Learning Assistant Co-Op
BIOL 369 Patient Coordinator Internships with Med Center Health
BIOL 397 Process-Based Course: Clinical Research with Med Center Health
BIOL 399 Undergraduate Research: Various Topics
BIOL 475 Special Topics: COVID-19 in the Green River Health District
2012-2016 Director, Life Science Academy, Multi-district, secondary and post-secondary partnership, Owensboro Community and Technical College
2012-2016 Adjunct Faculty, Owensboro Community and Technical College
PLW 130 Principles of Biomedical Science
PLW 145 Biomedical Innovation
2016 Instructor, Project Lead the Way, University of Kentucky
2011-2012 Graduate Teaching Fellowship, NSF Noyce Program, Southern Illinois University
PBL 270 Interdisciplinary Science Seminar
SCI 503b Scientific Research Methods for Teachers
2011 Guest Lecturer, Southern Illinois University
Human Dimensions of Natural Resource Management & General Biology
2007-2009 Adjunct Faculty, Owensboro Community and Technical College
Bio 112 General Biology Lecture & Bio 113 General Biology Lab
2005-2007 Graduate Teaching Assistant, Western Kentucky University
Bio 123: Biological Concepts & Bio 114: Introduction to Biology

CURRICULUM DEVELOPMENT

2021-current Inquiry-based curriculum development for BIOL 123 Biological Concepts Lab: Ecology, Evolution & Diversity
2021-current BIOL 397 Process-Based Course: Clinical research course linking pre-professional students with research questions, professionals, and Med Center Health EMR data

- 2021-current BIOL 369 Patient Coordinator Internships: Med Center Health internship offering wherein our pre-professional students work with patient charts and EMR data to close care gaps
- 2020 Emergency on-line only curriculum for BIOL 120, BIOL 121 and BIOL 123, including development of a new BIOL 123 course website (biol123online.com)
- 2020 Learning Assistants in Introductory Biology (BIOL 369), for inclusion in BIOL 120 lectures
- 2019-current Inquiry-based curriculum development for BIOL 121 Biological Concepts Lab: Cells, Metabolism & Genetics (121cellmetagen.com)
- 2017-2019 Inquiry and problem-based revisions to introductory courses for biology majors at Western Kentucky University
- 2012-2016 Inquiry-based curriculum for the Life Science Academy Community Benefit Program
- 2011-2012 Inquiry-based curriculum for the NSF Noyce Teacher Scholarship Program at Southern Illinois University
- 2009-2012 Inquiry-based curriculum for the Budding Biotech Program and Summer Camp for 3rd and 4th grade students through the Owensboro Museum of Science and History and the Western Kentucky Botanical Garden
- 2008 Shared introductory biology lab curriculum at Owensboro Community and Technical College
- 2007 Bio 112 General Biology and Bio 113 Introductory Biology Lab courses at Owensboro Community and Technical College
- 2006 Assisted faculty in developing the curriculum for the new Biology 123 lab course at Western Kentucky University

RESEARCH (*denotes BIOL 399 student involvement)

- 2019-current Teaching students to learn: The effects of a metacognition-based intervention on student success in large lecture classrooms*
- 2018-current Identifying the impact of increased inquiry-based techniques into the biology curriculum across courses and cohorts.
- 2023 Evaluating the advising experience across Ogden College from a students' perspective.
- 2023 Melanoma Incidence Rates and Outcomes in Rural vs. Urban Areas in Kentucky*
- 2023 The effectiveness of freshman experience courses in improving retention and graduation rates, and the potential for a freshman seminar in the Biology Department at WKU*
- 2022 Learning Assistants in the General Biology Lecture Hall: Can peer mentoring and small groups transform the student experience in large lectures?*
- 2022 Closing care gaps in a rural medical system: Assessing the effectiveness of the Patient Coordinator Program at Med Center Health*
- 2021-2022 Comparing COVID vaccine side effects in clinical vs. real-world applications, across brand types Moderna, Pfizer, and Johnson & Johnson*
- 2020-2021 The effect of COVID-19 on cardiology: Patient & practitioner perspectives on telemedicine (pilot-study to expand undergraduate research experiences).
- 2018-2020 Why they stay: Analyzing the persistence of at-risk students in the Ogden College of Science and Engineering to identify successful retention initiatives and programs

