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EDUCATION

Ph.D.	The Ohio State University, Columbus, OH Higher Education and Student Affairs Advisor: Matthew J. Mayhew Dissertation Title: <i>Pluralism Orientation Development Among Undergraduate STEM Students During College</i>	2022
M.A.	University of Florida, Gainesville, FL Education Advisor: Jane Townsend Thesis Title: <i>Literary Fiction in Academia and the MFA Program: A Qualitative Study of Dilemmas in Theory, Structure, and Praxis</i>	2012
B.A.	Denison University, Granville, OH Major: English Literature; Minor: Philosophy	2010

RESEARCH INTERESTS

- Enhancing learning engagement in higher education
 - Development of sensitive, context-appropriate, comprehensive instruments
 - Learning engagement's impact on student development, performance, and retention
 - Learning engagement boosting strategies, pedagogies, and interventions
 - *Driving question: How do we systematically maximize student learning in environments that promote distraction and cognitive offloading?*
- Equity-centered belonging and retention in STEM higher education
 - Design, evaluation, and scaling of social-psychological interventions

- Faculty adoption and adaptation of inclusive pedagogies
- Equity gaps by race, gender, and first-generation status in student learning environments
- Institutional, cultural, and structural change in STEM pathways
- *Driving question: how do we produce genuine equality of opportunity and enhance perspectival diversity in the next generation of scientists?*
- Advanced quantitative and critical quantitative methods
 - Causal inference through rigorous analytics (propensity score matching, multilevel regression discontinuity, multilevel difference-in-differences, etc.)
 - Critical quantitative intersectionality frameworks
 - Context-informed measurement innovation and development
 - *Driving question: How do we improve quantitative methods to address the deep shortcomings identified by critical perspectives?*

RESEARCH EXPERIENCE

Quantitative Research Consultant 2025-present
 The Ohio State University
 College Impact Laboratory
 College of Education and Human Ecology

Postdoctoral Associate 2022-present
 University of Pittsburgh
 Higher Education Equity Advancement Lab & The UBelong Collaborative
 Learning Research and Development Center

Graduate Research Assistant 2018-2022
 The Ohio State University

Internal Evaluator of Grant-funded Program
 National Science Foundation: NRT-HDR convergent graduate training and
 EmPOWERment for a sustainable energy future
 Work supported by award #1922666, \$2,980,303

Internal Evaluator of Grant-funded Program
 National Science Foundation: GP-EXTRA using professional career
 experiences to strengthen pathways into the geoscience workforce
 Work supported by award #1600542, \$423,122

Research Assistant

Project Innovation Cultivation (InnC)

Work supported by Merrifield Family Trust, \$67,500

EXTERNAL GRANTS AWARDED

1. EDiCTS: Enhancing Diversity in Career and Technical STEM. *Educational Credit Management Corporation (ECMC) Foundation*, September 2022-August 2023.
PI Matthew Mayhew.
Role on grant: **submitting team**.
\$499,912 (awarded)

EXTERNAL GRANTS SUBMITTED

3. Determining Change Agents: Understanding and Enhancing the Environment for BIPOC (Black, Indigenous, and People of Color) in Engineering. *Spencer Foundation: Small Research Grants on Education*, June 2025-June 2026.
PI Linda DeAngelo
Role on grant: **submitting team**.
\$50,000 (not awarded).
2. Collaborative research: Developing a contextualized disciplinary change model for belonging in chemical engineering. *National Science Foundation: Educational Core Research (ECR)*, August 2025-August 2029.
PI Allison Godwin, CoPIs Linda DeAngelo, Sarah Wilson & Jerrod Henderson.
Role on grant: **submitting team**.
\$2,500,000 (not awarded).
1. Collaborative research: Transforming the chemical engineering environment to address gender and race/ethnicity inequities in educational outcomes. *National Science Foundation: Improving Undergraduate STEM Education (IUSE)*, July 2025-June 2029.
PI Linda DeAngelo, CoPIs Taryn Bayles & Allison Godwin.
Role on grant: **submitting team**.
\$2,000,000 (not awarded).

INTERNAL GRANTS AWARDED

1. Evaluation of the Graduate Student Interdisciplinary Research Initiative in the OSU College of Education and Human Ecology. *Ohio State University Office of Research, Innovation, and Collaboration*. September 2021-August 2022.
PI Eric T. McChesney, Co-PIs Julie Fitz, Busra Ceviren, Kimberly Lightle, Xinyue Lu, & Barbara Sanchez.

