DR. SARAH GRACE

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Education

Ph.D. in Educational Psychology, 2021
Dissertation: "Faculty Emotions, Emotional Labor, and Teaching in Higher Education: A Mixed-Method Approach"
University of Arizona, Tucson
Advisor: Dr. Heidi Burross

M.S. in Social Psychology, 2012
Master's Thesis: "Question Asking Practices and Patterns in a Participatory After-School Action Research Program"
University of California Santa Cruz, Santa Cruz
Advisor: Dr. Regina Langhout

M.A. in Educational Psychology, 2006
Concentration: Culture and Education, Learning Sciences
Master's Thesis: "Teacher Self Efficacy and Preparation: A Two-Year Study Analyzing Middle Level Teachers' Beliefs"
University of Arizona, Tucson
Advisor: Dr. Tom Good

Single Subject Teaching Credential—English Education & Cross-Cultural Language & Acquisition Development Emphasis
California State University, Sacramento

Undergraduate Degree in English Education, Minor in Teaching English as a Second Language
Humboldt State University, Arcata

Employment

Teaching Experience

University of Arizona | Tucson, Arizona (2024- present)

Assistant Professor of Psychology
- Design and execute curriculum for a diverse student body of over 500 students per semester
- Use online instructional techniques to maximize student engagement.
- Integrate critical digital pedagogy and Universal Design principles into course delivery.
- Utilize ed-tech and LMS platforms to evaluate student engagement and learning outcomes.
- Courses: Human Sexuality, Youth and Violence, Psychology of Death and Loss, Psychology and Law, Forensic Psychology
- Modalities: In-person, Online

Pima Community College | Tucson, Arizona (2021 - Present)

Professor of Psychology
- Design and execute curriculum for a diverse student body, reaching over 100 first-year students per semester.
- Use online instructional techniques to maximize student engagement.
- Maintain rigorous assessment and tracking systems to evaluate student performance and participation.
- Facilitate personalized educational sessions, contributing to a humanized learning environment.
- Integrate critical digital pedagogy and Universal Design principles into course delivery.
- Utilize ed-tech and LMS platforms to evaluate student engagement and learning outcomes.
- Courses: Introduction to Psychology, Psychological Measurement and Statistics, Developmental Psychology, Human Sexuality.
- Modalities: In-person, Online, Hybrid/Hyflex.

University of Arizona | Tucson, Arizona (2021)

Writing Program Instructor
- Focused on evidence-based approaches to teaching writing skills, aligning with broader academic standards.

University of California, Santa Cruz | Santa Cruz, California (2013-2014)

Writing Program Instructor
- Employed a learner-centered approach in writing instruction.

San Jose State University | San Jose, CA (2013)

Psychology Instructor
- Designed and implemented curriculum with an emphasis on applied psychology principles.

Pima Community College | Tucson, Arizona (2007-2008)

Adjunct Instructor: Psychology
- Conducted introductory and advanced courses in psychology with a focus on empirical methods.

University of Arizona | Tucson, Arizona (2005-2006)

Adjunct Instructor: Educational Psychology
- Instructed in topics deeply tied to educational research, including assessment techniques and cognitive processes in learning.

Additional Teaching Experience
- Advanced Placement Psychology Instructor, University High School, Tucson, Arizona (2015-2017)
- High School English Teacher, Placerville Academic School, Placerville, California (2000-2004)
- Educational Specialist, Horizon Instructional Systems, Lincoln, California (2000-2004)

Additional University Employment

University of Arizona - Tucson, Arizona

Arizona Online Director of Research and Practice, (July 2023 - January 2024)
- Spearhead empirical studies in diverse educational contexts, including AI in education, virtual classroom inclusivity, faculty peer review optimization, and leadership gender studies.
- Create and lead Faculty Learning Communities to elevate asynchronous student engagement and to explore AI's pedagogical applications.
- Scrutinize emergent pedagogical trends and pinpoint best practices through comprehensive literature reviews and empirical analysis.
- Facilitate interdisciplinary projects with faculty groups to bolster educational quality and teaching effectiveness.

