

**CURRICULUM VITAE
LINDSAY CLARE MATSUMURA**

CONTACT INFORMATION

5806 Wesley Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
(412) 624-6944
lclare@pitt.edu

POST-SECONDARY EDUCATION

University of California, Los Angeles Psychological Studies in Education Dissertation Advisor: Ronald Gallimore Honors, Doctoral Comprehensive Exams Dean's Scholar	PhD 1998
---	----------

University of California, Los Angeles Music	MA 2001
--	---------

University of California, Santa Cruz Music, Honors Chancellor's Undergraduate Award	BA 1988
---	---------

HONORS AND AWARDS

American Educational Research Association Outstanding Reviewer, Educational Evaluation and Policy Analysis	2013
---	------

Council of Graduate Students in Education, University of Pittsburgh Extra Mile Award for Mentoring	2012
---	------

American Educational Research Association, Division H Outstanding Publication for Advances in Methodology	2002
--	------

PROFESSIONAL WORK EXPERIENCE

<i>Interim Dean</i> School of Education, University of Pittsburgh	Fall, 2016
--	------------

<i>Associate Dean of Research and Faculty Development</i> School of Education, University of Pittsburgh	2014- present
--	---------------

Center for Urban Education, Faculty Fellow School of Education, University of Pittsburgh	2014-present
---	--------------

<i>Associate Professor</i> Learning Sciences and Policy Program, University of Pittsburgh	2012-present
--	--------------

<i>Research Scientist</i> Learning Research and Development Center, University of Pittsburgh	2012-present
<i>Assistant Professor</i> Learning Sciences and Policy Program, University of Pittsburgh	2006-2012
<i>Research Associate</i> Learning Research and Development Center, University of Pittsburgh	2004-2006
<i>Senior Researcher</i> National Center for Research on Evaluation, Standards & Student Testing University of California, Los Angeles	1998-2004
<i>Lecturer</i> Department of Educational Psychology and Counseling California State University, Northridge	2001

PUBLICATIONS (*Graduate student)

Books

Matsumura, L.C (2005). *Creating high-quality classroom assignments*. Lanham, MD: Rowman & Littlefield Publishing Group.

Chapters/Conference Proceedings

*Wang, E., Matsumura, L. C., DiPrima-Bickel, D., Correnti, R., Zook-Howell, D., Prine, D., & *Walsh, M. (2016). Web-based professional development to improve text discussions. In *EAPRIL Conference Proceedings 2015*. Belval, Luxembourg. European Association for Practitioner Research on Improving Learning.

Matsumura, L.C., & Garnier, H.E. (2015). Embedding discursive teaching in the practice of a large school district. In Resnick, L.B., Asterhan, C.A. & Clarke, S.N. (Eds.) *Socializing intelligence through academic talk and dialogue*. Washington, DC: American Educational Research Association.

*Rahimi, Z., Litman, D. J., Correnti, R., Matsumura, L. C., *Wang, E., & *Kisa, Z. (2014). Automated scoring of an analytical response-to-text assessment. In *Intelligent Tutoring Systems* (pp. 601-610). Springer International Publishing.

Stein, M.K., & Matsumura, L.C. (2008). Measuring instruction for teacher learning. In D. Gitomer (Ed.) (pp.179-205). *Measurement issues and assessment for teacher quality*. Sage Publications.

Journal Articles

Matsumura, L.C., Bickel, D.B., & Zook-Howell, D. (under review). The pathway from in-person to web-based literacy coaching. *Journal of Staff Development*.