Role on grant: **PI, submitting team.**
\$3,375 (awarded)

PEER-REVIEWED ARTICLES

11. **McChesney, E. T.**, Schunn, C., Dorvé-Lewis, G., Godwin, A., & DeAngelo, L. (2025). Reconceptualizing learning engagement: Evidence for a context-sensitive structure in STEM education. *Frontiers in Psychology* 16, <https://doi.org/10.3389/fpsyg.2025.1649744>.
10. Bahnson, M., Godwin, A., **McChesney, E. T.**, DeAngelo, L. (in press). Team ability mindset disrupts programming self-efficacy in first-year engineering courses. *Journal of Diversity in Higher Education*.
9. **McChesney, E. T.**, Weng, Y.-H., Selznick, B., Winkler, C., & Mayhew, M. J. (2025). Effects of an interdisciplinary STEM Ph.D. program on innovation capacity development. *Innovative Higher Education*. <https://doi.org/10.1007/s10755-025-09848-3>
8. **McChesney, E. T.**, Schunn, C. D., DeAngelo, L., & McGreevy, E. (2025). Where to behave, when to think, and how to feel: The ABC+ model of learning engagement and its relationship to the components of academic performance. *The International Journal of STEM Education*, 12(31). <https://doi.org/10.1186/s40594-025-00555-1>
7. Bahnson, M., **McChesney, E. T.**, Cooper, C., Dorvé-Lewis, G., Godwin, A., Binning, K., & DeAngelo, L. (2025). Gender and race/ethnicity differences in predictors of course grade in a first-year engineering course and continued enrollment in engineering. *Journal of Engineering Education*, 114(3), e70007. <https://doi.org/10.1002/jee.70007>
6. Bahnson, M., Godwin, A., Schunn, C., **McChesney, E. T.**, & DeAngelo, L. (2025). Retention in engineering pathways: An ecological belonging intervention supports help-seeking and continued enrollment. *International Journal of STEM Education*, 12(1), 6. <https://doi.org/10.1186/s40594-025-00530-w>
5. Bahnson, M., **McChesney, E. T.**, DeAngelo, L., & Godwin, A. (2024). Changing classroom ecology to support continued engineering enrollment. *Trends in Higher Education* 3(2), 423-436. <https://doi.org/10.3390/higheredu3020025>
4. Godwin, A., Perkins, H., DeAngelo, L., **McChesney, E. T.**, Kaufman-Ortiz, K., Dorvé-Lewis, G., & Conrique, B. (2024). Belonging in engineering for Black,

Latinx, and Indigenous students: Promising results from an educational intervention in an introductory programming course. *IEEE Transactions on Education* 67(1), 56-64. <https://doi.org/10.1109/TE.2023.3312628>

3. Selznick, B. S., Mayhew, M. J., Winkler, C. E., & **McChesney, E. T.** (2022). Developing innovators during college: A longitudinal analysis. *Frontiers in Higher Education* (7), 1-12. <https://doi.org/10.3389/feduc.2022.854436>
2. Selznick, B. S., Mayhew, M. J., Zhang, L., & **McChesney, E. T.** (2022). Building women's innovation capacities through undergraduate experiences. *Research in Higher Education* 63(4), 576-588. <https://doi.org/10.1007/s11162-021-09659-3>
1. Selznick, B. S., Mayhew, M. J., Zhang, L., & **McChesney E. T.** (2021). Creating an organizational culture in support of innovation education: A Canadian case study. *Journal of College Student Development*, 62(2), 219-235. <https://doi.org/10.1007/s11162-021-09659-3>

ARTICLES IN PROCESS

4. **McChesney, E. T.**, Schunn, C. D., DeAngelo, L., & McGreevy, E. (in preparation). Spaces of learning engagement: Shaping science identity, self-efficacy, and disciplinary fascination in STEM. Target journal: *Research in Higher Education*.
3. DeAngelo, L., **McChesney, E. T.**, Stone, B., Díaz, C., Dorvé-Lewis, G., & Tatone, K. (in preparation). What do engineering faculty consider when choosing to adopt an equity-focused social belonging intervention in their courses? A mixed methods investigation. Target journal: *Journal of Engineering Education*.
2. Stone, B., **McChesney, E. T.**, DeAngelo, L., Díaz, C., & Dorvé-Lewis, G. (in preparation). The engineering identity development trajectories of women of color: A longitudinal phenomenological study. Target journal: *Journal of College Student Development*.
1. Binning, K., Schunn, C., DeAngelo, L., **McChesney, E. T.**, McGreevy, E., Godwin, A., Cooper, C., Conrique, B., Elie, K., Dorvé-Lewis, G., & Toutkoshian, R. (in preparation). A psychologically-attuned icebreaker activity to increase peer collaboration in introductory macroeconomics. Target journal: *Contemporary Educational Psychology*.

