

Michael Norman Johnson III

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Research interests

Mathematics Education, Higher Education, Teacher Education, Metacognition, Re-learning, and Developmental Mathematics

Courses prepared to teach

Undergraduate Mathematics Courses

Developmental Mathematics, Calculus Sequence and Differential Equations, Linear Algebra, and General Education Courses, and Service Courses

Undergraduate Education Courses

Elementary Content Courses, Secondary Mathematics Content Courses, General Education Courses, Learning Sciences, Education Major Introductory Courses

Graduate Courses

Introductory Methodology Courses, Discourse Analysis, Learning Theories for STEM, Teacher Education, Teaching in Higher Education

Education

Expected: May 2027	PhD in Teaching & Learning – Mathematics Education University of Iowa – Iowa City, Iowa Advisor: Professor Hong, D.
2025	Graduate Certificate in College Teaching University of Iowa – Iowa City, Iowa
2023 – 2024	PhD Coursework in Curriculum & Instruction – Mathematics Education Indiana University – Bloomington, Indiana Advisor: Professor Tillema, E.
2023	Master of Arts in Teaching – Mathematics Indiana University – Bloomington, Indiana
2021	Bachelor of Science – Mathematics Indiana University – Bloomington, Indiana
2011	Associates in Arts Grand Rapids Community College – Grand Rapids, Michigan

Publications

- 2026 **Qualitative analysis of student responses to metacognition prompts in college algebra**
Farthing, C. , Tanas, J. , Johnson, M. N., III
Proceedings of the 28th Annual Conference on Research on Undergraduate Mathematics Education (pp. 660-667) .
- 2024 **Coordinating practices: In-Service secondary teachers use of 5-practices to support mathematics discussions.**
Tillema, E., Jeon, M., Duarte Mejia, M., Burch, L. J., Yavuz, S., Rojas Valero, J., Johnson, M. N., III
Proceedings of the 46th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 683-694)
- 2013 **The impact of spatial ability and preference on performance in single variable integral calculus**
Schmitz, R., & Johnson, M. N., III
Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 513–517)

Manuscripts in preparation

- 2026 **"in one ear and out the other" : Critical discourse analysis of metacognitive shifts of a developmental mathematics student.**
Johnson, M. N., III
Resubmission
- 2026 **Learning How to Learn: Metacognitive Reflection and Study Practices in College Algebra**
Farthing, C., Johnson, M. N., III
Preparing for Journal

Honors and awards

- 2026 **Travel Grant** (University of Iowa Department of Teaching and Learning)
Competitive grant for PhD students at the University of Iowa in the Department of Teaching Learning. Must address the themes in the College of Education Teacher Education Core Principles..
- 2024 **Conference Registration Scholarship** (PME-NA)
Psychology of Mathematics Education - North America has instituted a new scholarship program to cover the cost of conference registration for up to scholarship recipients each year..
- 2023 **Thelma Abell Prize** (Indiana University Mathematics Department)
This prize was established in 1996 by Philip A. Fox to honor his aunt, who spent her career teaching mathematics in high school. It recognizes undergraduate or graduate students who express an interest in teaching, have high scholastic merit, and demonstrate financial need.

Grants

- 2022 – 2023 **Online Undergraduate Resource Fair for the Advancement and Alliance of Marginalized Mathematicians (OURFA²M²)**
National Science Foundation Improving Undergraduate STEM Education
Johnson, M. N., III, Sun, V., Trent, L., Gelb, B., Edwards, K.
Primary Investigator

Presentations

- October 2026 **Post-Hoc Analysis on Perceived Non-Learning from Metacognition Practices Amongst College Algebra Students**
48th PME-NA [Poster Presentation]
Johnson, M., N., III
- April 2026 **Understanding re-learning mathematics from analyzing constructivist-based cognitive theories.**
AERA [Round Table]
Johnson, M., N., III
- April 2026 **What If Relearning Math Is Not Just Review? We Should Accommodate For This**
University of Iowa College of Education GSEC Presentations [Poster Presentation]
Johnson, M., N., III
- February 2026 **Qualitative analysis of student responses to metacognition prompts in college algebra.**
28th RUME [Full Report]
Farthing, C. , Tanas, J., Johnson, M., N., III
- November 2024 **Coordinating practices: In-Service secondary teachers use of 5-practices to support mathematics discussions.**
46th PME-NA [Full Report]
Tillema, E., Jeon, M., Duarte Mejia, M., Burch, L. J., Yavuz, S., Rojas Valero, J., Johnson, M. N.
- September 2024 **Promoting student generalizing through the practices of selecting, sequencing, and connecting student work.**
NCTM [Interactive Workshop]
Jeon, M., Tillema, E., Johnson, M. N., Rojas Valero, J., Duarte Mejia, M., Yavuz, S., Burch, L. J.
- April 2024 **Empowering re-learning: student voices on developmental mathematics**
Indiana University Graduate Student Research Symposium [Early Stage Research Presentation]
Johnson, M., N., III