- *Wang, E., Matsumura, L.C., & Corrent, R. (under review). Making a CASE: Improving the use of text evidence in students' writing. *Reading Teacher*.
- *Wang, E., Matsumura, L.C., & Correnti, R. (under review). Student thinking and reasoning in response to cognitively demanding writing tasks. *Elementary School Journal*.
- Matsumura, L.C., *Wang, E., & Correnti, R. (in press). Text-based writing assignments for college readiness. *Reading Teacher*.
- *Zywica, J., Gomez, K., & Matsumura, L.C. (in press). Media literacies as pivots for "opening up" the figured world of English Language Arts. *International Journal of Learning and Media*.
- Matsumura, L.C., & Correnti, R., & *Wang, E. (2015). Classroom writing tasks and students' analytic text-based writing skills. *Reading Research Quarterly*
- Bickel, D.B., Bernstein-Danis, T., & Matsumura, L.C. (2015). Clear goal, clear results: Content-Focused Coaching supports learning for everyone – including coaches. *Journal of Staff Development*, 36(1), p. 34-39.
- Matsumura, L.C., & *Wang, E. (2014). Principals' sensemaking of coaching for ambitious reading instruction in a high-stakes accountability policy environment. *Educational Policy and Analysis Archives*, 22(51).
- Matsumura, L.C., Garnier, H.E., & Spybrook, J. (2013). Literacy coaching, reading comprehension instruction and student achievement: A multi-level mediation model. *Learning and Instruction*, 25, 35-48.
- Correnti, R., Matsumura, L.C., Hamilton, L.S., & *Wang, E. (2013). Assessing students' skills at writing in response to texts. *Elementary School Journal*, 114(2), 142-177.
- Matsumura, L.C., Garnier, H.E., & Spybrook, J. (2012). The effect of Content-Focused Coaching on text discussion quality: A cluster randomized trial. *Journal of Teacher Education*, 63(3), 214-228
- Correnti, R., Matsumura, L.C., Hamilton, L.S., & *Wang, E. (2012). Combining multiple measures of students' opportunities to develop analytic text-based writing. *Educational Assessment*, 17(2-3), 132-161.
- Crosson, A., Matsumura, L.C., Correnti, R., & *Arlotta-Guerrero, A. (2012). Writing tasks and students' use of academic language. *Elementary School Journal*. 112(3), 469-496.
- Matsumura, L.C., Garnier, H., Resnick, L.B. (2010). Implementing literacy coaching: The role of school social resources. *Educational Evaluation and Policy Analysis*, 32(2), 249-272.

- Matsumura, L.C., Garnier, H.E., Correnti, R., Junker, B., & Bickel, D.D. (2010). Investigating the effectiveness of a comprehensive literacy-coaching program in schools with high teacher mobility. *Elementary School Journal, 111*(1).
- Matsumura, L.C., Sartoris, M., Bickel, D., & Garnier, H. (2009). Leadership for literacy coaching: The principal's role in launching a new coaching program. *Educational Administration Quarterly, 45*(5), 655-93.
- Matsumura, L.C., Garnier, H., Slater, S.C., & Boston, M.B. (2008). Measuring instructional interactions 'at-scale', *Educational Assessment, 13*(4), 267-300.
- Matsumura, L.C., Slater, S.C., & Crosson, A. (2008). Classroom climate, rigorous instruction and curricula, and students' interactions in urban middle school classrooms. *Elementary School Journal, 108* (4), 293-312.
- Resnick, L.B., & Matsumura, L.C. (2007). Academic proficiency: Bright hopes, blurry vision. *Voices in Urban Education, 14*, 9-21.
- Patthey-Chavez, G.G., Matsumura, L.C., Valdés, R. (2004). Investigating the process approach to writing instruction in urban middle school classrooms. *Journal of Adolescent and Adult Literacy, 47*(6), 462-477.
- Matsumura, L.C., Garnier, H., Pascal, J., & Valdés, R. (2002). Measuring instructional quality in accountability systems: Classroom assignments and student achievement. *Educational Assessment, 8*(3), 207-229.
- Matsumura, L.C., Patthey-Chavez, G.G., Valdés, R., Garnier, H. (2002). Teacher feedback, writing assignment quality, and third-grade students' revision in lower- and higher-achieving urban schools. *Elementary School Journal, 103*(1). 3-25.
- Clare, L., & Aschbacher, P. (2001). Exploring the technical quality of using assignments and student work as indicators of classroom practice. *Educational Assessment, 7*(1), 39-59.
- Clare, L., & Garnier, H. (2000). Parents' goals for children diagnosed with developmental delays in early childhood. *Journal of Early Adolescence, 20*(4), 442-466.
- Clare, L., Garnier, H., & Gallimore, R. (1998). Parents' developmental expectations and child characteristics: A longitudinal study of children with developmental delays and their families. *American Journal on Mental Retardation, 103* (2), 117-137.