BOOK CHAPTERS

3. **McChesney, E. T.** & Mayhew, M. J. (2023). Examining the effects of first-year high-impact practices on student outcomes. In Kahu, E. & Biak, C. (Eds.), *Research handbook on the student experience in higher education*, (pp. 268-283). Edward Elgar Publishing. <https://doi.org/10.4337/9781802204193>
2. Núñez, A. M., Mayhew, M. J., Shaheen, M., & **McChesney, E. T.** (2023). Critical quantitative intersectionality: Maximizing integrity in expanding tools and applications. In Young, M. & Deim, S. (Eds.), *Handbook of critical education research*, (pp. 430-451). Routledge. <https://doi.org/10.4324/9781003141464>
1. Mayhew, M. & **McChesney, E. T.** (2020). The abiding promise of OSU. In S. Gavazzi & D. Staley (Eds.), *Fulfilling the 21st century land-grant mission: Essays in honor of The Ohio State University's sesquicentennial commemoration*, (pp. 198-209). Columbus, OH: The Ohio State University Press. ISBN: 978-0-8142-1444-2

PUBLISHED PEER-REVIEWED CONFERENCE PROCEEDINGS

1. Godwin, A., DeAngelo, L., McGreevy, E., **McChesney, E. T.**, Binning, K., Díaz, C., Dorvè-Lewis, G., Elie, K., Kaufman-Ortiz, K. J., & Rohde, J. (2023, July 17-20). *Communicating for belonging in first-year engineering* [Research paper]. Institute of Electrical and Electronics Engineers (IEEE) International Professional Communication Conference, Ithaca, NY, United States. <https://doi.org/10.1109/ProComm57838.2023.00015>

PEER REVIEWED CONFERENCE PRESENTATIONS

26. **McChesney, E. T.**, Schunn, C. D., DeAngelo, L., & McGreevy, E. (accepted, forthcoming 2025, November 12-15). *Unleashing learning: Academic performance and the revised ABC+ Model of Learning Engagement* [Research paper]. Annual meeting of the Association for the Study of Higher Education (ASHE), Denver, CO, United States.
25. **McChesney, E. T.**, Schunn, C. D., Dorvè-Lewis, G., Godwin, A., & DeAngelo, L. (accepted, forthcoming 2025, November 12-15). *Disrupting the engagement paradigm: Hidden dimensions in STEM learning* [Research paper]. Annual meeting of the Association for the Study of Higher Education (ASHE), Denver, CO, United States.
24. **McChesney, E. T.***, Stone, B., Tatone, K., Díaz, C., Dorvè-Lewis, G., & DeAngelo, L.*

(2025, June 22-25). *What do engineering faculty consider when choosing to adopt an equity-focused social belonging intervention in their courses?* [Research paper]. Annual meeting of the Association for the Study of Engineering Education (ASEE), Montréal, Canada. *indicates shared first authorship.

23. Bahnson, M., **McChesney, E. T.**, Godwin, A., Schunn, C., & DeAngelo, L. (2025, June 22-25). *Student perceptions of a brief social belonging intervention* [Research paper]. Annual meeting of the Association for the Study of Engineering Education (ASEE), Montréal, Canada.
22. DeAngelo, L., Godwin, A., Bahnson, M., Lewis, D. V., Trellinger Buswell, N., McGreevy, E., Schunn, C., **McChesney, E. T.**, Stone, B. D., Chen, L., Cooper, C. L., Currie, S., Díaz, C., Dorvè-Lewis, G., Forster, R. K., Kaufman-Ortiz, K. J., Lepe, M., & Tatone, K. (2025, June 22-25). *What do students remember and take away from an ecological belonging intervention designed to address equity gaps for women and Black, Latiné, and Indigenous students in engineering?* [Research poster]. Annual meeting of the Association for the Study of Engineering Education (ASEE), Montréal, Canada.
21. **McChesney, E. T.**, Weng, Y-H., Selznick, B., & Mayhew, M. J. (2024, November 20-23). *Unleashing innovation: The impact of interdisciplinary training on graduate team scientists' innovation capacities* [Research paper]. Annual meeting of the Association for the Study of Higher Education (ASHE), Minneapolis, MN, United States.
20. DeAngelo, L., Godwin, A., Díaz, C., **McChesney, E. T.**, Zounlomè, N., Kaufman-Ortiz, K. J., Elie, K., Dorvè-Lewis, G., Bañuelos, M., Bahnson, M., Binning, K., Buswell, N., McGreevy, E., Schunn, C., D., Conrique, B., Chen, L., Cooper, C., Forster, R., Lewis, D. V., & Rohde, J. (2024, June 23-26). *Fidelity and transferability of an ecological intervention to transform engineering representation at scale* [Research paper]. Annual meeting of the American Society for Engineering Education (ASEE), Portland, OR, United States.
19. Bahnson, M., **McChesney, E. T.**, Cooper, C., Dorvè-Lewis, G., Godwin, A., Binning, K. & DeAngelo, L. (2024, June 23-26). *Equitable engineering identity? Race/ethnicity and gender differences in the predictors of engineering identity in first-year engineering.* [Research paper]. Annual meeting of the American Society for Engineering Education (ASEE), Portland, OR, United States.
18. Kaufman-Ortiz, K. J., Diaz, C., Banuelos, M., Cooper, C. L., Gonzalez, B. J., Dorvè-Lewis,