- 2017-2019 Assessing the effects of 5th week interventions: Which type (announcement, email, or meeting) achieves the greatest impact on students' final grades.
- 2009-2014 Community-based natural resource management: group capacity, resource management planning and assessing success, Dissertation Research with Dr. Matt Whiles and Dr. Erin Seekamp
- 2011 Illinois-Indiana Sea Grant, Researcher, Southern Illinois University with Dr. Erin Seekamp
- 2009 Watershed Health Integrated Research Program, Graduate Student Researcher, Southern Illinois University with Dr. Mae Davenport
- 2008 National Science Foundation Math Science Partnership, Research Assistant, Western Kentucky with Dr. Heather Johnson
- 2005-2007 The effects of human/wildlife conflict on the potential for community-based ecotourism in the Kasigau region of southeast Kenya, Thesis research with Dr. Mike Stokes
- 2001- 2002 The distribution of the *Neotoma magister* (Allegheny woodrat) in an isolated, mix- mesophytic forest in Southeastern Kentucky, Independent study with Dr. James Krupa
- 2000- 2002 Analysis of sex-ratio bias in *Marchantia inflexa* (liverwort), Lab Assistant with Dr. Nicholas McLetchie

CONFERENCE PROCEEDINGS (* student under advisement)

- Mountjoy, N. J., Using models of ecosystem restoration to improve student resistance & resilience. Pearson's Biology Leadership Community Summit, invited address. Phoenix, AZ, April 1-5, 2022.
- Mountjoy, N. J., Using models of ecosystem restoration to improve student resistance & resilience. Pearson's Biology Leadership Community Summit, invited address. Phoenix, AZ, April 1-5, 2022.
- Mountjoy, N. J., Smith, M., Srivastava, A., Augment your course with a PBL poster session: Relating real-world content and problems with the general biology curriculum to enhance student understanding and content relevance. Pearson's Biology Leadership Community Summit, Phoenix, AZ, April 1-5, 2022.
- Johnson, J., *Newman J.T., Bandy D., McElroy, D., Mountjoy, N. J., Singh, A., Joyce, M. Incidence and severity of COVID-19 vaccine side effects in a medically at-risk and vaccine hesitant community. Research Foundation Symposium, Impact Award, Western Kentucky Heart & Lung. April 22, 2022.
- Mountjoy, N. J., (with BioCoaches: Grace Alexander, Kaley Bloyd, Molly Bostic, Ashley Hecklinger, Drew Hinton, Jocelyn Joshlin, Elizabeth Lyons, Annclaire Mcgee, Caroline Reed, Megan Rowe, Madeline Skau, Caleb Tamminga and Katie Thomason). BioCOACHING our students toward success: Using Learning Assistants to increase student engagement, achievement, and retention in large introductory biology courses. Pearson's Biology Leadership Community Summit, invited participant, Online Conference. March 2021.
- Mountjoy, N. J., McDaniel, K., Rowland, N. It Takes a Department to Shift a Paradigm: Starting in the lab. AAC&U's Transforming STEM Higher Education conference, Chicago, IL, November 7-9, 2019.
- Ayers, R., Dumancic, M., Mountjoy, N. J., Otto, P., Super, D, and Upright, P. Keeping the promise of colonnade: Needs assessment and action plan. AAC&U's 2019 Institute on General Education and Assessment, Burlington, Vt, June 4-7, 2019.