- April 2024 **Cognitive equilibria and mathematical reawakening: Perspectives on knowledge retention and reactivation**
Indiana University Graduate Student Research Symposium [Work in Progress Presentation]
 Johnson, M., N., III
- March 2024 **Re-Constructivism**
Indiana Mathematics Education Research Symposium [Work in Progress Presentation]
 Johnson, M., N., III
- March 2024 **Self-Perception And Agency in Developmental Mathematics**
Indiana Mathematics Education Research Symposium [Work Under Design Presentation]
 Johnson, M., N., III
- March 2024 **Examining In-Service Mathematics Teachers' Integration of the Five Practices in Their Lesson**
Indiana Mathematics Education Research Symposium [Full Presentation]
 Yavuz, S., Rojas Valero, J., Johnson, M. N., III, Jeon, M., Duarte, M., Tillema, E.
- March 2024 **What Students' Work Do Teachers Use for Classroom Discussions?**
Indiana Mathematics Education Research Symposium [Work in Progress Presentation]
 Jeon, M., Rojas Valero, J., Johnson, M. N., III, Yavuz, S., Tillema, E.
- January 2023 **The Impact and Outcomes of OURFA²M² 2022**
JMM [Full Report]
 Johnson, M. N., III, Seaton, L., Li, B.
- April 2022 **Stick index of n-component Brunnian links**
New York State Regional Graduate Mathematics Conference [Full Report]
 Johnson, M. N.
- February 2022 **Stick index of n-component Brunnian links**
Pikes Peak Regional Undergraduate Mathematics Conference[Online]
 Johnson, M. N., III
- January 2022 **Stick index of n-component Brunnian links**
JMM [Invited Talk - Cancelled due to Covid]
 Johnson, M. N., III, Ahmed, A., Beserra, E., Bhatt, A., Campisi, M., Cazet, N., Gordon, J. E., Torres, L., Vinnakota, S.
- August 2021 **Exploring and Supporting Equitable Policies From the Campus to the Classroom**
The SEISMIC Collaboration [Showcase]
 Johnson, M. N., III.

Teaching experience

University of Iowa

Teaching Assistant (Instructor of Record)

Fall 2026 **EDTL:3190 Orientation to Elementary Education (2 Sections)**

This course introduces the teaching profession, emphasizing the responsibilities and logistics of the Teacher Education Program. Students will explore foundational concepts and develop critical skills necessary for success in their future classrooms. The course also focuses on community building and reflective practices to empower educators to transform their teaching practice. In this semester I taught two sections of the course (with 60 students each) and led two graduate teaching assistants to assist me in grading and attendance

Spring 2026 **EDTL:3142 Geometry & Measurement**

This course guides students through the current trends in mathematics education and the process of teaching mathematics through a problem solving and mathematical modeling approach. Students explore how children in grades K-8 think about and learn geometry and measurement. Students will learn and practice research-based pedagogical strategies that help children in elementary school develop mathematical concepts and procedures

Fall 2025 **EDTL:3190 Orientation to Elementary Education**

This course introduces the teaching profession, emphasizing the responsibilities and logistics of the Teacher Education Program. Students will explore foundational concepts and develop critical skills necessary for success in their future classrooms. The course also focuses on community building and reflective practices to empower educators to transform their teaching practice. By the end of this course, students will have a deeper knowledge of pedagogical moves to create inclusive, engaging learning environments that celebrate the uniqueness of every learner

Spring 2025 **EDTL:3141 Numbers and Operations**

Developing prospective elementary educators' problem-solving approach to current trends in math education and process of teaching math; current math content knowledge assessed at start and end of course; opportunities to strengthen number and operations content knowledge; how children in grades K-5 think about and learn math; core ideas of learning, teaching, planning, and assessing number and operations concepts and skills; and research-based pedagogical strategies that help children develop math concepts and procedures