- G., **McChesney, E. T.**, Conrique, B., & DeAngelo, L. (2024, April 11-14). *Belonging in both worlds: International Latino/x/é men students encountering bias and belonging in engineering* [Work-in-progress research paper]. Annual meeting of the American Education Research Association (AERA), Philadelphia, PA, United States.
17. Godwin A., & DeAngelo, L., McGreevy, E., **McChesney, E. T.**, Binning, K., Díaz, C., Dorvè-Lewis, G., Elie, K., Kaufman-Ortiz, K. J., Rohde, J., & Perkins, H. (2024, February 25-27). *An ecological belonging intervention for equity: Impacts to date and promising directions* [Panel session]. Annual meeting of the Collaborative Network for Engineering & Computing Diversity (CoNECD), Arlington, VA, United States.
 16. Weng, Y-H., **McChesney, E. T.**, & Mayhew, M. J. (2024, February 16-18). *Perceptions on Development as Team Scientists in an Interdisciplinary STEM Ph.D. Program* [Poster presentation]. Annual Ohio State University College of Education and Human Ecology Research Forum, Columbus, OH, United States.
 15. Zheng, Y.-H., **McChesney, E. T.**, & Mayhew, M. J. (2023, November 15-18). *Examining the development of team scientists: Experiences in an interdisciplinary STEM Ph.D. program* [Work-in-progress research paper]. Annual meeting of the Association for the Study of Higher Education (ASHE), Minneapolis, MN, United States.
 14. **McChesney, E. T.** & Mayhew, M. J. (2023, April 13-16) *Examining the effects of first-year+ high impact practices on student outcomes* [Research paper]. Annual meeting of the American Educational Research Association (AERA), Chicago, IL, United States.
 13. Godwin, A., Perkins, H., DeAngelo, L., **McChesney, E. T.**, Kaufman-Ortiz, K., Dorvè-Lewis, G., Lewis, D. V., & Conrique, B. (2023, April 13-16). *Belonging in engineering for Black, Latinx, and Indigenous students: Promising results from an educational intervention in an introductory programming course* [Research paper]. Annual meeting of the American Educational Research Association (AERA), Chicago, IL, United States.
 12. DeAngelo, L. Godwin, A., McGreevy, E. **McChesney, E. T.**, Binning, K., Buswell, N., Schunn, C., Díaz, C., Dorvè-Lewis, G., Kaufman-Ortiz, K. J., Bañuelos, M., Conrique, B., Cooper, C., Elie, K., Forster, R., Gonzalez, B. J., Lewis, D., Perkins, H., & Zounlome, N. O. O. (2023, June 25-28). *The process of building faculty buy-in for course-based adaptations of an ecological belonging intervention to transform*

engineering representation at scale [Research poster]. Annual meeting of the American Society for Engineering Education (ASEE), Baltimore, MD, United States.

11. Ahmed, S., Ceviren, B., Fitz, J., **McChesney, E. T.**, Sanchez, B., & Xie, L. (2022, November 16-19). *Experiences in a graduate student interdisciplinary research initiative: A case study* [Roundtable paper]. Annual meeting of the Association for the Study of Higher Education (ASHE), Las Vegas, Nevada, United States.
10. **McChesney, E. T.** (2022, November 16-19). *Pluralism orientation development among undergraduate STEMM students during college* [Research paper]. Annual meeting of the Association for the Study of Higher Education (ASHE), Las Vegas, Nevada, United States.
9. Selznick, B. S., Mayhew, M. J., Winkler, C., & **McChesney, E. T.** (2022, April 21-26). *Developing innovators: A longitudinal analysis over four years* [Research paper]. Annual meeting of the American Education Research Association (AERA), San Diego, CA, United States.
8. Fitz, J. Ceviren, B., Lu, X., **McChesney, E. T.**, & Sanchez, B. (2022, February 23). Facilitating interdisciplinary graduate research: The student experience of GSIRI grantees [Research Paper]. Annual Education and Human Ecology Research Forum at The Ohio State University, Columbus, OH, United States.
7. **McChesney, E. T.**, Mayhew, M. J., & Rockenbach, A. N. (2020, November 13-16). *Global reach doesn't create global citizens: Effects of institutional type on undergraduate global citizenship development* [Research paper]. Annual meeting of the Association for the Study of Higher Education (ASHE), New Orleans, LA, United States [Remote].
6. **McChesney, E.T.**, Winkler, C., Selznick, B.S., & Mayhew, M. J. (2020, August 15-17). *Innovative environments work: The development characteristics of innovation capacities in undergraduates* [Research paper]. Annual meeting of the European Higher Education Society (EAIR), Cork, Ireland. (Conference canceled due to COVID-19).
5. **McChesney, E.T.**, Winkler, C., Selznick, B. S., & Mayhew, M. J. (2020, February 13-14). *Innovative environments work: The development characteristics of innovation capacities in undergraduates* [Poster presentation]. Annual Education and Human Ecology Research Forum at The Ohio State University, Columbus, OH, United

States.