- Mountjoy, N. J., Advanced Research Techniques. Invited speaker, Project Lead the Way, Kentucky State Conference, Shelbyville, KY, October 3-4, 2016.
- Mountjoy, N. J., What is the Life Science Academy? Invited speaker, Owensboro Rotary Club, Owensboro, KY, January 2016.
- Mountjoy, N. J., Your Biomedical Program from In-Vitro to In-Vivo. Invited speaker, Project Lead the Way, Kentucky State Conference, Somerset, KY, October 2-3, 2015.
- Mountjoy, N. J., Parent and Community Involvement Forum, invited speaker, Project Lead the Way, Kentucky State Conference, Somerset, KY, October 2-3, 2015.
- Mountjoy, N. J., Seekamp, E., Davenport, M. A., Whiles, M. R. The effects of community-based group capacity on resource management planning success: Elevating implementation outcomes from good to great. Presented by Natalie Mountjoy at the Ecological Society of America Conference, Minneapolis, MN, August 4-9, 2013.
- Seekamp, E., Mountjoy, N. J., Davenport, M., Whiles, M. 2013. Achieving laser-like vision: An examination of the relationship between indicators of CBNRM group capacity and planning success. Presented by Erin Seekamp at the International Symposium on Society and Resource Management, Estes Park, Colorado, June 4-8, 2013.
- Seekamp, E., Mountjoy, N. J. 2013. Alcohol, apathy, and arrogance: Examining the effectiveness of the Stop Aquatic Hitchhikers! Campaign. Northeastern Recreation Research Symposium, Cooperstown, New York, April 5-7, 2013.
- Renzaglia K., Janesie, J., *Sikorski, J. W., Mountjoy, N. J., Henson, H. 2012. Research Activities and Problem-based Learning Experiences of Rural Teachers in Southern Illinois. NSF Robert Noyce Teacher Scholarship Program Conference, Washington, D.C., May 23-25, 2012.
- Mountjoy, N. J., Davenport, M. A., Myers, D. J., Whiles, M. R. An assessment of Illinois Conservation Opportunity Areas: Stakeholders' perspectives on conservation planning, implementation, and threats. A poster presented by Natalie Mountjoy at the Emerging Issues Conference, Atlanta, GA, April 11-14, 2010.
- Mountjoy, N. J., Exploring the potential bushmeat epidemic in southeastern Kenya, Walk and Talk Seminar Series, Invited speaker, Western Kentucky Botanical Garden, Owensboro, KY. April 2008.
- Mountjoy, N. J., A look at community-based conservation efforts in southeast Kenya: The importance of human dimensions in wildlife conservation. Invited speaker, International Program, Owensboro Community and Technical College, Owensboro, KY, February 11, 2008.
- Mountjoy, N. J., Daday, G., Stokes, M., Kimwele, C. Questioning conservation: Social surveys in conservation biology as tools to determine the potential of community-based ecotourism efforts. Presented by Natalie Mountjoy at the International Conference of the Society for Conservation Biology, Port Elizabeth, South Africa, 2007.
- Jones [Mountjoy], N., Smith, B., Sutton, B., Kimwele, C., McElroy, D., Stokes, M. Assessment of the bushmeat trade in southeastern Kenya. Presented by Dr. Stokes at the international conference of the Society for Conservation Biology, Port Elizabeth, South Africa, 2007.
- Jones [Mountjoy], N., Smith, B., Sutton, B., Kimwele, C., McElroy, D., Stokes, M. Assessing bushmeat availability in Kenya's rural and urban markets. Presented by Natalie Jones at the annual American Society of Mammalogists Conference, 2006.