Teaching and Learning Resource Specialist (August 2017 - August 2021)
- Orchestrated faculty integration and mentorship programs, incorporating a myriad of learning communities and workshops serving hundreds of faculty members annually. Topics ranged from learner-centered teaching to inclusion strategies.
- Applied quantitative skills in program assessment, utilizing analytical tools such as SPSS and R for data interpretation.
- Integrated principles of Diversity, Equity, and Inclusion (DEI) into faculty development through focused workshops and resources.
- Collaborated with senior academic leadership to infuse evidence-based approaches into faculty development and program evaluation.
- Designed and facilitated workshops aimed at pedagogical improvements for teaching and learning assistants, notably in STEM areas, resulting in tripled participation rates.
- Generated comprehensive program assessment reports, deploying data visualization tools to facilitate stakeholder understanding and decision-making.
- Engaged in cross-departmental coordination, enhancing collaboration by attending key stakeholder meetings and contributing to inter-departmental initiatives.

Research

University of Arizona - Tucson, Arizona (August 2017 - May 2021)
- Projects Managed:
  - CUES Spanning Boundaries Project (2024-current)
  - Emotions and Teaching in Higher Education Project (2020-2021)
  - Predicting Academic Performance Project (2018 - 2019)
  - Higher Education Faculty Beliefs About Teaching Project (2018-2019)
  - Collaborative Classroom Observation Project (2017-2018)
  - First-year Teacher Observation Project (2004-2006)

- Responsibilities & Achievements:
  - Designed and executed mixed-methodology studies incorporating participant interviews, focus groups, observational techniques, and surveys.
  - Navigated ethical approvals through IRB, spearheaded participant recruitment, and executed comprehensive data collection and interpretation.
  - Utilized statistical software (SPSS, R) and qualitative analysis tools (MAXQDA) for comprehensive data evaluation.
  - Employed both thematic and statistical analyses, including correlation and regression models, to draw meaningful conclusions.
  - Crafted interpretive frameworks and coding schemas to quantify observational data.
  - Synthesized research findings into digestible summaries and data dashboards for varied audiences.

University of California, Santa Cruz - Santa Cruz, CA (September 2008 - June 2012)
- Projects Managed:
  - Youth Participatory Action Research Project (2010-2012)
  - Live Oak Participatory Action Research Project (2008)

- Responsibilities & Achievements:
  - Recruited, on-boarded, and mentored junior researchers, providing them with real-world research experience.
  - Conducted participatory action research with mixed-methods approaches in collaboration with community partners.
  - Composed stakeholder-specific summaries and visual data representations.
  - Employed statistical and qualitative software for data management and analysis (e.g., SPSS, R).
  - Introduced innovative retention strategies to minimize participant attrition.
  - Conducted fieldwork, including interviews and observations, while maintaining lasting partnerships with community organizations.

Presentations

Grace, S. (upcoming, 2025, April). *Women in Educational Leadership: Understanding Stress, Emotional Labor, and Resilience in Unique Contexts.* Session submission accepted by American Educational Research Association, Denver, CO.

Grace, S. (2024, March). *Diverse student perceptions of generative AI.* Open Discussion on AI session delivered at the All Faculty Day at Pima Community College, Tucson, AZ.

Grace, S. (2023, October). *Creating customized course content: reflections and explorations with generative AI.* Session delivered at the Fall Faculty Showcase: Navigating the Challenges and Opportunities of Generative AI in Teaching and Learning, Sponsored by Northern Arizona University and Pima Community College.

Grace, S. (2022, April). *Exploring emotions, emotional labor, and teaching in higher education.* Paper accepted for American Educational Research Association, San Diego, CA. **Was not able to attend.*

Grace, S. (2020, October). *Five steps to integrate collaborative learning into an online classroom.* Session delivered at the Humanizing Online Teaching & Learning Workshop, Sponsored by the Spanish & Portuguese Department at the University of Arizona, Tucson, AZ.

Grace, S. (2019, August). *Exploring collaborative learning classrooms: an analysis of pedagogical approaches in active learning spaces.* Paper presented at the International Forum on Active Learning Classrooms, St. Paul, Minnesota

Grace, S. (2018, February). *Exploring collaborative classrooms.* Poster presented at The University of Arizona's Student Showcase, Tucson, AZ.