4. Selznick, B. S., Mayhew, M. J., Zhang, L., & **McChesney, E. T.** (2019, November 13-17). *Disrupting the tech-bro code: Building women's innovation capacities through undergraduate experiences* [Research paper]. Annual meeting of the Association for the Study of Higher Education (ASHE), Portland, OR, United States.
3. Mayhew, M. J., Selznick, B. S., Barnes, A., Zhang, L., Mangia, S., & **McChesney, E. T.** (2019, April 11). *Exploring the effectiveness of pedagogical innovation practices in the development of student leaders' innovation capacities* [Research paper]. Annual conference of the Fisher Leadership Initiative, Columbus, OH, United States.
2. **McChesney, E.T.** & Mayhew, M. J. (2019, February 14-15). *Innovation is for everyone: Building innovation through curricular intervention* [Poster presentation]. Annual Education and Human Ecology Research Forum at The Ohio State University, Columbus, OH, United States.
1. Townsend, J., Chevallier, J., & **McChesney, E. T.** (2012, April 20). *An online writing partnership: Co-development of writing and pedagogy among pre-service teachers and high school students* [Research paper]. Florida Association of Teacher Educators (FATE) Crown/Panhandle Conference, Gainesville, FL, United States.

ADDITIONAL PRESENTATIONS

9. **McChesney, E. T.**, Schunn, C., DeAngelo, L., & McGreevy, E. (2025, April 14). *Engagement re-examined: A more sophisticated empirical model of student learning and success* [Poster presentation]. University of Pittsburgh Postdoctoral Research Symposium, Pittsburgh, PA, United States.
8. DeAngelo, L., Godwin, A. F., Binning, K. R., Buswell, N. T., McGreevy, E., Schunn, C. D., **McChesney, E. T.**, Bahnson, M. M., Bañuelos, M., Chen, L., Conrique, B., Cooper, C. L., Díaz, C., Dorvè-Lewis, G., Elie, A., Forster, R. K., Kaufman-Ortiz, K. J., & Lewis, D. (2024, June 16-18). *Closing equity gaps: Identifying how an ecological belonging intervention in engineering affects students* [Poster presentation]. American Association for the Advancement of Science - Improving Undergraduate STEM Education (AAAS-IUSE) National Summit, Washington D. C., VA, United States.
7. **McChesney, E. T.**, & Schunn, C. D. (2023, July 10-12). *The emergent structure of learning engagement: Challenges to the ABC model* [Research presentation]. Annual retreat

of the UBelong Collaborative, Pittsburgh, PA, United States.

6. **McChesney, E. T.**, Binning, K., DeAngelo, L., McGreevy, E., Schunn, C. D., Toutkoushian, R., Cooper, C., Elie, K. Conrique, B., Dorvè-Lewis, G., Díaz, C., & Gonzalez, B. (2023, May). *The UBelong Collaborative: Closing undergraduate performance gaps at scale* [Panel presentation]. In R. Griffiths & K. Binning, “Postsecondary teaching and learning: Supporting students’ belonging and learning capacities in STEM.” Annual principal investigators meeting of the Institute of Education Sciences, no location, [virtual].
5. **McChesney, E. T.**, & DeAngelo, L. (2022, December). *Empirical policy scholarship* [Guest lecture]. EFOP 3141: Policy studies in higher education, University of Pittsburgh, Pittsburgh, PA, United States.
4. **McChesney, E. T.**, & DeAngelo, L. (2022, September). *Policy implementation* [Guest lecture]. EFOP 3141: Policy studies in higher education, University of Pittsburgh, Pittsburgh, PA, United States.
3. **McChesney, E. T.**, Agarwal, A., Bielicki, J., Dormady, N., Irwin, E., Mayhew, M. J., Newton, E., Quiring, S., Ramnath, R., & Sayre, J. (2021, January 28-29). *Effects of a level-setting bootcamp for interdisciplinary STEM students* [Poster presentation]. NSF Research Traineeship (NRT) annual meeting, no location, [virtual].
2. **McChesney, E. T.** & Ratliff, E. (2018, April 14). *Digital literacies and the composition of multi-media argumentation in the 7th grade classroom* [Evaluation paper]. Marion City/County Retired Teachers Association, Marion City Schools, Marion, OH, United States.
1. **McChesney, E. T.** (2007, September 3). *The post-modern Prometheus: A virtue ethics account of human nature, evolution, and human genetic engineering*. [Poster session]. Annual Denison University Student Research Forum, Granville, OH, United States.