STUDENT PRESENTATIONS OR POSTERS

- *New, C., *Web, D., Differences in NSTEMI presentation: Analyzing outcomes in men vs. women. Research Foundation Symposium, Western Kentucky Heart & Lung. April 14, 2023.
- *Alexander, G., *Eastham, R., *Molina-Lopez, S., and *Towery, M., Melanoma Incidence Rates and Outcomes in Rural vs. Urban Areas in Kentucky. Research Foundation Symposium, Western Kentucky Heart & Lung. April 14, 2023.
- *Skau, M., *Horn, J., *Tes, R., Mountjoy, N. J., McElroy, D., Joyce, M., Mountjoy, J. Rice, E., and Swiney, J., Analysis of the Patient Coordinator Program at the Medical Center Bowling Green. WKHL Research Foundation. Bowling Green, KY. May Meeting, 2022.
- *Robertson, S., Inquiry Based Learning & The Impact on Student Perspectives. WKU Student Research Conference, WKU, March 26, 2022.
- *Skau, M., *Horn, J., *Tes, R., Analysis Of The Patient Coordinator Program. WKU Student Research Conference, WKU, March 26, 2022.
- *Stallings, A., *Vora, S., *Towery, N., Mountjoy, N. J. And the band played on: hearing loss among percussionists. Project Lead the Way, Posters at the Capital, KY, March 1, 2017.
- *Murtaza, I., Madai, N., Howerd, J., Mountjoy, N. J. The effects of environmental factors on REM sleep. Project Lead the Way, Posters at the Capital, KY, March 1, 2017.
- *Stallings, A., Jones, J., Vora, S., Mountjoy, N. J. An EPIc challenge: the rising costs of epi pens. Project Lead the Way, Posters at the Capital, KY, March 1, 2017.
- *Embry, A., Buckman, C., Mountjoy, N. J. Trotting all over the navicular: the effects of environmental variables on Navicular Syndrome in horses. Project Lead the Way, Posters at the Capital, KY, March 1, 2017.
- *Cecil, M., Kurtz, L., Linn, E., Mountjoy, N. J. Keep it clean, bacteria's mean: a better bioassay to detect bacteria in the emergency department. Project Lead the Way, Posters at the Capital, KY, February 18, 2016.
- *Martin, N., Hall, W., Muthalali, S., Mountjoy, N. J. Protect your blind side or suffer the consequences: an analysis of the impact of concussions on high school athletes' GPAs. Project Lead the Way, Posters at the Capital, Frankfort KY, February 18, 2016.
- *Miller, A., Millay, R., Hebda-Hobbs, G., Emani, C., Mountjoy, N. J. Tracing the ancestry of the asthma gene using bioinformatics. Project Lead the Way, Posters at the Capital, Frankfort KY, February 18, 2016.

PEER-REVIEWED PUBLICATIONS

- Joyce, M., **Mountjoy, N. J.**, Johnson, J., Newman, J. T., Bandy, D., Atalla, N., Singh, A., McElroy, D. 2022. From trial to practice: Incidence and severity of COVID-19 vaccine side effects in a medically at-risk and vaccine-hesitant community. BMC Public Health 22, 2351.
- Singh, A., **Mountjoy N**, McElroy D, Mittal S, Al Hemyari B, Coffey N, Miller K, Gaines K. 2021. Patient Perspectives With Telehealth Visits in Cardiology During COVID-19: Online Patient Survey Study. JMIR Cardio 5(1).
- Mountjoy, N. J.**, Whiles, M. R., Spyreas, G., Lovvorn, J. R., & Seekamp, E. 2016. Assessing the efficacy of community-based natural resource management planning with a multi-watershed approach. Biological Conservation, 201, 120-128.
- Mountjoy, N. J.**, Seekamp, E., Davenport, M. A., & Whiles, M. R. 2014. Identifying capacity indicators for community-based natural resource management initiatives: focus group results from conservation practitioners across Illinois. Journal of Environmental Planning and Management, 57(3), 329-348.

Mountjoy, N. J., Seekamp, E., Davenport, M. A., & Whiles, M. R. 2013. The Best Laid Plans: Community-Based Natural Resource Management (CBNRM) Group Capacity and Planning Success. *Environmental management*, 52(6), 1547-1561.

Krupa J, et al.... **Jones [Mountjoy], N.** 2002. Distribution of the Allegheny Woodrat (*Neotoma magister*) in an isolated, mix-mesophytic forest in Southeastern Kentucky. *Journal of Kentucky Academy of Sciences* 65(1): 33-34.

SUBMITTED MANUSCRIPTS (* student under advisement)

McElroy, D., *Towery, M., *Seiry M-L., *Eastham, R., *Alexander, S. G., and **Mountjoy N. J.** Incidence rates and outcomes of nodular and superficial spreading melanoma along the rural-urban continuum in Kentucky, and their relationship to provider care access. *Southern Medical Journal*.

IN-PROGRESS MANUSCRIPTS

Mountjoy, N. J., McDaniel, K, & Cross, A. The effects of a one-time metacognitive intervention on gateway biology students' grade predictions, assessment grades, and course persistence. *Potential Outlets: Research & Practice or CBE - Life Sciences Education*.

Mountjoy, N.J. Learning Assistants in the General Biology Lecture Hall: How peer mentoring and small groups can transform the student experience in large lectures and provide upperclassman with opportunities to build in-discipline knowledge, confidence, and communication skills. *Potential Outlets: Innovative Higher Education, Journal of College Science Teaching*.