Patthey-Chavez, G.G., & Clare, L. (1996). Task, talk and text: The influence of instructional conversation on transitional bilingual writers. *Written Communication*, 13(4), 515-563.

Clare, L., Patthey-Chavez, G.G., & Gallimore, R. (1996). Using moral dilemmas in children's literature as a vehicle for moral education and teaching reading comprehension. *Journal of Moral Education*, 25(3), 325-342.

Patthey-Chavez, G. G., Clare, L., & Youmans, M. (1996). Watery passion: The struggle between hegemony and sexual liberation in erotic fiction for women. *Discourse & Society*, 7(1), 77-106.

TECHNICAL REPORTS

Matsumura, L.C., Slater, S.C., Junker, B., Peterson, M., Boston, M., Steele, M., & Resnick, L. (2006). *Measuring reading comprehension and mathematics instruction in urban middle schools: A pilot study of the Instructional Quality Assessment*. (CSE Technical Report #681). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Matsumura, L.C., Slater, S.C., Wolf, M.K., Crosson, A., Levison, A., Peterson, M., Resnick, L., & Junker, B. (2006). *Using the Instructional Quality Assessment toolkit to investigate the quality of reading comprehension assignments and student work*. (CSE Technical Report #669). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Crosson, A., Boston, M., Levison, A., Matsumura, L.C., Resnick, L., Wolf, M.K., Junker, B. (2006). *Beyond summative evaluation: The Instructional Quality Assessment as a professional development tool*. (CSE Technical Report #691). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Junker, B.W., Matsumura, L.C., Crosson, A., Wolf, M.K., Levison, A., Wiesberg, J. & Resnick, L. (2006). *Overview of the Instructional Quality Assessment*. (CSE Technical Report #671). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Matsumura, L.C., & Pascal, J. (2003). *Teachers' assignments and student work: Opening a window on classroom practice*. (CSE Technical Report #602). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Matsumura, L.C., & Steinberg, J. (2002). *Collaborative, school-based professional development settings for teachers: Implementation and links to improving the quality of classroom practice and student learning*. (CSE Technical Report #568). Los

Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Matsumura, L.C., Garnier, H., & Pascal, J. (2002). *Measuring instructional quality in accountability systems: Classroom assignments and student achievement*. (CSE Technical Report #582). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Clare, L., Valdés, R., Pascal, J., & Steinberg, J. (2001). *Teachers' assignments as indicators of classroom practice in elementary schools*. (CSE Technical Report #545). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Clare, L. (2000). *Using teachers' assignments as an indicator of classroom practice*. (CSE Technical Report #532). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Clare, L., & Valdés, R., & Patthey-Chavez (2000). *Learning to write in urban elementary and middle schools: An investigation of teachers' written feedback on student compositions*. (CSE Technical Report #526). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Patthey-Chavez, G.G., Clare, L., & Gallimore, R. (1995). *Building a community of scholarship: The role of instructional conversation in bridging the worlds of home and school in a transitional bilingual classroom*. Educational Practice Report, The National Center for Research on Cultural Diversity and Second Language Learning.

CONFERENCE PRESENTATIONS

Sobolak, M., Jacob, K., & Matsumura, L.C. (2016). Simulations as a space for professional learning in teacher preparation programs. Roundtable presentation at the American Educational Research Association Annual Meeting, Washington: DC, April.

*Wang, E., Matsumura, L. C, Correnti, R., et al. (2015). Web-based literacy coaching to improve classroom text discussion quality. Paper presented at the European Association for Practitioner Research on Improving Learning, Luxembourg, November.

*Wang, E., Matsumura, L.C., & Correnti, R. (2015). Implemented writing tasks and student cognition: An example of thinking and reasoning in 'high quality' student responses to cognitively demanding writing tasks. Paper presented at the Literacy Research Association Annual Meeting, Carlsbad, CA, December.

Matsumura, L.C., Correnti, R., & *Wang, E. (2015). Classroom writing tasks and students' analytic text-based writing skills. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL, April.