EVALUATION REPORTS

3. **McChesney, E. T.** & Mayhew, M. J. (2022). EmPOWERment convergent graduate training project: Year 3 distal outcomes. Internal evaluation report for NSF award #1922666. The Ohio State University. Columbus, OH, United States.
2. **McChesney, E. T.** & Mayhew, M. J. (2021). EmPOWERment convergent graduate training

project: Year 2 proximal outcomes. Internal evaluation report for NSF award #1922666. The Ohio State University. Columbus, OH, United States.

1. **McChesney, E. T.** & Mayhew, M. J. (2020). EmPOWERment convergent graduate training project: Year 1 startup and pandemic adaptation. Internal evaluation report for NSF award #1922666. The Ohio State University. Columbus, OH, United States.

PUBLIC EDUCATIONAL PRODUCTS

3. **McChesney, E. T.**, DeAngelo, L., Binning, K., & Schunn, C. (2023). Why the ecological belonging intervention works: Science edition. The UBelong Collaborative.
<https://www.ubelongcollaborative.org/faculty-training-videos>
2. **McChesney, E. T.**, DeAngelo, L., Binning, K., & Schunn, C. (2023). Mechanisms of social belonging and stereotype threat. The UBelong Collaborative.
<https://www.ubelongcollaborative.org/faculty-training-videos>
1. **McChesney, E. T.**, DeAngelo, L., Binning, K., & Schunn, C. (2022). Why the ecological belonging intervention works: Engineering edition. The UBelong Collaborative.
<https://www.ubelongcollaborative.org/faculty-training-videos>

PUBLIC OUTREACH AND POPULAR MEDIA

5. Mayhew, M. J., **McChesney, E. T.**, Wang, Y.-H., Selznick, B. S., & Winkler, C. (under review). Want innovators? Hire interdisciplinary Ph.D.s. *The Conversation*.
4. **McChesney, E. T.**, McGreevy, E., & Schunn, C. D. (under review). How to maximize the learning of disengaged students. *Inside Higher Education*.
3. **McChesney, E. T.**, Schunn, C. D., DeAngelo, L., & McGreevy, E. (under review). What if we've been misunderstanding student engagement all along? *Inside Higher Education*.
2. Mayhew, M. J., Selznick, B. & **McChesney, E. T.** (2021, October 13). Graduate students want to solve 'wicked problems'. Are universities delivering? *Edsurge*.
<https://www.edsurge.com/news/2021-10-13-graduate-students-want-to-solve-wicked-problems-are-universities-delivering>
1. Mayhew, M. J., Selznick, B. S., **McChesney, E. T.**, Winkler, C. E., and Shaheen, M. (2021, June 2). Want to hire an innovative college graduate? Choose a transfer student.

EdSurge.

<https://www.edsurge.com/news/2021-06-02-want-to-hire-an-innovative-college-graduate-choose-a-transfer-student>

TEACHING

Instructor

University of Pittsburgh

EFOP 2051 M. Ed. Research methods for higher education

Fall 2023

- In-person and hybrid teaching modality
- Introductory course for M. Ed. student population.
- Revised syllabus, diversified course readings, incorporated self- and peer-grading opportunities and active and group learning activities.

Instructional Training

edX. *INCLU1x: The Inclusive STEM Teaching Project* [Online course].

2022

Certificate ID: 44de9239d717453b9444469a54f6f2ae.

Graduate Teaching Assistant

The Ohio State University

ESHESA 7512 Interactions of students and environments

2021

- Virtual teaching modality
- Introductory course for Ed. D. student population.
- Revised syllabus, pedagogy, lecture materials, and assessments for fully-online synchronous/asynchronous delivery.
- Delivered and recorded asynchronous classes.
- Facilitated synchronous classes.
- Provided virtual office hours and significant on-demand assistance to students.

2020

ESHESA 7512 Interactions of students and environments

- In-person teaching modality
- Mid-program course for M.A. student population.
- Assisted teaching team in revision of syllabus, lecture materials, and activity facilitation.
- Provided logistical support.