Fall 2024 **MATH:1350 Quantitative Reasoning for Business (Three Sections)**

Developing prospective business students understandings of number and quantity, algebra techniques, functions and functional models, exponential and logarithmic functions and models, and a thorough introduction to differential calculus; examples and applications from management, economic sciences, and related areas; for students planning to major in business

		University of Iowa <i>Field Experiences</i>
Spring 2025 – Current	Student Teacher Supervisor <i>Secondary Mathematics</i>	A representative supervisor who is available to Student Teachers for instruction, guidance and support. This includes observing Student Teachers in the classroom, working with Cooperating Teachers, and providing feedback to the Student Teachers. Usually a cohort of 3 with a total of 10 visits each. Responsible for preparing some documentation for student teacher licensure
Fall 2026	Practicum Supervisor <i>Elementary Mathematics</i>	A representative supervisor who coordinates pre-service elementary teachers and their first math practicum. This involved taking 11 students into the local school district and supervising their work with children in the classroom. The groups are typically 2-3 students to each pre-service teacher. Other responsibilities included pre/de-brief reflections, assessing PT's reflections and lesson plans, and working with the Cooperating Teachers and school staff.
		TRIO Mathematics Instructor <i>University of Iowa</i>
Summer 2025,2026	Secondary Mathematics	Created and taught an engaging Mathematics Course for rising 10th and 11th grade students in the Upward Bound summer program. The course included career exploration in fields related to mathematics utilizing a variety of teaching techniques, including cooperative learning approaches, interactive labs, and computer interactive technologies
		College Teaching Practicum <i>University of Iowa</i>
Spring 2026	EDTL: 7071: Critical Discourse Analysis <i>As part of the Graduate Certificate in College Teaching</i>	Attended all seminars and prepared discussions. Focus was on working with graduate students as students. Worked with students and their analysis process and paper development. Hosted reading groups to facilitate deeper conversations on papers and lead class instruction at times.
Fall 2025	MATH 1550: Quantitative Reasoning for Business <i>As part of the Graduate Certificate in College Teaching</i>	Attended and assisted in all lectures. Lectured for 130+ student course 3 times. Attended all TA meetings and learned mechanisms of TA management within course structure. Coordinated lessons with other faculty to keep section parity.

		University of Iowa <i>Tutor</i>
Fall 2024	Mathematics Tutorial Lab	The Mathematics Tutorial Lab at University of Iowa is an open table, individual support tutoring lab. Students in any undergraduate course listed in Mathematics can use the tutorial lab.
		Indiana University <i>Associate Instructor (Instructor of Record)</i>
Spring 2024	EDUC-N101 Teach & Learn Elementary Mathematics (Two Sections)	Developing prospective elementary teachers understandings of number and quantity, including arithmetic operations with whole numbers and fractions.
Spring 2023	Math 116 Introduction to Finite Math <i>Associate Instructor (Instructor of Record)</i>	Indiana University's standard mathematics general education credit. It included an introduction to sets, counting, basic probability, including random variables and expected values.
Fall 2022	Math 014 Basic Algebra <i>Associate Instructor (Instructor of Record)</i>	One semester survey of algebra approximately equivalent to two years of high school algebra.
Spring 2022	Math 106 Mathematics of Decision and Beauty <i>Associate Instructor (Instructor of Record)</i>	Exploration of mathematical structure in art, networks, and decision-making. It aims to reveal some of the hidden abstract relationships that animate everyday experiences and activities like perspective drawing, voting systems, decision making, scheduling, and symmetry.
		Indiana University <i>Field Experiences</i>
Fall 2023	IU MCCSC Learns Tutoring Program <i>Program Manager – Monroe County Community School District</i>	I helped organize a network of 30+ Pre-Service Elementary Ed Students' Early Field Experience across 14 schools, managing the logistical aspects within the Pearl framework. I was the primary point of contact for all technical queries related to Pearl, Swivl and Reflectivity encompassing its teaching exit surveys and attendance modules. I tracked tutor attendance and survey completions, ensuring coherence and quality control. I contributed to the development of the Canvas instructional page, guiding new tutors on tools like UFLI, Pearl, Swivl Capture App, and Reflectivity. I lead the training on video recording software, empowering tutors to introspectively assess their teaching techniques. My role also demanded effective collaboration with key educational leaders, liaising regularly with Principals and Assistant Principals across the school district to ensure the program's success