- Matsumura, L.C. (2011). The effect of Content-Focused Coaching on classroom text discussions and students' reading achievement. October, 25. Vanderbilt University [invited presentation].
- Matsumura, L.C. (2011). Embedding discursive teaching in the practice of a large school system: Getting there from here. Socializing Intelligence Through Academic Talk and Dialogue Conference. Paper presented at the University of Pittsburgh, Learning Research and Development Center, Pittsburgh, September.
- Correnti, R., Hamilton, L.S., & Matsumura, L.C. (2011). Measuring classroom interactions 'at-scale': Instructional logs and classroom assignments. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, April.
- Matsumura, L.C. (2010). Launching a coaching program: The role of a school's social resources. Paper presented at the National Reading Conference, Fort Worth, Texas, December.
- Matsumura, L.C., Garnier, H., Bickel, D.D., Junker, B., & Resnick, L. (2010). The influence of a comprehensive literacy-coaching program on instruction and learning. Paper presented at the American Educational Research Association Annual Meeting, Denver, CO, April.
- Matsumura, L.C., Garnier, H., Bickel, D.D., Junker, B., & Resnick, L. (2010). Investigating the implementation and effectiveness of the Content-Focused Coaching program. Paper presented at the Society for Research on Educational Effectiveness Annual Meeting. Washington, DC, March.
- Matsumura, L.C., Garnier, H., Bickel, D.B., et al. (2009) Features of the school environment that predict teachers' participation in literacy coaching. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA, April.
- Matsumura, L.C. (2009). The influence of Content-Focused Coaching on instruction and learning. Paper presented at the Society for Research on Educational Effectiveness Annual Meeting. Washington, DC, March.
- Matsumura, L.C., Garnier, H.G., Resnick, L.B., & Junker, B.J. (2008). Classroom observations and classroom artifacts: An investigation of different approaches to measuring instruction at-scale. Paper presented at the American Educational Research Association Annual Meeting, New York, NY, March.
- Junker, B., Resnick, L., Matsumura, L.C., Bickel, D., Garnier, H., & Young, K.M. (2008). Navigating ethical and compliance issues in developing causal conclusions from randomized field trials in education. Paper presented at the Society for Research on Educational Effectiveness (SREE) Annual Meeting, Crystal City, VA, March.

- Boston, M. D. & Matsumura, L. C. (2008). Using student work to identify meaningful differences in students' opportunities to learn mathematics. Paper presented at the American Association of Colleges for Teacher Education Meeting, New Orleans, February.
- Stein, M.K., & Matsumura, L.C., (2007). Measuring instruction *for* teacher learning. Paper presented at the Educational Testing Service Invitational Conference, Measurement Challenges and the Assessment of Teacher Quality. San Francisco, CA, October.
- Bickel, D., Matsumura, L.C., Garnier, H., & Young, K. (2007). Developing the organizational capacity necessary to support effective coaching. European Association for Research on Learning and Instruction (EARLI), Budapest, Hungary, (paper presented by Kathleen Young), August.
- Matsumura, L.C., Slater, S.C., Crosson, A. (2006). The contribution of instructional quality and classroom climate to students' behavior in urban middle schools. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA, April.
- Matsumura, L.C. & Boston, M. (2006). Measuring instructional quality in mathematics: Lessons learned from development of the instructional quality assessment (IQA) Toolkit. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA, April.
- Slater, S.C., Matsumura, L.C., & Junker, B.W. (2005). Generalizability of a performance measure of instructional quality. Paper presented at the Annual Conference for NCME, Montreal, April.
- Matsumura, L.C., & Boscardin, C.K. (2005). Findings from the evaluation of the Early Steps to Reading Success initiative. Paper presented at the American Educational Research Association Annual Meeting, Montreal, April.
- Matsumura, L.C., (2004). Findings from the evaluation of the Early Steps to Reading Success initiative. Paper presented at the Beginning with Books Early Literacy Conference, Pittsburgh, PA, October.
- Matsumura, L.C., Wolf, M.W., Crosson, A., Levison, A., Peterson, M., Resnick, L, & Junker, B. (2004). Assessing the quality of reading comprehension assignments and student work. Paper presented at the Annual Conference for the American Educational Research Association, San Diego, CA, April.
- Matsumura, L.C. (2002). Classroom assignments as indicators of instructional quality in accountability systems. CRESST annual conference, Los Angeles, CA, September.
- Matsumura, L.C., Cantrell, S., Garnier, H., Pascal, J., & Valdés, R. (2002). The technical quality of the classroom assignment measure used in the LAUSD's local district accountability project: Reliability, validity, and potential impact on teachers. Paper