2015-2018

Instructor of Accelerated 9th Grade English, and 7/8th Grade ADV English

Ulysses S. Grant Middle School, Marion City Schools, Marion, OH

- In-person teaching modality
- Co-authored a year-long institution-wide reading comprehension and writing initiative that resulted in significant improvement on student standardized test outcomes.
- Faculty founder of LGBTQA alliance.
- Used improvement science principles (Bryk, 2015) to modify mandated literacy collaborative pedagogical techniques for use in secondary and gifted educational settings.
- Principal author of novel common assessments and curriculum for 8th and 9th grade English courses.
- Led professional development seminars on effective pedagogies for writing prompt analysis and argument composition.
- Developed interdisciplinary digital and media literacies modules for use in 7th, 8th, and 9th grade classrooms.
- Academic affairs committee member.
- English representative to the Building Leadership Team (BLT).

Instructor of 5th, 6th, 7th, and 8th Grade English

2014-2015

Renaissance Academy Charter Institution, Columbus, OH

- In-person teaching modality
- Developed highly-differentiated, media-enabled, culturally-appropriate pedagogies and curriculum to meet needs of diverse learners with low traditional-literacy skills.
- Developed effective interventions for learners possessing a wide range of behavioral and learning needs and for students living in traumatogenic contexts.

2012-2013

Instructor of Writing Composition and Drama, Theater Manager

Columbia High School, Lake City Schools, Lake City, FL

- In-person teaching modality
- Created novel composition curriculum for 9-12th grade students.
- Established safe space and ally network and advocated for LGBTQ+ rights, equity, and inclusion.
- Managed theater program.

PROFESSIONAL DEVELOPMENT CONDUCTED

16. **McChesney, E. T.** (2025, 23 July). *Design, balance, and bias: Supporting causal inference*

in quasi-experiments via propensity score matching techniques [Virtual workshop]. College Impact Laboratory (CoIL) at The Ohio State University.

15. DeAngelo, L., **McChesney, E. T.**, McGreevy, E., Díaz, C., & Dorvè-Lewis, G. (2024, August 19). *UBelong three part faculty workshop: Why the ecological belonging intervention works* [asynchronous virtual], *How to run the ecological belonging intervention in your classroom: A step-by-step guide* [asynchronous virtual], and *Navigating the pressure points of the ecological belonging intervention* [synchronous virtual]. Biology faculty and teaching assistants at the University of Pittsburgh; Engineering faculty at the University of Pittsburgh.
14. DeAngelo, L. Godwin, A., **McChesney, E. T.**, McGreevy, E., Díaz, C., & Dorvè-Lewis, G. (2024, January 2; January 4; January 8). *UBelong three part faculty workshop: Why the ecological belonging intervention works* [asynchronous virtual], *How to run the ecological belonging intervention in your classroom: A step-by-step guide* [asynchronous virtual], and *Navigating the pressure points of the ecological belonging intervention* [synchronous virtual]. Engineering faculty of Purdue University; Biology faculty and teaching assistants at the University of Pittsburgh; Engineering faculty at the University of Pittsburgh.
13. DeAngelo, L. Godwin, A., **McChesney, E. T.**, McGreevy, E., Díaz, C., & Dorvè-Lewis, G. (2023, January 9; August 21; August 23). *UBelong three part faculty workshop: Why the ecological belonging intervention works* [asynchronous virtual], *How to run the ecological belonging intervention in your classroom: A step-by-step guide* [asynchronous virtual], and *Navigating the pressure points of the ecological belonging intervention* [synchronous virtual]. Engineering faculty of Purdue University and the University of California-Irvine; Engineering faculty at Purdue University and the University of Pittsburgh; Biology faculty and teaching assistants at the University of Pittsburgh.
12. **McChesney, E. T.** (2023, November 10). *Quantitative methods for longitudinal panel data* [Workshop and webinar]. UBelong Collaborative, University of Pittsburgh, Pittsburgh, PA, United States.
11. **McChesney, E. T.** (2023, September 26). *Advanced and critical quantitative data manipulation techniques with Stata* [Workshop and webinar]. UBelong Collaborative, University of Pittsburgh, Pittsburgh, PA, United States.
10. **McChesney, E. T.** (2023, May 22). *Introduction to mixed-methods data management, cleaning, and preparation* [Workshop and webinar]. UBelong Collaborative,

University of Pittsburgh, Pittsburgh, PA, United States.