Grace, S. (2012, April). *Nothing is something: redefining success within a school based participatory action research project.* Paper presented at American Educational Research Association, Vancouver, British Columbia

Grace, S. (2011, June). *Participatory action research in the elementary school: A multiple case study of identity development.* Paper presented at the 13th Biennial Conference of the Society for Community Research and Action, Chicago, Illinois

Grace, S. (2006, June). *Exploring the possibilities: using analogies to inspire imagination.* Interactive session at the 4th International Conference on Imagination and Education Vancouver, British Columbia

Publications

Grace, S. (in preparation). Embracing generative AI in education: Impact on skill development, learning experience, and equity. In E. Jones, B. Crawford, & M. Clay (Eds.), *Embracing Artificial Intelligence in the Classroom*. Fort Hays State University.

Grace, S. (in preparation). "This is damaging to me!": Female faculty voices, student behavior, and emotional labor in higher education. In A. Sloan & N. A. Kopit (Eds.), *Women in Educational Leadership: Understanding Stress, Emotional Labor, and Resilience*. Baylor University & ECPI University.

Flink, D., **Grace, S**., Hakim, A., Mason, L. G., Luhr, G., Rezende, L., Sack, N., Sheldon, L., & Sperandio, E. (2024). *Building inclusivity into assessment resource guide*. Assessment & Research, University of Arizona.

Gemein, M., Burd, G., **Grace, S**., Winet, K. & Elfring, L. (2023). Supporting a coalition of the willing: how instructor-driven FLCs transform the culture around teaching and learning at a large research university. In *Faculty Learning Communities: Communities of Practice that Support, Inspire, Engage and Transform Higher Education Classrooms.*

Mikal, J. & **Grace, S**. (October, 2019). 10 red flags in grant writing. *Inside Higher Education*. Retrieved from:
https://www.insidehighered.com/advice/2019/10/23/how-write-more-effective-grant-proposals-opinion

Grace, S., & Langhout, R.D. (2014). Questioning our questions: Assessing question asking practices to evaluate a yPAR program. *The Urban Review*.

Kohfeldt, D., Chhun, L., **Grace, S**., & Langhout, R.D. (2011). Youth empowerment in context: Exploring tensions in school-based yPAR. *American Journal of Community Psychology.*

Campus Talks

Grace, S. & Swank, K. (2023). *Open educational resources: Empowering faculty and enhancing learning.* Workshop delivered to Pima Community College Faculty through The Teaching and Learning Center, Pima Community College, Tucson, AZ.

Grace, S. (2022). *The importance of emotional intelligence*. Session delivered to the Emotional Intelligence Virtual Workshop Honors Club, Hosted by the Honors Club at Pima Community College, Tucson, AZ.

Grace, S. (2021). *How to use ed-tech tools to create connections with students*. Workshop delivered at the University of Arizona, Tucson, AZ.

Grace, S. (2019). *Collaborative Classrooms: Research, Teaching, & Learning*. Interactive presentation delivered to the Office of Digital Learning, University of Arizona, Tucson, AZ.

Grace, S. (2019). *Collaborative Teaching Strategies*. Workshop series delivered to the Computer Science Department, University of Arizona, Tucson, AZ.

FELLOWSHIPS, GRANTS, SCHOLARSHIPS, AWARDS

2024　CUES Spanning Boundaries Challenge Research Team Award | CUES, Office of the Provost, *University of Arizona*

2024　Teaching Development Grant, Society for Psychological Study of Social Issues (SPSSI)

2024　Action Teaching Award Recipient, Society for Psychological Study of Social Issues (SPSSI)

2024　Culturally Responsive Curriculum Development Institute Participant, *University of Arizona*

2023　Liberatory Writing Across the Curriculum Fellowship | Liberatory Writing Across the Curriculum Collective, *Pima Community College*