presented at the Annual Conference for the American Educational Research Association, New Orleans, LA, April.

Clare, L. (2001). Opening the black box on school reform evaluation: Investigating the use of teachers' assignments as indicators of classroom practice. Paper (roundtable) presented at the Annual Conference for the American Educational Research Association, Seattle, WA, April.

Valdés, R., Clare, L., & Patthey-Chavez, G.G. (2001). Teachers' written feedback and student revision in diverse third-grade classrooms. Paper presented at the Annual Conference for the American Educational Research Association, Seattle, WA, April.

Clare, L, Pascal, J., & Valdés, R. (2000). Assessment for teachers and administrators. Paper and interactive scoring workshop conducted at the CRESST Annual Conference, Los Angeles, CA, September.

Clare, L. (2000). Teachers' written feedback to students in urban elementary and middle schools. Paper presented at the CRESST Annual Conference, Los Angeles, CA, September.

Clare, L., & Aschbacher, P. (2000). Developing indicators of instructional quality. Paper presented the Annual Conference for the American Educational Research Association, New Orleans, April.

Clare, L. (1999). Measuring classroom practice: Reliability, validity and feasibility. Paper presented at the CRESST Annual Conference, Los Angeles, CA, September.

Clare, L. (1999). The role of qualitative research in validating and informing indicator systems. Paper presented at the Annual Conference for the American Educational Research Association, Montreal, April.

Clare, L., & Garnier, H. (1999). A ten-year study of the relationship of and parents' developmental goals for children and child characteristics. Poster presented at the Society for Research in Child Development, Albuquerque, NM, April.

Garnier, H., & Clare, L. (1999). Father involvement with children diagnosed with early developmental roles. Poster presented at the Society for Research in Child Development, Albuquerque, NM, April.

Clare, L. (1998) Tracing the theory of action: LAAMP's influence on schools and classroom practices. Paper presented at the CRESST Annual Conference, Los A

GRANT AWARDS

External Awards

Institute of Education Sciences

2016-2019

Response-to-Text Tasks to Assess Students' Use of Evidence and Organization in Writing: Using Natural Language Processing for

Scoring Writing and Providing Feedback At-Scale

Project Title: Co-Principal Investigator

Other investigators: Diane Litman (PI), Richard Correnti

Institute of Education Sciences 2015-2018

For Argument's Sake: Applying Questioning the Author Techniques To Support Comprehension and Composition of Written Arguments

Total cost: \$1,495,000

Project Title: Co-Principal Investigator

Other investigators: Amy Crosson (PI), Margaret McKeown, Richard Correnti

Institute of Education Sciences 2014-2017

Web-Mediated Professional Development for High-Quality Reading Comprehension Instruction

Total cost: \$1,495,000

Project Title: Principal Investigator

Other investigators: Richard Correnti, Donna DiPrima Bickel

Institute of Education Sciences 2014-2017

Coaching to Improve Common Core Aligned Mathematics Instruction in Tennessee

Total cost: \$2,499,504

Project Title: Co-Principal Investigator

Other investigators: Jennifer Russell (PI), Mary Kay Stein, Richard Correnti et al.