Mountjoy, N. J. and Rowland, N. A story of inquiry in three labs: How the scale of inquiry and student maturity affects student learning gains. *Potential Outlets: International Journal for the Scholarship of Teaching and Learning or Life Science Education*.

PUBLISHED TECHNICAL REPORTS

Meyers, D. J., Mountjoy, N. J., Whiles, M. R., & Seekamp, E. 2012. Illinois Conservation Opportunity Areas: Coordination and Planning in Support of the Illinois Wildlife Action Illinois Department of Natural Resource Management Project Number: T-55-P-1. Final Report. Available at <https://www.dnr.illinois.gov/conservation/IWAP/Documents/-SWGReports/T-55%20P-1%20Final%20IL%20COA-%20Coordination-Planning%20in%20Support%20of%20the%20Action%20Plan%20-Revised.pdf>.

Mountjoy, N. J., Seekamp, E., Myers D. J., Whiles M. R. 2011. Making conservation work: ideas from on-the-ground practitioners. Illinois Department of Natural Resource Management Project Number: T-55-P-1. Available at <http://www.dnr.illinois.gov/conservation/iwap/documents/t-55%20swg%20project/2-%20fg%20report%20to%20idnr.pdf>.

Mountjoy, N. J., Davenport, M. A., Meyers, D. J., & Whiles, M. R. 2010. An assessment of Illinois Conservation Opportunity Areas: stakeholders' perspectives on conservation planning, implementation, and threats. Illinois Department of Natural Resources. Available at <http://www.dnr.illinois.gov/conservation/IWAP/Documents/T-55%20SWG%20project/1-%20Original%20COA%20Survey.pdf>.

GRANTS

2023 Mahurin Honors Faculty Engagement Grant, \$570 (spring) and \$605 (fall), awarded.

2023 Research and Creative Activities Program (RCAP). ESAK Learning Labs: Linking real research to our gateway biology lab courses. Co-PI with Dr. Bruce Schulte, \$16,000.00, not funded.

2022 KY-IBRE Course-based Undergraduate Research Experiences Award, \$20K/year, not funded.

2022 Mahurin Honors Faculty Engagement Grant, \$210.00, awarded.

2021 Mahurin Honors Faculty Engagement Grant, \$250.00, awarded.

2021 Pearson Biology Leadership Grant, \$10,000, Co-PI, not funded.

2019 Mahurin Honors Faculty Engagement Grant, \$280.00, awarded.

2018 Office of International Programs for travel and course development, \$2,000.00, awarded.

2018 Ogden Quick Turn-Around Grant, \$1,600.00, not funded.

2016 Kentucky Education Cabinet, Work Ready Skills Initiative (collaborator, finalist) \$5,760,000.00, awarded at 50%

2016 Dart Foundation Grant for STEM Education \$5,000.00, awarded.

2016 Owensboro Health Community Benefit Grant \$60,500.00, awarded.

2016 National Science Foundation, Education, Outreach and Communication (collaborator with C. Emani & C. Wilkerson), \$10,000.00, awarded.

2015 Dart Grant for STEM Education, \$5,000.00, awarded.

2015 Owensboro Health Community Benefit Grant, \$64,000.00, awarded.

2015 Kentucky Department of Education, Federal Perkins Reserve Fund, \$24,000.00, awarded.

2015 Women's Guild Grant, \$1,000.00, awarded.

2014 Dart Foundation Grant for STEM Education, \$5,000.00, awarded.

2014 Owensboro Health Community Benefit Grant, \$52,000.00, awarded.

2014 Kentucky Dept. of Ed., Biomedical Sciences Career Pathway Grant, \$15,000.00, awarded.

2013 Owensboro Health Community Benefit Grant, \$61,550.00, awarded.

SERVICE

2023-current Department of Biology Diversity, Equity, & Inclusion (DEI) Committee Member

2020-current Department of Biology Strategic Planning Committee Member

2019-current Department of Biology Advising Committee Member

2017-current Ogden College Retention Taskforce, Co-chair since 2019

2017-current Department of Biology Graduate Committee

2017-current Department of Biology Retention Committee, Chair

2016-current Board of Directors, Western Kentucky Botanical Garden, Owensboro, KY