		Indiana University <i>Tutor</i>
Spring 2022	Mathematics Learning Center	The Mathematics Learning Center at Indiana University is an open table, individual support tutoring lab. Students in any undergraduate course listed in Mathematics can use the tutorial lab.
		Summer Bridge Program -TRiO <i>Indiana University</i>
Summer 2015	Recitation Leader	A coordinated math course to help bridge the space between high school mathematics and college entry requirements. The program provided the "college" experience for students before the semester started.
		Center for Veteran and Military Students <i>Indiana University</i>
2002 – 2023	Resident Mathematics Tutor	I worked regular hours in the center providing mathematics, finance, and physics tutoring. The continued free availability allowed students to seek help when needed.
		Grand Rapids Community College
2010-2012	Academic Support Center <i>Tutor</i>	As a tutor I worked in scheduled small groups with students who from the same course but in different sections these were usually 5-8 students. I also worked with the At Risk groups of students where the groupings were smaller, about 2-4. And I worked within the Mathematics Lab at GRCC, which had an open table individual support model
2010-2012	Academic Support Center <i>Integrated Tutorial Support Facilitator</i>	I was the lead facilitator on some courses that included non-mandatory recitation sections.
2011-2012	TRiO – Student Support Services <i>Creator & Tutor</i>	Created a time slot on weekends that was not served by the Academic Support Center to help other students who were associated with TRiO

Research experience

August 2026 – Present	Understanding Mathematical Relearning in College Algebra Students	Principal Investigator in examining mathematical relearning in College Algebra by tracing how students draw on, revise, and reinterpret prior mathematical knowledge across repeated encounters, while considering how their broader mathematical experiences shape that process.
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June 2025 – Present	Scholarship of Teaching and Learning – Mathematics Department Mentor: Professor Cynthia Farthing (University of Iowa). Examining how metacognitive journaling in College Algebra shapes students’ study habits, planning, and reflections on themselves as learners, drawing on qualitative analysis of responses from 1,118 students across three semesters
June 2023 – November 2024	Generalization Across Multiple Mathematical Areas: Classrooms and Teaching (GAMMA-CAT) Mentor: Professor Erik Tillema (Indiana University). I explored mathematical generalization in classroom contexts focusing on combinatorics. Notably, I employed the MAXQDA software for deductive coding, analyzing a teacher’s adoption of Margaret Smith and Miriam G. Sherin’s ”5 Practices” for combinatoric problem generalization. Additionally, I helped with a coding scheme based on the RFE Framework by Ellis, Waswa, Tasova, Hamilton, Moore, and Celik, aiming to pinpoint a teacher’s supportive actions for mathematical generalization.
Summer 2021	Polymath Jr. Research Experience for Undergraduates Mentor: Professor Marion Campisi (San Jose State University). I studied the Minimal Stick Index of Brunnian Links Within The Cubic Lattice. As a part of this project I presented on two of the seminal papers in this field, worked remotely in a group with other students from around the world, helped build upper bound conformations, and worked on lower bound proofs through case work. Through this project I have also become proficient with LaTeX and presenting with the Beamer Template
Summer 2021	SEISMIC Scholar at The SEISMIC Collaboration Mentor: Professor Marco Molinaro (University of Maryland). The Sloan Equity and Inclusion in STEM Introductory Courses Collaboration (SEISMIC) is a collection of educators, researchers, students, student support staff, and more who work in higher education and have seen the persistent problem of inequity and non-inclusion in STEM education. As a SEISMIC scholar I participated in weekly professional development seminars and did a literature review on equity in grading, explored equitable university policies, cataloged placement exam policies, and created one-pagers to be distributed to instructors with recommendations for more equitable grading policies. The position was encapsulated with a poster presentation on “Exploring and Supporting Equitable Policies From the Classroom to the Campus.”
Spring 2021 – Fall 2021	Research Assistant Mentor: Professor Julia Plavnik (University of Iowa). I worked on understanding and working with the Braid Group Representations as given by Imre Tuba and Hans Wenzl. I also worked with Dr. Colleen Delaney on the corresponding computational elements and how braids through Markov Closure can represent particle movement in 2 spatial dimensions and time.