9. **McChesney, E. T.** (2023, January 16). *Cognitive interviews: Theory, methods, and applications* [Workshop and webinar]. UBelong Collaborative, University of Pittsburgh, Pittsburgh, PA, United States.
8. Lu, X., Ceviren, B., Fitz, J., **McChesney, E. T.**, & Sanchez, B. (2021, October 4). *Coauthorship across disciplines* [Workshop and webinar]. Research Commons, The Ohio State University, Columbus, OH, United States.
7. Sanchez, B., Ceviren, B., Fitz, J., Lu, X., & **McChesney, E. T.** (2021, September 20). *Interdisciplinary research in practice: Views from the field* [Hosted panel discussion, hybrid]. Research Commons, The Ohio State University, Columbus, OH, United States.
6. Fitz, J., Ceviren, B., Lu, X., **McChesney, E. T.** & Sanchez, B. (2021, August 16). *Performing mixed methods research: Beyond theory* [Workshop and webinar]. Research Commons, The Ohio State University, Columbus, OH, United States.
5. **McChesney, E. T.**, Ceviren, B., Fitz, J., Lu, X., & Sanchez, B. (2021, August 9). *An introduction to interdisciplinary research methods for the social and behavioral sciences* [Workshop and webinar]. Research Commons, The Ohio State University, Columbus, OH, United States.
4. Bahari, T. E. & **McChesney, E. T.** (2021, August 6). *EmPOWERment peer mentor training workshop*. NSF EmPOWERment program bootcamp [Workshop and webinar]. No location, [Virtual].
3. **McChesney, E.T.**, Ahmed, S., & Ceviren, B. (2020, March 3). *Interdisciplinary research and training colloquium series: Publishing across disciplines* [Colloquium]. College Commons, The Ohio State University, Columbus, OH, United States.
2. **McChesney, E.T.**, Ahmed, S., & Ceviren, B. (2020, January 11). *Interdisciplinary research and training colloquium series: Mixing disciplines and designs* [Colloquium]. College Commons, The Ohio State University, Columbus, OH, United States.
1. **McChesney, E.T.**, Ahmed, S., & Ceviren, B. (2019, December 4). *Interdisciplinary research and training colloquium series: Epistemological flexibility and generous thinking* [Colloquium]. College Commons, The Ohio State University, Columbus, OH, United States.

PROFESSIONAL SERVICE

Grant proposal review panelist, <i>National Science Foundation - Division of Undergraduate Education, Directorate of STEM Education</i>	2025
Article reviewer, <i>Behavioral Science</i>	2025-present
Article reviewer, <i>Trends in Higher Education</i>	2024-present
Article reviewer, <i>Education Sciences</i>	2024-present
Article reviewer, <i>International Journal of STEM Education</i>	2023-present
Proposal reviewer, <i>American Society for Engineering Education</i>	2023-present
Proposal reviewer, session chair, <i>American Educational Research Association</i>	2020-present
Discussant, proposal reviewer, session chair, <i>Association for the Study of Higher Education</i>	2020-present
Assistant editor, <i>Digest of Recent Research</i> , Council of Independent Colleges	2020-2024

UNIVERSITY SERVICE
University of Pittsburgh

Mentor, <i>First Experience of Research for Undergraduates Program</i>	2024
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The Ohio State University

Co-founder, competitive grant proposal reviewer, <i>Graduate Student Interdisciplinary Research Initiative</i> College of Education and Human Ecology	2018-2023
Evaluator, <i>Denman Undergraduate Research Forum</i>	2022
Chair, <i>Graduate Student Interdisciplinary Research Initiative</i> College of Education and Human Ecology	2020-2022
Interim chair, <i>Graduate Student Interdisciplinary Research Initiative</i> College of Education and Human Ecology	2019-2020

ACADEMIC UNIT SERVICE

UBelong Collaborative

Critical quantitative advisory committee	2024-2025
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OSU Higher Education and Student Affairs Program

Admissions committee	2020-2022
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SCHOLARLY AFFILIATIONS

Association for the Study of Higher Education (ASHE)

American Educational Research Association (AERA)

Association for the Study of Engineering Education (ASEE)

HONORS, AWARDS, AND ACHIEVEMENTS

Best Diversity Paper in Division Award: Honorable Mention. <i>Student Perceptions of a Belonging Intervention</i> . American Society for Engineering Education, Professional Interest Council II (11 divisions), Education Research and Methods Division.	2025
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Best Paper in Council and in Division Award. <i>Equitable Engineering Identity? Race/Ethnicity and Gender Differences in the Predictors of Engineering Identity in First-Year Engineering</i> . American Society for Engineering Education, Professional Interest Council II (11 divisions), Education Research and Methods Division.	2024
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<i>Ray Travel Grant for Outstanding Service</i> . The Ohio State University.	2022
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<i>University Fellowship</i> . The Ohio State University.	2018
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<i>Effects of digital literacies and composition curriculum on academic writing proficiency: Research and evaluation grant</i> . Marion City/County Retired Teachers Association.	2017
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<i>Impact Award for Teaching Excellence</i> . Cristo Rey Charter School.	2016
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<i>Research Fellowship</i> . Denison University Philosophy Dept.	2007
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ADDITIONAL SKILLS

Software

Stata, IBM SPSS, MPlus, HLM, G*Power, Dedoose, NVivo

Languages

Latin, reading, writing, and translating