2022 CITL Informal discussion of metacognition. Online forum.

2022 Ad-hoc Department of Biology Student Mentorship Policy Committee Member

2022 CITL Winter Workshop: Metacognition: Our journey through getting our students to think more deeply about their own thinking (and hopefully learning), Natalie Mountjoy & Kerrie McDaniel

2022 MHC panel at the Student Success Summit: Focus on High Impact Practices: Creative Uses of Honors Faculty Engagement Grants, Natalie Mountjoy (invited)

2021 CITL New Faculty: How to Teach Effectively at Western Kentucky University

2021 New Faculty Q & A Panel: Ogden College

2021 Gatton Academy Interview Day

2021 Focus on High Impact Practices: Creative Uses of Honors Faculty Engagement Grants, Student Success Summit Group Presentation, WKU [invited]

2020-2021 Science advisor to WKHL and the Medical Center
 2020 CITL Faculty Development Webinar: Keeping it After Covid [invited and lead]
 2020 CITL YouTube Panel and Q&A: Assessment during COVID-19 [invited]
 2020 Biology Student & Faculty Concerns During Online-Only Instruction (survey development & analysis)
 2020 New Faculty Q & A Panel: Ogden College
 2020 Search Committee: Biomedical Faculty, Biology Department
 2020 Search Committee: Department Chair, Biology Department
 2020 Ogden Preview Day
 2020 WKU HerStory Recruiting Event
 2017-2019 Program Director and Advisor: MAE in Biology
 2017-2019 Gatton Academy Interview Day
 2017-2019 Gatton Academy Research Fair
 2019 Ogden College Advisory Board Presentation
 2019 WKU Colonnade General Education Curriculum Taskforce
 2019 Biology Clubs and Faculty Meet & Greet
 2018 Ogden Preview Day
 2018 Science Olympiad
 2014-2017 Institutional Animal Care and Use Committee (IACUC), Owensboro Community and Technical College
 2016 Forum guest on "Female Ph.D.s" at the Girl's Inc. STEM Event, Kentucky Wesleyan College, Owensboro, KY
 2013-2015 Impact 100 Member (women's service organization) Owensboro, KY
 2008-2013 Founder and consultant with the Budding Biotech Program, Owensboro Museum of Science and History, Owensboro, KY
 2008-2013 Board of Directors, Owensboro Museum of Science and History, Owensboro, KY
 2008 Guest Scientist, Girls Inc., Owensboro, KY, <http://sciencegirlsinc.weebly.com>
 2005-2006 Co-President, Inaugural Biology Graduate Student Organization, Western Kentucky University

PROFESSIONAL DEVELOPMENT

2021-Ongoing CITL Gateway Initiative
 2022 Western Kentucky University Student Success Summit
 2022 WKU-CITL Winter Workshop
 2022 Biology Leadership Community Summit, Phoenix, AZ, April 2022.
 2021 Course Review: Mastering Pearson Gateway Course Success Project. Jan. - June 2021.
 2021 Biology Leadership Community Summit, Online Conference. March 2021.
 2021 Student Success Summit WKU-CITL, January 14, 2021.
 2020 Getting the Most from Mastering: Pearson, November 2020.
 2020 Keeping it After Covid: Participant & Facilitator, WKU-CITL November 2020.
 2020 Assessment during COVID-19, WKU-CITL, June 2020.
 2020 Integrative student and course data, Pilot Program Training, Pearson, February 19,
 2019 Association of American Colleges & Universities, Transforming STEM Higher Education conference, Chicago, IL, November 7-9, 2019.
 2019 Association of American Colleges & Universities, Institute on General Education and Assessment, University of Vermont, June 2019.

2019 Problem-based Learning Professional Learning Community, Center for Innovative Teaching and Learning, WKU, February - March 2019.

2019 Biology Leadership Community Summit, Las Vegas, Nevada, March 19-21, 2019.

2019 HIPs (High Impact Practices) in the States Conference, WKU, February 20-22, 2019.

2018 Mastery Training with Pearson, teleconference, July 24, 2018.

2018 The Teaching Professor Conference in Atlanta, GA, July 1-3, 2018.

2018 Kentucky Pedagogicon at Eastern Kentucky University, May 18, 2018.

2018 Blackboard - 10 Things You Didn't Know, IT - WKU, February 22, 2018.

2018 5th Week Assessment Training, ACDC, WKU, February 16, 2018.