- Spring 2021 **Directed Reading Program**
Mentor: Sean Sanford
Independent study that was guided by a graduate student (Sean Sanford) throughout the semester with the goal of presenting on a topic that was not covered in detail within the typical math curriculum. I studied Group Theory, Abstract Algebra, and Linear Algebra throughout the semester using “Algebra, Abstract and Concrete” by Frederick M. Goodman as the main text. I presented on “The Fundamental Theorem on Homomorphisms and the Braid Group B_3 ”, Ultimately showing the result that the quotient of the infinite B_3 and it’s infinite kernel (The Pure Braids), results in a group that is isomorphic to the finite S_3
- Fall 2020 **Directed Reading Program**
Mentor: Sean Sanford
Independent study that was guided by a graduate student (Sean Sanford) throughout the semester with the goal of presenting on a topic that was not covered in detail within the typical math curriculum. I studied Group Theory, Abstract Algebra, and Linear Algebra through out the semester using “Algebra, Abstract and Concrete” by Frederick M. Goodman as the main text. I presented on Lagrange’s Theorem Through Examples and a Counter Example of the Converse.
- June 2013 –
September 2013 **Summer Undergraduate Research Fellowship**
Mentor: Professor Rebecca Schmitz (Michigan Technological University).
My main area of study was mathematical pedagogy. I was interested in using the jigsaw methodology in cooperative learning theory. I learned how to set up an experiment to test a hypothesis in the social sciences and had a small presentation on my initial findings.
- June 2013 –
September 2013 **Summer Undergraduate Research Fellowship**
Mentor: Professor Rebecca Schmitz (Michigan Technological University).
My main area of study was mathematical pedagogy. I was interested in using the jigsaw methodology in cooperative learning theory. I learned how to set up an experiment to test a hypothesis in the social sciences and had a small presentation on my initial findings.
- August 2012 –
September 2013 **Research Assistant**
Mentors: Professor Rebecca Schmitz (Michigan Technological University).
Assisted n the study of second semester calculus student’s preference and performance for graphical and analytical reasoning
- August 2012 –
January 2013 **The Transfer Scholars Research Program: Michigan Technological University**
I was a part of an outreach program that took transfer students from Michigan community colleges and helped ease the transition while teaching new research related skills. Attended seminars on reading and critiquing research papers and professional development.

Mentorship and service

Professional service

- 2024 & 2026 **Psychology of Mathematics Education - North America**
Proposal Reviewer
- 2026 **Research on Undergraduate Mathematics Education**
Proposal Reviewer
- 2024 **National Council of Teachers of Mathematics Research Conference**
Proposal Reviewer

University service

- Fall 2026 –
Current **Graduate Peer Mentoring – University of Iowa Graduate College**
Peer Mentor
The GradLife Peer-to-Peer (P2P) Mentoring Program connects new and returning graduate students—domestic and international—for guidance, resources, and community.
- April 2026 –
Current **Campaign to Organize Graduate Students (UE Local 896)**
Financial Officer
- March 2026 –
Current **University of Iowa Graduate & Professional Student Government**
Delagate
- March 2026 –
Current **University of Iowa Graduate Student Senate**
Senator for Teaching & Learning
- January 2026 –
Current **Campaign to Organize Graduate Students (UE Local 896)**
Union Steward for Teaching & Learning
- September 2022
– 2024 **Indiana University Graduate and Professional Student Government**
Representative for College of Education 2023 – 2024
Representative for Mathematics Department 2022 – 2023
- September 2022
– 2024 **Mathematics Graduate Student Reading Group**
Philosophy of Mathematical Practice 2023
Mathematics Education 2022
- January 2023 **Applying to an R.E.U.**
Workshop
It is concurrent with the OURFA²M² mission to prepare undergraduates for all aspects of academia. So we have prepared a workshop where we talk about Eligibility, How to Find REU's, Programs for International Students, Materials needed to apply, Personal Fit for Programs, Advice for Applying, Participating in Programs, and a little inspiration. I also moderated the Q & A session at the end.

October 2022	Developing Your Career as an Undergrad Math Major: Advice from the Organizers of OURFA²M² <i>Virtual Programming for MAA</i> Undergraduate participants learned about how to start a mathematics-oriented career and have access to networking opportunities
May 2022	How to Attend a Conference as an Undergraduate <i>Workshop</i> It is concurrent with the OURFA ² M ² mission to prepare undergraduates for all aspects of academia. So we have prepared a workshop where we will discuss finding conferences of interest, funding to travel to conferences, registering for a conference, preparing to present at a conference, and how to make the most of your experience at a conference.
	Public service
October 2023 – Current	Prison Mathematics Project <i>Mentor & Curriculum Volunteer</i>
Summer 2023 – 2024	VITAL - Volunteers in Tutoring Adult Learners <i>Monroe County, Indiana Volunteer Tutor</i> Tutored adult learners in mathematics (ranging from high school equivalency examinations to pre-calculus), physics, and reading (ranging from phonics to english as second language to comprehension).