2022　Open Educational Resource Fellowship awarded by the Teaching and Learning Center at *Pima Community College*

2021　Hyflex Course Design Training Award at *Pima Community College*

2020　Dissertation Research Grant awarded by the Graduate and Professional Student Council at the *University of Arizona*

2019　Travel Grant awarded by the department of Educational Psychology at the *University of Arizona*

2019　Travel Grant awarded by the College of Education at the *University of Arizona*

2019　Travel Grant awarded by the Office of Instruction & Assessment at the *University of Arizona*

2019　Student-Faculty Interaction Grant awarded by SAEM/AISS at the *University of Arizona*

2018　Erasmus Circle Graduate Scholar awarded by the College of Education at the *University of Arizona*

2018　Mary F. & Maude Miller Scholarship awarded by the College of Education at the *University of Arizona*

2018　Altrusa Club Scholarship awarded by the College of Education at the *University of Arizona*

2017　Ora Bretall Scholarship awarded by the College of Education at the *University of Arizona*

2017　Graduate Access Fellowship awarded by the *University of Arizona* Graduate College

2017　Graduate College Fellowship awarded by the Department of Educational Psychology at the *University of Arizona*

2012　Scholarship awarded by the STARS department at the *University of California, Santa Cruz*

2012　Travel Grant awarded by the department of Psychology at the *University of California, Santa Cruz*

2012　Travel Grant awarded by the Graduate Student Association Travel Grant Committee at *University of California, Santa Cruz*

2011　Research Grant awarded by the Student Volunteer Center at the *University of California, Santa Cruz*

2011　Travel Grant awarded by the department of Psychology at the *University of California, Santa Cruz*

2010　Regent's Fellowship awarded by the department of Social Psychology at *University of California, Santa Cruz*

2006　Travel Grant awarded by the department of Educational Psychology at the *University of Arizona*

2005   Graduate Registration Scholarship awarded by the department of Educational Psychology at the *University of Arizona*

Professional Development, Service, & Certifications

2024   University of Arizona HSI Evidence Based Practice Reviewer, University of Arizona
2024   University of Arizona HSI Ambassador, University of Arizona
2024   Assessment Community of Practice | Assessment & Research, University of Arizona, Tucson
2024   Career Champion Workshop participant | Student Engagement & Career Development, University of Arizona, Tucson
2024   Facilitator, Faculty Learning Community - Creating Wicked Students, University of Arizona, Tucson
2023   Social Network Analysis and Education Research: Core Concepts and Applications with R, American Educational Research Association
2023   RII Research Support Services Orientation, Social & Behavioral Research Investigators Certification, Step-by-step guide to successful IRB submission, University of Arizona, Tucson
2023   Quality Matters - Designing Quality Online Research, University of Arizona, Tucson
2023   Quality Matters - Improving Your Online Course, University of Arizona, Tucson
2023   D2L Build Level Certification, D2L Teach Level Certification, Pima Community College, Tucson
2023   Contemplative Pedagogy: Engagement, Presence, and Practice Certificate, Pima Community College, Tucson
2023   Educational Technology: Virtual and D2L Tools Certificate, Pima Community College, Tucson
2023   Anti-racist, Inclusive, and Equitable Pedagogies Certificate, Pima Community College, Tucson
2023   Member, UArizona Staff Council, University of Arizona, Tucson
2023   Member, UArizona Student Data Network, University of Arizona, Tucson
2023   Facilitator, Faculty Learning Community - Designing Engaging Asynchronous Online Courses, University of Arizona, Tucson
2023   Facilitator, Faculty Learning Community - Generative AI in Higher Education, University of Arizona, Tucson
2022-23 Faculty Senator, Pima Community College
2022-23 Psychology Discipline Coordinator, Pima Community College, Tucson
2018   Safe Zone Training, LGBTQIA Office, University of Arizona, Tucson
2017   American Psychological Association Conference Proposal Reviewer, Division 15
2017   Graduate and Professional Student Council Travel Grants Judge, University of Arizona, Tucson
2017   Certificate Awarded: Leader in Classroom Diversity and Inclusion, University of Arizona, Tucson
2017   Voices of Discovery Facilitation Leader: Gender and Sexuality Discussion Group, University of Arizona, Tucson, Sponsored by the Office for Diversity and Inclusive Excellence
2016-17 Association Representative of the Tucson Education Association, Tucson
2011-13 Various leadership roles, including Co-President, Treasurer, and Committee Member, Graduate Student Association, University of California, Santa Cruz
2005-06 Graduate and Professional Student Council Representative for the College of Education, University of Arizona, Tucson

2005-06 Organizer of the Association of Women Faculty's Spring Symposium for Graduate
        Students, University of Arizona, Tucson
2005-06 Committee Member, Instruction and Curriculum Policy Committee, University of Arizona,
        Tucson