2018 Using Micro Activates Workshop, Center for Innovative Teaching and Learning, WKU, WKU, January 14, 2018.

2017 iClicker Training, Steven Kirtley, Senior Instructional Technologist, Center for Innovative Teaching and Learning, WKU, September 6, 2017.

2017 IT Blackboard Training, On-line training, WKU, September 2017.

2017 Service-Learning Professional Learning Community, Center for Innovative Teaching and Learning, WKU, Sept.- Oct. 2017.

2015 Core Training in Biomedical Innovation, Project Lead the Way, University of Kentucky, June, 2015.

2012 Core Training in Principles of Biomedical Science, Project Lead the Way, University of Kentucky, June 2012.

STUDENT MENTORING

Undergraduate Research Mentoring: Janna James (2023), Spencer Bass (2023), Julia Howard (2023), Taylor Boian (2022), Macy Murphy (2022), Alix Cross (2022), Jackson Horn (2022), Rheanna Tes (2022), Madeline Skau (2022), Samantha Steward (2021), Emily Johnson (2021), J. T. Newman (2020)
 Shared with Doug McElroy: Grace Alexander (2023), Ruthie Eastham (2023), Sophia Molina-Lopez (2023), Mason Towery (2023)

Pre-Professional Committees: Pre-Professional Committees: Lucas Trinh (2023), Jenna Vaughn (2023), E Myo Zin (2023), Grace Alexander (2023), Dalton Webb (2023), Caroline New (2023), Dalton Webb (2023), Kat Howard (2022), Zack Owen (2022), Breanna Creekmore (2022), Emily Bolinger (2022), Abby Mills (2022), Jackson Horn (2022), Will Whittaker (2022), Lindsay Tucker (2022), Lauren Trout (2022), Sarah Mathis (2022), Leon Trinh (2021), Shelby Robertson (2021), J. T. Newman (2020)

Honors Committee Chair: Shelby Robertson (2022) & Alexandria Anderson (2023)

Graduate Student Committees: Julia Brzezicki (Bruce Schulte, 2023), Serena Seiler (Bruce Schulte, 2023), Jerica Eaton (Jarrett Johnson, 2023), Matt Bowers (Bruce Schulte, 2022), Josie Griffith (Scott, Grubs, 2022), Elizabeth Strasko (Jarrett Johnson, 2022), Dakota Vaccaro (Bruce Schulte, 2021), Sophia Corde (Bruce Schulte, 2020)

RECOGNITION

2023 CITL Teaching Honors Nominee

2022 CITL Teaching Honors Award for Ogden College of Science and Engineering

2022 CITL Teaching Honors Nominee

2022 KAP Faculty Ally Recognition Award

2021 Western Kentucky University Faculty Teaching Award

2021 CITL Teaching Honors Nominee

2021 Ogden College Junior Faculty Teaching Award

2020 CITL Teaching Honors Nominee

2020 Alpha Omicron Pi Faculty Member of the Year
2019 Alpha Delta Pi Faculty Member of the Year
2018 Ogden College Junior Faculty Teaching Award
2016 Project Lead the Way, Kentucky Teacher of the Year
2016 Awarded Master Teacher Status, Project Lead the Way
2012 Graduate Fellowship, NSF Robert Noyce Master Teacher Program, Southern Illinois University
2010 Integrative Graduate Education and Research Traineeship (IGERT) Affiliate, Multidisciplinary watershed science team, Southern Illinois University
2007 John D. Minton Award for Outstanding Contributions, Western Kentucky University
2007 Ogden College of Science and Engineering Outstanding Graduate Student, Western Kentucky University
2007 Biology Graduate Student of the Year, Western Kentucky University
2006 American Philosophical Society, Lewis and Clark Field Scholar
2005 World Topper Scholarship, Western Kentucky University

PROFESSIONAL SOCIETY MEMBERSHIPS

Association of American Colleges and Universities, National Science Teachers Association, Society for Human Ecology, Society for Conservation Biology

PROFESSIONAL REVIEWS

Human Dimensions of Wildlife, Conservation Biology, Case-Studies in the Environment (Pedagogical Journal), Environmental