



Background Info

Pronouns: he/him/his or they/them/their
Major(s)/Minor(s)/Cluster(s): BS/MS/PhD in
Chemical Engineering, Postdoc in STEM
Education

Extracurriculars: I lead weekly meditations on campus, do a lot of yoga, play Dance Dance Revolution and Just Dance at home, drink a lot of tea, write recreationally, and attempt to catch them all in Pokémon GO.

The community/area you grew up in: I grew up on a farm 15 minutes away from the nearest "town" (with a population of 1500 people) in rural Missouri.

My Close Relationships

I have a stay-at-home husband and two small children. I make breakfast for them every morning, and we spend every weekend together as a family. Commuting to work makes evenings short for me, but my husband and I usually get an hour or two to play Dance Dance Revolution or watch some shows together each night.

Transitioning into U of R

I moved to the Rochester area from Providence, Rhode Island, where I was a postdoc at Brown University. The transition was...incredible, honestly. I went from working 80+ hours a week doing at least four people's worth of jobs and being paid quite poorly for it to working at CETL doing basically my dream job surrounded by a bunch of like-minded, committed, energetic colleagues and actually having free time to enjoy life again. So, yeah, the hardest thing to get used to for me has been allowing myself to be happy again, I guess? I love it here, and I would not change a thing! :)

I aspire to become...content with the contributions I have made to the world. Failing that, I want to leave the world a kinder, more compassionate place for my existence in it.

My Passions/Interests

I'm really passionate about mindfulness. I think it can benefit someone in all aspects of their life, from being more metacognitive to having increased empathy and compassion to more quickly and precisely reacting in a stressful situation. I also want to understand the ways that storytelling and narrative methods of inquiry affect educational experiences for both students and teachers. People share a lot of information in the form of stories, so how can we replicate that process in the classroom? A third area that drives me, which is outside of my work at CETL, is improving healthcare for transgender and gender diverse people. Because there are so few of us, not many high-quality research studies have been done looking at how things like hormone replacement therapy or various surgeries affect health outcomes later in life, and even less has been done comparing things like cancer risk or cardiovascular health among TGD people to the general population. If I can make a difference, either through creating more positive, effective teaching environments or through contributing to original research, that is what drives me.

Dealing With Failure

In grad school, I received a 90/200 on the heat and mass transfer final. After the exam was graded and handed back, I was sitting stunned in the classroom with one of my peers (he was the only other person to fail the exam; he aptly drew a boat sinking on the back), and the instructor came over to us and said, "Don't worry, I don't give grades below a B- to grad students. But if you were undergrads, you'd have failed this class." Like...thanks. Although it might not be the healthiest thing to do, I went out with my friends, including my fail-buddy from the class, and ate a whole bunch of 北京烤鸭 at my favorite Chinese restaurant to de-stress. Then, over break, I read the entire textbook for the class cover-to-cover and went over all of my assignments to make sure that even if my grade would be a B-, I could use the cognitive skills from the class at an A+ level in the future.