Conference attendance

April 2026	Annual Meeting of the American Education Research Association <i>Los Angeles, CA</i>
February 2026	Research on Undergraduate Mathematics Education <i>Washington D.C.</i>
February 2026	6th Annual OURFA²M² <i>Online</i>
February 2025	5th Annual OURFA²M² <i>Online</i>
November 2024	Psychology of Mathematics Education - North America <i>Cleveland, OH</i>
September 2024	National Council of Teachers of Mathematics <i>Chicago, IL</i>
November 2023	4th Annual OURFA²M² <i>Online</i>
January 2023	Joint Mathematics Meeting <i>Boston, MA</i>
November 2022	3rd Annual OURFA²M² <i>Online</i>
June 2022	Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC) Summer Meeting <i>Online</i>

April 2022	New York State Regional Graduate Mathematics Conference <i>Syracuse, NY</i>
February 2026	Pikes Peak Regional Undergraduate Mathematics Conference <i>Online</i>
December 2021	2nd Annual OURFA²M² <i>Online</i>
June 2021	Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC) Summer Meeting <i>Online</i>
May 2021	Indiana University's Learning Analytics Summit <i>Bloomington, IN</i>
January 2021	Joint Mathematics Meeting <i>Washington D.C. - Moved Online</i>
December 2020	Inaugural OURFA²M² <i>Online</i>

Workshops attended

January 2023	Inclusive Active Learning in Undergraduate Mathematics <i>Nancy Kress (University of Colorado), Rebecca Machen (University of Colorado), Wendy Smith (University of Nebraska), and Math Voigt (Clemson University)</i> This Professional Enhancement Program supported participants to advance their use of active learning instructional practices with explicit attention to approaches that support inclusive learning communities. Promotion of positive experiences for all students, especially those who identify as members of underrepresented groups in mathematics, was be central throughout this PEP. This PEP addressed early undergraduate mathematics course structures, policies, instructional practices and methods of assessment with emphasis aligned to the needs and interests of the participants
January 2023	Breaking the Cycle of Mechanisms of Inequality in Mathematics Teaching and Learning <i>Nicole M. Joseph (Vanderbilt University) and William Yslas Velez (University of Arizona)</i> This Professional Enhancement Program aimed to co-construct with its audience members a powerful and meaningful learning experience for breaking down issues and disrupting the cycle of inequality in the mathematics community. Participants engage in short readings, small group discussion, scenario/video analyses, and their tangible product is an implementation plan for change within their own realms of influence
August 2021	A LASER Focus on Understanding and Improving STEM Education I was introduced to open-access curriculum materials developed as part of the Learning Analytics in STEM Education Research (LASER) Institute to gain hands-on experience with computational analysis techniques (e.g. network analysis, text mining, machine learning) using R and RStudio

June 2021 **SEISMIC Scholars R Workshop**
 This workshop includes an introduction to R and R studio as tools for statistical analysis and an integrated development environment respectively. This included methodology on data wrangling, summarizing data in a meaningful way, and plotting data for analysis.

Professional membership

2024 – Current **National Council of Teachers of Mathematics**
 2023 – Current **American Educational Research Association**
 2021 – Current **Mathematical Association of America**
 2021 – 2024 **American Mathematical Society**

Certifications

2024 – 2027 **State Of Iowa Teaching License**
Mathematics for Grades 5–12

Current **CITI Program**
Human Research: Group 2 Social/Behavioral - IRB-02 (Stage 1)
Physical Science Responsible Conduct of Research

2023 – 2025 **Indiana State Professional Educator’s License**
Mathematics for Grades 5–12

Other interests

Current **Birding & Photography**

2026 – Current **Iowa City Bird Club**

2013 – Current **Guinness World Record: World’s Largest Snowball**
Team Member

2023 – 2024 **Annual Hilly 100**
Southern Indiana

2022 – 2024 **OneAmerica 500 Festival Mini-Marathon**

2022 – 2024 **Hoosier Half-Marathon**

2022– 2023 **Indy Tri – Sprint Triathlon**

2022 – 2024 **Hoosier Half-Marathon**

2020 – 2021 **Indiana University Math Club**

2020 – 2021 **Indiana University Chess Club**

2019 **NaNoWriMo Finisher**