Institute of Education Sciences 2006-2011

Content-Focused Coaching for High-Quality Reading Instruction

Total cost: \$2,946,865

Project title: Principal Investigator

Other investigators: Donna Bickel, Lauren Resnick, Brian Junker

WT Grant and Spencer Foundations 2008-2011

Assessing Instructional Content and Interactions 'At-Scale'

Total cost: \$499,000

Project title: Co-Principal Investigator

Other investigators: Richard Correnti (PI), Laura Hamilton

National Science Foundation 2006-2011

Designing Learning Organizations for Instructional Improvement in Mathematics

Total cost: \$309,718

Project title: Principal Investigator for the University of Pittsburgh Subcontract with Vanderbilt University

Other investigators: Paul Cobb (PI), Tom Smith

Spencer Foundation 1999-2000

Collaborative Professional Development Settings for Teachers: Links to Improving the Quality of Instruction and Student Learning

Total cost: \$35,000
 Project title: Principal Investigator
 Other investigators: Joan Herman

Internal Awards

Learning Research and Development Center 2013-2015
Response-To Text Prompts to Assess Students' Writing Ability: Using Natural Language Processing for Scoring Writing At-Scale
 Total cost: \$149,978
 Project title: Co-Principal Investigator
 Other investigators: Richard Correnti, Diane Litman (PI)

Learning Research and Development Center 2010-2012
Documenting Students' Opportunities for Literacy Engagement in an After-School Program
 Total cost: \$72,000
 Project title: Co-Principal Investigator
 Other investigators: Kim Gomez (PI), Louis Gomez, Kevin Crowley

PROFESSIONAL SERVICE

Editorial Boards 2012-present
Educational Evaluation and Policy Analysis
Education Sciences 2013-present

Guest/Ad Hoc Reviewer (Selected Journals)

Reading Research Quarterly, Educational Evaluation and Policy Analysis, Elementary School Journal, Learning and Instruction, Journal of Teacher Education, Journal of Education for Students Placed at Risk, American Journal of Education, Educational Administration Quarterly, Educational Policy Analysis Archives, Journal of the Learning Sciences, AERA Open

Proposal Reviewer

Spencer Foundation 2009
 W.T. Grant Foundation 2010, 2016

Advisory Board/Panel Membership and Consultancies

Review Panel, Member 2013-2014
 Institute of Education Sciences

Advisory Board, Member 2012-2014
Learning to Use Formative Assessment with the Assessment Work Sample Method
 Mid-Continent Research for Education and Learning

Expert Panel, Rotating Member 2007
 National Assessment of Educational Progress

Consultancies

RAND Corporation	2010
American Federation of Teachers	2010

Professional Organization

AERA, Organization of Institutional Affiliates	2015
AERA Division L Section Co-Chair Curriculum, Testing and Instructional Practice	2009-2010

University of Pittsburgh Service

University Research Committee (Elected Position)	2015-present
Institutional Review Board Advisory Committee	2015-present
University Council for Graduate Student Education	2013-present

School of Education Service

Promotion and Tenure Committee	2014-present
Falk Laboratory School Board (Associate Chair)	2014-present
PhD Redesign Committee	2013-present
Learning Sciences and Policy Program (Interim Chair)	2012-2013
School Council (Chair)	2010-2013

Professional Organization Memberships

American Educational Research Association
International Reading Association
European Association for Practitioner Research on Improving Learning

TEACHING AND ADVISING**Courses Taught**

EDUC 3205 First Year Seminar for PhD Students
LSAP 3589 Assessment and Accountability
LSAP 3095 Special Topics: Research Methods in Learning Sciences and Policy
LSAP 3095 Special Topics: Learning Technology
LSAP 3095 Special Topics: Academic Writing Seminar
LSAP 3095 Special Topics: Learning Policy and Educational Change
LSAP 3095 Professional Learning in the Content Areas
ADMPS 2089 Public Policy for School Leaders: Assessment and Accountability (online)

Doctoral Advisees

Jolene Zywica (December, 2012), Opportunity Education Foundation, Washington, DC
Elaine Wang (April, 2016); RAND Corporation
Tara Hofkens (Expected graduation May 2017); co-advisee Dr. Ming-Te Wang
Marguerite Walsh (Expected graduation; May, 2020)

Member of Doctoral Dissertation Committees

Sam Abramovich
Anna Arlotta-Guerrero

Susana Benko
Laura Bray
Sara DeMartino
Allison Escher
Amy Gee
Megan Guise
Zahid Kisa
Maritza Lozano (UCLA)
Katherine Ramos